

7. Read **Our Armenian Way**. If possible, show the class a copy of the *Book of Lamentations* and *I Confess with Faith*. Read verse 15, "Christ, Guardian of all."
8. Direct students to solving the message based on their short reading: (*A Christian prays for others and praises God always.*) 7 min.
9. **Handmade With Love:** Show sample prayer journal. Have supplies all ready. Pass out individual journals and encourage them to decorate the book. Directions for the journal are at the back of this manual.
10. Clean-up. Close with the prayer. "Heavenly Father, we thank you for your guidance, for listening to our prayers and for always being with us. We will always praise you and bring glory to your name. Amen." 25 min.

Unit Two: Jesus & Me

Lesson Two: A Way of Life

Key Concepts

1. Jesus prayed all the time.
2. Jesus prayed in the wilderness, mountains and alone in the mornings (Luke 5:16, 6:12, Mark 1:35).
3. During the Synaxis part of the Divine Liturgy, the deacons lead the worshippers in prayer chanting "Again in peace let us pray to the Lord."
4. The Armenian Church has seven canonical hours of prayer services mainly observed in the monasteries.

Objectives

During this lesson students will

1. Participate in an interactive exercise which emphasizes the importance of prayer as a way of getting to know God.
2. Read and discuss a story about a mother who is in need of rest and recharging.
3. Read Luke 5:15, 6:12 and Mark 1:35 about Jesus praying to his Father.
4. Discuss the deacon's bid to prayer: "Again in peace let us pray to the Lord."
5. Introduce the faith words of 'monk' and 'monastery' and the seven services of daily prayer.
6. Create and design an acrostic prayer stained glass window.

Materials Needed

Cell phone charger and cell phone (optional)

You Tube clip of Badarak (see Procedure #5)

Construction paper (color of your choice) pre-cut into an outer frame (use template provided at the end of this manual as a guide) so inside is hollow for light to shine through the wax and tissue paper

Wax paper cut smaller than the construction paper, ready for children to paste onto template.

Tissue paper squares (may purchase precut box from local craft or teacher supply store) Black construction paper to trace praying hand (one for each student)

White computer/copy paper cut into 4" x 4" squares for acrostic poem prayer (for class)

Glue sticks

Scissors

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. For an opening interactive exercise, ask a volunteer to *tell us about your mom*; 2nd volunteer-*tell us about your dad*; 3rd volunteer- *tell us about your brother or sister*; 4th volunteer – *tell us about your best friend*. The 5th request: *tell us*

about Sam Armenian (or make up a name-a fictitious person). The student will say that they don't know anything about this person because they don't know them. Ask: "Why did the first four volunteers know and say so much? (Because they are family, they talk to each other, they spend time together.) How would our 5th volunteer get to know "Sam Armenian"? How about God? How do we get to know him? Through prayer, as it is our way of talking to God, reading the Bible, attending church and Sunday School. Any other ideas?" Have class complete the sentences in the **Let's Discover** section. 10 min.

3. Have students take turns reading **Our Story**. Ask the class if this story sounds familiar. Show them a cell phone and cell phone charger. Ask them if they know what to look for when it needs to be charged. (A flashing battery icon or it stops working, etc.) Ask the class what Rose meant by needing a recharger—have them write their answer (and the next) on the lesson page. (She is tired, too much to do, needs rest, etc.) How can Armen help his mom recharge? (Have her put her feet up, help with the chores, keep all of the chargers in order, offer her a refreshment, talk to dad about taking mom to a movie, vacation, etc.)

4. **God's Word**. Assign each Scripture reading to a student. Have the students guess who the readings are referring to. (Jesus) 10 min.

5. Read **We Learn About God**. Ask students why they think Jesus prayed to his Father. After all, he was God's Son, he could do anything! Survey their responses. Refer to the second paragraph. (If possible, try to arrange a visit into church for the deacon's refrain of "again in peace let us pray to the Lord" or show a You Tube clip of this part of the Badarak.) 5 min.

6. Read **Our Armenian Way** and introduce the **Faith Words**. Let the students know that there are several active Armenian monasteries in Jerusalem, Etchmiadzin and Antelias (Lebanon), to name a few. Draw their attention to the clock and have them write the number of the service on the clock. Suggested times for guidance (does not need to be exact, just an approximation: *sunrise-6:00 a.m.; morning-9:00 a.m.; midday-noon; evening-4:00p.m.; night-7:00 p.m.; peace-9:00 p.m.; rest-midnight.*) 10 min.

7. **Handmade With Love**

- Have students trace their one hand with closed fingers onto black paper and cut out. It will be a silhouette of one praying hand.
- Have them write on the 4 x4 white paper: P R A Y in a vertical manner and then write a short acrostic prayer- refer to example in the lesson.
- Student will glue wax paper to frame and then lightly glue tissue paper on top. The praying hand can then be glued in the center with acrostic prayer on top of the hand.

8. Have students clean-up. Close with the Hayr Mer as a class, as it is the prayer that Jesus taught us. 25 min.



Unit Two: Jesus & Me

Lesson Three: Day and Night

Key Concepts

1. We are called to pray morning, noon and night.
2. The Armenian Church prays in morning (matins) and evening (vespers) services.