ELEMENTS OF A CORE CURRICULUM FOR CHILDREN

PURPOSE STATEMENT
The primary purpose of a core curriculum is to ensure that we provide for children the tools they will need to increasingly identify themselves as children of God and to be in ministry as Christians—both now and throughout their lifetime journeys.

THE TASK
Providing such tools for children is not a simple task, for the needs of children vary according to their circumstances and experiences. The needs of children are multicultural; they are economic; they are related to time and place and circumstances. The needs of children differ according to their learning styles, their abilities, and their individual stages of physical, mental, and spiritual development. And most of all, the needs of children are always growing and changing.

In addition, we must remember that the needs of children cannot be met without also providing for the needs of the adults who nurture children—parents, teachers, pastors, and the entire congregation.

OBJECTIVES
As children study the core curriculum from infancy to age twelve, there are some general objectives to keep in mind for the children as well as for the adults who work with them.

Children will

• Experience the awe and mystery of God’s love, especially as experienced through Jesus Christ; identify themselves as children of God, the recipients of that love; and respond to that love by commitment to God through Jesus Christ within the community of faith.

• Know the Bible and make its stories, people, passages, and verses a part of their lives.

• Learn skills for using the Bible so that its message can be accessible to them.

• Experience the faith community through the worshiping and serving life of the church, especially within their local congregations, and also connecting with persons of faith both past and present.

• Grow in discipleship, exploring the calls of God, the teachings of Jesus, and the witness of the church as they participate in worship and other spiritual disciplines, decision making, service, and witness.

• Address with the riches of the faith the life issues that concern them and those who care about children.

• Value the diversity among persons, recognizing the contributions that the variety of gifts, cultures, and physical abilities make to the community.
Parents will
• Find help for their own faith and life skills, empowering them to model and speak about their faith with their children.

Teachers will
• Be nurtured in the Christian faith, enabling them to grow in faith and in their ability to model and speak about their faith, especially with children.
• Be equipped with the skills and understandings needed to teach effectively.

Pastors and congregations will
• Recognize children as an integral part of a vital community of faith and value their participation in worship, mission and service, and fellowship as well as in the specific settings of children’s ministries.

All adults will
• Be advocates for children in the communities and world in which they live.

GENERAL AREAS OF CONTENT
Perhaps the best general description of the elements of a core curriculum that will equip children as they grow in Christian faith can be found in several specific content areas.

The Bible—its stories, people, passages, and verses; the message of the Bible as a whole; the life, death, and resurrection of Jesus; and skills for using and understanding the Bible.

The Church—its beginnings; the heritage of our denomination; its practices of worship; its sacraments; its call to service, mission, and outreach; and the relationships found in the community of faith.

Christian Identity—commitment to God; commitment to Jesus Christ; commitment to the church; commitment to the practice of spiritual disciplines; and commitment to one’s own ministry.

Christian Living—self-esteem based on knowing oneself to be a child of God; relationships with others and with the natural world; ethical decision making; coping with difficulties; and the skills of critical thinking.

SPECIFIC LEARNINGS AND EXPERIENCES FOR GROWING IN THE FAITH
In order to create a more complete picture of what core curriculum is, we can identify some of the specific knowledge, skills, relationships and experiences, and attitudes and values that children need in order to experience God’s grace, recognize themselves as children of God, and discover their calling as ministers of the Christian faith in their families, schools, churches, communities, and world.

KNOWLEDGE
• Bible stories (See Attachment B.)
• Bible passages and verses (See Attachment C.)
• Faith heritage, which includes stories of the history and development of the Christian church, stories from their denominational heritage, and stories from the development of their own congregations
• Language of the faith, including not only special words, but symbols, images, and concepts (See Attachments D, E, and F.)
• The story of Jesus’ life, death, and resurrection
• The elements of worship (sacraments, music, and so on.)
• The familiar hymns of the church

**Note:** Symbols, images, and concepts are difficult to separate into categories. However, symbols may be items that create images to remind children of important concepts. For example:
- Symbol—Basin
- Image—Washing Feet
- Concept—Servanthood

### SKILLS
- Coping skills
- Bible-use skills, such as being able to find books, chapters, and verses
- Decision making

- Skills in using Bible-study tools, such as atlases, concordances, and dictionaries
- Prayer

### RELATIONSHIPS AND EXPERIENCES
- Relationships with loving, caring adults who help them experience trust
- Parents, teachers, and other adults who speak about their faith and model faithful living
- Positive relationships with their peers
- Baptism
- Caring support of a Christian congregation
- Experiences of being nurtured
- Self-esteem
- Participation in acts of service
- Opportunities to help others
- A sense of belonging
- Being forgiven and forgiving others

