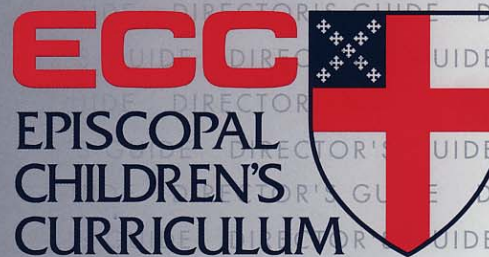


# Director's Guide



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# TABLE OF CONTENTS

<b>Introduction.....</b>	<b>1</b>
<b>Foundation Paper .....</b>	<b>4</b>
<b>Planning Resources.....</b>	<b>7</b>
<b>Curriculum Materials.....</b>	<b>15</b>
<b>Explanation of Terms .....</b>	<b>20</b>
<b>Unit Overviews .....</b>	<b>23</b>
<b>Liturgical Themes .....</b>	<b>46</b>
<b>Worship Connections .....</b>	<b>49</b>
<b>Parent/Home Connections .....</b>	<b>52</b>
<b>Music Resources.....</b>	<b>55</b>
<b>Biblical References.....</b>	<b>64</b>
<b>Supplies .....</b>	<b>79</b>
<b>Poster Summaries .....</b>	<b>83</b>
<b>Finding Teachers.....</b>	<b>93</b>
<b>Teacher Training .....</b>	<b>98</b>
<b>Intergenerational Events.....</b>	<b>104</b>
<b>Small Parishes .....</b>	<b>105</b>
<b>Resources .....</b>	<b>107</b>



# INTRODUCTION

In the words of the Baptismal Covenant, we promise to “continue in the apostles’ teaching and fellowship, in the breaking of bread, and in the prayers” (*The Book of Common Prayer*, p. 305). Holy Eucharist, the central act of worship for Christians, unites us with Jesus Christ our Lord. Again and again, as we partake of this sacrament, we remember and celebrate the life and ministry of Jesus Christ.

We are called to follow Jesus, the Son of God, who lived among us as teacher, preacher, and healer. Through his powerful example, Christians have come to understand that the act of teaching is fundamental to our faith.

## Teaching Is a Ministry

All Christians are teachers. Our daily lives are a witness to what we believe and value. Teaching is a ministry involving:

- *Hospitality*—Teacher and learner are poised and disposed to share time and activity. There is a mutual sense of welcome in being together at this time and in this place.
- *Presence*—Teacher and student are oriented toward listening and caring.
- *Participation*—Teacher and learner engage each other. There is a mutual spirit of inquiry, an interactive relationship. Roles are flexible.
- *Imagination*—For teacher and student, the mind, body, and soul are nourished by spirit and grace. Teaching and learning bring about change in those who teach and those who learn.

Christian formation is a lifelong process. Often the metaphors of journey or pilgrimage are used to describe the traveling span. Knowing the eventual duration of the journey, we can be confident that the facts of our faith, as important as these are, will be encountered again and again. Consider, for example, how—over the course of a lifetime—we repeatedly renew our acquaintance with the stories of the Nativity and Passion of Jesus Christ. The details soon become familiar, but the emotional power of the events touches us again and again. Age and experience enrich us with new possibilities of meaning.

## A Tool for Teachers

The aim of the *Episcopal Children’s Curriculum* (ECC) is to sustain and strengthen the ministry of teaching in the Episcopal Church. The Curriculum’s focus on classroom-based efforts does not deny the importance of other patterns of Christian education in a local congregation. It does reflect an intentional decision to affirm the act of teaching and spotlight the respective roles of teachers and learners.

The Curriculum is a tool for teachers. It serves as a resource to help teachers formulate answers to three pivotal questions:

- ***What do I teach?***

The Curriculum offers a sequence of topics that include Bible, Sacraments, and historical events in the Church. Teachers using the materials are expected to gain an adult-level understanding of the content of the session outlines, taking seriously their own roles as learners.

- ***Whom do I teach?***

At every age level, teachers are challenged anew to adapt to both the developmental characteristics of the group as well as the particular interests of each individual. The *Episcopal Children's Curriculum* addresses issues of developmental differences from two important perspectives. Content is approached differently at each of the three age levels—Preschool/Kindergarten, Primary, And Intermediate. Then, within each session outline at every age level, provision is made in activity suggestions for varying degrees of skill and learning styles among students.

- ***How do I teach?***

The Curriculum was written for teachers by teachers. The mechanics and logistics of teaching are crucial elements for successful classroom teaching. Flexibility is essential. Options and guidelines to help teachers make adjustments to fit local circumstances are indispensable. Included in the kaleidoscope of activity suggestions given for every session are practical comments and specific tips for guiding a process of learning.

## **The Episcopal Perspective**

The theological foundation of the *Episcopal Children's Curriculum* is set forth in a *Foundation Paper* (January 1990). This document is reproduced in this Guide and on the last pages of each Teacher's Guide. Here are the first few lines:

The aim of Christian education in Episcopal Church parishes and congregations is to assist every member in living out the covenant made in Holy Baptism (BCP, p. 304). Hence, the common ministry of teachers and learners focuses on matters of both faith and practice.

Baptism confers full participation in the Episcopal Church. The *Episcopal Children's Curriculum* sets forth a framework for helping all who teach and learn to grow in their understanding of the meaning of sacramental experiences. At every age, we are people of faith whose lives offer legitimate testimony to our baptismal promises. At every baptism, we are called to renew our commitment to these promises, in an unending, ever-enlarging circle of affirmation and action.

In describing *Episcopal Children's Curriculum*, these words are key: “biblically based,” and “liturgically oriented.” The Curriculum is designed to follow the overall biblical narrative in ways understood by young students. But the mere presence of Biblical material does not mark the *Episcopal Children's Curriculum* as distinctively Episcopal. As all Christians do, we look to Holy Scripture for the content of our faith and practice. We view the Bible as the written Word of God.

Our Episcopal liturgy, set forth in *The Book of Common Prayer* and supported by *The Hymnal 1982*, invites each of us to enter actively into a relationship with God's Word. The three-year cycle of the Eucharistic Lectionary (appointed readings) and the seasons of the Church Year provide the pattern for worship. For Episcopalians, the Lectionary cycle ensures two things—fullness and context. Every year we hear the biblical witness to our salvation history.

Liturgy, best defined as “the work of the people,” brings us together as a congregation. We are invited to be active, not passive. In a deeply personal way, we encounter God's Word. We listen, seeking to hear God speaking to us through Scripture. As we hear—at whatever level of understanding—we are touched, informed, instructed, healed, and transformed. The liturgy provides a structure for this life-changing encounter. It is worship that establishes the “Episcopal” affirmation of Scripture.

Deeply conscious of this vital role of liturgy, the editors and writers of the ECC have structured classroom experiences based on the general pattern of our Episcopal liturgy.

We come together; we hear the Word, along with an explanation; and we go forth to live in the world. In ways appropriate for each age level, the Curriculum sessions prescribe an analogous pattern. At each age level, the three essential activities are: “Gathering”—“Story, Storytelling, or Introducing the Theme”—“Saying Goodbye, Closing, or Going Forth.”

Students are encouraged through exposure and experience to learn words and actions for participation in worship and liturgy. The illustrations used in the ECC are specifically appropriate for Episcopalians. Clergy, churches, liturgical actions, text, and language are all used and portrayed as young people in Episcopal settings are most likely to experience them.

Selections from *The Book of Common Prayer* are incorporated into every session. Collects, prayers, and thanksgivings are included in every session. The music used in the ECC is found in *The Hymnal 1982*, and frequently appears also in the children’s hymnal, *We Sing of God*. As students learn the suggested hymns, they will be acquiring words and melodies to last through their whole lives as participants in the Church’s worship.

# FOUNDATION PAPER

*The following statement represents the theological foundation for Episcopal Children's Curriculum, a project of Virginia Theological Seminary, through its Center for the Ministry of Teaching, in collaboration with Morehouse Publishing. Adopted January 1990.*

The aim of Christian education in Episcopal Church parishes and congregations is to assist every member in living out the covenant made in Holy Baptism (BCP, p. 304). Hence, the common ministry of teachers and learners focuses on matters of both faith and practice:

- Faith in God who made heaven and earth, in Jesus Christ the Son of God, and in the Holy Spirit who is Lord and giver of life.
- Practice of worship and prayer, of repentance and obedience, of loving service to all persons, and of active pursuit of God's justice and peace in the world.

The content of our faith and practice is continually reexamined and corrected as we search Holy Scripture and the preserved tradition of the Church. All Christians have access to these sources and are invited to discover for themselves not only the record of God's action in former times but also God's living presence in our contemporary world; in that sense, every member of the Church is engaged in theological reflection.

In every generation we consider afresh what it means to speak of the one God who created everything, who is still at work in Christ to "make all things new," and who is revealed in power and glory by the indwelling of the Holy Spirit.

To have a growing faith in the triune God is to be open to the "new" that is always breaking into every dimension of our existence. Teachers of children, youth, and adults in the Church play a vital role in helping learners to approach all of life with an attitude of openness in order to discover and proclaim God's

presence in relation to every event and movement. Our roles as teachers and learners require critical, discriminative thinking; Christian education's aim is to assist all members of the Church to discern the signs and spirits of the age and to bring sound theological judgment to bear upon what we observe and experience.

The educative efforts of a congregation thus seek to nurture the gift of faith and to encourage all members in a life of obedience to God's will. Such nurture and encouragement take the forms of ongoing participation and explanation:

- We participate in worship with the prime intention of honoring God as transcendent. We acknowledge our sinfulness and confess our need of forgiveness. We give thanks for the good news of the gospel—that in Christ we receive pardon for all our offenses and are made worthy to stand before God.

In the liturgical life of the Church we are confronted again and again with the story of God's creative and saving action in the world, revealed supremely in the life and work of Jesus Christ, our risen and ascended Lord. By continual participation in the prayers and rites of the Church, we are engrafted further into its holy fellowship and formed as the living Church—glorifying God in the company of apostles and saints who have gone before us, and with all our brothers and sisters in Christ at home and throughout the world.

Participation in the Church's common life of worship is absolutely primary for effective Christian education. But so also is participation in Christ's ministry to individuals in need and to the structures of society when they produce oppression, discrimination, and misery rather than health and wholeness for all of God's people. Thus we respond in our daily life and work to the saving gospel proclaimed by the Church, and to the challenge to take part in carrying out the Church's mission throughout the world.

- At the same time, we engage in a constant process of explaining to ourselves and others where we came from, who we are as baptized persons gathered at the Lord's Table, and what we are called to be and to do in this present time.



We strive for greater knowledge of, and the ability to share:

- the whole story of God’s revelation as we receive it from Holy Scripture;
- the lively and continuing tradition of the Church’s history and heritage;
- and the practices that are morally and ethically appropriate among contemporary followers of Jesus Christ.

The Bible, Christian theology, church history, and current issues in the world are to be faithfully explored in our struggle to follow the leading of the Holy Spirit and to discover the will of God for our time.

There can be no substitute for serious efforts to teach and learn the Biblical narrative and the story of the Church in all their fullness.

The Church’s ministry of teaching is an urgent endeavor undertaken by God’s faithful people who renounce sin and evil, who turn to Christ as Savior, and who put their whole trust in the grace and love of God, living together as redeemed sinners in the community of the thankful.

Our common life in the Church is not only the locus but also the vehicle of Christian education. Knowing that the Church is called to be a sign to the world of the reign of God that is to come, we engage in our work as teachers and learners so that we may become a people known to bear one another’s burdens and to offer comfort and aid to all who suffer and are in need.

We seek also to foster well-informed and active membership in visible structures of the congregations and dioceses, as they pursue concrete acts of witness and mission to the world. We work together with our neighbors who are engaged in many kinds of work as they seek to serve the common good of humanity and to work for peace and justice.

Immersion in the Church’s faith and practice through regular participation and repeated explanation becomes, therefore, the foundation for Episcopalians’ work of Christian education.

The educative task in a parish or mission is a joint effort of clergy, parents, sponsors, and others in the congregation. We cannot rely solely on organized classes for the instruction and nurture of individuals. With the help and support of the whole congregation, parents—by word and example, prayers and witness—seek

to bring up their children in the Christian faith and way of life.

It is incumbent on a congregation to provide opportunities for children, youth, and adults to study and learn with their peers. Well-planned congregational structures for Christian education contribute much to the Church’s vitality. Parishes that foster strong ministries of teaching for all their members are most likely to grow and to take on meaningful activities of Christian mission. The work of evangelization—reaching out to persons who are not yet baptized or confirmed in the Church—is best undertaken in parishes with strong programs of Christian education. Christian education is biblical, theological, historical, liturgical, spiritual, and ethical in content and character. But we do not teach in a setting extracted from the contemporary scene; we are set down in the world’s midst and must learn its language systems in order to communicate and interpret our faith within it. The insights and wisdom of every available discipline devoted to the pursuit of truth about our human situation offer valuable resources for our endeavor.

Members of a congregation, as it gathers for worship and study, bring with them the ways of speaking that are common to their everyday encounters. Teachers in the Church are aware that they must provide bridges between the Word of God (known to us in Jesus Christ, the Bible, and the Church) and the everyday life of learners. Persons who teach are involved in a continual back-and-forth movement between the peculiar language of God’s people and the pervasive languages of contemporary society. Toward that end, they are well served by knowledge gained from the social sciences in such areas as these:

- Research and information on patterns of human growth and stages of development that affect how we learn at each age level.

- Theories of group process and behavior that affect the climate of any formal effort to educate persons or to maintain institutions.

- Styles of pedagogy and models for teaching offered as options in schools and classrooms.

- Methods of objective evaluation of the progress of individuals and groups in an educational setting.

—Forms of media used in human communication, with assessment of their relative strengths and weaknesses.

At the very least, the following requisites for a steady program of teaching and learning in the Church will include:

\*Committed and prayerful teachers who are dedicated to giving their very best talents and efforts to the enterprise.

\*A community of people constantly concerned and willing to support and aid the Church's ministry of teaching.

\*Appropriately designed materials for both teachers and pupils who study the Bible, the Church's story, and the full range of customs and practices of the Anglican and Episcopal traditions in particular.

\*Conscious effort on the part of editors, writers, and teachers to relate subject matter to contemporary life issues, in ways appropriate to each age level, with special emphasis on the fostering of individuals' ability to make moral and ethical decisions that reflect their Christian faith.

\*Ongoing discussion among teachers (in teams and small groups) concerning the nature of effective Christian education and their own roles.

Effective curriculum resources for Christian education in the Episcopal Church will include the following:

1. Teachers' background material for their personal enrichment as they prepare to teach from the Bible, *The Book of Common Prayer*, and other sources for interpreting the Church's faith and practice.
2. Helpful discussions of the age-level characteristics of learners.
3. Specific suggestions for teaching procedures.
4. Attractive materials to be shared with learners (such as texts and take-home items).

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Virginia Theological  
Seminary, January 1990*



# PLANNING RESOURCES

## Planning for the Church School Year

The seasonal cycle of the Church Year shapes our life together as Christians. As we move through Advent, Christmas, Epiphany, Lent, Easter, and Pentecost, we retell the stories, rehearse the events, and remember the people of our faith. Sunday after Sunday, day after day, Episcopal (Anglican) churches around the world plan Sunday liturgies that are carefully, creatively, and prayerfully constructed to incorporate the Lectionary Gospel theme of the day and the emphasis of the season.

A sure sense of “wholeness” to the Church Year comes together through the familiar, repetitive, predictable cycle of the story of our faith. It is essential that Christian education planners devote attention not only to the details of a given Sunday or event, but also to the rhythms of the entire cycle of the year. If a parish “burns out” at Christmas, is there sufficient energy and vision left for Easter? The season of Pentecost may be a great time for mission projects, but often parish programs send a not-so-subtle signal that the long stretch of Pentecost is less than important.

And further, however compelling the drama of the Church Year cycle may seem to the committed, as Christian education planners we need to note events and pressures of the secular calendar. It is no secret that many Holy Days have been seemingly preempted by the popular culture. The baby Jesus and the crucified Christ compete, in the minds of some people, with the images of Santa Claus and the Easter Bunny.

### Consider Local Factors

Be sure to consider the events and dates that affect the lives of people in the communities your parish serves. Every community has some. When do children start back to school? Do all the schools open at the same time? A staggered set of public and private school opening dates will affect Sunday School registration and attendance. Similarly, school vacation schedules may not be the same for all children.

What are the paid Monday holidays observed by local industries? Is there a special football rivalry that commands attention on a particular weekend? What is the weather like in your town? Are there generally predictable times when the elements will affect people’s living patterns?

Good planners anticipate events and prepare for likely probabilities. Before the details of next year come into sharp focus and orders have to be made, spend some time thinking about the entire year—getting a sense of the high points, the pace of time, and the spacing of events. Consider that Christian education leaders will often find themselves living out the plans of one season while mentally preparing for the next. How often does Epiphany pass by in a blur as the intensive Lenten schedule and Easter celebrations are planned during that time?

The *Episcopal Children’s Curriculum* provides a calendar for your use every year. You may obtain a copy in the spring of each year from Morehouse Publishing or from your copy of *Episcopal Teacher*. (A sample calendar follows.) Take note of civil holidays and of local community events that are likely to involve a significant number of people from the congregation (especially school activities). With the whole scene in mind, map out a specific plan for the best use of time available for a teaching ministry.

The thematic Unit organization of the *Episcopal Children's Curriculum* approaches subject matter in ways appropriate to the needs of learners of different ages. Unit themes are built on four foundations: Old Testament thematic sessions and one All Saints' session. On the chart provided, identify the dates your church school will meet. Remember to indicate those Sundays, if any, on which church school will not meet because of special congregational activities.

First, schedule the session for All Saints' Day (Session 9) for use on November 1, or for the previous Sunday if there is no Sunday School on the day the feast is celebrated. All Saints' is always celebrated on the Sunday following November 1. In many churches, this will mean that Session 9 may need to be inserted out of sequential order—it is designed with that fact in mind. Any of the other eight sessions of Unit I can precede or follow the All Saints' Session.

If church school begins in September and runs continuously without interruption through the Last Sunday in Pentecost, there could be a total of twelve Sundays. Enough activity suggestions are given in each session outline to allow easily for extending material to cover two class meetings. If need be, teachers can also combine or skip sessions to fit schedules of fewer than nine Sundays. Use the chart provided to plot when each session of Unit I will be used in your church school.

## **Unit II: New Testament Themes.**

Schedule the nine sessions of Unit II during the seasons of Advent, Christmas, and Epiphany. Many congregations have traditions of plays, pageants, and other seasonal events that take precedence over focused classwork at this time of year. Church school may not meet during the holidays. On the chart provided, identify the Sunday dates during these seasons that your church school will be operating.

For Unit II, at all levels of the Curriculum, three of the sessions are directly related to Advent (Sessions 1-3), and one session is devoted to Christmas (Session 4). Match these sessions in appropriate ways to your local church school calendar for this Unit. You may not need to use all four of these sessions.

Session 5 of Unit II is always an Epiphany session. Schedule it for the class meeting date closest to the first Sunday of Epiphany in your church school schedule. The remaining Sessions (6-9) are thematic and can be flexibly scheduled during the Epiphany season. The number of Sundays from 1 Epiphany through (Last) Epiphany will vary. Teachers will need to decide which of the four thematic sessions to extend to cover this time period. Another option might be to borrow sessions from Unit III, beginning that unit a week or two before Lent. Identify class dates during the Lent/Easter period on the Unit III chart to determine whether there will be extra sessions because of your local schedule. Indicate the session schedule for Unit II on the chart provided.

## **Unit III: Sacrament/Worship Themes.**

When Epiphany is especially long in any given year, schedule the nine sessions of Unit III for use during the last two Sundays of Epiphany, Lent, Holy Week, Easter, and one Sunday into the Easter season. The thematic Sacramental/Liturgical focus of each

year's material (Shell—Baptism; Chalice—Eucharist; Cross—Worship) is developed fully in Sessions 1-5. Sessions 6-9 extend the year's specific focus in firm connection to the liturgical events surrounding Easter.

Plot a schedule for using the sessions of Unit III by identifying the Sunday on which Session 8 (for Easter Day) will be used for your church school. Depending on local customs and service schedules, church school may or may not meet on Passion Sunday or Easter Day itself. Use the Easter session on the date that works best with the local calendar. Then, arrange for Sessions 6 and 7 to occur before Easter Day, and for Session 9 to be scheduled after Easter Day.

Now consider how to schedule the Sacramental thematic material in Sessions 1-5 for use during the weeks in Epiphany and Lent. Extend or combine sessions if the local schedule requires. The first five sessions of Unit III introduce and develop the sacramental focus for the year in ways that pose no conflicts with Epiphany themes.

#### **Unit IV: Church Themes.**

Plan to use this unit during the weeks of the Easter season, Pentecost, and following. Materials in Sessions 1-8 are thematically focused on church traditions and church history. Within each year of the Curriculum, there is a slightly different focus for deriving and supporting the church themes (Shell—Bible; Chalice—*The Book of Common Prayer*; Cross—*The Hymnal 1982*) Session 9 is always about the Feast of Pentecost. Plan to use it on the most appropriate date for your classes, even if it means interrupting the order of the other eight sessions.

The chart provided can include Sunday dates for using Unit IV sessions through the end of June. Match these sessions in appropriate ways to your local church school calendar for this time period. If you have classes through the end of June, you may want to expand one or two lessons. Or if you end sessions at Pentecost, you may not use all the Unit IV sessions. If so, decide which sessions to combine with others, or to leave out.

The number of Sundays in each month on calendar charts will vary from year to year. An accurate calendar chart for planning is published in *Episcopal Teacher* and by Morehouse Publishing in the spring of each year. It is available for free.

# EPISCOPAL CHILDREN'S CURRICULUM

## Scheduling Calendar

Sunday Date*	Unit I Season	Parish Calendar <i>Episcopal Children's Curriculum</i>
Sept. __, 20__	__ Pentecost	
Sept. __, 20__	__ Pentecost	
Sept. __, 20__	__ Pentecost	
Sept. __, 20__	__ Pentecost	
Oct. __, 20__	__ Pentecost	
Oct. __, 20__	__ Pentecost	
Oct. __, 20__	__ Pentecost	
Oct. __, 20__	__ Pentecost	
Nov. __, 20__	All Saints' Sunday	
Nov. __, 20__	__ Pentecost	
Nov. __, 20__	__ Pentecost	
Nov. __, 20__	Last Pentecost	

Sunday Date*	Unit II Season	Parish Calendar <i>Episcopal Children's Curriculum</i>
Nov. __, 20__	1 Advent	
Dec. __, 20__	2 Advent	
Dec. __, 20__	3 Advent	
Dec. __, 20__	4 Advent	
Dec. __, 20__	1 Christmas	
Jan. __, 20__	2 Christmas	
Jan. __, 20__	1 Epiphany	
Jan. __, 20__	2 Epiphany	
Jan. __, 20__	3 Epiphany	
Jan. __, 20__	4 Epiphany	
Feb. __, 20__	5 Epiphany	
Feb. __, 20__	Last Epiphany	

<b>Sunday Date*</b>	<b>Unit III Season</b>	<b>Parish Calendar <i>Episcopal Children's Curriculum</i></b>
Feb. __, 20__	1 Lent	
Feb. __, 20__	2 Lent	
Mar. __, 20__	3 Lent	
Mar. __, 20__	4 Lent	
Mar. __, 20__	5 Lent	
Mar. __, 20__	Passion/Palm Sunday	
Apr. __, 20__	Easter Day	
Apr. __, 20__	2 Easter	

<b>Sunday Date*</b>	<b>Unit IV Season</b>	<b>Parish Calendar Episcopal Children's Curriculum</b>
Apr. __, 20__	3 Easter	
Apr. __, 20__	4 Easter	
May __, 20__	5 Easter	
May __, 20__	6 Easter	
May __, 20__	7 Easter	
May __, 20__	Day of Pentecost	
May __, 20__	Trinity Sunday	
June __, 20__	2 Pentecost	
June __, 20__	3 Pentecost	
June __, 20__	4 Pentecost	
June __, 20__	5 Pentecost	



## Classroom Spaces

By far, the most common situation is for a church school class to meet in a room that may be used for a number of other purposes throughout the week. Furniture is scaled for adults, teaching supplies must be brought to and from the room for each session. Often, only modest displays can be safely left up between sessions.

In numerous churches, Sunday classes share space used for a weekday school. Here, the furniture is sized appropriately and the space for movement is generally adequate. But the weekday class “owns” the room and determines its appearance.

A few of the more unusual locations for church school classes include:

- lounges in nearby apartment buildings;
- dining areas at the end of large church kitchens;
- blocked-off ends of hallways;
- trees, sandboxes, or other outdoor focal spots;
- clergy offices or parish offices;
- basement rooms in nearby homes;
- curtained-off spaces in the parish hall;
- designated pews in the nave;
- choir rehearsal rooms;
- vesting rooms;
- porches or steps (front and back);
- the undercroft.

In some instances, such meeting places are necessary because of construction work or other temporary circumstances. In other cases space is simply at a premium.

## Assessing Meeting Spaces

Safety and size are the two foremost considerations. Unless these fundamentals are acceptable, the space should not be used for classes.

**Safety.** Heat, lighting, and ventilation must be adequate. Entrances, exits, and general access routes must be clear.

**Size.** The physical space should be sufficient to accommodate comfortably the number of children expected. Sardine-type seating is not desirable. Equally undesirable is an area so small that every activity uses all the space and there is never any breathing room for teacher preparation or projects for individuals or small groups. Usually the younger the children, the more space for natural movement is needed.

## Adapting Spaces

Beyond the fundamentals of safety and size, the challenge for teachers is to adapt spaces to the activity needs of their classes. Teachers working with the ECC will find that sessions suggest three environmental basics—coming together spots, work surfaces, and display possibilities.

Check out class meeting places, and be creative in ways to provide these three basics for each age group.

**Coming together spots.** Coming together for gathering, storytelling, games, drama, visitors, conversation, prayer, singing, and the like are activities common to every level of the ECC. Corners are excellent gathering spots, serving as natural focal points. A coming together spot that is somewhat removed from the bustle of entrances, and that can remain distinct from other activities, works best. Rugs, taped perimeters on the floor, or line arrangements of chairs can serve to mark off such a spot.

If the same space absolutely must be used for all activities, pay careful attention to the transition from one activity to another. (For example, students can face different

directions for each activity. Or they can sit on the floor for one activity and then switch to chairs and tables for the next.) Consider ways in which the room's space can help to convey to children a sense of welcome and comfort.

**Work surfaces.** Writing, drawing, painting, gluing, and cutting are only a few of the actions suggested in ECC. Within any given session, the options range from neat to quite messy. Consider the types of activities that learners will be engaged in during a particular session, and plan ahead to provide a suitable work surface.

Appropriately sized tables and chairs with durable, washable surfaces, while highly desirable, may not always be available. Where tables are needed, consider using card tables or, if possible, going outside to use picnic tables or benches.

Children can sometimes do projects on the floor. Newspapers, sheets, plastic coverings, and other protective material can be used to set up temporary work surfaces.

Look at other places. Adjacent rooms might be more suitable for some project activities. Arrange schedules to borrow or switch rooms. Or go outside if weather permits.

Another strategy for limited work surfaces is to divide the class members into smaller groups and rotate use of a work surface area.

Note that it is possible at any level of the ECC to select a set of activities that will not require work surfaces. We recognize that there may be occasions where a neat and tidy "talking" session makes sense. However, the Curriculum is set up to promote learning through all the senses. We hope teachers will take the necessary steps to provide frequent opportunities for learners to explore and create in active ways.

**Display possibilities.** The ECC session outlines include numerous suggestions for displaying such items as pictures or posters from the Teacher's Packet, butcher paper for large group murals, or newsprint sheets to record students' ideas. These are in addition to the use of a chalkboard.

Displays may be used when the whole group is together, or they may need to be up for individuals to use in connection with projects.

If rooms are equipped with large bulletin boards and chalkboards, following these suggestions is relatively easy. If such surfaces are unavailable, investigate ways to use walls for display. Special tapes and fasteners can be purchased at art or hardware stores. These can be used on painted walls and will not leave any residue or damage the surface.

Another alternative is to hang a sheet or length of thick fabric from the top of a wall or clothesline, and then fasten displayed items to this covering. Fabric "bulletin boards" can be stored between sessions.

## Organizing Classes

The ECC is organized to allow for the maximum in flexibility in organizing classes. In church schools with small numbers of children, learners of similar ages are often grouped together in broadly graded classes. The best groupings happen when children with similar developmental abilities and attention spans are put together. The ECC is arranged for these kinds of classes: Preschool/Kindergarten (ages 3-5); Primary (Grades 1-3); and Intermediate (Grades 4-6).

However, this may not work neatly in other situations. Following are charts to help churches make decisions about which materials to use.

	<b>Preschoolers through 2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade through 6<sup>th</sup> Grade</b>
Year One	P/K Shell	Primary Shell
Year Two	P/K Chalice	Primary Chalice
Year Three	P/K Cross	Primary Cross *Moving into the Intermediate materials as the majority of the class matures.

	<b>3-4 year-olds/ Preschool</b>	<b>Kindergarten/ 1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> and 3<sup>rd</sup> Grades</b>	<b>4<sup>th</sup> and 5<sup>th</sup> Grades</b>	<b>6<sup>th</sup> Grade</b>
Year One	P/K Shell	P/K Cross	Primary Chalice	Intermediate Shell	Intermediate Cross
Year Two	P/K Chalice	Primary Shell	Primary Cross	Intermediate Chalice	Episcopal Curriculum for Younger Youth

	<b>Preschool/ Kindergarten (3-5 year-olds)</b>	<b>Primary (1<sup>st</sup> Grade through 3<sup>rd</sup> Grades)</b>	<b>Intermediate (4<sup>th</sup> Grade through 6<sup>th</sup> Grades)</b>
Year One	P/K Shell	Primary Shell	Intermediate Shell
Year Two	P/K Chalice	Primary Chalice	Intermediate Chalice
Year Three	P/K Cross	Primary Cross	Intermediate Cross

<b>3-year-old Pre-school</b>	<b>4-year-old Pre-school</b>	<b>Kinder-garten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>
P/K Shell	P/K Chal-ice	P/K Cross	Primary Shell	Primary Chalice	Primary Cross	Intermediate Shell	Intermediate Chalice	Intermediate Cross
An alternative would be for all classes to use the Shell Year of the appropriate level for the first year and then use the Chalice and Cross Years the following two years. The advantage of this approach is that intergenerational or multi-age activities could be designed around common themes such as Baptism and Eucharist.								

In small parishes where all age groups are combined into one class, count and group the learners according to their age and ability. Choose the level of the ECC that corresponds to the largest group of children. Many teachers will find it easier to simplify materials for younger learners than to redesign activities for older learners. Consider pairing older learners with younger learners to work at tasks together.

# CURRICULUM MATERIALS

The *Episcopal Children's Curriculum* provides materials for both teachers and students. At each age level of the Curriculum, distinctive materials for students are designed to appeal particularly to that age group. Teachers' materials, while quite similar in format and function across age levels, reflect noticeably the changing characteristics of the classroom situation at each age level.

## For Teachers

### Teacher's Guide

Contains thirty-six sessions of material organized into the four units of the year. Unit I. Old Testament Themes and All Saints; Unit II. Advent/ Christmas and Epiphany sessions plus the New Testament Stories of Jesus; Unit III. The Sacraments of the Church, Worship, and Lent/ Easter themes; Unit IV. Church History and other themes as related to the Bible, prayer book, and hymnal. The Teacher's Background includes helpful general descriptive material and suggestions for additional resources.

### Teacher's Packet (posters and patterns)

Teacher's Packets for all years and levels of the *Episcopal Children's Curriculum* contain a selection of pictures and patterns especially chosen to accompany the session activities for a given year. Most pictures are in color, printed on sheets that can be mounted and displayed. Patterns are black and white for copying or tracing.

Teachers using the *Episcopal Children's Curriculum* will find examples of classic art provided at each age level. Fine quality reproductions appear as posters in the Teacher's Packets, illustrations in the learners' books, and as pictures on take-home cards.

In many instances, the accompanying activity suggestions in the session outlines invite teachers and students to share orally their responses to these art works. Questions or comments may be included to help in guiding the conversation.

Look for artwork or patterns from other ECC age levels that might be appropriate for your group in the tables beginning on page 84. Posters are cross-referenced by artwork, activity, Scripture, or Prayer Book.

Arrange to mount the ECC art reproductions on a sturdy background. Use poster/board or some other suitably stiff material. If possible, laminate the piece.

Be inventive in using display techniques that encourage close-up inspection. In addition to bulletin boards or standard easels, some other ways to promote close observation include: passing a piece of art around the group, placing it flat on a table with all students gathered around, or propping it on a chair near the center of a seated group.

Look through the Teacher's Packet for the entire year. Cut out the patterns, game pieces, and other multiple part materials. Put each item in a separate envelope. A large mailing envelope works best.

Label each envelope with the appropriate symbol, level, unit, session number, and activity category of each item. (Example: Shell, Primary, Unit III, Session 6, Game.) Be sure the same identifying information placed on the envelopes is also on the back side of each poster.

## For Students

At each age level, materials are provided for the students to enhance their learning at home and in the classroom.

### Learners' Books

Accompanying the strong emphasis on the oral tradition of telling stories in the *Episcopal Children's Curriculum*, there is provision in the Curriculum for books—pictures and written words—to present stories and information.

