

Unit Two: Jesus & Me

Lesson Four: Help!

Key Concepts

1. God hears our prayers when we are in trouble or worried.
2. In the Garden of Gethsemane, Jesus prayed to his Father expressing his worry and sadness.
3. The Armenian Church has a rich tradition of prayer writers such as Sts. Mesrob Mashdotz and Nersess Shnorhali.

Objectives

During this lesson students will

1. Complete a matching activity.
2. Discuss a story about a boy who didn't study, relying solely on prayer.
3. Read and illustrate the Gospel stories of the Last Supper and Jesus in the Garden of Gethsemane.
4. Hear the prayer of St. Mesrob Mashdotz, "A Prayer for Mercy."
5. Review the prayer of St. Nersess the Graceful, "I Confess with Faith," verse 11 (Jesus, Wisdom of the Father...).
6. Create a prayer craft.

Materials Needed

Pencils, crayons, markers, colored pencils

White construction paper (8½" x 11")

Copy of St. Mesrob's Prayer from the back of this manual

Optional: Copy of the entire "I Confess with Faith" (this appears in the *Rest Service* and is often incorporated into your church's Lenten evening services)

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Ask students to independently complete the exercise matching the helper to the job description in **Let's Discover**. (Answers: D, B, K, G, I, H, A, E, C, F, J). Ask the class if they felt strange labeling question #11 with *God*. Ask: "How many of you think about turning to God when you have something that is bothering you or causing you worry?" Discuss briefly. Ask for some examples from the class 8 min.
3. Begin reading **Our Story**, encouraging students to take turns reading. Ask the students if any of them ever skipped studying and prayed that God would help them through the test? What was the result? Discuss concluding paragraph, making sure that the children understand what it means to "do our part." You might give additional examples, i.e. "If you leave your bike out in the rain and prayed to God that it wouldn't get rusty, have you done your part?" 10 min.
4. Read **God's Word**. Have students complete the story boxes depicting the Last Supper, Jesus in the Garden, Jesus speaking with Peter, James and John. Share drawings. 12 min.
5. Read **We Learn About God**. Distribute copies of St. Mesrob Mashdotz's prayer. Introduce the **Faith Word** and tell children that they will be hearing this word often as you read the prayer and they follow along. Ask them to 1) underline the word 'mercy' each time they hear it and 2) underline the characters they might remember from New Testament stories. They will probably need help recalling these so stop and point them out: tax collector, the thief, prodigal son, Lazarus, rich man. Ask the class what they think the line "have mercy on us" means (a plea to God for his love and forgiveness). 7 min.
6. Read **Our Armenian Way**. (If possible and available hold up a copy of the entire prayer, "I Confess with Faith." Have class see the 24 verses and note that they all end with the same line of *have mercy upon me, a sinner*.) As a class, read "Oh Jesus, Wisdom of the Father." Practice reading it several times, boys only, girls only, all together, etc. Ask the class to give

examples of what they think it means to think, speak, and do what is good in Jesus' sight. Some examples: Befriending a new kid at school, calling grandma and grandpa, obeying mom and dad, not being lazy, helping a friend, etc. 8 min.

7. **Handmade With Love**

- a. Distribute white construction paper, pencils, crayons, markers and/or colored pencils. Students will write verse 11 on their paper (preferably in a top corner or center top of the sheet).
- b. Illustrate their vision of what verse 11 means. Share with the class if time permits.
- c. Clean-up. Close by reciting the prayer together. 15 min.

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Lesson Five: David's Prayers For All Feelings

Key Concepts

1. God listens to all the feelings we express in prayer.
2. The Book of Psalms contains songs, prayers and poems expressing all types of feelings.
3. During the Transfer of Gifts in the Divine Liturgy, a dialogue based on Psalm 24 is exchanged between priest and deacon.

Objectives

During this lesson students will

1. Participate in a charades activity on feelings.
2. Perform a Reader's Theater story about the timeless value of the Psalms.
3. Read several psalms and match them with the feeling they express.
4. Practice writing a psalm as a class.
5. Learn about the Great Entrance and Psalm 24:8 (Who is this King of Glory? *Ov eh sa takavor paratz?*)
6. Create a "feelings" cube based on the psalms.

Materials Needed

6 small slips of paper labeled with the following: I feel happy, I feel sad, I feel angry, I feel scared, I feel shy, I feel excited
Small basket or bag for the folded slips of paper
Pencils, crayons, markers, colored pencils
Bible opened to the Book of Psalms
Divine Liturgy book opened to the Transfer of Gifts exchange
Cube templates copied onto cardstock (from the back of this manual)
Tape
Scissors

Note to the Teacher

Next week's craft involves laminating placemats that the children will be making. It would be important to get a volunteer or two, perhaps parents, to help do this.

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Say: "Today we are going to play a game of charades. Charades is a game where someone acts out a scene without talking and the rest have to guess what they are doing. Today's charades will be about different feelings. I am going to select the first volunteer to come up and pick a slip of paper out of my basket. He or she will act out the feeling and you will have to guess what it is." Make sure they understand what they have to do (you might have to pull them to one side just to confirm without giving it away). Let them act out. Whoever guesses first can be the next