- Acceptance and participation in the community of faith
- Prayer
- Commitment (to God, to Jesus Christ, to the church, to one’s own ministry)
- Awe and mystery of God’s love
- Awe in the experience of God’s creation
- Decision making
- Christian living in response to Christian learning
- Experiences of the reality of living in a multicultural world
- Opportunities to be creative
- Giving
ATTITUDES AND VALUES

• Self-esteem
• Identity as a child of God
• Reverence for God’s world
• A sense of responsibility for the natural world
• Value for the diversity among persons
• Respect for the rights of others
• An understanding that God expects us to act toward others in fair, kind, and loving ways

• Awareness that God is with us wherever we are
• Knowing that we are called to be followers of Jesus
• Recognition that the Bible is God’s Word
• Belief that every person is important to God
• Concern for meeting human needs
• Christian attitudes and values reflected in responses to a variety of contemporary discipleship issues (See Attachment G.)

AGE-LEVEL LEARNINGS AND EXPERIENCES FOR GROWING IN THE FAITH

Another way to look at the learnings and experiences that help children grow in the faith is to examine how children progress from one age level to the next. However, it is important to remember that children do not actually develop faith in such a linear manner.

The process of faith development is much more like a spiral, with each new concept developing from those learnings and experiences that came before. It is necessary, therefore, when we talk about faith development at various age levels to remember that the process of faith development is cumulative and that faith develops in a variety of ways for different children.

As we consider the spiral nature of learning and experience, we discover that children need to experience the same Bible stories and concepts at several different stages of their faith journeys. Every time they hear a Bible verse or story, they will bring with them new experiences and needs and maturity and take away with them new understandings. We must constantly remind ourselves that any linear listing is simply an attempt to record in words a process that is not clearly defined and which does not occur according to a defined pattern. We must avoid the pitfall of defining a complicated process in simplistic terms.

The lists on Attachment A are therefore limited. They describe in some ways the learnings and experiences that are essential for children at various stages of growth. However, no list can accurately identify the needs of all children, nor can any list define the process of faith development for any one child. The listing must always be used with its limits clearly defined.

(See Attachment A.)
SOME LEARNINGS AND EXPERIENCES FOR GROWING IN THE FAITH

INFANTS AND TODDLERS

For Developing Faith Foundations
Infants and toddlers need
• to have attractive, safe space that encourages personal development and awareness of others
• to have loving, caring adults who help them experience trust
• to know that others love them and that they can love others
• to recognize that they can use their senses to explore and learn about God’s world
• to develop self-esteem and to know that they are worthy of love and care

For Knowing the Bible and Our Faith Traditions
Infants and Toddlers need
• to enjoy hearing words and stories from the Bible

For Relating to God and the Church
Infants and toddlers need
• to feel that the church is a good place to be, a place where people love and care about them
• to feel glad that they belong in a family and to a church
• to have opportunities to join with others in praising and thanking God
• to develop the sense that God is always with them

For Relating Faith to Daily Living
Infants and toddlers need
• to hear people talk about God, Jesus, and the Bible during the week as well as on Sunday
• to have opportunities to show love to family and friends
• to become aware of their increasing ability to take part in God’s world
• to learn to deal with anger, frustration, and conflict
TWO-YEAR-OLDS

For Developing Faith Foundations
Two-year-olds need
• to have attractive, safe space that encourages personal development and awareness of others
• to have loving, caring adults who help them experience trust
• to be guided in respecting others’ rights and in being friends
• to have basic love expressed through gentleness blended with sufficient firmness
• to know that God cares for plants, animals, and birds

For Knowing the Bible and Our Faith Traditions
Two-year-olds need
• to recognize the Bible as a special book with special significance
• to associate the name Jesus with pictures and with the Bible
• to hear Bible stories and to be shown where those stories are in the Bible
• to hear that God loves them

For Relating to God and the Church
Two-year-olds need
• to observe parents and teachers pray, read the Bible, and talk about God and their own faith
• to experience trust in others that will later serve as a foundation for trust in God
• to offer thanks to God by saying brief prayers and by placing offerings in a collection plate
• to experience faith through baptism and the care of the congregation
• to know that people gather at church to worship and thank God
• to develop a sense of belonging at church and as a child of God
• to experience God’s love through teachers
• to know that church people love and care for them

