



**Episcopal
Relief & Development**

Healing a hurting world

**The Abundant Life Garden Project:
A Program for Children of the Episcopal Church**

Session Four
Animals

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Notes for Parents and Teachers

By Cynthia Coe

Talking about animals with children can be fun. Children's art and literature are filled with cute images of piglets, ducks, fuzzy yellow chicks, lambs, and goats. This module, based on the role of animals in human life, will likewise be fun. Images provided in Episcopal Relief & Development's Gifts for Life catalog will undoubtedly evoke smiles and exclamations of "How cute!" Discussion of the role of animals in fertilizing soil with manure will surely evoke smirks and giggles.

The role of animals in contributing to human life is nonetheless a serious one. Animals play a vital role in transferring light from the sun into food consumed by humans. Plants, through the process of photosynthesis, use the sun's energy to convert inorganic compounds to rich organic material. Animals then eat these plants and "convert" them to nutrient-rich manure. This manure provides excellent organic fertilizer to the soil and enables the soil to retain more water and nutrients. Earthworms then play their part in the creation of fertile soil by mixing organic material into the soil, breaking down rocky material into new soil and opening the soil structure for aeration and drainage.

Many other animals also play vital roles in the human food supply. Bees and other insects play a vital role in human food production through pollination of flowering and seed-producing plants, such as the fruits and vegetables we eat. Animals such as horses, donkeys and oxen work very hard in many parts of the world to plow the earth, run machinery and haul supplies to farms and produce to market.

Animals provide important sources of protein to humans through milk, cheese, and eggs. Meat is also an important contribution of animals, though this curriculum will focus on non-sacrificial elements of animal life. Many young children may be disturbed by images of butchery involved in meat production, so we highly recommend focusing on dairy products and other "vegetarian" aspects of animals' gifts to us. Older children may bring up the topic of meat; we recommend acknowledging but not dwelling on this topic if it is brought up in your group.

Adults using these materials might, however, consider the sacrificial element of farm animals as symbols of the sacrificial life of Christ. Images of Christ as a "sacrificial lamb" abound in the New Testament, as do the images of animals as symbols of sacrifice to God in the Old Testament. The idea of taking a valuable source of life and giving it wholeheartedly to God is an ancient and enduring image in Christian theology. In our sacrament of Holy Eucharist itself, we see the image of Jesus Christ offering himself as a sacrifice to God for our sake. As well, we seek through the Baptismal Covenant to serve Christ in all persons with love, often sacrificing our own needs and desires for the benefit of others.

Many animals do give their lives to provide meat, protein and life to those of us who eat meat. As we drink milk, eat eggs, wear wool socks, snuggle under a down comforter or even eat a hamburger, we might consider the life-giving sacrifice of animals in our lives and see them as examples of energy, labor and life itself given for the benefit of others.

Though we might not be called upon to literally give our lives for others, we can nonetheless serve as vessels for the transfer of Christ's light to others, just as animals transfer sunlight to new plant growth and new life. Like these vessels, we might take the light of Jesus' teachings into our own lives, digest it, produce fertile soil in which the work of the Holy Spirit might flourish, seen or unseen...and ultimately produce new growth and new life, both literally and figuratively, in ourselves and others.

We hope the Animals unit will be enjoyable and enriching for the children in your church. Your feedback and suggestions would be greatly appreciated and will help us serve you better. Please share your experience of the program with us by filling out and returning the survey included at the end of this module. Thank you!



Courtesy of Harvey Wang for Episcopal Relief & Development

The Abundant Life Garden Project

Session Four

Animals

Objectives

This lesson will:

- » Recall or introduce images of animals in the Bible, in the Book of Common Prayer and on our farms and gardens
- » Provide a time of quiet reflection and listening to God in silence
- » Provide children with experiential learning in receiving gifts of animals and in exploring the uses of animals in enabling families to better feed themselves and others, thereby helping to heal a hurting world
- » Motivate children to be a part of seeking and serving Christ in others through the gift of farm animals

Scripture References and Other Sources

- » Exodus 3:1-10, Ezra 1:1-4
- » John 10:14-16, Luke 15:4-6
- » Book of Common Prayer, Holy Eucharist Rite II

- » Episcopal Relief & Development Stories from the Field, “Hatching A Better Profit” and “Raising Buffalo, Growing Wealth”
- » Episcopal Relief & Development Gifts for Life catalog and photos