Each book developed for the ECC is designed first to be a good children's book—one that a child will enjoy owning and will want to return to again and again. The pictures and texts for books reflect the interests and reading skills of learners at each age level:

For preschool and kindergarten children, an attractive, colorful picture book highlights the major theme for each unit. The illustrations and simple text lines lend themselves to both shared storytime and individual use. These stories introduce young children to central stories of the Bible and principal acts of worship in Episcopal churches.

The Preschool/Kindergarten Teacher's Guide frequently suggests a few selected pages of text and illustration from the related children's book to use during the group story time or to support other activities in the session outline. Several of the Teacher Packet posters are large reproductions of book illustrations.

For primary learners, Grades 1-3, the format and purpose of the books changes slightly. Each Learners' book contains nine three-page chapters. Within each chapter is a full-page illustration with a line of text suitable for easy reading. The accompanying two-page story is intended for learners to read independently.

The Primary Teacher's Guide provides considerable resource material in each session outline for teachers to use for composing stories to tell in their own words. The stories from the Learners' books can serve as useful reference tools. While these stories are written specifically for independent reading by Grades 1-2, the vocabulary and story details may be a useful guide as teachers prepare themselves for storytelling.

Note, however, that while each Unit book generally supports the Unit theme, there is not always an exact match between book chapter and session number. This is usually the case when a Unit includes sessions for Advent/Christmas or Lent/Easter. In the Shell year an additional book, *Jesus, Son of God*, tells the story of the life of Jesus from birth through the resurrection. The editors felt that it was important for learners to have a book with the full story of the life of Jesus under one cover.

For intermediate students (Grades 4-6), the books accompanying the Curriculum materials change once again in format and purpose to meet best the needs of students at this level. There is one Treasurebook for each year, which serves as a student resource and reference book. Each year's Treasurebook has four parts that correspond to the four unit themes of that year. Session outlines suggest ways to encourage student reading. The books are also useful for teacher preparation. The student materials are intended to be distributed for personal use by students.

### Take-Home Cards

Take-Home Cards are featured at every year and level of the *Episcopal Children's Curriculum*. They provide a link between church school classrooms and learners' homes. Packaged in sets of thirty-six, one card is provided for each session during the year:

The picture on the 5 x 7 cards for **Preschool/Kindergarten** represents the theme of a session. A related Scripture verse or other text may appear on either side of the card. The

back side of a card contains a poem, prayer, or hymn stanza, along with a brief note to parents suggesting ideas for conversation or activities at home.

**Primary** cards are 3 1/2 x 5. A learner who collected all thirty-six each year for three years would have a set of 108 cards representing key people and events from the Bible and the Church. Stained-glass windows, classic art, photographs, and detailed drawings give visual meaning to the stories primary-age learners will hear in their classes. Significant Scripture verses, key facts, and an interesting question for learners to ponder appears on every card.

Roughly the size of popular trading or baseball cards (2 1/2 x 3 1/2) are Symbol Cards for the **Intermediate** level. Each card features a symbol on the front, with an explanation and a Scripture verse on the back. They are invaluable in helping students to become familiar with the Church's great treasure of symbols.

Children look forward to receiving the cards and enjoy having them at home. Some cards are posted on family refrigerators; others collected in special boxes, or lined up for display in a child's room. Parents can use them as an opportunity to talk about what happened in church school.

Teachers can use the cards in a variety of ways in classroom activities, as part of the closing ritual, and during Story or Conversation times, to provide something more to see, touch, and describe. A new card can be displayed each week on a prominent bulletin board—allowing children a chance to anticipate the coming story. Or teachers can set up a cumulative, linear display of the cards—adding a new one each session—to give children another opportunity to look back over familiar cards from previous sessions and retell the stories they remembered.

### **Distributing the Cards**

Strategies for distributing cards vary from handing out one per session to sending home a unit collection of nine cards.

In order to help children collect and save their cards, punch holes in them and provide rings to slip the cards onto. Or provide small boxes or colorful bags in which to collect the cards.

Mail the cards mid-week to each child in the class, capitalizing on children's delight in receiving mail.

### **Using Leftover Cards**

The most straightforward way to minimize leftover cards is to purchase one set of cards for each student in the class. Since each student "owns" a set of cards, teachers need only devise ways to distribute the cards in ways that are compatible with teaching plans and Sunday school schedules. Cards can easily be gathered and held for absent students or mailed periodically along with friendly notes from the teacher. Additional card sets can be ordered at any time for new students. If certain sessions are not scheduled for use at all, teachers can still arrange to give out the cards for those sessions at other times in the unit. The one-student-one-card-set strategy is neat and tidy, but probably not always possible in the real world of strained budgets and uneven attendance. Here are some suggestions for leftover cards:

- Occasionally mail cards home with notes to absent students;

- Within the classroom, arrange a simple bulletin display and invite next session's students to check out what they missed the previous week, with card samples to take home;
- For the congregation, display "leftover" cards in a central location and invite members to select cards to take home;
- Sort leftover cards and package in pairs for simple card games, such as matching or fishing;
- Plan ways to incorporate the cards into projects during Lenten evening activities or Vacation Bible School. For example, cards can be attached to placemats or inserted in greeting cards for senior citizens.

### **Puzzle Packs**

At the Primary level an additional resource for teachers and students is a set of puzzles, one for each session. These are helpful in working with words and ideas related to the session.

Teachers may choose to use the Puzzle Pad sheets in several ways:

- With younger learners or non/readers, the puzzles can be completed as a group. Perhaps with a large version of the puzzle on a chalkboard or easel pad for the teacher to write in the answers.
- Learners may work in pairs or in teams, sharing abilities to complete the puzzle.
- Accomplished readers can work independently.
- The puzzles can be an additional take-home item.

Puzzle Pads may be purchased for each learner or one pad may be used as a master to make as many copies as are needed for the class.

### **Newspapers**

At the Intermediate level, a major feature is the student newspaper, *Covenant Times* (Shell), *Community Times* (Chalice), and *Church Times* (Cross).

Printed on quality paper, multi/colored, and attractively composed, the four-page papers are 8 1/2 x 11 inches when folded.

One issue of the newspaper is provided for each of the thirty-six sessions of the year. It is desirable that newspapers be purchased for each student at the Intermediate age level.

The newspaper format fits in with the Curriculum's flexible approach to sharing content with students. The section "Introducing the Story" in the Teacher's Guide provides suggestions about using information from the newspapers in storytelling. With newspapers at hand, both teachers and students have immediate access to a common set of stories, facts, and related concepts. Thus the stage is set for interaction and dialogue.

#### **Content Is Varied**

Every newspaper has a mixture of feature stories, news articles, illustrations, puzzles, memory tasks, Scripture, maps, and more.

The newspaper stories are written as if reporters had interviewed the participants directly. Specially commissioned art accompanies the front-page story of each issue.

Inside the paper are related articles, original illustrations, maps, and diagrams. Puzzles are based on the vocabulary of the session themes.

### Regular Features

Three sections of the Student Newspaper support the continuing session activities:

- **Memory Challenge.** This box serves to underscore the current session's challenge and to review previously memorized parts of the list or text.
- **Learning Scripture.** This feature provides a list of selected passages to be committed to memory during each Unit. Two or more passages are highlighted in each issue. Keyed to important details or concepts, these brief texts can become part of a student's personal treasure of knowledge. Over the 36 issues of the paper, more than eighty passages are identified.
- **Word Puzzles.** Typically appearing on the back page (with the answer key inside in small type), these may be crosswords, words searches, word scrambles, acrostics, or fill-in-the-blank. Each puzzle has been especially devised to spotlight words representing key concepts or facts.

### Supplemental Guides

Supplemental Guides to *Episcopal Children's Curriculum* are available for each age level—Preschool/Kindergarten, Primary, and Intermediate. Each age-level guide will cover all three years of the materials—Shell, Chalice, Cross.

Remembering that all teaching is the engagement of teachers and students with the materials, the supplemental guides seek to enrich the choices that teachers and students have. New ideas for getting started and using the curriculum are presented. These will include games for learning names and getting acquainted and ideas for distribution and use of supplementary items such as Student Books and Take-Home Cards. Ideas for developing the lessons and new activities are organized around the unit topics and liturgical seasons. Ideas for using the curriculum in multi-age and intergenerational settings are also included.

### What to Dowload

We recommend that congregations have one Teacher's Guide for each teacher along with one Teacher's Packet for each class group.

Preschool/ Kindergarten children will need a set of Take-Home Cards per child and a copy of each of the four Children's Books for each year.

Primary learners will also need a set of Take-Home Cards and the four Learner's Books per year.

Intermediate students will need a set of Student Newspapers and Symbol Cards per year. The Treasurebooks may be photocopied for each students to use at home, or as a set of resource materials for teachers or to use in the classroom.

Churches on limited budgets can reuse Teacher's Guides and Packets. Children's materials could be financed through a supplies fee or sponsorship of the Church Education Program. The cost per child is approximately the cost of a movie, with popcorn and a soft drink.



# EXPLANATION OF TERMS

## Symbols: Shell, Chalice, and Cross

### What do these symbols mean?

In Christian tradition, the shell is a symbol for Baptism, the chalice is a symbol for Eucharist, and the cross is a common symbol for church or worship.

### Why does the *Episcopal Children's Curriculum* use these symbols?

In order to identify each of the three years within an age level, we used the symbols of shell, chalice, and cross. The symbols refer to the sacrament which is emphasized in the Sacrament Unit (III) for that given year. The other Units in each year focus on the Old Testament (I), Jesus (II), and New Testament/Church History (IV).

We chose not to use the letters A, B, and C in order to avoid confusion with the three-year Lectionary. Similarly, we decided not to use age or grade indicators because many Sunday School classes are composed of mixed age/grade groups (broadly graded as opposed to single-grade).

### How are years with the same symbol related?

Across age-levels, materials with the same symbol share a common sacrament focus in Unit III. In addition, there is a similar chronological focus in Unit I (Old Testament), and a similar emphasis in Unit IV on Church History—using the Bible, *The Book of Common Prayer*, or *The Hymnal 1982*.

### How are these symbols used?

These three symbols, along with an age-level designation, are used to organize and identify the nine levels of *Episcopal Children's Curriculum* materials.

### Does the order in which the symbol-coded, age-level materials are used matter?

No, not from the standpoint of the Curriculum structure. Children who continue with the *Episcopal Children's Curriculum* for several years (hopefully all nine) will revisit thematic material again and again, each time using a fresh perspective and an increasingly sophisticated developmental understanding.

## Focus

The Focus is the summarized statement of the session topic, plus the hopeful outcome for the learners. These serve as a guide for teachers as they determine what has been accomplished in the session.

## Gathering and Closing

A feature of the *Episcopal Children's Curriculum* is the use of a formal opening and closing ritual for every session. Adapted for learners of every age level, the suggested rituals serve several purposes—the most fundamental being the modeling of our community worship—where we come together at an appointed time to worship the Lord our God.

In a similar fashion, opening rituals in the classroom symbolize the distinctiveness of both the time a group spends together and the space in which the group gathers. The closing dismissal, like the conclusion of our worship service, signifies that it is time to leave this place of explanation and exploration and re-enter the world as practicing Christians.

The opening rituals and closing rituals are part of the activity suggestions at each level of the Curriculum.

### **Preschool/Kindergarten**

Teachers and children, at the Gathering, use words from the services in *The Book of Common Prayer* to mark the beginning of their time together, such as, “Glory to the Father, and to the Son, and to the Holy Spirit. Amen.” In the closing ritual suggested in *Saying Goodbye*, the children gather for a prayer, the first two lines of which change each session, while the last two lines remain the same across the thirty-six Sessions of the Level. For the dismissal after the prayer, the teacher says, “Let us bless the Lord.” The children respond, “Thanks be to God.”

### **Primary**

At the Gathering, teachers and learners join in oral recitation of texts from *The Book of Common Prayer* or the Bible—the Lord’s Prayer, the Apostles Creed, the General Confession, and others. These are words we use in church all our lives. The texts are printed on posters in the Teacher’s Resource Packet. In *Closing*, the Teacher’s Guide suggests a teacher-led prayer—line two changes each Session—modeled on the Prayers of the People Form VI. Learners are encouraged to make contributions. The dismissal is the familiar “Let us go in peace to love and serve the Lord,” to which the learners respond, “Thanks be to God.”

### **Intermediate**

For the Gathering, the teacher leads the group using a designated Collect from *The Book of Common Prayer*. A student lector then introduces and reads a Scripture selection (NRSV) keyed to the session theme. In *Going Forth*, sessions close with a repeated prayer followed by the dismissal, “Let us go forth in the name of Christ,” to which the students respond, “Thanks be to God.”

**Gathering, Storytelling, and Closing** are considered the three essential activities for teachers to include in every session. Suggestions are offered in the Curriculum for simple activities that take place in the Gathering. These anticipate the session theme and are provided to help the initial waiting time pass smoothly and purposefully.

## **Story, Storytelling, Introducing the Story**

Teachers using *Episcopal Children’s Curriculum* will be telling stories in their own words at every session. As we share the Bible with children, we communicate details of people, places, and events. But instinctively, we also share our personal beliefs and understandings. It is this fusion of teller and tale that makes stories such a powerful tool for transmitting the Christian heritage.

Two ingredients are indispensable for effective storytelling in a classroom. They are (1) personal knowledge of the Scriptures, and (2) a comfortable, practiced competence with “telling” skills. We can work at attaining both ingredients.

Stories of the Bible are a living witness to the experiences of the people of God, past and present. In a sense, the Bible is a collection of daily stories told by people in earlier times, probably much as we tell our stories today.

A workshop that helps teachers to develop their skills in this essential area of teaching is in the Teacher Training section of this guide.

## **Time Estimates**

Time estimates are provided in each session. A class that meets for twenty minutes or less will only have time to complete the essence of the lesson contained in the **Gathering, Storytelling, and Closing**. All other options are provided to support the central theme. The time estimates allow teachers to make decisions about which other activities they might include if more time is allotted.

An average total time for activities is 180 minutes. This allows for choice among the activities that reflect the interest of the teacher and the students. It also allows for expansion of the session to two or more if the children show particular interest or the scheduling necessitates.

# UNIT OVERVIEWS

PRESCHOOL/KINDERGARTEN SHELL YEAR		
Unit I—Creation		
Session	Title and Scripture	Focus Statement
1	God Made Light and Darkness <i>Genesis 1:5</i>	This is the first of eight sessions on the Creation account found in <i>Genesis 1:1-2:3</i> . The emphasis is on the light we call day and the dark we call night, and that both are good gifts from God who made them.
2	God Made Water, the Sky, and Land <i>Genesis 1:1</i>	The focus for this second session is on God’s creation of water, sky, and land.
3	God Created All Plant Life <i>Genesis 1:11a</i>	The focus for this week is on God’s work in making all plant life—Day 3.
4	God Made the Sun, Moon, and Stars <i>Genesis 1:16</i>	The focus of this session is on God’s creation of heavenly bodies—sun, moon, and stars.
5	God Made the Fish and the Birds <i>Genesis 1:20</i>	On the fifth day of Creation ( <i>Genesis 1:20-23</i> ), God made all marine life and all the birds of the air.
6	God Made All the Other Animals <i>Genesis 1:25</i>	On the sixth day of Creation, God made all the other animals and human beings as well. The focus for this session with the children will be on the creation of animals, and the following week, people.
7	God Created Human Beings <i>Genesis 1:27</i>	The focus for this session will be on the second part of <i>Genesis 1:24-31</i> . God made human beings as a final act of creation. Every person is a unique creature of God.
8	God Rested from the Work of Creating <i>Genesis 2:3</i>	The final day in the first Genesis story of Creation is devoted to God’s rest.
9	The Church’s People: Saints of God <i>Psalms 149:1 (BCP,807)</i>	This session has been prepared for use on All Saints’ Sunday: the celebration of the lives of the people who have worshiped and loved God.
Unit II—Jesus, Son of God		
1	Jesus Had a Family <i>Luke 1:31</i>	God wanted Jesus to be born into a family. Mary heard this good news from Gabriel, one of God’s angels.
2	Mary is the Mother of Jesus <i>Luke 1:46-47</i>	Mary waited expectantly for Jesus to be born. This session describes ways a mother prepares for a baby’s birth.
3	Joseph Waited for Jesus <i>Matthew 1:24</i>	Joseph did what God wanted him to do by taking care of Mary and the baby Jesus.
4	Jesus Was Born in a Stable <i>Luke 2:7</i>	Jesus was born in Bethlehem in a stable because the inn was full.
5	The Wise Men Knew Jesus Was Special <i>Matthew 2:9b</i>	The wise men recognized Jesus as a special child of God. Mary and Joseph were amazed.
6	Jesus Grew Up <i>Luke 2:42</i>	Jesus lived with Mary and Joseph and grew up doing the things children enjoy. When he was twelve years old, he went with his family on a trip to Jerusalem.
7	Jesus Chose Disciples <i>Mark 3:13-14a</i>	Jesus chose twelve friends, called disciples, to be with him.
8	Jesus Calmed the Storm <i>Mark 4:39b</i>	Jesus made the wind and the sea be quiet so the disciples would not be frightened.
9	Jesus Fed the Five Thousand <i>Matthew 14:19</i>	After Jesus blessed five loaves and two fish, there was enough food to feed over five thousand people ( <i>Matthew 14:13-21</i> ).

<b>Unit III—Baptism: Belonging</b>		
Session	Title and Scripture	Focus Statement
1	Jesus Was Baptized by John <i>Mark 1:9</i>	Jesus was baptized in the Jordan River by his cousin, John ( <i>Mark 1:9-11</i> ).
2	Baptism Is a Sacrament <i>Mark 1:10</i>	Baptism is a wonderful celebration that happens at church. It is called a sacrament.
3	Baptism Is Joining the Family of God <i>Mark 10:14b</i>	In Baptism we are welcomed into the family of God. Persons who are baptized belong to the church.
4	We Use Water for Baptism (BCP, 306)	We are baptized with water. At a baptism the words “I baptize you in the Name of the Father, and of the Son, and of the Holy Spirit” are said.
5	We Are Marked as Christ’s Own Forever (BCP, 308)	We are baptized in the Name of the Father, and of the Son, and of the Holy Spirit. We are “sealed by the Holy Spirit in Baptism and marked as Christ’s own for ever.”
6	Jesus Went to Jerusalem <i>Mark 11:9b</i>	Jesus went to Jerusalem with his disciples, and people spread palms on the road to welcome him ( <i>Mark 11:1-10</i> ).
7	Jesus Died in Love for Us (BCP, 281: Anthem 1)	Jesus died on a cross on Good Friday. The cross stands for God’s love for us.
8	Jesus Rose from the Dead <i>Mark 16:6</i>	Jesus rose from the dead. We celebrate this good news at Easter.
9	Baptism Means New Life with the Risen Jesus <i>Matthew 28:19-20</i>	We have baptisms at Easter because the sacrament means new life with the risen Jesus.
<b>Unit IV—We Are the Church</b>		
1	We Worship God at Church <i>Psalms 122:1</i>	We go to the church building to worship God. Not everyone goes to the same church, for there are many church buildings.
2	Many People Worship at Church <i>Acts 2:42</i>	We see many different people at church, including the clergy, lay leaders, teachers, neighbors, friends, and family.
3	We Read the Bible <i>II Timothy 3:15a, 16a</i>	At church the Bible is read aloud.
4	The Bible Has Stories About What God Has Done <i>Psalms 78:4b</i>	We listen at church to stories of what God has done. Stories from the Old Testament are read in church.
5	The Bible Has Stories About Jesus Verse read from each of the four Gospels	At church we hear about Jesus and his followers. The Gospel reading in the service is always about Jesus.
6	We Pray <i>I Thessalonians 5:16-18</i>	At church we pray with other people; we pray while kneeling, standing, or sitting. Prayer is talking with God and listening to God.
7	We Sing Hymns <i>Psalms 95:1a</i>	At church we sing hymns from the Hymnal.
8	We Love and Help One Another <i>Mark 12:31</i>	People in the church love and help one another.
9	Pentecost Is the Birthday of the Church <i>Acts 2:44a</i>	Pentecost is the birthday of the Church.

## PRESCHOOL/KINDERGARTEN CHALICE YEAR

### Unit I—Promise

Session	Title and Scripture	Focus Statement
1	Noah Built an Ark <i>Genesis 7:1a</i>	God chose Noah and his family to do an important job. They did what God told them to do, including the building of an ark.
2	Noah Sent a Dove <i>Genesis 8:11</i>	When the rains stopped, Noah sent a raven and a dove to see if there was dry land again.
3	God Showed a Rainbow <i>Genesis 9:13</i>	God promised Noah, by putting a rainbow in the sky, that it would never rain that much again. This was a sign of God's promise to care for us always.
4	Abraham and Sarah Obey God <i>Genesis 12:1a,2</i>	God asked Abraham and Sarah to go to a new place to live—a place they had never heard of before. They did what God told them to do.
5	Isaac Was the Son of Abraham and Sarah <i>Genesis 17:19a; 21:6</i>	God promised Abraham and Sarah that they would have a son. Isaac would be blessed by God.
6	Moses Was Found in the Bulrushes <i>Exodus 2:10a,b</i>	Moses was kept safe in a basket hidden in the river. His older sister stayed nearby to watch. His mother was chosen to care for him in the home of the Egyptian ruler.
7	Moses Heard God in the Burning Bush <i>Exodus 3:2</i>	God spoke to Moses in a burning bush and called him to be leader of God's people. God promised to bring the people of Egypt into a land of their own.
8	Moses Led God's People Out of Egypt <i>Exodus 13:3a</i>	Moses led the people of God safely out of Egypt, crossing the Red Sea.
9	All Saints: God's People <i>Psalms 145:10</i>	The promises of God are kept for all the saints.

### Unit II—Jesus: Storyteller

1	Advent Begins a New Year <i>Revelation 21:5b</i>	The first Sunday of Advent is the beginning of a new year in the Church. We remember that God is always doing new things.
2	The Shepherds Watch Their Flocks <i>Luke 2:8</i>	The shepherds watched over their sheep in the fields near Bethlehem, both day and night.
3	The Shepherds Hear the Good News <i>Luke 2:10</i>	An angel from God surprised the shepherds near Bethlehem and told them good news.
4	The Shepherds Visit the Baby <i>Luke 2:16</i>	The shepherds decided to go to Bethlehem to see the baby Jesus.
5	The Wise Men Brought Gifts <i>Matthew 2:11b</i>	The wise men brought gifts for the baby Jesus.
6	The Mustard Seed Grows into a Bush <i>Mark 4:31</i>	Jesus told many stories about God. Jesus told about a tiny mustard seed that grows into a big bush to be a home for birds.
7	The Lost Coin Was Found <i>Luke 15:9b</i>	Jesus told about a woman who lost a coin and looked until she found it, and then called to friends to tell them how happy she was.
8	The Lost Sheep Is Safe <i>Luke 15:6b</i>	Jesus told about a sheep that wandered away from home. The shepherd went to find it and brought it back safely.
9	Jesus Is the Good Shepherd <i>John 10:14</i>	Jesus is the good shepherd who knows his sheep. Jesus knows us by name and calls us to follow him.

<b>Unit III—Eucharist: Sacred Meal</b>		
Session	Title and Scripture	Focus Statement
1	Jesus Ate with Friends <i>Matthew 11:19a</i>	Our celebration of the Eucharist is a sacred meal—a gathering of Christ’s people who eat and drink together.
2	We Gather at the Altar <i>Luke 22:14</i>	Jesus gathered with his friends around a table. They prayed, ate, and sang together. We gather in church around an altar. We pray, eat, and sing together.
3	Jesus Offered Bread and Wine <i>1 Corinthians. 11:28b</i>	Jesus gave bread and wine to his friends (the apostles) at a meal the night before he died. Bread and wine are given at the Holy Eucharist because Jesus asked us to remember him in this way.
4	We Give Thanks to God <i>Luke 22:17</i>	Jesus gave thanks to God at every meal. When we celebrate the Eucharist, we join in a Great Thanksgiving.
5	Jesus Sang with the Disciples <i>Matthew 26:30</i>	Jesus’ disciples sang when they ate together. We sing in our church at the Eucharist.
6	Jesus Shared the Last Supper <i>Matthew 26:20;</i> <i>John 13:5</i>	On the night before Jesus died, he had a special meal with his friends. We call this the Last Supper.
7	Christ Has Died (BCP, 363)	The day after Jesus’ last meal with his disciples, he died on the cross. The Last Supper was on Thursday, Jesus died on Friday, and he rose again on Sunday (Easter Day).
8	The Lord Is Risen <i>Matthew 28:7a</i>	Easter Day, with its joyous services of Holy Eucharist, is a feast that proclaims the resurrection, a celebration of Jesus’ rising from the dead.
9	Jesus Walked on the Road to Emmaus <i>Luke 24:35b</i>	After the resurrection, two of Jesus’ friends were walking on the road to Emmaus when a stranger joined them. Later, at a meal, they knew he was Jesus.
<b>Unit IV—The Church Prays</b>		
1	We Pray Like Jesus <i>Matthew 6:9</i>	Jesus taught his friends how to pray. We join in the same prayer Jesus taught. It is called the Lord’s Prayer.
2	We Say the Lord’s Prayer (BCP, 363)	The Lord’s Prayer appears frequently in our services of worship. It is in <i>The Book of Common Prayer</i> .
3	We Pray in Different Ways <i>Psalms 19:14a</i>	The principal kinds of Christian prayer include thanksgiving, confession, and petition—saying thank-you; saying we are sorry for doing what we have done wrong, and asking God’s help.
4	We Use <i>The Book of Common Prayer</i> <i>Isaiah 56:7d</i>	We call what we do together in church “worship.” In Episcopal churches, <i>The Book of Common Prayer</i> helps us to pray.
5	We Worship <i>Luke 4:8</i>	Christians are a people who believe that prayers should be lifted up to God every day. Sometimes they worship in the morning, at mid-day, and in the evening.
6	Leaders of Our Prayers (BCP, 385)	When the people of God assemble for worship, they follow the example of Jesus our Lord who calls us to prayer. Bishops, priests, and deacons lead the Church in prayer.
7	Prayers of the People <i>Romans 12:12c</i>	When we gather for worship in the Church, our liturgies include Prayers of the People—a time when the congregation joins in making both general and specific intercessions.
8	We Pray at Baptisms (BCP, 306)	When someone is baptized at the church, <i>The Book of Common Prayer</i> tells how we celebrate this sacrament.
9	We Celebrate Pentecost <i>Acts 2:4a</i>	Pentecost is a Church Feast at which we remember the Church’s beginning.

# PRESCHOOL/KINDERGARTEN CROSS YEAR

## Unit I—Shepherd

Session	Title and Scripture	Focus Statement
1	Ruth Followed God <i>Ruth 1:16c</i>	Ruth learned about God from Naomi. God helped them in their time of need.
2	We Remember Ruth <i>Ruth 4:17c</i>	Ruth had a baby named Obed and Obed was the grandfather of David.
3	Young David Was a Shepherd <i>I Samuel 16:19b</i>	David was a shepherd. He worked with his father and brothers to care for the sheep.
4	David Defeated a Giant <i>I Samuel 17:50a</i>	David defeated Goliath.
5	David Loved Music <i>I Samuel 16:23b</i>	David played the lyre, a type of harp played long ago among God's people.
6	David Wrote Psalms <i>Psalms 23:1a</i>	David wrote psalms (songs) about God, about the great deeds of God, and about every human feeling. Psalms, by David and others, may be found in the Bible, the Prayer Book, and Hymnal.
7	David Became King <i>II Samuel 5:3</i>	David became a ruler over God's people. God promised that David would care for the people as a shepherd cares for sheep.
8	Solomon Built a Temple <i>I Kings 5:5a</i>	Solomon, son of David, built a temple for God.
9	All God's People Are Saints <i>Psalms 30:4a</i>	On All Saints' Day we remember all the followers of God.

## Unit II—Jesus: Teacher

1	Angels Bear Messages (BCP, 362)	Angels are God's messengers to God's people. They surprise us with good news.
2	The Angel Gabriel Visited Mary <i>Luke 1:26</i>	An angel named Gabriel gave Mary the good news that she would have a baby named Jesus.
3	Angels Came to Shepherds <i>Luke 2:9</i>	An angel appeared to shepherds, told them not to be afraid, and shared the good news that Jesus was born. A host of angels appeared, praising God.
4	The Babe Lying in a Manger <i>Luke 2:20</i>	The shepherds who heard the angels' message went to Bethlehem to see if the story was true. They found Mary and Joseph, and the baby lying in a manger.
5	The Wise Men Followed a Star <i>Matthew 2:10-11a</i>	The Wise Men saw a star in the east and followed it to find the baby Jesus with Mary and Joseph.
6	Jesus Is Given His Name <i>Luke 2:21b</i>	Eight days after the birth of Mary's child, he was given the name Jesus as the angel had directed.
7	Jesus Taught Many People <i>Matthew 9:35a</i>	Jesus was a traveling teacher. He instructed his disciples and taught large crowds.
8	Jesus Teaches Us to Trust God <i>Matthew 6:26a</i>	Jesus taught us that God knows our needs. He used the examples of birds and flowers to remind us that God's intention is to care for every creature.
9	Jesus Teaches Us to Love Others <i>John 15:12</i>	Jesus taught us to love one another.



<b>Unit III—Worship: Environment</b>		
Session	Title and Scripture	Focus Statement
1	The Cross in Our Church (BCP, 281)	All Episcopal churches include crosses.
2	The Altar Is a Holy Table (BCP, 574)	The Altar is a Holy Table where we gather for Eucharist.
3	Pulpit and Font <i>Luke 3:18b; Acts 10:48</i>	All Episcopal churches have pulpits for preaching and fonts for baptizing.
4	Candles Remind Us of Jesus (BCP, 285)	All Episcopal churches have candles to remind people of Jesus.
5	Things of Beauty <i>Isaiah 64:11a</i>	Many Episcopal churches have banners, flags, flowers, stained-glass windows, carvings, and various needlepoint decorations.
6	Hosanna! <i>Matthew 21:9b</i>	The story of Jesus' entry into Jerusalem with his disciples is recalled. The people praised Jesus by laying down their coats, spreading palm branches, and singing "Hosanna!"
7	Holy Week <i>Matthew 27:54c"</i>	In Holy Week we remember what happened between Palm Sunday and Easter.
8	The Lord Is Risen Indeed <i>Luke 24:34</i>	The Church has preserved the ancient Easter greeting, "Alleluia. Christ is risen. The Lord is risen indeed. Alleluia."
9	Alleluia! Alleluia! (BCP, 355)	At Easter we sing about our risen Lord. The good news of Jesus' resurrection makes us joyful. We use words like "Alleluia!"
<b>Unit IV—The Church Sings</b>		
1	God Gives Us Music <i>Psalms 150:1a,3,6b</i>	Music and singing are gifts from God. The people of the Church have always used music and singing to express their feelings about God.
2	We Sing of God in the Morning <i>Psalms 100:1-2</i>	Each morning we can give God thanks and praise for a new day. Singing is a way of expressing our morning praise.
3	We Sing of God All Day <i>Colossians. 3:16c</i>	All day long, as we work or play, we remember that God is with us. We can sing to God during the day.
4	We Sing of God in the Evening (BCP,118)	God watches over us during the night, even while we are sleeping.
5	We Sing Our Praise to God <i>Psalms 96:1a</i>	The whole creation inspires music and our hymns of praise.
6	We Sing Our Praise to Jesus Christ (BCP, 358)	The people of the Church sing hymns of praise for Jesus Christ.
7	We Sing About Loving God <i>Psalms 66:1-2</i>	The "first and great commandment" is to "love the Lord (our) God" with all our hearts, souls, and minds.
8	We Sing About Loving Others <i>Matthew 22:37-39</i>	The second commandment is that we should "love (our) neighbor" as ourselves. Love of neighbor is a familiar theme in our hymns.
9	The Holy Spirit Comes at Pentecost <i>Acts 2:1</i>	At Pentecost, Jesus' apostles were visited and empowered by the Holy Spirit. We sing our praise for the Holy Spirit.

# PRIMARY SHELL YEAR

## Unit I— Pentateuch

Session	Title and Scripture	Focus Statement
1	Noah <i>Genesis 9:8-13</i>	God made a covenant with Noah and all his descendants. The rainbow is a sign of God's promise to care for all living things.
2	Abraham and Sarah <i>Hebrews 11:8</i>	Abraham obeyed when God called him and his family to a new land. God promised Abraham a son and a new home.
3	Isaac and Rebekah's Twins <i>Genesis 25:27</i>	Isaac, son of Abraham and Sarah, married Rebekah; they had twin sons named Jacob and Esau.
4	Jacob <i>Genesis 35:10, 22c</i>	God appeared to Jacob, blessed him, and changed his name to Israel. Jacob had twelve sons who inherited the land of Israel.
5	Joseph <i>Genesis 37:28d</i>	One of the sons of Jacob was Joseph whose mother was Rachel. Joseph was sold into slavery in Egypt by his older brothers.
6	Joseph and the Pharaoh <i>Genesis 41:41</i>	Joseph went to Egypt, and God was with him. Pharaoh the ruler put Joseph in charge of the land.
7	Moses and Miriam <i>Exodus 2:10</i>	Many years after Joseph, the Hebrew people were all made slaves in Egypt. Moses was born into one of these families and was saved from death by his sister, Miriam.
8	Moses and the Red Sea <i>Exodus 14:30a</i>	Moses led the Israelites out of Egypt across the Red Sea to safety.
9	All Saints: People of God <i>Ephesians 1:15-16</i>	In the New Testament, "saints" refers often to all members of the Christian community. In the long tradition of the Church, the lives of certain great figures in Christian history have been recalled and celebrated in prayer.

