

GRADE 4

Being a Disciple

It's Not Just a Fan Club!



GRADE 4
We Believe Curriculum
Teacher Manual

Being a Disciple
It's Not Just a Fan Club!

Barbara Hovsepian

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Introduction

Welcome to *We Believe Grade Four!*

In order to have the most effective and productive year, please note the following:

- **Curriculum in General.** By definition, a curriculum is conservative, reflecting the attitudes of the community about which it is teaching. If the community remains undecided or has multiple answers to an important question, that will resonate in the curriculum. (A classic example is how to teach the Armenian Genocide in Sunday School: as a lesson to prompt forgiveness or justice or both?)
- **Curriculum as Cookbook.** Any curriculum should serve as a *foundation* and cannot take into account your experience and style, your students' maturity or temperaments, your specific parish setting, or unfolding events in the world. Therefore, feel free to adapt – as you would a recipe in a cookbook - to add or replace activities, or shorten or lengthen an exercise. Additional *content* needs to be approved by your superintendent who will consult with your pastor.
- **This Curriculum.** *We Believe Grade Four* consists of five units.

Unit One: *Jesus, Lord of My Life* explores the foundational events and teachings of Jesus and how they apply directly to the experiences of a 4th grader.

Unit Two: *Being a Disciple...It's Not Just a Fan Club!* highlights the ways that prayer, worship and service draw us closer to the heart of God.

Unit Three: *The Sacraments: A Call to Holy Living* surveys the seven sacraments to reveal how the spiritual journey is strengthened by this union of God, individual believer and loving church family

Unit Four: *The Church Celebrates* considers how the Church marks sacred time in its commemorations and seasons.

Unit Five: *We Worship God* provides an overview of the Divine Liturgy as preparation, praise, and spiritual nourishment.

- **The Teacher Manual.** Although you should read through the entire curriculum in advance (see below), you may choose to download teacher lessons only a week or a few weeks at a time. In addition to weekly use in preparing your lesson, use the teacher manual as a reference book for the future. Make notes in the margin that can help when you go to teach the same session next year (or when your replacement does).
- **Be Prepared.** Never be just one lesson ahead of your class. Be prepared so that you make the most effective use of your hour as possible and so that your mind and heart can also dwell fully on the questions and needs of the students. It may well be the only hour of the week that the children are thinking and learning about God.

Read the entire student and teacher texts.

Understand the key concepts and objectives and think of materials and other resources you might want to collect or have ready as the year unfolds. Decide what optional activities you will want to include. Mark on your calendar those lessons that call for special materials, focused church attendance, or early arrival or late dismissal. Here is a heads-up for what's required in the way of resources during the year beyond the usual arts and crafts supplies (it's not exhaustive; look at the lessons in question for more details): **Unit One:** 1. Apples 3. Cupcakes, frosting, battery-operated tea lights 6. Your church's consecration/anniversary booklets, cake and candles **Unit Two:** 1. Ball for a ball toss game 4. Service project ideas **Unit Three:** 3. Oil, dried flowers, herbs, spices 4. Rocks **Unit Four:** 1. Diocesan calendar 2. Anooshaboor (Christmas pudding) 3. Balloons, large rock, branch with leaf or flower buds 5. Basil, silk flowers **Unit Five** 2. Boxes, cross, Bible, electric candles to set up an altar

- **Order of Lessons.** Teach any lessons that focus on a specific feast *on the Sunday of or closest to that feast day*. This will be particularly true of Unit III which is entirely about feasts and will need to be spread out over the year. Adjust review exercises accordingly.
- **The First Ten Minutes.** In those first moments of class time, don't wait for students to filter in to begin. Use the opportunity to talk to each student who arrives, asking about their week, how they're

feeling, what's new in their lives, etc. Do begin as close to the designated start time of class as possible. You might develop an incentive program for those who arrive promptly.

- **Materials Needed.** Please note that Bibles (one for each student) should be available at every class session, along with dictionaries and other reference materials. Divine Liturgy books are occasionally used, so these should be accessible as well. You will not see these items consistently listed under "Materials Needed."
- **Bibles.** Students should be reading an age-appropriate Bible. Consult with your superintendent or pastor for a recommendation; the Department of Christian Education at the Diocese can also be contacted.
- **Prayer.** The opening prayer (**From Our Hearts to God**) can be read as is or you might want to use other imaginative ways to begin the class prayerfully.

Always end class with a prayer. Get everyone still, perhaps bowing heads and closing eyes. The suggested prayer is in your teacher manual; but even so, you might choose to say something very simple, "Bless us all, Lord, and keep us safe, Amen." Or "Help us be your heart and hands this week, Lord." Others can be topical, perhaps reflecting something that has happened recently. "Lord, help us reach out to the people of ____ after the recent flood." Or simply end with the Lord's Prayer, alternating Armenian and English.

You will not be reminded of these ideas in each lesson, so remember to pray creatively and purposefully.

- **Review.** Review of earlier lessons is built into the curriculum. But, in general, keep earlier lessons in mind to refer and turn to as often as you can. Repetition, when it is fun and meaningful, helps!
- **Timing/Being flexible.** Timing for each activity in the sixty-minute lesson has been provided for you as a helpful planning tool. It assumes a prompt start to the hour so if you are generally starting late, you will need to accommodate accordingly. Be aware that every group differs and that you may occasionally need more or less time than indicated, depending on your style of teaching, your class, and any number of other variables. Be flexible. A skit might

not be the best activity for your particularly shy class. Adjust as you go along.

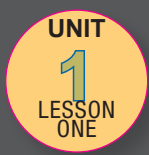
- **Reading.** To adjust for different reading capabilities and simply for a healthy variety, alternate how the reading is accomplished. Reading aloud can certainly be done occasionally. At other times, read to the class or "teach" the contents, pointing out important words or phrases which students can underline. You might also assign different paragraphs to children for *them* to explain to the class.
- **Family Corner.** *We encourage you to have students take their books home each week.* Do your best to make this happen. If they are taken home, parents can read the short blurb at the end of each lesson addressed specifically to them. *Sharing Our Faith* summarizes the lesson; *Living Our Faith* suggests follow-up activity ideas (check periodically as to whether these are being attempted). Some Schools have copied this page and sent home the single sheet, rather than the entire book. Either way, even when it is not noted in the final teacher manual directions of a lesson, remind students to have their parents read this.
- **Evaluating Your Lesson/Extending the Lesson** These two added features at the end of almost every lesson are excellent! Reflect on how your lesson went with a view to making necessary changes. And use activity ideas to further enrich your class.
- **Love Your Students.** Get to know and care about your students. Be guided by

I Corinthians 8:1-3: "All of us possess knowledge. Knowledge puffs up, but love builds up. Anyone who claims to know something does not yet have the necessary knowledge; but anyone who loves God is known by him."

So...more than the curriculum, more than the to-do list, a genuine and heart-felt interest in and love for your students will be the best example to them of what faith in action is all about. *This* is what builds up the body of Christ and opens up hearts to the work that only God can do.

Jesus, Lord of My Life

The Greatest Story Ever Told



Key Concepts

1. Jesus was born, grew up, and taught and healed; he died on the Cross and rose from the dead.
2. We know Jesus as God's Son and our Savior, a Person of the Holy Trinity.
3. We share in Jesus through Holy Communion.

Objectives

During this session students will

1. Discuss how they spend time with God.
2. Review the life of Jesus.
3. See Jesus as part of the Holy Trinity.
4. Make apple prints as a symbol of the Trinity.

Materials Needed

Enough apples for every student to have one
Paper and pencil (and markers, if you want a bolder line; see procedure # 6) for each student

A Divine Liturgy book

For the apple prints:

White construction paper, several colors of washable paint, plastic plates

Procedure

1. Welcome your students and introduce yourself to them. Have them introduce themselves to you. Tell them how delighted you are to have them in your class and that you look forward to helping them grow in their faith and their knowledge and in their love for God and the Armenian Church. 5 min.
2. Distribute textbooks and introduce the format of the class by saying that each morning will begin with the prayer in their books (that will be read together) but that you would like the children to offer their own prayers as well. It can be a formal prayer, a prayer they know or one they make up. After the class reads the prayer in **From Our Hearts to God**, ask if anyone would like to offer a prayer. Tell the children that for future classes they can submit a prayer in writing or a prayer request before class if they would prefer and you will read it to the class. Index cards will always be on your desk for that purpose (and make sure they are always available). This will help

with children who are shy. Tell the students that talking to God in prayer is like having a heart-to-heart talk with Mom or Dad. Offer your own prayer. Suggestion: "Lord, be with our class each Sunday guiding us to get to know each other and you better. Help me, their teacher do my best to lead them to a closer relationship with you. Amen." 5 min.

3. Ask the students to read **My World** to themselves, and then ask if anyone would like to volunteer to read it aloud to the class. Say: "What is your day like? Are you a busy person?" Give time for the students to respond and talk about their activities. Then say: "When do you spend time with God?" Accept all answers. If they are hesitant, ask: "Do you say prayers in the morning? Do you say prayers at meal times? Do you talk to God before bed? Do you ask God's help to pass a test or win a game? Do you thank God for being with you when you are frightened? Do you tell God you are sorry when you do something wrong? Do you share your good experiences with God such as, 'God, that was a great day at the beach?'"
4. Tell the students that each lesson will have a short passage from the Bible to read and think about. Read **God's Guiding Words** (p. 4 of Student Text) to the children and give them a quiet moment to think about it. Then read it again and have them repeat it aloud. After a moment, say: "Isn't it wonderful to know God is with you all through your life?" 5 min.
5. Read **Getting Closer to God** and have students look at the pictures in the text. They give an overview of Jesus' life. You can have the children take turns reading the titles of the pictures before letting them put them in order as the text instructs. (If your church has windows depicting scenes from Jesus' life, you might want to take your students up to church after services to see them.) Once students have numbered the pictures (from top to bottom: 3-1-2; 4-9-10; 5-7-6 although 5 and 6 are interchangeable since teaching took place before and after the Transfiguration; 8), review them together, asking questions as follows (you may ask fewer or add your own, according to time): 1. Who visited the baby Jesus to honor him? (Shepherds, wise men) 2. What was Jesus' answer when Mary told him how worried they were and that they had been looking all over for him? (Why were you looking? Didn't you know that I would be in my Father's house?) 3. What happened at Jesus' baptism?

(The heavens opened, a dove came down from above, and a voice was heard saying: “This is my son whom I love.”) 4. Who can name the 12 disciples? (See Matthew 10:2) 5. What are some of the things Jesus taught us? (To love God above all else, to love others as much as we love ourselves, how to pray, to take care of the poor, etc.) 6. On what day do we remember Jesus’ ride into Jerusalem? (Palm Sunday) 7. Were Jesus’ disciples with him when he was on the cross? (Only John; everyone was afraid. His mother and other women were with him as well.) On what day do we celebrate Jesus rising from the tomb? (Easter) What did he do between that day and when he finally ascended into heaven? (Appeared to and spoke with his disciples and followers.) 15 min.

6. Read **Our Armenian Way** and discuss the pictures. (Trinitarian symbols: three fingers joined together to sign the cross; an Armenian cross with two three-part decorative elements at the end of each bar; an icon of Father, Son, and the dove as Holy Spirit). Have them copy one of the pictures or draw their own representation of the Holy Trinity. Share drawings and then read Taking a Closer Look. Say: “When we make the sign of the cross we put our thumb, index and middle fingers together to represent the Holy Trinity and cross ourselves saying ‘In the name of the Father, and the Son and the Holy Spirit. Hanoon Hor, yev Vortvo yev Hokvooyñ Surpo.’” Have the students practice making the sign of the cross. 10 min.

7. Read **Time to Celebrate**. Cut an apple in half around the middle (not from stem to flower end) so the star-shaped center containing the seeds is exposed. Draw the students’ attention to the skin, pulp, and seeds. Tell them: “This is one apple but it has three essential parts. The skin is over all and protects. The pulp is nourishing for us to eat. The seeds provide the opportunity for a new life, a new apple. God is like an apple. You could say that the Father is like the skin, the Son is like the pulp, and the Holy Spirit is like the seeds.” Retain 4 or 5 halves for the art project if you choose to do it and have enough time. Cut up the rest of the apples to have for snack. You should say Jashagestzook or a short prayer of thanks before eating.

Apple Prints

- Use the half apples you saved from snack.
- Put some paints of different colors into plastic coated paper plates.

- Give each student a large piece of white construction paper
 - Have students dip the half apple flat side down into paint and press on the paper to make a print. Make several prints of different colors.
 - Students may want to write a caption on their print such as “Father, Son, Holy Spirit,” “The Holy Trinity,” “3 in 1.”
8. Read the closing prayer, **Responding in Faith**. Point out the **Family Corner** section of the text. Tell the students this part is for their parents to read and it gives some suggestions for activities they might want to do as a family during the week ahead. 20 min.

Evaluating Your Lesson

If you have time, before ending the session do one or more of the following to see what the students have retained:

1. Pair students up and have one explain to the other what the lesson was about.
2. Write Jesus Trinity Holy Communion Lord’s Supper on the board. Give each student a slip of paper and tell them to number it 1, 2, 3, 4. Then say you will read 4 sentences that need to end with one of the things written on the board. Read the following and have the students write the correct word for each on their paper. After they finish, give the answers for the students to correct their papers. Collect their papers to see how well they have done. Every Sunday we re-enact the _____ . (Lord’s Supper)
In the Gospels, we read about the life of _____ . (Jesus)
The three persons of God are called the Holy _____ . (Trinity)
The meal Jesus shares with us is called _____ . (Holy Communion)
3. Put the words “That’s New” and “Heard It All Before” on a sheet of paper and post it by the exit door. Give each student a sticker. Ask students to think about what the lesson said about the Holy Trinity; then as they leave put their sticker under one of the headings.

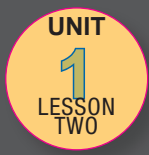
Extending the Lesson

1. Take your class to church to receive Holy Communion and to look at the stained glass windows.
2. Look again at the picture of Jesus’ baptism. Notice Jesus and above him a dove and a cloud.

Read Matthew 3: 13 – 17. Ask the students to tell you how each person of the Holy Trinity is represented. (Voice from cloud=Father; Jesus=Son; dove=Holy Spirit)

Jesus, Lord of My Life

Marked For Life



Key Concepts

1. Each person is special to God and God knows each of us.
2. At our chrismation we are marked to live a consecrated life – a righteous life, a life in accordance with God’s will.
3. The Feast of the Presentation of our Lord (*Dyarnuntarach*) reminds us of our special relationship to God.

Objectives

During this session students will

1. Review Jesus’ life through a timeline activity.
2. List three things about themselves.
3. Explore the idea that the sacraments of initiation mark us as belonging to God.
4. Read about the Presentation of our Lord (*Dyarnuntarach*).
5. Participate in an Armenian Presentation tradition.
6. Enjoy cupcakes in a “Presen-cake-tion celebration.”

Materials Needed

Life of Christ Timeline worksheet (at back of this manual)

Construction paper, 11 X 17

Glue or tape

Scissors

A poster to make an ongoing word list of terms to remember

A 3 X 5 blank index card, one for each student. Make a crease about an inch from the bottom of the card so it can stand; attach the “Special to God” stickers from the Appendix. You can just cut them out and glue them onto the cards or use Avery 5163 self-stick labels.

Jesus: Bible Stories for Children book for the story “The Baby is Blessed” or any other Bible story book with the presentation of Jesus as a baby at the temple

Battery operated tea lights to form a *Dyarnuntarach* “bonfire”
An unfrosted cupcake for each student and a variety of frostings and toppings, plastic knives for spreading frosting, clean up materials – *you may want to have a parent volunteer*

Procedure

1. Open with the prayer. Ask the students if they would like to offer a prayer. Offer your own prayer if you would like to do so.
2. As a review of last week’s lesson, give students the worksheet and construction paper (on which they can glue the timeline and then pictures). They are to cut the pictures from one and glue them in the correct chronological order on top of the timeline. This can be done in two parts across the page. 10 min.
3. Have the students look at the pictures and phrases in **My World**. Ask them if they have been called any of these names or labels. Read the first paragraph (“Who are you?..”) then have the students list three things about themselves that they feel make them who they are on the lines provided. (If you have time at the end of the lesson, ask the students if they would like to share their lists, but do not insist.)

Continue reading (“Markers are like...”) Ask the students if they would like to relate one marker or label they are identified with. Examples: ‘I’m called junior because my dad and I have the same name.’ ‘I always wear my neck cross so people know I’m Christian.’ Read the next paragraph (“Sometimes people are...”). Ask students if any of them are in special classes or take lessons (musical instruments, ballet, karate, art, etc.).

Continue (“At your chrismation...”). You may want to spend some time making sure the students know the words **righteous** and **consecrated** and are comfortable saying them. Use a large poster in your classroom to begin listing words you encounter through the year that the students should become more familiar with; review them from time to time.

Discuss what living a righteous, consecrated life would mean. “You would not go around saying ‘I’m special to God’ or ‘I’m a righteous person’ but your behavior and choices would reveal these things about you. Most people would merely say you’re a nice kid.” Relate how each person gets to *choose* to respect the

fact that they are consecrated and live a righteous life or ignore it. Say: “Living life aware of your relationship with God doesn’t mean you won’t make mistakes or do things that are not what God would want you to do. It does mean that all your life you take time to think about your relationship with God. God always gives you time and opportunity to improve your relationship with him. Beginning again is more important than counting how many times you fail.”

Some students might question that they had no say in being baptized and chrismated - they did not choose it. Tell them that this choice was made for them by their parents. Their parents made the choice because they love them and wanted this for them. And their godparents made a life-long promise to help them grow in their relationship with God.

4. Read **God’s Guiding Words** to the students. Have them read it together out loud. Give the students the card of this passage and tell them to put it in their room at home so they can look at it every day. 15 min.
5. Read the Bible passage Luke 2:22-38; a good exercise for understanding is to have students quickly retell the story in their own words (time permitting). Now read **Getting Closer to God** but do not have the students write their thoughts on *What would you say if you met Jesus?* Ask a student to read the story “The Baby is Blessed” in the book *Jesus: Bible Stories for Children*. Point out how Simeon and Anna recognized Jesus as the Messiah, as one who was consecrated. Relate this to other stories of people who recognized Jesus as the Messiah – the shepherds, the Wise Men, John the Baptist. Now have the students share what they would say if they met Jesus. 10 min.
6. Review the information in **Our Armenian Way**. Ask students if they can think of other church customs that recall events in Jesus’ life. For example: Washing of the Feet, Blessing of Water, Christmas and Easter services, Transfiguration Day in the summer (with some fun water-throwing customs connected with it). Ceremonies like these help us acknowledge our relationship with God.
7. Read **Taking a Closer Look**. Have them practice saying *Dyarnuntarach* (*dyar-nun-ta-rach*). Add the word to your list of words to learn this term. If you

have battery operated tea lights, you may want to put them together in a bunch and have the students jump over the “fire” to celebrate. 10 min.

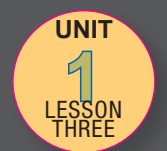
8. Now have children prepare their Pre-sen-CAKE-tion cupcakes (**Time to Celebrate**) in celebration of their being born. They might want to decorate their cupcake with some religious symbols such as a cross. Enjoy your cupcakes! Have students help clean up and put away materials. If you have extra cupcakes, have students work together on decorating them and give them to the priest and others at hospitality hour.
9. Read the prayer in **Responding in Faith** together and dismiss the class. 15 min.

Evaluating Your Lesson

1. As students are working or creating their cupcake, ask individuals to define the words “righteous” and “consecrated” or to relate the story of *Dyarnuntarach*.
2. Are your students listening or distracted by each other? If the latter, what can you do to help them focus on your lesson? Try separating students who like to chat too much. Before starting a section, tell specific students who need to focus that you will be asking them questions about what was read, or to do something after listening. Examples: “John, after I read this part of the lesson, I will ask you to define the word ‘consecrated.’” “Mary, after we get through with our cupcake decorating, I want you to take a picture of everyone’s finished product.” By setting the stage for their listening, you help them focus and be more attentive.

Jesus, Lord of My Life

Miracle Worker



Key Concepts

1. Jesus is God and all-powerful.
2. Miracles supersede what would seem natural and normal in everyday life.
3. Jesus performed miracles out of love and concern for his people and he empowered his disciples to perform miracles.
4. People of Jesus’ times were looking for “signs” of God at work on earth. Miracles were the signs the people could recognize as God’s interaction in their lives.

Objectives

During this session students will

1. Complete a quiz on the Presentation.
2. Define the term “miracle.”
3. Read and discuss some of the miracles of Jesus.
4. Review the story of Jonah as the “only sign.”
5. Learn about the miracle of the healing of Armenian King Apkar.
6. Create posters on the miracles.

Materials Needed

Lined paper

Paper or poster paper (any size you like) for the students to make Miracle Posters

Crayons, markers, pencils.

A children’s Bible with the story of Jonah ready to read to students if you want to extend the lesson or if the children seem unfamiliar with the story when it is referenced in the text.

Procedure

1. Open with the prayer in **From Our Hearts to God**. Read prayer requests of children if any were submitted. Ask the students if they wish to offer a prayer of their own.
2. Give a “pop quiz” to review last week’s lesson. Distribute paper and have the students number it 1 – 5. Ask these questions: (You can put a “Word Box” on the chalkboard with the answers for the students to find and write – God, *Dyarnuntarach*, Jesus, chrismation, consecrated)
Who was presented at the Temple? (Jesus)
What word did we learn means “set apart for God”? (consecrated)
What is the Armenian word for Feast of the Presentation? (*Dyarnuntarach*)
Who loves you even more than your mother and father? (God)
What is the name of the sacrament where a baby is marked with holy oil? (chrismation) 10 min.
3. Read **My World**. Have students restate the definition of miracle in their own words or use one of the two definitions in the text. Ask the students to explain why they think Jesus performed miracles. Write their answers on the chalkboard.
4. Now tell students that they will be taking a closer look at some of Jesus’ miracles as they are told to us

in the Bible. Assign readings or have students choose one (in a small class you might want to double up to cover all stories), then read it and write a title for it. When everyone’s ready, call on volunteers to share their story (in a quick recap) and title.

Jesus Calms the Storm. Mark 4:35-41

Jesus Walks on Water. Matthew 14: 22-33

Jesus Feeds Many People. Luke 9:10-17

The Great Catch of Fish. Luke 5:1-11

Jesus Revives an Official’s Daughter. Mark 5:21-24; 35-42

Jesus Turns Water into Wine. John 2:1-11

Jesus Heals Peter’s Mother-in-Law. Mark 1:29-31

Jesus Raises A Widow’s Son from the Dead. Luke 7:11-17

Jesus Cures a Deaf Man. Mark 7:31-37

Jesus Heals a Crippled Woman. Luke 13:10-17

Conclude the activity by reciting **God’s Guiding Words** together. 15 min.

5. Read **Taking a Closer Look** by having students take turns reading questions and answers. Allow some time for the students to ask their own questions.
6. Read or teach **Getting Closer to God**. If it helps, quickly review the story of Jonah. Say: “Jonah was a prophet who didn’t want to do as God commanded and tried to run away. He was eventually swallowed by a great whale-like creature and stayed there for three days but came out alive and well and then did what God asked him to do. The people of Israel knew the story of Jonah and his three days in the fish and believed in God’s power. Jesus told the people demanding a miracle as proof of his power that the only miracle they would see would be Jesus’ Resurrection. Some people believe in Jesus just because he is who he is. Some people can be helped to believe in Jesus, to believe in God, by seeing or hearing about Jesus’ miracles. Some people experience miracles and still don’t believe. What type of person are you?” (This question may just be rhetorical or your students may want to give their answers.) “Have you ever told someone something and they have said to you, ‘I don’t believe it. Prove it’? They don’t say that because they want to be shown you are right. They say it because they want to show you THEY are right. This is what is happening when the people questioned Jesus and wanted him to prove himself with a miracle. They wanted to show that Jesus did not have the power of God.”

7. Tell the class that Jesus gave the power to perform miracles to his disciples. **Our Armenian Way** tells about a miracle of Jesus that happened in Armenia. Read the story of King Apkar. Conclude: “Isn’t it amazing that Jesus cared for our Armenian King?” 10 min.

8. **Time to Celebrate.** Distribute paper and markers and have students create their own mini-poster of the miracle story they read. They may work in pairs or alone. Post their work around the room. Direct them to have the Bible verses and the title appear somewhere on the paper.

9. Conclude with the prayer in **Responding in Faith**; have students read the prayer silently. 25 min.

Evaluating Your Lesson

How responsive have the children been? Have they been able to answer questions and give responses in class or have they been shy, bored, or unresponsive? Shy children may feel more at ease if you spend a little time each week talking to them before or after class. A bored child may respond more if given tasks (pass out the Bibles; be the secretary and write your classmates’ responses in my notebook; can I depend on you to bring in some magazines next Sunday so we can do our project?).

