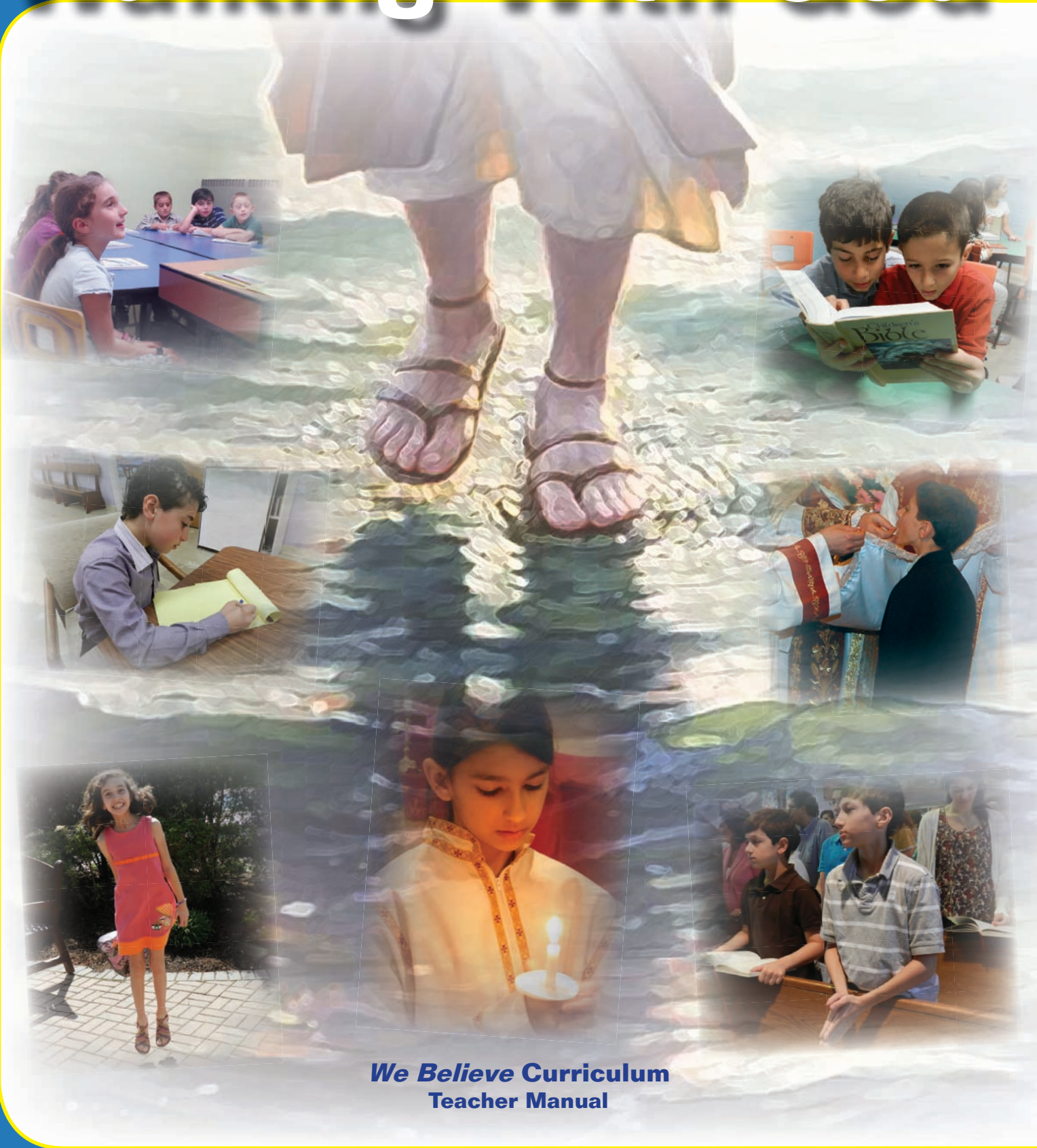


Grade 3

# Walking With God



**We Believe Curriculum  
Teacher Manual**

*Grade 3*  
**We Believe Curriculum**  
**Teacher Manual**

# **Walking With God**

**Garine Isassi**

This publication was made possible  
by a generous gift from the  
Estate of Deacon Dr. Hagop Nersoyan

By order of  
His Eminence Archbishop Khajag Barsamian, Primate

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Diocese of the Armenian Church of America (Eastern)  
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# Introduction

Welcome to *We Believe Grade Three!*

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 Three* consists of four units.

**Unit One: *God's Light Shining Through the Lives of Faithful Men and Women*** explores the most important people of the Bible (exclusive of Father, Son, and Holy Spirit!)

**Unit Two *Let Us Bow Down Before God!***

Reviews worship “basics” including why we go to church and what it's all about.

**Unit Three *Celebrating Our Lord*** surveys four important feast days and the two great seasons of preparation, Advent and Great Lent.