Materials Needed

- » Copies of Episcopal Relief & Development’s Gifts for Life catalog, available online at www.er-d.org/GiftsforLife or by ordering hard copies at episcopalmarketplace.org (click on Episcopal Relief & Development on the right side of the page). You will need at least one copy per eight children.
- » A large blank writing surface (a large piece of paper, poster boards, or fabric)
- » A supply of all-purpose blank white paper (enough for each child to have three-five sheets)
- » A plentiful supply of crayons, washable markers or colored pencils (at least three-five writing instruments of various colors recommended for each child)
- » At least two Bibles (two or more copies preferable)
- » At least one Book of Common Prayer
- » Printed copies of these Episcopal Relief & Development materials:
 - Story from the Field, “Hatching a Better Profit” (included on page 10 or online at www.er-d.org/stories/programs/HatchingProfit/)
 - Story from the Field, “Raising Buffalo, Building Wealth” (available online at www.er-d.org/PartnershipsJune2010/)
 - The “Just for Kids” page from the Gifts for Life catalog (available online at www.er-d.org/GiftsForLife/7/)

Options for Extended Time Periods

For practical tips and suggestions on each section of this lesson plan, please refer to the following pages of Appendix A, Options for Extended Time Periods (available on the Episcopal Relief & Development website at www.er-d.org/Children). Points at which these options might be added are denoted with an asterisk (*) throughout this lesson plan.

- » Songs*—Page 2
- » Healthy Snacks* Page 9
- » Playtime*—Page 10
- » Planting a Community Garden*—Page 11
- » Share Save Spend*—Page 14

Introduction

The fourth session of The Abundant Life Garden Project focuses on animals, particularly those involved in the cycle of life in farms and gardens.

This unit presents images of farm animals from both the Old Testament and New Testament of the Bible, introduces elements of the Book of Common Prayer to young children, and engages them in linking these stories and concepts to the urgent needs of others near their homes and around the world.

The Plan

For teaching tips and the “hows and whys” for each of the following sections, please refer to the following pages of Appendix B, Teaching Tips, available on the Episcopal Relief & Development website at www.er-d.org/Children.

- » An Invitation to Share and Learn* (children arrive)—Page 2
- » Liturgy of Thanks and Meditative Moments* (group worship and prayer time)—Page 4
- » Engaging and Reflecting* (children work on activities)—Page 8
- » Giving Back to the World* (group projects and closing worship)—Page 11

An Invitation to Share and Learn*

Question of the Day

“What animals help us eat and drink?”

Materials Needed

- » crayons, markers, or colored pencils
- » a large blank writing surface

Activity

- » As children arrive, offer them their choice of writing utensils.
- » Ask them to draw pictures in response to the question **“What animals help us eat and drink?”**
- » Allow as much time as is needed, so that children may all begin group worship and prayer time together.
- » Children may return to this activity as one of their learning center choices.

Litany of Thanks and Meditative Moments*

Ask children to sit in a circle. The leader should also sit in the circle with the children if at all possible.

For a visual focus, pictures of animals from the Gifts for Life catalog might be displayed in the center of the circle. This display may be as simple or elaborate as you wish.

Leader: **The Lord be with you!**

Children and helpers: *And also with you!*

Leader: **Lord, creator of all things, we thank you for the gift of this time together, and for the abundant gift of animals to feed our hunger, quench our thirst and help our plants to grow. Bless us in this time together, and bless those in need of farm animals to feed themselves and others. In Christ's name, Amen.**

Leader: **Now, I will read several prayers about animals. Since all kinds of animals are important gifts in the cycle of life, please respond to each of these prayers with, "We thank you, Lord, for the gift of animals."**

(The leader might ask children to practice "We thank you, Lord, for the gift of animals" before continuing.)

Litany of Thanks for the Gift of Animals

(Leader's prayers are **boldface**; children and others' lines are in *italics*.)

We thank you, Lord, for the gift of animals in our lives. We thank you for cows, pigs, sheep and goats. We thank you for fish, earthworms, ducks, chickens and bees.

We thank you, Lord, for the gift of animals.

We thank you, Lord, for animals that provide wool and feathers to keep us warm and clothe our bodies. We thank you for animals that give us milk, cheese and eggs to help us grow and to keep us healthy.

We thank you, Lord, for the gift of animals.

We thank you for horses, donkeys and oxen that work hard on farms around the world.