You might talk to a child who hardly ever responds in class *before* class and elicit what they might know about the lesson. In this case, ask if he knows anything about the miracles of Jesus. If the student shares something (for example, he knows Jesus fed lots of people with some fish and bread), then ask the student if you can call on him to tell the story to the class.

You might want to keep a list of your students on your desk during class and each time a child responds, make a check mark (or have your assistant or co-teacher do this). After a month review the list and see who might be monopolizing the discussion or who is not participating at all and needs to be encouraged more.

Extending the Lesson

Look up and read about some of the other miracles Jesus performed:

Lepers Healed (Mark 1:40-45) (Luke 17:11-19)

The Paralyzed Healed (Matthew 9:1-8) (Matthew 12:9-13)

The Blind See (Matthew 9:27-31) (Mark 10:46-52)

The Mute Talk (Matthew 9:32-34)

The Sick Cured (Matthew 8:5-13)

Lazarus is Raised from the Dead (John 11:1-44)

Curing a Demon-possessed Mute (Matthew 9:32-34)

Key Concepts

1. Jesus is God teaching us directly what he wants us to know.
2. He taught through stories such as parables.
3. He fulfilled and transformed Old Testament teachings.

Objectives

During this session students will

1. Complete a review worksheet on the miracles.
2. Review the concept of Jesus as teacher.
3. Read and discuss the Parable of the Good Samaritan.
4. Explore the meaning of the Beatitudes.
5. Learn the two greatest commandments.
6. Create Do/Don’t masks to review Jesus’ basic teachings.
7. Recite the Lord’s Prayer.

Materials Needed

Scissors

Glue

Worksheet on Miracles of Jesus

Prayer cards for children to write requests or prayers (an index card)

Bibles (Contemporary English Version is the one used in the Beatitudes text)

The Lord’s Prayer from the back of this manual

Paper plates and tongue depressors (one for each child) for the DO/DON’T activity (see Procedure #8)

Markers, tape

Procedure

1. As a review of last week’s lesson, ask students to describe a miracle Jesus performed that they remember from last session. Discuss. Then distribute the worksheet for students to complete.
2. Ask the students to read the prayer in **From Our Hearts to God** together. Read prayers requests of children from last week if any were submitted. Ask the students if they wish to offer a prayer of their own. Tell children they may fill out a prayer card for next week if they have a prayer they want the class to say. 15 min.

3. Turn to **My World** and ask students what makes them happy. After listening to a few verbal responses, have them write their “top five” things on the lines provided in the text. Ask, “Does God want us to be happy?” Let the students answer freely. Read the brief text. Then write the words love, peace, justice, mercy, and generosity on the board and ask them how these might make them happy. Let the students give their ideas. If they don’t have responses, tell them to think about it as they will be reading more on the topic. 5 min.

4. Teach **Taking a Closer Look**. Read the parable. The question, of course, is “who is my neighbor?” Then read **God’s Guiding Words**. This section of the text sets up each of the Beatitudes with an example and explanation. You might cover the text as follows: Read the introductory paragraph of each to the students then have the students take turns reading the Beatitude that follows. When you are done with all, read each Beatitude in bold print again out loud together. 15 min.

5. Read **Getting Closer to God**. Here is another example of Jesus teaching directly in answer to a question. Read through the text with the students and have them fill in the missing blanks (first – God, second – neighbor or others).

6. Next the students are asked to circle their “neighbors” in a group of pictures. Of course, all the people pictured are our neighbors by Jesus’ standard. Since God is our Father, all people are brothers and sisters. Students may question how we should think about those who would do us hurt or harm, about our enemies. Are they our neighbors? The simple answer is yes but that doesn’t mean we should not guard against hurt or harm from our enemies. Treating others as our brothers and sisters doesn’t mean being foolish. It means working for justice and fairness as the Beatitude says. 5 min.

7. Teach **Our Armenian Way**. Here we reinforce the concept of loving your neighbor through the Armenian custom of considering all people from the same town as “kin.” Read the text and discuss some of the other ways we refer to people from the same place in English (Chicagoan; Virginian; Manhattanite, etc.) Then mention other famous Armenian cities, historical or current, and how we

refer to the people who are from there (Bolsetzee; Hayastantzee, Kharpert-tzee, etc.) Stress that for Armenians, it meant more than just coming from the same place, it meant being a true neighbor.

8. For a **Time to Celebrate**, distribute DO/DON’T mask materials. Instruct students to draw a happy face with DO on the forehead area on one side and on the other a sad face with the DON’T written on the forehead. Students may make one each and decorate, color, etc. if you have time. A tongue depressor is then taped to the bottom center of the plate. Have the students take turns holding the mask to their face first showing the DON’T side, then the DO side and tell a teaching of Jesus in a negative and positive way. Example: Show the DON’T side and say DON’T lie. Now turn it around to the DO side and say DO tell the truth. If a student can’t think of a DON’T, just hold the DO side up and tell what Jesus wants you to DO. Accept all reasonable responses. 10 min.

9. Finally we look at the Lord’s Prayer in **Responding in Faith**. Read the introduction to the students and have students take turns reading the individual simplified verses. Distribute copies of the Lord’s Prayer (keep one posted in the classroom as well); you may want to compare the simple version with the actual as you read. Say: “The Lord’s Prayer is very important in the lives of Armenians. This is the prayer we all know. We say it quietly to ourselves when we enter church. We sing it during Badarak. We say it at home by ourselves. We say it with our families. We say it when our relatives gather for a big family dinner or holiday or when we gather as a church family.” Conclude class by reciting the traditional version together in English, Armenian or both. 5 min.

Evaluating Your Lesson

Think about the teaching skills of Jesus. What did *he* do that you can incorporate more into *your* teaching?

Extending the Lesson

1. Make a chart of the Beatitudes.
2. Dissect the Lord’s Prayer. What is the point of each section?

The first part acknowledges God.

The second part is our ultimate request – that we live according to God’s will; this would make earth just like heaven.

The next is asking for our needs.
Then we ask for forgiveness.
Finally, we ask to be helped through future difficult times.
Try writing a prayer following the same format.

3. Read some of Jesus' parables, describe what Jesus is teaching, then act them out.

Alert Servants (Mark 13:33-37) Always live a God-centered life. We don't know when God will call us home so watch that you are always ready for God.

Barren Fig Tree (Luke 13:6-9) Jesus is like the servant that wants to try again to save us, to give us another chance to be what God wants us to be.

Christian Light (Matthew 5:14-16) Don't hide that you are a Christian. Let your Christian ways be a guide for others.

Dinner Guests (Luke 14:16-24) God is inviting you to his Kingdom. Don't be so involved with what happens in the world that you ignore his invitation. If you forget your allegiance to God he will give his blessings to others.

Friend at Midnight (Luke 11:5-13) Jesus is teaching that we will be given what we need when we ask for it, just as parents give their children what they need because they love them as God loves us.

Good Shepherd (John 10:11-15) Jesus is taking care of us and leading us to God's Kingdom.

Jesus, Lord of My Life

Savior



Key Concept

Jesus is our Savior and through him we can have eternal life.

Objectives

During this session students will

1. Complete a review of the Beatitudes.
2. Define the term "Savior."
3. Discuss the story of Adam and Eve and draw the parallel to Jesus.
4. Consider Christian responses to dilemmas.

Materials Needed

Review sheet on the Beatitudes from the back of this manual.

Paper, pencils, colored pencils

Procedure

1. Pray together **From Our Hearts to God**. Let students offer their own prayers. If any children have submitted prayer requests, pray accordingly.
2. Distribute review sheet on the Beatitudes. Answers for review with alphabet code (this will hold for the alternate review): A,C, E, D, B, F, H, A 10 min.
3. Have a student read **My World** aloud. Then discuss the questions. Jesus talked about this kind of love in the Gospel of John. Read the Bible passage noted: John 15:13. (Your class may want to read more than just that verse as the whole passage is about loving each other.)
4. Have the students read **God's Guiding Words** silently and then ask one to read it aloud. Ask the class to memorize the verse and where it is from (John 3:16). Give them a few moments and then ask if anyone can recite the verse without looking. Can anyone give the book, chapter and verse without looking? (During the course of the session, repeat these requests a few times. This will help them memorize it.) 10 min.
5. Have the students take turns reading **Taking a Closer Look**. Then tell the children that we call Jesus the New Adam because he re-established the relationship God had with Adam in the Old Testament. Ask the students to recall what Adam's sin was and the term we have for it (original sin). Remind students that the consequence of disobeying was death. Adam and Eve would no longer live endlessly and without effort in the Garden with God. They were sent out to a life of many challenges that would end, as all our lives do, with death.

Remind the students that all of us, adults and children, are sinners because there are always times when we make the wrong choice and do not do as God would want us to do. We all slip up from time to time and say something hurtful, do something wrong, think bad thoughts, or don't do something good when we should have. But God always loves us and is willing to listen and grant us forgiveness if we ask for it.

He wants us to try to learn from our mistakes and keep trying to follow Jesus' teachings. 10 min.

6. Read **Getting Closer to God** and have the children write their thoughts by completing the sentence. If time is short assign only one or two (or do one or two together, aloud). Then ask them to share what they wrote. Comment positively, i.e. "You thought this through and wrote a good reaction. Sometimes it is hard to put your thoughts into good sentences, but I see you are trying." If children are restless, have them stand in a circle as they share answers, or ask students to stand up when they participate.

Summarize by reiterating: "God is pleased with us when we try to obey him. Jesus is happy when we do right." 15 min.

7. Read **Our Armenian Way** and look at the pictures of the crosses. You may have pictures of saints in your Sunday School area that you could point out to the children or take students into church to look at icons or stained glass windows. (You may want to do this after church is over.)
8. Read **Time to Celebrate** with the children and have them think for a moment about their answers to the question. Then ask them to come up to the board and write their answers as they share them. (Later, copy their answers on a large piece of paper to hang in the class. Have the students sign their name to their contribution next week.)
9. Conclude class by having students read **Responding in Faith** silently and then all together aloud. 15 min.

Extending the Lesson

Have students summarize different parts of the lesson.

Evaluating Your Lesson

Checklist:

- Were the students engaged in the lesson?
- Can the students tell you in their own words what they learned today?
- Now that you have taught the lesson, what would you do differently next time?

Make notes in this manual for future reference.

Jesus, Lord of My Life

The Church Begins



Key Concepts

1. The church began with Pentecost and the disciples spreading the Good News.
2. The "church" consists of those who believe in Jesus Christ but we use the word for the building as well.
3. Christ was first preached in Armenia by the disciples Thaddeus and Bartholomew.
4. The Armenian Church remains very true to the teachings of Christ and the early church leaders.

Objectives

During this session students will

1. Participate in a review game.
2. Examine church history – their own parish church and the beginning of the Armenian Church.
3. Read about and re-enact Pentecost.
4. Compare Armenian Church buildings with other church buildings.
5. Celebrate the birthday of the Church, Pentecost.

Materials Needed

Review game from back of this manual

Consecration booklet and anniversary booklet(s) of your church if possible

A small cake and a few candles for a church birthday party.

Note to the Teacher

This lesson is an important part of this unit's overview of Jesus' life. However, it teaches and celebrates Pentecost, a feast day that occurs in May or June. Teach it in order with the rest of the unit, but you might refer to it later in the year, especially if Pentecost is celebrated while Sunday School is still in session.

Also, you will need to come prepared with the date of when your church was established and its first pastor.

Procedure

1. Open with the prayer in **From Our Hearts to God**. Ask the students if they would like to offer a prayer. Offer your own prayer or read a prayer from a prayer book.

2. Have review cards for “Jesus: Savior” lesson on your desk and follow instructions for the review game. 10 min.
3. Read **My World**. Have the students read the story. If you have the consecration booklet or any anniversary booklets of your church show them to the students (and be prepared to provide the information required in their texts). If your church is planning any anniversary celebrations, talk about them with the class. Fill in the blanks about your church. 10 min.
4. Read or teach **Taking a Closer Look**. You might want to write the terms **crucifixion, resurrection, ascension and Pentecost** on the board to help students remember the terms. If you have time at the end of the session, ask students to define these terms again. Also, you may need to tell them that the word **mission** means a job for which a person has much devotion and determination to complete and that the term is usually used to refer to a religious commitment. Have students turn to the four verses in Acts and tell them that you will do a fun recreation of the event of Pentecost. Instruct students to:
 1. Come forward to the front of the class and scrunch together as you read verse 1.
 2. Have them recreate the blowing sound of wind as you read verse 2.
 3. Have them place one hand gently on their own head as you read verse 3.
 4. After you read verse 4, have some children say the Lord’s Prayer in English and some in Armenian (reproduce and distribute the scripts to children to read; tell them to ignore the confusion of hearing two languages being spoken. If you can find and read the prayer in a third language, even better!)
 5. Conclude by saying: “now we have just a small hint of what Pentecost was like!”
5. After children have returned to their seats, read **God’s Guiding Words** together.
Ask: “Who said these words? (Jesus) This event is called “The Great Commission.” After Pentecost, the disciples followed this command. 10 min.
6. Read the first two sentences in **Getting Closer to God**. Then say (you might want to write key words on the board as you talk): “Let’s look now at how the church began with Jesus Christ. Before Jesus there were many religions. Jesus was a Jew. He and

his followers belonged to the Jewish religion. That religion is the ancestor of our religion. The Old Testament of our Bible was and is the Bible of the Jewish people. Other religions around at that time were what we refer to as pagan religions. Pagans worshiped things like fire, water, the sun, and multiple gods. Before Armenia became Christian, the Armenian people had gods and goddesses and worshiped fire and other things.

“When Jesus was on earth he tried to bring the Jewish people closer to God. He wanted to make the Jewish religion better. He told the people he was sent by God to help them. Some realized Jesus was God’s very own and only son. Many Jews believed in Jesus but a lot did not.

“The New Testament of the Bible tells us about Jesus and the first believers and about the twelve disciples and the many other men and women who followed Jesus. It tells us about the beginning of the church.

“About sixty years after the resurrection, the Jewish religious leaders declared the followers of Jesus could not be called Jews any more. Those who believed in Jesus split from the Jewish religion. Christianity became a “new” religion.

“Thaddeus and Bartholomew were two of Jesus’ disciples. They traveled through many lands to spread the Good News. Eventually they came to Armenia and many Armenians became Christians. Later, in 301, Armenia became the first Christian nation, thanks to St. Gregory the Enlightener. Look at the pictures in your book. They summarize what I have told you.”

Have the students describe what they see in the pictures and read the captions. Bartholomew (on the left) is depicted holding a picture of St. Mary because it was he who discovered that her tomb was empty and that she had been taken up into heaven. Thaddeus carries the spear that was used by a Roman soldier to pierce Christ’s side as he hung from the cross because he was said to have taken it to Armenia. 10 min.

7. Have a student read the first paragraph of **Our Armenian Way**. Look at the map together and identify some of the places where we can find Armenian churches (i.e. U.S., Canada, Brazil, Britain, France, Egypt, Syria, Iran, Russia, Australia, etc.).

Ask a volunteer to read the next paragraph, then study the pictures of the different churches and discuss their differences and similarities. Have a student read through the remainder of this section. 5 min.

8. Read through **Time to Celebrate** and have the students fill in the blank. Discuss. Celebrate the birthday of the church with a small party. Have children help put candles in the cake, then (you) light them! All sing “Happy Birthday” and blow out the candles. Enjoy this treat together.

9. Clean up and conclude class with the prayer in **Responding in Faith**. 15 min.

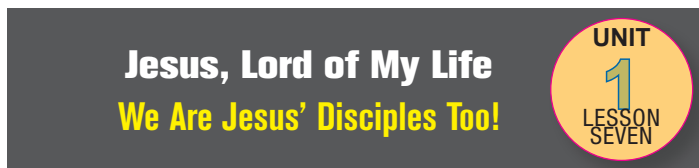
Evaluating Your Lesson

Make notes on how well the students can define terms or describe things in their own words. You may have to help them with definitions by rereading the text. You might have to help them create sentences that give understanding of the terms such as “Pentecost is the feast day when the church began.”

Fourth grade children function on many levels of ability so you may have to adjust the lesson. Make note of who does well and who does not so you can tailor your future lessons to their abilities, making some things more challenging and simplifying others.

Extending the Lesson

1. Read the Bible passages noted in the text.
2. Use blocks or shoeboxes or cardboard to build an Armenian Church.



Key Concepts

1. The church began with Pentecost and the disciples spreading the Good News.
2. The Armenian Church has its roots in the mission work of two disciples of Christ.
3. We continue to be disciples of Christ.

Objectives

During this session students will

1. Read a story and discuss the excitement of sharing a skill you love.
2. Explore the concepts of “disciple,” “convert,” “martyr,” and “enlightener.”
3. Review some of the details of how the Church began.
4. Examine these beginnings by placing figures of Jesus, Thaddeus, Santookht, Bartholomew, King Drtad, Queen Ashkhen, Princess Khosrovitookht, and Mesrob Mashdotz in chronological order to visualize the progression of discipleship.
5. Participate in a review activity for Unit One.
6. Sing a song summarizing the Christian story.

Materials Needed

Pencils, markers

Figures from the back of this manual. “Me” rectangle should be copied so that each student will have one; for the rest, one copy is all you need. Cut them out as rectangular panels. (See Procedure #5)

Masking tape

Procedure

1. Open with the prayer in **From Our Hearts to God**. Ask the students if they would like to offer a prayer. Offer your own prayer or read a prayer from a prayer book. 5 min.
2. Read **My World** and discuss questions. Conclude discussion by asking if any of them ever share things they know about God with their friends. Ask if any have brought a friend to our church for an event or service. Let your students know that they can share their church with their friends (both Armenian and non-Armenian) and they would be welcome to visit.
3. Read **God’s Guiding Words**. 10 min.
4. Read the first paragraph of **Getting Closer to God** and have the class read the bolded definition of a disciple. Present the figure of Jesus and tape it on the board. Then read the second paragraph to the class. Have them read the bolded sentence. Ask students to tell you what the Good News is. The Good News is: in following Jesus we live the most complete and happiest life we can and can live with him forever after we die.
5. Have students take turns reading the paragraphs, but have all read together the bolded sentences in **Our**

Armenian Way. After reading about St. Thaddeus, St. Santookht, St. Bartholomew, St. Gregory, King Drtad, Queen Ashkhen and Princess Khosrovitookht, and St. Mesrob, take out their figures. Put them in a pile on the desk and have students volunteer one by one to tape the figures up on the board or the wall in the correct chronological order. As each one is taped up, teach about them again from the student text. Then distribute “Me” rectangles and have each student design and color a figure to represent him or her (have them print their names at the bottom). Tape these figures in line next. Leave these up for display in the classroom or on a bulletin board. Conclude by telling students that they are the new disciples given the responsibility to believe, learn and teach. 20 min.

6. Conduct the Unit One review game. 15 min.

7. Singing is a way to express our knowledge of God and the history of our relationship with God. Sing the song in **Time to Celebrate** to the tune of *America the Beautiful*. Have fun with this.

8. The closing prayer in **Responding in Faith** summarizes the point of this unit. Have the students read it silently, and then aloud together – almost shouting it with great enthusiasm and joy. 10 min.

NOTE: You may want to post the figures in the room for a while before having the students take them home. You may give the saints out to the students – make it a prize for anyone who can tell you something about him or her. Keep the figure of Jesus for your room for the year. At the end of the year you may award the figure to a student who has shown good discipleship.

Evaluating the Lesson

Can your students define the terms: disciple, convert, martyr, enlightener?
 Did you cultivate an interest in your students to spread the Good News?
 Do you talk to others about your beliefs?

Extending the Lesson

- Using a map of the United States, show students places where there are Armenian churches.

Being a Disciple... It's Not Just a Fan Club! Listening and Talking in Prayer



Key Concepts

- Communication is a vital part of a relationship with another person.
- Since God is the most important person in our lives, communication with him is essential.
- Through prayer God gets to know us and we get to know God.
- God always responds to the prayers we ask “in his name.” (John 14:13)

Objectives

During this session students will

- Recite an opening prayer of St. Nersess asking for God’s guidance.
- Read a story about a boy being guided through a difficult situation and discuss communication and prayer.
- Play a game to teach the importance of calling on God’s name in prayer.
- Share their experience of prayer.
- Participate in a prayer ball toss activity.

Materials Needed

Chalkboard or poster paper, pencils
 A ball the students can toss – not too big or small
 Bookmark prayer cards of *Jesus, Wisdom of the Father* (from the Appendix; copied on sturdy paper)

Note to the Teacher

Next week, you will need a volunteer mom to read aloud a story with her son. Arrange for this during the week from among your parents.

Procedure

- Have the students read the prayer in **From Our Hearts to God** and give each student a prayer bookmark. Ask if any know the prayer in Armenian (*Eemasdootyoon Hor Hisoos*). If so, say it in Armenian also.

Review with them a few times; ask them to keep the prayer in a favorite book or wallet or by their bed and read it as many times a day as they can during the week. Suggest that it is a good prayer to start the day with and to pray if in a difficult situation. 10 min.

2. Read the story in **My World** or have a student who reads well read it to the class. (Remember, if you have a poor reader in your class do not put him or her in an embarrassing position by having that student read a difficult or lengthy passage aloud.)

Ask students if they have ever been in a similar situation at school. Allow a few moments for them to tell their stories. Ask students to think about how Armen's father was able to stop his son from saying something he might regret and how his father was able to boost Tommy's spirits. (Armen's dad was there to help Armen control his anger. He gave Tommy a compliment which made him feel good about the work he had done and proud that he did it himself.)

Talk about how our parents are God's vehicles to help us find the right way, God's way, to handle difficult situations. Say: "In our opening prayer we prayed that God would grant us the wisdom to think, speak and do good, and to keep away from bad or unkind thoughts, words and actions. God worked through Armen's father to answer that prayer for Armen. If Armen had said something unkind to Tommy would Armen be following God's path?"

Ask the children to suggest what might have happened if Armen's father had not been there to help him do what God would want him to do. (Tommy and Armen could have gotten into a fight and both boys would have been in trouble. Tommy might have wrecked Armen's project. Armen might have told Tommy he was just jealous.)

Conclude by telling the children that "the prayer at the beginning of this lesson can help you through difficult situations. It can keep you from thinking and saying hurtful things to others and from doing wrong. It will help you think about and say things that will turn a bad situation into a good one. Saying the prayer often will help you keep focused on God's way, God's will."

3. Continue: "Sometimes God sends parents to answer prayers. Sometimes he sends angels. God answers prayers in many ways. Here is a verse from the Gospel of Luke. Angels spoke these words to Mary, but these words could be spoken to you and to me. God is with us."

Have students read the verse in **God's Guiding Words** silently and then aloud, together. 15 min.

4. Read (students may take turns) the brief **Getting Closer to God** aloud and then say: "If you walked into the house and said, 'What's for dinner?' perhaps your little sister would say, 'I don't know.' Maybe dad would say, 'Ask mom.' Maybe no one would be there to listen and no one would give you an answer. But when you walk in the house and go to mom and say, 'Mom, what's for dinner?' you are asking the right person the right question and will get an answer. (Of course, that assumes it's mom who does the cooking.) You are acknowledging that she has the authority over dinner and recognize her role in providing dinner. When we pray we often direct our prayer to the **Holy Trinity** (Father, Son, Holy Spirit). It is a great way to talk to God. Jesus said, 'No one goes to the Father except through me.' By directing our prayers to Jesus we acknowledge his authority and power."

For a quick object lesson, ask students to stand in a circle with their backs to the center, teacher in the center. Tell the students you will tap one of them on the shoulder. That person should call out the name of one of the other students. The student whose name was called should turn to the center of the circle and guess the name of the student he/she thinks called his/her name. If correct, the student whom the teacher tapped on the shoulder should turn to the center of the circle. If the guess is incorrect, the student can continue to guess who called his/her name until the correct person is identified. Continue the game until all students are facing the center.

Conclude: "This was just a simple exercise to help you understand something important: that God knows your voice and hears you when you call his name."

Have students read **Taking a Closer Look** Ask: When do we say these phrases? (Students should respond when we pray, before we pray.) 15 min.

5. Read **Our Armenian Way** and have the students check responses as directed in the text. If the students don't pray on the occasions listed, reassure them that it is okay and that as they grow up they will pray together in church and on their own. Discuss when and where they pray right now in their lives. 10 min.
6. For the "Thank You Prayer Ball Toss" activity (**Time to Celebrate**), have the students stand in a circle that will allow everyone to toss the ball about six feet across to a

person opposite. Start by everyone saying “Thank you, God, for...” The person with the ball names what he/she is thankful for and tosses the ball across the circle to the next person. That person names what he/she is thankful for and tosses the ball across the circle to another person. Continue the “Thank You Prayer Ball Toss” until all have had a chance to catch and toss or until there are no more thank-yous.” (You can try this again as an “I’m sorry, God, for...” or as a “God, you are great because...” or as a “God, please grant that ...”)

7. **Responding in Faith.** Pray *Jesus, Wisdom of the Father* to end the session and remind the students to keep the prayer close to them this week and pray the prayer as often as they can. 10 min.

Evaluating Your Lesson

1. What parts of the lesson went well for you?
2. What parts of the lesson went well for the students?
3. Make notes on how you would change or modify this lesson for next year.