**Unit Four *We Are a Family of Faith Yesterday, Today, and Tomorrow*** brings students full-circle to themselves and their continuing relationship with Jesus and the Armenian Church.

- **The Teacher Manual.** This is one of the first Teacher Manuals available online -- which translates to no-cost convenience! 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, early arrival or late dismissal. Here is a heads-up for what's required in the way of people or resources during the year beyond the usual arts and crafts supplies (look at the lessons in question for more details): **Unit One:** 1. Magazines; 3. You need to have looked up the meaning of students' names, student photos; 5. Toy blocks, shoe boxes, or cereal boxes in good number **Unit Two:** 3. Pre-liturgy vesting demonstration by the priest; 4-7. Special timed church attendance **Unit Three:** 1. A string of working Christmas lights and calendar pages for November, December and January; 2. Old Christmas cards. Save your own and bring them in. Send an email home to parents, requesting that they send in their Christmas card (covers only) with their children for a craft; 4. Hard-boiled eggs.
- **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 Youth and Education at the Diocese can also be contacted.
- **Prayer.** The opening prayer (**Prayer Starter**) 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.** Always keep earlier lessons in mind to refer and turn to. Use the **Hye Q** lesson quizzes as a fun opportunity, reviewing facts and concepts. If you change the order of lessons, keep in mind that you will have to adjust the **Hye Q** as well.
- **Sidebars.** These are not always specifically referred to in every lesson. They are excellent to use as the class gathers or to extend the lesson. Often, they constitute a concrete part of the lesson plan.

**Did You Know?** contain little tidbits of interesting information pertinent to the lesson.

**Bible Bytes** feature Scripture-related trivia of interest.

**Well Versed** comprise wonderful lines from Scripture worthy of memorization. and repetition. You might want to have students copy these into a separate little memo book to memorize and learn. Or play memory games during class as a lesson break.

- **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.
- **Family Focus.** *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. 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.
- **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.

## Walking With God

### *God's Light Shining Through the Lives of Faithful Men and Women*

#### *In the Beginning: Adam and Eve*

### Key Concepts

1. God created us and our world. He provided everything that we needed to live.
2. People had a relationship with God from the beginning and we can continue that loving relationship today.
3. We can talk and be with God in many different ways.

### Objectives

During this session students will

1. Share a fun experience from summer vacation.
2. Brainstorm the difference between people and other living things.
3. Read and discuss the Creation story (Genesis 1:1 – 2:3).
4. Make a creation collage with magazine pictures.

### Materials Needed

Index cards or paper (see procedure #1)

For each child (see procedure #5): scissors, two magazines (make sure they will contain pictures appropriate and helpful for a creation collage), 11 X 17 construction paper

### Procedure

1. Welcome the students. Give each student an index card and ask them to write their name on it and draw a simple picture of the favorite thing they did over the summer. Then go around the table and have each child hold up their card to the class, and describe what the picture is about. 10 min.
2. Distribute textbooks and have children put their names in them. Skim through the units and share basic themes and chapters (just spend two minutes on this). Then turn to the first lesson and say the opening prayer together. Segue with: "What a wonderful prayer – 'the beauty and the goodness of the earth you created...' Today we're going to talk about that Creation, and about how God gave us the incredible gift of life. Let's think together of what it means to be alive. Can you name things that are alive?" Write these on the chalkboard as they call them out. Then ask how people are different

from plants and animals. Possible answers include: people can invent things, talk, love each other, dream; try to conclude with "and yes, people can have a relationship with whom? God!" 10 min.

3. Read the story of creation from the Bible, Genesis 1:1 through 2:3 or go around the class and have each child read two verses from the story to the rest of the class. Review quickly together all the things God created. (light, day, night, land, waters, stars, sun, moon, plants, animals, birds, fish, people). Refer, as well, to **Bible Bytes** and **Did You Know?**
4. Read **Daily Bread**. Then, ask students to answer the questions in the lesson. Welcome all answers. Guidelines: 1. Food, a place to live, safety; 2. The love of a parent; 3. We can talk to God through praying, drawing, singing, anything creative. Conclude with the concept that coming to church is a way to talk with God. 10 min.
5. For **Celebrate With God**, distribute the magazines, poster paper, scissors, and glue sticks and direct them to create a collage of pictures about creation (they may create titles with bold markers: "God Created Animals" or "God Created People" or "God Created the Moon, Sun and Stars," depending on the focus of their collage); make sure it includes some people. While they are working, review the story, and emphasize the special relationship people have with all living things (having "dominion over" them: we are to be caring, responsible stewards or caretakers of the earth and all its creatures). Ask students if they think we're doing a good job of being good stewards. Use **Scripture Source** as a guide for your discussion; you might even want students to pause and read this together. Clean up, tape posters on board, comment and admire 25 min.
6. Review **In the Armenian Tradition** with the children. Discuss the phrase "cradle of civilization:" What does it mean for a civilization or culture to be in a cradle? (to be at its beginnings, its infancy).
7. Invite the students to share the **Family Focus Page** activity at home. Close with the following prayer of thanks: "Dear Lord, thank you for the chance to be together for Sunday School. We look forward to next week and ask that you fill our hearts with love and wisdom always. Amen." Dismiss the class. 5 min.