We thank you, Lord, for the gift of animals.

We thank you, Lord, for all animals on earth and for their roles in the cycle of life on our planet.

We thank you, Lord, for the gift of animals.

We thank you, Lord, for animals that eat plants and fertilize the soil, making it richer and more fertile for new growth and new life.

We thank you, Lord, for the gift of animals.

We thank you, Lord, for the gift of insects, and especially bees, to pollinate fruit and vegetable plants for us to eat and flowers to give us joy.

We thank you, Lord, for the gift of animals.

We thank you, Lord, for the gift of those who tend flocks and raise animals to provide food and drink. We thank you for the gift of those in the Bible who cared for animals. We thank you for Noah and his family, for Abraham and Sarah and their family, for Moses and for David. We thank you for the animals that gave life and sustenance to those who came before us.

We thank you, Lord, for the gift of animals.

We thank you, Lord, for the donkey that carried Mary to Bethlehem and for the donkey that carried Jesus to Jerusalem. We thank you for the shepherds who were the first to hear the Good News of Jesus. We thank you for the animals in the barn surrounding Jesus as a newborn baby.

We thank you, Lord, for the gift of animals.

We thank you, Lord, for being our Good Shepherd, for seeking us when we are lost, for showing us water to quench our thirst and for leading us to green pastures. Help us to likewise seek those who might be lost and to help lead them as well to clear waters and green pastures.

In Christ's name, Amen.

Meditative Moments

Leader: **Listen to the words of Jesus....**

“I am the good shepherd. I know my own and my own know me, just as the Father knows me and I know the Father. And I lay down my life for the sheep. I have other sheep that do not belong to this fold. I must bring them also, and they will listen to my voice. So there will be one flock, one shepherd.” John 10:14-16

After a moment for children to reflect on the parable just read, ask the following questions:

What does it mean to be a good shepherd?

How might we listen to the voice of the Good Shepherd?

How could we all become one flock?

The leader should close his or her eyes and take deep breaths, in order to model silent meditation for children. For tips and information on the importance of silent time with God and how to lead children in meditation, please see pages 6-7 of Appendix B, Teaching Tips (available at www.er-d.org/Children).

After a minute or more, the leader might ask children to share any thoughts they have about the role of animals in feeding people. Some of these thoughts will be quite profound. Others might be silly. Some children might not want to share their thoughts at all. All these reactions are perfectly okay, and children should not be forced or pushed to say anything.

Special note: Older children might bring up the use of animals for meat. Please be aware that young children may find this topic distasteful or even disturbing. If there are young children in your group, you might wish to acknowledge the use of animals for meat (e.g., “Yes, pigs give meat”), and then redirect the discussion to gifts of milk, eggs and feathers.

Options For Extended Time such as Healthy Snacks, Playtime* or Songs* may be added here for longer time periods or if you feel your group of children needs to move a little or take a break.

Story from the Field

After children have had a few minutes to share their thoughts, please read “Hatching a Better Profit,” a Story from the Field from the mission work of Episcopal Relief & Development. You might have older children or youth who are good readers take turns reading the paragraphs of this brief true story.

In the tiny village of Kishorinagar in northern India, Rupchard and Rhada, a husband and wife, struggled for years to make an income from the land. They managed to piece together an existence from fishing, raising pigs and growing vegetables.

Through a joint micro-finance initiative between Episcopal Relief & Development and the Church of North India, the couple received chicks and chickens, allowing them to begin a small poultry business. They determined just how many chickens they would need to make a profit, and even built a special shed to protect the chickens.

“With 30 eggs in a day, it’s possible to recover the cost of the feed, multiply our stock and sell older chickens for profit,” Rhada says. Now, Rupchard and Rhada are on the road to self reliance, thanks to a small investment from Episcopal Relief & Development.

After reading this story, children might be asked,

What gifts were Rhada and Rupchard given?

How did this gift provide a gift to others, too?

What could you do to help others through the gift of animals?

Options for Extended Time such as Healthy Snacks, Playtime* or Songs* may also be added here.

Engaging and Reflecting*

Lesson sheets are provided at the end of this module with a brief lesson from the Old Testament, the New Testament, the Book of Common Prayer or a Story from the Field. Children may select or be given a sheet with a lesson on it. Children who read might do the lessons by themselves. Younger children who do not yet read well will need help from an adult or youth shepherd.