Extending the Lesson

A Guided Discussion

God answers prayers when we pray in his name. That is why we start our prayers with phrases like “Dear Lord, thank you for...” He listens to our prayers when we ask for things we need or want. He listens when we tell him how amazing he is, giving him praise. He listens when we thank him for the many blessings he gives us. And God does answer our prayers. He answers them in his way. Often it is not what we expected. We have to be open to God’s answers and not speak for him or put words in his mouth because those are the answers we want to hear. Being open to God in our lives is very important.

Here is a reflection about prayer and how God answers. The person who wrote this asked God for things he wanted but got much better things from God.

“I asked God for strength that I might achieve. I was made weak that I might learn humbly to obey.

Why is learning to obey better than strength to do great things? Sometimes what we think is a good idea may not be a good idea and we must see and evaluate the affects of our actions. Sometimes we have to put aside our desires to do what is best for all.

I asked for riches that I might be happy. I was given poverty that I might be wise. Many times on TV we see people who are rich or famous but in trouble for doing wrong things. It is better to be wise and know

what is right from what is selfishly wrong.

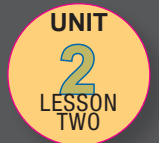
I asked for power that I might have the praise of people. I was given weakness that I might feel the need of God. We need God in everything we do and God is the first and most important person to please. Being powerful just so everyone tells you that you are great and wonderful is not worthwhile. Knowing what you do pleases God is the only praise that matters.

I asked for all things that I might enjoy life. I was given life that I might enjoy all things. We shouldn’t be looking for things to give us happiness. Living life as God wants us to will bring us real happiness even if we never are rich or powerful or famous.

I got nothing that I asked for, but everything I hoped for. Almost despite myself, my unspoken prayers were answered. I am, among all people, most richly blessed.

Just as God listens to us, we need to listen to him. Sometimes that means being quiet after praying. Our thoughts might be nudged by God. Sometimes it means we should look in the Bible. Reading the Bible often helps us hear what God wants for us and for us to do. Sometimes we can talk with our parents or our priest just like we talk to God and they can guide us. God may use many different ways to talk to us.

**Being a Disciple...
It’s Not Just a Fan Club!
Loving and Praising in Worship**



Key Concepts

1. We pray as a community of believers in worship; our separate minds and hearts become one.
2. Our prayers together in worship include praising God, expressing our love for him, asking for his grace and mercy, and sharing our concerns.
3. The priest and altar servers lead us in prayer and dress appropriately for this work.

Objectives

During this session students will

1. Review the last lesson.
2. Compare the enthusiasm of being in a fan club with the attitudes we bring to worship.
3. Define our worship in Badarak as worshipping in one voice, as one.

4. Demonstrate their knowledge of the four parts of the liturgy with an emphasis on what happens during the preparation.
5. Read vesting prayers of preparation and create prayers of their own.
6. Sing “*Haymenaynee*.”

Materials Needed

A volunteer mom to read the opening story as a play
 A Vestments Doll if your church has one
 Blank index cards and pencils
 Chart paper and markers
 If you do not sing, ask a parent who can sing the hymns of the liturgy or a choir member to help with

Time to Celebrate

Badarak books or children’s hymn books
 Optional: CD of church hymns (see procedure #4)

Procedure

1. Read the opening prayer in **From Our Hearts to God** together, a few times. Remark to the children that we have prayed together as if we were not individuals, but one voice because we are all saying the same thing. When people get together to praise God and pray, we call it worship. Have students turn to the last session and, as a review, ask them for an important idea from each page. 10 min.
2. Call on the mother-son pair who will read the **My World** story, choose a volunteer from the class to be the narrator (just a few lines but it will make it fun), and proceed with the reading. Then have students look at the title of the unit – *Being a Disciple... It’s Not Just a Fan Club*. Remark that in the story, Michael is in a video games club. He is a big fan. Ask the students if they are in a fan club or if they admire any singers, television actors or actresses, sports figures. Ask them how they show their admiration for that group or person. Elicit answers such as “I know all the words to their songs.” or “I read about them on the internet.” or “I wear his number jersey.” or “I never miss that television show.” You may want to record their responses on the chart paper. Conclude by saying these are many of the ways we show our interest in, love for, and commitment to our celebrity heroes.

Now ask the children why the mother in the story felt like a fan of Jesus. Answers might include “She loved going to church” and “She was with other people who

prayed together.” Next ask the students if the celebrities they admire today are the same ones they admired last year and if they expect when they are all grown up if they will still be singing the same songs, rooting for the same athlete, or playing the same video games. Conclude that as fans, we often change who and what we admire. “Sometimes the people we admire change and we don’t like them any more. This is normal behavior for fans. Of course, sometimes people are lifelong fans of someone or something. For example, you might always be a Yankees fan.” Finally, read the definition of a disciple to the students: *A disciple is a learner; the pupil of a teacher; the believer of a particular religion.* Jesus’ followers were called disciples. The word is used both for all who responded to his message and for those who traveled with him. Traveling with Jesus might mean leaving home, business and possessions. The disciples were appointed as Jesus’ representatives to preach, cast out demons and heal the sick. As followers of Jesus, we are not just fans, we are disciples.”

3. Direct students’ attention to the two lines from Psalm 100 in **God’s Guiding Words**. Comment that these command us to worship God with happy joyful songs.

Note: The music of the Armenian Church is written mostly in a minor key which may seem to give a sorrowful tone to our songs. If students question the “happiness” of our music, you might point out those hymns that are very joyful, especially “Krisdos ee mech” when the kiss of peace is passed and “Orhnyal eh Asdvadz.” 15 min.

4. If you have a CD of our hymns, you might want to play one of these hymns while the students read **Getting Closer to God**. On the chalk board or on chart paper write **Teaching, Sacrifice, Preparation, Blessing and Dismissal**. Give each student two blank index cards and have them write on the first card **Preparation** on one side and **Teaching** on the reverse side; on the second card write **Sacrifice** on one side and **Blessing and Dismissal** on the other.

Have them make a small drawing on their cards for each section of the Badarak such as a priest’s crown on the side of the card that says **Preparation**, a Bible on the side of the card that says **Teaching**, a chalice and wafer on the side that says **Sacrifice** and a cross on the side that says **Blessing and Dismissal**.

Tell students to hold up the right word after you read the following descriptions:

1. The deacon lights the candles (P)
 2. The priest gives a sermon (T) although in more recent centuries this is done later (S)
 3. The Bible is read (T)
 4. The Communion is given (S)
 5. The priest puts on his vestments (P)
 6. The priest blesses the gifts of wine and bread (S)
 7. We kiss the Gospel book as we leave (B/D)
 8. We enter church and say the Lord's Prayer (P)
 9. The priest tells us to depart in peace (B/D) 15 min.
5. If your Sunday School has a vestments doll, display it as you teach **Our Armenian Way**. Show the crown, belt, cuffs as you read.

Tell students: "I'm sure you know that there are jobs for which people wear special uniforms. Can anyone think of one? (Possible answers: doctors, nurses, soldiers) In the same way, the priest prepares for his specific role in worship with special clothes. Some of these vestments come to us all the way from Old Testament times. They are meant to be a symbol of the royalty and glory of God."

Discuss the two questions about how students ready themselves for worship and list their remarks on the chart paper. They might say I put on my good shoes, I wear a dress, I take a bath or shower. If they are at a loss for words, ask how many shower or bathe Saturday night or Sunday morning? Who has Sunday clothes that they only wear to church or on special occasions and don't wear to school or to play?

Now look at the one example of a prayer we might say as we dress for church just as the priest says prayers as he dresses for church and continue with the following ideas, if children have none to offer themselves.

As you put on your shirt or dress – Lord, give me the grace to listen to my teachers today and learn your plan for me.

As you put on your coat – Protect me, Lord, as I come to worship you with my classmates.

If you wear eyeglasses – Let me see you, Lord, in everyone I see today.

Ask the students if they can think of prayers of preparation they might say as they get ready for church and write them on the chart paper.

6. Conclude by having students look at the simple cross in **Taking a Closer Look**. Say: "Look at this cross. Think of the upright part as you, an individual worshipper with your own wants and needs. Think of the cross piece as everyone else, the group of believers who worship God. Together they form a cross which represents the whole church. We are individuals but we are not alone." 10 min.
7. **Time to Celebrate**. The music of our worship beautifully expresses our relationship with God. Teach and sing (or have your capable volunteer on hand to do so) "Hamenaynee." Be sure students know what the words mean.
8. Conclude class with the prayer in **Responding in Faith**, announcing beforehand that these are the words of the last hymn we sing in Badarak. 10 min.

Extending the Lesson

Spend more time on the Psalms: "Psalms are prayers written long ago. They express feelings about God. Many psalms were meant to be sung. Read these psalms (some are just parts of psalms) and see which one you like best (distribute copies of the Psalms below or turn to them in the Bible). See if you can put the words to a tune you know and learn it. Say or sing the psalm whenever you feel it fits your mood."

Psalm 103

With all my heart I praise the Lord,
and with all that I am I praise his holy name!
With all my heart I praise the Lord!
I will never forget how kind he has been.
The Lord forgives our sins, heals us when we are sick,
and protects us from death.
His kindness and love are a crown on our heads.
Each day that we live he provides for our needs.

Psalm 19

The heavens keep telling the wonders of God, and the skies declare what he has done.
Each day informs the following day; each night announces to the next.
They don't speak a word, and there is never the sound of a voice.
Yet their message travels around the world.

Psalm 5

Because of your great mercy, I come to your house, Lord, and I am filled with wonder as I bow down to worship at your holy temple.
You do what is right, and I ask you to guide me.

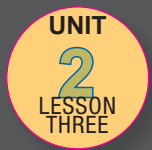
Psalm 18

I love you, Lord God, and you make me strong.
You are my mighty rock, my fortress, my protector, the rock where I am safe, my shield, my powerful weapon, and my place of shelter.

Psalm 28

I praise you, Lord, for answering my prayers.
You are my strong shield, and I trust you completely.
You have helped me, and I will celebrate and thank you in song.
Come save us and bless us.
Be our shepherd and always carry us in your arms.

**Being a Disciple...
It's Not Just a Fan Club!**
Learning About You: Scripture



Key Concepts

1. A “disciple” is a student and as students of Jesus we study his life and teachings.
2. The Bible tells us what God has revealed about himself through people and events of the past.
3. The Bible tells us about Jesus and the Holy Spirit and how to live a God-pleasing, holy life.

Objectives

During this session students will

1. Brainstorm the people in their lives who guide and influence them.
2. Read Bible passages that present some of the teachings of Jesus.
3. Play a continuum game to share their Bible-reading habits.
4. Use the Bible as the most important resource on Jesus and his teachings.

Materials Needed

Paper and pencils
Bibles of all sorts – picture, Bible story books, etc.

Note to the Teacher

Next week, students will outline a modest service project they can plan and complete over the next few weeks. Be prepared by having a few concrete ideas of your own: perhaps a parish (raising money for your food pantry), Diocesan (a national charity drive), or community (local hospital, shelter, or school) project.

Procedure

1. Read the prayer in **From Our Hearts to God** together. Ask the children what a guide does and who are their guides. Elicit answers such as: a guide shows us the way to go, guide dogs help blind people get around, a guide knows the way and brings others along the right path, parents are guides, scout leaders are guides, in museums there are tour guides, there are travel guides, etc.
2. Teach or read **My World**. Ask the students to think back to Michael and his Video Games Fan Club from last week’s lesson. Recall your discussion about favorite singers, sports figures, and celebrities. Continue: What is a fan? By this definition, would we consider ourselves fans of Jesus? (Accept reasonable answers.) Who teaches you about God, Jesus and the Holy Spirit? (Sunday School, the church, the Bible, parents.) How else could you learn more about God?” (Books, television, movies, friends, etc.) Conclude with the fact that the Bible is the first source of information about God and encourage them to read it regularly with their parents.
3. Read **God’s Guiding Words** together, out loud. Note to students that this is a very comforting statement made by a believer. In a way, he stands for all of us. We in the church believe deeply, but we always want to be stronger in our faith. And God is ready to help!
15 min.
4. Have students look up the Bible verses in **Getting Closer to God**. You may want to have these passages bookmarked in your own Bible. Allow ten minutes for students to work, then review answers together by having students first read the passage aloud and then provide the answer. (a. 2, b. 5, c.1, d.4, e. 3) Ask a student to read the concluding statement.

Next have them come to the front of the room for a “continuum” activity. Indicate two opposite points on an imaginary line. According to how they answer your

questions they are to stand somewhere on the line. Start with an example. “Do you pick up your Bible daily or only on Sunday? Stand on either end or, if you look at it a few times a week, in the middle, or anywhere on the line that fits your answer.” Have students assume their place on the line for this first question and then discuss. Most 4th graders will probably answer that they only read the Bible on Sundays, so ask how they can read more often. For 1 minute every night before they go to bed? Etc. Question 2: “I know a lot about the Bible/I know almost nothing about the Bible.” Discuss: How can we change this? (Reading more often, discuss with Sunday School class, teacher, pastor, Internet) Question 3: “I rarely use what Jesus taught us in my daily life/I always use what Jesus taught us in my daily life.” Discuss. Refer to the passages they just looked up. Have students go back to their seats. 20 min.

5. Read **Our Armenian Way** (the answer to the question is, of course, St. Gregory the Enlightener or Illuminator), then have them read over the choices and give each a few minutes to show how they would teach the lesson. 10 min

6. Teach **Taking a Closer Look**. Conclude: “We think of the first person of the Holy Trinity as God the Father, a parental figure. The second person of the Holy Trinity is God the Son, Jesus, a friend and brother whose sacrifice saved us. He is like a friend and brother because he shares our humanity completely *even as* he is God’s Son, totally divine, and our Lord. The third person of the Holy Trinity is God the Holy Spirit, our inner voice of God, our advisor and guide as we grow in faith.”

7. Review **Time to Celebrate**. After the first sentence, ask: “What does the foundation of a house do? (It holds up the entire structure; its strength makes the entire house strong.) Ask students to look at the photo of the deacon holding the Bible high in procession during Badarak. (Explain that during the Divine Liturgy or Badarak, it is not the entire Bible but a Gospel Book containing just the Gospels that is used.) Have everyone stand and lift up their own Bible high. Ask: “When you hold the Bible high like this, what does it mean?” (Answers could be: I’m looking up to it; it’s before me, guiding me; it’s for everyone to see.)

8. Ask one child to read the prayer in **Responding in Faith**. 15 min.

Being a Disciple... It’s Not Just a Fan Club! Doing Good Works: Service



Key Concepts

1. A living faith will mean we serve one another and the world with goodness and compassion. (James 2:14-19)
2. We will be judged by the way we have shared Christ’s love with others. (Matthew 25:31-45)
3. St. Nersess the Great (4th century Catholicos) was an exemplary disciple who created many programs and institutions of charity in historic Armenia.

Objectives

During this session the students will

1. Examine Christian service, charity and charitable programs.
2. Read a Bible passage describing Jesus’ unequivocal call to service.
3. Review Christ’s commandments and write how they might act on them.
4. Learn about St. Nersess the Great and the Armenian Church tradition of good works.
5. Create a service project for the class.

Materials Needed

Reference materials about St. Nersess (only if you need to extend the lesson)

Pencils, poster paper, markers (see procedure #6)

Procedure

1. Have the students read the prayer in **From Our Hearts to God** silently, then read aloud together. Ask if any students want to offer a prayer of their own.
2. Examine the pictures in **My World** together; discuss what they depict and then ask students if any of them have been involved in service projects at school or scouts or at church. Let them tell about their experiences. Read the text together and then discuss: What does it mean to be compassionate? What are good works? Why does Jesus want us to help others? (Remind students of the two most important commandments Jesus gave us – they looked it up in the last session – to love God and to love our neighbor.)
3. Continue: “Remember God has made all people and

we are all God's children. We think of Jesus as Savior but *also* as friend and brother. You are important to our Lord and he wants us to see others as just as important to us as to him. Read the single verse from Matthew in **God's Guiding Words** and then ask a student to find the passage in Matthew and read all the verses. 15 min.

4. Teach **Getting Closer to God** and then have students fill in their reaction to each situation. As the students are writing, circulate among them and read their responses. When all are done, go through each situation and share answers, or ask each student to read *one* of their responses. 15 min.

5. As a segue to **Taking a Closer Look**, tell students: "Doing good works, helping the poor and hungry – good people of faith have devoted themselves to this from the very time Jesus was teaching. Our own Armenian Church story is filled with such people. One great example was a saint of our church, St. Nersess the Great. You probably remember his name from your Third Grade textbook. (*Write his name on the board and continue to jot down key words as you teach this section*). Direct students to complete the puzzle. 10 min.

6. Read **Our Armenian Way** and fill out **Time to Celebrate** as you plan a short term project with your class. You might want to come up with some ideas to present to them if they can't think of anything on their own. Have the class vote on which project they would like to undertake. Decide on a time limit, which should not go beyond a few weeks. Have the students enter the information in their text. *Note: you will need to return to this periodically over the next few weeks; plan accordingly.* Design a poster together announcing their project and mount it in the hallway. Perhaps at an Assembly, the class can make a presentation on their completed project.

7. Conclude with the prayer in **Responding in Faith**. 20 min.

Evaluating Your Lesson

What went well today?

What would you change about this lesson?

Extending the Lesson

If you have more time, read to the class about St. Nersess the Great from one of the reference books you have available.

Sacraments: A Call to Holy Living

Seven and More: An Overview



Key Concepts

1. The seven sacraments of the Armenian Church bond individuals to God and to the believing community.
2. The sacraments bring God into seven critical life milestones.
3. The community of believers witnesses and supports the sacramental experience.

Objectives

During this session students will

1. Recall and review what they have learned previously about the sacraments.
2. Explore the concept of Christian community as witness and their own sacrament experience.
3. Define and discuss "initiation" and the sacraments of initiation.
4. Test their "sacrament" savvy with a matching game and group quiz.

Materials Needed

The Sacraments, The Symbols of Our Faith by Fr.

Garabed Kochakian is a good source of background information for you

7 sheets of chart paper each with the name of one of the sacraments on it

Tape (to adhere the above to the walls of your classroom)

A variety of colors of water based markers (that won't bleed through to the wall); try to have a different color for each student

Stickers and small prizes you can award for correct answers

Note to the Teacher

Important: Remember to schedule time each week to continue and complete your service project. This will be the only reminder!

Procedure

1. Pray **From Our Hearts to God**. Ask if anyone has a prayer to offer. Offer your own prayer if you wish.
2. Read the first paragraph of **My World** to the students then have students read the list of events. Ask

them to share what they remember about attending any of them. 10 min.

3. Teach or read the second paragraph to the students. Read through the list (you might want students to take turns). Ask the students what they recall about the sacraments from lessons in previous grades. (This will be a good assessment of what they know.) Tape seven sheets of paper, each titled with the name of one of the sacraments, on the wall. Space them about two feet apart if you can. Give each student a marker of a different color. Ask them to go up to the papers and write something they have learned and know about the sacrament. The students should rotate to each of the papers. Allow ten minutes for writing and ten minutes for review and discussion. Conclude by having a student read **God's Guiding Words**. 20 min.

4. Read **Getting Closer to God** and have students write their observations. After five minutes, stop and discuss, asking for volunteers to share. 10 min.

5. Ask a student to read the paragraph in **Our Armenian Way**. Ask if any of them have been through an initiation process (perhaps scouts or a club) and let them describe the initiation. Have the students define the word **initiation**. Conclude with the idea of "a ceremony that formally makes you a member of a group or organization and gives you recognition as a member." Initiate means to start. When you are initiated, you start your membership. Ask students to fill in their two gift ideas. Accept all answers but suggest, if they haven't been mentioned, a cross, a baby's book of Bible stories, a child's Bible, a prayer book for children, etc.

6. Direct students to the matching game in **Taking a Closer Look** and give them 30 seconds to complete it. 5 min.

7. Segue with: "Okay, I think we've done a great survey of the sacraments just to get our feet wet. But let's play a game now to be sure of ourselves. Turn to **Time to Celebrate**." Read the instructions and make sure everyone is clear about how to play. If the class is large you can form teams; if it's small, children can just volunteer their answer. Be sure to have at least 24 stickers and a final prize (perhaps a candy bar or a game or puzzle) ready to award.

Answers for the Jeopardy game:

1. A cross is signed in oil on the forehead (chrismation)
2. A man and woman form a new family (marriage)
3. The priest visits hospitals and prays for parishioners there receiving treatment (prayers for the sick)
4. A priest becomes a bishop (holy orders)
5. A child becomes an acolyte (holy orders)
6. A baby is dipped into a font of water three times (baptism)
7. A baby is born again in the Holy Spirit (baptism)
8. A couple wear crowns and put their heads together (marriage)
9. The priest drips *muron* into the water (baptism)
10. The priest anoints the back and heart of the person (chrismation)
11. The person becomes a deacon (holy orders)
12. The child is marked with oil as one of God's children (chrismation)
13. This sacrament is for a priest who has died (extreme unction)
14. The service is for confessing sins (penance)
15. The godfather or best man holds the cross above the couple's heads (marriage)
16. The priest forgives sins (penance)
17. The priest give the body and blood of Christ to the person (holy communion)
18. The Holy Spirit transforms the bread and wine into the body and blood of Christ (holy communion)
19. We kneel and pray for forgiveness (penance)
20. The priest asks the godparent, "What does this child want?" (baptism)
21. God adopts us as one of his children (baptism)
22. Ranks of service such as acolyte, deacon, priest (holy orders)
23. Anointing of the body's eyes, ears, forehead, nose, mouth, hands, feet, back and heart (chrismation)
24. The three sacraments of initiation (baptism, chrismation, holy communion)

8. Conclude with the prayer in **Responding in Faith**. 15 min.

Evaluating Your Lesson

1. How well did the students play the game? If not well, perhaps you can include additional opportunities to review information in the weeks ahead. Next year you might want to have the

students research more information about the sacraments before playing the game.

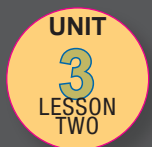
2. Knowing what the sacraments are about is important but the main idea about the sacraments is that our lives intersect with God through them. Do your students give you a sense of understanding this?

Extending the Lesson

Use reference books to read more about the sacraments.

Sacraments: A Call to Holy Living

The Living Water: Baptism



Key Concepts

1. The three sacraments of initiation (baptism, chrismation, and holy communion) start our life journey with God and our church community, affirming that each of us is called to holy living.
2. Our physical birth is possible with a father and mother and our rebirth into God's family gives us special parents called godparents who, with our parents, help us to live a holy life.

Objectives

During this session students will

1. Re-examine the story of St. Gregory's baptism of King Drtad.
2. Read about Jesus' baptism in the Gospel of Matthew and discuss.
3. Review the sacrament of baptism.
4. List elements of holy living.
5. Explore the concept of Jesus as "living water."
6. Make a baptismal "narod" or braid.

Materials Needed

How Armenia Became the First Christian Nation

A clear glass or pitcher of water

Strands of red and white yarn or ribbon, one of each color for each student (cross will be strung onto braided yarn, so make sure loop is wide enough or yarn is thin enough)

Inexpensive Armenian crosses, one for each child

Procedure

1. Pray **From Our Hearts to God**. Offer your own prayer and ask for student suggestions as well.

2. Have students read the "news article" in **My World** and ask the following questions:

1. Who is this article about? (King Drtad and St. Gregory)
2. What is happening? (King Drtad and the royal family are being baptized)
3. When did it happen? (In 301 AD)
4. Where did it happen? (In the Euphrates River)
5. Why did it happen? (King Drtad wanted to become a Christian)
6. How did the people get baptized? (They went into the river and Gregory baptized them)

Ask if anyone knows the whole story of St. Gregory and King Drtad. If no one can tell you quickly review the story using the coloring book *How Armenia Became the First Christian Nation*. Hold up the book for students to see (they reviewed the story with this same coloring book in Third Grade), as you might for a much younger group – don't worry, they will enjoy it!

3. Conclude by saying "we know how important baptism is to starting our walk with Christ" and then have a student read aloud the verse in **God's Guiding Words**. 20 min.
4. Turn to **Getting Closer to God**. Read the first five lines and then have students do the brief Bible study. Discuss answers (see: John trying to stop Jesus, thinking he was unworthy; Jesus entering the water; the heavens opening and a dove descending; hear: a voice from heaven saying: "This is my Son whom I love; with him I am well pleased.") Ask students to read the remaining text and underline key phrases and words; then have them share something they've underlined. Allow them a few moments to write about a holy life. Walk around the room and look over their responses. When they are finished, ask for volunteers to share - they can come up and write their answers on the board. When everyone has had a turn, review the list together. 20 min.
5. Hold up the glass or pitcher of water. Segue with: "What's so important about what I'm holding up? Yes, it's water. Can anyone explain why water is important?" Discuss and make sure answers include that we can't live without it, all living things require it, our bodies are mostly made up

of it. Read **Taking a Closer Look** and comment: “Well, water is one of the few things we *must* have to live. Without water we would die. But you know what? Without Jesus Christ we are also not truly alive and would not have the chance to live forever with God in heaven. So, just as water is absolutely essential to our bodies, so Jesus is absolutely essential to our souls.”