For Relating Faith to Daily Living
Two-year-olds need
• to hear people talk about God, Jesus, and the Bible during the week as well as on Sunday
• to see pictures in church classrooms of children’s daily experiences
• to hear teachers and parents pray for food and other daily needs
• to hear about God’s plan for children to grow, and to become aware of ways they are growing and new things they can do
THREE- AND FOUR-YEAR-OLDS

For Developing Faith Foundations
Three- and four-year-olds need
• to be with caring adults who model Christian attitudes and behaviors
• to have their feelings and actions accepted
• to be forgiven when they do not meet adult expectations
• to be guided to play and cooperate with others

• to develop their own abilities and express their own identity as unique children of God and in relationship to others
• to be offered opportunities to make choices and decisions within safe boundaries
• to have adult interaction as they play

For Knowing the Bible and Our Faith Traditions
Three- and four-year-olds need
• to handle the Bible and see others read from it
• to sing, move to, and say Bible verses, especially from the Psalms and the Gospels
• to be introduced to the Lord’s Prayer

• to hear simple, clear stories from the Bible, especially stories that emphasize the goodness of God, thanksgiving to God, the Christmas story, the love of Jesus for children, and Jesus as a friend and helper

For Relating to God and the Church
Three- and four-year-olds need
• to learn simple prayers
• to be encouraged to give their own offering to God and to the church
• to develop a sense of belonging at church and as a child of God

• to experience God’s love with family and friends
• to have accepting adults who are willing to hear their many questions about God, life, death, and crises
• to experience wonder and awe at God’s world

For Relating Faith to Daily Living
Three- and four-year-olds need
• to hear stories about loving service to others
• to see adults and older children participating in acts of service
• to participate in loving service by sharing food and money, and by making things for others
• to hear teachers and family members pray about people and situations outside the classroom

• to use Sunday school take-home items during the week
• to participate in activities that show care and appreciation for God’s world
• to see evidence that God is important in the daily lives of caring adults
• to learn to understand and express their feelings
FIVE- AND SIX-YEAR-OLDS

**For Developing Faith Foundations**
Five- and six-year-olds need
• to develop and express their own identity as individuals and in relationship to others
• to be guided in playing cooperatively with other children without fighting
• to practice decision making through optional activities
• to develop a sense of stewardship by placing an offering in the offering plate, helping to put materials away in the classroom, and seeing parents give time and money to the church
• to be surrounded by adults (teachers and parents) who have developed satisfying relationships
• to hear words such as *God, Jesus, faith, love,* and *Holy Spirit*
• to be surrounded by adults who are comfortable talking about their faith and who live out their faith

**For Knowing the Bible and Our Faith Traditions**
Five- and six-year-olds need
• to recognize the Lord’s Prayer, Doxology, and other commonly used aspects of our faith tradition
• to hear stories of Bible people who lived as God wanted them to live, particularly stories that relate Jesus’ teachings

**For Relating to God and the Church**
Five- and six-year-olds need
• to hear short stories about the church today and in the past
• to participate in Holy Communion with parents or other caregivers and to be present in worship when the sacraments are observed
• to be introduced to symbols of tradition such as the cross, the United Methodist symbol, a baptismal font, and the Advent wreath
• to be surrounded by teachers who apply the biblical message to present situations

**For Relating Faith to Daily Living**
Five- and six-year-olds need
• to be surrounded by people who have experienced grace—for example, Sunday school teachers who are warm, loving individuals
• to experience prayer: seeing and hearing parents and other adults praying; participating in family and classroom prayer; and perceiving that prayer is good, helpful, and important
• to use Sunday school take-home items as reminders during the week
• to practice appreciating and caring for God’s world
• to have opportunities for learning about and accepting persons of other ethnic backgrounds
SEVEN- AND EIGHT-YEAR-OLDS

For Developing Faith Foundations
Seven- and eight-year-olds need
• to plan and carry out both group and individual activities

• to be guided in dealing with classroom situations in ways that are Christian

• to investigate and experiment and explore

• to be given responsibility in helping to care for the classroom and class environment

• to hear stories about and have experiences with persons who are different from them

For Knowing the Bible and Our Faith Traditions
Seven- and eight-year-olds need
• to recognize the two main parts of the Bible—the Old Testament and the New Testament

• to know the names of the books of the Bible used most frequently in their class and, as they become more skilled, how to locate them in the Bible