After completing a lesson at his or her own pace, a child may take an additional lesson sheet. Children may take any unfinished lessons home or complete them at another time (particularly in extended time programs). Don't worry about rushing or trying to complete a certain number of lessons – Christian formation takes time, and we all work on formation at different paces.

If children finish all of the lessons, they might be asked to draw a picture showing all of the lessons they completed (to synthesize the concepts presented) OR assist other children with their lessons.

You may print the lesson sheets and mount them on cardboard or paper stock of your choice. If time allows, children might draw a picture on the back of the sheets or decorate them with photos. You may wish to use photographs or other graphics from the Episcopal Relief & Development website (www.er-d.org/PhotoGalleries/) or the Gifts for Life catalog (www.er-d.org/GiftsForLife/) to decorate or help provide a visual aid for these lessons. Children are encouraged to take the sheets home to make a mural or mobile for their own homes or to use for further reflection with other family members.

For each lesson sheet, please refer to the following pages of this module:

- » Moses the Shepherd—Page 14
- » Lamb of God—Page 15
- » Finding Lost Sheep—Page 16
- » Rebuilding with Animals—Page 17

Additional Options and Enhancements from the following programs are also included at the end of this module:

- » Episcopal Children's Curriculum—Page 18
- » Godly Play®—Page 19

Options for Extended Times such as Healthy Snacks, Playtime* or Songs* may be added here.

Group Activities – Gifts for Life

After children have had a chance to work in small groups or individually, we recommend they work on an activity as a community. The group work for this unit is an experiential exercise in using “gifts for life”—gifts of animals that help people live better lives. Using photos from the Episcopal Relief & Development’s Gifts for Life catalog (print copy preferred; online photos are also available for printing and use with this curriculum), children will be asked to think about what they might do with these living gifts.

Follow these steps for this exercise:

- » Cut out photos of animals featured in the 2010-2011 Gifts for Life catalog on pages 2-4 and page 17. You might mount the pictures on cardboard or thick paper stock for more durable handling. (If using the online catalog, you may use pictures found [here](#).) You might also ask children to choose and cut out their own photos from the catalog.
- » Hand out (or ask one or more children to hand out) pictures of animals, preferably one to each child. If you do not have enough photos for each child, you might ask the children themselves how to handle the situation. Sharing or forming a cooperative might be possibilities.
- » If possible, you might conduct this exercise in the same space used for the group exercise in the Soil module to further explore uses of an allotted plot of land.

After each child or group of children has received their “gifts” of animals, they might be asked the following questions:

How did it feel to receive this gift?

What will you feed it, and where will you keep it?

How could you make money or produce food to support your family with this gift?

What additional supplies, tools or equipment might you need to make wise use of this gift? How could you obtain these additional supplies?

If you did not receive an animal, what could you do? How did you feel?

This discussion might proceed as long as enthusiasm, energy and time constraints allow. Older children might list plans or respond to the questions on blank paper or chalk/dry erase boards. As in the previous group exercises, there are no particular “right” and “wrong” answers. The point of this exercise is to ask children to step into the roles of those who raise farm animals for their livelihood and sustenance, and to appreciate the real-world challenges of this vital work.

Options for Extended Time such as Community Garden projects, Playtime* or Share Save Spend* group projects may be added here.

Giving Back to the World*

Ask children and adult or youth helpers and leaders to form a circle again. Ask your group to take a few deep breaths, hold the photos of animals given them, and think about what they saw, heard or experienced during their time today.

Going around the circle so that each person (children and helpers or leaders) has a turn, ask each person what he or she learned today or how he or she might give a gift of life. (If someone wants to take a “pass” and remain silent, that’s okay.)

*Songs may be sung here.

Closing Prayer (to be read by the leader or by one or more children):

We thank you, Lord, for the gift of animals in our world. We thank you for the role of animals in fertilizing our soil, in pollinating our plants, and in providing food and drink for us. We pray for those who raise animals to support themselves and their families, and we pray to help give others gifts for life.

In Christ’s name, Amen.

Important Notes

Please don’t waste your used or extra Gifts for Life catalogs! Please send them home with children and their parents, even if they have been cut up, along with lesson cards and any animal gift cards you have used in this module.

The next module, Harvest, will include an opportunity for children and their families to contribute gifts for others as part of the group exercise. If your group has started a community garden or planned a fundraiser or is working together in some other way to give to others, please remind parents or caregivers to bring any necessary donations or other items to the next meeting.