## Walking With God

*Builders: Noah*

### Key Concepts

1. We open our hearts to hear what God expects of us.
2. Trust in God opens our hearts to his will.
3. Obedience follows trust and helps us live more effectively.

### Objectives

During this session students will

1. Complete a review quiz.
2. Recap the story of Noah (Genesis 6:1- 9:17) together.
3. Discuss the meaning and purpose of obedience.
4. Play a fast game of “Simon Says” as an illustration.
5. Review God’s covenant and its special sign of a rainbow.
6. Fill in and color the “Rainbow Covenant” activity.

### Materials Needed

Glue  
Scissors  
Markers  
Blue construction paper (see procedure #6)  
Rainbow Covenant handout (from back of this manual)

### Note to the Teacher

Ask children to bring in a school photo of themselves for next week’s family tree activity. An email reminder or phone call to parents should be made during the week.

### Procedure

1. Welcome students and say the opening prayer together. Have them answer the review questions in **Hye-Q**. Answers: 1. a and d; 2. d; 3. d. 10 min.
2. Ask the children if they remember learning the story of Noah’s Ark in past Sunday School years. You can have the children recall the story as a “run-on” story where you ask one child to begin the story as they recall it, then have another child

add the next part of the story. In this way, you can guide them to recount the basic story of Noah and the Ark. They will probably need a lot of guidance! So know the story well (read the Bible verses, underlining key phrases; use the student text to guide you as well) and fill in gaps where necessary (end when the ark is on dry land). 5 min.

3. Read **Daily Bread** together. Then discuss the following questions with them:
  - How long do you think it took to make the ark and gather the animals? (Possible answers: days or months because the Bible does not say how long it took.)
  - Why did Noah do what God asked him? (Possible answers: because Noah had faith; because Noah was obedient; because Noah trusted God.)
  - What might have made it hard for Noah to obey God? (Possible answers: Noah might have become weary of building the boat; he might have been ridiculed by the people around him; he might not have had faith or trust in God.)
  - Does obeying mean that you cannot think for yourself? (Possible answers: No, not if you trust the person whom you are obeying; not if you understand why you are being asked to be obedient.)
  - How does being obedient help you in your family or at school? (Possible answers: at home, you obey so you will be safe – such as when a parent tells you to wear a bike helmet, to look both ways when you cross the street, or to stay with them in a public place; at school, you obey so you can learn – such as when the teacher asks you to be quiet while he/she is telling you something -- or to be safe in school by obeying the rule to walk in the hall instead of running.) You might want to look at **Bible Bytes** for further interest. 15 min.
4. Tell the children that in order to become successful in reaching a goal, they often need to follow instructions very carefully. Explain to them that you will now play a game of “Simon Says” with the goal of winning the game. Ask them all to stand up. You will be Simon and direct them to do different movements. (If you are not familiar with this traditional American game, here’s how it is played. Students are to imitate your directions which must be quick and always preceded by “Simon says.” If you do not precede a direction with those two



words, the *students must not imitate you*. So you can give several instructions this way: “Simon says put your hands on your head. Simon says put your hands on your shoulders. Simon says bend down. Stand up.” Students who “stand up” are out of the game since that instruction was not preceded by the words “Simon says.”) Afterward, point out to the children that they participated in the game by being obedient, by listening carefully to “Simon.” Explain how they obeyed because they knew that was the best way to try to win the game.

5. As you end the Simon Says game, ask the children to return to their seats. Tell them you will be reading them verses from the Bible that might surprise them. 5 min.

6. Read the Bible from Gen 9:8-17. Then ask one of them to read **Scripture Source** aloud. Discuss when they have seen rainbows and what they felt seeing one (wonder, happiness, excitement). Ask how knowing what it symbolizes might change the way they react to a rainbow. Distribute the construction paper and the “Rainbow Covenant” handout from the back of this manual. Have children write in their answers to the questions. (Use a dictionary to help students define a rainbow.) Discuss. Then ask them to color the mountains and rainbow, cut out around that box, including the title and Bible quote and glue it on the top half of the construction paper. Finally, they may cut around the question box and glue that on the bottom half. Direct students to make sure they share it with their parents at home. 20 min.

7. Read **In the Armenian Tradition**.

8. Invite the students to share the **Family Focus** page at home. Close with this prayer: “Dear Lord, thank you for the obedient and loving example of Noah. Whenever we see a rainbow we will remember his courage and the trust that he had for your word; it will help us to trust you even more and know that in following you, everything will work out well in the end. Amen.” Dismiss the class. 5 min.