## Unit II—Jesus: Healer

1	Elizabeth and Zechariah <i>Luke 1:17d</i>	The people of God waited a long time for the coming of God's Son. To make ready for Jesus' birth and ministry, God sent John the Baptist who was the son of Elizabeth and Zechariah.
2	John the Baptist Is Born <i>Luke 1:76</i>	The people of God prayed for Jesus to come. Zechariah, John's father, spoke of the day when God would send the Messiah.
3	Mary and Joseph <i>Luke 1:31</i>	As the church waits each year for Jesus' birth (in Advent), we sing with Mary, "My soul magnifies the Lord."
4	Shepherds Glorify God <i>Luke 2:9a</i>	Angels appeared to shepherds on the night Jesus was born. They glorified God.
5	Epiphany Is the Feast of Lights <i>John 1:5</i>	Jesus' birth is like a light in the darkness. Candles remind us of the good news. Epiphany reminds us Jesus is "the light of the world."
6	Jesus Changes Water into Wine <i>John 2:11</i>	Jesus went to a wedding at Cana and changed water into wine. This was Jesus' first miracle.
7	Jesus Heals a Blind Man <i>Mark 8:25</i>	Jesus restored the sight of a blind man at Bethsaida.
8	Jesus Heals Peter's Mother-in-law <i>Matthew 8:15</i>	Jesus healed Peter's mother-in-law who was ill.
9	Jesus Raises Jairus' Daughter <i>Luke 8:50</i>	Jesus raised Jairus' daughter from the dead.

<b>Unit III—Baptism: People in Covenant</b>		
Session	Title and Scripture	Focus Statement
1	Jesus Was Baptized <i>Matthew 3:16-17</i>	Jesus was baptized in the River Jordan by John the Baptist.
2	The Apostles Baptized People <i>Acts 2:38</i>	When the Church was born at Pentecost, Peter and the apostles baptized 3,000 people.
3	The Church's People Are Baptized <i>Acts 2:41a</i>	Baptized persons are known in the world as Christians.
4	Baptized People Make Promises <i>Acts 2:39</i> (BCP, 304)	People who are baptized make promises to God, and they know that God makes a promise to them. The gift of the Holy Spirit is the living presence of God with all baptized people.
5	The Church Is a Family of Faith <i>II Timothy. 1:5</i>	Faith is shared in the family of God's people. In Holy Baptism, we all promise to support baptized people and provide encouragement and instruction.
6	Jesus Washes His Friends' Feet <i>John 13:14</i>	Jesus had a Last Supper with his friends, where he washed the disciples' feet.
7	Jesus Died and Was Buried <i>John 19:40</i>	Jesus died on the cross and was buried in a tomb provided by his friend, Joseph of Arimathea, on Good Friday.
8	Jesus Is Alive <i>John 20:18a</i>	Jesus was raised from the dead on the third day. Mary Magdalene was the first person to see him at the empty tomb.
9	God Forgive Us <i>Luke 11:2-4</i>	Because Jesus died for our sins and was raised to new life, we are forgiven by God, and we forgive others.
<b>Unit IV— Church in the New Testament</b>		
1	Luke Wrote the Story <i>Acts 1:1-2</i>	Luke wrote a Gospel and the <i>Acts of the Apostles</i> in our Bible. <i>The Acts</i> is a history book about the beginnings of the Church.
2	Peter Preached Good News <i>Acts 12:5</i>	Peter was one of the twelve disciples, a leader of the early church. When Peter was put in prison because of his faith in Jesus, an angel from God set him free. Peter gave thanks for his rescue.
3	Stephen, Faithful Servant <i>Acts 6:5b, 8</i>	Stephen was one of the seven helpers appointed by the apostles. He was an outstanding leader in the early Church.
4	Paul Was Changed by God <i>Acts 9:22</i>	Paul, who had hurt early Christians, was called by God to be an apostle for Jesus Christ.
5	Barnabas: Early Christian Leader <i>Acts 4:36-37</i>	Barnabas was called to be a leader with Paul in the early Church. He helped to raise money for feeding the poor and the hungry.
6	Dorcas Was a Good Neighbor <i>Acts 9:36</i>	Dorcas, a seamstress, was a woman who did many good things for her neighbors. When she died, the apostle Peter raised her from the dead. This caused others to believe in Jesus.
7	John Mark Was a Young Christian <i>Acts 12:12</i>	John Mark was a member of a Christian family in Jerusalem where the apostle Peter stayed after he was freed from jail.
8	Lydia Welcomed Others <i>Acts 16:15</i>	Lydia was a woman who sold purple cloth in the city. When she heard the story of Jesus from the apostle Paul, she was baptized.
9	Pentecost Is a Festival <i>Acts 1:8</i>	Jesus told the disciples that he would send the Holy Spirit to them so that they might spread the good news to the ends of the earth. This promise from Jesus was fulfilled at Pentecost.

# PRIMARY CHALICE YEAR

## Unit I—Judges/ Kings

Session	Title and Scripture	Focus Statement
1	Joshua <i>Joshua 1:1-2</i>	After Moses died, his assistant Joshua led the Hebrews into the promised land. Joshua challenged the people to be faithful to God.
2	Deborah <i>Judges 4:4-5</i>	Deborah was a judge and a prophet. She gave wise counsel to the people of Israel.
3	Gideon <i>Judges 6:14-16</i>	Gideon was called by God. He felt unworthy, but he obeyed. God was with him as he won a great victory over the Midianites.
4	Samuel <i>I Samuel 1:20;3:19</i>	Young Samuel, son of Hannah, served in the temple with Eli. He grew up to be a priest, judge, and prophet in Israel.
5	Ruth <i>Ruth 2:2-4</i>	The story of Ruth's successful gleaning in the field of Boaz shows God's care for her and for Naomi.
6	David <i>II Samuel 6:12b</i>	David, who was made king over all God's people, returned the Ark of the Covenant to Jerusalem.
7	Solomon <i>I Kings 8:22-23a;56</i>	Solomon, son of David, was granted wisdom from God. He dedicated the new temple with prayers and offerings.
8	Josiah <i>II Chronicles 34:1-2a</i>	Josiah became king as a young boy. He repaired the house of God and discovered the books of the Law. He called the people back to faithful worship of God.
9	God's Saints Rejoice <i>II Chronicles 6:41d</i>	On All Saints' Day we remember all God's faithful people who have lived before us—"the great cloud of witnesses."

## Unit II—People in Parables

1	Jesus' Family Tree <i>Matthew 1:1</i>	Jesus was born into a family that descended from David, son of Jesse and great-grandson of Ruth. We celebrate in Advent as members of God's family.
2	Emmanuel <i>Isaiah 7:14</i>	God's people looked forward to the day when a special child would be born, to bring God near to them in a new way. The child would be called Emmanuel (God with us).
3	Joseph and the Angel <i>Matthew 1:20-21</i>	In a dream, Joseph learned from an angel that Mary would be the mother of Jesus, the Son of God.
4	From Christmas to Epiphany <i>Matthew 2:1-2</i>	In the days when Jesus was expected, and when Mary and Joseph prepared for his birth, wise men who lived far away were beginning their journey.
5	Flight into Egypt <i>Matthew 2:13a</i>	Joseph had a dream. An angel warned that he should take Jesus and his mother, Mary, to Egypt to escape danger from Herod.
6	Being a Resourceful Servant <i>Matthew 25:21</i>	Jesus told a story of three servants who handled money entrusted to them differently. One buried the money and did not get praise.
7	Being Forgiven <i>Luke 15:23-24</i>	In Jesus' story of the prodigal, the son who wasted his money realized his sin. The father offered forgiveness and rejoiced that the son had come home safely.
8	Being a Neighbor to Others <i>Luke 10:36-37</i>	The Samaritan who cared for an injured man was a real neighbor to others. Jesus teaches us the meaning of being a "neighbor."
9	Welcoming All People <i>Luke 14:23</i>	In the parable of the banquet, people took the invitation lightly and offered excuses for not attending. In the end, the host opened his home to all kinds of people in genuine hospitality.

<b>Unit III—Eucharist: People in Communion</b>		
Session	Title and Scripture	Focus Statement
1	Jesus' Last Supper with the Disciples <i>Luke 22:19-20</i>	Following a meal with his disciples, Jesus shared bread and wine in a new way. This event was the Last Supper.
2	Christians Remember the Last Supper <i>I Corinthians 11:23-26</i>	Early Christians recalled Jesus' words at the Last Supper, "Do this in remembrance of me." We share bread and wine at every Holy Eucharist.
3	People Celebrate the Eucharist (BCP, 368)	We call the church's sacred meal "Holy Eucharist," and we pray the "Great Thanksgiving" each time we gather for Communion. The Eucharist is one of the two principal Christian Sacraments.
4	We Use <i>The Book of Common Prayer</i> at Holy Eucharist <i>Acts 20:7a</i>	To help us celebrate Holy Eucharist as a community, the Episcopal Church has <i>The Book of Common Prayer</i> . This book contains words that we can all follow.
5	Each Congregation Celebrates Holy Communion <i>I Corinthians 10:17</i>	In every congregation, the Holy Communion or Great Thanksgiving are part of Holy Eucharist.
6	Jesus' Disciples Prepare for the Passover <i>Luke 22:8</i>	During Jesus' last week, he sent Peter and John to prepare for the Passover meal.
7	Jesus Was Arrested <i>Luke 22:54a</i>	Jesus left the meal and went to Gethsemane, at the Mount of Olives, to pray. The disciples fell asleep. Jesus was arrested.
8	Jesus Died and Rose Again <i>Luke 24:6-7</i>	In Holy Week, we remember Jesus' death on the cross, but always with thanksgiving for the good news that he rose from the tomb.
9	Road to Emmaus <i>Luke 24:30</i>	Cleopas and his companion, while traveling to Emmaus, met Jesus. They did not recognize him until he broke bread with them.
<b>Unit IV—The Church in the Prayer Book</b>		
1	Episcopalians Use <i>The Book of Common Prayer</i> <i>Romans 15:30</i>	<i>The Book of Common Prayer</i> provides us with forms and resources for praying together at appointed times, for celebrating sacraments, and for personal meditation.
2	The Church's People Pray All Through the Day <i>Psalms 113:3</i>	The people of God, in every generation, raise their voices in prayer and praise. In the Prayer Book, we have services that help us to pray at various times of the day, called The Daily Office.
3	Praying for Others <i>Psalms 23:6; (BCP,613)</i>	<i>The Book of Common Prayer</i> provides prayers for confirmation, marriage, thanksgiving for birth or adoption of a child, reconciliation, ministry to the sick, ministry at the time of death, and burial.
4	Episcopal Services <i>Psalms 132:9</i>	<i>The Book of Common Prayer</i> includes Episcopal Services. These are used for ordinations of bishops, priests, and deacons.
5	The Psalter <i>Psalms 117</i>	<i>The Book of Common Prayer</i> contains all 150 Psalms from the Bible. They are both prayers and songs, to be used by individuals, groups, and the whole Church.
6	Prayers and Thanksgivings <i>Psalms 6:9</i>	<i>The Book of Common Prayer</i> includes a section of Prayers and Thanksgivings that help us lift up our voices to God—both in public services of worship and for private devotion.
7	Seasons of the Church Year <i>Ecclesiastes 3:1</i>	The Church's people gather to pray and celebrate what God has done in Jesus Christ. To remember the story, we observe a rhythm of appointed seasons: Advent through the time after Pentecost.
8	The Calendar of Saints <i>Revelation 22:21</i>	<i>The Book of Common Prayer</i> includes the names of Saints of the Church and tells us the dates on which to remember them.
9	The Church Celebrates Pentecost <i>Acts 2:32-33</i>	The celebration of the Day of Pentecost follows the season of Easter. The Day of Pentecost is a "Principal Feast" of the Church.

## PRIMARY CROSS YEAR

### Unit I—Stories

Session	Title and Scripture	Focus Statement
1	Amos <i>Amos 7:14-15</i>	Amos, a herdsman, answered God's call to be a prophet. He pleaded the case of poor and oppressed people.
2	Isaiah <i>Isaiah 6:8; 11:6</i>	Isaiah, a prophet, shared visions of what God is like and of a day when there would be peace in the world.
3	Daniel <i>Daniel 6:23b</i>	Daniel allowed nothing to prevent him from praying faithfully to God. He was saved from the lion's den because he trusted in God.
4	Elijah <i>1 Kings 19:9</i>	Elijah, a prophet, heard God speaking in a still, small voice. God told him to anoint leaders and promised that some people would remain faithful and refuse to worship idols.
5	Jeremiah <i>Jeremiah 1:7</i>	Jeremiah was young when he heard God's call to be a prophet. God told him what to say to the people of Judah.
6	Jonah <i>Jonah 1:17</i>	Jonah, a prophet, was reluctant to obey God. He suffered a shipwreck, was miraculously saved, and preached the message of God.
7	Ezra and Nehemiah <i>Nehemiah 8:9a; 18a</i>	In the time of the governor Nehemiah, the people of God rebuilt the wall of Jerusalem. When it was finished, all the people were called together to hear the word of God read aloud.
8	Esther <i>Esther 9:32</i>	Esther, who became queen, established the feast of Purim to celebrate the saving of her people from their enemies.
9	All Saints: Servants of God <i>Psalms 31:23a, 24</i>	On All Saints' Day, we give thanks for all the people of God, past and present, who have been devoted and courageous.

### Unit II—Sermon on the Mount

1	Advent <i>John 1:4-5</i>	In Advent, we prepare again to celebrate the coming of Jesus into the world. He is like a light that keeps darkness away.
2	Messiah (BCP, p. 849)	In Advent, we remember that God's people waited for the coming of the Messiah. Christ is another name for "Messiah." Christians wait each year to celebrate the Messiah's birth in Bethlehem.
3	Elizabeth, Zechariah, and John <i>Luke 1:63</i>	John was born six months before his cousin Jesus. The angel Gabriel told his father, the aging Zechariah, to name him John.
4	Mary, Joseph, and Jesus <i>Luke 2:4-5</i>	Jesus was born to Mary in the city of Bethlehem.
5	Simeon and Anna <i>Luke 2:30</i>	Both Simeon and Anna recognized the young child Jesus as the long-awaited one whom God would send.
6	Jesus Taught the People <i>Matthew 5:1-2</i>	As Jesus became more widely known for his teaching, preaching, and healing, a great crowd gathered at a mountain to hear him teach. We call the words he spoke the Sermon on the Mount.
7	Jesus Taught About Peace <i>Matthew 5:9, 44a</i>	In the Beatitudes of the Sermon on the Mount, Jesus taught us to be peacemakers and to pray for our enemies.
8	Jesus Taught Us to Pray <i>Matthew 6:9-15</i>	In the Sermon on the Mount, Jesus taught us to pray. We remember it each time we join in the Lord's Prayer.
9	Jesus Asks Us to Live Faithfully <i>Matthew 7:7-8, 12</i>	In the Sermon on the Mount, Jesus taught us to live faithfully, asking and seeking what we need. We are urged to take Jesus' words to heart and practice his teachings.

<b>Unit III— Worship: People in Community</b>		
<b>Session</b>	<b>Title and Scripture</b>	<b>Focus Statement</b>
1	We Are All Ministers <i>I Corinthians 12:4-6a</i>	In the Church of Jesus Christ, baptized members are ministers who serve God and other people. The Episcopal Church has four orders of ministry, and the first order is that of lay persons.
2	Bishops Are Like Shepherds <i>I Timothy 3:1b</i>	The word “bishop” means “shepherd.” As a shepherd cares for a flock, a bishop oversees the work of Christ’s people in a diocese.
3	Priests Serve God’s People <i>I Peter 5:2</i>	Churches are served by ministers who are ordained and called “priests.” They help Christians to do God’s work.
4	Deacons Also Serve <i>Acts 6:6</i>	As the Church’s people grew, Jesus’ apostles knew they must have special helpers. They ordained people called deacons.
5	Others Serve in Our Church <i>Psalms 100:1b</i>	Members of the Church serve as readers, acolytes, and in other roles to assist the people in their praise of God.
6	We Observe Lent <i>Luke 4:1-2</i>	The forty days of Lent are based on the time Jesus spent in the wilderness preparing for his ministry as Messiah. We observe these days to prepare for the Easter celebration.
7	Jesus’ Last Week <i>Mark 11:8-9</i>	Jesus’ last week began with his entry into Jerusalem, followed by crowds who praised God and welcomed him as king. By the end of the week, people were watching as Jesus was put to death.
8	Easter: Christ Is Risen <i>Mark 16:6</i>	At Easter, we celebrate the glad news that Jesus rose from the dead and is living still.
9	The Church Worships the Risen Lord <i>Acts 1:11b</i>	In the Church’s worship, we proclaim that Jesus died, was buried, and rose again. He ascended into heaven.
<b>Unit IV— Saints of the Church</b>		
1	Agnes of Rome <i>Matthew 18:2-5</i>	The Church honors as “saints” certain persons in its history who have been brave and outstanding witnesses to Christ. Among the saints and martyrs is Agnes of Rome who refused to worship other gods. Her name means “pure” in Greek and “lamb” in Latin.
2	Athanasius of Alexandria <i>Matthew 10:32</i>	Athanasius of Alexandria was a bishop, teacher, writer, and defender of the faith. We remember him especially because he helped to write the Nicene Creed.
3	Patrick of Ireland <i>Matthew 28:19</i>	Patrick was a missionary to Ireland. We remember many legends about him. Most important, he was a builder of Christian churches, and he persuaded kings to become followers of Jesus.
4	Benedict of Nursia <i>Proverbs 1:5</i>	Benedict was a monk who headed a community known for prayer and a simple style of life that included hours of prayer and reading each day, physical labor, and adequate rest.
5	Hilda of Whitby <i>Ephesians 4:1-3</i>	Hilda of Whitby took her faith very seriously. She began an abbey where both nuns and monks lived, and practiced peace and charity.
6	Francis of Assisi <i>Matthew 11:29</i>	Francis of Assisi gave up a comfortable life in order to become a monk—one who stood for a very simple style of life and who devoted himself to helping the poor and caring for God’s creation.
7	Clare of Assisi <i>Luke 12:34</i>	Clare was inspired, by Francis, to devote her life to following Christ’s teaching. She became the leader of a convent where the nuns were noted for helping the poor.
8	Julian of Norwich <i>John 4:25</i>	Julian of Norwich was an “ anchoress,” one who lived alone in devotion to Christ. People came to her for spiritual advice.
9	Pentecost: Communion of Saints <i>Ephesians 6:18</i>	On the Day of Pentecost, we celebrate each year the descent of the Holy Spirit upon the followers of Christ.

# INTERMEDIATE SHELL YEAR

## Unit I—Covenant

Session	Title and Scripture	Focus Statement
1	God Preserves Creation <i>Genesis 9:8-13</i>	The covenant made with Noah affirms that God, the Creator, cares about all creation and desires its preservation.
2	God Calls a People into Covenant <i>Genesis 17:1-5</i>	The covenant God made with Abraham established the people of God through whom God would bless all the world.
3	Moses Receives the Commandments (BCP,350)	In the covenant made with Moses, God provided the Ten Commandments as a way of life in obedience to God.
4	God Provides Leaders <i>Joshua 1:1-3, 5-7</i>	After the death of Moses, the people of God were led by Joshua into the land God had promised them. Following Joshua's death, the people had a succession of leaders called judges.
5	A Place for the Ark of the Covenant <i>I Samuel 8:1-9</i>	After the period of the judges, a series of kings ruled over the covenant people: Saul, David, and Solomon. Solomon built the temple that had been a dream of his father, David. It became the permanent home of the Ark of the Covenant.
6	Covenant People Divided <i>I Kings 12:16-20</i>	In time, the kingdom of God's people was divided—Israel in the north and Judah in the south.
7	Covenant People in Exile <i>II Kings 25:8-12</i>	God's covenant people fell victim to the king of Babylon, and many were carried into exile. There they wept and longed to be back in their own land.
8	Covenant People Return <i>Ezra 1:2-4</i>	Cyrus, king of Persia, permitted many of the covenant people of God to return and begin rebuilding the temple in Jerusalem.
9	All Saints (BCP, 802); <i>Psalm 145:8-21</i>	At the Feast of All Saints, we remember all who believed and followed God from Abraham until now. We celebrate and praise God.

## Unit II—Miracles

1	Prophets' Vision: A New Covenant <i>Jeremiah 31:31-34</i>	In Advent, we look in two directions: backward to the story of God's people and forward to the celebration of the Nativity. We recall the Hebrew prophets' vision of a Messiah.
2	Isaiah's Vision: Salvation <i>Isaiah 35:1-6</i> selected verses	The prophet Isaiah painted a picture of a day when God would save the faithful, and all of creation would sing God's praise. In Advent, we are reassured by this vision of God's salvation.
3	Gabriel Speaks of Visions Fulfilled <i>Luke 1:26-38</i>	When the angel Gabriel appeared to the Virgin Mary, he announced that she would bear a son who would fulfill the prophets' vision of a Messiah for the people of God.
4	Mary's Song for Christmas <i>Luke 1:39-47</i>	As Mary and her cousin Elizabeth exchanged greetings before the births of their children, Mary sang a song we call the <i>Magnificat</i> .
5	Magi Seek the Christ Child <i>Matthew 2:1-12</i>	The wise men, arriving in Jerusalem, sought out Hebrew priests to learn where the child Jesus might be. They were told that his birth would be in Bethlehem, to fulfill the words of a Hebrew prophet.
6	Blind Bartimaeus <i>Mark 10:46-52</i>	Jesus restored the sight of a blind beggar, Bartimaeus. He did so in response to the beggar's plea for mercy.
7	Healing the Paralytic <i>Mark 2:1-12</i>	Jesus healed a paralytic brought to him by the man's faith-filled friends. He linked forgiveness with his act of healing.
8	Cleansing of the Ten Lepers <i>Luke 17:11-19</i>	Jesus showed pity on ten lepers (outcasts of society) by healing them of their disease. He did so in response to their plea for mercy. Only one of the ten returned to give thanks to Jesus.
9	Raising of Lazarus <i>John. 11</i> selected verses	In a manifestation of his Messianic mission, Jesus raised Lazarus from the dead. This was a foreshadowing of his own resurrection.

## Unit III—Baptism: New Life

1	The Baptism of Jesus <i>Matthew 3:11-17</i>	Jesus was baptized by John the Baptist in the Jordan River. The Holy Spirit came upon Jesus (like a dove).
2	Baptism and Our Beliefs	At each celebration of Holy Baptism, the Church's people renew



	<i>Matthew 28:16-20</i>	their baptismal covenant, a series of questions on Christian faith and action (BCP, p. 304).
3	Baptism and Our Living <i>John 15:1-5, 9-11</i>	The latter half of The Baptismal Covenant (Questions 4-8) relates to the way in which Christians promise to live as Christ's people in the world.
4	Baptized by Water and the Spirit <i>Acts 2:38-41</i>	At Holy Baptism, the celebrant leads a prayer of thanksgiving over the water. The prayer relates Baptism to the Creation, the Exodus, the baptism of Jesus, his resurrection, and our own rebirth.
5	Receiving the Newly Baptized <i>Romans 15:5-7</i>	After a baptism, the Celebrant says, "Let us welcome the newly baptized." This is followed by the congregation, "We receive you . . ." The baptized persons are told to confess Christ, proclaim the resurrection, and share in Christ's work.
6	Jesus Is Servant <i>John 13:1-9</i>	At the Last Supper, Jesus washed the feet of his disciples in an act of humble service. He asked them to become servants, following his example.
7	Jesus Was Crucified <i>John 18:1b-8</i>	The <i>Gospel of John (chs. 18-19)</i> describes what happened on Holy Thursday (following the Last Supper) and on Good Friday.
8	Jesus Was Raised from the Dead <i>John 20:1-10</i>	John's account of the resurrection is a series of episodes involving Mary Magdalene; Peter and an unnamed apostle; and Thomas and the other ten apostles.
9	Jesus Offers New Life <i>Romans 6:3-4</i>	In the season of Easter, we recall the sacrament of baptism as a symbol of resurrection for all Christ's people. In baptism, we are buried into death and raised up to new life.
<b>Unit IV—The Apostle Paul</b>		
1	Paul the Hebrew <i>Acts 22:3-5</i>	Saul of Tarsus was a Roman citizen, educated in the Hebrew Scriptures, and opposed to Christian believers. He had great ability as a scholar and practiced the trade of tent making.
2	Paul the Convert <i>Acts 9:1-9</i>	On the road to Damascus, while seeking Christians he intended to take as prisoners, Saul had a dramatic conversion. He heard the voice of Jesus.
3	Paul the Apostle <i>Romans 1:1-6</i>	Paul became a chief evangelist to the non-Jewish world of his time.
4	Paul the Traveler <i>II Corinthians 11:24-28</i>	Paul traveled widely on three major journeys to preach and establish Christian congregations.
5	Paul the Missionary <i>Philippians 1:3-11</i>	Paul helped to form independent Christian communities in the Mediterranean. He was the first missionary.
6	Paul the Writer <i>I Corinthians 1:3; 15:3-10</i>	The New Testament contains thirteen letters traditionally attributed to the apostle Paul. These letters (epistles) are read aloud in the Church's Lectionary.
7	Paul the Leader <i>Ephesians 1:1-2; 4:1-7</i>	From the letters of Paul, we discern his role as leader, organizer, and shaper of Christian communities. When disputes arose or when questions were raised, Paul offered counsel.
8	Paul the Pastor <i>II Timothy 3:14-17</i>	Paul showed compassion and pastoral concern for individuals (such as his friends, Timothy and Titus, and the slave Onesimus). By example, he demonstrated the character of Christian ministry.
9	Pentecost: Festival of the Spirit <i>Acts 2:1-4</i>	At Pentecost, we celebrate the descent of the Holy Spirit upon the Church.

# INTERMEDIATE CHALICE YEAR

## Unit I— Prophecy

Session	Title and Scripture	Focus Statement
1	The Mission of the Prophets <i>II Kings 2:8-12</i>	The word “prophet” is central to an understanding of Scripture. God calls out individuals to speak to the people in history.
2	Amos: Prophet of Justice <i>Amos 2:6-7b; 5:21-24</i>	Amos was the first of the Bible’s writing prophets. A shepherd, he is best known for proclaiming the judgment and righteousness of God. He stressed justice for the poor.
3	Isaiah: Messiah Will Come <i>Isaiah 9:2b-3a, 6</i>	The <i>Book of Isaiah</i> was written by at least two prophets. The first Isaiah was called by God to speak to the people of Judah. He reminded them of the holiness of God, and he spoke of the Messiah who would rule.
4	Micah Spoke for God <i>Micah 6:6-8</i>	The prophet Micah spoke out against a wealthy ruling class that ignored the needs of the poor. We remember him for his summary of what God requires of us, and also because he prophesied the destruction of Jerusalem.
5	Jeremiah: Prophet of Faith <i>Jeremiah 1:4-10</i>	The prophet Jeremiah spoke out for God through forty disastrous years, in which neighboring kingdoms struggles against one another and against Judah.
6	Ezekiel: Seer of Visions <i>Ezekiel 37:1-11</i> excerpts	Ezekiel was the most dramatic of the prophets. As a prophet of the exile, he was very unpopular at first, but in their suffering the people were grateful for his presence.
7	Isaiah Proclaims a Message of Light <i>Isaiah 42:5-9</i>	The <i>Book of Isaiah</i> is believed to be the work of at least two writers. Second Isaiah wrote chapters 40-55 and possibly more. He lived in the time of the exile in Babylon, and we remember him for the message of hope in his four Servant Songs.
8	Centuries of Prophecy <i>Hosea 14:4-7</i>	In addition to the prophets studied in the earlier sessions of this Unit, still others are included in the Hebrew Scriptures. They lived, spoke, and wrote over a period of 300 years.
9	Honoring the Saints <i>Ephesians 1:17-18; 2:19-20</i>	When we celebrate All Saints’ Day, we recall gratefully all the persons who have spoken God’s truth to the world, including our Hebrew spiritual ancestors.

## Unit II— Parables of Promise

1	A New Creation <i>Isaiah 65:17-18, 24-25</i>	For Christians, the season of Advent is marked by two dimensions: waiting and joyous expectancy. Both are related to the promises of God declared by the Hebrew prophets. The Church understands the prophets’ vision to be a foretelling of the kingdom of God in Jesus Christ.
2	Preparing the Way <i>Isaiah 40:1-5</i>	Advent is more than getting ready for Christ’s birth. The season’s theme of preparation is rooted in the work of John the Baptist, whose preaching prepared the way for Jesus’ ministry.
3	The Genealogy of Jesus <i>Matthew 1:1-2,16-17</i>	The Gospel writers make it clear that Jesus’ birth is a climactic event in history. The Son was born to Mary at a particular moment in God’s time. Matthew begins his account with a precise genealogy divided into three periods of fourteen generations each.
4	The Messiah Is Born <i>Luke 2:1-14</i>	Centuries of waiting and preparing had ended for the people of God—and months of waiting had ended for Mary and Joseph. In Bethlehem, city of David, the child Jesus was born.
5	Flight into Egypt <i>Matthew 2:13-15</i>	The visit of the Magi resulted in two warning dreams: The Wise Men were warned not to go back to see Herod, so they returned home by a different route. And Joseph was warned that Herod would seek to destroy Jesus.

6	Parable of the Sower <i>Mark 4:2-9</i>	Jesus' story of the sower who scatters seed freely assures us that hearers of the word of God who accept it will bear fruit—that is, they will have productive lives in the kingdom of God.
7	Parable of the Vineyard Workers <i>Matthew 20:1-16</i>	Jesus' parable of the workers in a vineyard describes a land owner who hired people at different times of the day but paid them all the same at sundown. It is understandable that those who worked longest thought this arrangement inconsiderate.
8	Parables of Treasure <i>Matthew 13:44-46</i>	Matthew's Gospel includes the parables of a treasure in a field, and of a pearl of great value. They focus on the unbelievable worth of God's good news in Christ; we can trust the promise that this news is worth the commitment of our lives.
9	The House upon a Rock <i>Matthew 7:24-27</i>	Jesus compares a person who listens to and acts upon his teachings to one who built a house on a firm rock foundation. The house survived destructive rains and winds. This story focuses on the necessity for a strong spiritual base for one's life.
<b>Unit III— Eucharist: Shared Life</b>		
1	Gathering for Liturgy <i>Colossians 3:14-17</i>	Christ's people come together around the Holy Table to celebrate Eucharist. The time of gathering, marked by prayer and song, is the beginning of the Church's most important liturgical rite.
2	The Word of God <i>Luke 4:14-21</i>	Following the entrance rite in the Eucharistic celebration, The Word of God continues with Scripture, the sermon, the Nicene Creed, the Prayers of the People, Confession of Sin and Absolution, and the Peace.
3	Offering the Gifts <i>Ephesians 5:1-2</i>	Following the Peace, the offerings of the people are received and brought to the Table (altar). The gifts of bread and wine for the Eucharist are received and prepared by the clergy and servers. Gifts of money are also brought to the altar.
4	The Great Thanksgiving <i>I Corinthians 11:23-26</i>	The Eucharistic Prayer of The Holy Communion follows forms dating to the earliest Christian celebrations of the liturgy. This prayer, followed by the breaking of the bread and distribution of the Sacrament, is the central act of the sacred meal.
5	Going Forth into the World <i>Philippians 4:4-7</i>	The people of God give thanks for the benefits of the Eucharist. Their prayer is followed by a blessing, a dismissal, and a closing hymn. They are to go forth into the world to live out the good news proclaimed as they were gathered at the Lord's Table.
6	Holy Week Begins <i>Mark 14:16, 22-25, 28-31</i>	Palm Sunday begins Holy Week. On Maundy Thursday, with his words and actions at the Last Supper, Jesus instituted the sacrament of Holy Eucharist. He predicted a betrayal and a denial.
7	The Passion of Christ <i>Mark 15:25-39</i>	The crucifixion of Jesus is described in just four paragraphs in the <i>Gospel of Mark</i> . At the end, it is the centurion (Roman guard) who declares that Jesus was the Son of God.
8	The Resurrection of Christ <i>Mark 16:1-8</i>	The final chapter of Mark's Gospel tells the story of Jesus' rising from the dead. When three women were told by an angel that Jesus had been raised from the dead, they fled in terror, telling no one.
9	Breakfast by the Sea of Galilee <i>John 21:1-14</i>	In a post-resurrection appearance by the Sea of Tiberias (Galilee), Jesus prepared an early-morning breakfast for seven disciples who then were certain he was the Lord.
<b>Unit IV—The Catechism</b>		
1	The New Covenant <i>John 13:31-35</i>	Our faith cannot be contained in words alone, but it is helpful to Christians to have an outline for instruction and a summary of the Church's teaching. <i>The Book of Common Prayer</i> contains "An Outline of the Faith," commonly called the Catechism. The section titled "The New Covenant" states what Jesus Christ brings to us all, and what he requires of us.
2	The Trinity	The Catechism of <i>The Book of Common Prayer</i> includes separate

	<i>Jude 17-21</i>	sections on the three Persons of the Trinity: God the Father, God the Son, and God the Holy Spirit. The doctrine of Trinity is implied in the New Testament but spelled out only in the creeds of the Church.
3	The Church <i>1 Corinthians 12:20-28</i>	The Catechism offers names and descriptions for the Church that are found in the Bible and in the Creeds. It also defines the Church's mission, which is carried out by all its members.
4	The Creeds The Apostles' Creed <i>(John 20:26-31)</i>	Creeds of the Church are statements of our beliefs about God. The statements bind Christians together even when they are separated into different churches and denominations.
5	Sin and Redemption <i>Romans 3:21-26</i>	Questions and answers in the Catechism outline our human situation under God. We are created in God's image to live in peace and harmony. But we rebel and misuse our freedom. God in Christ acts to redeem us, freeing us from the power of evil, sin, and death.
6	Prayer and Worship <i>Romans 12:12-18</i>	The Catechism defines Christian prayer and describes seven kinds of prayer.
7	Ministry <i>Ephesians 4:11-13</i>	Four orders of Christian ministry are defined in the Catechism: lay persons, bishops, priests, and deacons. Each of these is vital to the building up of the Church—and all share the same duty to follow Christ in their worship, work, and stewardship.
8	Christian Hope <i>Romans 8:31-39</i>	Christians live in the sure and certain hope of everlasting life, believing that nothing can separate us from the love of God in Christ Jesus—not even death. The final section of the Catechism outlines the Christian understanding of final judgment, heaven and hell, resurrection, the communion of the saints, and everlasting life.
9	Celebrating Pentecost <i>Acts 2:14-17</i>	At the heart of the story of Pentecost is Peter's sermon, in which he says that the prophet Joel's words have been fulfilled in the pouring out of the Spirit upon the apostles. As the Church celebrates this feast, we recall the Catechism's teaching about the Holy Spirit.