• to hear stories from the Bible

• to repeat the Lord’s Prayer with others

• to hear a simple explanation of the sacraments

• to hear stories of people who have helped the church come to us

• to use Bibles at home as well as at church

• to have opportunities to retell simple Bible stories they have heard several times

For Relating to God and the Church
Seven- and eight-year-olds need
• to participate in corporate worship

• to pray their own prayers in class and at home

• to be with adults who are open to children’s questions about God even if adults say they don’t know the answers

• to have the understanding of adults who know children can experience more of God than they can express verbally

• to learn some of the songs and hymns of the church and feel a part of congregational worship

For Relating Faith to Daily Living
Seven- and eight-year-olds need
• to be encouraged to consider the rights of other children and family members

• to participate in service projects appropriate to their age levels and abilities

• to be reminded that God expects us to love everyone, including our enemies

• to relate the joys and concerns of daily living to Bible teachings through visual aids, activities, stories, and discussions

• to learn simple key Bible verses to think about during the week
NINE- AND TEN-YEAR-OLDS

For Developing Faith Foundations
Nine- and ten-year-olds need
• to plan and carry out both group and individual activities

  • to be guided in developing and practicing thinking skills

• to be guided in dealing with classroom situations in ways that are Christian

  • to develop a sense of belonging to the faith community

• to be given responsibility in helping to care for the classroom and the class environment

  • to participate in meaningful ways in the worship and work of the congregation

• to hear stories about and have experiences with persons who are different from them

  • to share with faith friends of various age levels

• to investigate, experience, and explore their faith

  • to be able to affirm self as a child of God

For Knowing the Bible and Our Faith Traditions
Nine- and ten-year-olds need
• to memorize and explore the meaning of important Bible verses and passages such as the Lord’s Prayer

  • to use the Bible at home as well as at church

• to hear an explanation of the sacraments

  • to hear and explore the meanings of Bible stories

• to learn how to participate in the sacraments

  • to learn and to use some of the most used hymns of the church

• to have their own Bibles and to learn how to use the Bible

  • to learn to use age-level-appropriate study tools such as a concordance, an atlas, and a Bible dictionary

• to learn the names of the books of the Bible and to be familiar with the various kinds of books in the Bible

  • to learn about how The United Methodist Church started and some of its history

For Relating to God and the Church
Nine- and ten-year-olds need
• to participate in corporate worship

  • to have a sense of belonging to both the local church and the larger faith community

• to pray their own prayers in class and at home

  • to find guidance for disciplines of prayer and Bible reading

• to be with adults who are open to children’s questions about God, even if adults say they don’t know the answers

  • to learn the importance of obedience and responsibility in the covenant relationship with God

• to have the understanding of adults who know children experience more of God than they can express verbally

  • to hear and talk about the meaning of church membership
For Relating Faith to Daily Living
Nine- and ten-year-olds need
- to be encouraged to consider the rights of other children and family members
- to participate in service projects appropriate to their age levels and abilities
- to relate the joys and concerns of daily living to Bible teachings through visual aids, activities, stories, and discussion
- to be reminded that God expects us to love everyone, including our enemies
- to learn key Bible verses to think about during the week
- to hear and discuss stories of ways others live out their faith in various circumstances
- to be guided and assisted in practicing spiritual discipline
- to identify and express attitudes, ideas, and feelings about unfairness, injustice, and social evil
- to be given concrete suggestions and opportunities for ways to be in discipleship

Eleven- and Twelve-Year-Olds

For Developing Faith Foundations
Eleven- and twelve-year-olds need
- to develop a sense of belonging to the faith community
- to participate in meaningful ways in the worship and work of the congregation
- to share with faith friends of various age levels
- to be able to affirm self as a child of God
- to be guided in developing and practicing thinking skills

For Knowing the Bible and Our Faith Traditions
Eleven- and twelve-year-olds need
- to learn the names of all the books of the Bible
- to use the Bible in study and worship
- to learn to use age-level-appropriate study tools such as a concordance, an atlas, and a dictionary
- to learn how the Bible came to be
- to become acquainted with different translations and versions of the Bible
- to use and understand creeds and hymns used most frequently in their church worship
- to know various kinds of writings in the Bible
- to explore Bible stories in historical context
- to learn about the history and teachings of The United Methodist Church
- to increase and use vocabulary related to the Christian faith
- to have their own Bibles
For Relating to God and the Church
Eleven- and twelve-year-olds need
• to be guided in making a commitment to God through Jesus Christ
• to have a sense of belonging to both the local church and the larger community of faith
• to be guided in understanding the meaning of church membership
• to verbalize experiences and questions about God and faith, including doubts