UNIT  
**1**  
Lesson  
Three

## Walking With God

*Patriarchs: Abraham and Sarah*

### Key Concepts

1. Sometimes we must change what we are used to being or doing in order to follow God.
2. Leaders are open and adventurous about new directions.
3. The bold leadership of Abraham and Sarah and Armenia’s King Drtad and Queen Ashkhen established enduring communities of believers.

### Objectives

During this session students will

1. Review the story of Noah.
2. Explore the importance of change and growth in life.
3. Learn about the lives of Abraham and Sarah and how their leadership enabled the first monotheistic religion, Judaism, and by extension, Christianity.
4. Create a “Faith Family Tree.”
5. Discuss how King Drtad and Queen Ashkhen enabled Armenia to become the first Christian nation.

### Materials Needed

Scissors  
Construction paper  
Glue sticks  
Crayons, markers  
Family Tree handout (from back of this manual)  
Individual photos of students (that they brought in)

### Note to the Teacher

Look up the meaning - not all will have a specific meaning - of your students’ names (see procedure # 4) and be prepared to share that information.

### Procedure

1. Welcome the students and say the opening prayer together.
2. Review the story of Noah in **Hye Q**. Answers
  1. God told him how. (Gen 6: 14-16)

2. Because God told him that his family would be all right. Noah obeyed and trusted God's word. (Gen 6:18) 3. When a dove brought back an olive branch. Noah knew then that there was dry land nearby. (Gen 9:11-12) 10 min.

3. Tell the children that what happened to Noah was a big change not only for the world but in his life. "Today we are going to look at how changes can be a good thing in people's lives and can bring us closer to God and to each other." Stand at the board and ask them if they are the same as the day they were born? (The answer should be "No.") Ask them how they have changed? As they answer, write their answers on the board or have each child come up and write their own answer on the board. Possible answers are: They are bigger; they learned to talk and walk; they didn't go to school when they were babies and now they do; they didn't know math when they were babies, but now they do, they did not know how to read, etc.

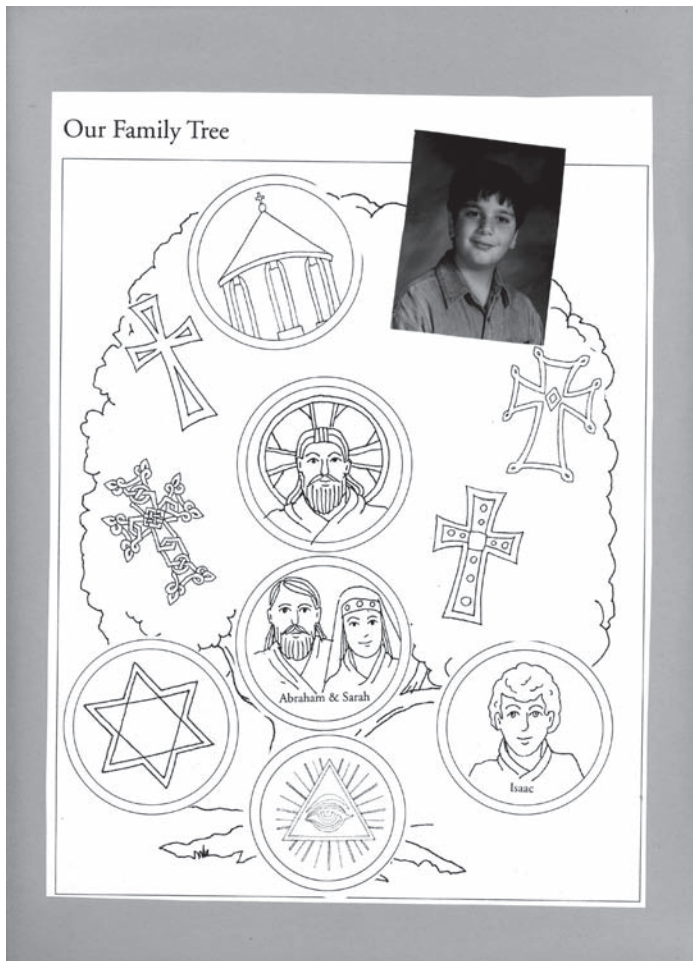
Explain how those changes in their lives took a lot of time – years – and that they would not be who they are today if those changes did not happen. There are also going to be more changes in their lives as they get older and that these can be very good if they help us follow God and make decisions that take us down the right path. 10 min.

4. Read **Daily Bread** together. Discuss how God changed Abram and Sarai's names (Genesis 17: 5, 15) when he made a new covenant with them. Tell them about how your name is part of your identity. Ask students if they were named after a family member. Share the meaning of some names. Write them on the board (including students' names if you have researched them): Michael = Hebrew for "who is like God," Elizabeth = Hebrew for "oath of God," Abraham = Hebrew for "father of many," Sarah = Hebrew for "lady," Marissa = Latin for "the sea," etc. Ask them: "When do people usually get named? (when they are born) What might this say about Abram and Sarai at this time in their lives?" (they, too, were being born into a new life, being God's children, entering into a covenant with him) Also, let them know that when a priest becomes ordained, his name is changed. This is to

symbolize that he has become a new person and he will devote his life to his church and Christ.