# INTERMEDIATE CROSS YEAR

## Unit I—Psalms and Wisdom

Session	Title and Scripture	Focus Statement
1	The Songs of God's People <i>Psalm 100</i> (BCP, 729)	The Psalms are the Hebrews' book of poems and hymns, used in worship by both Jews and Christians at all times of the day and in every season.
2	Psalms Are Poetry <i>Psalm 46</i> (BCP, 649)	The Psalms are a unique form of poetry, praising God and sharing the deep feelings of the Hebrew people. They include couplets in which the same thoughts are shared in an echo of different words. Many of our hymns contain paraphrases of psalms.
3	Types of Psalms <i>Psalm 148:1-6</i> (BCP, 805)	Events in the history of God's people, hymns that praise God, thanksgivings for God's love and protection, celebrations of the rule of a king, and poems of sadness are in <i>The Psalms</i> .
4	The Suffering of Job <i>Job 19:25-27</i>	The first wisdom book in the Bible is <i>Job</i> . His story helps us confront unfairness we find in the world.
5	Proverbs <i>Proverbs 1:8-10, 15</i>	<i>Proverbs</i> is a collection of sayings about how people are to live the good life, a life that is approved by God.
6	Ecclesiastes <i>Ecclesiastes 3:1-8</i>	The Teacher who wrote <i>Ecclesiastes</i> deals with the big questions of life and death by looking at ordinary daily life.
7	Righteous Tobit <i>Tobit 13:13-15</i>	The story of Tobit, a righteous man who continues to follow God in the face of adversity, is used to introduce the Apocrypha section of the Bible.
8	The Maccabees <i>II Maccabees 10:1-3</i>	The <i>Maccabee</i> books of the Apocrypha describe the history of the Hebrew people and conflicts with their neighbors and conquerors. The stories were told to shore up the people's faith.
9	For All the Saints <i>Psalm 149:1-4</i> (BCP, 807)	At services for All Saints' Day, <i>Psalm 149</i> is said or sung. This hymn of praise celebrates the presence of God with God's faithful servants in Israel of old and in all periods of history.

## Unit II—The Reign of God

1	The Peaceable Kingdom <i>Isaiah 11:1-10</i>	As Advent arrives, we recall that the prophet Isaiah spoke of a day when a successor of David would reign over a world free of conflict and hatred. Christians understand this vision to be a description of the rule of Christ, the Savior.
2	The Reign of God Is Near <i>Matthew 3:1-6</i>	Advent announces that the reign of God has come in Jesus Christ. John the Baptist announced that the kingdom was near, and he called on his hearers to repent and turn away from their sins.
3	Joseph's Dream <i>Matthew 1:18-25</i>	Joseph was visited by an angel of the Lord in a dream. The angel gave him the news that Mary would bear a son who was to be called Jesus, meaning "God will save."
4	The Word Became Flesh <i>John 1:1-14</i>	The opening verses of the <i>Gospel of John</i> refer to the birth of Jesus of Nazareth as the appearance of the "Word of God" in human flesh. He came to be a "light" to the world. This lesson is read at Christmas along with the Nativity stories from <i>Matthew</i> and <i>Luke</i> .
5	Simeon and Anna Recognize Jesus <i>Luke 2:25-38</i>	Joseph and Mary took the baby Jesus to the temple in Jerusalem to present him to the Lord. While they were there, a good man named Simeon and an old widow named Anna recognized that Jesus had been born to bring salvation to the people.
6	Jesus Speaks with Nicodemus <i>John 3:1-10, 16</i>	A Jewish leader named Nicodemus visited Jesus by night. Jesus told him that persons must be "born again" in order to see the kingdom of God. Jesus spoke of a spiritual birth (by "water and the Spirit") as essential to life with God. The story includes a much-quoted sen-

		tence summarizing the mission of Jesus, Son of God.
7	Like a Child <i>Matthew 18:1-5</i>	Jesus taught that we must become like children in order to enter the kingdom of God. He linked the rule of God in people's hearts with childlike humility, and he urged a spirit of hospitality toward children.
8	Jesus Gave a Golden Rule <i>Luke 6:27-36</i>	Jesus taught his followers to love their enemies, to avoid retaliatory acts, and to expect no rewards from others. He summarized such a life in the words we call the Golden Rule.
9	The Great Commandment <i>Mark 12:28-34</i>	Jesus' Summary of the Law, commanding love of God and love of neighbor, defines what is expected of all who belong to the kingdom of God.
<b>Unit III—Worship</b>		
1	The Two Great Sacraments <i>I Corinthians 12:12-13</i>	The two "great sacraments" of the Church are Holy Baptism and Holy Eucharist. They are the means of grace that empower us to be Christ's body and to pursue our mission as God's people in the world. We are made one people through our baptism and in our life of worship.
2	Confirmation <i>II Timothy 1:3-7</i>	Confirmation is a sacramental rite that expresses "mature commitment to Christ." When persons are confirmed by a bishop, they "receive strength from the Holy Spirit through prayer and the laying on of hands." Our faith is rekindled as we recall our confirmation.
3	Ordination <i>Matthew 9:35-38</i>	Ordination is the rite by which persons are made bishops, priests, and deacons in the Church.
4	Marriage and Christian Families <i>Mark 10:6-9; 13-16</i>	Through the rite of Holy Matrimony, a man and a woman are joined for life before God and the Church. They receive the grace and blessing of God to help them in their life together and in establishing a Christian family. The mission of families is to serve God through their common life.
5	Reconciliation and Healing <i>James 5:14-16;</i> <i>I John 2:1-2</i>	The rites for Reconciliation of a Penitent and Unction of the Sick are ministries of healing—for the mending of our relationships with God and other people, and for the restoration of physical health.
6	Observing Lent <i>Mark 1:9-13</i>	The Church's observance of the season of Lent stems from the Gospel accounts of Jesus' forty days following his baptism. He did not yield to any of the temptations that awaited him.
7	Jesus Was Condemned to Die <i>Luke 23:1-5</i>	On the night before Jesus was betrayed, he was hastily brought before priests and accused of blasphemy. The following morning he was bound and taken to Pilate for judgment. Pilate, although he did not see that Jesus had done anything wrong, flogged Jesus and handed him over to be crucified.
8	Resurrection <i>Luke 24:1-12</i>	Luke's story of the resurrection of Jesus Christ from the dead is one of the Gospel lessons for Easter Day celebrations in the Church.
9	Ascension <i>Luke 24:44-53</i>	Forty days after his resurrection, Jesus ascended into heaven. The Creeds of the Church tell of this event.

<b>Unit IV—Church History</b>		
1	Creeds: Defining Our Beliefs <i>Philippians 2:5-11</i>	Through the centuries, the Church has worked out statements that sum up what we believe. A defining moment in early Church history was the Council of Nicaea, which dealt decisively with the nature of Jesus Christ.
2	The Church's Worship Takes Form <i>Romans 12:1-2</i>	In the early Church, the worship of Christians took form and followed an order. A significant later development was the establishment of monasteries in which prayers were offered at fixed hours in a Daily Office. The monastic Office is reflected in rites of <i>The Book of Common Prayer</i> .
3	The Church's Reformation <i>Romans 5:1-11</i>	In crucial periods, the Church engages in "re-forming," recalling always that its true mission is to proclaim the good news of Jesus Christ. From the Reformation of the sixteenth and seventeenth centuries emerged new Bible translations, new writings, new hymns, and <i>The Book of Common Prayer</i> .
4	The Bible Is for All <i>II Timothy 3:14-17</i>	A welcome development in Church history has been the translation and sharing of Holy Scriptures. Early efforts to produce an English Bible brought martyrdom for William Tyndale.
5	The Church Came to America <i>Matthew 28:16-20</i>	English settlers brought the Church to America, first to Virginia and then to Massachusetts.
6	Missionaries Are Sent Out <i>Luke 10:1-6</i>	In time, the churches of America grew stronger and were inspired to send out missionaries to other regions.
7	The Church Acts in Society <i>Galatians 3:27-29</i>	Christians are charged to be a leaven in society, getting involved in struggles for human equality and dignity, and peace among races and nations.
8	Christians Struggle for Unity <i>Ephesians 4:1-7</i>	Christian churches have been divided for many centuries, over many issues. The ever-present challenge is to strive for Christian unity.
9	We Celebrate Pentecost <i>Acts 1:1-5</i>	Each year we pause to recall that the events of Pentecost gave rise to mission and ministry that are empowered by the Holy Spirit.

## Old Testament

This overview of the Old Testament themes in the ECC lists the people and ideas that are presented in the Unit I sections. This chart shows where the same theme is picked up in other levels of the curriculum.

<b>Old Testament Theme</b>	<b>Preschool/ Kindergarten</b>	<b>Primary</b>	<b>Intermediate</b>
Creation	Shell Unit I: 1-8		
Noah	Chalice Unit I: 1-3	Shell Unit I: 1	Shell Unit I: 1
Abraham and Sarah	Chalice Unit I: 4-5	Shell Unit I: 2	Shell Unit I: 2
Isaac and Rebekah		Shell Unit I: 3	
Jacob		Shell Unit I: 4	
Moses	Chalice Unit I: 6-8	Shell Unit I: 7-8	Shell Unit I: 3
Joseph		Shell Unit I: 5-6	
Joshua		Chalice Unit I: 1	Shell Unit I: 4
Deborah		Chalice Unit I: 2	
Gideon		Chalice Unit I: 3	
Ruth	Cross Unit I: 1-2	Chalice Unit I: 5	
Samuel		Chalice Unit I: 5	
David	Cross Unit I: 3-7	Chalice Unit I: 6	Shell Unit I: 5
Solomon	Cross Unit I: 8	Chalice Unit I: 7	Shell Unit I: 5
Josiah		Chalice Unit I: 8	
Exhile			Shell Unit I: 7-8
Elijah		Cross Unit I: 4	Chalice Unit I: 1
Amos		Cross Unit I: 1	Chalice Unit I: 2
Isaiah		Cross Unit I: 2	Chalice Unit I: 3,7
Micah			Chalice Unit I: 4
Jeremiah		Cross Unit I: 5	Chalice Unit I: 5
Ezekeil			Chalice Unit I: 6
Hosea, Joel, Jonah		Cross Unit I: 6	Chalice Unit I: 8
Psalms			Cross Unit I: 1-3
Wisdom			Cross Unit I: 4-8
Daniel		Cross Unit I: 3	



## New Testament

In Unit II the recurrent themes are the miracles, stories, and teachings of Jesus. The actual scriptures and story selections are not repeated. The following chart gives a quick overview of what is taught at each age level.

<b>New Testament Themes</b>			
<b>Session</b>	<b>Preschool/ Kindergarten</b>	<b>Primary</b>	<b>Intermediate</b>
Shell Unit II: 6	Jesus Grew Up <i>Luke 2:42</i>	Jesus Changes Water into Wine <i>John 2:11</i>	Blind Bartimaeus <i>Mark 10:46-52</i>
Shell Unit II: 7	Jesus Chose Disciples <i>Mark 3:13-14a</i>	Jesus Heals a Blind Man <i>Mark 8:25</i>	Healing the Paralytic <i>Mark 2:1-12</i>
Shell Unit II: 8	Jesus Calmed the Storm <i>Mark 4:39b</i>	Jesus Heals Peter's Mother-in-law <i>Matthew 8:15</i>	Cleansing of the Ten Lepers <i>Luke 17:11-19</i>
Shell Unit II: 9	Jesus Fed the Five Thousand <i>Matthew 14:19</i>	Jesus Raises Jairus' Daughter <i>Luke 8:50</i>	Raising of Lazarus <i>John, ch. 11</i> selected verses
Chalice Unit II: 6	The Mustard Seed Grows into a Bush <i>Mark 4:31</i>	Being a Resourceful Servant <i>Matthew 25:21</i>	Parable of the Sower <i>Mark 4:2-9</i>
Chalice Unit II: 7	The Lost Coin Was Found <i>Luke 15:9b</i>	Being Forgiveness <i>Luke 15:23-24</i>	Parable of the Vineyard Workers <i>Matthew 20:1-16</i>
Chalice Unit II: 8	The Lost Sheep Is Safe <i>Luke 15:6b</i>	Being a Neighbor to Others <i>Luke 10:36-37</i>	Parables of Treasure <i>Matthew 13:44-46</i>
Chalice Unit II: 9	Jesus Is the Good Shepherd <i>John 10:14</i>	Welcoming All People <i>Luke 14:23</i>	The House upon a Rock <i>Matthew 7:24-27</i>
Cross Unit II: 6	Jesus Is Given His Name <i>Luke 2:21b</i>	Jesus Taught the People <i>Matthew 5:1-2</i>	Jesus Speaks with Nicodemus <i>John 3:1-16</i>
Cross Unit II: 7	Jesus Taught Many People <i>Matthew 9:35a</i>	Jesus Taught About Peace <i>Matthew 5:9, 44a</i>	Like a Child <i>Matthew 18:1-5</i>
Cross Unit II: 8	Jesus Teaches Us to Trust God <i>Matthew 6:26a</i>	Jesus Taught Us to Pray <i>Matthew 6:9-15</i>	Jesus Gave a Golden Rule <i>Luke 6:27-36</i>
Cross Unit II: 9	Jesus Teaches Us to Love Others <i>John 15:12</i>	Jesus Asks Us to Live Faithfully <i>Matthew 7:7-8, 12</i>	The Great Commandment <i>Mark 12:28-34</i>

## Sacraments

The following charts on Baptism and Eucharist sessions gives an overview of how the sessions on the Sacraments are presented at each level. There is no overlap in Scripture but stories such as Jesus baptism in the Jordan are used at each level.

<b>Baptism (Shell Year: Unit III)</b>			
<b>Session</b>	<b>Preschool/ Kindergarten</b>	<b>Primary</b>	<b>Intermediate</b>
Shell Unit III: 1	Jesus Was Baptized by John <i>Mark 1:9</i>	Jesus Was Baptized <i>Matthew. 3:16-17</i>	The Baptism of Jesus <i>Matthew 3:11-17</i>
Shell Unit III: 2	Baptism Is a Sacrament <i>Mark 1:10</i>	The Apostles Baptized People <i>Acts 2:38</i>	Baptism and Our Beliefs <i>Matthew 28:16-20</i>
Shell Unit III: 3	Baptism Is Joining the Family of God <i>Mark 10:14b</i>	The Church's People Are Baptized <i>Acts 2:41a</i>	Baptism and Our Living <i>John 15:1-5, 9-11</i>
Shell Unit III: 4	We Use Water for Baptism (BCP, 306)	Baptized People Make Promises <i>Acts 2:39 BCP, 306</i>	Baptized by Water and the Spirit <i>Acts 2:38-41</i>
Shell Unit III: 5	We Are Marked as Christ's Own Forever (BCP, 308)	The Church Is a Family of Faith <i>II Timothy 1:5</i>	Receiving the Newly Baptized <i>Romans 15:5-7</i>

<b>Eucharist (Chalice Year: Unit III)</b>			
<b>Session</b>	<b>Preschool/ Kindergarten</b>	<b>Primary</b>	<b>Intermediate</b>
Chalice Unit III: 1	Jesus Ate with Friends <i>Matthew 11:19a</i>	Jesus' Last Supper with the Disciples <i>Luke 22:19-20</i>	Gathering for Liturgy <i>Colossians 3:14-17</i>
Chalice Unit III: 2	We Gather at the Altar <i>Luke 22:14</i>	Christians Remember the Last Supper <i>I Corinthians 11:23-26</i>	The Word of God <i>Luke 4:14-21</i>
Chalice Unit III: 3	Jesus Offered Bread and Wine <i>I Corinthians. 11:28b</i>	People Celebrate the Eucharist (BCP, 342)	Offering the Gifts <i>Ephesians 5:1-2</i>
Chalice Unit III: 4	We Give Thanks to God <i>Luke 22:17</i>	We Use <i>The Book of Common Prayer</i> <i>Acts 20:7a</i>	The Great Thanksgiving <i>I Corinthians 11:23-26</i>
Chalice Unit III: 5	Jesus Sang with the Disciples <i>Matthew 26:30</i>	Each Congregation Celebrates Holy Communion <i>I Corinthians 10:17</i>	Going Forth into the World <i>Philippians 4:4-7</i>

## LITURGICAL THEMES

The *Episcopal Children's Curriculum* is closely linked and compatible with the Church's liturgical year. The session materials are undated and designed to be easily adaptable to local scheduling needs and also to the fluctuating length of some Church seasons.

### All Saints'

November 1, All Saints' Day, is one of the seven principal feasts of the Church. At every level of the Curriculum, Unit I, Session 9, has an All Saints' theme. The All Saints' session may be scheduled at any appropriate time during the unit. It often makes a connection between the Old Testament theme of the unit and the celebration of Saints and "saints" in the Church.

<b>All Saints Unit I: Session 9</b>	
<b>Preschool/ Kindergarten</b>	Activities for all years center around God's love for all people. It helps the children to see themselves as saints of God, repeating the popular hymn, "I sing a song of the saints of God" ( <i>Hymnal 1982, 293</i> ).
<b>Primary</b>	Since primary learners are focusing on people of faith, the sessions for All Saints' help them to see how people devoted to God lead faithful lives.
<b>Intermediate</b>	The All Saints' sessions help intermediate students to make the connection between people who have been called by God to stand bravely in their faith even unto death and those today who are called to stand firm in their faith.

### Advent / Christmas / Epiphany

For four weeks, the Church waits and prepares for the coming of Christ, both as an infant and as the Second Coming. On Christmas Day we celebrate the birth of Jesus. Twelve days later, the Day of Epiphany we mark the coming of the Magi, and then for the next six to eight weeks, in worship and church school we focus on Jesus' ministry in the world.

Note that most of the Curriculum suggestions during these seasons are activities that Episcopalians have come to cherish as part of our traditional customs, enriching our formal liturgical celebrations.

Following are the main themes of the sessions of Advent, Christmas, and Epiphany. For the New Testament themes of Jesus, see the section on Unit Overviews—New Testament.

<b>Advent Unit II: Sessions 1-3</b>	
<b>Preschool/ Kindergarten</b> The Advent emphasis for young children is on the preparation for the birth of the baby Jesus. Children anticipate the Nativity through play, story, and song	<b>Shell Year</b> focuses on Jesus' family. <b>Chalice Year</b> tells the story of the shepherds. <b>Cross Year</b> emphasizes the angels' role in the story.
<b>Primary</b> For Primary learners, the seasonal emphasis shifts to encompass the twin ideas of waiting and preparation.	<b>Shell Year</b> , introduces the stories of Elizabeth, Zechariah, John the Baptist, and Mary and Joseph. The angels and shepherds contribute richness of detail from Luke's Gospel. <b>Chalice Year</b> sessions incorporate a clear, time-oriented focus as sessions look at Jesus' family tree, the name Emmanuel, and the idea of "God coming." This year's story is primarily from <i>Matthew</i> . <b>Cross Year</b> introduces the words Advent and Messiah. It also connects the

	stories of Elizabeth and Mary from Luke.
<b>Intermediate</b> The thrust of the Intermediate sessions balances a backward look at the Old Testament stories with the forward-looking prophetic vision of the coming of the Messiah. Since they are familiar with the people, details, and events of the full Nativity story, Intermediates can now consider its symbolic meaning.	<b>Shell Year</b> introduces the vision of Jeremiah and Isaiah as they foresee the coming of the Messiah. The fulfillment of the vision is told to Mary by Gabriel in the third session. <b>Chalice Year</b> continues with the theme of Advent through the visions of the prophet Isaiah and the place in Israel's history that the infant Jesus will take according to <i>Matthew's</i> genealogy. <b>Cross Year</b> focuses on the coming of the kingdom of God through <i>Matthew's</i> version of the Nativity.

### Christmas Unit II: Session 4

<b>Preschool/Kindergarten</b>	The Christmas Story is the focus of all three years for preschool/kindergarten children..
<b>Primary</b>	Primary children learn some differences in the Nativity story as it is told by Matthew and Luke.
<b>Intermediate</b>	Intermediates examine the <i>Magnificat</i> , ( <b>Shell Year</b> ); the more familiar Christmas story, ( <b>Chalice Year</b> ); and the prologue from John's Gospel ( <i>John 1:1-14</i> ), ( <b>Cross Year</b> ).

### Epiphany Unit II: Session 5

<b>Preschool/Kindergarten</b>	For <b>Shell</b> , <b>Chalice</b> , and <b>Cross Years</b> , preschoolers and kindergartners experience the story of the Wise Men's visit, emphasizing that the visit did not happen on the same night Jesus was born.
<b>Primary</b>	At this level, learners are introduced to the meaning of Epiphany, ( <b>Shell Year</b> ); Joseph and Mary's escape into Egypt, ( <b>Chalice Year</b> ); and the story of Simeon and Anna during Jesus' presentation at the temple, ( <b>Cross Year</b> ).
<b>Intermediate</b>	Students explore deeper meanings of the stories of the Magi, ( <b>Shell Year</b> ); the flight into Egypt, ( <b>Chalice Year</b> ); and the Presentation at the Temple, ( <b>Cross Year</b> ).

## Lent / Easter

The *Episcopal Children's Curriculum* focuses deliberately on the Easter story every year—at every level. The Units on the sacramental theme are intentionally melded with the liturgical themes of Palm Sunday, Maundy Thursday and Good Friday, Easter Day, and a post-resurrection appearance.

The power of the story will engage our hearts and minds all our lives, calling us to ponder anew the meaning of those simple words: Christ has died. Christ is risen. Christ will come again.

### Lent Unit III: Sessions 6 & 7

<b>Preschool/Kindergarten</b> Children of this age perceive Jesus as a friend, a kind and loving person—someone they can “sing about and talk to.” Adults should exercise some discretion in sharing the harsh details of Good Friday with very young children.	For <b>Shell</b> , <b>Chalice</b> , and <b>Cross</b> years, these sessions deal with the triumphal entry into Jerusalem on Palm Sunday, the Last Supper, and Jesus' death on the cross. For preschool/kindergarten children, even during Holy Week, the emphasis is on the joy of the Easter event. Christ has died. We cannot deny this, but preschool teachers should not dwell on it. Endeavor to speak always of Jesus' death and resurrection.
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<p><b>Primary</b> At this level, it is likely that some children will ask penetrating questions about the crucifixion, such as “Why was Jesus killed? Who betrayed him?” Keeping the focus on people and relationships, rather than on judgments and interpretations, will invite learners to enter the story most fully.</p>	<p>Primary-age learners are interested in people and relationships. Each year in Unit III, the emphasis in the Curriculum expands to encompass the people who were with Jesus through those days. <b>Shell Year</b>, they will meet the disciples at the Last Supper and Joseph of Arimathea, who provided the tomb. <b>Chalice Year</b> focuses on Peter and John who prepare for the Passover meal and those who fell asleep in the Garden of Gethsemane and were present at Jesus’ arrest. <b>Cross Year</b>, the discussion is on the forty days of Lent—Jesus’ temptation in the wilderness—and the events of Holy Week.</p>
<p><b>Intermediate</b> Intermediates work closely with Scripture passages centering on the meaning of Lent, the Last Supper, and the crucifixion.</p>	<p><b>Shell Year</b> students discuss the events of <i>John’s</i> version of the Last Supper, showing Jesus as servant and the Passion according to <i>John</i>. <b>Chalice Year</b>, they examine the events of Holy Week according to <i>Mark</i>. <b>Cross year</b> focuses on the temptations of Jesus in the wilderness and the Passion from <i>Luke</i>.</p>

<b>Easter Unit III: Sessions 8 &amp; 9</b>	
<b>Preschool/Kindergarten</b>	The children celebrate the glorious story of Easter according to <i>Mark (Shell)</i> ; <i>Matthew (Chalice)</i> ; and <i>Luke (Cross)</i> , in Session 8. The post Easter session revisits the Unit III themes of Baptism, Eucharist, and Worship.
<b>Primary</b>	The Easter story is presented from the unique perspectives of <i>John (Shell)</i> , <i>Luke (Chalice)</i> , and <i>Mark (Cross)</i> at the Primary level. Session 9 revisits the unit themes.
<b>Intermediate</b>	Intermediates encounter the resurrection accounts of <i>John, Mark, and Luke</i> . The post resurrection stories are the Symbol of Jesus as New Life from <i>Romans, (Shell)</i> ; the Breakfast by the Sea of Galilee, ( <b>Chalice</b> ); and the Ascension, ( <b>Cross</b> ).

## Pentecost

In the fifty days from Easter Day to the Day of Pentecost, we celebrate new life in the risen Christ. The celebration of Pentecost focuses on the birthday of the Church through the coming of the Holy Spirit.

<b>Pentecost Unit IV: Session 9</b>	
<b>Preschool/Kindergarten</b>	All three years center on the coming of the Holy Spirit being the beginning of the Church. Since young children enjoy birthdays, the activities for these sessions are similar to party celebrations
<b>Primary</b>	Primary learners celebrate Pentecost by focusing on the coming of the Holy Spirit to the disciples and to others through faith and baptism.
<b>Intermediate</b>	Intermediate students examine the meaning of Pentecost for the followers of Jesus and for the mission of the Church today.

# WORSHIP CONNECTIONS

**Go to church, everyone, all ages, together in joyous celebration.**

Does this seem like odd advice from a curriculum editor? Perhaps, but it recognizes that classroom-based Christian education can never stand apart from community worship. Timely and age-appropriate participation in the worship life of the congregation is vitally important.

## Curriculum Prepares the Way

The act of gathering (arriving one by one and in small groups, and waiting for meetings or events to begin) is a very familiar experience in life. Besides the aspect of waiting, gathering is also a time of transitions as we purposefully leave previous activities behind us and focus our attention on what is about to happen.

In the Church, as we assemble for worship, we pay particular attention to all aspects of waiting, gathering and beginning. We build community and continuity as we gather over and over again, joining in familiar rituals of words and actions. Each gathering offers an opportunity to strengthen our sense of togetherness.

We acknowledge in our gathering that this present moment marks the beginning of a special time together. We pray. We may listen to music. We may watch the candles being lit and the procession forming. All these activities, and more, can help us turn our thoughts and hearts toward God. Whatever the service, the words of *The Book of Common Prayer* give us a regular opening ritual for our worship.

In our Church School classrooms, we can use gathering rituals that help children practice and learn to attend to the particular features of the gathering of God's people.

This deliberate repetition of routines, words, and/or actions can have a profound effect on learners. At every level of the ECC, provision is made for teachers and class members to gather formally.

Session formats and numerous activity suggestions throughout the Curriculum are, in effect, rehearsal for participation in the worship of an Episcopal congregation. In addition, in each Unit, designated sessions tied to the Church Year calendar are keyed especially to participation in related liturgical rituals.

## Scripture and Liturgy

Scripture is thoroughly a part of the *Episcopal Children's Curriculum*. In virtually every session, at every level, teachers will find biblical citations. Selected passages or verses from the Bible are incorporated into games, pursued through creative activities, used to extend research skills, recited or memorized in group activities, or highlighted on Take Home Cards.

Our Episcopal liturgy, set forth in *The Book of Common Prayer*, invites each of us to enter actively into a relationship with God's Word. This establishes the "Episcopal" affirmation of Scripture.

Liturgy, best defined as "the work of the people," brings us together as a congregation. We are invited to be active, not passive. In a deeply personal way, we encounter God's Word. We listen, seeking to hear God speaking to us through Scripture. As we hear, we are touched, informed, instructed, healed, and transformed.

The liturgy provides a structure for this life-changing encounter. We are continually challenged to examine and ponder the record of God's action in history as well as the meaning of God's living presence in our contemporary world.

The *Episcopal Children's Curriculum* writers and editors, deeply conscious of the this vital role of liturgy, are committed to weaving Scripture deeply into the fabric of the Curriculum. Consider the examples below, drawn from the three essential activities suggested for each age level (Gathering, Storytelling, and Closing). Note the evolving pattern of reading and explaining the Word. Note also the increasing level of children's participation in liturgical experiences.

**Preschool/Kindergarten Level.** The session begins with a Gathering activity. When all or most are present, the group learns to say a liturgical phrase, such as "Glory to the Father, and to the Son, and to the Holy Spirit. Amen."

**Primary  
Memory Tasks**

*Shell*

Psalm 23  
Gloria in Excelsis  
Apostle's Creed  
The Lord's Prayer

*Chalice*

Jubilate  
The Beatitudes  
Post Communion  
Prayer  
The Prayers of the  
People III

*Cross*

Psalm 78:1-4  
Sanctus  
Confession  
Prayer of  
St. Francis

Each session centers around a story, introduced with a very brief reading from the Bible. The teacher is asked to use a large Bible, held so children can easily see where the reading is found.

As this action is repeated, each group will likely develop some routines or informal ceremonies that attend this reading. At the conclusion of the reading, the teacher says, "The word of the Lord," and the children learn to respond, "Thanks be to God."

Saying Goodbye is a formal part of every session. The teacher leads the children in a short prayer, the first two lines of which change every week to reflect the session theme. The last two lines remain the same for the entire year so that children can comfortably join in. The session ends with the children holding hands in a circle and the teacher saying, "Let us bless the Lord." The children respond, "Thanks be to God."

**Primary Level.** For primary-age learners, the brief Gathering activity concludes when all are present and the teacher leads the group in an oral recitation of an important text from the Bible or *The Book of Common Prayer*. (The selected text is different for each unit. See list in box at the right.)

All primary sessions are centered on a Storytelling activity. Once again, storytelling is introduced with a reading from the class Bible—usually a slightly longer portion of text than what was used for preschoolers. The teacher finishes with the words, "The word of the Lord," and the learners respond, "Thanks be to God."

The Closing prayer is an adaptation of one of the forms of the Prayers of the People from *The Book of Common Prayer*. Learners can add their own thanksgivings and petitions at each session. Following the prayer, the teacher says, "Go in peace to love and serve the Lord," and the learners respond, "Thanks be to God."

**Intermediate Level.** For this age group, the Gathering activity concludes with a prayer and a reading. When everyone is present, the teacher says, "Let us pray," and then proceeds to read a suggested Collect from *The Book of Common Prayer*, or composes a personal prayer. The chosen student lector then reads from the class Bible (NRSV), using an accepted introduction, such as "A reading from the Book of Ezra, chapter 1, verses 2 through 4." (Student reads text.) The student says, "The Word of the Lord," and all respond, "Thanks be to God."

The activity titled *Introducing the Story* is the heart of the session for Intermediates. It may take the form of a story, a discussion, or other type of presentation. The purpose is to engage the students with the content of the biblical text read at the Gathering. The newspapers, *Covenant Times* (Shell), *Community Times* (Chalice), and *Church Times* (Cross), are resources for storytelling.

The session ends with *Going Forth*. In each Unit a particular short prayer is suggested for all to say in unison. The teacher says, "Let us go forth in the name of Christ," and the students respond, "Thanks be to God."



## PARENT/HOME CONNECTIONS

Teachers in church school grow accustomed to familiar patterns of “drop-off” and “pick-up”—those times when parents come by to leave daughters or sons before class sessions, and return later to take them home or to corporate worship.

Teachers in both large and small church schools can take conscious advantage of these informal moments. They are excellent times for sharing helpful information. Some pointers for handling drop-off and pick-up times are:

- Be ready to interact with both parents and children. On teaching teams, assign one teacher the responsibility for covering drop-off and pick-up times. Or designate certain children for each teacher on the team to receive or send off.
- Start with greetings. Welcome the child, send off the parent.
- Observe the parent-child interaction, and learn to recognize typical and unusual interactions for each pair.
- At drop-off, concentrate on the children, and strive to ease each child into the class comfortably.
- At pick-up, concentrate on the parents. Aim to help parent and child interact smoothly. If possible, share highlights of the child’s session that could serve as a starting point for parent and child as they come together again.
- Don’t let numbers or schedules dictate transition chaos. Try to find creative solutions for your particular classroom situation—stagger children’s arrival and departure times, find aides just for this period, or perhaps use more than one classroom entrance.
- Be alert for parents’ comments. Keep chats short and informal; let the frequency of contact over time lead to a comfortable parent-teacher relationship.
- Plan ahead how to handle questions or situations that may seem to require sustained attention on your part. When can you be available to speak at greater length? Who can cover for you? Decide what kinds of information might need to be shared immediately with other teachers, and determine how you will do this.