• to find guidance for disciplines of prayer and Bible reading
• to see Christian growth as a lifelong process
• to learn the importance of obedience and responsibility in the covenant relationship with God

For Relating Faith to Daily Living
Eleven- and twelve-year-olds need
• to hear and discuss stories of ways others live out their faith in various circumstances
• to grow in their understanding of the relationship between the Bible message and their own relationships with God
• to be guided and assisted in practicing spiritual discipline
• to identify and express attitudes, ideas, and feelings about unfairness, injustice, and social evil
• to clarify and develop their sense of right and wrong in light of Christian faith

• to serve with others in the community and world
• to struggle with moral and ethical issues in light of Christian faith
• to be given concrete suggestions and opportunities for ways to be in discipleship
• to explore the meaning of commitment to God through Jesus Christ
• to grow in their understanding of the meaning of membership in the church
Bible Stories Every Child Should Experience

OLD TESTAMENT

Creation

Noah

Stories of the Patriarchs
Abraham and Sarah
Isaac and Rebekah
Jacob and Esau
Joseph

The Exodus
Slavery in Egypt
Moses and Miriam
Passover
Crossing the Red Sea
The Giving of the Ten Commandments
at Mt. Sinai
Wandering in the Wilderness

Entry Into the Promised Land

Judges

The Monarchy
Hannah
Samuel
Saul
David and Jonathan
David as King
Solomon and the Building of a Temple

The Division of the Kingdom
Fall of Israel
Fall of Judah

Prophets
What Is a Prophet?
Nathan
Elijah
Elisha
Amos
Hosea
Isaiah
Micah
Jeremiah
Huldah
Others as Appropriate

The Exile

The Return From the Exile
Ezra
Nehemiah

Stories, Songs, and Sayings
of the Old Testament
Jonah
Proverbs
Ruth
Esther
Daniel

Psalms
NEW TESTAMENT

The Birth of Jesus
- The Annunciation
- Mary and Joseph
- Mary and Elizabeth
- Elizabeth and Zechariah
- Shepherds
- Wise Men
- Simeon and Anna

The Life of Jesus
- Jesus’ Visit to the Temple at Twelve
- John the Baptist
- Baptism
- Jesus’ Temptations
- Jesus Declares His Ministry in the Synagogue
- The Disciples
- Jesus and the Children
- Zacchaeus
- Nicodemus
- Healing Stories
- Miracle Stories
- Feeding the Multitude
- Palm Sunday
- Holy Week
- Driving the Money Changers
  - From the Temple
- The Last Supper
- Judas’s Betrayal
- Jesus’ Arrest and Trial
- Peter’s Denial

The Death and Resurrection of Jesus
- The Crucifixion
- The Resurrection
- The Appearance to Women at the Empty Tomb
- The Appearance to the Men on the Road to Emmaus
- The Appearance in the Upper Room
- The Ascension

Pentecost
- The Holy Spirit

The Early Christian Church
- Living Together in Community
- Choosing of the Seven Helpers
- Stephen
- Philip and the Ethiopian
- Peter
- Peter and Cornelius
- Barnabas
- Lydia
- Dorcas
- Timothy
- Priscilla and Aquila

Paul
- Conversion
- Missionary Journeys
- Paul’s Letters

The Teachings of Jesus
- The Sermon on the Mount
- The Parables
- The Lost Coin
- The Sower
- The Good Samaritan
- The Prodigal Son
- The Lost Sheep
- The Lilies of the Field
- The Pharisee and the Tax Collector
- The Mustard Seed
# Bible Passages and Verses
## Every Child Should Be Familiar With

## OLD TESTAMENT

<table>
<thead>
<tr>
<th>Passage</th>
<th>Reference</th>
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<tbody>
<tr>
<td>Genesis 1:1</td>
<td>Isaiah 9:6</td>
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<td>Genesis 1:31</td>
<td>Micah 6:8 (What God Requires)</td>
</tr>
<tr>
<td>The Ten Commandments</td>
<td>Psalm 8</td>
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<td>The Shema</td>
<td>Psalm 23</td>
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<td>Numbers 6:24-26</td>
<td>Psalm 100</td>
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<td>Ecclesiastes 3</td>
<td>Psalm 121</td>
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## NEW TESTAMENT