Discuss the concept of taking a long trip, the way that Abraham and Sarah did. Ask them how they would feel if they were going to leave their homes without knowing where they are going or how long it would take to get there (scared, excited, worried). What might be some of the challenges of such a trip? (shelter, food, water, rest, transportation, etc.) 10 min.

5. Turn to **Celebrate with God**. Give each child a copy of the handouts, a sheet of construction paper (they might want to choose their own color), markers and crayons, and a pair of scissors and ask them to start coloring the tree, then trim the handout around its border (include the title) and glue it onto the construction paper. Next they will color the circle images and cut them out. (Crosses should be cut out of their circles so that everything can fit on the tree. While they are working, read the **Scripture Source** Bible quote to them. Either read the explanation out loud, or explain in your own words how Abraham was the father of the Jewish nation and how Jesus came from the Jewish nation. Point out and explain each of the cut-outs as the children glue the images onto the tree according to your directions. Explain how each of the symbols is connected to each other as time passed, just the way branches grow from a tree. They should be glued in as follows: God in the roots, Abraham and Sarah in the trunk, Isaac and the Star of David on either side, Jesus above in the middle; above him, the Armenian dome, and then crosses scattered at the top. (See sample below.) They should place their own photo among them. End by referring back to the Bible quote that all nations are blessed by the descendants of Abraham. 20 min.



to change and growth, too! Amen.” Collect family trees to mount on a bulletin board or in class (they can be sent home later in the year). 10 min.

UNIT  
1  
Lesson  
Four

## Walking With God

*Liberators: Moses*

### Key Concepts

1. Courage is an important virtue in a living faith and in leadership.
2. God called on Moses to lead his people. Even though it was difficult for him, Moses did his best with God’s help.
3. St. Gregory demonstrated great courage throughout his suffering and long imprisonment. Once liberated, he led the King and Queen of Armenia to Christianity.

### Objectives

During this session students will

1. Discuss occasions in their own lives when courage is important.
2. Answer review questions on Abraham and Sarah.
3. Complete a “Life of Moses” maze and survey the events of his life.
4. Review the Ten Commandments.
5. Learn and act out the story of St. Gregory and the conversion of Armenia to Christianity.

### Materials Needed

Crayons or markers

Maze handout (from back of this manual)

A clear space in the room to be a “stage” with two chairs

Index cards or paper strips with assigned roles (see procedure # 6)

### Procedure

1. Welcome the students and say the opening prayer together. Ask students: “We’ll be talking about a special kind of courage today, the courage to do difficult things and encourage others to do the same. Let’s think together a moment. What are some occasions in your life when it might be important to have courage?” Discussion might

6. After clean-up, tell children that many people all over the world follow Jesus and about how Armenia was the first nation to embrace Christianity. “King Drtad and Queen Ashkhen became Christian and wanted to convince the whole country to follow Jesus Christ. This was also a *huge* change from what people were used to. Let’s read about that in **In the Armenian Tradition.**” (Please note that the full story of St Gregory and the enlightenment of Armenia is in the next lesson.)

7. Now have children stand in a circle, holding their family tree in front of them. Thank them for coming to church to learn with you and say the following prayer: “Dear Lord, thank you for bringing us together today to learn more about the amazing people who trusted and followed you. Help us keep their example in our hearts this week. Let us especially remember the example of Abraham and Sarah who left their home and everything they knew behind to follow you and create a new world of believers. Help us to be open

touch on: preparing for a test when you're sick; learning lines for a play if you're shy; speaking in front of the class; participating in a game of baseball or volleyball when you're not very good at it; doing something right that might be unpopular.

2. Review the story of Abraham and Sarah by discussing the questions in **Hye-Q**. Answers:
  1. Because God asked them to; to find a better life for themselves; to start a great nation. Gen 12:1, 7; 15:5-11, 2. No (you can remind the students that God granted them a son, Isaac, later in life) Gen 15:2, 3. No, because they had faith in God; because they knew the changes would bring great things to their people. Gen 12:1-3, 15:1, 17:1-15. 10 min.
3. Remind children of their discussion last week about how Abraham and Sarah traveled for a long time without knowing when they would reach a destination. Tell them that this is also what happened to Moses in the Bible. Explain that we usually know about Moses because we learn about the Ten Commandments, but that Moses did a lot of other things in his life that were very important and required a lot of faith and courage.
4. Distribute markers or crayons and full-size handout of the Moses maze (**Celebrate With God**). Have students follow along the maze with you as you talk about the life of Moses. Guide them and then ask them to stop at each chronological image. (They can color each picture if they can also be attentive to the story!) You might want to do one yourself and hold it up for children each time you tell the next story segment.