6. Read **Our Armenian Way. Time to Celebrate** is a narod-making activity. Distribute materials. Show students how to braid it, then take a cross and put it on the narod, tying ends together.

7. Read prayer in **Responding in Faith**. Conclude by getting children’s attention and asking: “What does the godparent ask for the child in the baptismal service?” (Faith, hope, love, baptism). “So when we are baptized we are promised the gift of faith, hope and, love. Say just those words for me again.” After they repeat ‘faith, hope, and love,’ say “Beautiful. And I wish you a week *filled* with faith, hope and love. Everybody together: Amen!” 20 min.

Evaluating Your Lesson

1. Note what worked well and what did not. Make notes for how the lesson could be improved or changed.
2. Do the students enjoy movement games? Does it help them improve their memory of terms? Next week, as the students walk in, ask them to tell you what the godfather asks for the baby.

Extending the Lesson

If you have included reading about St. Gregory and King Drtad in your session, have the students make a drawing of the event.

After church, try to take the students into church to see the baptismal font. Ask a deacon ahead of time to be on hand to show it to the students.

If your church has a window or picture of the baptism of King Drtad, take your students to see it after services.

Sacraments: A Call to Holy Living

The Sealing of Oil: Chrismation



Key Concepts

1. Anointing the newly baptized with oil marks and seals that person to a holy life.
2. Muron is the special holy oil, prepared by the Catholicos in Etchmiadzin, to use for chrismation.

Objectives

During this session students will

1. Brainstorm ways they can demonstrate their love for God
2. Read and discuss a story on the special mark of one extended family.
3. Reconsider the idea of living a “holy life.”
4. Learn about holy muron.
5. Participate in a muron-making activity.
6. Review the meaning of anointing in chrismation with a sticker activity.
7. Create their own Christian symbols.

Materials Needed

Pencils, color pencils, markers (fine line)
A small plastic bowl; small dishes of nutmeg, cinnamon, allspice and crushed dried flowers (from the dollar store)
Small cruet of olive oil
Dictionary
Gold cross stickers

Procedure

1. Read the prayer in **From Our Hearts to God**. Ask students what it might mean to “show” that we love God in all we do. As children share answers, write them on the board or have each child come up and write it on the board. Discuss answers. 10 min.
2. Read **My World** (remember to use the creative reading ideas listed in the introduction). Ask the students to share stories of their own family reunions or things they have in common with other family members. Ask and discuss the following: “The child in this story wants his family to be proud of him. How do you want your family to be proud of you? Why do you think your family brings you to Sunday School? Why did they want you to be baptized and chrismated? Do

they want you to live a life based on God’s hopes for you and the world?” Refer to some of their answers on the board as you discuss this last question. 10 min.

3. Segue with: “Let’s remember that at Jesus’ baptism, after the water came the Holy Spirit.” Turn to **God’s Guiding Words** and then continue to **Getting Closer to God**. Have students fill in the blank. Discuss answers. 5 min.

4. Turn ahead to **Our Armenian Way** and read. Explain to children that the herbs, flowers and oils listed are only a few of the 47 that are used to make *muron*. Then place the bowl, oil and miscellaneous ingredients on your desk and have students come around. Pour some oil in and crush a bit of the flowers in the oil. Say: “Let’s pretend that this is the *muron* left from the ceremonies of 7 years ago. Now we’ll make more together.” Have every student participate by spooning up a tiny amount of each item and adding it to the bowl. Then mix with a silver spoon (they can take turns doing that as well). Say: “Remember that every Bishop will take a supply back to their Diocese for use in the sacraments. At your baptism and chrismation, the priest blessed you in nine places by signing the cross with this oil like this.” Dip your thumb in the mixture and sign a cross on the inside of their palms. 10 min.

5. When students have returned to their seats, read **Taking a Closer Look**. Talk about how these different parts of the body stand for something and are symbols of holy living. List the 9 parts of the body across the board and ask students to discuss how they can reflect holiness. Give children time – they will come up with some great answers (although some may be silly)! Examples are given below.

Eyes	see good in people, look at good things, see the world as God might
Ears	listen to beautiful things, hear the good people say
Nose	smell the sweetness of life in all God’s blessings
Mouth	say only good things, don’t curse, praise God and others
Hands	do good works, lift them up in prayer
Feet	walk with God, walk with people who need your help, don’t go to bad places
Back	bear other’s burdens, work hard,

Heart	love God and one another
Forehead	think good thoughts, think of how you can do God’s work, think of others

Distribute cross stickers and direct them to do the activity. 10 min.

7. Read **Time to Celebrate**. Distribute blank paper to each student and have them create their religious symbols. They may use colored pencils, markers, color pens. Discuss the results and post them on the wall or bulletin board, under the sign “Symbols of Our Faith.”

8. Do a lightning round review: “Okay, let’s take a moment to remember: what is that special oil used to mark us as babies during chrismation with a sign of the cross? (Holy *muron*) How many parts of the body are signed? (9) Name them. (Eyes, ears, nose, mouth, hands, feet, heart, back and forehead). Then conclude class with the prayer in **Responding in Faith**. 15 min.

Evaluating Your Lesson


1. What needs more pre-class preparation?
2. How can you make the lesson flow more smoothly?

Extending the Lesson

1. Have students complete the **Baptism, Chrismation, Communion** puzzle (from the back of this manual). Answer: *The Sacraments of Initiation*

Sacraments: A Call to Holy Living

Saying I’m Sorry: Penance



Key Concepts

1. God loves us and knows that we will not always stay on track as we try to live a good and Spirit-filled life.
2. Recognizing that we sin, that all humans sin, and saying “I’m sorry” is the first step in re-establishing our relationship with God.

Objectives

- During this session students will
1. Read a story about the effect of sin.

2. Analyze a simplified statement of confession.
3. Create a “penance” stone as a desk paperweight.
4. Review previous sacrament lessons.

Materials Needed

The Sacraments, The Symbols of Our Faith by Fr.

Garabed Kochakian

A fist sized rock for each student (these can be purchased at a garden center). Have these in a pile on your desk.

Dark blue and purple permanent markers

Small paper or plastic bags for stone paperweights

Note to the Teacher

Next week, you will take your class to church for confession and Holy Communion. Email the parents during the coming week so that children come prepared by fasting or eating something light. Ask for volunteers to bring juice and cookies or snacks.

Procedure

1. Pray **From Our Hearts to God** together. Ask students and discuss: “What are some things you’ve been sorry that you did or said?” (Perhaps a harsh word to a friend or sibling, disrespecting parents) “Why is it so hard sometimes to say ‘I’m sorry?’” (It’s hard to admit you’re wrong, you don’t want to seem weak or silly, you’re too angry or proud, you don’t think you’re wrong) Conclude by announcing that today’s class is about the sacrament of penance, the very sacrament of saying “I’m sorry”....to God. 10 min.
2. Read **My World** and discuss the questions. Students might share a time they carried a heavy suitcase or even their baby sibling. Ask them to elaborate. Have students come up to your desk and choose a stone. When they’ve returned to their seats, ask them to hold it. Is it heavy? If they say “not really,” ask whether it would be hard to carry it around in one hand or in their backpacks all day long. Have them set it aside and read **God’s Guiding Words**. Say: “So...Jesus promises us a way to free ourselves of this burden, by following him.” 10 min.
3. Teach the first paragraph of **Getting Closer to God**. Then have students volunteer to read each bulleted section. Conclude by posing the following questions; ask students to find and read aloud the section that gives the answer.
 1. When we sin, whom do we sin against? (Father, Son, Holy Spirit)

2. To whom do we confess our sins? (fellow Christians and God)
 3. Sometimes we sin accidentally. How else do we sin? (on purpose)
 4. Seven sins were listed. Can you name three of them?
 5. Is it a sin if you know as a Christian you should do something but you don’t do it? (yes)
 6. Who is God’s representative when we confess our sins? (the priest) 10 min.
4. Review **Our Armenian Way**. Ask: “Do you ever wish you could start over on something or begin again when things aren’t going right? The sacrament of penance is the fresh start to your relationship with God and others.” You might want the students to share some experiences when they got to do something over that they did poorly the first time or start again when their first attempt wasn’t good. Conclude by telling the students that taking part in confession each Sunday is our way of “starting over” and “trying again.” 5 min.
5. Teach **Taking a Closer Look** and then distribute markers. Write *Megha Asdoodzo* on the board. Explain that it means “I have sinned against God” in Armenian. Have the students repeat the phrase several times. Then pass out markers and have students write *Megha Asdoodzo* and *Forgiveness Stone* on their rock (**Time to Celebrate**). They may also decorate it.

Discuss: If the rocks represent our sins, what could some of these be? (Lying, cheating, being mean to someone, not obeying parents, wanting something someone else has, etc.) If the students don’t have ideas, suggest some to them. Tell students to take the rock home and use it as a paperweight, a reminder that doing things God would not want us to do, is a heavy weight. Remind them that Jesus makes the yoke easier to carry by forgiving your sins. 15 min.
 6. Spend five minutes in review. Ask students to look over the last three lessons in the sacraments unit and come up with one question to ask the rest of the class. If no one can answer, they should provide the page where the answer appears. Do this for as long as you have time. Then conclude with **Responding in Faith** 5 min.

Evaluating Your Lesson

What went well? What didn’t?

How can you change the lesson so it is more meaningful for the students?

Sacraments: A Call to Holy Living

Sharing in The Lord: Eucharist



Key Concepts

1. By partaking of Holy Communion, we re-unite with God and receive nourishment for living a holy life.
2. We should receive Holy Communion regularly to be spiritually nourished just as we eat, drink, breathe and sleep regularly to keep our physical life healthy.

Objectives

During this session students will

1. Compare physical food with spiritual food.
2. Explore the way they spend their time and what it takes to stay healthy.
3. Read and discuss the story of the first Holy Communion at the Last Supper.
4. Attend church for confession and Holy Communion.
5. Enjoy a snack with parents after communion.

Note to the Teacher

Timing for this lesson needs to be flexible, depending on how much time you have for both church attendance and class. Adapt activities accordingly.

Procedure

1. Read **From Our Hearts to God** together. Ask students: "What do you like to eat when you're hungry?" After fielding some answers (and let it remain light and fun), ask: "How do you feel after you've eaten these things?" (Answers may include good, rested, relaxed, happy, ready to go, full of energy) Segue to the lesson by saying: "Well today, we're going to think about what special food keeps us *spiritually* full and healthy, and that is, of course, through the bread and wine we receive every Sunday at Badarak. What's that? Yes, Holy Communion." 5 min.
2. Read through **My World** and have the students list or draw as directed. Break up the exercise by allowing students 2-3 minutes to draw for #1, and then discuss answers. Do the same for each of the next two. Finally, discuss the last two questions and guide students to verbalize that good food, drink, rest keeps the body

healthy while things like going to church, learning about God, prayer, reading the Bible and receiving Holy Communion keeps the spirit healthy. 20 min.

Say: "Jesus gave us a very special gift when he established Holy Communion with his disciples." Ask for a volunteer to read **God's Guiding Words** and then have everyone open their Bibles to look at the complete story in **Getting Closer to God**. You might want to recreate the story by having students form a circle of chairs or take parts or stand at the front of the room and read aloud. Then direct them to answer the questions in their texts. (Answers: 1. Peter and John, who were two of his three closest disciples; the other was James; 2. Passover; 3. an upper room at a house; this same room was where the Holy Spirit would come down in tongues of fire at Pentecost; 4. yes (verse 15); 5. he was talking about the fact that he was going to suffer on the cross; 6. see verse 17; 7. see verse 19.) 15 min.

3. As a preparation to going to church, read **Our Armenian Way** and ask the students to number the events. Go over their answers (1-4-5-2-3) and summarize by assigning students the numbers, have them stand at the front of the classroom and tell their part in the procedure of receiving Holy Communion. Call on a student to read **Taking a Closer Look** and then prepare to go up to church. Of course this should all be timed flexibly so that you are in church approximately for the Hayr Mer. 5 min.
4. **Time to Celebrate.** After church, enjoy your snack with parents and students. Conclude with the final prayer in **Responding in Faith**.

Sacraments: A Call to Holy Living

Vocation: Marriage/Holy Orders



Key Concepts

1. Many of us will marry and if we do, we want God to be a part of our union.
2. God blesses and consecrates (makes holy) marriage.
3. Some of us will be called by God to serve him in an ordained vocation as an altar server, deacon or priest.

Objectives

During this session students will

1. Discuss the request, promise and blessing of sacraments studied so far.
2. Read a story about a family wedding highlighting both the couple and the ordained servers on the altar.
3. Participate in a Bible study on marriage and ordination.
4. Review the sacrament of ordination.
5. Create marriage narods and deacons' stole bookmarks.

Materials Needed:

18" lengths of red, white and green yarn or ribbon, one of each for each student

Small inexpensive crosses (loop must be large enough to fit over braided strands)

8½ X 1" strips of beige construction paper, one for each child

Markers

Scissors

Optional – Laminate sheets

Procedure

1. Pray **From Our Hearts to God**. Ask students what it might mean when we talk about God "calling" us. Do we hear a voice? Or is it maybe a very strong feeling to serve in some special way? As a segue to the story say, "there are so many different paths our lives take and if you remember, the sacraments are those special ceremonies that bring us together in a special relationship with God – it's three things each time: something we ask of God, a promise we make, and a blessing God gives." GO to the board and write key words as you talk and solicit answers. "For example in baptism and chrismation, what do we ask? (Faith, hope, love, and baptism) What promise do the godparents and the whole community make? (To bring up the child knowing God) How does God bless this? (By sealing His Spirit onto the child, to help strengthen him or her)." Continue: "In the sacrament of penance, what do we ask? (For forgiveness) What do we promise? (To try to follow God's ways more closely, not to sin) And what does God grant? (Forgiveness) In Holy Communion, what are we asking? (To share in the Body and Blood of Christ) What is our promise? (To be worthy of God, to live doing as he would want us to do) What does God grant?" (Wholeness and strength) 15 min.

"Well, today, we come to two more sacraments. The sacrament of marriage and the sacrament of holy orders." Write these on the board.

2. Ask for volunteers for the parts of Ara, mom and the narrator to come up front and "perform" **My World**. After the reading, ask students if they have seen pictures of their parents' wedding (be sensitive about any divorced families); suggest they talk with their parents this week about how they met and decided to marry. (When parents pick up their children, ask them to be sure to do the **Living Our Faith** activity this week; email reminders). Have the entire class read **God's Guiding Words** in unison. 10 min.
3. Have students open their Bibles to the verses indicated in **Getting Closer to God**. Let children work silently for five minutes. Then review answers together. Guidelines for discussion: *On Marriage*: God created people – and of all creation, only people – *in his image*. This is an amazing thing! It means people alone are able to conform themselves to God, to know him, to have a relationship with him. Important: God created people "male and female," to be together, to work side by side, to complete one another. Finally, they are meant to rule over creation – not to use up and destroy but in a "caretaking" way – the words 'rule over' and 'subdue' have an underlying meaning of stewardship. Acts: Priscilla and Aquila were tentmakers and worked together with Paul on their important craft. They were part of the early church by hosting Paul in their home as he traveled, preaching. *On Ordination*: The first deacons were ordained to help feed the poor and care for those, like widows, who had no one to help them. Have students note "the laying on of hands" as these men were blessed for their work. 10 min.
4. Read **Our Armenian Way**. Then review and discuss **Taking a Closer Look**. These are wonderful and significant similarities! Announce that as a reminder of these two sacraments, they will be making (**Time to Celebrate**) a wedding narod and a bookmark in the shape of a deacon's stole. Distribute craft supplies. First make the narod. Help children tie a knot at one end with all three strands – you can demonstrate or help those who can't. Then have



them braid the strands, string the cross through, and tie another knot. Secondly, have them design the deacon's stole (sketch the sample on the previous page on the board so students can draw a border and crosses), and cut a fringe on both ends approximately a ¼" up each end. If you've bought laminate sheets, press bookmarks between and cut to size; this will make the bookmark more durable. Clean up and conclude with prayer in

Responding in Faith. 25 min.

Evaluating Your Lesson

See how much the students have understood by having them finish these sentences orally. Accept all reasonable answers.

1. A sacrament is ...
2. When two people marry they become
3. One of the ways a person can serve the church is by ...
4. When I grow up I would like to serve the church by ...

Extending the Lesson

1. Watch a DVD of a wedding if you have one available.
2. Watch a DVD of an ordination if you have one available.

Sacraments: A Call to Holy Living

Praying For The Sick



Key Concepts

1. The practice of praying for those who are sick is part of our Christian tradition.
2. Those who serve the church as priests receive a special anointing upon their death.
3. God's healing comes through strength, courage, and peace.

Objectives

During this session students will

1. Pray for sick family members and friends.
2. Participate in a review of the six sacraments they have learned so far.
3. Read a story about praying for a sick man in the hospital and discuss the nature of prayers for healing.
4. Review the meaning of "extreme unction," the part of this sacrament reserved for deceased clergy.

5. Make cards using Armenian prayers and designs.

Materials Needed

Copies of card idea sheet in the back of this manual
Construction paper to be folded into a card
Envelopes
Markers
Glue

Procedure

1. Tell students that today they will be talking about the sacrament known as "Prayers for the Sick" or "Extreme Unction." It would be a perfect time to pray for those who are ill. Ask if there are any family members or friends who are in need of our prayers (write their names on the board and their connection to the student, i.e. "Mark, a friend of (student's name); Mark broke his leg." Once everyone is listed, pray **From Our Hearts to God.** 10 min.
2. Ask if students learned more about their parents' wedding. Call on volunteers or, if no one has information, say "Oh, that's too bad – it would have been fun to hear some of your stories." Have students answer **Sacraments Savvy.** Review answers as they appear in the first lesson of this unit. (To get students on their feet, have them stand or come forward to answer. Use the opportunity to ask related questions as a review: When are Armenian Christians traditionally baptized? (as babies) Can they be baptized as adults? (Of course, if they have never been baptized and want to become Christians later in life). What three sacraments are always received at baptism? (Baptism, chrismation, and first Holy Communion) How many parts of the body are anointed at chrismation? (9) Name a few. (Eyes, ears, nose, mouth, forehead, heart, back, hands, feet) Why anoint these parts? (As a symbol that they should always be used in godly ways and for godly purposes) What sacrament must always come before Holy Communion? (Penance) Who started the practice of Holy Communion? (Jesus – at the Last Supper) What is a vocation? (A call by God to live life consecrated to him in a certain way) 20 min.
3. Read **My World**; you might want to ask three students to come to the front of the room and take the part of Harry, the boy, and the narrator.

Afterwards, ask, “So what does it mean to pray for God’s healing?” Discuss, but make sure to include the idea that it is not a shopping list of requests that God should fulfill, but a *conversation* with God. The person praying can tell God anything, can ask God anything, can be happy or sad, content or angry. We should always keep in touch with God through prayer to share our lives and thoughts and desires with him and to be open to God speaking to us through our parents, our Sunday School teachers, our priest, the Bible and life itself. Our prayers for the sick are for healing of all kinds. Just as Harry in the story says, if physical healing is not possible, then the soul and spirit are healed and strengthened. (If children ask why God can’t heal anyone he wants, tell them that God is not a magician who enters our world and fixes things for us. Rather he gives us the inspiration to help others, fight diseases, love one another, and can give us the *spiritual* gifts that are his to give and that we can get from nowhere else.) Conclude with **God’s Guiding Words**.

4. Direct students’ attention to and “teach” **Getting Closer to God** and **Our Armenian Way**. 10 min.

5. **Time to Celebrate** Instruct students that they will be making a card to send to someone they know or may know in the future who is in need of prayers for healing. Distribute the page of prayers and Bible verses along with envelopes. Encourage students to design them as they please; they might also add their own drawings. They should write a personal message inside if they have someone specific in mind; or they can write the message at a later date. If they want to mail it to someone, addresses and stamps can be provided at home by parents. Conclude with **Responding in Faith**. 20 min.

Extending the Lesson

Use the **Sacraments Maze**, and/or **Sacraments Test/Word Search*** as enrichment and review exercises.

Sacraments Test answers; 1. Initiation 2. Penance 3. Marriage 4. Unction 5. Holy Orders 6. God 7. Chrismation 8. Baptism 9. Communion 10. Unction

Word Search answers:

H	M	I	C	A	P	R	A	Y	T	G	B
O	O	N	Z	P	L	U	W	I	U	O	A
L	C	O	M	M	U	N	I	O	N	D	P
Y	X	H	A	G	N	I	F	D	C	M	B
S	W	Q	R	Z	C	O	E	E	T	H	A
O	I	K	R	I	L	N	Z	A	I	L	P
R	P	R	I	E	S	T	S	C	O	L	T
D	E	W	A	Q	O	M	W	O	N	B	I
E	G	I	G	N	K	X	A	N	P	O	S
R	D	P	E	N	A	N	C	T	H	R	M
S	H	U	S	B	A	N	D	O	I	N	M
H	P	E	N	A	N	C	E	I	L	O	O
A	C	O	L	Y	T	E	F	L	C	Z	N

The Church Celebrates The Five Major Feasts



Key Concepts

1. The church calendar celebrates the life of our Lord and the special people and events in salvation history.
2. There are spiritual seasons of the church just as there are seasons in the physical year.
3. These seasons and feasts unfold in a cycle of preparation and celebration.
4. There is a special Armenian Church calendar called the *Donatzooytz* that guides us through the year, beginning with the most important feast, Easter.

Objectives

During this session students will

1. Mark a calendar of events in their lives that repeat each year and compare it with the church’s annual commemorations.
2. Find the Five Major Feast Days on the church calendar.
3. Discuss ways we prepare for family events and church commemorations.
4. Create information cards on the Five Major Feasts and then play a review game.

Materials Needed

1. Diocesan calendars (or copies), one for each student; see procedure #2
2. 5X7 blank index cards (see procedure # 5)

Note to the Teacher

Next week's class calls for a bowl of *anushaboor*, a traditional Armenian Christmas pudding. Ask a volunteer to make it or make it yourself. Keep in mind that it contains nuts, so be aware of allergies.

Background for Teacher

The feasts of the church guide our worship, prayer, and Scripture reading. The *Donatzooytz*, the official ecclesiastical calendar, lists the celebrations, commemorations, feast days, fast days, and Bible readings for each day. Just as national holidays are set on a regular calendar, the immovable and moveable feasts are set on the church calendar and everything else falls into place.

The Five Major Feasts of the Armenian Church are the backbone of the church calendar. Each major feast day is preceded by a week of fasting. This pious tradition emphasizes the importance of preparation. Easter, Christmas, Assumption, Transfiguration and Exaltation of the Holy Cross are paramount as they represent the most important events in the life of the Church. Of course, Easter is the most important of these five as it celebrates the Resurrection of the Lord. Without Easter, nothing else matters. It marks the beginning of the church year.

Procedure

1. Open with the prayer in **From Our Hearts to God**.
2. Distribute the Diocesan calendar (or copies). Read **My World** and have students fill in their special days in the blank calendar boxes (such as birthdays, parents' anniversaries, first day of school, etc.). Discuss. Ask students to look up the Bible readings (Gospel selection, preferably) on their birthday, write it in their student texts, read it, and share the message with the class. Then have them find the Five Major Feast Days and write them in the appropriate box: for example in the January square – Birth of Christ. Do the same for Transfiguration (which can be written across June through August), Easter (March-April), Assumption, and Exaltation of the Holy Cross. 15 min.
3. Read **God's Guiding Words** first (Leviticus) as a choral reading and then (Ecclesiastes) with a different student reading each line. Ask students to write the one-line summary. (Guidelines: 1. God asks us to set aside special days of celebration and

2) there is an appropriate time for everything. For Ecclesiastes, point out that the verses do not condone war or hate or killing, but that the wise writer of Ecclesiastes understood that these things happen in our world. 5 min.

4. Segue with: "Beautiful, so we see that there are many different occasions in both our family life and in the life of the church where we celebrate, we remember, we honor, whether it's people or events. Now these occasions take preparation, don't they?" Discuss how children might prepare for the three occasions listed in **Getting Closer to God**. For vacations, you might want to pose: What if you were going to the beach? To Disney World? To Armenia? Then read the rest of the text. 10 min.
5. Have students fill in the Number 5 in **Taking a Closer Look**. Then begin **Our Armenian Way**. Distribute 5 index cards to each student and have them write in large letters on each the name of one major feast. Then have them turn the card over and list down the left side the words **Who, What, When, Where, Why and Our Armenian Way** (this will be the Armenian name for the feast and one special way we celebrate) with space in between to write a few words. Write the same words on the board and tell the class that you will be reviewing each feast by supplying answers to these questions. Write the first title: Christmas and proceed, allowing just a few minutes to get the basic story for each. Follow the guidelines below. Review the entire answer but then write only the part of the answer in bold and ask students to copy on their cards. If there is time, students can decorate cards. After the review game, cards should be kept in their folders.