If you have a project still in progress, you might bring symbols of your project—such as muddy garden boots, a hoe, seeds, snippets of plants or publicity materials for a fundraiser—to your next meeting to place before your parish altar or within your group circle.

The Abundant Life Garden Project: Animals

Old Testament Lesson—Moses the Shepherd

Find and read Exodus 3:1-10.

(Younger children might read Exodus 3:1-2, 7 and 10 only, with the help of an adult)

(Older children also might read Exodus 2:15-25 for the story of how Moses became a shepherd.)

Think about these questions:

- » What did Moses do to support himself after he fled Egypt?
- » What would he have to know to do this job?
- » How was Moses later a shepherd of people?
- » How are we part of a “flock”? Who are our “shepherds”?

Draw or write about what your own flock of sheep might look like, where the sheep might live and where they might find food and water.

The Abundant Life Garden Project: Animals

Book of Common Prayer Lesson—Lamb of God

Using a Book of Common Prayer, find “Holy Eucharist: Rite Two” (page 355).

Turning to the second page of this liturgy (page 356), find the words “Lamb of God.”

Think about these questions:

- » Who is the “Lamb of God”?
- » How might the sins of the world be taken away?
- » In what ways does this Lamb of God receive our prayers?

Draw a picture or write about your responses to these questions.

The Abundant Life Garden Project: Animals

New Testament Lesson—Finding Lost Sheep

Find and read Luke 15:4-6.

Think about these questions:

- » In our world today, who might Jesus see as the “lost sheep”?
- » Who do you see as “lost sheep”?
- » How could you rejoice with your friends and neighbors for “lost sheep” who are found?

Draw a picture or write about your responses to these questions.

The Abundant Life Garden Project: Animals Story from the Field Lessons

(Note: In this module, two lessons are provided. The Younger Child lesson provides pictures of children with animals from our website. The Older Children lesson addresses the loss of a parent and use of animals for meat and may not be appropriate for children of lower elementary-school age and younger.)

For Younger Children:

Take a look at the “Just for Kids” page of the Episcopal Relief & Development website at www.er-d.org/GiftsForLife/7/.

Think about these questions:

- » What pictures do you see of animals used to help people earn money to feed themselves?
- » What would it be like to be one of these children?
- » What would you do with one of these gifts?

Choose one of these gifts and draw or write about what you would do with it.

For Older Children Only:

Read the Episcopal Relief & Development Story “Raising Buffalo, Growing Wealth,” found at www.er-d.org/PartnershipsJune2010/.

Think about these questions:

- » After suffering a loss in her family, how did Nam hope to rebuild her life?
- » What did she need to help her?
- » How could others be helped as Nam was helped?

Draw a picture, write or cut images from the Gifts for Life catalog to respond to these questions.

For advanced readers or as an additional option:

Read Ezra 1:1-4.

Think about, write, or draw a picture in response to these questions:

- » What was about to be rebuilt in this story?
- » What supplies were needed?
- » How is the situation in this story similar to the one in “Raising Buffalo, Growing Wealth” or elsewhere in our world today?

The Abundant Life Garden Project: Animals Episcopal Children's Curriculum Option

For older children who read fairly well—and if you use this module in an extended time frame, such as Vacation Bible School—the Episcopal Children's Curriculum (ECC) includes additional material compatible with this module. All ECC materials are free and available online through the Virginia Theological Seminary website at www.vts.edu/podium/default.aspx?t=122314.

The ECC lesson on Amos, in the Primary Cross Teacher's Guide profiles another shepherd in the Bible and addresses issues of social justice and compassion toward the poor. To access the lesson, visit the main ECC web page listed above, then click "PRI Cross Lessons—All Units," found under the heading "Teacher's Guide." The Amos lesson is the first one in this book. These lessons are designed for children in grades one to three, but could be used with older children as well.

The ECC curriculum is very flexible, and teachers or leaders may choose from several teaching options for their particular group. You can download the entire Teacher's Guide, containing 36 lessons for an entire program year, at no cost.

The Abundant Life Garden Project: Animals Godly Play® Lesson

The parable of Jesus as the Good Shepherd is used in the Animals module both in the Meditative Moments and in the New Testament lesson for individual Engaging and Reflecting. Though you may have used the Good Shepherd Godly Play® materials in the Water module, the emphasis in this unit is quite different. For more information on Godly Play® or to order materials, please visit www.godlyplayresources.com.