Use the script below for each point on the maze:

-----the basket in the reeds: Moses' real mother was a Jewish slave in Egypt. When she heard that the Pharaoh was going to kill all newborn boys (he was afraid they would rebel against him), she put the baby Moses in a basket and let him drift on the river. As she watched to see who would find him, the daughter of the Pharaoh came upon the basket and decided to adopt him.

----- protecting the slave: Moses grew up in the royal palace and had everything, but he could see that

Jewish slaves were being mistreated. One day, he saw an Egyptian beating a slave and stepped in to save the slave. He didn't mean to, but his blow killed the Egyptian guard. When he realized others were talking about this, he ran away to Midian. There he married and stayed to tend his father-in-law's flocks.

----- seeing the burning bush: One day, when Moses had taken the sheep to graze on Mount Horeb, he came upon a bush on fire. He saw that even on fire, the bush did not burn up! He was afraid. From the bush, Moses heard the voice of God speaking to him and telling him that he needed to lead the Jews out of their slavery in Egypt. He was not sure if he could do it or if the people would believe him. He argued with God. God told him that his brother Aaron would help him talk to his people and to the Pharaoh. Even though Moses was afraid and unsure, he summoned his courage and did as God asked.

----- asking the Pharaoh for freedom: Moses went to the Pharaoh to ask him to free the Jewish slaves. The Pharaoh refused. God made life hard in Egypt for the Pharaoh, sending 10 plagues. These included storms of flies, and frogs, and hail among other terrible catastrophes. But still, he would not let the Jews go. Moses was persistent and brave and kept going back to the Pharaoh over and over again to get the Jewish slaves freed.

----- parting the Red Sea: The last plague was the last straw. God declared that every first-born son would die. But he told the Jews to mark their doors with the blood of a lamb so that the angel of death would "pass over" their homes. (Jews continue to celebrate Passover to remember this day and their freedom from slavery.) The Pharaoh's own son died and in despair and anger he let the Jewish slaves go. But the Pharaoh changed his mind and he and his army came after them. The Jews were trapped between the Egyptian army and the Red Sea. But God gave Moses a miracle and told him to part the Red Sea with his walking stick. And he did! The Jewish slaves got away and the water from the sea swept away the Egyptians.

----- making water appear from a rock: Once the people were free from slavery, they didn't know where to go. They lived in the desert and after some



time, had no more water to drink or food to eat. They came to Moses and complained to him about it, asking him what they could do. They began to doubt Moses as a leader and thought maybe they were better off as slaves. Moses turned to God for help. God told him that if he put his walking stick on a rock in the desert, God would bring water from it. And he did.

----- bringing the Ten Commandments: They had survived slavery, the long walk into the desert, and near starvation, but the people still had many problems. They came to Moses with all of these problems. He helped them by appointing leaders and teaching them God's ways. Finally, God said to Moses: "Bring your people to Mt. Sinai where they will see me talk with you; this way, they will know you can be trusted in all things." When they got to the mountain, God asked Moses to go up. There he gave Moses the Ten Commandments. 15 min.

5. After the children get to the Ten Commandments in the maze, point out to them that those Commandments are listed in **Scripture Source**. Ask each student to read out loud one of the commandments. After each commandment is read, say the commandment again in different, simpler words. Examples are below, but feel free to use your own words to help them understand the meaning:

"You should not have other gods beside me" – There is only one God, not a lot of different gods that you pick and choose from.

"You should not make false idols or images to worship" -- Pictures, statues, or photographs are not God. They might help you to remember God, but those images and statues are not, themselves, God. "Do not say or call on the name of God in vain"-- Using God's name to say bad things about others or yourself is not the way to honor him. Only use God's name to ask for peaceful, happy things for your world.

"Remember the Sabbath day, to keep it holy" – One day of the week should be set aside as time for you to think about God and your relationship with him and to share in the life he offers through worship at Divine Liturgy (*Soorp Badarak*) and Holy Communion.

With the help of this day devoted to God's love and teachings you can go out into the world and do the right things.

"Honor your father and mother" – Obey your parents. Respect and be thoughtful of your parents. They are the reason that you are here.

"Do not kill anyone" – Life is sacred. Life is something we want to preserve, not destroy.

"A husband and wife must be faithful to each other" — People who are married need to have respect and trust and love for one another.

"Do not steal" – Don't take anything for yourself that is not yours

"Do not tell lies about your neighbor"-- Don't say things about other people that are not true or that you have not seen yourself to be true.

"Do not be envious of your neighbor's belongings or your neighbor's wife" – If someone has more (books, games, anything) than you, try to be happy for them and to appreciate the things that you have, even if you do not have as much as someone else. 10 min.