Do we need regular parent-teacher contact in church school? Yes.

Teachers in church school can certainly appreciate the benefits of staying in touch with parents. Most parents like being in contact with their children’s teachers. It is important, then, to create incentives for routine parent-teacher contacts.

Volunteer teachers devote their time and attention to lesson preparation and classroom teaching. Communication with parents about church school flows primarily through the clergy, Christian education staff, and/or congregational publications. Unfortunately, parents are most likely to hear directly from church schoolteachers only if their children’s misbehavior disrupts class sessions.

At the beginning of each Unit in the Teachers’ Guides for all age groups is a letter to parents that summarizes the content. This letter can be photocopied or rewritten for distribution. It includes a brief description of each session and a citation for a Scripture passage. Parents are encouraged to read the Scripture and discuss materials learners have brought home, including Take-Home cards and craft projects.

Formally organized parent-teacher activities are staples of most weekday schools:

- Back-to-school nights
- Parent-teacher conferences
- Report cards

- Home and school newsletters
- PTA programs

Would it be possible to set up similar activities for church schools?

As Christians, we are all learners. At every age we have much to offer and much to learn. At no point in our lifelong journey do we know it all, or know enough to stop seeking insight and knowledge.

The church school is not just an imperfect replica of school in general. We affirm very different patterns of authority and expertise. With modest adaptation of the traditional parent-teacher activities, we can incorporate the Christian community's perspective. Consider the following:

- Come to church school. Invite parents to church school classrooms at regular, designated times to meet the teachers, other parents, and their children's classmates.
- An overview of expectations for the church school year, along with a hands-on inspection of the curriculum materials, is helpful for everyone—and not just once a year!
- Older children may wish to join their teachers in sharing what happens in their classes, or help to “teach” the class when parents come.
- Regularly planned parent-child classes can be lively times for intergenerational activities on a small group scale. Disabuse people of the notion that church school is only for children. Let everyone know that there is a plan and a place for Christian education. People come together regularly to make it happen, and there is a hearty welcome for all.
- Parent-teacher teams. The key concept here is teaming. Teaming can give extra support to experienced teachers as well as confidence to the inexperienced. Many teachers are parents themselves, but many parents have no involvement in the church school. Whether for long- or short-term work, try to involve every parent in some way.
- Sharing in the planning and teaching of sessions is one of the most effective ways to communicate to parents the complexities and delights of Christian education.
- Consider asking members of teaching teams to reach out to others, especially those who are parents. Set up a rotation schedule for parents to work as aides in the classroom to help the regular teachers. Plan to invite each parent to share a special skill, provide and serve a snack, or lead an activity at some point during the year.
- Use parents as substitutes, supplying them ahead of time with materials and ideas that can be used whenever the need arises. Encourage a couple to share a teaching assignment, with the mother or father stepping in to fill the assigned teaching role in any given week.
- Seasonal reports. Use the seasons of the Church Year as benchmarks for periodic reports to parents and to the congregation as a whole. Think of it as a report card for the church school (or class group) as a whole, a chance to reiterate the year's goals and objectives, summarize performance to date, and describe upcoming themes and activities.
- Do not expect parents to remember all the information about the church school that was disseminated in September. Repeat these details often, making it easier for parents to know about and understand the church school program.

**Flyers and newsletters.** Understand how to package information for parents for different purposes. Use flyers to call attention to particular events and activities of the church school classes. Treat these as single-page, single-topic missives—quick reads that communicate limited but highly specific information. Use good graphics and

brightly colored paper to increase the novelty effect and attract attention. The reading audience for flyers will be parents of church school children.

Turn to newsletters for more lengthy descriptive and explanatory material. Church school news can be part of the regular congregational newsletter and thus reach the entire congregation, not just church school parents.

Other newsletter options are a periodic church school publication or a newsletter prepared by learners in the older classes (who work as reporters and publishers as part of their church school activities).

- Parent programs. Finally, consider organizing programs of interest to parents that provide an opportunity for the entire family to take part. Even better is to combine all this with a simple supper or potluck dinner. Coming together at the table is one of the most nurturing actions we engage in as Christians.

Offer a topical presentation for parents along with activities and child care for the children. Note that the activities can be intergenerational and that child care can take the form of “helpers” who pitch in and assist parents and children to stay together throughout the program.

## MUSIC RESOURCES

The *Episcopal Children's Curriculum* introduces students to music that is a part of our Episcopal heritage. Each unit of the Curriculum introduces two or three hymns related to the session themes and the Church calendar. Music suggestions and activities are included in every session of the ECC. Hymns selected are ones students are likely to hear and sing in worship with their congregations. All appear in *The Hymnal 1982* published by the Church Hymnal Corporation. Over the course of all nine years and 324 sessions of ECC material, children will be introduced to hymns that are part of our Episcopal worship. (Charts listing the first line of each hymn and its location in the ECC follow.)

Many hymns in the Preschool/Kindergarten and the Primary Levels can also be found in *We Sing of God*, published by the Church Hymnal Corporation. It is a set of companion volumes to the hymnal which are designed for use with children. *We Sing of God: A Hymnal for Children* is a selection of hymns from *The Hymnal 1982*. In some cases, the selections are designated stanzas and refrains suitable for use with children. Editors Robert and Nancy Roth have also written a guide (*We Sing of God: Teacher's Guide*) that is a compendium of creative activity suggestions keyed to each selected hymn. We highly recommend these materials to all teachers.

Music is an elemental part of the language of faith. Consider the meaning of the oft-quoted phrase, "Those who sing, pray twice." Introducing children to the music and verse of their faith helps them to take their places in the congregation's worship.

### Music Tapes

Very early in the development process of the *Episcopal Children's Curriculum*, a key decision was made to focus on music from *The Hymnal 1982* and *Lift Every Voice and Sing II*. Almost immediately, ECC users began to ask for musical help, prompting the production of support tapes. Nine audio tapes, one for each year and level of the ECC are available for use in the classroom. Each tape contains all music introduced in the particular Teacher's Guide for that year and level.

Children, teachers, church musicians, and general listeners will find the tapes a rewarding musical experience. Teachers in church school classrooms can use the tapes for their personal preparation in learning the melodies and rhythms, and for direct use in the classroom with children—listening, singing along, or expressing movement. These tapes will be useful for musicians and choir directors, or children's chapel leaders, who are seeking to expand their knowledge of church music resources. General listeners, children and adults, will find the collection of Episcopal music spirited and informative.

### Music in the Classroom

Below are comments overheard recently from a preschooler, a teacher, and a church musician. Guess who said each one.

"That's my church song! I can sing that!"

"I can't carry a tune, so I never do music in my classroom."

“The Church may be the last repository of musical heritage in our culture.”

The first reflects the elemental joy of ownership and participation within a preschooler. The second indicates a lack of confidence on the part of a nonmusical teacher. The last expresses a church musician’s urgent determination to share the musical treasures and traditions of the Church.

### **Preschool/Kindergartners and Music**

Young children have an intuitive, spontaneous response to music. They sing for pleasure and expression. Start a rhythmic beat, pantomime an intriguing action, repeat and echo a familiar phrase—and in a twinkling everyone joins together. As with most other activities for preschoolers, it is the process of music that is pleasing—whether it be movement, singing, or instrumental accompaniment.

Young children will learn text and tunes quickly by echoing in a similar fashion. Many times all of the words and their specific meanings will not be understood by preschoolers. They will happily sing along anyway. Expect, however, that preschoolers will grasp the vital role that music of prayer and praise plays in our corporate worship. Imagine what it is like to be sitting in a pew, hearing the music start and realizing, “That’s my church song! I can sing that song!”

### **Primary Learners and Music**

Primary-age learners can begin to recognize and learn the hymns of our faith. Many congregations sponsor choirs for children this age. They are quite capable of learning the words, the rhythm, and the melody of each hymn or song. Some may be starting formal music lessons on piano or other musical instrument or participating in school music programs. Many will be able to read music themselves.

Primary learners can imitate and echo what they hear quite well. Their voices are bright, clear, and sweetly high—probably much higher in pitch than many teachers can reach.

### **Intermediate Students and Music**

By the intermediate level, most students have had some exposure to music instruction. They are capable of learning to sing and play more complicated musical pieces. Some may enjoy performing on the various instruments they are learning to play.

Preadolescents are also very critical of themselves and others. They are also subject to the pressures of the culture and their peers in regard to musical tastes. They may complain about learning music that is “old stuff” or “dull.” Challenge them to discover the more recently written hymns or the Native American and Spiritual hymns that have strong rhythms.

### **Teachers and Music**

But what about teachers? How does a non-singing teacher get started? Children will hear the joy and expression in your voice more than the quality of the notes you sing. Remember, too, that the line can be very blurred between singing, chanting, and saying the words of a hymn. It is not necessary to sing a solo to introduce a hymn in class. Try

to pair singing/chanting/saying the words with rhythmic actions. Children can join in clapping, tracing the melody line in the air, or swaying from side to side.

With direction and modest practice, most teachers can memorize the melody and rhythm for such a hymn, phrase by phrase. Listen to a line or phrase, then echo it. Listen to the next and echo. Repeat until secure with the tune. Make a short tape of the tune and play as needed. The goal is simply to become comfortable enough with the tune to share it. If sharing music is still too difficult for you then ask for help from a church musician or a musically-adept friend. Use the *Children Sing!* music tapes available for all three age levels to introduce new hymns. Children will also enjoy singing with the tapes.

## **Sharing the Music**

Many church schools have a gathering time with all children and teachers together prior to going to each classroom. This may be a more appropriate time to sing. Music leaders can select the music that each class will be learning in a particular unit or season and teach those hymns to the entire group. The charts that follow will aid this method.

Working with those who plan the liturgy, it may be possible to include one or more hymns in the regular worship service or in the junior choir performances. This may be especially true for the seasonal hymns.

# Music Summary

## Preschool/Kindergarten Level(LEVAS – Lift Every Voice and Sing II)

First Line of Hymn	Sessions	Hymnal 1982	We Sing of God
All glory, laud, and honor	Shell III. 3,4,6,7	154	30
All things bright and beautiful	Shell I.1-3, 5, 7-8 Cross IV. 5	405	68
Alleluia! Alleluia! Give thanks to the risen Lord	Cross III.7-9	178	XX
Angels, from the realms of glory	Cross II.1-3	93	XX
Away in a manger, no crib for his bed	Shell II. 4,5 Chalice II. 4 Cross II. 4	101	20
Christ, when for us you were baptized	Shell III. 1,2,5,9	121	XX
Day by day	Shell IV. 5-9	654	99
For all the saints	Chalice I. 9	287	46
For the bread which you have broken	Chalice III. 6,7	340 (341)	55
Go Down, Moses	Chalice I. 6-8	648	98
Go tell it on the mountain	Shell II. 1-5	99	19
Good Christians all, rejoice and sing	Chalice III. 8,9	205	38
Hail thee, festival day	Chalice IV.9 Cross IV.9	225	42
Hark! The herald angels sing	Cross II.4	87	XX
He's got the whole world in his hands	Shell I. 6	LEVIS 217	XX
I sing a song of the saints of God	Shell I. 9 Cross I. 9	293	49
I want to walk as a child of the light	Cross III. 4-6	490	XX
Jesu, Jesu, fill us with your love	Cross IV. 8	602	93
Jesus Christ is risen today, Alleluia	Shell III. 8,9 Cross III. 8	207	40
Joyful, joyful we adore thee	Chalice IV. 6-8 Cross IV. 7	376	60
Jubilate	Cross IV. 2	S11	S2
Let us break bread together on our knees	Chalice III. 1-4	325	53
Lift high the cross	Cross III. 1-3	473	76
Lord of all hopefulness, Lord of all joy	Chalice IV. 1-5 Cross IV. 2-3	482	78
Many and great, O God are thy works	Shell I. 4,7,8	385	63

<b>First Line of Hymn</b>	<b>Sessions</b>	<b>Hymnal 1982</b>	<b>We Sing of God</b>
Morning has broken	Shell I. 5	8	6
Now thank we all our God	Chalice I. 4,5	397	66
Now the day is over	Cross IV. 4	42	XX
O come, O come Emmanuel	Chalice II. 1	56	12
O little town of Bethlehem	Shell II. 3	(78) 79	XX
Open your ears, O faithful people	Shell IV. 1-4,7	536	85
Praise God from whom all blessings flow (Old Hundredth)	Chalice I. 1-3	43	10
Praise God from whom all blessings flow (Eighth tune)	Cross I. 6-8	380	61
Sanctus	Chalice III. 5	S129	S 5
Savior, like a shepherd	Chalice II. 6-9	708	105
Seek ye first the kingdom of God	Cross II. 8,9	711	106
The first Nowell	Chalice II. 2,3,5	109	XX
The King of love my shepherd is	Cross I. 3-5	645	97
'Tis the gift to be simple	Cross I. 1,2	554	87
We three kings of Orient are	Shell II. 5 Cross II. 5	128	27
When Israel was . . . (refrain—Go down, Moses)	Chalice I. 6-8	648	98
When Jesus left his Father's throne	Shell II. 6-9	480	77
When morning gilds the skies	Cross II. 6,7 Cross IV. 6	427	72

### Primary Level

<b>First Line of Hymn</b>	<b>Sessions</b>	<b>Hymnal 1982</b>	<b>We Sing of God</b>
All creatures of our God and King	Cross IV. 6	400	67
Almighty God, your word is cast	Cross I. 6-8	(588) 589	91
Angels we have heard on high	Shell II. 4	96	XX
Come away to the skies	Cross IV. 1,7	213	XX
Come, Holy Ghost, our souls inspire	Chalice IV. 4	504	XX
Come thou long-expected Jesus	Shell II. 1-2	66	XX
Creator of the stars of night	Cross II. 1-3	60	13
Day by day	Shell III. 9	654	99
Descend, O Spirit	Shell III. 1-4	297	50



<b>First Line of Hymn</b>	<b>Sessions</b>	<b>Hymnal 1982</b>	<b>We Sing of God</b>
Dona nobis pacem	Cross III. 6,7	712	107
Fairest Lord Jesus	Chalice II. 6,7	383	62
For thy dear saints	Cross I. 9	279	XX
Good Christian friends, rejoice	Cross II. 4,5	107	XX
Hail thee festival day	Shell III. 8	175	33
Hail thee festival day	Cross IV. 9	225	42
How lovely is thy dwelling-place	Chalice IV. 6,7	517	82
I bind unto myself today	Cross IV. 3	370	58
I come with joy to meet my Lord	Shell III. 6 Chalice III. 1-5	304	51
I heard the voice of Jesus say	Cross IV. 8	692	XX
I sing a song of the saints of God	Shell & Cross I. 9 Chalice I. 9; IV. 8	293	43
Jesu, Jesu, fill us with your love	Chalice II. 8,9	602	93
Jesus calls us o'er the tumult	Shell IV. 5-8	550	86
Let us, with a gladsome mind	Shell II. 6-9	389	64
Like the murmur of the dove's song	Shell, Chalice IV. 9	513	81
Now thank we all our God	Chalice I. 5,6,8	397	66
Now the green blade riseth from the buried grain	Chalice III. 8,9	204	37
O come, O come, Emmanuel	Chalice II. 1-3	56	12
O God, our help in ages past	Cross I. 1-5	680	102
O Jesus, I have promised	Cross II. 6-8, IV. 2	655	100
Once in Royal David's city	Chalice II. 4	102	21
Only-begotten, Word of God eternal	Chalice I. 7	360 (361)	XX
Our Father, by whose Name	Shell III. 5	587	90
Praise to the Lord, the Almighty	Shell I. 1-3	390	65
Seek ye first the kingdom of God	Cross II. 9	711	106
Shalom, my friends	Shell I. 4-8	714	108
Take my life, and let it be	Chalice IV. 1-3	707	104
Take up your cross, the Savior said	Cross IV. 4	675	XX
That Easter day with joy was bright	Cross III. 8,9	193	36
The angel Gabriel from heaven came	Shell II. 3	265	XX

First Line of Hymn	Sessions	Hymnal 1982	We Sing of God
The Church's one foundation	Cross IV. 5	525	XX
There is a green hill far away	Shell III. 7	167	31
'Tis a gift to be simple	Cross III. 1-5	554	87
We gather together to ask the Lord's blessing	Chalice I. 1-4	433	XX
We three kings of Orient are	Shell II. 5	128	27
Were you there when they crucified my Lord?	Chalice III. 6,7	172	32
When Christ's appearing was made known (stanzas 1 & 5)	Chalice II. 5	132	XX
Ye servants of God, your Master proclaim	Shell IV. 1-4, 7	535	84

### Intermediate Level

First Line of Hymn	Sessions	Hymnal 1982	We Sing of God
A mighty fortress is our God	Cross IV. 3	(687) 688	XX
Almighty God, your word is cast	Chalice II. 6	(588) 589	XX
Amazing grace! How sweet the sound	Chalice IV. 8	671	XX
Baptized in water	Shell III. 4,5	294	XX
Be thou my vision, O Lord of my heart	Cross IV. 2	488	XX
Brightest and best of the stars of the morning	Shell II. 5	(117) 118	XX
Canticle 1, A Song of Creation	Shell I. 1-5	S177	S3
Christ is made the sure foundation	Shell IV. 5-8	518	XX
Come, thou long expected Jesus	Shell II. 1,2	66	XX
Come, ye faithful, raise the strain	Shell III. 8 Chalice III. 8,9	199	XX
Come, ye thankful people, come	Cross I. 6	290	47
Dem bones, dem bones, dem dry bones	Chalice I. 6	Trad.	XX
Ezekiel saw de wheel	Chalice I. 6	LEVAS 224	XX
For all the saints, who from their labors rest	Shell, Cross I. 9	287	46
For the bread which you have broken	Chalice III. 3,4	340	55
For thy dear saints	Chalice I. 9	279	XX
From all that dwell below the skies	Cross I. 2	380	61
Go forth for God; go to the world in peace	Chalice III. 5 Cross IV. 6	347	XX
God be in my head	Chalice I. 1,2	694	XX

<b>First Line of Hymn</b>	<b>Sessions</b>	<b>Hymnal 1982</b>	<b>We Sing of God</b>
God has spoken to his people	Shell I. 6-8	536	85
God is working his purpose out	Chalice I. 3	534	XX
Gracious Spirit, Holy Ghost	Chalice IV. 9	612	96
Hail to the Lord's anointed	Cross I. 7-8	616	XX
He is risen, he is risen!	Cross III. 8,9	180	XX
Holy, holy, holy! Lord God Almighty!	Shell III. 2 Chalice IV. 2	362	56
I come with joy to meet my Lord	Chalice III. 2	304	XX
If thou but trust in God to guide thee	Chalice II. 9	635	XX
In Christ there is no East or West	Cross IV. 8	529	83
In the bleak midwinter	Cross II. 4	112	XX
Jesu, Jesu, fill us with your love	Chalice IV. 1	602	93
Jesus calls us, o'er the tumult	Cross III. 2-4	(549) 550	86
Jubilate	Cross I. 1	S11	S2
Just as I am, without one plea	Chalice IV. 5	693	XX
Let us, with a gladsome mind	Cross IV. 5	389	64
Lift every voice and sing	Cross IV. 7	599	XX
Lo, how a Rose e'er blooming	Shell II. 3,4	81	XX
Lord God, you have now set your servant free	Cross II. 5	499	XX
Lord who throughout these forty days	Cross III. 6	142	XX
Lord you give the great commission	Shell III. 3 Chalice IV. 7	528	XX
Morning has broken	Chalice IV. 6	8	6
Now the silence	Cross III. 1	333	XX
O God, our help in ages past	Cross I. 4	680	XX
O little town of Bethlehem	Chalice II. 4	(78) 79	XX
O praise ye the Lord! Praise him in the height	Chalice I. 5,7,8	432	XX
O Spirit of Life, O Spirit of God	Shell IV. 8,9	505	80
On Jordan's bank the Baptist's cry	Cross II. 2	76	XX
Praise, my soul, the King of heaven	Cross II. 6,7	410	XX
Praise the Lord! ye heavens adore him	Cross I. 3	373	XX
Prepare the way, O Zion, your Christ is drawing near	Chalice II. 1,2,3	65	14
Redeemer of the nations, come	Cross IV. 1	55	XX

<b>First Line of Hymn</b>	<b>Sessions</b>	<b>Hymnal 1982</b>	<b>We Sing of God</b>
Rise up, ye saints of God	Chalice II. 7,8	551	XX
Spirit of mercy, truth, and love	Cross IV. 9	229	XX
Tell out, my soul, the greatness of the Lord	Shell II. 4	437	XX
The Church's one foundation	Shell IV. 1 Chalice IV. 3	525	XX
The King shall come when morning dawns	Cross II. 1,3	73	XX
There is a green hill far away	Shell III. 6,7 Cross III. 7	167	31
To God with gladness sing	Cross I. 5	399	XX
We gather together to ask the Lord's blessing	Chalice III. 1	433	XX
We know that Christ is raised and dies no more	Shell III. 9 Chalice IV. 4	296	XX
We limit not the truth of God	Cross IV. 4	629	XX
We sing the glorious conquest	Shell IV. 2-4	255	XX
Were you there when they crucified my Lord	Chalice III. 6,7	172	32
What does the Lord require	Chalice I. 4	605	XX
What star is this, with beams so bright	Chalice II. 5	124	26
What wondrous love is this	Shell II. 6-9	439	73
When Jesus went to Jordan's stream	Shell III. 1	139	XX
Where charity and love prevail	Cross II. 8,9	581	XX
While shepherds watched their flocks by night	Cross II. 4	94 (95)	XX
Wilt thou forgive that sin, where I begun	Cross III. 5	(140) 141	XX

## **BIBLICAL REFERENCES**

Every teacher who works with the *Episcopal Children's Curriculum* (ECC) will find it essential to have a Bible, *The Book of Common Prayer*, and *The Hymnal 1982*. You will also want a copy of the children's hymnal, *We Sing of God*, along with a copy of its accompanying Teacher's Guide.

### **The Bible**

The entire *Episcopal Children's Curriculum* is Scripture-based. Every session designates Scripture passages related to the focus for the session. Scripture is used as the basis for sharing the biblical story, Bible verses are read for children to hear and to share with their parents.

Scripture passages have been taken from the New Revised Standard Version (NRSV) translation with one exception: The King James Version (KJV) was selected in some instances to preserve traditional language.

### ***The Book of Common Prayer***

Appropriate material from *The Book of Common Prayer* is incorporated into every session. The session outlines provide a "Getting Ready" section for the teacher that includes a prayer or Collect. During the year, children use appropriate selections and responses as part of their class experience.

The ECC teaches students the organizational structure of the prayer book. By exploring the various rites and forms, the Psalter, the table of contents, and the like, they will become familiar with this very special book that unifies and circumscribes our common worship.

### **Reference Charts**

On the following pages are Reference Charts that show the Scripture selections that appear in the ECC. The first one includes all Scripture that is the focus of each session story or theme introduction. Many other Bible verses and references to passages of Scripture are included in the development of the session outlines and in the take home materials such as the student newspaper at the Intermediate level.

The second chart ties in the Lectionary Texts Years A, B, and C, where there is a connection between the Lectionary and the *Episcopal Children's Curriculum*.

# Alphabetical Scripture

Preschool/Kindergarten, Primary, and Intermediate

*Shell, Chalice, Cross*

Scripture	ECC Location	Session Title
Acts 1:1-2	PRM Shell IV.1	Luke Wrote the Story
Acts 1:1-5	INT Cross IV.9	We Celebrate Pentecost
Acts 1:8-2:4	PRM Shell IV.9	Pentecost is a Festival
Acts 1:11b	PRM Cross III.9	The Church Worships the Risen Lord
Acts 2:1	PK Cross IV.9	The Holy Spirit Comes at Pentecost
Acts 2:1-4	INT Shell IV.9	Pentecost: Festival of the Spirit
Acts 2:4a	PK Chalice IV.9	We Celebrate Pentecost
Acts 2:14-17	INT Chalice IV.9	Celebrating Pentecost
Acts 2:32-33	PRM Chalice IV.9	The Church Celebrates Pentecost
Acts 2:38b-39	PRM Shell III.4	Baptized People Make Promises
Acts 2:38-40	PRM Shell III.2	The Apostles Baptized People
Acts 2:38-41	INT Shell III.4	Baptized by Water and the Spirit
Acts 2:40-41	PRM Shell III.3	The Church's People are Baptized
Acts 2:42	PK Shell IV.2	Many People Worship at Church
Acts 2:44a	PK Shell IV.9	Pentecost Is the Birthday of the Church
Acts 4:36-37	PRM Shell IV.5	Barnabas: Early Christian Leader
Acts 6:2-8	PRM Shell IV.3	Stephen: Faithful Servant
Acts 6:6	PRM Cross III.4	Deacons Also Serve
Acts 9:1-9	INT Shell IV.2	Paul the Convert
Acts 9:1-22	PRM Shell IV.4	Paul Was Changed by God
Acts 9:36-42	PRM Shell IV.6	Dorcas Was a Good Neighbor
Acts 10:48	PK Cross III.2	Pulpit and Font
Acts 12:4-11	PRM Shell IV.2	Peter Preached Good News
Acts 12:12	PRM Shell IV.7	John Mark Was a Young Christian
Acts 16:14-15	PRM Shell IV.8	Lydia Welcomed Others
Acts 20:7a	PRM Chalice III.4	We Use <i>The Book of Common Prayer</i>
Acts 22: 3-5	INT Shell IV.1	Paul the Hebrew
Amos 2:6-7b; 5:21-24	INT Chalice I.2	Amos: Prophet of Justice
Amos 7:14-15	PRM Cross I.1	Amos
Colossians. 3:16c	PK Cross IV.3	We Sing of God All Day
Colossians 3:14-17	INT Chalice III.1	Gathering for Liturgy
I Corinthians 1:3; 15:3-10	INT Shell IV.6	Paul the Writer
I Corinthians 10:17	PRM Chalice III.5	Each Congregation Celebrates Communion
I Corinthians 11:23-26	INT Chalice III.4	The Great Thanksgiving
I Corinthians 11:23-26	PRM Chalice III.2	Christians Remember the Last Supper
I Corinthians 11:28b	PK Chalice III.3	Jesus Offered Bread and Wine
I Corinthians 12:4-6a	PRM Cross III.1	We are all Ministers
I Corinthians 12:12-13	INT Cross III.1	The Two Great Sacraments
I Corinthians 12:20-28	INT Chalice IV.3	The Church
Daniel 6:23b	PRM Cross III.3	Daniel
Ecclesiastes 3:1	PRM Chalice IV.7	Seasons of the Church Year
Ecclesiastes 3:1-8	INT Cross I.6	Ecclesiastes
Ephesians 1:17-18; 2:19-20	INT Chalice I.9	Honoring the Saints
Ephesians 1:1-2; 4:1-7	INT Shell IV. 7	Paul the Leader

<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Ephesians 1:15-16	PRM Shell I.9	All Saints: People of God
Ephesians 4:1-3	PRM Cross IV.5	Hilda of Whitby
Ephesians 4:1-7	INT Cross IV.8	Christians Struggle for Unity
Ephesians 4:11-13	INT Chalice IV.7	Ministry
Ephesians 5:1-2	INT Chalice III.3	Offering of Gifts
Ephesians 6:18	PRM Cross IV.9	Pentecost: Communion of Saints
Esther 9:32	PRM Cross I.8	Esther
Exodus 1:21-2:10	PRM Shell I.7	Moses & Miriam
Exodus 2:10a; b	PK Chalice I.6	Moses Was Found in the Bulrushes
Exodus 3:2	PK Chalice I.7	Moses Heard God in the Burning Bush
Exodus 13:3a	PK Chalice I.8	Moses Led God's People Out of Egypt
Exodus 14:30a	PRM Shell I.8	Moses & the Red Sea
Exodus 20:1-17	INT Shell I.3	Moses Receives the Commandments
Ezekiel 37:1-11	INT Chalice I.6	Ezekiel: Seer of Visions
Ezra 1:2-4	INT Shell I.8	Covenant People Return
Galatians 3:27-29	INT Cross IV.7	The Church Acts in Society
Genesis 1:1	PK Shell I.2	God Made Water, the Sky, and Land
Genesis 1:5	PK Shell I.1	God Made Light and Darkness
Genesis 1:11a	PK Shell I.3	God Created All Plant Life
Genesis 1:16	PK Shell I.4	God Made the Sun, Moon, and Stars
Genesis 1:20	PK Shell I.5	God Made the Fish and the Birds
Genesis 1:25	PK Shell I.6	God Made All Other Animals
Genesis 1:27	PK Shell I.7	God Created Human Beings
Genesis 2:3	PK Shell I.8	God Rested from the Work of Creating
Genesis 7:1a	PK Chalice I.1	Noah Built an Ark
Genesis 8:11	PK Chalice I.2	Noah Sent a Dove
Genesis 9:8-13	INT Shell I.1	God Preserves Creation
Genesis 9:8-13	PRM Shell I.1	Noah
Genesis 9:13	PK Chalice I.3	God Showed a Rainbow
Genesis 12:1a; 2	PK Chalice I.4	Abraham and Sarah Obey God
Genesis 12:1-7	PRM Shell I.2	Abraham and Sarah
Genesis 17:1-5	INT Shell I.2	God Calls a People into Covenant
Genesis 17:19a	PK Chalice I.5	Isaac Was the Son of Abraham and Sarah
Genesis 25:24-34	PRM Shell I.3	Isaac & Rebekah's Twins
Genesis 28:10-22; 35:9-12;22c	PRM Shell I.4	Jacob
Genesis 37:2-28	PRM Shell I.5	Joseph
Genesis 39:1-5; 41:41	PRM Shell I.6	Joseph and the Pharaoh
Hebrews 11:8	PRM Shell I.2	Abraham and Sarah
Hosea 14:4-7	INT Chalice I.8	Centuries of Prophecy
Isaiah 6:8; 11:6	PRM Cross I.2	Isaiah
Isaiah 7:14	PRM Chalice II.2	Emmanuel
Isaiah 9:2a-3a; 6	INT Chalice II.3	Isaiah: Messiah Will Come
Isaiah 11:1-10	INT Cross III.1	The Peaceable Kingdom
Isaiah 35:1-6	INT Shell II.2	Isaiah's Vision: Salvation
Isaiah 40:1-5	INT Chalice II.2	Preparing the Way
Isaiah 42:5-9	INT Chalice I.7	Isaiah Proclaims a Message of Light
Isaiah 56:7d	PK Chalice IV.4	We Use <i>The Book of Common Prayer</i>
Isaiah 64:11a	PK Cross III.5	Things of Beauty
Isaiah 65:17-25	INT Chalice II.1	A New Creation
James 5: 14-16	INT Cross III.5	Reconciliation and Healing

<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Jeremiah 1:4-10	INT Chalice I.5	Jeremiah: Prophet of Faith
Jeremiah 1:7	PRM Cross I.5	Jeremiah
Jeremiah 3:31-34	INT Shell II.1	Prophets' Vision: A New Covenant
Job 19:25-27	INT Cross I.4	The Suffering of Job
John 1:1-14	INT Cross II.4	The Word Becoming Flesh
John 1:4-5	PRM Cross II.1	Advent
John 1:5	PRM Shell II.5	Epiphany is the Feast of Lights
John 2:1-11	PRM Shell II.6	Jesus Changes Water into Wine
John 3:1-10;16	INT Cross II.6	Jesus Speaks with Nicodemus
John 4:25	PRM Cross IV.8	Julian of Norwich
John 10:14	PK Chalice II.9	Jesus Is the Good Shepherd
John 11:1-44	INT Shell II.9	Raising of Lazarus
John 13:1-9	INT Shell III.6	Jesus Is Servant
John 13:1-15	PRM Shell III.6	Jesus Washes His Friends' Feet
John 13:5	K Chalice III.6	Jesus Shared the Last Supper
John 13:31-35	INT Chalice IV.1	The New Covenant
John 15:12	PK Cross II.9	Jesus Teaches Us to Love Others
John 15:1-5, 9-11	INT Shell III.3	Baptism and Our Living
John 18:1b-8	INT Shell III.7	Jesus Was Crucified
John 19:38-42	PRM Shell III.7	Jesus Died and was Buried
John 20:1-10	INT Shell III.8	Jesus Was Raised from the Dead
John 20:1-18	PRM Shell III.8	Jesus is Alive
John 20:19c	PK Shell IV.5	The Bible Has Stories About Jesus
John 20:26-31	INT Chalice IV.4	The Creeds
John 21:1-14	INT Chalice III.9	Breakfast by the Sea of Galilee
I John 2:1-2	INT Cross III.5	Reconciliation and Healing
Jonah 1:17	PRM Cross I.6	Jonah
Joshua 1:1-2	PRM Chalice I.1	Joshua
Joshua 1:1-3, 5-7	INT Shell I.4	God Provides Leaders
Jude 17-21	INT Chalice IV.2	The Trinity
Judges 4:4-5	PRM Chalice I.2	Deborah
Judges 6:14-16	PRM Chalice I.3	Gideon
I Kings 5:5a	PK Cross I.8	Solomon Built a Temple
I Kings 8:22-23a;56	PRM Chalice I.7	Solomon
I Kings 12:16-20	INT Shell I.6	Covenant People Divided
I Kings 19:9	PRM Cross I.4	Elijah
II Kings 2:8-12	INT Chalice I.1	The Mission of the Prophets
II Kings 25:8-12	INT Shell I.7	Covenant People in Exile
Luke 1:5-25	PRM Shell II.1	Elizabeth and Zechariah
Luke 1:26	PK Cross II.2	The Angel Gabriel Visited Mary
Luke 1:26-38	PRM Shell II.3	Mary & Joseph
Luke 1:26-38	INT Shell II.3	Gabriel Speaks of Visions Fulfilled
Luke 1:31	PK Shell II.1	Jesus Had a Family
Luke 1:39-47	INT Shell II.4	Mary's Song for Christmas
Luke 1:46-47	PK Shell II.2	Mary Is the Mother of Jesus
Luke 1:57-79	PRM Shell II.2	John the Baptist
Luke 1:63	PRM Cross II.3	Elizabeth, Zechariah, and John
Luke 2:1-14	INT Chalice II.4	The Messiah is Born
Luke 2:4-5	PRM Cross II.4	Mary, Joseph, and Jesus
Luke 2:7	PK Shell IV.5	The Bible Has Stories About Jesus