In this module, children will explore the use of animals for food, clothing and transportation. While care of the sheep was a main focus in the Water module, the focus here is on what the animals do for humans. On a deeper level, we might see the emphasis shifted from “what Christ might do for us” to “what we might do to serve Christ in others.”

Presentation to Enhance this Lesson:

- » Parable of the Good Shepherd

The Scripture selected for the Meditative Moments is fairly brief. You may elect to use the Godly Play® materials for the Parable of the Good Shepherd with an abbreviated presentation or use these materials as an option for one of your learning stations in the Engaging and Reflecting portion of the program. Use of this parable may be substituted for—or used in addition to—the “Finding Lost Sheep” New Testament Lesson in this module.

As with most parables, the application of the Parable of the Good Shepherd to the topic of animals in this module can be explored on at least two levels.

First, children might explore what is required for the nurture, care, feeding and protection of actual sheep. Participants might be provided (either in writing or by an adult or youth shepherd) these wondering questions for response:

If you had a flock of sheep ...

- » How would the sheep get water to drink?
- » How would you lead them to it?
- » Where would the sheep find grass?
- » How would you provide a sheepfold?
- » What would you use to build it?
- » How would you protect the sheep?
- » What dangers do they face?

Wondering questions such as these will help children appreciate the perspective of those who depend upon the care of farm animals for their food and livelihood and will show children the difficulties and challenges involved in this hard work.

On a more symbolic level, children also might explore the concept of “lost sheep” as a metaphor for those who suffer in the real world in which we live. The image of the Good Shepherd is a powerful one for children in seeking healing in a hurting world. Wondering questions for this section might include:

- » Who are the lost sheep in our world?
- » What are the dark places in our world?
- » What could the Good Shepherd do for the lost sheep in our world?
- » If we were helping the Good Shepherd, what could we do to find and help the lost sheep?
- » How could we rejoice and celebrate when the lost sheep are found?

Children may use the creative materials you already have on hand to write or draw responses reflecting on these questions.

Survey Questions for Christian Formation Programs

Thank you for your interest in this Episcopal Relief & Development Christian formation resource. Your opinions are valuable and will enable us to better serve you and your church. Please take a few minutes to fill out and return this brief survey. The form can be completed online by typing directly into the PDF file, or by printing it out and completing it manually.

Online survey forms may be returned by email to churchengagement@er-d.org. Please mail printed surveys to Episcopal Relief & Development, Church Engagement Office, 815 Second Avenue, New York, NY 10017.

We greatly appreciate your time and feedback.

1. Name of organization _____
(church, diocese, school, camp or other institution)
Address _____
Phone _____ Email _____
2. Please provide the name and contact information of the leader:
Name _____
Address _____
Phone _____ Email _____
3. Which Episcopal Relief & Development curriculum or program did you use?
☐ The Abundant Life Garden Project (children's curriculum)
☐ *Act Out* (youth curriculum)
☐ *NetsforLife*® Adult Education Study Guide (group discussion guide)
☐ Other _____
4. a) In what forum did you use these resources?
☐ Sunday School ☐ Vacation Bible School (VBS)
☐ Youth retreat (lock-in) ☐ Adult forum/class
☐ Other _____
- b) Where was the event held?
☐ Church ☐ Diocese
☐ School ☐ Camp
☐ Other _____

5. How did you organize your events?

- a) Number of sessions _____
- b) Duration/length of time _____
- c) Number of children/youth _____
- d) Number of teachers/leaders _____

6. a) Did you create additional resources or otherwise enhance the program?

☐ Yes ☐ No

b) If yes, what other resources or options did you include?

c) Please share any creative activities that were particularly successful or enhanced the education experience for participants.

7. Did you use any of the following resources in conjunction with your program?

- ☐ Episcopal Children's Curriculum
- ☐ Journey to Adulthood (J2A)
- ☐ Godly Play®(Stories for Children's Faith Formation)
- ☐ Other _____

8. a) Would you recommend these materials to others?

☐ Yes ☐ Possibly ☐ No

b) If you would like to share these resources and programs with others, please provide their names and contact information below.

Name _____

Address _____

Phone _____ Email _____

9. Let us know what other kinds of resources you would like to use or if you have additional comments or questions.