6. Read **Daily Bread**. Then say "In the same way that Moses had a lot of courage to be a liberator and free his people from slavery, we have a story just like that in Armenian history. It is the story of St. Gregory the Illuminator." Explain that the children will act out the story of Gregory as you read it from **In The Armenian Tradition**. Pass around a bowl containing the cards or paper strips on which you have written the names of the following people in the story: St. Gregory, King Dtrad, Queen Ashkhen, Princess Khosrovitookht (the king's sister), The Court Secretary, The Statue of Anahid, prison guards (for additional boys), ladies of the court (for additional girls), people trying to cure the King. Depending on how many children are in the class, add the number of guards and court ladies.

Set up an area of your classroom as a stage with two chairs as the King and Queen's thrones on one side and an area that will be the "pit" on the other side. Start by having the King and Queen sit on the chairs

with the Statue of Anahid and Gregory in front of them. Begin to read the story one sentence at a time, pausing after each sentence to allow the children to say their own “dialog” that might go along with the action. For example, when you read, “When King Drtad ordered Gregory to worship the statue of the pagan goddess Anahid, Gregory refused,” the children might improvise a conversation like:

King - “Bow down as I say!!”

Gregory - “No way!”

King - “What?! I am the King. You have to do what the King says!” etc.

Only allow them to do a few lines before you go on to the next sentence of the story. Encourage them to be dramatic and a little bit silly. 20 min.

7. After the story is finished, have children take their seats and give themselves a round of applause. Discuss whether they might like to rehearse this a few more times and perform it at an assembly (this might be done when there is a feast of St Gregory - there are a few). Mention the movie “Prince of Egypt,” which is an animated movie made in the 1990’s about the life of Moses. They might want to ask their parents to rent it if they are interested.
8. Dismiss the class with a concluding prayer: “ In the name of the Father, and the Son, and the Holy Spirit. Dear God, help us to understand all that we have learned today and to be as brave and trusting as Moses was so that we too can be courageous leaders in your work. Amen.” 5 min.

<b>UNIT</b> <b>1</b> <i>Lesson</i> <i>Five</i>	<h2>Walking With God</h2> <p><i>Warriors: Joshua</i></p>
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### Key Concepts

1. It takes bravery and dignity to stand up for your beliefs.
2. Moses was Joshua’s mentor. Joshua did his best to continue doing God’s wishes for the descendants of Moses, even when it meant conquering a new land.

3. In order to keep their Christian faith, St. Vartan and his soldiers also faced their enemies with bravery and dignity.

### Objectives

During this session students will

1. Review the story of Moses.
2. Examine the story of Joshua and the fall of Jericho.
3. Reenact the fall of Jericho’s walls.
4. Read about St. Vartan and create a collage about his battle.

### Materials Needed

Ten Commandments (either on a large poster or written on the board): Optional; see procedure #2

Crayons or markers

Toy blocks or shoe boxes or cereal boxes (enough to stack at least two high to symbolize a wall)

Multicolored construction paper (11 X 17, one sheet for each child; some might want two – to be taped together - if they intend to place figures in a straight line, mural-style rather than scattered over the page)

Scissors

Glue

Vartanantz figures (from the back of this manual; a set for each student)

### Procedure

1. Welcome the students and say the opening prayer together.
2. Have students take the **Hye-Q** quiz. Answers: 1. c, 2. a (Moses’ first reaction was that he wasn’t going to be able to do what God was asking him; he wasn’t even *interested* in God’s help!), 3. b, 4. c (God instructed Moses to tell the Israelites that by marking their doors with lamb’s blood, the angel of death would “pass over” their homes and spare their sons. This was the origin of the Jewish Feast of Passover which marks all the events in their exodus from slavery), 5. d (The Ten Commandments were basically rules for holy living: how followers of the one true God should conduct their lives; if you have the Ten Commandments posted, this would be an opportunity to review them.) 10 min.

3. Have the children sit in a circle on the floor or stand around your desk. Place the toy blocks in the middle and tell the children to construct a wall in the shape of a circle, like the wall around a fort or an old city. While the children build the wall, read the story of Joshua from the **Daily Bread** to them. If students have become too focused on building the wall, have them pause and listen attentively before they continue. After you've read the story and the wall is built, tell the students that you will do what Joshua's army did. Have them pretend they have horns. Lead them to march around the toy wall six times, counting out the number of times you make the circle, only making the trumpet sounds. Then go around a seventh time and have the students mime shouting (no actual yelling unless you won't be disturbing anyone else) and knock down the wall. 10 min.