<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Luke 2:7	PK Shell II.4	Jesus Was Born in a Stable
Luke 2:8	PK Chalice II.2	Shepherds Watch Their Flock
Luke 2:8-20	PRM Shell II.4	Shepherds Glorify God
Luke 2:8-14	PK Cross II.3	Angels Came to Shepherds
Luke 2:10	PK Chalice II.3	The Shepherds Hear the Good News
Luke 2:16	PK Chalice II.4	The Shepherds Visit the Baby Jesus
Luke 2:20	PK Cross II.4	The Babe Lying in a Manger
Luke 2:21b	PK Cross II.6	Jesus Is Given His Name
Luke 2:25-38	INT Cross II.5	Simeon and Anna Recognize Jesus
Luke 2:30	PRM Cross II.5	Simeon and Anna
Luke 2:42	PK Shell II.6	Jesus Grew Up
Luke 3:18b	PK Cross III.2	Pulpit and Font
Luke 4:1-2	PRM Cross III.6	We Observe Lent
Luke 4:8	PK Chalice IV.5	We Worship
Luke 4:14-21	INT Chalice III.2	The Word of God
Luke 6:27-36	INT Cross II.8	Jesus Gave a Golden Rule
Luke 8:40-42; 49-56	PRM Shell II.9	Jesus Raises Jairus' Daughter
Luke 9:1-6	INT Cross IV.6	Missionaries Are Sent Out
Luke 10:25-37	PRM Chalice II.8	Being a Neighbor to Others
Luke 11:1-4	PK Chalice IV.1	We Pray Like Jesus
Luke 11:2-4	PRM Shell III.9	God Forgives Us
Luke 12:34	PRM Cross IV.7	Clare of Assisi
Luke 14:16-24	PRM Chalice II.9	Welcoming All People
Luke 15:6b	PK Chalice II.8	The Lost Sheep Is Safe
Luke 15:9b	PK Chalice II.7	The Lost Coin Was Found
Luke 15:11-32	PRM Chalice II.7	Being Forgiven
Luke 17:11-19	INT Shell II.8	Cleansing the Ten Lepers
Luke 22:14	PK Chalice III.2	We Gather at the Altar
Luke 22:17	PK Chalice III.4	We Give Thanks to God
Luke 22:19-20	PRM Chalice III.1	Jesus' Last Supper with the Disciples
Luke 22:39-62	PRM Chalice III.7	Jesus Was Arrested
Luke 22:8	PRM Chalice III.6	Jesus' Disciples Prepare for the Passover
Luke 23:1-5	INT Cross III.7	Jesus Was Condemned to Die
Luke 23:44-49; 24:1-12	PRM Chalice III.8	Jesus Died and Rose Again
Luke 24:1-12	INT Cross III.8	Resurrection
Luke 24:13-31, 44-53	INT Cross III.9	Ascension
Luke 24:13-35	PRM Chalice III.9	Road to Emmaus
Luke 24:34	PK Cross III.8	The Lord is Risen Indeed
Luke 24:35b	PK Chalice III.9	Jesus Walked on the Road to Emmaus
II Maccabees 10:1-3	INT Cross I.8	The Maccabees
Mark 1:9	PK Shell III.2	Baptism Is a Sacrament
Mark 1:9	PK Shell IV.5	The Bible Has Stories About Jesus
Mark 1:9-11	PK Shell III.1	Jesus Was Baptized by John
Mark 1:9-13	INT Cross III.6	Observing Lent
Mark 2:1-12	INT Shell II.7	Healing the Paralytic
Mark 3:13-14a	PK Shell II.7	Jesus Chose Disciples
Mark 4:2-9	INT Chalice II.6	Parable of the Sower
Mark 4:31	PK Chalice II.6	The Mustard Seed Grows into a Bush
Mark 4:39b	PK Shell II.8	Jesus Calmed the Storm
Mark 8:22-25	PRM Shell II.7	Jesus Heals a Blind Man

<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Mark 10:6-9;13-16	INT Cross III.4	Marriage and Christian Families
Mark 10:14b	PK Shell III.3	Baptism Is Joining Family of God
Mark 10:46-52	INT Shell II.6	Blind Bartimaeus
Mark 11:8-9	PRM Cross III.7	Jesus' Last Week
Mark 11:9b	PK Shell III.6	Jesus Went to Jerusalem
Mark 12:28-34	INT Cross II.9	The Great Commandment
Mark 12:31	PK Shell IV.8	We Love and Help One Another
Mark 14:13-21	PK Shell II.9	Jesus Fed the Five Thousand
Mark 14:16-31	INT Chalice III.6	Holy Week Begins
Mark 15:25-39	INT Chalice III.7	The Passion of Christ
Mark 16:1-8	INT Chalice III.8	The Resurrection of Christ
Mark 16:2-7	PK Shell III.8	Jesus Rose from the Dead
Mark 16:6	PRM Cross III.8	Easter: Christ Is Risen
Matthew 1:1-17	INT Chalice II.3	The Genealogy of Jesus
Matthew 1:1-17	PRM Chalice II.1	Jesus' Family Tree
Matthew 1:18-25	INT Cross II.3	Joseph's Dream
Matthew 1:18-25	PRM Chalice II.3	Joseph and the Angel
Matthew 1:24	PK Shell II.3	Joseph Waited for Jesus
Matthew 2:1-12	INT Shell II.5	Magi Seek the Christ Child
Matthew 2:1-12	PRM Chalice II.4	From Christmas to Epiphany
Matthew 2:9b	PK Shell II.5	The Wise Men Knew Jesus Was Special
Matthew 2:10-11a	PK Cross II.5	The Wise Men Followed a Star
Matthew 2:11b	PK Chalice II.5	The Wise Men Brought Gifts
Matthew 2:13-15	INT Chalice II.5	Flight into Egypt
Matthew 2:13-23	PRM Chalice II.5	Flight into Egypt
Matthew 3:11-17	INT Shell III.1	The Baptism of Jesus
Matthew 3:11-17	PRM Shell III.1	Jesus Was Baptized
Matthew 3:1-6	INT Cross II.1	The Reign of God Is Near
Matthew 4:23	PK Shell IV.5	The Bible Has Stories About Jesus
Matthew 5:1-2	PRM Cross II.6	Jesus Taught the People
Matthew 5:9; 44a	PRM Cross II.7	Jesus Taught about Peace
Matthew 6:9	PK Chalice IV.1	We Pray Like Jesus
Matthew 6:9-15	PRM Cross II.8	Jesus Taught Us to Pray
Matthew 6:26a	PK Cross II.8	Jesus Teaches Us to Trust God
Matthew 7:7-8; 12	PRM Cross II.9	Jesus Taught Us to Live Faithfully
Matthew 7:24-27	INT Chalice II.9	The House Upon the Rock
Matthew 8:14-15	PRM Shell II.8	Jesus Heals Peter's Mother-in-Law
Matthew 9:35-38	INT Cross III.3	Ordination
Matthew 9:35a	PK Cross II.7	Jesus Taught Many People
Matthew 10:32	PRM Cross IV.2	Athanasius of Alexandria
Matthew 11:19a	PK Chalice III.1	Jesus Ate with Friends
Matthew 11:29	PRM Cross IV.6	Francis of Assisi
Matthew 13:44-46	INT Chalice II.8	Parables of Treasure
Matthew 14:19	PK Shell II.9	Jesus Fed the Five Thousand
Matthew 18:1-5	INT Cross II.7	Like a Child
Matthew 18:2-5	PRM Cross IV.1	Agnes of Rome
Matthew 20:1-16	INT Chalice II.7	Parable of the Vineyard Workers
Matthew 21:9b	PK Cross III.6	Hosanna!
Matthew 22:37	PK Cross IV.8	We Sing About Loving Others
Matthew 25:14-28	PRM Chalice II.6	Being a Resourceful Servant

<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Matthew 26:20	PK Chalice III.6	Jesus Shared the Last Supper
Matthew 26:30	PK Chalice III.5	Jesus Sang With the Disciples
Matthew 27:54c	PK Cross III.7	Holy Week
Matthew 28:7a	PK Chalice III.8	The Lord Is Risen
Matthew 28:16-20	INT Cross IV.5	The Church Came to America
Matthew 28:16-20	INT Shell III.2	Baptism and Our Beliefs
Matthew 28:19	PRM Cross IV.3	Patrick of Ireland
Micah 6:6-8	INT Chalice I.4	Micah: Spoke for God
Nehemiah 8:9a;18a	PRM Cross I.7	Nehemiah and Ezra
I Peter 5:2	PRM Cross III.3	Priests Serve God's People
I Peter 5:13	PRM Shell IV.7	John Mark Was a Young Christian
Philippians 1:3-11	INT Shell IV.5	Paul the Missionary
Philippians 2:5-11	INT Cross IV.1	Creeds: Defining Our Beliefs
Philippians 4:4-7	INT Chalice III.5	Going Forth into the World
Proverbs 1:5	PRM Cross IV.4	Benedict of Nursia
Proverbs 1:8-10, 15	INT Cross I.5	Proverbs
Psalms 6:9	PRM Chalice IV.6	Prayers and Thanksgivings
Psalms 19:14a	PK Chalice IV.3	We Pray in Different Ways
Psalms 23:1a	PK Cross I.6	David Wrote Psalms
Psalms 23:6	PRM Chalice IV.3	Praying for Others
Psalms 30:4a	PK Cross I.9	All God's People Are Saints
Psalms 31:23a,24	PRM Cross I.9	All Saints'
Psalms 46; 117	INT Cross I.2	Psalms Are Poetry
Psalms 66:1-2	PK Cross IV.7	We Sing About Loving God
Psalms 78:4b	PK Shell IV.4	The Bible Has Stories About What God Has Done
Psalms 95:1a	PK Shell IV.7	We Sing Hymns
Psalms 96:1a	PK Cross IV.5	We Sing Our Praise to God
Psalms 100	INT Cross II.1	The Songs of God's People
Psalms 100:1-2	PK Cross IV.2	We Sing of God in the Morning
Psalms 100:1b	PRM Cross III.5	Others Serve in the Church
Psalms 113:3	PRM Chalice IV.2	The Church's People Pray All Through the Day
Psalms 117	PRM Chalice IV.5	The Psalter
Psalms 122:1	PK Shell IV.1	We Worship God at Church
Psalms 132:9	PRM Chalice IV.4	Episcopal Services
Psalms 145:10	PK Chalice I.9	All Saints: God's People
Psalms 145:8-21	INT Shell I.9	All Saints
Psalms 147:7; 95:1	PK Chalice III.5	Jesus Sang with the Disciples
Psalms 149:1	PK Shell I.9	The Church's People: Saints of God
Psalms 148:1-6	INT Cross I.3	Types of Psalms
Psalms 149:1-4	INT Cross I.9	For All the Saints
Psalms 150:1a; 6b	PK Cross IV.1	God Gives Us Music
Revelation 21:5b	PK Chalice II.1	Advent Begins a New Year
Revelation 22:21	PRM Chalice IV.8	The Calendar of Saints
Romans 1:1-6	INT Shell IV.3	Paul the Apostle
Romans 3:21-26	INT Chalice IV.5	Sin and Redemption
Romans 5:1-11	INT Cross IV.3	The Church's Reformation
Romans 6:3-4	INT Shell III.9	Jesus Offers New Life
Romans 8:31-39	INT Chalice IV.8	Christian Hope
Romans 12:1-2	INT Cross IV.2	The Church's Worship Takes Form
Romans 12:12-18	INT Chalice IV.6	Prayer and Worship

<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Romans 12:12c	PK Chalice IV.7	Prayers of the People
Romans 15:5-7	INT Shell III.5	Receiving the Newly Baptize
Romans 15:30	PRM Chalice IV.1	Episcopalian Use <i>The Book of Common Prayer</i>
Ruth 1:16c	PK Cross I.1	Ruth Followed God
Ruth 2:2-4	PRM Chalice I.5	Ruth
Ruth 4: 17c	PK Cross I.2	We Remember Ruth
I Samuel 1:20; 3:19	PRM Chalice I.4	Samuel
I Samuel 8:1-9	INT Shell I.5	A Place for the Ark of the Covenant
I Samuel 16:19b	PK Cross I.3	Young David Was a Shepherd
I Samuel 16:23b	PK Cross I.5	David Loved Music
I Samuel 17:50a	PK Cross I.4	David Defeated a Giant
II Samuel 5:3	PK Cross I.7	David Became King
II Samuel 6:12b	PRM Chalice I.6	David
I Thessalonians 5:16-18	PK Shell IV.6	We Pray
I Timothy 3:1b	PRM Cross III.2	Bishops Are Like Shepherds
II Timothy 3:15a, 16a	PK Shell IV.3	We Read the Bible
II Timothy 1:3-7	INT Cross III.2	Confirmation
II Timothy 1:5	PRM Shell III.5	The Church is a Family of Faith
II Timothy 3:14-17	INT Cross IV.4	The Bible Is for All
II Timothy 3:14-17; 4:12	INT Shell IV.8	Paul the Pastor
Tobit 13:13-15	INT Cross I.7	Righteous Tobit

## Lectionary Reference Chart

Lectionary	Scripture	ECC Location	Session Title
1 Advent Yr A	Psalms 122:1	PK Shell IV.1	We Worship God at Church
1 Advent Yr B	I Corinthians 1:3; 15:3-10	INT Shell IV.6	Paul the Writer
2 Advent Yr A	Isaiah 6:8; 11:6	PRM Cross I.2	Isaiah
	Isaiah 11:1-10	INT Cross II.1	The Peaceable Kingdom
	Romans 15:5-7	INT Shell III.5	Receiving the Newly Baptized
	Matthew 3:1-6	INT Cross II.2	The Reign of God Is Near
2 Advent Yr B	Isaiah 40:1-5	INT Chalice II.2	Preparing the Way
2 Advent Yr C	Philippians 1:3-11	INT Shell IV.5	Paul the Missionary
3 Advent Yr A	Isaiah 35:1-6	INT Shell II.2	Isaiah's Vision: Salvation
3 Advent Yr B	Isaiah 65:17-25	INT Chalice II.1	A New Creation
	I Thessalonians 5:16-18	PK Shell IV.6	We Pray
	John 1:1-14	INT Cross II.4	The Word Became Flesh
3 Advent Yr C	Luke 3:18b	PK Cross III.2	Pulpit and Font
4 Advent Yr A	Isaiah 7:14	PRM Chalice II.2	Emmanuel
	Romans 1:1-6	INT Shell IV.3	Paul the Apostle
	Matthew 1:18-25	PK Shell II.3	Joseph Waited for Jesus
		PRM Chalice II.3	Joseph and the Angel
		INT Cross II.3	Joseph's Dream
4 Advent Yr B	Psalms 132:9	PRM Chalice IV.4	Episcopal Services
	Luke 1:26-38	PK Shell II.1	Jesus Had a Family
		PK Cross II.2	The Angel Gabriel Visited Mary
		PRM Shell II.3	Mary & Joseph
		INT Shell II.3	Gabriel Speaks of Visions Fulfilled
4 Advent Yr C	Luke 1:39-47	PK Shell II.2	Mary Is the Mother of Jesus
		INT Shell II.4	Mary's Song for Christmas
Christmas Day I ABC	Isaiah 9:2a-3a; 6	INT Chalice I.3	Isaiah: Messiah Will Come
	Psalms 96:1a	PK Cross IV.5	We Sing Our Praise to God
Christmas Day I & II ABC	Luke 2:1-20	PK Shell II.4	Jesus Was Born in a Stable
		PK Shell IV.5	The Bible Has Stories About Jesus
		PK Chalice II.2	Shepherds Watch Their Flocks
		PK Chalice II.3	The Shepherds Hear the Good News
		PK Chalice II.4	The Shepherds Visit the Baby
		PK Cross II.3	Angels Came to Shepherds
		PK Cross II.4	The Babe Lying in a Manger
		PRM Shell II.4	Shepherds Glorify God
		PRM Cross II.4	Mary, Joseph, and Jesus
Christmas Day III ABC	John 1:1-14	PRM Shell II.5	Epiphany is the Feast of Lights
		PRM Cross II.1	Advent
		INT Cross II.4	The Word Became Flesh
1 Christmas ABC	Psalms 147:7; 95:1	PK Chalice III.5	Jesus Sang with the Disciples
	John 1:1-14	PRM Shell II.5	Epiphany is the Feast of Lights
		PRM Cross II.1	Advent

Lectionary	Scripture	ECC Location	Session Title
		INT Cross II.4	The Word Became Flesh
Holy Name ABC	Romans 1:1-6	INT Shell IV.3	Paul the Apostle
	Luke 2:15-21	PK Cross II.4	The Babe Lying in a Manger
		PK Cross II.6	Jesus Is Given His Name
2 Christmas ABC	Ephesians 1:17-18; 2:19-20	INT Chalice I.9	Honoring the Saints
	Matthew 2:1-12	PK Shell II.5	The Wise Men Knew Jesus
		PK Chalice II.5	The Wise Men Brought Gifts
		PK Cross II.5	The Wise Men Followed a Star
		INT Chalice II.5	Flight into Egypt
		PRM Chalice II.5	From Christmas to Epiphany
		INT Shell II.5	Magi Seek the Christ Child
	Matthew 2:13-23	PRM Chalice II.5	Flight into Egypt
Epiphany	Matthew 2:1-12	PK Shell II.5	The Wise Men Knew Jesus
		PK Chalice II.5	The Wise Men Brought Gifts
		PK Cross II.5	The Wise Men Followed a Star
		PRM Chalice II.5	From Christmas to Epiphany
		INT Shell II.5	Magi Seek the Christ Child
1 Epiphany ABC	Isaiah 42:5-9	INT Chalice I.7	Isaiah Proclaims a Message of Light
1 Epiphany Yr A	Matthew 3:11-17	PRM Shell III.1	Jesus Was Baptized
		INT Shell III.1	The Baptism of Jesus
1 Epiphany Yr B	Mark 1:7-11	PK Shell III.1	Jesus Was Baptized by John
		PK Shell III.2	Baptism Is a Sacrament
		PK Shell IV.5	The Bible Has Stories About Jesus
		INT Cross III.6	Observing Lent
2 Epiphany Yr A	I Corinthians 1:3; 15:3-10	INT Shell IV.6	Paul the Writer
2 Epiphany Yr C	I Corinthians 12:4- 6a	PRM Cross III.1	We are all Ministers
	John 2:1-11	PRM Shell II.6	Jesus Changes Water into Wine
	Psalms 96:1a	PK Cross IV.5	We Sing Our Praise to God
3 Epiphany Yr A	Matthew 4:23	PK Shell IV.5	The Bible Has Stories About Jesus
3 Epiphany Yr B	Jeremiah 3:31-34	INT Shell II.1	Prophets' Vision: A New Covenant
3 Epiphany Yr C	Nehemiah 8:9a;18a	PRM Cross I.7	Nehemiah and Ezra
	Psalms 113:3	PRM Chalice IV.2	The Church's People Pray All Through the Day
	I Corinthians 12:12- 13	INT Cross III.1	The Two Great Sacraments
	I Corinthians 12:20-28	INT Chalice IV.3	The Church
	Luke 4:14-21	INT Chalice III.2	The Word of God
4 Epiphany Yr A	Micah 6:6-8	INT Chalice I.4	Micah: Spoke for God
	Matthew 5:1-2	PRM Cross II.6	Jesus Taught the People
	Matthew 5:9; 44a	PRM Cross II.7	Jesus Taught about Peace
4 Epiphany Yr C	Jeremiah 1:4-10	PRM Cross I.5	Jeremiah
		INT Chalice I.5	Jeremiah: Prophet of Faith
5 Epiphany Yr C	Judges 6:14-16	PRM Chalice I.3	Gideon
7 Epiphany Yr B	Mark 2:1-12	INT Shell II.7	Healing the Paralytic
8 Epiphany Yr A	Matthew 6:26a	PK Cross II.8	Jesus Teaches Us to Trust God
Last Epiphany Yr B	I Kings 19:9	PRM Cross I.4	Elijah

<b>Lectionary</b>	<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Last Epiphany Yr C	I Corinthians 12:20-28	INT Chalice IV.3	The Church
1 Lent Yr B	Genesis 9:8-13	PK Chalice I.3	God Showed a Rainbow
		PRM Shell I.1	Noah
		INT Shell I.1	God Preserves Creation
	Mark 1:9-13	INT Cross III.6	Observing Lent
1 Lent Yr C	Luke 4:1-13	PK Chalice IV.5	We Worship
		PRM Cross III.6	We Observe Lent
2 Lent Yr A	Genesis 12:1a; 2	PK Chalice I.4	Abraham and Sarah Obey God
	Genesis 12:1-7	PRM Shell I.2	Abraham and Sarah
	John 3:1-10;16	INT Cross II.6	Jesus Speaks with Nicodemus
2 Lent Yr B	Romans 8:31-39	INT Chalice IV.8	Christian Hope
3 Lent Yr A	Psalms 95:1a	PK Shell IV.7	We Sing Hymns
	Romans 5:1-11	INT Cross IV.3	The Church's Reformation
	John 4:25	PRM Cross IV.8	Julian of Norwich
3 Lent Yr B	Exodus 20:1-17	INT Shell I.3	Moses Receives the Com- mandments
	Psalms 19:14a	PK Chalice IV.3	We Pray in Different Ways
3 Lent Yr C	Exodus 3:2	PK Chalice I.7	Moses Heard God in the Burn- ing Bush
4 Lent Yr A	Ephesians 5:1-2	INT Chalice III.3	Offering of Gifts
4 Lent Yr A	Psalms 23	PK Cross I.6	David Wrote Psalms
		PRM Chalice IV.3	Praying for Others
4 Lent Yr B	Psalms 122:1	PK Shell IV.1	We Worship God at Church
4 Lent Yr C	Luke 15:11-32	PRM Chalice II.7	Being Forgiven
5 Lent Yr A	Ezekiel 37:1-11	INT Chalice I.6	Ezekiel: Seer of Visions
	John 11:1-44	INT Shell II.9	Raising of Lazarus
Palm Sunday ABC	Philippians 2:5-11	INT Cross IV.1	Creeds: Defining Our Beliefs
Palm Sunday Yr A	Matthew 21:9b	PK Cross III.6	Hosanna!
	Matthew 27:54c	PK Cross III.7	Holy Week
Palm Sunday Yr B	Mark 11:1-11	PK Shell III.6	Jesus Went to Jerusalem
		PRM Cross III.7	Jesus' Last Week
Palm Sunday Yr B	Mark 15:25-39	INT Chalice III.7	The Passion of Christ
Palm Sunday Yr C	Luke 23:44-49; 24:1-12	PRM Chalice III.7	Jesus Died and Rose Again
Palm Sunday Yr C	Luke 22:39-62	PRM Chalice III.8	Jesus Was Arrested
Palm Sunday Yr C	Luke 23:1-5	INT Cross III.7	Jesus Was Condemned to Die
Maundy Thursday ABC	I Corinthians 11:23- 26	PRM Chalice III.2	Christians Remember the Last Supper
		INT Chalice III.4	The Great Thanksgiving
	I Corinthians 11:28b	PK Chalice III.3	Jesus Offered Bread and Wine
Maundy Thursday ABC	Luke 22:14-30	PK Chalice III.2	We Gather at the Altar
		PK Chalice III.4	We Give Thanks to God
		PRM Chalice III.1	Jesus' Last Supper with the Disciples
		PK Chalice III.6	Jesus Shared the Last Supper
	John 13:1-15	PRM Shell III.6	Jesus Washes His Friends' Feet
		INT Shell III.6	Jesus Is Servant
Good Friday ABC	John 18:1b-8	INT Shell III.7	Jesus Was Crucified
Easter Day ABC	Romans 6:3-4	INT Shell III.9	Jesus Offers New Life
Easter Day Yr A	Matthew 28:7a	PK Chalice III.8	The Lord Is Risen

Lectionary	Scripture	ECC Location	Session Title
	John 20:1-18	PRM Shell III.8	Jesus is Alive
		INT Shell III.8	Jesus Was Raised from the Dead
Easter Day Yr B	Mark 16:1-8	PK Shell III.8	Jesus Rose from the Dead
		PRM Cross III.8	Easter: Christ Is Risen
		INT Chalice III.8	The Resurrection of Christ
Easter Day Yr C	Luke 23:44-49; 24:1-12	PRM Chalice III.8	Jesus Died and Rose Again
Easter Day Yr C	Luke 24:1-12	INT Cross III.8	Resurrection
2 Easter ABC	John 20:26-31	INT Chalice IV.4	The Creeds
2 Easter Yr A	Genesis 8:11	PK Chalice I.2	Noah Sent a Dove
	Acts 2:14-17	INT Chalice IV.9	Celebrating Pentecost
	Acts 2:32-33	PRM Chalice IV.9	The Church Celebrates Pentecost
3 Easter Yr A	Acts 2:36-47	PK Shell IV.2	Many People Worship at Church
		PK Shell IV.9	Pentecost Is the Birthday of the Church
		PRM Shell III.4	Baptized People Make Promises
		PRM Shell III.2	The Apostles Baptized People
		PRM Shell III.3	The Church's People are Baptized
		PRM Chalice IV.9	The Church Celebrates Pentecost
		INT Shell III.4	Baptized by Water and the Spirit
3 Easter Yr A	Luke 24:13-35	PK Chalice III.9	Jesus Walked on the Road to Emmaus
		PK Cross III.8	The Lord is Risen Indeed
		PRM Chalice III.9	Road to Emmaus
3 Easter Yr A&B	Luke 24:13-31, 44-53	INT Cross III.9	Ascension
3 Easter Yr C	Acts 9:1-22	PRM Shell IV.4	Paul Was Changed by God
		INT Shell IV.2	Paul the Convert
	John 21:1-14	INT Chalice III.9	Breakfast by the Sea of Galilee
4 Easter Yr A	Acts 6:2-8	PRM Shell IV.3	Stephen: Faithful Servant
		PRM Cross III.4	Deacons Also Serve
4 Easter Yr A&B	Psalms 23:	PK Cross I.6	David Wrote Psalms
		PRM Chalice IV.3	Praying for Others
4 Easter Yr B	Acts 4:36-37	PRM Shell IV.5	Barnabas: Early Christian Leader
	John 10:14	PK Chalice II.9	Jesus Is the Good Shepherd
4 Easter Yr C	Psalms 100:	PK Cross IV.2	We Sing of God in the Morning
		PRM Cross III.	Others Serve in the Church
		INT Cross I.1	The Songs of God's People
5 Easter Yr A&B	Psalms 66:1-2	PK Cross IV.7	We Sing About Loving God
5 Easter Yr C	Psalms 145	PK Chalice I.9	All Saints': God's People
		INT Shell I.9	All Saints'
	John 13:31-35	INT Chalice IV.1	The New Covenant
6 Easter Yr A	Psalms 148:1-6	INT Cross I.3	Types of Psalms
6 Easter Yr C	Revelation 21:5b	PK Chalice I.1	Advent Begins a New Year
6 Easter Yr A&B	John 15:1-5,9-11	INT Shell III.3	Baptism and Our Living
	John 15:12	PK Cross I.9	Jesus Teaches Us to Love
Ascension ABC	Acts 1:1-5	PRM Shell IV.1	Luke Wrote the Story
		PRM Cross III.9	The Church Worships the Risen Lord
		INT Cross IV.9	We Celebrate Pentecost
Ascension ABC	Ephesians 1:15-16	PRM Shell I.9	All Saints



<b>Lectionary</b>	<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Ascension Yr C	II Kings 2:8-12	INT Chalice I.1	The Mission of the Prophets
7 Easter Yr A	Acts 1:1-14	PRM Shell IV.1	Luke Wrote the Story
		PRM Shell IV.9	Pentecost is a Festival
		PRM Cross III.9	The Church Worships the Risen Lord
		INT Cross IV.9	We Celebrate Pentecost
Pentecost ABC	I Corinthians 12:4-6a	PRM Cross III.1	We are all Ministers
	I Corinthians 12:12-13	INT Cross III.1	The Two Great Sacraments
	Acts 2:1-4	PK Chalice IV.9	We Celebrate Pentecost
		PK Cross IV.9	The Holy Spirit Comes at Pentecost
		INT Shell IV.9	Pentecost: Festival of the Spirit
	John 20:19c	PK Shell IV.5	The Bible Has Stories About Jesus
Trinity Yr A	Genesis 1:1-2:3	PK Shell I.1	God Made Light and Darkness
		PK Shell I.2	God Made Water, the Sky, and Land
		PK Shell I.3	God Created All Plant Life
		PK Shell I.4	God Made the Sun, Moon, and Stars
		PK Shell I.5	God Made the Fish and the Birds
		PK Shell I.6	God Made All Other Animals
		PK Shell I.7	God Created Human Beings
		PK Shell I.8	God Rested from the Work of Creating
	Psalms 150:1a; 6b	PK Cross IV.1	God Gives Us Music
	Matthew 28:16-20	PRM Cross IV.3	Patrick of Ireland
	Matthew 27:16-20	PK Shell III.9	Baptism Means New Life
		INT Shell III.2	Baptism and Our Beliefs
		INT Cross IV.5	The Church Came to America
Trinity Yr B	Exodus 3:2	PK Chalice I.7	Moses Heard God in the Burning Bush
Trinity Yr B	John 3:1-10;16	INT Cross II.6	Jesus Speaks with Nicodemus
Trinity Yr C	Isaiah 6:8; 11:6	PRM Cross I.2	Isaiah
Proper 4 Yr A	Psalms 31:23a,24	PRM Cross I.9	All Saints'
	Romans 3:21-26	INT Chalice IV.5	Sin and Redemption
	Matthew 7:24-27	INT Chalice II.9	The House Upon the Rock
Proper 4 Yr A cont.	Psalms 96:1a	PK Cross IV.5	We Sing Our Praise to God
Proper 4 Yr C	I Kings 8:22-23a;56	PRM Chalice I.7	Solomon
Proper 5 Yr C	Psalms 30:4a	PK Cross I.9	All God's People Are Saints
Proper 6 Yr A	Psalms 100	PK Cross IV.2	We Sing of God in the Morning
		PRM Cross III.5	Others Serve in the Church
		INT Cross I.1	The Songs of God's People
	Matthew 9:35-38	PK Cross II.7	Jesus Taught Many People
		INT Cross III.3	Ordination
Proper 6 Yr B	Mark 4:31	PK Chalice II.6	The Mustard Seed Grows into a Bush
Proper 7 Yr A	Matthew 10:32	PRM Cross IV.2	Athanasius of Alexandria
Proper 7 Yr B	Mark 4:39b	PK Shell II.8	Jesus Calmed the Storm
Proper 7 Yr C	Galatians 3:27-29	INT Cross IV.7	The Church Acts in Society

<b>Lectionary</b>	<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
Proper 8 Yr A	Romans 6:3-4	INT Shell III.9	Jesus Offers New Life
Proper 9 Yr A	Psalm 145	PK Chalice I.9	All Saints': God's People
		INT Shell I.9	All Saints'
	Matthew 11:29	PRM Cross IV.6	Francis of Assisi
Proper 9 Yr C	Psalm 66:1-2	PK Cross IV.7	We Sing About Loving God
	Luke 10:1-6	INT Cross IV.6	Missionaries Are Sent Out
Proper 10 Yr B	Amos 7:14-15	PRM Cross I.1	Amos
	Ephesians 1:1-2; 4:1-7	INT Shell IV.7	Paul the Leader
Proper 10 Yr C	Luke 10:25-37	PRM Chalice II.8	Being a Neighbor to Others
Proper 12 Yr A	Matthew 13:44-46	INT Chalice II.8	Parables of Treasure
Proper 12 Yr B	II Kings 2:8-12	INT Chalice I.1	The Mission of the Prophets
	Ephesians 4:1-7,- 11-16	PRM Cross IV.5	Hilda of Whitby
		INT Chalice IV.7	Ministry
		INT Cross IV.8	Christians Struggle for Unity
Proper 12 Yr C	Luke 11:1-4	PK Chalice IV.1	We Pray Like Jesus
		PRM Shell III.9	God Forgives Us
Proper 13 Yr A	Matthew 14:19	PK Shell II.9	Jesus Fed the Five Thousand
Proper 13 A & B	Psalm 78	PK Shell IV.4	The Bible Has Stories About What God Has Done
Proper 13 Yr C	Colossians. 3:14-17	PK Cross IV.3	We Sing of God All Day
		INT Chalice III.1	Gathering for Liturgy
Proper 14 Yr C	Hebrews 11:8	PRM Shell I.2	Abraham and Sarah
	Luke 12:34	PRM Cross IV.7	Clare of Assisi
Proper 15 Yr A	Isaiah 56:7d	PK Chalice IV.4	<i>We Use The Book of Common Prayer</i>
Proper 15 Yr B	Psalm 147:7; 95:1	PK Chalice III.5	Jesus Sang with the Disciples
Proper 16 Yr C	Psalm 46; 117	INT Cross II.2	Psalms Are Poetry
Proper 17 Yr A	Romans 12:1-2	INT Cross IV.2	The Church's Worship Takes Form
Proper 17 Yr B	Ephesians 6:18	PRM Cross IV.9	Pentecost: Communion of Saints
Proper 18 Yr A	Romans 12:12-18	PK Chalice IV.7	Prayers of the People
		INT Chalice IV.6	Prayer and Worship
Proper 19 Yr C	Luke 15:9b	PK Chalice II.7	The Lost Coin Was Found
	Luke 15:6b	PK Chalice II.8	The Lost Sheep Is Safe
Proper 20 Yr A	Psalm 145	PK Chalice I.9	All Saints': God's People
		INT Shell I.9	All Saints'
	Matthew 20:1-16	INT Chalice II.7	Parable of the Vineyard Workers
Proper 21 Yr A	Philippians 2:5-11	INT Cross IV.1	Creeds: Defining Our Beliefs
Proper 21 Yr B	Psalm 19:14a	PK Chalice IV.2	We Pray in Different Ways
Proper 22 Yr B	Mark 10:6-9;13-16	INT Cross III.4	Marriage and Christian Families
Proper 22 Yr C	II Timothy 1:3-7	PRM Shell III.5	The Church is a Family of Faith
		INT Cross III.2	Confirmation
Proper 23 Yr A	Psalm 23	PK Cross I.6	David Wrote Psalms
		PRM Chalice IV.3	Praying for Others
Proper 23 Yr C	Ruth 1:16c	PK Cross I.1	Ruth Followed God
	Psalm 113:3	PRM Chalice IV.2	The Church's People Pray All Through the Day
	Luke 17:11-19	INT Shell II.8	Cleansing the Ten Lepers
Proper 24 Yr A	Psalm 96:1a	PK Cross IV.5	We Sing Our Praise to God
Proper 24 Yr C	II Timothy 3:14-17	PK Shell IV.3	We Read the Bible

<b>Lectionary</b>	<b>Scripture</b>	<b>ECC Location</b>	<b>Session Title</b>
		INT Shell IV.8	Paul the Pastor
		INT Cross IV.4	The Bible Is for All
Proper 25 Yr A	Matthew 22:37	PK Cross IV.8	We Sing About Loving Others
Proper 25 Yr B	Mark 10:46-52	INT Shell II.6	Blind Bartimaeus
Proper 26 Yr B	Mark 12:28-34	PK Shell IV.8	We Love and Help One Another
		INT Cross II.9	The Great Commandment
Proper 27 Yr A	Amos 2:6-7b; 5:21-24	INT Chalice I.2	Amos: Prophet of Justice
Proper 27 Yr C	Job 19:25-27	INT Cross I.4	The Suffering of Job
Proper 28 Yr A	Matthew 25:14-28	PRM Chalice II.6	Being a Resourceful Servant
Proper 29 Yr B	Mark 11:8-9	PK Shell III.6	Jesus Went to Jerusalem
		PRM Cross III.7	Jesus' Last Week
Proper 29 Yr C	Psalms 46; 117	INT Cross I.2	Psalms Are Poetry
The Presentation	Luke 2:25-38	PK Shell II.6	Jesus Grew Up
		PRM Cross II.5	Simeon and Anna
		INT Cross II.5	Simeon and Anna Recognize Jesus
All Saints	Psalms 149	PK Shell I.9	The Church's People: Saints of God
		INT Cross I.9	For All the Saints
	Matthew 5:1-2	PRM Cross II.6	Jesus Taught the People
	Matthew 5:9; 44a	PRM Cross II.7	Jesus Taught about Peace
	Luke 6:27-36	INT Cross II.8	Jesus Gave a Golden Rule

# SUPPLIES

## Supply Closet

Projects and activities are a natural part of church classes for children. While curriculum materials may provide posters and patterns, along with numerous activity suggestions, teachers generally find themselves in the position of needing to assemble the raw materials for creative projects. Fortunate indeed are those teachers who can go to a central supply closet and find what they need for class activities.