Christmas(Theophany)

Ask: **Who** is this feast about? **Jesus**. You can ask who else was present: (Mary, Joseph, shepherds, angels)

What is this feast about? Celebrating the **birth of Christ**
When did this happen? In approximately **the year 1**. **When** do we celebrate it? **January 6** (December 25 for all other churches; January 6 was the original Christmas celebrating Jesus' birth and baptism for all churches, but his birth commemoration was separated in the West to replace a pagan holiday in December.)

Where? Bethlehem

Why? God the Son entered the world as a human being to teach us about true faith and ultimately die that we might live with God forever.

Our Armenian Way? **Dzunoont**; blessing of the water in honor of Jesus' baptism

Easter

Ask: **Who** is this feast about? **Jesus**.

What is this feast about? Celebrating the **resurrection of Christ**.

When did this happen? In approximately the year **33**.

When do we celebrate it? Easter is what is known as a moveable feast, so it can fall anywhere between **March 22** and **April 25**.

Where? **Jerusalem**

Why? God the Son willingly died on the Cross and rose again to **save us from our sins** and give us the hope of eternal life.

Our Armenian Way? **Zadig**; coloring eggs with onion skins

Transfiguration

Ask: **Who** is this feast about? **Jesus**. You can ask who else was present: (Peter, James, and John)

What is this feast about? The celebration of **Jesus' appearing radiant** before his closest disciples. Moses and Elijah appeared next to him and a voice was heard from heaven saying "This is my Son; I am pleased with him."

When did this happen? Approximately **30-33 A.D.**

When do we celebrate it? A moveable feast, the transfiguration can be marked between **June 28** and **August 1**

Where? Mt. Tabor in **Jerusalem**

Why? **Jesus' glory** was **revealed**; he was the fulfillment of the law and the prophets and God's Son.

Our Armenian Way? **Vartavar** (the word derives from the pagan feast honoring Anahid; her altar was decorated with **roses** for which the word in Armenian is *vart*); a tradition of splashing one another with **water**

Assumption

Ask: **Who** is this feast about? **St. Mary**

What is this feast about? Commemorating **Mary's being taken up into heaven**

When did this happen? **1st century**

When do we celebrate it? **August**; a moveable feast, the Assumption can fall on a Sunday between August 12 and 18

Where? **Jerusalem**

Why? As the **mother of God**, in Armenian: *Asdvadzadzin*, Mary was given the **unique honor of being taken up to heaven** bodily.

Our Armenian Way? **Verapokhoomun** (the taking up); **blessing of grapes**

Exaltation of the Holy Cross

Ask: **Who** is this feast about? Heraclius and the **Holy Cross**

What is this feast about? Remembering how the cross of Jesus was **exalted in Armenia** as the Byzantine army brought it back from captivity in Persia to Jerusalem

When did this happen? **628 A.D.**

When do we celebrate it? **September**; as a moveable feast it can fall on a Sunday between September 11 and 17

Where? **Armenia/Jerusalem**

Why? The cross was so beloved that men risked their lives to return it from its captors; **Armenians revered** it as it passed through.

Our Armenian Way? **Khach Veratz**; blessing of **basil**, special antasdan (blessing of the fields) 25 min.

6. Play a review game with the cards students have made (**Time to Celebrate**) Have students spread the cards out in front of themselves and hold up the appropriate one as you read the questions below. The holy day that marks the birth of Jesus is called ...? *Christmas*

• The holy day that is about the time Jesus took three disciples up Mt. Tabor and revealed himself in his glorified state all bright and full of light is called ...?

Transfiguration

• The holiest day of the church year, the day Jesus rose from the dead is called ...? *Easter*

• The feast day that is about the Holy Cross being paraded in Armenia after its successful recapture from the Persians is called ...? *The Exaltation of the Holy Cross*

• The holy day that is about Mary being taken up to heaven is called ...? *The Assumption*

• The most important feast day of the church is... ? *Easter*

Time permitting, ask students to ask questions of one another!

7. Conclude class with **Responding in Faith** 5 min.

Evaluating the Lesson

Next week, as students walk into class...

- Ask "What is (name a feast day) about?"
- Give student a picture of the feast day and say, "Can you give me a title for this picture?"
- Give the student a card with the description of the feast on it and ask, "Can you identify this feast?"

Extending the Lesson

Have your children create a board game of the Five Major Feast Days or a card matching game.

The Church Celebrates Christmas



Key Concepts

1. The Armenian Church has recognized five feasts as “Major” feasts (*daghavar* or tabernacle); these express important truths about our faith.
2. Christmas celebrates the birth and baptism of Jesus and other related events as his revelation to us as God.
3. The date of Jesus’ birth is unknown; traditions in the Western Church and Eastern Church diverged, creating different dates for Christmas.
4. There are distinct Armenian pious traditions during the Christmas season.

Objectives

During this session students will

1. Review the names and meanings of the Five Major Feast Days.
2. Create their own presentation of one of the feasts.
3. Read the Scripture story of Jesus’ birth and baptism.
3. Re-enact the blessing of water.
4. Read about the history of the dating of Christmas.
5. Celebrate with Armenian Christmas pudding.

Materials Needed

Three Bibles with bookmarkers for the readings in the **Taking a Closer Look** section (see proc. #1)

Pencils, markers, paper, some items for costumes such as scarves, plastic grapes, crosses of various sorts, fresh basil and some fresh flowers, aluminum foil, a flashlight or spotlight

A big bowl (preferably clear plastic), a large cross and a towel to hold the cross; have this on display to intrigue students
Anushabour – enough for each student to have a small portion (ask a parent to make it for the class)

Note to the Teacher

Next week you will need 16 balloons with inserts in them. (See next week’s lesson.) Purchase the balloons and insert the pictures (tightly rolled up) but ask a few parents to volunteer to come to next week’s class (early) and inflate them to be ready for the activity.

Procedure

1. When the students arrive, assign **God’s Guiding Words** to a student to prepare to read at the appropriate time. Also assign the **Taking a Closer Look** Bible readings to three different students. Give each a Bible with a bookmark in it at the right place. Put the book, chapter and verses on the bookmark. While the students are settling in, the readers can go over the reading so they are prepared to read.
2. Begin class by reading **From Our Hearts to God** together.
3. Ask the students to look at the pictures in **My World** and check the appropriate answers. After a few minutes, review together. (All but 4th, 7th, and 8th lines appropriately describe illustrations.) 15 min.
4. Have the student you chose read **God’s Guiding Words** to the class. Tell the class that Mary said this when the angel Gabriel told her she was going to have God’s son. The passage is called Mary’s Song of Praise. Ask the students to think about what they would say to God if God gave them a special task. (Don’t ask them to verbalize, just think about it.)
5. **Getting Closer to God** allows for a wide range of student creativity. Read the instructions to them, decide on how students will work (singly, pairs, groups, or the whole class together) and then get to work. (Have the materials listed in the **Materials Needed** section ready.) If you have a ringing minute timer, set it for 10 minutes. When the allotted time is up ask the students to make their presentations. 30 min.
6. Say to the class: Let’s listen to the Bible passages about the birth and baptism of Jesus. Have your chosen readers read each passage in **Taking a Closer Look**. 5 min.
7. Read **Our Armenian Way** to the class. Bring forth your bowl of water and large cross. Ask for a volunteer to be the *godfather* of the cross (at the moment, church tradition requires it to be a male) then, in the role of the priest, dip the cross into the water (holding it with the small towel) and then hand it to the godfather. Explain that in the actual blessing service, everyone would come forward at the end and cross themselves and kiss the cross before leaving church. “As our godfather holds out the cross, let’s just bow our heads and sign ourselves with the cross.”

8. Read or teach **Time to Celebrate**. Distribute portions of the *anooshaboor*; of course, if anyone is reluctant, don't force it. Tell children that the main ingredients of this traditional Armenian Christmas pudding are apricots, raisins, nuts, and wheat.
9. Conclude class with **Responding in Faith**, read aloud together. 10 min.

Evaluating Your Lesson

What went well? Why?

What did not go well? How can it be changed for next year?

Extending the Lesson

If your church has stained glass pictures or icons of any of the Five Major Feast Days, take the students into church to see them. You might want to arrange with their parents that you will bring the students to church after services for them to look at the windows or icons and be dismissed to their parents from church.

The Church Celebrates Easter



Key Concepts

1. Easter celebrates the resurrection of Jesus, the foundational event of our faith.
2. Easter is the most important holy day of the church calendar.
3. The Easter cycle encompasses Poon Paregentan to Pentecost all of which emphasize the importance and meaning of Christ.

Objectives

During this session students will

1. Conduct a self-review of last week's lesson.
2. Explore the concepts of Jesus as cornerstone and tree of life.
3. Review the events and lessons of Great Lent, Holy Week, Easter, the Ascension, and Pentecost.
4. Draw an Armenian cross.
5. Participate in an activity to review and order the events commemorated in the Easter Cycle.

Materials Needed

- A large rock
- A branch with leaf or flower buds on it
- Drawing paper and crayons or markers
- Sixteen inflated balloons, into which each Bible verse from the sheet at the back of this manual has been inserted.

Procedure

1. Pray **From Our Hearts to God**. Then ask students to do the activity in **My World**. Review questions and throw in a few of your own!
2. Read **God's Guiding Words** together. Ask students to underline the words that help us understand why Jesus Christ died for us (*Christ did this to bring you to God*). 10 min.
3. Bring out the large rock and ask the students: "Why do people build with rocks?" (They are strong, they last a long time, they don't require maintenance, they are not expensive, they are easy to get, etc. - accept all reasonable answers.) Read **Getting Closer to God**. After the mention of the word "cornerstone" in the second sentence, ask students to define the word. After some guesses, proceed with the reading which provides a definition. Then have them write in their names and names of loved ones and people they know in the church. 10 min.
4. Read or "teach" the first paragraph under **Our Armenian Way** to the students then have them take turns reading each bulleted text. You can have students come to the front and read; feel free to discuss and ask questions periodically. If you have time, or would like to, turn to the actual Scripture story. Ask if any of your students have participated in Holy Week services such as the Washing of the Feet (*Vodunluva*). If some have, let them tell about the experience. 10 min.
5. Bring out the branch with buds on it. Ask the students: "What happens to these buds in the spring?" (They open up, they become flowers or leaves, they grow.) Say: "Remember when God expelled Adam and Eve from the Garden of Eden he wanted to prevent them from eating from the Tree of Life because that would give them everlasting life; God did not think people were worthy of this yet. But now Jesus has made it possible after our death to have everlasting life with God in heaven. So Jesus can be com-

pared to the Tree of Life. This branch is like Jesus himself, who brought new life to the world. It is also each one of us, since we can flower and blossom when we live in Christ.”

6. Direct the students to look at the cross pictured in this section and note that the base ends of the cross depict life. Have a student read **Taking a Closer Look**. Give each student a paper and crayons or markers and have them draw an Armenian cross that suggests a “tree of life.” Tape the crosses on the board and then use them for a bulletin board display. 15 min.
7. For **Time to Celebrate**, tell the students that you have a bag of balloons for them to pop in celebration of Easter. You’ll need to organize this according to class size. Have students select a balloon. Say: “Pop the balloon by stepping on it and find the Bible verse that is inside. After all the balloons are popped, you will share what event or story from Lent and Easter is behind this verse and then we will tape them on the board in order.”
8. Close with the prayer in **Responding in Faith**. 15 min.



Key Concepts

1. The Transfiguration commemorates the appearance of Jesus in his glorified form with the prophet Elijah and Moses on Mt. Tabor, recalling the fulfillment of the Law and Prophecy in Jesus.
2. This revelation of Jesus to his three disciples, Peter, James, and John, gave them and us a preview of the resurrection, heaven and God’s eternal power.
3. The Assumption of St. Mary emphasizes her importance to God and the salvation story; only she and the prophet Elijah were taken bodily into heaven.
4. The Feast of Assumption is celebrated with the blessing of grapes as grapes are propagated by the vine rather than the grape seed (just as Jesus was brought into being as a human being through the Holy Spirit).

Objectives

During this session students will

1. Review the two major feast days of Transfiguration and Assumption.
2. Read the Bible account of the Transfiguration.
3. Explore the concepts of Jesus as the “true Vine” and the meaning behind the blessing of grapes.
4. Learn about the Assumption of St. Mary.
5. Create a yarn “grapevine” with grapes and leaves describing what they’ve learned about Jesus and what he has taught them.
6. Share a snack of grapes, bread, and grape juice.

Materials Needed

Bibles marked to Matthew 17:1-13, Mark 9:2-13, Luke 9:28-36. Use several types of Bibles giving the easiest to read to those students who have difficulty reading. This can be optional; see procedure #2

The “Importance of the Transfiguration” from the Appendix, one for each student; see procedure # 3

A length of green yarn; copies of the bunch of grapes and the grape leaf from the Appendix, one for each student; see procedure #5

Pencils, pens, markers

Grape juice and bread for all the students

Note to the Teacher

Next week, the children will be learning the blessing refrain, **Amen. Alleluia.**

If you are not comfortable singing, plan for a parent or choir member to help teach the students.

You might also want extra help with the craft.

If you’re doing next week’s lesson (The Exaltation of the Holy Cross) on the actual Sunday of the feast, plan on attending the brief service at the end of liturgy. Advise parents as well. Since the Exaltation falls in early to mid-September, you might not yet have Sunday School, in which case, schedule the lesson shortly after.

Procedure

1. Say the prayer together in **From Our Hearts to God**.
2. Give each student a Bible with one of the passages about the Transfiguration bookmarked and noted on the bookmark. Use different Bibles if you have a variety available to you as some mention the name of the mountain (Mt. Tabor) and some do not. *If it is too difficult to have a variety of Bibles, just write the Bible references on the board and assign students*

different readings by calling names and pointing to a reading. Note that procedure #4 depends on different Bible translations so adjust accordingly. Read **My World** to the class, then have them find the story of the Transfiguration in the Bible that was given to them and read it silently. Ask for volunteers to retell the story in their own words. Say: “I will share with you some reasons why this event is important. I want you to think about the top two reasons. When I have finished you will talk to each other and decide among yourselves which are the top two reasons.” 15 min.

3. Distribute the hand-out “The Importance of the Transfiguration,” and have students take turns reading aloud; make sure each reason is clear. They may want to reread them as they decide which two are the most important. Discuss.

4. Read **God’s Guiding Words**. If students are using a variety of translations, call on them to hear the variation in translation. 15 min.

5. Read **Getting Closer to God** Ask if anyone has a grape plant at home. If any student does, ask them to tell about how it grows, how the family cares for it, etc. Bring out long, thick green yarn. Tell the students that the yarn represents a grape vine. Tape the yarn to the wall or board. Give each student a copy of the bunch of grapes and the grape leaf from the back of this manual and have them write something they learned about Jesus on the grapes and something very important Jesus taught them on the leaf. As they are done, have them come to the green yarn and tape their grapes and leaf. 15 min.

6. Read **Our Armenian Way**. Remind students that this Feast Day is commemorated in August. Two of the Five Major feast Days take place during the summer, which means, unfortunately, many students won’t be at liturgy on these days!

7. Turn to **Taking a Closer Look** and **Time to Celebrate**. Enjoy! While you’re eating, ask students to look at the vine the class created and share a prayer of thanks for something on the vine. For example, if someone wrote: “I learned that Jesus was transfigured,” the prayer of thanks might be: “Thank you God, for showing us your glory on that special day.” Conclude with the prayer, said together, in **Responding in Faith**. 15 min.

Evaluating/Extending Your Lesson

Since the lesson was about two of the Major Feasts of our church, it is important to judge how much of the information about these events was taken in by the students. Can they retell the stories?

Can they explain the significance of each event?

If not, you might want to reinforce the stories of these holy days in other ways by having students

- create a song about them to a familiar tune
- do a sorting exercise by putting statements about each event under the correct title
- write the main details on blocks and stack them up to tell the story from the top block to the bottom block.

Living In Tune With The Church The Exaltation



Key Concepts

1. The Exaltation of the Holy Cross commemorates Armenia’s celebration of the recapturing of the cross from captivity in Muslim-held Jerusalem.
2. Armenians hold the cross in very high regard as it represents the resurrection, the foundation of our faith.

Objectives

During this session students will

1. Write their thoughts about the cross in a prayer activity.
2. Read a “newspaper” account of the exaltation of the cross.
3. Discuss what it means to “take up Jesus’ cross and follow him.”
4. Learn the refrain from the Antasdan blessing “Amen Alleluia.”
5. Make a cross with sticks and basil.
6. Re-enact an Antasdan blessing.

Materials Needed

For procedure #7:

A cross for each student made from two tongue depressors glued together (do this part at home to allow glue to dry properly).

Two crosses (about 12” tall, can be made of two paint stirring sticks cut to the correct size and tied or glued together to form a cross) decorate them with some basil

and flowers (for the “priest” and for the processional cross the “deacon” carries)

Fresh basil

A tray of basil leaves (for the priest’s cross which will lie on top)

Some small, fresh flowers (baby’s breath) or some silk flowers

A card with these words written on it: *Bless the world and make it holy by the sign of this cross*

A *poorvar* or censer (can be made with a cup and yarn with some small jingle bells attached)

2 candle tapers with yellow tissue attached at one end to simulate flame

Note to the Teacher

You can re-enact the blessing in a simplified manner as indicated in procedure #7 or you might invite a deacon to explain the rite to the children and re-enact it with them.

Next week, you might need some extra space to play a “Badarak Relay Race.” Plan accordingly.

Procedure

1. For the opening prayer in **From Our Hearts to God**, say: “As you can see there is a blank in our opening prayer today. Each of you will get a chance to say the prayer and fill in the blank with your thoughts about the cross. For example, you might want to say, Jesus, your cross is always showing me how much you love me. Amen. Or you might want to say, Jesus, your cross is beautiful. Amen. Or you might want to say, Jesus, your cross is what I wear to show everyone I believe in you. Amen. Take a minute to think about what the cross means to you. Write your thoughts on the line and when it is your turn to pray, read your prayer.” 5 min.
2. Say: “At the time of the battle for the Holy Cross there were no newspapers, but if there were, this is what the paper might say.” Have the students take turns reading the article in **My World** aloud. Instruct them to be dramatic and excited in their reading! Conclude: “The Armenian people did their share to win back the Holy Cross. They participated in the battle alongside Christian soldiers from other Christian nations. Working together, these Christian nations regained the cross which is so precious to all of us.”

3. Ask students to read the verse in **God’s Guiding Words** aloud. Discuss the question. For a 4th grader, answers might include: being faithful, doing what’s right, doing what we think Jesus would do, doing what might seem difficult at first (a cross is heavy, wooden, hard to hold – children can picture soldiers holding up the cross as they carried it through Armenia) but becomes easier and even joyful after a while (i.e. helping a family member, being kind to another student who has been mean). 15 min.
4. Read or teach the first two paragraphs of **Getting Closer to God** and ask for other places children might see a cross (at a cemetery, on signs, bumper stickers). Then read the directions for the next part and allow a few minutes for the students to number. Look over what they have done and ask each student to read their #1. 5 min.
5. Read **Our Armenian Way**. Teach or have your volunteer teach “Amen. Alleluia,” the refrain of the faithful after each of the three times the priest asks God’s blessing on the basil. 10 min.
6. Read **Taking a Closer Look** and have each student take a cross, criss-cross the twine around the center hub and knot it, then decorate it with basil and flowers (by sticking a few sprigs into the twine. 10 min.
7. Read through **Time to Celebrate** and have the class decide who will be the priest, deacon, censer and altar servers. Give the student who is the priest the card with the words *Bless the world and make it holy by the sign of this cross* on it. Place the large cross on the tray of basil and have the two altar servers carry it. At each corner the priest will stop, take up the cross, make the sign of the cross with it, and then place it back on the tray as they move to the next corner.

Do this symbolic simplified version of an Antasdan service with the students. Be sure to go in opposite corners for the first two blessings, then rotate and do the last two blessings in opposite corners. The procession begins with a deacon holding the large cross (tapori khach), then the two altar servers holding the tray, then the priest, and then the deacon with the poorvar.
8. Read **Responding in Faith** together before dismissing the class. 15 min.

Evaluating Your Lesson

At the beginning of your next class, give the students this short quiz to see how much information they retained.

Fill in the blanks. Use words from the list below.

1. In September we celebrate the _____ of the Holy Cross.
2. The _____ had taken the cross on which Jesus was crucified.
3. The _____ helped get it back.
4. The Cross is decorated with _____.
5. The service of _____ blesses the world by making the sign of the cross in four directions.

Words to use: Antasdan Exaltation Armenians
Persians basil

Extending the Lesson

Have students turn to previous lessons and come up with review questions to ask the rest of the class.

We Worship God A Sunday People (Overview)



Key Concepts

1. Worship is a central expression of faith, a special time set aside for being with God together with the people of God.
2. At Liturgy, we individual Christians become the Church.
3. Our main form of communal worship is the Divine Liturgy on Sunday.
4. This worship service brings us to union with Jesus through Holy Communion.

Objectives

During this session students will

1. Read and analyze a Psalm of praise.
2. Examine and discuss the reasons for attending church.
3. Participate in a fill-in exercise on being in church
4. Construct a paper plate outline of the parts of the Badarak.
5. Play a “Badarak Relay Race” to review key moments in the Divine Liturgy.

Materials needed

Tambourines and recorder, if possible, for reading of Psalm.

Paper plates, two per student (see procedure #4)

Two Badarak books, a minute timer that rings, pencils and scrap paper (see procedure #6)

Procedure

1. Read Psalm 150 in **From Our Hearts to God** together as a choral reading. After the presentation, tell students that the book of Psalms is a collection of the many poem-like prayers that were written for worship in Old Testament times. Many of them were written by King David himself and many were written by others of the time. They were often put to music or chanted, sometimes to the accompaniment of instruments. Discuss questions in the text. 10 min.
2. Tell the class: “We’re going to be spending the next 5 sessions on the Divine Liturgy, our Sunday Badarak. This will be a detailed look at what we touched on in just one lesson in Unit Two and I hope some of this will sound very familiar.” Read **My World** and discuss the question. Children might say they’d rather avoid church on a nice day, but counter with these observations: 1. The nice day will still be there after church. 2. It’s an exciting opportunity to become something larger than themselves, something that unites them into one body (and the Church is called “the body of Christ”). 3. Church and Holy Communion really do give extra strength to our faith and can give a special kind of peace to us for the rest of the week. Conclude with **God’s Guiding Words** to affirm God’s special presence when we get together for *his* sake. 5 min.
3. Segue with: “Let’s continue to consider why we go to church and what we do there.” Read **Getting Closer to God** and have students fill in the blanks. (Answers for the scrambled words are WORSHIP, PRAY, SING, COMMUNION). Discuss answers in the sentence completion; accept all answers. The first might include sing, pray for the leaders of the church and for all people, take communion, remember the saints, think about how I can be a better person during confession, etc. The last: Jesus rose from the dead on a Sunday which made it the day we gather to remember him. 10 min.

4. Read **Our Armenian Way** and distribute two small paper plates to each student. On the four sides of the two plates have them copy the four parts of the Badarak as listed in their text, numbering them as well. Explain that the fancy word “Synaxis” simply means “gathering” or “assembly.” And that “Eucharist” means “thanksgiving.” Instruct them to hold up to you the side of the plate that tells what part of the Liturgy you are describing. Do the first as practice, then continue, out of order the first time, then one more time, *in* order:

1. We enter church and make the sign of the cross. (1)
 2. We listen to the deacon read the Bible. (2)
 3. We take Holy Communion. (3)
 4. We leave the church. (4)
 5. The priest puts on his vestments. (1)
 6. The deacon walks the Gospel book around the altar. (2)
 7. The deacon brings the gifts of bread and wine to the altar to become the Body and Blood of Jesus. (3)
 8. The priest comes down from the altar and gives us a last blessing. (4)
5. Continue this basic overview with the photo exercise in **Taking a Closer Look**. 15 min.
6. **Time to Celebrate** Divide the class into two teams of equal number. (If there is an odd number, make one person a score keeper and give him/her the answer sheet to verify correct results.) Clear the room to create a pathway for the team members to race back and forth or do this activity in a hallway or other large space. Place the two Badarak books at one end of the room each on a desk or table with pencils and scrap paper. At the opposite end have the teams assemble. Each team will use one book.

Give the students these instructions. Each team will have a copy of the textbook in front of them, open to the LOOK UP LIST. This is a list of questions they need to look up in the second half (English) Badarak book (right side only). You may want to show the students the part of the book they need to be looking at. “When I say GO, the first member of each team will read the first instruction on the LOOK UP list, run to the Badarak book, find what was asked, copy the words that had to be looked up on a scrap paper and bring it to me. When I have it in my hand, the second person on the team looks up

the second LOOK UP question on the list and goes to the Badarak book, copies the answer on the scrap paper, brings it to me. Then the third person can go. The game is over when one team is the first to look up everything on the list or the timer rings. I will set the timer for 10 minutes. The team to have the most correct answers is the winner.” (You may want to reward the winners - or everyone - with a treat or prize or sticker. Have a student from each team repeat what they are to do to make sure everyone understands the directions for the game.)