<table>
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<tr>
<th>Passage</th>
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<tbody>
<tr>
<td>The Golden Rule</td>
<td>Body of Christ</td>
</tr>
<tr>
<td>John 3:16</td>
<td>“Let the little children come to me ...”</td>
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<tr>
<td>The Beatitudes</td>
<td>Luke 2:13-14 (Angels’ song to the shepherds)</td>
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<tr>
<td>The Sermon on the Mount</td>
<td>Luke 2:52 (Jesus increased in wisdom ...)</td>
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<tr>
<td>The Lord’s Prayer</td>
<td>Luke 22:42; Matthew 26:39 (“Not my will but yours be done.”)</td>
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<tr>
<td>The Great Commandment</td>
<td>“Do this in remembrance of me.” (Luke 22; 1 Corinthians 11)</td>
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<tr>
<td>1 Corinthians 13 (The Love Chapter)</td>
<td>Matthew 28:18-20 (“Go ... make disciples.”)</td>
</tr>
<tr>
<td>The Great Commission</td>
<td>1 John 3:11 (Love one another.)</td>
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<tr>
<td>The Magnificat</td>
<td>1 John 4:7, 19 (Love is from God.)</td>
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<td>Gifts of the Spirit</td>
<td>The Lord’s Prayer (Matthew and Luke)</td>
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<td>Fruit of the Spirit</td>
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<td>Jesus, the Good Shepherd</td>
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# Language of Faith That Children Should Know

## Christian Year
- Advent
- Christmas
- Epiphany
- Lent
- Holy Week
- Palm Sunday
- Good Friday
- Easter
- Pentecost

## Worship
- Sacraments
- Baptism
- Holy Communion
- The Lord’s Supper
- Praise
- Prayer
- Intercession
- Thanksgiving
- Offering

## Names for Jesus
- Lord
- Messiah
- Christ
- Emmanuel
- Savior
- Shepherd
- Son of God

## Old Testament Concepts and Words
- Image/Likeness
- Creator
- Blessing
- Sabbath
- Prophet
- Shalom
- Temple
- Monotheism
- Law of Moses
- People of God

## General Theological Concepts and Words
- Good News
- Disciple
- Apostles
- Christians
- Evangelism
- Conversion
- Sin
- Eternal Life
- Faith
- Reconciliation
- Repentance
- Justice
- Incarnation
- Ministry
- Servanthood
- Hope
- Trust
- Truth
- Sacrifice
- Symbol
- Community
- Hell

- Gospel
- Discipleship
- Body of Christ
- Church
- Missionaries
- Grace
- Salvation/New Life
- Commitment
- Child of God
- Covenant
- Forgiveness
- Peace
- Kingdom of God
- Servant/Service
- Love
- Joy
- Holy
- Obedience
- /Disobedience
- Miracle
- Neighbor
- Heaven
- God’s Word
Images Children Should Be Familiar With

Made in the Image of God
Community of Faith
Family of God
Body of Christ
Journey
People of God
The Good Shepherd
Global Community
Going Into All the World
Light of the World

Child of God
Salt of the Earth
Walking With God
Suffering Servant
Exodus
Exile
Breaking Bread Together
Washing One Another’s Feet
Followers of Jesus
Love of God

Symbols Children Should Be Familiar With

Cross
Cross and Flame
Dove
Cup and Loaf
Grapes and Wheat
Water
Baptismal Font
Rainbow
Palm Leaves
Basin and Towel
Empty Tomb
Lily
Butterfly
Fish
Candles
Advent Wreath
Star
Eggs
Tongues of Flame
Sheep/Shepherd
Lamb of God

Chi Rho
Alpha and Omega
IHS
Trinity Symbols
Rooster
Communion Table
Altar
Offering Plates
Liturgical Colors
Ark of the Covenant
Noah’s Ark
Burning Bush
Blood of the Lamb
Hands in Prayer
Church Building
Manger
Wise Men
Crown
Crown of Thorns
Open Bible
# Contemporary Discipleship Issues That Children Deal With

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<td>Multicultural Issues</td>
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<td>Family Relationships</td>
<td>Living in Peace</td>
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<td>Being Called by God</td>
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<td>Development of One’s Own Unique Gifts</td>
<td>Evangelism</td>
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<tr>
<td>What It Means to Be a Christian</td>
<td>Witness</td>
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<tr>
<td>What It Means to Be the Church</td>
<td>Self-esteem</td>
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<tr>
<td>Persons With Handicapping Conditions</td>
<td>Justice</td>
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<tr>
<td>Stewardship</td>
<td>Homelessness</td>
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<tr>
<td>Ecology and Environment</td>
<td>Hunger</td>
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<tr>
<td>Decision Making</td>
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