Churches profit by providing basic supplies to support the work of teachers. However small a church school or however limited the budget, it is both expedient and economical to centralize gathering, purchasing, and storage of supplies.

General categories of supplies include writing implements, papers, paints, tape and glue, modeling materials, embellishments, miscellaneous office items, and tools such as scissors and staplers. The comprehensive checklist of supply items offered here is intended as a guide. Local congregations and teachers can determine which items are desirable and in what quality and quantity they are needed.

## Stretching Budgets

- Plan to refill glue bottles, mix paint powder, reload sturdy tape dispensers, and sharpen used crayons. These are all thrifter long-term options than buying disposable or premixed items.
- Be purposeful about donations. Know what is needed, ask for specific items, and respond with publicly expressed gratitude. If budget limitations are stringent, perhaps supportive parishioners can underwrite costs of particular items: glue, paper, crayons, scissors, rulers, etc.
- Be prepared to provide written documentation for donations, according to church policy and applicable legal requirements.
- Seek, scrounge, and search for supplies. Be creative and vigilant, aiming a calculating eye on the castoffs, leftovers, and little-used items of benevolent friends and community-spirited businesses.

## Buying Strategies

- Inquire about the church's tax status and procedures for exemption from sales tax in your area. When applicable, not paying sales tax on supplies adds up to more dollars available.
- Buying in bulk or quantity usually means lower unit prices. If storage is limited, remember that not everything needs to be set out at the same time. Use deep storage and replenish easy-access storage as needed.
- Spend some money on sturdy, attractive storage equipment and labels. Orderly housekeeping for supplies encourages users to be considerate.
- Always inquire about discounts. Local businesses and mail-order suppliers may have standard institutional or goodwill discounts on prices. Ask.
- Pay attention to shipping and freight costs. Order early to avoid premiums for quick delivery. Look for the minimums for free or reduced delivery options.
- Spread capital purchases for storage equipment and expensive items over several years. Prepare a wish list of items, in priority. Examples: heavy-duty paper punch,

large paper cutter, rack for butcher paper rolls, paintbrushes, or portable easel. Acquire one or more items each year.

- Reserve a small portion of the supply budget to respond to unanticipated or spontaneous needs.

## Supply Checklist

Category	Item Description	Check
<b>Writing Implements</b>	CHALK, white, yellow, colors	
	CRAYONS, boxed sets, regular, large, chunky; packs of single colors	
	MARKERS, fine-line, wedge tip, washable; regular and large size, permanent	
	PENCILS	
	PENS, ball-point, roller-ball	
<b>Papers</b>	CELLOPHANE, colors	
	CONSTRUCTION, single colors—9×12, 12×18; multicolor packs—9×12, 12×18	
	CREPE, rolls and sheets, colors	
	DRAWING, manila, white—9×12, 12×18	
	FADELESS, colors	
	FINGERPAINT, 16×22	
	GUMMED, sheets, colors	
	NEWSPRINT, 9×12, 12×18, 18×24; pads—18×24, 24×36	
	POSTER/BOARD, white, colors, large sheets	
	ROLL PAPER, colors, white, butcher	
	TISSUE, colors	
	TRACING	
	WAX	
	WRITING, primary-lined, notebook filler, story and picture	
<b>Paints</b>	FINGERPAINT, washable, colors	
	STAMP PADS, foam or felt, refill inks	
	TEMPERA, colors; liquid, powder, cakes, squeeze-bottles	
	SPECIALTY PAINTS, fabric, puffy, florescent	
	WATERCOLORS, cakes	
<b>Tape and Glue</b>	CELLOPHANE, refill rolls	
	FABRIC, squeeze-bottles	

	GLUE, washable, white liquid, squeeze-bottles; sticks - small or large	
	MASKING, narrow and wide	
	RUBBER CEMENT, small bottles, refills	
<b>Embellishments</b>	BURLAP, natural and colors	
	CLOTH, yardage and remnants for dress-up	
	COTTON, swabs, balls; stuffing	
	FELT, yardage and squares, colors	
	GLITTER	
	JUNK, interesting stuff for collages	
	PIPE CLEANERS, colors	
	POM-POMS	
	RIBBONS AND TRIMS	
	SEQUINS AND SPANGLES	
	STRING, light, twine, rope	
	WOOD, craft sticks—regular and jumbo; assortment of turnings, wood pieces	
	YARN, colors, weights, textures	
<b>Modeling Materials</b>	PLASTER OF PARIS	
	SELF-HARDENING CLAY	
	SOFT MODELING DOUGH	
	WHEAT PASTE	
<b>General Supplies</b>	BADGES, stick-on labels, plastic with pins	
	BAGS, brown lunch, baggies, ziplock	
	MISCELLANEOUS, brass fasteners, envelopes, file folders, index cards, paper clips, push pins, rubber bands, staples, straight and safety pins, thumb tacks	
	PAPER PLATES AND CUPS	
<b>Tools</b>	ART BRUSHES, short and long handled	
	BUCKETS, brooms, mops, sponges for clean-up	
	CLIPBOARDS	
	DROP CLOTHS	
	ERASERS	
	EXTENSION CORDS	
	NEEDLES, blunt-tipped yarn and crewel	
	MEASURES, rulers, yardsticks	

PAINTE CUPS, covers	
PAPER PUNCHES, single, 3-hole, heavy duty	
PAPER CUTTER, large size	
SCISSORS, child and adult; right- and left-handed	
SHARPENERS, pencil - wall mount, electric; crayon	
SMOCKS, adjustable size	
STAPLERS, standard flat-opening, heavy-duty; staple remover	
TAPE DISPENSERS, refillable desktop	

# POSTER SUMMARY-ART WORKS

## Preschool/Kindergarten Level

Category	Poster No.	Session
All Saints—Modern Saints (Color)	Cross 2	Cross I.9
Baptism of Our Lord (Color)	Shell 8	Shell III.1
Church Buildings—A Church Interior (Color)	Shell 9	Shell III.2-4,9
Church Buildings—Reredos (Altar, Color)	Cross 14	Cross III.5
Church—Episcopal Shield (Color)	Cross 10	Cross III.1
Creation—Light and Darkness (Color)	Shell 1	Shell I.1
Creation—Star Chart (Color)	Shell 4	Shell I.4
Creation—Water, Sky, and Earth (Color)	Shell 2	Shell I.2-7
David and Goliath (B&W)	Cross 3	Cross I.4
David as King (Color)	Cross 2	Cross I.7
David Protecting the Flock (Color)	Cross 1	Cross I.3
David With Lyre (B&W)	Cross 2	Cross I.6
Eucharist—Jesus Eating With His Friends (Color)	Chalice 4	Chalice III.1
Eucharist—Receiving Communion (Color)	Chalice 6	Chalice III.2,3
Eucharist—The Last Supper (Color)	Chalice 8	Chalice III.6
Family Meal (Color)	Chalice 5	Chalice III.2
Jesus (Presentation at the temple, Color)	Cross 5	Cross II.6
Jesus with the Disciples (Color)	Cross 8	Cross II.9
Jesus—Easter (Risen Lord, Color)	Cross 11	Cross III.8,9
Jesus—Holy Week, Bread and Wine (Color)	Cross 12	Cross III.7
Jesus—Holy Week, Carrying the Cross (Color)	Cross 12	Cross III.7
Jesus—Holy Week, Closed Tomb With Guards	Cross 12	Cross III.7
Jesus—Holy Week, Washing Peter's Feet (Color)	Cross 12	Cross III.7
Jesus—Palm Sunday Procession (Color)	Cross 11	Cross III.6
Jesus—Storm on the Sea of Galilee (Color)	Shell 7	Shell II.8
Music Instruments—Lyre (Color)	Cross 1	Cross I.5
Music Instruments—Psalm 150 (Illustrated, Color)	Cross 14	Cross IV.1
Nativity (Color)	Cross 4	Cross II.4
Nativity—Angel (Color)	Chalice 2	Chalice II.3
Nativity—Angel (Color)	Cross 4	Cross II.1
Nativity—Mary and Joseph on Their Journey (One color)	Shell 6	Shell II.3
Praise—All Things Bright and Beautiful (Color)	Cross 16	Cross IV.5
Praise—People Rejoicing (Color)	Chalice 7	Chalice III.5
Prayer—Jesus and His Friends Praying (Color)	Chalice 9	Chalice IV.1
Prayer—Morning, Noon, and Night (Color)	Chalice 10	Chalice IV.5
Prayer—People Praying Long Ago (Color)	Shell 12	Shell IV.1
Rainbow Picture (Color)	Chalice 1	Chalice I.3
Ruth and Naomi (Color)	Cross 1	Cross I.1
Ruth, Boaz, and Obed (Color)	Cross 1	Cross I.2
Shepherd—Good Shepherd (Color)	Chalice 3	Chalice II.8
Temple—Solomon's Temple (Color)	Cross 2	Cross I.8
Thanksgiving—Long Ago, People Ate and Thanked God (Color)	Shell 14	Shell IV.1
Thanksgiving—We Give God Thanks and Praise (Color)	Shell 15	Shell IV.1,2
Water—Morning in the Tropics (Color)	Cross 7	Cross II.8
Worship—People Worshiping Today (Color)	Shell 13	Shell IV.1,2



## Primary Level

Category	Poster No.	Session
Baptism—Font, Banner, and Candle (Color)	Shell 4	Shell III.2
Baptism—Outdoor Baptism (Color)	Shell 3	Shell III.1
Barnabas—John Mark, Barnabas, Paul, and Peter (Color)	Shell 7	Shell IV.7
Church—Bishop Ordaining a Priest (Color)	Cross 10	Cross III.2
Church—Deacon Serving (Color)	Cross 10	Cross III.4
Church—Monastery (Color photograph)	Cross 15	Cross IV.5
Church—Priest Celebrating Eucharist (Color)	Cross 10	Cross III.3
Church—Ushers (Color)	Cross 10	Cross III.5
Daniel and the Lions (Color)	Cross 4	Cross I.3
Easter—Supper at Emmaus (Color)	Chalice 12	Chalice III.9
Easter—The Resurrection (B&W)	Chalice 12	Chalice III.8,9
Esther (Color)	Cross 2	Cross I.8
Eucharist—“Do This in Remembrance of Me” (Color)	Chalice 10	Chalice III.2
Eucharist—Communion Set (Color)	Shell 4	Shell II.9
Holy Week—Good Friday (Color)	Chalice 12	Chalice III.7-9
Holy Week—Maundy Thursday (Color)	Chalice 12	Chalice III.6-9
Holy Week—Palm Sunday (Color)	Cross 12	Cross III.7
Isaiah—Peaceable Kingdom (Color)	Cross 3	Cross I.2
Jesus Heals a Blind Man (Color)	Shell 2	Shell II.7
Jesus—In the Wilderness (Color)	Cross 11	Cross III.6
Jesus—Sermon on the Mount (Color)	Cross 7	Cross II.6
Jesus—The Marriage at Cana (Color)	Shell 2	Shell II.6
John Mark (Color)	Shell 7	Shell IV.7
Medieval Town (Color)	Cross 15	Cross IV.8
Moses and Miriam (Color)	Shell 1	Shell I.7
Old Testament Prophets—Amos (Color)	Cross 2	Cross I.1
Old Testament Prophets—Daniel (Color)	Cross 2	Cross I.3
Old Testament Prophets—Elijah (Color)	Cross 2	Cross I.4
Old Testament Prophets—Isaiah (Color)	Cross 2	Cross I.2
Old Testament Prophets—Jeremiah (Color)	Cross 2	Cross I.5
Old Testament Prophets—Jonah (Color)	Cross 2	Cross I.6
Old Testament Prophets—Nehemiah and Ezra (Color)	Cross 2	Cross I.7
Parables—Parable of the Banquet (Color)	Chalice 8	Chalice II.9
Parables—Parable of the Talents (Color)	Chalice 7	Chalice II.6
Parables—The Good Samaritan (Color)	Chalice 8	Chalice II.8
Parables—The Return of the Prodigal (Color)	Chalice 7	Chalice II.7
Paul—John Mark, Barnabas, Paul, and Peter (Color)	Shell 7	Shell IV.7
Paul—Road to Damascus (Color)	Shell 6	Shell IV.4
Pentecost	Shell 8	Shell IV.9
Pentecost	Cross 16	Cross IV.9
Peter—John Mark, Barnabas, Paul, and Peter (Color)	Shell 7	Shell IV.7
Prayer—Children Praying (Color)	Cross 8	Cross II.8
Temple—Solomon’s Temple (Color)	Chalice 1	Chalice I.7

## Intermediate Level

Category	Poster No.	Session
Advent—Annunciation (Color)	Shell 8	Shell II.3
Apocrypha—Farewell to Tobias (Color)	Cross 5	Cross I.5
Apocrypha—I Will Worship Toward Thy Temple (Color)	Cross 6	Cross I.8
Ascension (Color)	Cross 17	Cross III.9
Baptism—Jesus (Color)	Shell 13	Shell III.1
Baptism—Symbols (Color)	Shell 14	Shell III.5
Baptism—Waterfall (Color photograph)	Cross 13	Cross III.1
Beach (Color photograph of rocky shoreline)	Chalice 12	Chalice II.9
Church—Bishops, Priests, and Deacons (Color)	Chalice 23	Chalice IV.7
Church—Confirmation (Color photograph)	Cross 13	Cross III.2
Church—Holy Orders (Color)	Cross 14	Cross III.1
Church—Lay Ministers (Color)	Chalice 22	Chalice IV.7
Church—Trinity Symbols (Color)	Chalice 19	Chalice IV.2
Earth and Stars (Color photograph)	Shell 2	Shell I.2
Easter—Breakfast by the Sea (Color)	Chalice 18	Chalice III.9
Easter—Empty Tomb (Color)	Cross 17	Cross III.8
Easter—Symbols (Color)	Shell 18	Shell III.9
Easter—Three Women at the Tomb (Color)	Chalice 17	Chalice III.8
Epiphany—Magi, Holy Family, and Shepherds	Chalice 10	Chalice II.5
Epiphany—Presentation at the Temple (Color)	Cross 11	Cross II.5
Epiphany—The Magi (Color)	Shell 10	Shell II.5
Eucharist—Bread (Color photograph)	Cross 13	Cross III.1
Eucharist—Cutwork chalice (Photograph of ironwork)	Chalice 14	Chalice III.4
Eucharist—Wine (Color photograph)	Cross 13	Cross III.1
Exodus—Crossing the Red Sea (Color)	Cross 3	Cross I.3
Exodus—Moses and the Ten Commandments (Color)	Cross 3	Cross I.3
Ezekiel's Vision	Chalice 4	Chalice I.6
Holy Week—Crucifixion Pictures (4, all color)	Chalice 16	Chalice III.7
Holy Week—Judas' Betrayal of Jesus (Color)	Shell 15	Shell III.7
Holy Week—Kiss of Betrayal (Color)	Cross 16	Cross III.7
Holy Week—Last Supper (Color photograph of clay sculpture)	Chalice 15	Chalice III.6
Holy Week—Palm Sunday (Color)	Chalice 14	Chalice III.6
Holy Week—Symbols (Color)	Shell 18	Shell III.9
Isaiah—Peaceable Kingdom (Color)	Cross 8	Cross II.1
Jeremiah (Color)	Shell 5	Shell I.7
Jesus in the Wilderness (Color)	Cross 16	Cross III.6
Jesus Miracles—Healing a Blind Man (Color)	Shell 11	Shell II.6
Jesus Miracles—Healing of the Paralytic (Color)	Shell 12	Shell II.7
Jesus Miracles—Healing the Ten Lepers (Color)	Shell 11	Shell II.8
Jesus Miracles—Raising of Lazarus (Color)	Shell 12	Shell II.9
Jesus Miracles—Wedding at Cana (Color)	Cross 15	Cross III.4
Jesus Parables—House Upon a Rock (Color photograph)	Chalice 12	Chalice II.9
Jesus Parables—Sower (Color photograph)	Chalice 11	Chalice II.6
Jesus Parables—Treasure (Color photograph)	Chalice 12	Chalice II.8
Jesus Parables—Vineyard (Color photograph)	Chalice 11	Chalice II.7
Jesus With Children (Color)	Cross 12	Cross II.7
Job and His Friends (Color)	Cross 4	Cross I.4
John the Baptist—Two Portraits (Color and B&W)	Chalice 9	Chalice II.2
Light (Color photograph)	Chalice 5	Chalice I.7
Nativity—Holy Family (Color)	Cross 10	Cross II.4

Nativity—Holy Family, Shepherds, and Magi	Chalice 10	Chalice II.5
Nativity—Mystic Nativity (Color)	Shell 9	Shell II.4
Nativity—With Isaiah and Ezekiel (Color)	Chalice 8	Chalice II.1
Nicodemus (Color)	Cross 11	Cross II.6
Noah—Rainbow and the Ark (Color)	Shell 1	Shell I.1
Outreach—Agricultural Planning (Color photograph)	Cross 22	Cross IV.6
Outreach—Civil Rights March (B&W photograph)	Cross 23	Cross IV.7
Outreach—Food Drive (Color photograph)	Cross 22	Cross IV.6
Outreach—Health Clinic (B&W photograph)	Cross 22	Cross IV.6
Outreach—Homeless Woman (Color photograph)	Cross 23	Cross IV.7
Outreach—Hurricane Destruction (Color photograph)	Cross 23	Cross IV.7
Outreach—Prisoners' Camp (Color photograph)	Cross 23	Cross IV.7
Outreach—Refugee Camp (Color photograph)	Cross 22	Cross IV.6
Outreach—Refugee Orphans (Color photograph)	Cross 23	Cross IV.7
Outreach—Training Class (Color photograph)	Cross 23	Cross IV.7
Oyster and Pearl (Color photograph)	Chalice 12	Chalice II.8
Paul—and Peter (Color)	Shell 19	Shell IV.3,7
Paul—Conversion (Color)	Shell 20	Shell IV.2
Paul—Portraits (2, both color)	Shell 23	Shell IV.6-8
Paul—Preaching (Color)	Shell 21	Shell IV.5
Paul—Statue (Color photograph)	Shell 19	Shell IV.1,7
Paul—Traveling (Color)	Shell 21	Shell IV.4
Pentecost (Color)	Shell 24	Shell IV.9
Pentecost (Color)	Chalice 24	Chalice IV.9
Pentecost (Color)	Cross 24	Cross IV.9
Peter—and Paul (Color)	Shell 19	Shell IV.3,7
Prophets' Window (Color)	Chalice 6	Chalice I.9
Psalms—Illuminated Letters (Color)	Cross 1	Cross I.1
Rainforest (Color photograph)	Shell 1	Shell I.1
Soil (Color photograph)	Chalice 11	Chalice II.6
Sunrise (Color photograph)	Chalice 5	Chalice I.7
Thanksgiving—Prayer (Color)	Chalice 21	Chalice IV.6
Vineyard (Color photograph)	Chalice 11	Chalice II.7

## POSTER SUMMARY – MAPS

### All Levels

Category	Poster No.	Session
Modern—Religious Groups in the American Colonies (Color)	INT Cross 20	INT Cross IV.5
Modern—Worldwide Anglican Communion (Color)	INT Cross 20	INT Cross IV.6
New Testament—Escape to Egypt Outline Map (B&W)	PRI Chalice 9	PRI Chalice II.5
New Testament—Flight to Egypt (Color)	PRI Chalice 10	PRI Chalice II.5
New Testament—Mediterranean Area in the time of Paul (Color)	PRI Shell 7	PRI Shell IV.5
New Testament—Outline map of Palestine (2 Color)	INT Shell 5	INT Shell III.1
New Testament—Paul's Journeys (Color)	INT Shell 22	INT Shell IV.4,5
Old Testament—Biblical Map Outline (B&W)	PRI Chalice 4	PRI Chalice I.1
Old Testament—Exodus from Egypt (Color)	INT Shell 3	INT Shell I.3
Old Testament—Journey to the Promised Land (Color)	PRI Chalice 1	PRI Chalice I.1
Old Testament—Judah and Israel in Elijah's Time (Color)	INT Shell 6	INT Shell I.6
Old Testament—Judah and Israel in Elijah's Time (Outline Map)	INT Chalice 3	INT Chalice I.4

## POSTER SUMMARY – Patterns and Cutouts

### Preschool/Kindergarten Level

Category	Poster No.	Session
Advent Wreath	Chalice 14	Chalice II.1
Baptism—Clergy and Baby (Color)	Shell 3	Shell III.3
Baptism—Dove	Shell 11	Shell III.1
Baptism—Ewer Pattern	Chalice 16	Chalice IV.8
Baptism—Font (Color)	Shell 3	Shell III.2,3,4
Baptism—Paschal Candle (Color)	Shell 3	Shell III.9
Baptism—Shell Pattern	Chalice 16	Chalice IV.8
Birds	Chalice 12	Chalice I.2
Church Outline	Shell 16	Shell IV.2,8
Church—Banner, Flag, Window, Flowers, Angel Carving Cutouts	Cross 10	Cross III.5
Church—Bell	Shell 11	Shell IV.1
Church—Candle Cutouts	Cross 10	Cross III.4,5
Church—Church Interior Pattern	Cross 9	Cross III.3,4,5
Church—Clergy Clothes (Color)	Chalice 11,12	Chalice IV.6
Church—Clergy Figures (Color Cutouts)	Chalice 17	Chalice IV.6
Church—Cross, Altar Cutouts	Cross 10	Cross III.3,4,5
Church—Empty Font Pattern	Cross 13	Cross III.3
Church—People Figures	Shell 11	Shell IV.2,8
Church—Pulpit, Font, Lectern Cutouts	Cross 10	Cross III.3,5
Church—Vested Person Pattern	Cross 13	Cross III.3
Creation—Animals (Color)	Shell 3	Shell I.6
Creation—Fish, Bird, Shells (Color)	Shell 3	Shell I.5
Creation—Flowers (Color)	Shell 3	Shell I.3
Creation—People (Color)	Shell 3	Shell I.7
Creation—Sequence Cards (Color)	Shell 5	Shell I.8
Creation—Sun, Moon (Color)	Shell 3	Shell I.4
Crown Pattern	Chalice 13	Chalice I.9
David and Goliath Figures	Cross 3	Cross I.4
Dove Pattern	Chalice 13	Chalice I.2
Easter—Butterfly	Shell 11	Shell III.9
Easter—Cross and Lily Pattern	Chalice 16	Chalice III.7
Eucharist—Bread and Wine Pattern	Chalice 16	Chalice III.7
Eucharist—Chalice, Paten, Wine, Bread Patterns	Chalice 14	Chalice III.3,7
Holy Week—Chalice, Paten, Cross Patterns	Cross 13	Cross III.7
Jesus—Letter Cutouts	Cross 5	Cross II.6
Jesus—Teaching pattern	Cross 6	Cross II.7
Jesus—Temple (Visit at age 12)	Shell 11	Shell II.6
Nativity—Angel Tracing Pattern	Cross 6	Cross II.2
Nativity—Angel Wing Pattern	Cross 6	Cross II.1
Nativity—Angels	Shell 11	Shell II.1
Nativity—Baby Jesus Pattern	Chalice 14	Chalice II.4
Nativity—Manger Figures (Color)	Chalice 2	Chalice II.4
Nativity—Manger Outline	Chalice 15	Chalice II.1-4

Nativity—Wise Men Patterns	Chalice 14	Chalice II.5
Noah—Ark	Chalice 13	Chalice I.1
Praise—Mobile Circles (4)	Cross 13	Cross IV.6
Prayer—Children’s Prayer Plate Pattern	Chalice 16	Chalice IV.3
Ruth and Naomi Figures	Cross 3	Cross I.1
Ruth, Boaz, Obed, Jesse, David Figures	Cross 3	Cross I.2
Sheep Outline	Cross 3	Cross 1.2
Sheep Pattern	Chalice 14	Chalice II.9
Street Scene—Children Singing Cutout (Color)	Cross 10	Cross IV.3
Street Scene—View at Different Times a Day	Cross 15	Cross IV.3
Tent Pattern	Chalice 13	Chalice I.4
Triptych (Three panels) Pattern	Cross 6	Cross II.8

## Primary Level

Category	Poster No.	Session
Advent Calendar and Symbol Set	Shell 14, 17	Shell II.1
Alleluia Outline	Shell 16	Shell III.8
Angel Pattern	Shell 16	Shell IV.2
Ark of the Covenant Outline	Chalice 4	Chalice I.6
Ark of the Covenant Pattern (Color)	Chalice 3	Chalice I.6
Baptism—Baptismal Certificate	Shell 15	Shell III.3
Baptism—Dove Pattern	Shell 15	Shell III.1
Bishop’s Mitre Pattern	Cross 14	Cross III.2
Bookmark—Times to Pray	Chalice 13	Chalice IV.2
Braille Chart	Shell 15	Shell II.7
Camel Pattern	Shell 13	Shell I.2
Candle and Flame Outline	Shell 14	Shell II.5
Celtic Cross Outline	Cross 14	Cross IV.5
Christmas Ornament Patterns	Cross 6	Cross II.1-5
Church—Calendar Poster for Saints (Color)	Chalice 16	Chalice IV.8
Church—Seasons and Feast Days Pattern (Color)	Chalice 15	Chalice IV.7,9
Dreidel Pattern	Shell 13	Shell II.3
Eucharist—Memory Plaque	Chalice 9	Chalice III.2
Eucharist—Mobile Pattern (4 word cards, two pictures)	Chalice 9	Chalice III.1
Hieroglyphics—Egyptian	Shell 13	Shell I.6
Holy Week—Jesus Praying in the Garden (silhouette)	Chalice 13	Chalice III.7
Holy Week—Upper Room Scene (8 outline pictures)	Chalice 13	Chalice III.6
Jesse Tree Symbols—Genesis (Rainbow, Field of Stars, Jacob and Esau, Ladder, Coat	Chalice 6	Chalice II.1
Jesse Tree Symbols—Miriam (basket), Moses (tablets), Joshua (trumpet), Deborah (palm tree), Gideon (clay jug, torch)	Chalice 6	Chalice II.2
Jesse Tree Symbols—Nativity (angel, rose for Mary, tools for Joseph, manger, chi rho as a symbol for Jesus)	Chalice 6	Chalice II.4
Jesse Tree Symbols—Samuel (lamp), Ruth (sheaves of wheat), David (lyre), Solomon (temple), Josiah (scroll)	Chalice 6	Chalice II.3
Joseph—Coat Pattern	Shell 13	Shell I.5
Nativity—Angel Outline	Chalice 9	Chalice II.5
Nativity—Holy Family Pattern	Chalice 9	Chalice II.4

Palm Tree Pattern	Chalice 4	Chalice I.2
Parables—Father and Son Silhouette (Prodigal Son)	Chalice 9	Chalice II.7
Parables—Figure Pattern (Good Samaritan)	Chalice 9	Chalice II.8
Peace Symbol Outline	Cross 6	Cross II.7
Peter Pattern	Shell 16	Shell IV.2
Puppets, Finger—Hannah, Eli, and Samuel	Chalice 4	Chalice I.4
Pyramid Pattern	Shell 13	Shell I.7
Saint Shields—Agnes	Cross 14	Cross IV.1
Saint Shields—Athanasius	Cross 14	Cross IV.2
Saint Shields—Benedict	Cross 14	Cross IV.4
Saint Shields—Clare	Cross 14	Cross IV.7
Saint Shields—Francis	Cross 14	Cross IV.6
Saint Shields—Hilda	Cross 14	Cross IV.5
Saint Shields—Julian	Cross 14	Cross IV.8
Saint Shields—Patrick	Cross 14	Cross IV.3
Window Outline—David	Chalice 4	Chalice I.6
Window Outline—Deborah	Chalice 4	Chalice I.2
Window Outline—Gideon	Chalice 4	Chalice I.3
Window Outline—Joshua	Chalice 4	Chalice I.1
Window Outline—Josiah	Chalice 4	Chalice I.8
Window Outline—Ruth	Chalice 4	Chalice I.5
Window Outline—Saints of Today (All Saints)	Chalice 4	Chalice I.9
Window Outline—Samuel	Chalice 4	Chalice I.4
Window Outline—Solomon	Chalice 4	Chalice I.7
Words—Emmanuel	Chalice 4	Chalice II.2
Words—Flee, Return	Chalice 9	Chalice II.5
Words—Gladness Plaque	Cross 14	Cross III.5

## Intermediate Level

Category	Poster No.	Session
Ark of the Covenant (B&W; Color pattern on PRI Chalice 3)	Shell 4	Shell I.4
Baptism—Trinity Symbols	Shell 7	Shell III.2
Church—Trinity Symbols	Cross 18	Cross IV.1
Church—Wheel of Seasons	Cross 9	Cross II.5
Hallelujah Silhouettes Pattern	Cross 2	Cross I.3
Jeremiah's Symbols (Cutouts)	Chalice 3	Chalice I.5
Jesse Tree Window Line Drawing Patterns (Jesse, David, Solomon, Joseph, Mary, Jesus)	Cross 9	Cross II.1-5
Lenten Calendar Pattern	Cross 18	Cross III.6
Nativity—Angel Pattern	Cross 9	Cross II.3
Nativity—Bethlehem Silhouette	Cross 9	Cross II.4
Prophets' Time Line and Color Cutouts of Elijah and Elisha, Amos, Isaiah, Micah, Jeremiah, Ezekiel, Second Isaiah	Chalice 2	Chalice I.1-9
Psalms—Moods (Color)	Cross 2	Cross I.1
Star of David (Color)	Shell 5	Shell I.5
Words—Kyrie, Illuminated (B&W)	Shell 7	Shell II.6
Words—Saints' Names and Letters	Shell 7	Shell I.9
Words—Word Root Placards	Chalice 13	Chalice III.1-5