Set the timer for 10 minutes and say GO. End the game at the ten-minute mark and then review answers.

Answers: (Accept reasonable responses. Some students may copy more than is needed, some may copy only essential words in the passage.)

1. Righteousness
 2. Confession
 3. The immortal Lamb of God (or just Lamb of God)
 4. Holy God, holy and mighty, holy and immortal, who rose from the dead, have mercy on us.
 5. May the Lord God bless you all.
 6. The Lord of hosts.
 7. Bow (or Let us bow down to God.)
 8. Be mindful, Lord and have mercy.
 9. In holiness let us taste of the holy, holy and precious Body and Blood of our Lord and Savior Jesus Christ, who, having come down from heaven, is distributed among us.
 10. Depart in peace and the Lord be with you all.
7. Conclude class with prayer in **Responding in Faith** 20 min.

Evaluating Your Lesson

How engaged were the students in the lesson? What could be done to draw them in more?
 Did the students need more background materials? Do they need visual charts of the parts of the Badarak?
 Would a DVD of the Liturgy have been helpful?
 Do you need photographs of the main actions of the Liturgy parts? Can a parent be assigned to take pictures guided by your notes in the Liturgy Book?
 Did the students understand the term “Sunday people”?
 Do you need to review this with them?

Extending the Lesson

1. Make a chart called SUNDAY PEOPLE and have the children list what makes us Sunday People, then draw and color pictures such as a church, Bible, candles, people praying, etc.
2. Divide the class into four teams – Preparation team, Lesson team, Communion team, and Blessing and Dismissal team. Each team should create or gather something which would represent their part of the liturgy. Give a 5 minute time limit. (Communion team might draw a chalice and nushkar, Lesson team might produce a Bible, Preparation team might use the priest doll and dress it if your Sunday school has one available, Blessing and Dismissal team might also have a Bible.) Have each team tell what they have and how it is used in the Badarak.

We Worship God We Get Ready



Key Concepts

1. The preparation part (Preparation) of the Divine Liturgy is about getting ready for worship: priest, altar servers, and parishioners.
2. The teaching part (Synaxis) of the Divine Liturgy confirms and strengthens our faith through Bible readings, prayers, the sermon, and the recitation of the Creed.
3. The sermon helps us put God's lessons in our everyday life.

Objectives

During this session students will

1. Discuss a prayer and Psalm of preparation.
2. Explore how they prepare for everyday activities.
3. Prepare a classroom altar for worship.
4. Review the names of the priest's vestments.
5. Outline a sermon on a topic of their choice.

Materials Needed

Vestments Doll (if your school owns one)

Note to Teacher

Next week, children will be attending church for the preparation and synaxis (ending when the deacon chants "mi vok"). Depending on your Sunday School

schedule, have everyone arrive early enough next week to go into church as a class. Practice how they will kiss the priest's hand cross (signing themselves before and after and saying "Remember me before the Immortal Lamb of God." In Armenian: "*Hisheschir yev uzmez arachi anmah karinn Asdoodzo.*")

Invite parents to join the class for church; send out email invitations during the week.

Procedure

1. Pray **From Our Hearts to God**. Ask students if there was anything they noticed about this prayer. (It's a little strange – what does it mean?) Tell them that this is the prayer that the priest prays after he has put on all his vestments in preparing to celebrate the Divine Liturgy. Discuss the prayer. What are some of the actual things mentioned? (clothing, robe, crown, jewels) The prayer mentions a bride and bridegroom – how are a bride and bridegroom like the priest? (They wear special clothing to participate in a very joyful ceremony that will change their lives; the priest wears special clothing to celebrate a beautiful ceremony that changes everyone's life every Sunday through God's special presence to us in Holy Communion) What are some of the feelings we read about? (Happiness, salvation, beauty of jewels) Conclude with the one line. 5 min.
2. Begin: "Today we're going to continue our unit on worship with a close-up look at the most important worship experience we have as Christians -- and that is the Divine Liturgy. We started talking about that last week. We know there are four parts of the liturgy and this helped us understand more about the service and its meaning. The first part was what? (Preparation) Okay, so what does it mean to "prepare" for something... because we all do that in our daily lives, don't we?" Have students fill in the exercise in **My World**. Then review one at a time. Discuss answers for the first question, writing everything on the board. Then continue to the next. Conclude with **God's Guiding Words**; ask students to turn to Psalm 23 in their Bibles and read the entire psalm together. 15 min.
3. Segue with: "Wow, we've seen that so much takes preparation, right? Well, the church – that means you, me, the priest and altar servers – also prepares as well... for the Liturgy." Read **Getting**

Closer to God and Taking a Closer Look. Ask the students how they would prepare themselves for participating in the worship. They might say things like:

I make the sign of the cross when I enter the church.
I say the Lord's Prayer to myself.
I pray for my family.
I breathe several deep breaths with my eyes closed.
Then I open my eyes and look around the church – at the windows, at the holy pictures, at the altar – and think about the events and people these windows and pictures depict.
I like to look at the flickering candles to calm my thoughts.
I look at the cross and think about God's love for me.
After listening to their comments, you might want to suggest the above if they weren't mentioned to guide the students in ways to prepare for worship.
As a "digging deeper" exercise, ask students to define **worship**. As they offer their thoughts, write them on the board. Add your own thoughts to the list as well:
Worship is the way we can *be* the Church.
Worship is my chance to pray for my family.
It is saying how important God is to all of us.
Worship is recognizing how awesome God is.
It is my opportunity to remember when Jesus shared his very Body and Blood in the bread and wine of the Last Supper and to share in it again in Holy Communion. 5 min.

4. Segue: "So everyone at liturgy prepares. For example, the priest and altar servers get dressed in their special clothing. For the altar servers it's just a simple robe. But for the priest who will celebrate the liturgy, there are a number of things he wears, called 'vestments,' that prepare him for his role." Direct students to **Our Armenian Way**. Allow time for the students to match the numbers with the vestment names. If they do not know the name of a vestment tell them to leave it blank as you will go over it and they can fill in the answers as they learn them. Then review as follows (demonstrate on the Vestments Doll if one is available).

1. Crown/saghavart. The crown is the hat the priest wears. The priest starts vesting by putting it on first, but then he takes it off until he is fully dressed and puts it back on again.

2. Collar/vagas. The vagas is the collar he wears around his neck.
3. Cape/shourchar. The shourchar is the cape the priest wears over his shoulders.
4. Stole/porourar. The porourar is like the stole (ribbon of cloth the deacon wears over his shoulder) but on the priest it goes around his neck and the two sides join together in front to cover the priest's chest.
5. Belt/kodi. The kodi is the belt around his waist. A towel is draped on it so the priest can wipe his hands during the service.
6. Cuff/pazban. The pazban are the cuffs the priest wear on his wrists.
7. The slippers the priest wears often depict a snake and a scorpion. (This refers to Luke 10:19 and symbolize the trampling on and overcoming of evil.)

Spend a few moments reviewing this information. 15 min.

5. Read **Time to Celebrate** together and conduct the sermon exercise as follows. First pose the question again: "So, if you were going to give a sermon, what would you say?" If you get blank stares, continue: "Well, let's brainstorm together some possible topics you think important. I'll start with one: "Speaking in love (being careful with how we talk to others)." Offer ideas: being kind, taking care of the world, serving others, being a good brother or sister. Have each child choose a topic and write the main ideas and then *three* sentences that would be the core of the message. Share and discuss.
6. Conclude with **Responding in Faith**. 20 min.

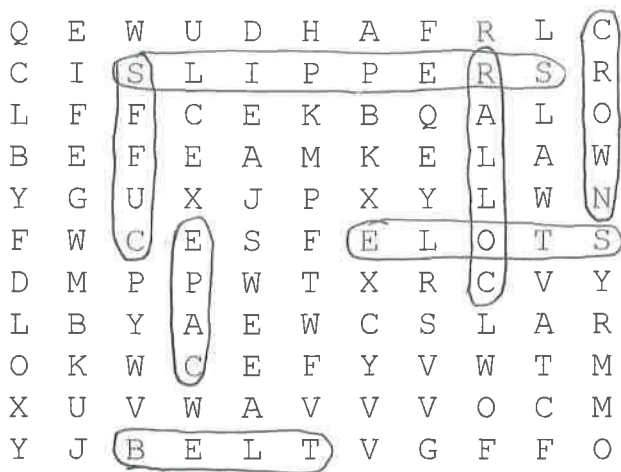
Evaluating Your Lesson

1. Did your students enjoy the activities? If not, what could be done to make them more appealing?
2. Have you been able to draw your students out, getting them to express themselves?
3. If you have a disruptive student, what strategies can you employ to curb the disruptive behavior at the start?

Extending the Lesson

1. Have students complete the **Vestments Word Search** (from the back of this manual).

VESTMENT WORD SEARCH



- If your School has a vestments doll, you can have the students take turns vesting it.
- Working with Bibles, have the students find the four Gospels, the books that are the Letters, and the section that is the Old Testament.

We Worship God We Listen And Learn



Key Concepts

- The teaching part (Synaxis) of the Divine Liturgy confirms and strengthens our faith through Bible readings, prayers, the sermon, and the recitation of the Creed.
- The reciting of the Nicene Creed confirms that we have heard God's word, believe, and are ready to receive Holy Communion.

Objectives

During this session students will

- Attend the first half of Liturgy.
- Identify something they love about their church in a prayer activity.
- Review the basic components of the Preparation and Synaxis.
- Begin a review crossword puzzle to be completed at home.

Materials Needed

Crossword puzzle handout from the back of this manual

Note to Teacher

Today's class includes attendance at Badarak for the first 45 minutes or so. The remainder of class will take 45 minutes. Adjust your schedule accordingly.

Next week, the class will be attending church and receive Holy Communion. Arrange for refreshments with parents and ask them to join you as well by coming to class at a pre-arranged time and going to church with you.

Procedure

- Gather students and go to church; do a quick review of how they will kiss the hand cross (crossing themselves before and after and saying "Remember me before the Immortal Lamb of God." In Armenian: "*Hisheschir yev uzmez arachi anmah karinn Asdoodzo.*")

Ask them to be very attentive to what they see and hear.

- Once back in class, have students follow the directions in **From Our Hearts to God**. After a few minutes, call on children to provide their answers and then come forward and write them on the board. Then read the first line of the prayer together. But continue solo with "We love...and go through students' answers. 10 min.

- Start: "Well, what do you remember seeing and hearing in church this morning?" Discuss. Then read **My World**. Ask the students to list the order of things that happen in the Badarak as itemized in **Taking a Closer Look**. They may refer to the text.

Answers

- The priest vests.
- The priest says his confession to us then goes up to the altar.
- The priest walks around the church.
- The priest goes back to the altar and blesses us.
- The Gospel book is carried around the altar.
- The readers kiss the Gospel book.
- The readers read from the Old Testament and Letters.
- The deacon reads from the Gospel.
- We recite the Creed.
- The priest gives the sermon (some pastors choose to deliver the sermon later in the service).

(For an alternative activity, read the 10 items above and have the students find and underline them in the text passage.)

4. Read **God's Guiding Words** and conclude with "and we become God's family when we are together in church as we just were." 20 min.

5. Read **Getting Closer to God** and have students write their responses to the question. Ask if any students want to share what they have written. Answers might include: from the Bible readings, from the things around us in church, from the words of the prayers.

6. "Teach" **Our Armenian Way**. Review specific elements of each role:

As our representative to God

He prays for us

He tells God to remember us

As God's representative to us

He blesses us

He tells us what God wants

He gives us communion as Jesus gave his disciples 10 min .

7. Distribute **The Badarak** crossword puzzle. Use whatever time remains to work on it; ask students to complete it with a parent and bring it in next week. Solution: Across: 2. Communion 3. Gospel 4. Vestments 5. Old 6. Prayer 7. Parade 11. Hand 12. Altar 13. Songs 14. Confession 15. Lesson Down: 1. Readers 2. Congregation 7. Priest 8. Deacon 9. Blessing 10. Preparation 15. Letters 16. Sermon

8. Conclude with **Responding in Faith**. 5 min.

Evaluating Your Lesson

Were the students engaged? If not, how would you change the lesson to engage them?

Extending the Lesson

Write components of the four parts of the Badarak on separate cards and have the students work together to put them in correct order.

We Worship God

Receiving The Lord Together (Holy Communion)



Key Concepts

1. The central act of the Divine Liturgy is Holy Communion or Eucharist, done in remembrance of the Lord and initiated at the Last Supper.
2. Through the Eucharist we unite with Jesus to nourish our faith.
3. We should receive Holy Communion every Sunday.

Objectives

During this session students will

1. Create their favorite food with Play-dough and then discuss.
2. Identify Holy Communion as their *spiritual* nourishment.
3. Read and paraphrase the Gospel accounts of the Last Supper.
4. Review the main gestures and words of the Eucharist.
5. Receive Holy Communion.

Materials Needed

Play-dough and plate (see procedure #2)

Divine Liturgy books, enough for pairs of students to share (see procedure #5)

The Life of Jesus Coloring Book: The Last Supper

Note to Teacher

Today's class includes attendance at Badarak for Holy Communion. The first part of class will take 45 minutes. 15 minutes have been allotted for snack time and wrap-up afterwards. Adjust your activities and timing to accommodate your liturgy; you may want to leave something out or continue the lesson after returning from church. Try to be in church well before confession; depart after all have received the post-communion blessing from the priest.

Next week, ask for a choir member or a parent volunteer to teach the hymn.

Procedure

1. Read **From Our Hearts to God** together.
2. Ask students to read **My World** and answer the ques-

tions. Then distribute Play-dough and ask them to create a clay version. Allow a few moments for the activity and then start passing a plate among students. As each takes the plate, students should place their “food” on the plate, tell the class what their favorite food is, why they like it and how it makes them feel, and pass it to the next student. When all have had a turn, place the filled plate on your desk and review some of the students’ responses. Did their favorite food make them feel happy? Energetic? Satisfied and content? Discuss.

3. Segue with: “Well, we certainly saw that there are a lot of tasty foods that can give us energy and make us feel good. We’d probably never say no if offered our favorite food. But there’s another kind of food or nourishment that we are offered every Sunday and it’s the kind of food that builds not our bodies but our....(ask students) yes, our souls. And look what the Bible tells us about this very food!” 20 min.

4. Ask a student to read **God’s Guiding Words**.

5. Read **Getting Closer to God** and have students look up the Bible verses and write their paraphrases.

Guidelines:

Luke 22: 14 Jesus and his disciples were sitting at dinner
 Luke 22: 19: Jesus took the bread, gave thanks, broke it, and gave it to his disciples saying ‘this is my body; do this in remembrance of me.’

Matthew 26: 27 and 28. Jesus took the cup, gave thanks and gave it to his disciples, saying ‘drink this. This is my blood of the new covenant, and gives forgiveness.’

Discuss their responses and conclude discussion with: “Wonderful – here we see in a beautiful moment, from two Gospels, the very basic story of our Holy Communion. Now here’s something very interesting. Did you know that every Sunday we actually hear this story?”

Distribute Divine Liturgy books and have students notice that the priest uses the very same words that Jesus did at the Last Supper. 15 min.

6. Teach **Our Armenian Way**. At the end, ask these questions for a quick review:
 What is the high point of Badarak? (Holy Communion)
 Who asked to be remembered? (Jesus)
 What two items did Jesus hold up and offer? (bread and wine)

What do we do right before communion and why do we do it? (confession, a way of remembering where we need to improve as Christians, with Jesus’ help)
 How did Jesus die? (crucified)
 What did Jesus’ death and resurrection give us? (new life with God)

7. Distribute the coloring page in **Taking a Closer Look**. Ask them what this scene depicts (the Last Supper). Have them color Jesus (the bars in his halo are usually red and are symbols of the cross), the chalice in front of him and the pieces of bread in the chalice. If there is time, they can color the rest. 10 min.

8. At this point, depending on your Sunday School schedule, it will probably be the right time to go to church for Confession and Holy Communion.

9. Return to class for a snack and wrap-up (**Time to Celebrate**). Conclude with **Responding in Faith**. 15 min.

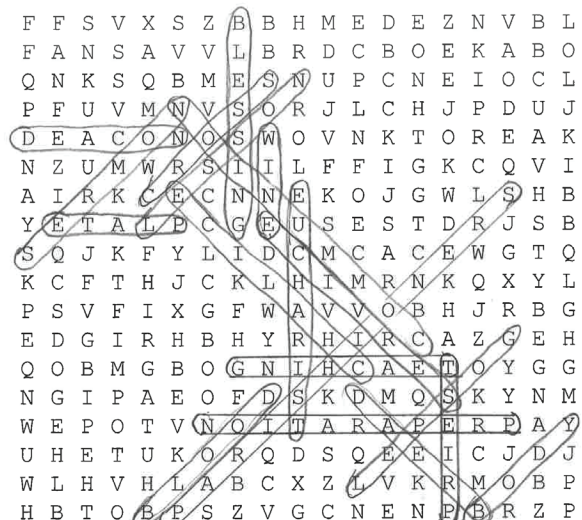
Evaluating Your Lesson

What are your best discipline strategies? What have you tried that doesn’t work as well?

Extending the Lesson’

1. Have students complete the **Divine Liturgy Word Search** (from the back of this manual)
2. Gather various depictions of the Lord’s Supper to show the students. Ask them to compare them.

DIVINE LITURGY



BLESSING BLOOD BODY BREAD CHALICE COMMUNION CROSS DEACON EUCHARIST
 GOSPEL LESSON PARISHIONERS PLATE PREPARATION PRIEST SERMON SERVICE
 TEACHING WINE

We Worship God

Taking Sunday Into The Rest of The Week



Key Concepts

1. The Divine Liturgy ends with the Last Blessing and Dismissal as we take our renewed faith with us into the world.
2. We live each day with faith in God and trust him to lead us through the week.

Objectives

During this session, students will

1. Review the concluding Badarak hymn *Orhnetseets uzDer*.
2. Discuss how various celebrations and events end.
3. Review the Last Blessing and Dismissal of Badarak.
- 4.. Confirm understanding of Badarak vocabulary with a matching game.
- 5.. Celebrate the end of the school year!

Materials Needed

Snacks for an end-of-term party

Note to the Teacher

Have a choir or parent volunteer on hand to teach *Orhnetseets uzDer* (see procedure #1).

Procedure

1. Read **From Our Hearts to God** together. Tell students that this prayer is actually the first verse of Psalm 34 and we sing it at the end of Badarak every Sunday. Remind students that they also reviewed it in the third grade. Have your volunteer come forward and teach the class *Orhnetseets uzDer*. 15 min.
2. Read **My World** and discuss endings. (Possible ideas: Thanksgiving: leftover food may be wrapped up and given away, people may hug and kiss each other goodbye and wish each other well; the hosts will accompany people out the door. Gradation: graduates file up and receive diplomas, caps are thrown in the air, leader wishes everyone good luck. Summer Camp: maybe a special campfire, children get awards, leader wishes everyone a good year and to come back next summer, families thank counselors and say goodbye.) Segue with: “Okay,

now let’s turn to the last few moments of the Divine Liturgy, where we sing the beautiful refrain we just learned and let’s review what happens.”

3. Teach **Getting Closer to God** or have students take turns reading and pause and discuss. “Perform” prayers and responses with entire class responding together as a volunteer reads each petition. Ask students to underline key words as you indicate them: Last Blessing and Dismissal, gospel book, bows, kisses, comes down, the final prayer, the last gospel, the last hymn, the priest blesses us, and we kiss the gospel book. (These are just those that outline major events in the last blessing; you may choose to point students to more.) Refer to **Our Armenian Way** when you reach the paragraph about kissing the Gospel book. 15 min.
4. Read the opening lines of **Taking a Closer Look** and have students do the matching activity. Answers: 2, 4, 10, 9, 1, 11, 6, 3, 5, 8, 7.
5. Now mark your year with a well-deserved celebration! When it’s time, stop and clean up and conclude class with another round of *Orhnetseets uzDer* and end with the prayer in **Responding in Faith**.

Evaluating Your Lesson

Make notes on what went well and what did not and suggestions for improving this lesson for the future.

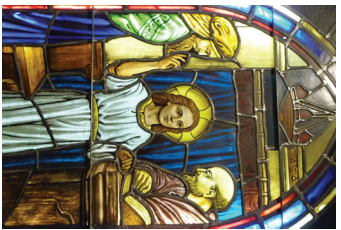
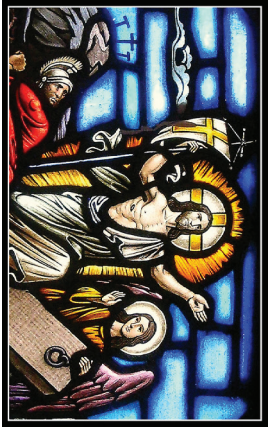
Extending the Lesson

Ask the students to summarize what they learned this year, what they liked best, what they did not care for in terms of activities, how they would change things if they were the teacher.

APPENDIX

Craft Templates, Puzzles, Games

Life of Jesus Review Activity for Unit 1 Lesson 1 : Cut out each picture then paste or tape it on the time line strip in the correct place.



Time Line Strip: Paste or tape the end of this strip to the beginning of the next one. Paste or tape the pictures on the strip in the correct order.

Jesus is Born _____ The Wise Men Visit _____ Jesus in the Temple _____ Jesus with the Children _____

Jesus Eats with the Disciples _____ Jesus is Crucified _____ The Resurrection of Jesus _____ Jesus Ascends to Heaven _____

I am Special to God



Before I was born,
the Lord chose me.

Isaiah 49:1

I am Special to God



Before I was born,
the Lord chose me.

Isaiah 49:1

I am Special to God



Before I was born,
the Lord chose me.

Isaiah 49:1

I am Special to God



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Isaiah 49:1

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Isaiah 49:1

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the Lord chose me.

Isaiah 49:1

I am Special to God



Before I was born,
the Lord chose me.

Isaiah 49:1

Review Activity for Unit 1 Lesson 3

THE MIRACLES OF JESUS

Use the words in the box to help you complete these sentences about Jesus' miracles.

-  made a blind  see.
-  made a man able to .
-  made a  well when she touched him.
-  fed the people  and .
-  calmed a .
-  walked on .
-  made a  come back to life.
-  made the  well.
-  made his friend Lazarus come .
-  made water into .

Word Box

Jesus	walk	woman	man	fishes	storm	water	wine
back to life	loaves of bread	lepers	girl				

Our Father. Hayr Mer. Հայր Մեր

Our Father who art in heaven, hallowed be thy name.

Hayr mer, vor hergins yes, soory yeghitzi anoon ko.

Հայր մեր, որ յերկինս ես, սուրբ եղիցի անուն քո:

Thy Kingdom come, thy will be done

Yegestze arkayootiun ko, yeghitzin gamk ko

Եկեաց արքայութիւն քո, եղիցին կամք քո

on earth, as it is in heaven. Give us this day our daily bread.

vorbes hergins yev hergri. Uzhatz mer hanabazort door mez aysor.

որպէս յերկինս եւ յերկրի: Զհաց մեր հանապազորդ տուր մեզ այսօր:

And forgive us our trespasses, as we forgive those who trespass against us.

Togh mez usbardis mer, vorbes yev mek toghoomk merotz bardabanatz.

Թող մեզ զպարտիս մեր, որպէս եւ մեր թողումք մերոց պարտապանաց:

And lead us not into temptation, but deliver us from evil,

Yev mi danir uzmez ee portzootiun, ayl purgia ee chare.

Եւ մի տանիր զմեզ ի փորձութիւն, այլ փրկեա ի չարէ.

for thine is the kingdom and the power and the glory,

zi ko eh arkayootiun yev zoroottiun yev park,

զի քո է արքայութիւն եւ զօրութիւն եւ փառք

for ever. Amen.

havidians. Amen.

յաւիտեանս. Ամէն:

Review Activity for Beatitudes Matthew. 5:3-10 Contemporary English Version

Read the first part of the Beatitude. Figure out the hint by using the letter and number guide below, then put the letter of the correct ending from the list below on the line.

You can choose to work alone or work with a partner.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

God blesses those people who depend only on him. Hint: 11-9-14-7-4-15-13 _____

God blesses those people who grieve. Hint: 3-15-13-6-15-18-20 _____

God blesses those people who are humble. Hint: 5-1-18-20-8 _____

God blesses those people who want to obey him more than to eat or drink. Hint: 23-1-14-20

God blesses those people who are merciful. Hint: 13-5-18-3-25 _____

God blesses those people whose hearts are pure. Hint: 19-5-5 _____

God blesses those who make peace. Hint: 3-8-9-12-4-18-5-14 _____

God blesses those people who are treated badly for doing right. Hint: 11-9-14-7-4-15-13 _____

A They belong to the kingdom of heaven.

B They will be treated with mercy.

C They will find comfort!

D They will be given what they want.

E The earth will belong to them.

F They will see him!

G They belong to the kingdom of heaven.

