

5. Introduce **Faith Word**, then read the first paragraph in **Our Armenian Way**. Ask the class if they have ever paid attention to these words that the priest says in Armenian. Have them try to fill in the blanks of the English translation (*Answers: eat, body, sins*). Then read the second part of the section about Holy Communion. Have them independently number the steps from 1 to 6 in order as they occur. (*Answers: 1,4,3,5, 2, 6,*) 8 min.
6. **Handmade with Love.** In class have the students decorate the paper or cloth to serve as a tablecloth. Decorate with images of Jesus, grapes, bread, wheat, chalice/cup, disciples, faith words such as sacrifice, Holy Communion, forgiveness, etc. Use the tablecloth for either in-class refreshments or at the fellowship hour. The class might sponsor fellowship on the day the tablecloth is used!
7. Clean-up. Close with the prayer: “Dear Jesus, we thank you for your sacrifice and your love. We remember you not only Sundays, but every day. Amen.” 25 min.

Note to the Teacher

This lesson requires assorted Christmas cards. Since this will be taught a week or two before Armenian Christmas, ask students to bring in a handful of Christmas cards each from among those they have been receiving (you will need to email parents to send them in). Or, if using cards proves too difficult, just have color copies of the Armenian miniature and have children do the decorating!

Unit Three: Being the Church

Lesson Four: God Gives Us Laws

Key Concepts

1. Jesus taught the two greatest commandments (Matthew 22: 35-39) that embrace all Ten (Exodus 20).
2. In the Armenian Church, *mahs* is distributed as sign of sharing God’s love with one another.

Objectives

During this lesson students will

1. Discuss the importance of classroom rules and laws that we have in our country.
2. Illustrate what a classroom might be like without rules.
3. Explore various real-life dilemmas and what the right thing to do would be in each situation.
4. Read Exodus 20 and Matthew 22: 35-39 about the Ten Commandments and the Greatest Commandment.
5. Discuss the Ten Commandments and highlight the ones that help us love God and help us love others.
6. Review the custom of *mahs* in the Armenian Church and list people with whom they can share *mahs*.
7. Make a Commandment Handbook illustrating the Ten Commandments.

Materials Needed

Pencils, crayons, markers and or coloring pencils

Procedure #6: For each student: 5 sheets of white copy paper – pre-cut into large heart shape; 1 sheet of colored construction paper- light color

Stapler or hole-punch

Yarn or ribbon if hole-punch is used

Mahs for distribution at the end of class

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Brainstorm answers to the questions in **Let’s Discover**. You can jot down rules for the classroom on one side of the board. Then brainstorm laws we have in our country (from as simple as cars must stop at a red light to things like respecting other people’s property and rights). Have students draw or write what they think their classroom would be like without rules. Share results. 10 min.

2. **Our Story.** You can divide the class into groups of two or three and have each group take a scenario to discuss and answer OR it can be done as a whole group activity. Conclude with this segue: “You had some great solutions. But, you know, God gives us lots of help so that we can do the right thing. Everywhere in the Bible we learn about how to apply our faith to right actions. That advice begins with the Ten Commandments. Let’s read about them.” 13 min.
3. Call on students to read **God’s Word**; For the Commandments, have each student read one. Refer back to **Our Story** and see if they can apply the commandment to the scenario [Answers: 1. #10; 2. #8; 3. #5; 4. #4; 5. #9; 6. The greatest commandment: love God and others].
4. Introduce the **Faith Word**, then read **We Learn About God**. Have students refer to the Ten Commandments and have them write “G” next to the commandments that help us love God (Answers: #1, 2, 3, 4) and have them write an “O” for the commandments that help us love others and ourselves (Answers: #4-10) 12 min.
5. Read **Our Armenian Way**. Have students think about who they could take *mahs* to. It would be nice to arrange a time when the students can actually distribute the *mahs* one Sunday after church. This could be arranged with the priest and the parish council. 5 min.
6. **Handmade With Love: My Commandment Handbook**
 - a. Distribute pre-cut heart shaped white paper—5 sheets to each student. Have them either fold in half or draw a line in the middle of the heart. On one side of the heart, have the students write a commandment (let them choose 5 from the 10); on the other side, have them draw a picture showing the commandment.
 - b. Cover- Students can select whatever light colored heart-shaped construction paper they want to make a cover (with the title **My Commandment Handbook: Love God, Love Others**.) Put all the sheets together and staple or holepunch and tie with ribbon.
7. Clean-up. Close with the prayer: “Dear God, we thank you for your laws which enable us to love and honor you and our neighbors. Amen.”

*At this time, if *mahs* is available for distribution, give to each student by placing it on the back of their extended hand; they may eat it and make the sign of the cross. Dismiss. 20 min.

Grade Two

Unit Three: Being the Church

Lesson Five: We Make Choices

Key Concepts

1. Sin is turning from God’s love.
2. Making the right choices is critical in our Christian walk.
3. The Lord’s Prayer reminds us that we need to be attentive to God’s will for us (“Your will be done”).

Objectives

During this lesson students will

1. Participate in a small group exercise about choices.
2. Read and discuss the Parable of the Lost Son.
3. Illustrate the final scene of forgiveness from the Parable of the Lost Son.
4. Discuss the meaning of Romans 6: 11-12.
5. Examine the line in the Lord’s Prayer: “Your will be done.”
6. Analyze actions that reflect doing God’s will.
7. Design a bookmark with WWJD, What Would Jesus Do?