## POSTER SUMMARY – Game Pieces, Directions, Recipes

### Preschool/Kindergarten Level

Category	Poster No.	Session
Game—“Who Prays” Game Board and Cards	Chalice 15	Chalice IV.6
Game—Hidden Cross	Shell 11	Shell III.7
Game—Jesus With Disciples	Cross 6, 8	Cross II.9
Game—Prayer (Cards)	Chalice 12	Chalice IV.2
Matching Game—Cross Cutouts (9) and Outline Card	Cross 10, 13	Cross III.1
Matching Game—Cross Shapes	Shell 10	Shell III.7
Puppets—Pipe Cleaner Puppets Directions	Shell 11	Shell IV.2
Recipe—Fingerpaint	Cross 6	Cross II.3, IV.7
Recipe—Play Dough	Chalice 13	Chalice II.6
Recipe—Salt Clay	Cross 13	Cross III.1

### Primary Level

Category	Poster No.	Session
Bishop’s Miter Directions	Chalice 13	Chalice IV.4
Game—Cross Puzzle	Shell 16	Shell III.7
Game—Dorcas Story Cards	Shell 16	Shell IV.6
Game—Eucharist: Sacramental Cards	Chalice 13	Chalice III.3
Game—Paul Word Cards	Shell 5	Shell IV.4
Game—Spinner Game (Last Supper)	Shell 15	Shell III.6
Game—Time to Pray Cards	Chalice 13	Chalice IV.2
Oil Lamp Directions	Chalice 4	Chalice I.4
Puppets—Pipe Cleaner Puppet Directions	Shell 16	Shell IV.7
Recipe—Play Dough	Shell 15	Shell II.6
Recipe—Salt Clay	Chalice 13	Chalice III.6
Recipe—Salt Dough	Shell 15	Shell II.6

### Intermediate Level

Category	Poster No.	Session
Ark of the Covenant (History and Background Information)	Shell 4	Shell I.4
Game—Prophet Cards	Chalice 3	Chalice I.8
Game—Psalm-O	Cross 2	Cross I.3
Sacraments Chart	Cross 18	Cross III.1-5

## POSTER SUMMARY – Hymnal, Scripture, and Prayer Book Excerpts

### Preschool/Kindergarten Level

Category	Poster No.	Session
Poem—Thank You	Chalice 14	Chalice III.4
Prayer Book—Venite excerpt	Cross 13	Cross IV.1
Prayer—The Lord’s Prayer	Chalice 16	Chalice IV.1
Scripture—Jesus’ Commandment	Cross 6	Cross II.9
Scripture—Psalm 100:2	Cross 3	Cross I.6
Scripture—Psalm 23:1	Cross 3	Cross I.6
Scripture—Psalm 24:1	Cross 3	Cross I.6
Scripture—Psalm 9:1	Cross 3	Cross I.6

### Primary Level

Category	Poster No.	Session
Poetry—“Who Has Seen the Wind?”	Shell 16	Shell IV.9
Prayer Book—Apostles’ Creed (BCP, p. 96)	Shell 11	Shell III.1-9
Prayer Book—Collect for Good Friday	Chalice 13	Chalice III.7
Prayer Book—Confession of Sin (BCP, p. 79)	Cross 9	Cross III.1-9
Prayer Book—Gloria in Excelsis (BCP, p. 356)	Shell 10	Shell II.1-9
Prayer Book—Jubilate ( <i>Psalm 100</i> , BCP, p. 83)	Chalice 2	Chalice I.1-9, IV.5
Prayer Book—Lord’s Prayer (BCP, p. 364)	Shell 12	Shell IV.1-9
Prayer Book—Nunc Dimittis (Song of Simeon)	Cross 6	Cross II.5
Prayer Book—Post Communion Prayer, BCP, p. 365	Chalice 11	Chalice III.1-9
Prayer Book—Prayer attributed to St. Francis (BCP, p. 833)	Cross 13	Cross IV.1-9
Prayer Book—Sanctus (BCP, p. 362)	Cross 5	Cross II.1-9
Prayer Book—The Prayers of the People (BCP p. 387)	Chalice 14	Chalice IV.1-9
Scripture—Beatitudes, <i>Matthew 5:3-10</i>	Chalice 5	Chalice II.1-9
Scripture— <i>Psalm 100</i> (Jubilate, BCP, p. 83)	Chalice 2	Chalice I.1-9, IV.5
Scripture— <i>Psalm 117</i> (framed, B&W)	Chalice 13	Chalice IV.5
Scripture— <i>Psalm 23</i> (BCP, p. 476-477)	Shell 9	Shell I.1-9
Scripture— <i>Psalm 78:1-4</i> (BCP, p. 694-695)	Cross 1	Cross I.1-9



## Intermediate Level

Category	Poster No.	Session
Hymnal—Advent Hymn #56 (All stanzas)	Cross 7	Cross II.1-4
Hymnal—Advent Hymn #59 (Stanzas 1 and 5)	Shell 7	Shell II.1-4
Hymnal—Advent Hymn #60 (Stanzas 1 and 5)	Chalice 7	Chalice II.1-4
Prayer Book—Apostles' Creed	Chalice 20	Chalice IV.4
Prayer Book—Apostles' Creed (Color)	Cross 19	Cross IV.1
Prayer Book—Baptismal Covenant (Questions 1-3, BCP, p. 304)	Shell 16	Shell III.1-3,5,9
Prayer Book—Baptismal Covenant (Questions 4-8, BCP, p. 304)	Shell 17	Shell III.3-6,9
Prayer Book—Confirmation Calligraphy (BCP, p. 860)	Cross 18	Cross III.2
Prayer Book—Decalogue (BCP, p. 350)	Shell 4	Shell I.3
Prayer Book—First Song of Isaiah (Canticle 9, BCP, p. 86)	Chalice 1	Chalice I.1-9
Prayer Book—Monastic Hours of Prayer (Color)	Cross 19	Cross IV.2
Prayer Book—Morning Prayer (1789)	Cross 21	Cross IV.3
Prayer Book—Morning Prayer (1879)	Cross 21	Cross IV.3
Prayer Book—Morning Prayer (1929)	Cross 21	Cross IV.3
Prayer Book—Morning Prayer (1979)	Cross 21	Cross IV.3
Prayer Book—Nicene Creed	Chalice 20	Chalice IV.4
Scripture— <i>Psalm 2:6-8</i> (Color illustration)	Cross 2	Cross I.3

# FINDING TEACHERS

## Selecting Teachers

In the Baptismal Covenant, we promise to continue in the Apostles' teaching. We also promise, at each baptism, to support the persons being baptized in their life in Christ. These promises mean that we must take seriously the efforts we put forth in teaching our children about God and sharing our faith with them.

It is for this reason that the selection of teachers is one of the most important tasks for the person designated as the director or superintendent of the Sunday school.

How does one go about this important task other than the urgent yearly plea for teachers? Begin early in the spring, by establishing a group of people committed to the education of children and youth in the parish and who collectively know most of the members of the congregation. If possible, a member of the clergy should be a part of the group.

Then compile a list of those people who have demonstrated one or more of the following:

- An interest in education and children by their interaction with them;
- A dedication to their faith by regular attendance at worship;
- A willingness to learn and be open to insights from children.

The list can include any member of the church regardless of age, gender, or experience. Think outside the traditional view that parents of children or trained school teachers are the most likely candidates. Older persons often have more time to prepare lessons and have patience with children they don't spend all week with.

Provide for teaching teams. Responsibilities are always easier when shared and it is safer for children and adults than the one teacher per class model. Consider pairing an experienced teacher with a new volunteer.

Think carefully about the structure of the year. Asking teachers to commit to an entire year may be difficult. The ECC divides its year into four nine-week sessions. This is a natural break for teachers also. Other blocks of time might be divided according to Liturgical seasons or other time frames.

Also think carefully about what you will be asking teachers to do. Write this out in the form of a job description. How many teachers' meetings will be required? Teacher-training events? What curriculum materials and supplies will be provided? What time commitments are expected? What support will be provided by the parish?

Once the homework is done, the committee can prayerfully proceed with inviting teachers to join in the ministry of education in the church.

## Inviting Teachers

As stated in the Background for Teachers in every Teacher's Guide of the ECC and in the Foundation Paper, the editors of the ECC believe that teaching is a ministry. Therefore, asking individuals to join in this ministry should be grounded in prayer and trust in the work of the Holy Spirit. The word recruiting implies a sense of desperation and is not a part of the concept of ministry.

Personally, invite teachers, who have been identified by the Christian education committee or ad hoc group. The initial meeting or phone call should ask them only to pray about sharing their gifts with the children of the congregation. Be sure to tell them that

their gift for teaching or working with children has been noted by others. Be prepared to answer any questions about commitment, support, and requirements.

After a few days or a week, contact the person again. If the answer is yes, immediately provide a job description and other expectations. If the answer is no, ask for the reason. It may be that this person is not available this year, but may be next year. Or it may be that they feel insecure and might reconsider if teamed with a more experienced person. The person may also have some serious concerns about the program that could help in future planning

This process can raise anxiety levels, when there are empty slots for teachers and seemingly no one to fill them. This is a time to trust that God is always at work in our lives, and to continue to be open to the Holy Spirit moving among the people.

## Recognizing Teachers

Who are the church school teachers in your congregation? Do children, parents, and other parishioners know their names? Recognition for teachers can be like a pair of bookends, flashy brackets at either end of the year. In September church school teachers are applauded in a flurry of activity centered around recruiting and commissioning teachers. In May or June when classes end, teachers are honored, fussed over, and plied with grateful thanks for their efforts. What happens in-between? What does your congregation do to sustain its teachers and help all remain aware of their on-going efforts?

Here are some simple suggestions for recognizing teachers throughout the year. Perhaps one or more could be adapted to support your congregation's teachers.

Provide each teacher with a distinctive nametag that can be worn each time they teach. Enlist a clever parishioner to donate time and talent to make special tags. Or purchase plastic sleeves with pins attached. Letter teachers' names on the card insert with a calligraphy marker. Use a different color marker to write the grade or class they teach. Tape the ends of the plastic sleeve closed so the card insert doesn't fall out. Cords or ribbons can be used in place of the pins for attaching the tags. Plan to store the tags at church where they are easily accessible to teachers—a hook on a bulletin board or a small plastic basket in the supply closet.

Teachers' nametags help children and parents learn their names. Surprisingly, many teachers neglect to introduce themselves again after the first class, not realizing that some children (and parents) may not remember their names without some repetition. Throughout the year, new students may come to class. Parents may feel embarrassed about asking for names if they think they are expected to know who teachers are.

Make sturdy, attractive signs for the outside of each classroom space. Include teachers' names and the grade/class on the sign. If possible, leave the signs up permanently, so that all who use the room know that it is a church school space. Be sure to indicate substitutes names when necessary. This is an easy, often overlooked way, to keep up congregational awareness of church school sessions. (Along with classroom signs, consider some general directional signs to point the way to church school spaces.)

Arrange for a bulletin board or attractive display in a well-traveled area of the church building. Post the names, grades, and class locations for the church school. If possible,

include photos of teachers by their names and a group shot or candid of each class in session.

Periodically throughout the year, include teachers' names and grades in church publications. When circumstances permit, list all teachers in the Sunday bulletin alongside other key volunteers. If teaching teams rotate during the year, use the changeover dates as a time to thank publicly by name all those finishing and greet by name all those just starting. Print teachers' names whenever possible in church newsletters and in all church school brochures. Keep the teaching ministry, specifically the names of those currently engaged in teaching, in front of the congregation whenever possible.

Colorful aprons or smocks can be particularly useful for classes of younger children where different aides may work with a teacher from session to session. Children will quickly come to recognize the aprons and readily identify those who are helping out this session in their classroom. Besides protecting adults' clothes, the big pockets are useful to carry all kinds of treasures.

## Commissioning Service

*This service is adapted from The Book of Occasional Services, 1991, Church Hymnal Corporation.*

In the context of a Celebration of Holy Eucharist or Morning or Evening Prayer, the following may be used for the commissioning of teachers to the ministry of teaching. This may occur at the beginning of the church school year, or whenever a new group of teachers begins their work.

### **The Examination**

*The Celebrant says*

Brothers and Sisters in Christ Jesus, we are all baptized by the one Spirit into one Body, and given gifts for a variety of ministries. We are here today to commission these teachers in the Name of God and of this congregation to the special ministry of education to which they are called.

*Sponsor* I present to you these persons to be admitted to the ministry of teaching in the congregation.

*The celebrant asks the Christian Education committee or other designated persons.*

Are these persons you are to present prepared by a commitment to Christ as Lord, by regular attendance at worship, and by the knowledge of their duties as teachers of the children and youth of our parish, to exercise their ministry to the honor of God, and the well-being of this church and its children?

*Sponsor* I believe they are.

*Celebrant*

You have been called to the ministry of teaching in this congregation. Will you, as long as you are engaged in this work, teach with patience and faithfulness?

*Candidate* I will.

*Celebrant* Will you faithfully and reverently carry out your duties in the ministry of teaching to the honor of God and the benefit of the children and youth of this congregation?

*Candidate* I will.

*Celebrant to the congregation*

Will you do all in your power to support these persons in their ministry in Christ?

*People* We will.

*Celebrant* Let us pray.

Almighty God, heavenly Father, you have blessed us with the joy and care of children: Give us calm strength and patient wisdom as we bring them up, that we may teach them to love whatever is just and true and good, following the example of our Savior Jesus Christ. *Amen.*

For the Care of Children  
*The Book of Common Prayer, p. 829*

*Celebrant* In the Name of God and of this congregation, I commission you [N.] as a Teacher in the Church of [Name of the congregation.]  
*[Symbols appropriate to the ministry of teaching may be given to teachers as they are commissioned.]*

Almighty God, the fountain of all wisdom: Enlighten by your Holy Spirit those who teach and those who learn, that, rejoicing in the knowledge of your truth, they may worship you and serve you from generation to generation ; through Jesus Christ our Lord, who live and reigns with you and the Holy Spirit, one God, for ever and ever.  
*Amen.*

For Education  
*The Book of Common Prayer, p. 261*

# TEACHER TRAINING

## Regular Teacher Meetings

Any educational program in a congregation will be enhanced by knowledgeable teachers. In the same way, any curriculum will be enhanced by teachers who know and understand the theological and educational background on which it is based. The purpose of teachers' meetings is to provide important information and understandings to teachers.

However, there are many dedicated teachers who are busy with families, jobs, and other aspects of their lives. The fact that they have committed themselves to teaching should not be an extra burden to them. Therefore, teachers' meetings should:

- Be scheduled well in advance. Ideally plan the schedule of the meetings a year in advance. Include a list of the meetings in the original job description and expectations given to teachers when they commit to serve in this ministry.
- Be arranged at the most convenient time for as many people as possible. Be aware that child care may be needed.
- Be held to a limited time frame. If the meeting is to be one hour, keep to that commitment.
- Have a printed agenda, which allows participants to know what will be covered and what decisions need to be made. An additional benefit is being able to share the agenda with those unable to attend.
- Include time for spiritual renewal not necessarily connected to the work of teaching.
- Do not spend time on items that can be written down and placed in a notebook for later reference, such as lists of supplies available or procedures for securing substitutes.

Expectations are key to the success of teachers' meetings. If teachers attend meetings as part of their ministry and the meetings provide useful information in a timely way, the ministry of teaching will be improved.

## Introduction Workshop

**FOCUS** The purpose of this workshop is to introduce teachers to the *Episcopal Children's Curriculum*. At the end of this time together, teachers should know the structure and purpose of the materials for their age level.

### Preparation

Review the information on the materials available for teachers and students in this guide and in the Background for Teachers in the Teacher's Guide. Make a copy of the chart on page 95 for each participant. You may also wish to include a copy of the Scheduling Calendar found on page 11-12 of this guide.

You may wish to obtain copies of the Prospectus for the ECC from Morehouse Publishing. They are available for free.

## The Workshop

As participants arrive, invite them to preview the curriculum materials. When all have arrived, begin with prayer using the prayer for education on page 261 of *The Book of Common Prayer*.

- I. Introduce the Teacher's Guide—34 pages of Background and 36 sessions. Refer to the Scheduling Calendar and the important dates for your parish, explaining how the sessions will fit into that calendar. Share the Teacher's Packets and suggest ways to preserve the posters and patterns.
  - II. Introduce the materials for students with suggestions for their use in the classroom. (See pages 16-21 of this guide).
  - III. Examine a unit, discussing the Unit Introduction and the construction of each session. Using the three-level chart, point out the sections of each session for teachers: **Getting Ready, Teaching Tip, Focus, Teacher's Reflection** (Assessment in Intermediate), and **Looking Ahead**.
  - IV. Explain, the essence of heart of each session is the **Gathering, Story—Storytelling—Introducing the Story, Closing**. These are the significant parts of the session. All other activities are there for enhancing the story. They provide choices for teachers based on time, teacher preferences, and class makeup.
  - V. Point out the liturgical and prayer book connections.
  - VI. Using the information in the Teacher's Guide, Background Section, explore the different options for interaction with the story.
  - VII. If time permits allow teachers to plan for the first set of lessons.
- Close with prayer.

## Sacraments and Worship

**FOCUS** The purpose of this workshop is to share the ways in which the sacrament units on Baptism and Eucharist are integrated into the *Episcopal Children's Curriculum*. At the end of this time together, teachers will be able to state the reasons for studying these themes.

### Preparation

Review the information on the sacraments in the Background for Teachers in the Teacher's Guide. Make a copy of the Baptism and Eucharist charts in the section of this guide called Unit Overviews. Provide copies of *The Book of Common Prayer*.

## The Workshop

As participants arrive, invite them to examine the Baptismal Covenant on page 304 of *The Book of Common Prayer*. When all have gathered, begin with prayer.

I. Using *The Book of Common Prayer* examine the services of Holy Baptism (p. 299) and Holy Eucharist (beginning on p. 323). The Episcopal Church is a sacramental church because these two sacraments are central to what we believe and the way we worship. Learning about the sacraments is significant in learning what it means to be a part of the Episcopal Church.

II. Introduce the symbols that designate each year of the Curriculum materials—Shell, Chalice, and Cross. They are connected to the particular sacramental emphasis addressed in Unit III of a given year. The shell symbol designates the sacrament of Holy



Baptism. The chalice year represents the Eucharist. There are many common threads in the stories, actions, concepts, and symbols related to the sacraments that appear across the three age levels of the Curriculum.

III. Explore the themes for the three Shell Years, Unit I:

Preschool/Kindergarten—Baptism: Belonging

Primary—Baptism: People in Covenant

Intermediate—Baptism: New Life

For **Preschoolers**, the baptism sessions introduce and *affirm the feeling of belonging* associated with joining a community of believers. Jesus was baptized, little children are baptized, adults are baptized. Emphasis is placed on water, the promises that we and others make on the behalf of those being baptized, and the liturgical actions of a baptismal service.

At the **Primary level**, the focus of the baptism sessions shifts to highlight the *people and the community* they form as “persons baptized in Christ.” Learners are introduced to John the Baptist’s role in Jesus’ baptism, and the apostles’ actions in following Jesus’ command that they “make disciples,” and baptize in the “name of the Father, and of the Son, and of the Holy Spirit.”

At the **Intermediate level**, the students explore the *spiritual meaning* of the sacrament of Baptism. They explore the origin of baptism in Scripture and in the early Church, the questions and responses of The Baptismal Covenant, and the service itself as the church’s rite of initiation.

IV. Look at Unit III for the three Chalice Years. The titles are:

Preschool/Kindergarten—Eucharist: Sacred Meal

Primary—Eucharist: People in Communion

Intermediate—Eucharist: Shared Life

In the Episcopal Church, all baptized persons are welcome at the Lord’s Table; it is here that we participate in the breaking of the bread (Holy Communion). **Preschool** children learn the link between the Last Supper and the Church’s celebration of Eucharist.

**Primary** children are led to a deeper understanding of the nature and meaning of the Church’s celebration of the Eucharist. They will focus on very concrete acts of our worship that underscore Jesus’ command to “do this in remembrance of me.”

**Intermediate** students move to the more symbolic meaning of the Eucharist as expressed in the structure of the service, and the art, architecture, music, and prayers of the particularly Episcopal celebration.

V. If time permits, invite the teachers to share in some of the activities from all three levels on baptism and Eucharist. Close with prayer or, if possible, a celebration of Holy Eucharist.

# Storytelling Workshop

**Focus** Storytelling is a principal action in the teaching ministry. As part of the *Story*, *Storytelling*, and *Introducing the Story* activities, teachers will frequently employ storytelling techniques as a means of weaving together presentations and discussions.

## Preparation

Read the sections on storytelling in the Teacher's Guide, Background for Teachers. The Bible and the Church's story have been shared orally for almost 2,000 years. We are a people of an oral faith, whose devotion to God is shared with others through story. In recent years the written word has replaced the telling of stories, however, the written word cannot convey a sense of faith in God the way an oral version of the story can. For this reason the editors of the ECC made a conscious decision to ask teachers to engage the Bible stories for themselves as they prepare to tell them to children.

Many people feel inadequate when it comes to telling stories. The purpose of this workshop is to help teachers understand the basic principles of telling a story and to gain confidence in telling a story to a group.

Copy the charts on the following page.

## The Workshop

As participants arrive, invite them to examine the following outline. When all have arrived, begin with prayer.

I. Outline the following on newsprint or chalkboard and discuss:

Indispensable ingredients for effective storytelling are **Telling skills**. Some telling skills to practice:

- *Inviting your listeners.* Suspend ordinary time and enter a special place together. Consider the setting—the gathering place the mood—the sights and smells, and the expectations—the ritual invitation to open the imagination and join together on a story journey.
- *Knowing the facts and order of a story.* Storytellers shape their stories, pacing and punctuating to captivate their listeners. Imagine a shape for every story, and let that shape guide the telling. Listeners expect a beginning, a middle, and an end.
- *Describing people, places, and events from the eye of your imagination.* As the story unfolds, describe these details so that the listeners will see them just as you do: faces, ways of speaking, clothing, towns, roads, interiors of houses, and the like.
- *Capturing the climax or high point of an event in words that evoke a response from listeners.* Consider gestures and facial expressions that will best serve your intent. Convey reactions of joy, sorrow, surprise, or disappointment with specially chosen words and phrases.

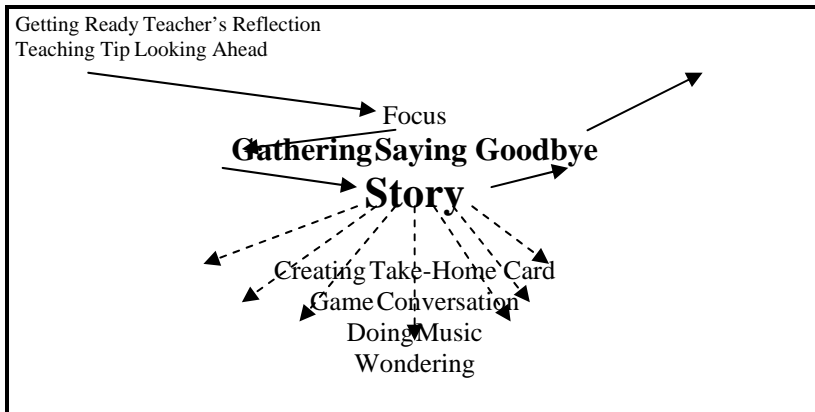
II. Engage teachers in a discussion of storytelling experiences. Begin by asking pairs of participants to tell each other about a memorable event. Point out that they just told a story. Share how the stories included the elements of a story.

III. Assign a passage from Scripture, such as the Parable of the Lost Sheep or the Prodigal Son. Using the Storytelling Worksheet, outline the key aspects of the story. Invite teachers to practice telling the stories to each other and the entire group.

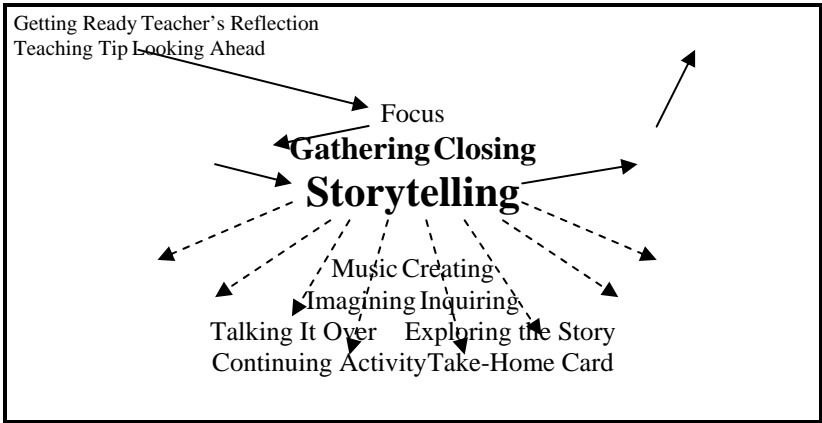
Close with prayer.

## Workshop Charts

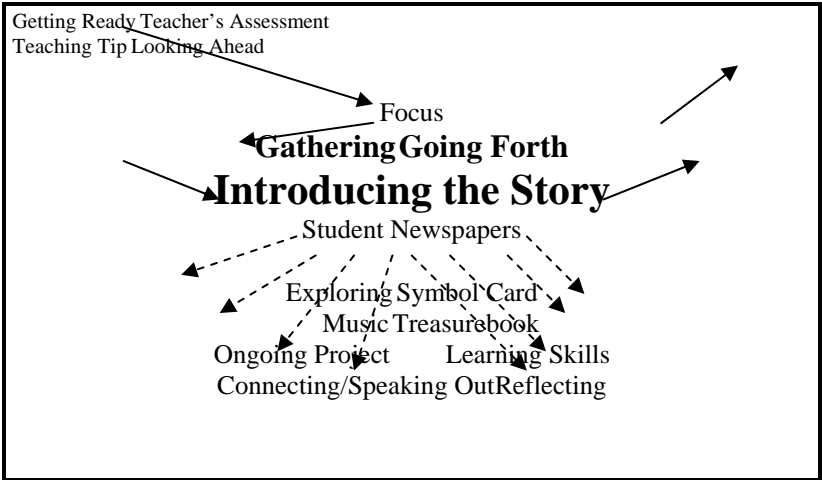
STORY WORKSHEET	<b>The Facts</b>	<i>Special Effects</i>	<i>Moods and Moments</i>
<b>WHO</b>			
<b>WHAT</b>			
<b>WHEN</b>			
<b>WHERE</b>			
<b>WHY</b>			



Preschool/  
Kindergarten



**Primary**



**Intermediate**

## INTERGENERATIONAL EVENTS

Under the label Intergenerational Activities, church educators and program planners have rediscovered the virtues of “one-room” education. Potluck suppers, hymn-sings, Pentecost parties, story times and movie showings, greening the church, meal preparation for soup kitchens, house repairs, and outings for senior citizens—all these invite the participation of people of all ages.

Intergenerational events mix the energy and enthusiasm of youth with the wisdom and grace of older people. All participants can experience the stories and/or activities at their own level, at the same time learning from each other. Intergenerational events help us to see familiar things in new ways and new things in old contexts. These events need not be elaborate and can provide a welcome change from routine schedules. Intergenerational events can be a one time event or a series of activities over a period of two to four weeks.

First, decide on the purpose of the event. Will it celebrate a specific Holy Day, or introduce a new season of the Church year? The following example is for the celebration of the Day of Pentecost.

Where will the event be held? A parish hall, an outdoor space, or several rooms in the building?

How many people are expected? The number of people will determine the number of activities and the number of persons who will be accommodated at each activity. There should be more spaces than the number of attendees to allow for choice and those who just show up. For example if there will be fifty people, you will need approximately twelve different activities with space for five people to work at each one. If families are to work together or if people will work in pairs, less space will be needed.

Provide activities that all ages will enjoy. Almost everyone likes to create things with their hands, while very few will enjoy listening to a fifteen to twenty minute verbal presentation. Once the number of activities and themes are decided, determine the amount of materials needed for each one.

Invite a team of people to set up the centers and be present to help participants with instructions or materials. These individuals can then help with the gathering of materials at the end of the time period.

Write out the instructions for each activity center and provide copies for the participants. These can be placed at each center or provided for the whole event. Use words as well as pictures so that young children may understand the directions, too.

Use the suggested activities in the ECC to adapt to the event or to inspire new and expanded ideas. Choose from the nine sessions on All Saints’, Epiphany, or Pentecost. Combine the activities for Advent/Christmas or Lent/Easter to create a two- or four-week program.

Invite all members of the parish to an event based upon what the children have learned about baptism or Eucharist.

## SMALL PARISHES

Christian education in small parishes presents special challenges when resources, space, and volunteers are limited. Usually one or two dedicated persons take on the work of educating the children, teaching scripture, and nurturing faith—often without being directly conscious of what is happening.

The editors of the ECC have kept the large number of small parishes in mind as we created the materials for use in Episcopal churches.

- First, the materials were developed with broadly graded classes for a variety of situations.
- Second, the cost has been kept low and the materials are undated. Once you purchase the basic materials you will not have to buy them again. Everything needed is included in the Teacher's Guide. Activities often refer to supplemental materials, but it is not essential to have them.
- Third, when using the materials at any age level, enough choices are offered to provide activities for all types of learning styles and abilities.
- Fourth, most of the activities do not require large numbers of students to complete them. Teachers fortunate to have one to one ratio of teacher to student will be able to share the learning experience just as effectively using the ECC.
- Fifth, small parishes often have limited time for Christian education. The sessions in the ECC can take as little as twenty minutes for the essential Gathering, Story, and Closing.

## Mixed-Age Groups

For many congregations, where there may be only a few families with children of church school age. Or a growing parish or mission may find the numbers of children are unevenly distributed across age levels—with many preschoolers and only two or three learners in Grades 4-6. Mixed-age groups are a practical necessity in these situations.

When a class group spans one or more age levels of the Curriculum, which level should be used? Consider both the teacher and learners in making the decision. Count and group the learners. The most desirable groupings for mixed ages combine children whose developmental capacities and learning styles are similar. If most are primary, preschool, or intermediate-age, purchase the ECC level that matches the developmental/age level of the majority of the group. If this does not result in a clear-cut decision, consider choosing the Primary level materials and adapting them for preschoolers and intermediates. Remember that, in general, most teachers will find it less complicated to simplify material for younger learners than to locate and design more sophisticated activities for older learners.

Mixed-age groups offer special opportunities as well as challenges for both teachers and learners. Two key concepts for teachers to consider when working with children of varied ages in the same group are:

### **The learners' emerging skills and capabilities:**

Students themselves are aware of the varying levels of skill present among the groups to which they belong. Teachers can set the tone in a group by recognizing the value of every learner's effort and contribution. Teachers who praise learners truthfully affirm for children the value of their work. The message to be conveyed is simple: It is quite all right to be growing and trying and learning in different ways.

When teaching, think about how the youngest and oldest within the group handle various activities. Note the wide variations in the students' interests and gifts. With this range in mind, plan varied approaches to the class meetings. Ask: What is likely to have maximum appeal with this particular group?

For example, an art activity may appeal to all ages if there is latitude for process, product, and interpretation. Placemats can provide preschoolers with a canvas for fingerpainting; primary-age learners with a project/product they can take home and use at dinner with their families; and

intermediates with a doodle page on which to add symbols, phrases, or pictures they have created.

### **The necessity for family-style social interaction:**

Probably the most effective approach for handling group interaction for students of widely varying ages is to assist them in learning to be helpful to one another. At times, older children can assume leadership roles—sharing their skills with younger ones. At other times, they will work individually, or rotate personal time with teachers. Give-and-take with siblings and parents provides a familiar and accessible model for managing in small, mixed-age groups.

## **Learning Centers**

Using learning centers is another way of dealing with small numbers of students and limited teacher time. Choose several activities for each session from different levels of the ECC or from one session. Write the directions on the inside of a file folder, or if children are non-readers record the directions on a tape recorder. Place the directions and the necessary materials at a workspace, this can be a table, a corner of the room, or a small rug on the floor. Students can work at each center.

Learning centers work well when there is a common theme such as baptism or Creation. You will need a few more work spaces than the number of students in the class. This allows for students to have a choice of where they will go next once they have completed the work at any one station. When the session is over, simply pick up the materials with the instructions and store them together for future use.

## **Intergenerational Activities**

For small congregations, intergenerational activities offer a workable solution to the question of allocating leaders' time and resources, and the sometimes perplexing problems of meeting the needs of varied groups of learners.

Celebrations of major feast days and special parish days are most successful when all ages are involved together in the activities. The seasonal liturgical plan of the *Episcopal Children's Curriculum* is compatible with congregational plans for intergenerational celebrations. Within each unit, the session outlines keyed to principal feast days and celebrations contain activity suggestions that can be adapted and incorporated easily into intergenerational programs. Each year's material, at all age levels of the Curriculum, includes one or more sessions targeted for use at particular points in the Church Year: All Saints (1), Advent/Christmas (4), Epiphany (1), Lent/Holy Week (3), Easter (2), and Pentecost (1).

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