H They will be called his children!

Review Activity for Unit 1 Lesson 5 Jesus – Savior

Cut apart the word card boxes below and place them face up on a table.

As the students come in, tell them they should pick one and be ready to tell the class what they learned about the word or words on the card from the lesson “Jesus-Savior.” They may re-read the lesson for information to help them. After a few minutes, have each student tell what he or she knows about the card they picked.

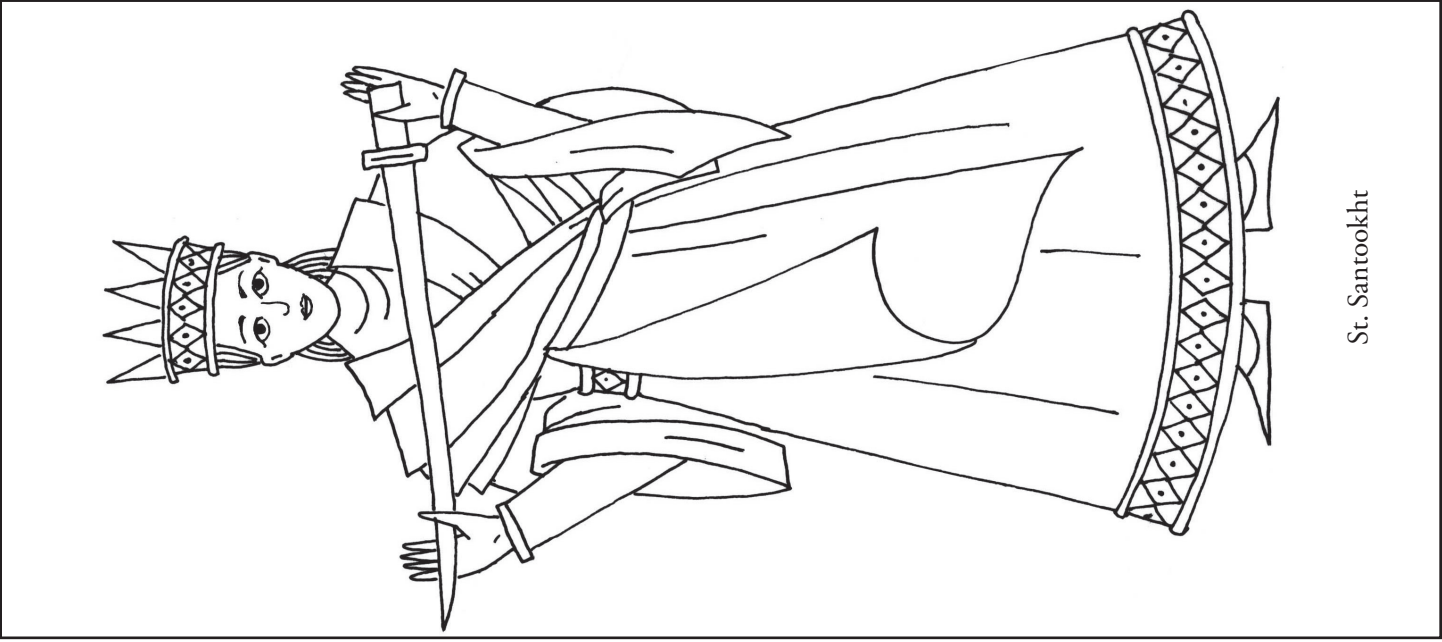
Savior	Adam And Eve	Original Sin	New Life
Garden Of Eden	Tree Of Life	Sacrifice	Debt
Tree Of Good/Evil	Radiance Halo	Crucifix	Empty Cross

Review Activity for Unit 1

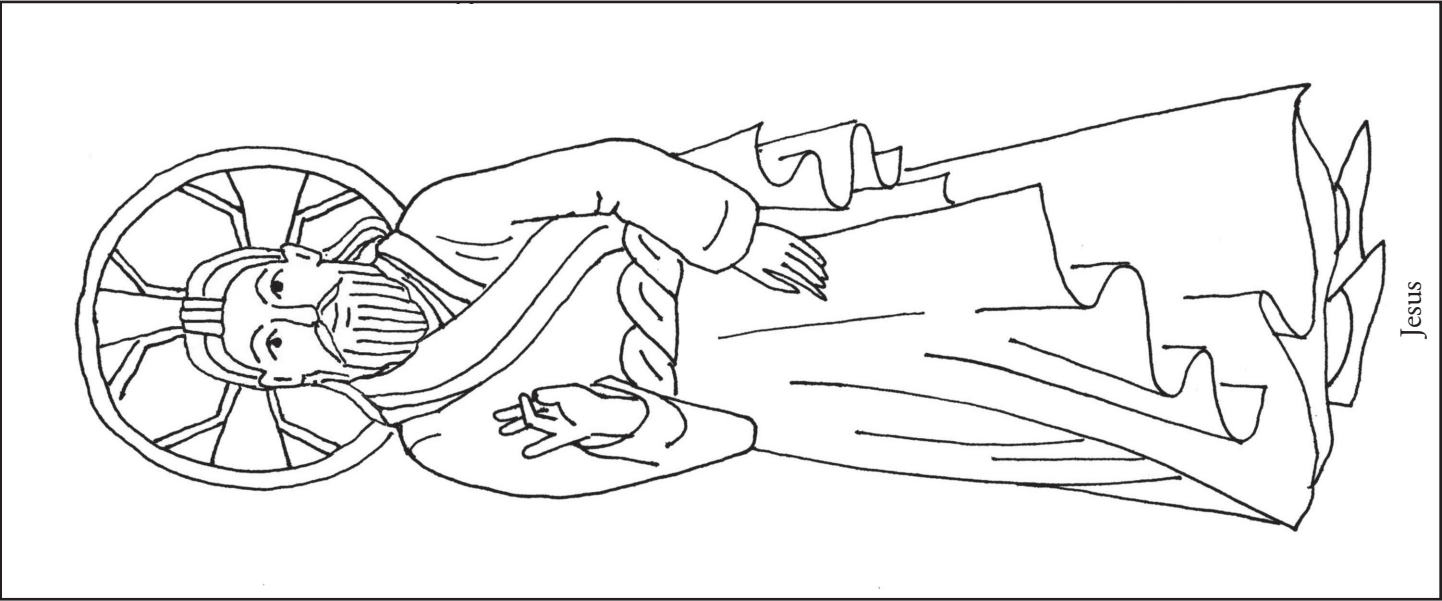
Instructions for the teacher:

1. You will need tape and scissors.
2. Print out a copy of the table below for you to cut up (refer to the original for answers).
3. Cut the boxes apart
4. Give one of the boxes on the right to each student or pairs of students if you have more than seven students. If you have less than seven students, give more than one box to your best students.
5. Tape the boxes on the left side to the wall in no particular order.
6. Have the students read the box you gave them and match it with a box on the wall by taping their box above the match on the wall.
7. Have every student read all the boxes to themselves. Ask if they are paired correctly. If not, have the class work together to pair them correctly.

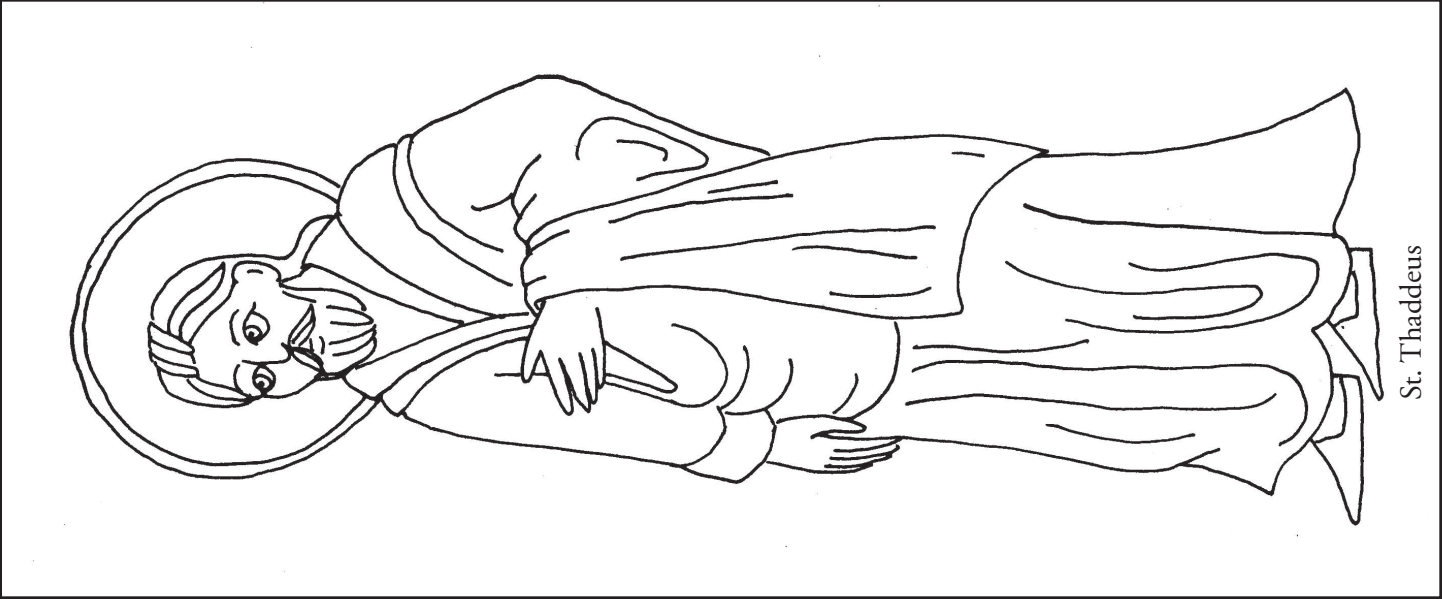
Jesus' Life	Jesus was born in Bethlehem. He was baptized by John and started his life of teaching people how God wants us to live. He was crucified and rose to heaven. He prepares a place for us there.
Marked for Life	Living the way God wants us to live is a way to show our love for him. Trying always to be good and kind as Jesus was makes us worthy of our baptism and chrismation.
Miracle Worker	Jesus healed the sick, made the blind see, restored life to some who had died to show his great power. He could change the world with his mercy and love.
Teacher	Love God. Treat others the way you want to be treated. God blesses those who show mercy, who mourn, who do what is right and good.
Savior	Jesus died for us so that we could live a new life with him in God's kingdom of heaven.
The Church Begins	At Pentecost the disciples started on their mission to spread the Good News throughout the world. Thaddeus and Bartholomew came to Armenia. Armenia later became the first Christian nation thanks to St. Gregory the Enlightener..
We Are Jesus' Disciples	We continue the work of the disciples. We learn about Jesus' life and teachings. We try to live as Jesus wants us to live. We teach others God's ways. We continue the Church.



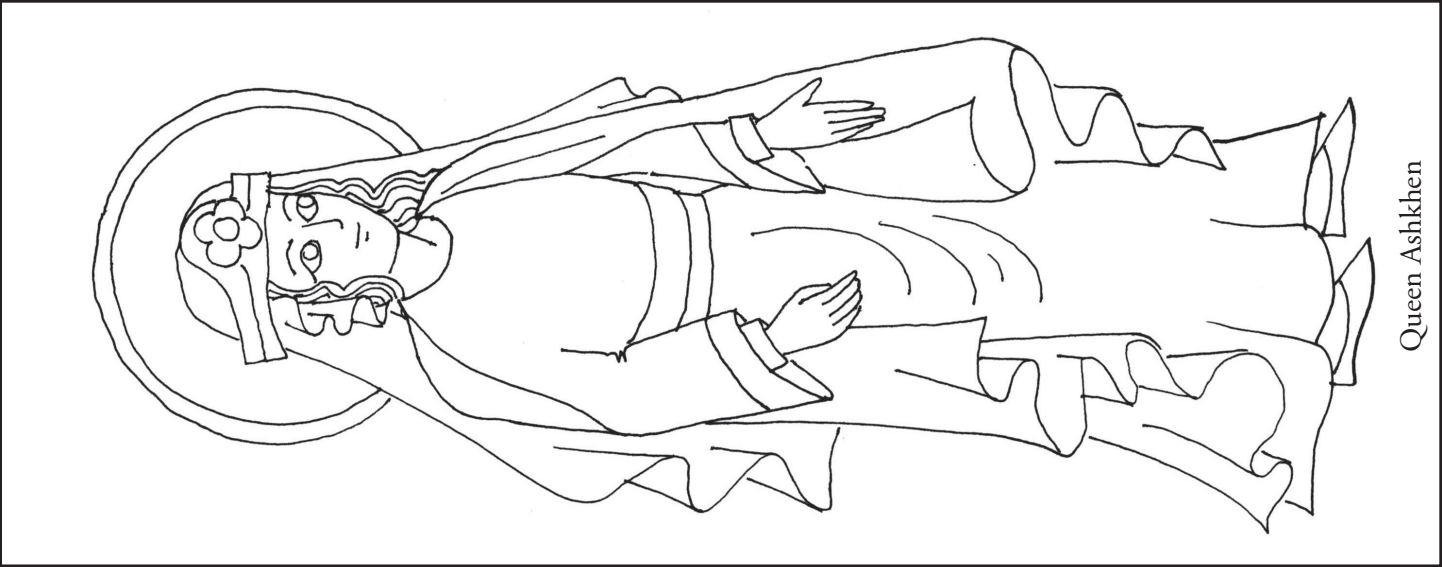
St. Santookht



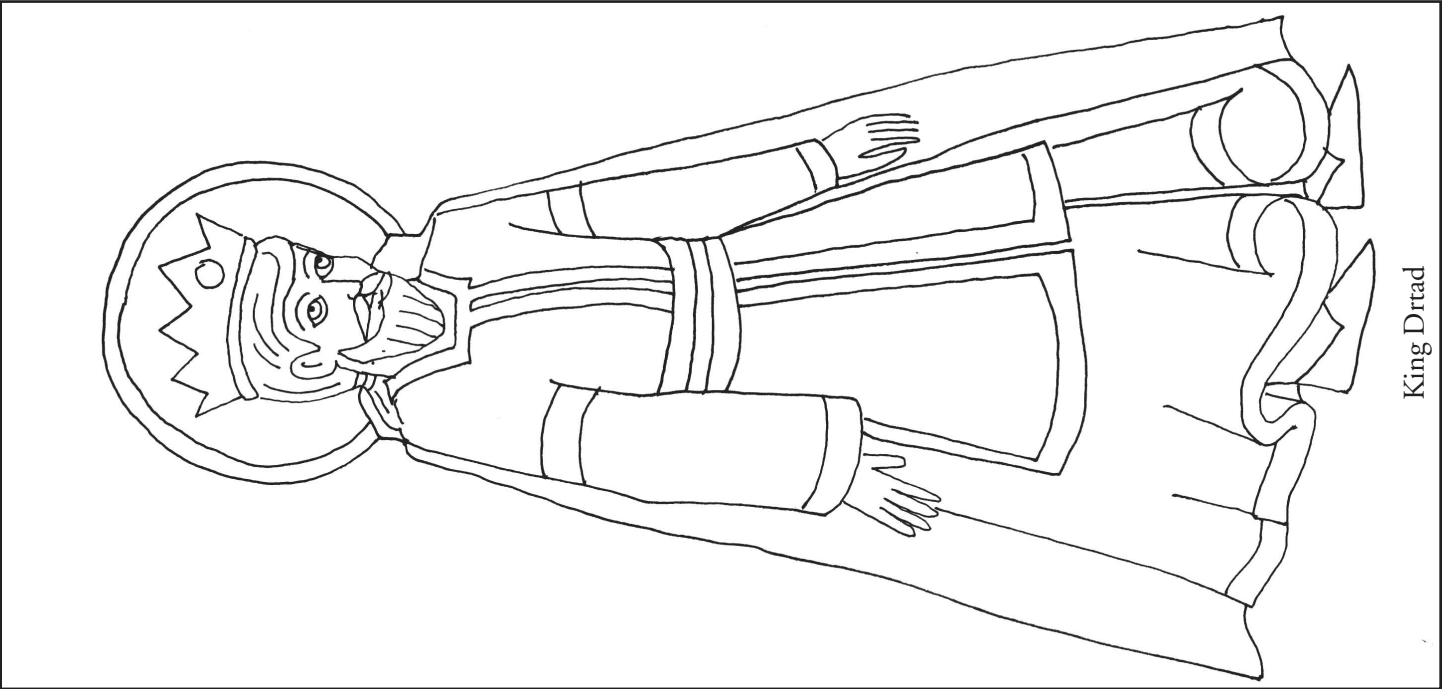
Jesus



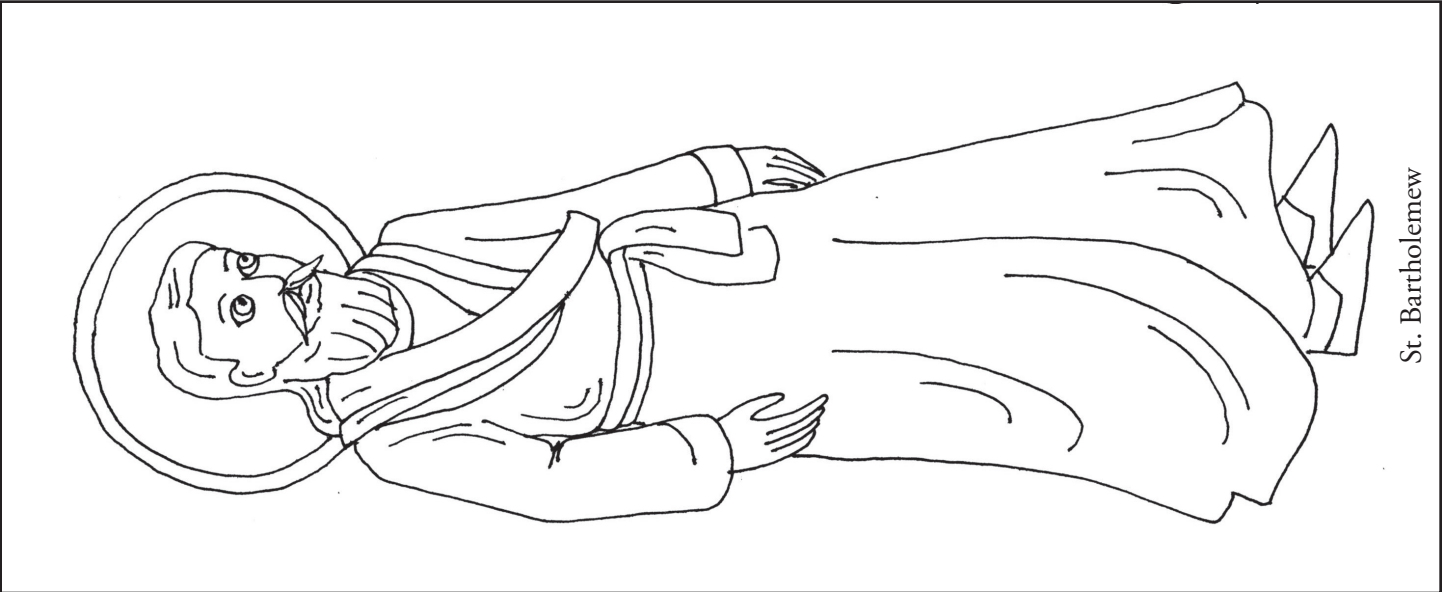
St. Thaddeus



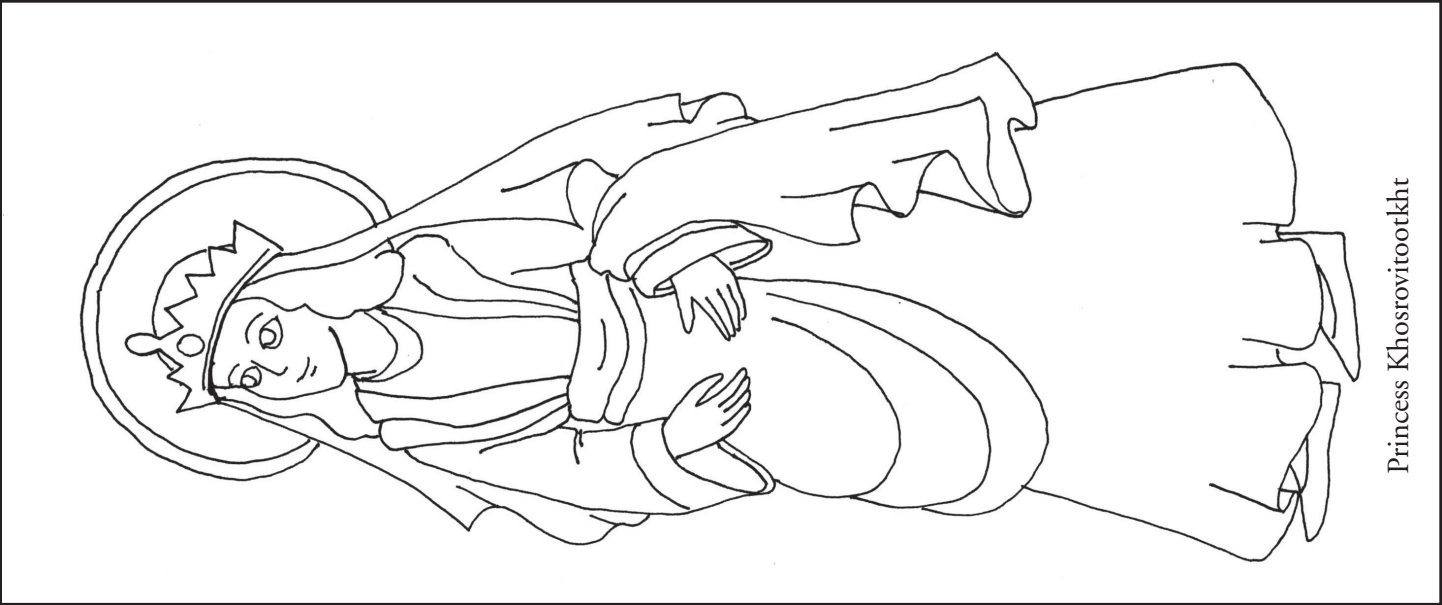
Queen Ashken



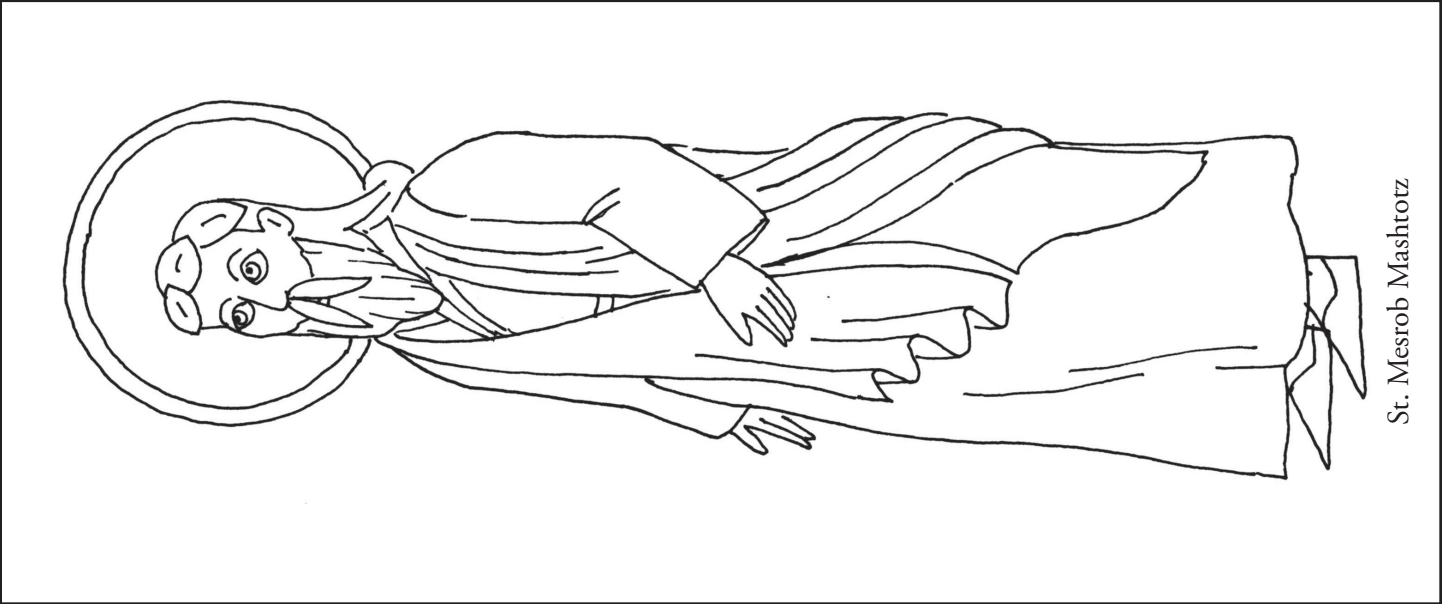
King Drrad



St. Bartholemew



Princess Khosrovitookht



St. Mesrob Mashtotz

Me

Me

Me

Jesus,
Wisdom of the Father,
grant me wisdom
that I might always think,
speak, and do, that which is
good in your sight.
Save me from evil thoughts,
words, and deeds
and have mercy upon all your
creatures and upon me,
a great sinner.

Eemasdootyoon Hor Hisoos,
door eentz eemasdootyoon
uzparees khorhel yev khosel yev
kordzel arachi ko hamenayn jham.
Ee char khorhurtotz, ee paneetz
yev ee kordzotz prgya zees.
Yev voghormya ko araradzotz
yev eentz pazmameghees

Իմաստութիւն Հօր Յիսուս,
Տուր ինձ իմաստութիւն
Զբարիս խորհել եւ խօսել եւ
գործել առաջի Քո յամենայն ժամ.
Ի չար խորհրդոց, ի բանից
եւ ի գործոց փրկեա զիս.
Եւ ողորմեա Քո արարածոց
եւ ինձ՝ բազմամեղիս:



Jesus,
Wisdom of the Father,
grant me wisdom
that I might always think,
speak, and do, that which is
good in your sight.
Save me from evil thoughts,
words, and deeds
and have mercy upon all your
creatures and upon me,
a great sinner.

Eemasdootyoon Hor Hisoos,
door eentz eemasdootyoon
uzparees khorhel yev khosel yev
kordzel arachi ko hamenayn jham.
Ee char khorhurtotz, ee paneetz
yev ee kordzotz prgya zees.
Yev voghormya ko araradzotz
yev eentz pazmameghees

Իմաստութիւն Հօր Յիսուս,
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Զբարիս խորհել եւ խօսել եւ
գործել առաջի Քո յամենայն ժամ.
Ի չար խորհրդոց, ի բանից
եւ ի գործոց փրկեա զիս.
Եւ ողորմեա Քո արարածոց
եւ ինձ՝ բազմամեղիս:



BAPTISM, CHRISMATION, COMMUNION

Use the letter-number chart to fill in the blanks. You will find what we call these three sacraments.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

20 8 5 19 1 3 18 1 13 5 14 20 19 15 6 9 14 9 20 9 1 20 9 15 14

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

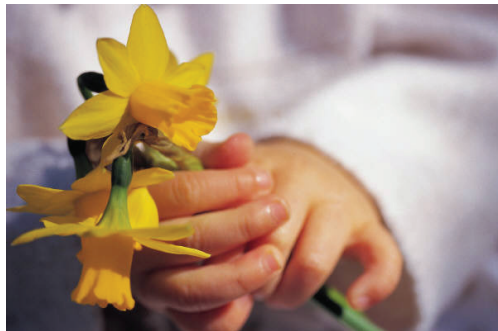
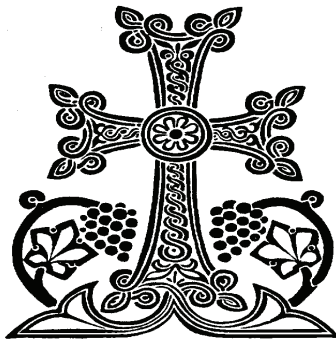
20 8 5 19 1 3 18 1 13 5 14 20 19 15 6 9 14 9 20 9 1 20 9 15 14

Verses and images for “prayers for the sick” card

By your all-conquering Cross, Lord, grant us perfect health!
Prayers for the Sick

The Lord is your shepherd...he restores your soul...Psalm 23

The Lord is my rock – take shelter in him.... Psalm 18:1



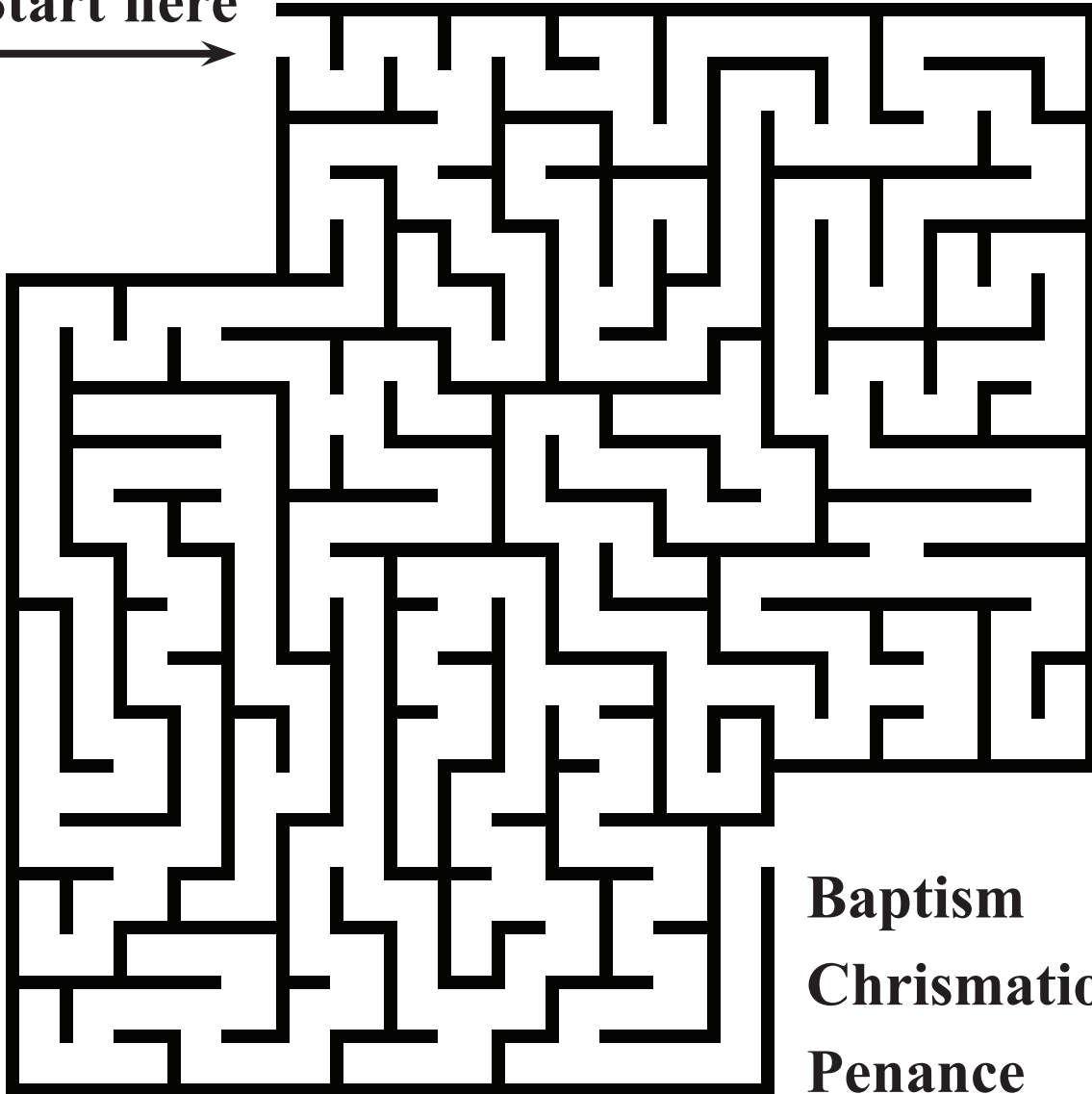
Trust in the Lord’s unfailing love.... Psalm 13:1

Be strong, fear not! Here is your God...He comes to save you...Isaiah 35:3-4

Sacraments

Find the path through the maze that takes you through all seven sacraments.

Start here
→



Baptism

Chrismation

Penance

Holy Communion

Marriage

Holy Orders

Prayers for the Sick

Sacraments Test:

Complete the sentences with words from the word box.

1. The sacraments of baptism, chrismation and communion are the sacraments of
2. Realizing your sins and confessing them to God is the sacrament of
3. Blessing the union of a man and woman is the sacrament of
4. When a priest dies the church performs the sacrament of
5. Acolytes, deacons, and priests receive the sacrament of
6. The sacraments are a way of saying we share our life with
7. Anointing head, ears, eyes, heart, back, hands, feet with oil is part of the sacrament of
8. Being born again of the Holy Spirit is the sacrament of
9. Jesus initiated the sacrament of
10. Prayers for the sick are included in the sacrament of

Word box:

Marriage Unction Communion Penance
Holy Orders Chrismation Baptism God Initiation

SACRAMENTS WORD SEARCH

H	M	I	C	A	P	R	A	Y	T	G	B
O	O	N	Z	P	L	U	W	I	U	O	A
L	C	O	M	M	U	N	I	O	N	D	P
Y	X	H	A	G	N	I	F	D	C	M	B
S	W	Q	R	Z	C	O	E	E	T	H	A
O	I	K	R	I	L	N	Z	A	I	L	P
R	P	R	I	E	S	T	S	C	O	L	T
D	E	W	A	Q	O	M	W	O	N	B	I
E	G	I	G	N	K	X	A	N	P	O	S
R	D	P	E	N	A	N	C	T	H	R	M
S	H	U	S	B	A	N	D	O	I	N	M
H	P	E	N	A	N	C	E	I	L	O	O
A	C	O	L	Y	T	E	F	L	C	Z	N

Words to find: **HOLY ORDERS, MARRIAGE, COMMUNION, UNCTION, BAPTISM, CHRISMATION, PENANCE**
Also find: **PRAY, OIL, BORN, PRIEST, WIFE, HUSBAND, UNION, GOD ACOLYTE, DEACON**

The Easter Cycle Balloon review (Unit 4, Lesson 3)

Photocopy this page and then cut the 16 Bible verses into strips to insert into the balloons (use the original as a reference). They are ordered on this page correctly and represent the following events/lessons in the Salvation History/Easter Cycle: 1. Creation (as celebrated in Poon Paregentan) 2. Adam and Eve 3. Expulsion from the Garden (a Sunday of Lent) 4. The Parable of the Prodigal Son (a Sunday of Lent) 5. The Unjust Steward (a Sunday of Lent) 6. The Parable of the Persistent Woman also called the Parable of the Unjust Judge (a Sunday of Lent) 7. The Second Coming or Advent of Jesus (a Sunday of Lent) 8. Palm Sunday 9. The Last Supper (remembered Thursday of Holy Week) 10. Washing the Disciples' feet (remembered Thursday of Holy Week) 11. Praying in Gethsemane (remembered in the Vigil Service on Thursday of Holy Week) 12. The Crucifixion (remembered Friday of Holy Week) 13. Resurrection (Easter Sunday) 14. Ascension (marked 40 days after Easter) 15. Pentecost (marked 50 days after Easter) 16. The community continues to grow and remember as we do today!

“In the beginning, God created the heavens and the earth.”

Genesis 1:1

“God created humankind in his image, male and female he created them.”

Genesis 1: 27

“After he drove them out, he placed on the east side of the garden of Eden an angel and a flaming sword flashing back and forth to guard the way to the tree of life.”

Genesis 3:24

“The younger son gathered all he had, went to a distant country, and spent all his father's wealth in wild living.”

Luke 15: 13

“The master commended the steward because he had acted shrewdly.”

Luke 16: 8

“To show them that they should always pray and not give up, Jesus told them this parable...”

Luke 18: 1

“They will see the Son of Man coming on the clouds of the sky, with power and great glory.” *Matthew 24:30*

“A very large crowd spread their cloaks on the road, while others cut branches from the trees; they shouted “Hosanna!”

Matthew 21:8-9

“And he took bread, and gave thanks, and broke it; ‘This is my Body, given for you...’”

Luke 22:19

“After that, he poured water into a basin and began to wash his disciples' feet.”

John 13:5

“Then Jesus went to a place called Gethsemane to pray; he was sorrowful and troubled...” *Matthew 26:36-37*

“When they came to the place called the Skull, there they crucified him along with the criminals, one on his right, and one on his left.” *Luke 23:33*

“The angel said to the women, “Do not be afraid; you are looking for Jesus who was crucified. He is not here. He has risen, just as he said.” *Matthew 28: 5-6*

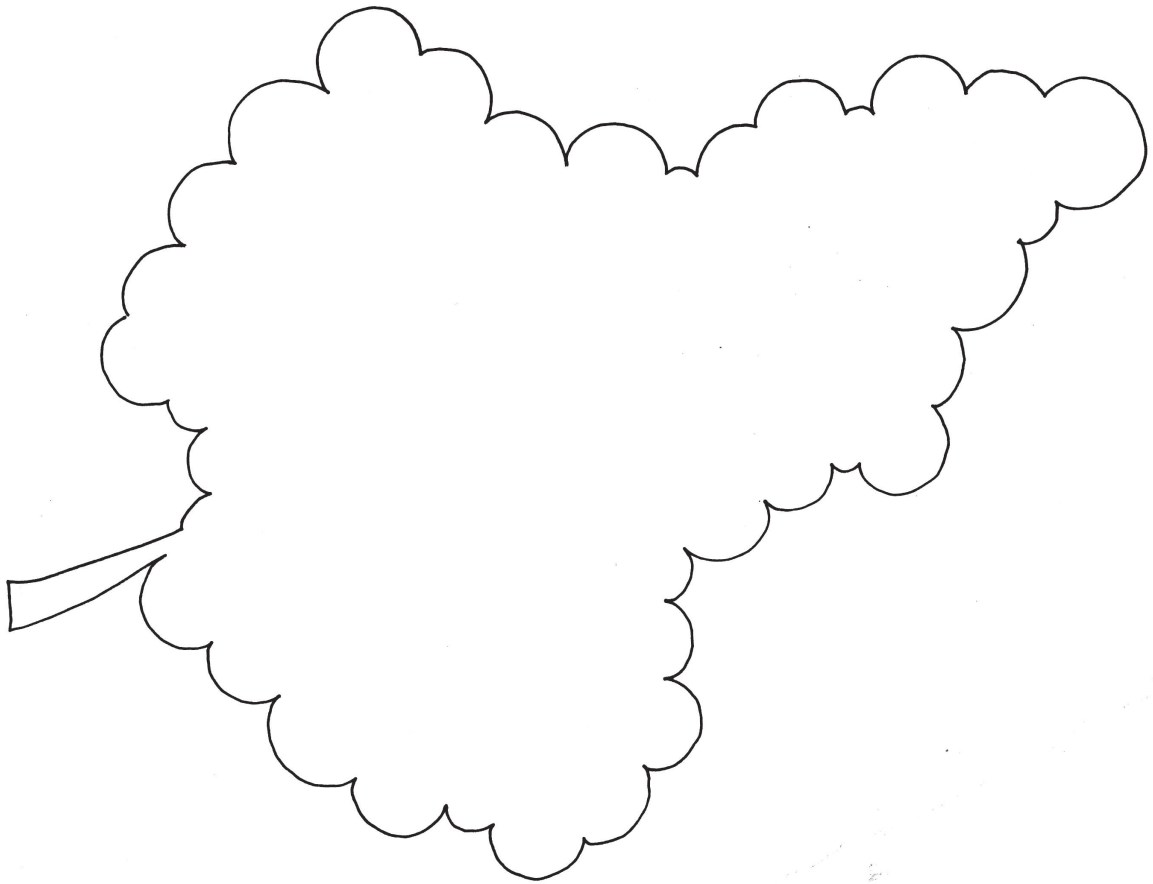
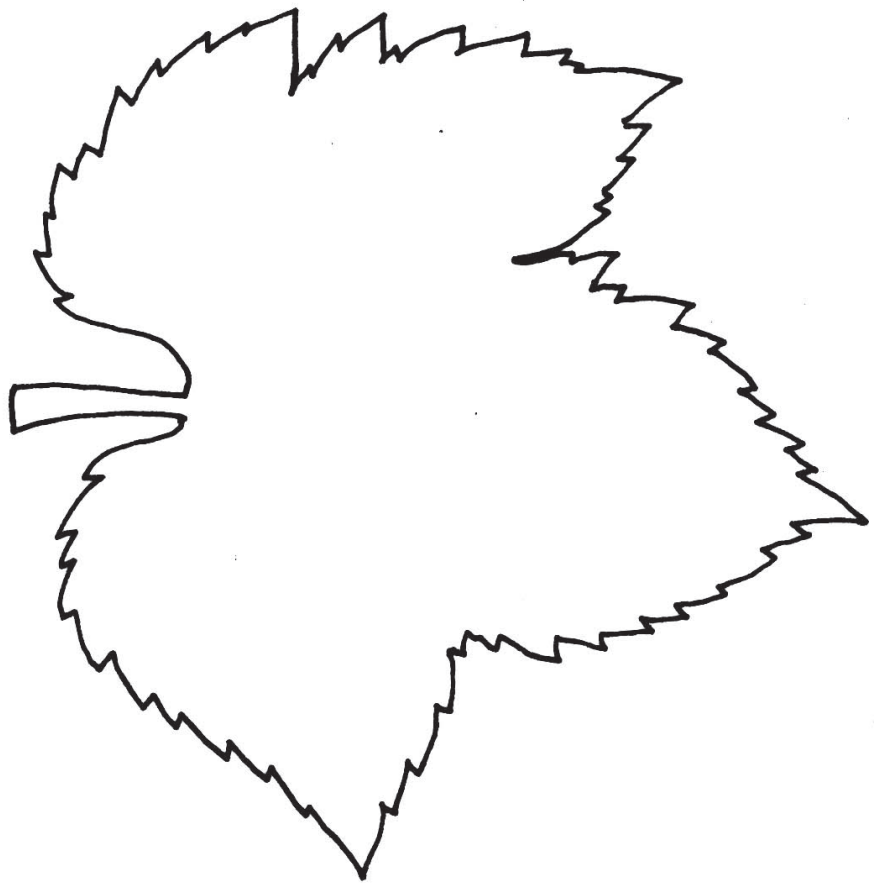
“‘You will receive power when the Holy Spirit comes upon you.’ Then Jesus was taken up before their eyes and a cloud hid him from their sight.” *Acts 1: 8-9*

“Suddenly a sound like the blowing of a violent wind filled the room and what seemed like tongues of fire come to rest upon each of them.” *Acts 2: 2-3*

“All the believers were together; they broke bread together with glad and sincere hearts. They praised God. And the Lord added to their number daily those who were being saved.” *Acts 2:44-47*

The Importance of the Transfiguration

1. The appearance of Moses and Elijah showed Jesus' fulfillment of the promises of the Old Testament.
2. Moses represents the contract God had with Israel – the Old Testament. Jesus represents the contract God has with all people – the New Testament.
3. Jesus appeared *glorified* (brightly shining) to show us his importance.
4. Peter, James and John were stunned when they heard God's voice.
5. God told the disciples (and us) that Jesus was his true son and they (and we) should listen to what he says.
6. Moses represented the Old Testament laws – the 10 Commandments. Jesus represented the New Testament laws – Love God above all and love each other as you love yourself.
7. Jesus is the Messiah (the chosen one of God) and Old Testament scripture said that Elijah had to come before Jesus.
8. The glory of Jesus gives us a glimpse of what heaven will be like for us when we are transformed also.



VESTMENTS Word Search

Q E W U D H A F R L C
C I S L I P P E R S R
L F F C E K B Q A L O
B E F E A M K E L A W
Y G U X J P X Y L W N
F W C E S F E L O T S
D M P P W T X R C V Y
L B Y A E W C S L A R
O K W C E F Y V W T M
X U V W A V V V O C M
Y J B E L T V G F F O

BELT

CAPE

COLLAR

CROWN

CUFFS

SLIPPERS

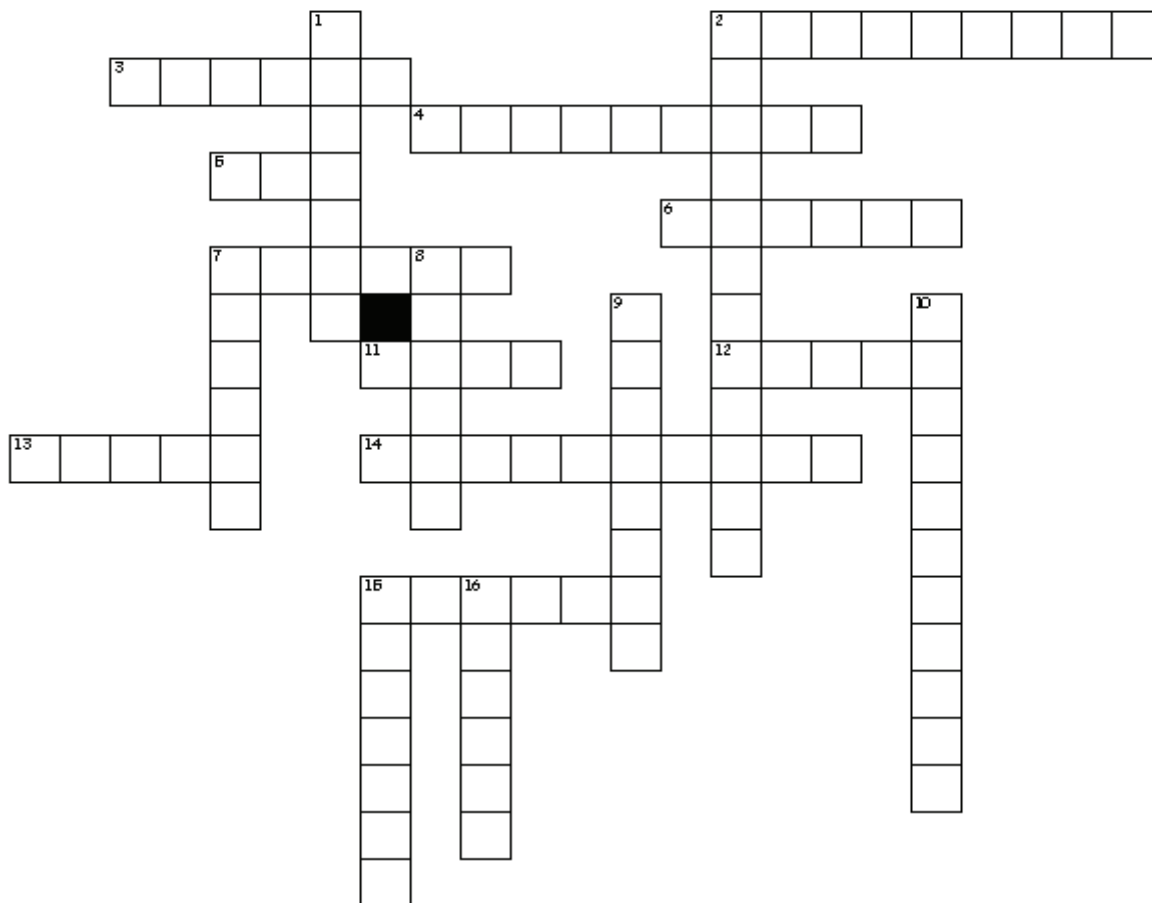
STOLE

THE BADARAK

When completing the crossword puzzle, write only capital letters. All the words you need are written below. Be careful to copy the letters correctly.

Use these words to fill in the crossword puzzle.

LESSON PREPARATION READERS OLD LETTERS SERMON PARADE CONFESSION
 VESTMENTS GOSPEL DEACON PRIEST PRAYER HAND SONGS COMMUNION ALTAR
 CONGREGATION BLESSING



Across

2. The body and blood of Christ
3. The deacon reads the _____ to us
4. The special clothes the priest wears
5. The Testament that is before Jesus' time
6. Talking to God
7. The Armenian word tapor means this word for 'procession'
11. The kind of cross the priest holds
12. The covered table with candles, cross and holy picture
13. The hymns are _____
14. When the priest tells God his sins
15. We get this in school *and* from the Bible readings

Down

1. They read the Old Testament and letters
2. What the people in church are called
7. His job is to pray for us
8. His job is to direct us
9. What the priest gives when he makes the sign of the cross to the congregation
10. The getting ready part of Badarak
15. What the apostles wrote
16. The lesson the priest gives when he talks to the congregation

DIVINE LITURGY

F F S V X S Z B B H M E D E Z N V B L
F A N S A V V L B R D C B O E K A B O
Q N K S Q B M E S N U P C N E I O C L
P F U V M N V S O R J L C H J P D U J
D E A C O N O S W O V N K T O R E A K
N Z U M W R S I I L F F I G K C Q V I
A I R K C E C N N E K O J G W L S H B
Y E T A L P C G E U S E S T D R J S B
S Q J K F Y L I D C M C A C E W G T Q
K C F T H J C K L H I M R N K Q X Y L
P S V F I X G F W A V V O B H J R B G
E D G I R H B H Y R H I R C A Z G E H
Q O B M G B O G N I H C A E T O Y G G
N G I P A E O F D S K D M Q S K Y N M
W E P O T V N O I T A R A P E R P A Y
U H E T U K O R Q D S Q E E I C J D J
W L H V H L A B C X Z L V K R M O B P
H B T O B P S Z V G C N E N P B R Z P

BLESSING BLOOD BODY BREAD CHALICE COMMUNION CROSS DEACON EUCHARIST
GOSPEL LESSON PARISHIONERS PLATE PREPARATION PRIEST SERMON SERVICE
TEACHING WINE



Department of Christian Education
Diocese of the Armenian Church of America (Eastern)
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