4. Have students help clean up blocks (or boxes). After they have settled down, read **Scripture Source** and discuss the questions. Discussion guidelines: God tells Joshua to study and follow his commandments (as Moses taught them), to really *think* about these teachings constantly (day and night) so that they can truly be absorbed and lived. He advises him to *study* the Scripture so that with all this understanding, he will achieve true success. He exhorts him to be brave and that God will be with him *wherever* he goes. Discuss with students how this advice is true today. How can knowing God's teachings and that he can be always with us wherever we go help us be stronger? (Possible answers: with this knowledge and his presence, it will be easier to do the right thing, and do it without thinking, from the heart.) Give examples of people strengthened by prayer. People who have been buried under rubble in earthquakes have prayed and felt God at hand, making them strong. There might be current events that will also serve as examples.

5. As a segue to **In The Armenian Tradition**, tell students: "So with this advice, Joshua overcame Jericho and pushed further into the land that God had promised them. But every battle is not necessarily won, is it? And that doesn't mean faith is not strong! One of the reasons the Armenian Church is still around and the reason why we, as Armenians, are Christian was because of the

strong faith of our ancestors. We are going to read now about one of the important people in Armenian Church history who was also a great soldier like Joshua. His name was St. Vartan Mamigonian." (Write the words Joshua and St. Vartan Mamigonian on the board.) Choose a child to read first and have each student read two or three sentences in this section. 10 min.

6. After the story has been read, distribute the construction paper, crayons, scissors, glue sticks, and Vartanantz figures. Review figures with students: King Yazdigerd was the King of Persia; the commanders were Persian generals; the magi were Persian priests. Among the Armenian figures: Catholios Hovsep was the head of the church in Armenia at the time and Fr. Ghevont was the priest who went into battle with Vartan, praying with the soldiers and giving them all communion on the battlefield. He and others are remembered in a special feast day two days before the feast day of St. Vartan (Vartanantz). Have children color the figures, cut them out, and affix them where they wish. They might want to draw a backdrop on the construction paper. Display them in the classroom for a few weeks before sending them home.

7. If there is time remaining after clean-up, look at lesson sidebars. Dismiss the students with the following prayer: "Thank you, Lord, for bringing us together today. Help us to remember how important it is to study the Bible and know your story so that we can be strong and successful in every important way." 30 min.

UNIT  
**1**  
Lesson  
Six

## Walking With God

*Prophets: Isaiah*

### Key Concepts

1. Isaiah was a prophet who answered God's call to be his messenger.
2. Prophets remind people of the right ways to live; they are also empowered to share God's promises for the future.
3. Isaiah is known for his prophecies about the coming Messiah.

## Objectives

During this session students will

1. Review the accomplishments of Moses and Joshua.
2. Discuss the meaning of the word prophet.
3. Examine the life of Isaiah and his message.
4. Illustrate Isaiah's vision.
5. Read about who St. Nersess Shnorhali was and the role of the Catholicos.
6. Recite a prayer that was written by St. Nersess.

## Materials Needed

Isaiah's Vision handout (from the back of this manual)  
Crayons or markers

## Procedure

1. Welcome students and say the opening prayer together. Have them take the review quiz in **Hye Q**. Use the opportunity to review material from both sessions, flipping back in their textbooks. Answers: 1. Moses 2. Joshua 3. Joshua 4. Joshua 5. Moses. 10 min.
2. Write the word "prophet" on the board. Ask children what they think of when they see this word. Now have them look at the definition and pictures in **What's A Prophet?** Which would they choose to portray a prophet? Their choice will probably be the bearded figure who most probably *does* look like many of the Old Testament men called to prophecy. Point out that the saintly woman pictured at the top left is Anna, a prophetess who was at the Temple when Jesus was brought by his parents to be presented to God, an event she had been waiting for. Conclude that *anyone* can be called by God to share his message and promises with the world so that anyone pictured could be called by God to be a prophet. 5 min.
3. Read **Daily Bread** and **Scripture Source** together. Discuss how children can actually serve as God's messenger, even today, even in their own young lives. (Since this entails reminding people how to live godly lives, the best way might simply be to serve as an example; or in the case of younger siblings, to teach them). 10 min.
4. Distribute the Isaiah's Vision handout and crayons/markers. Ask students to take turns reading out loud a verse from Isaiah 6 as outlined in **Celebrate with God**. Pause to

reflect on the image presented in each verse. Discuss question. Have the children draw what they think Isaiah's vision of God looked like. While the children are drawing, read the sidebar **Bible Bytes** to them. 15 min.

5. After the students have drawn their pictures, have them bring them up and tape them on the wall in a grouping, noting that "You know, no matter how differently we all draw, everyone teaches us something from their interpretation." Point out something notable in each drawing. Leave them there until class is dismissed at which time they should take them home.
6. Segue with "In the Armenian Church, one of its greatest leaders, almost prophet-like himself in his visions and work, was the Catholicos St. Nersess Shnorhali." Read **In the Armenian Tradition**. Review the prayer with students. Discuss **An Exercise in Prayerful Thinking**. Conclude with everyone saying the prayer together. 20 min.

UNIT  
**1**  
Lesson  
Seven

## Walking With God

*Protesters: Esther*

## Key Concepts

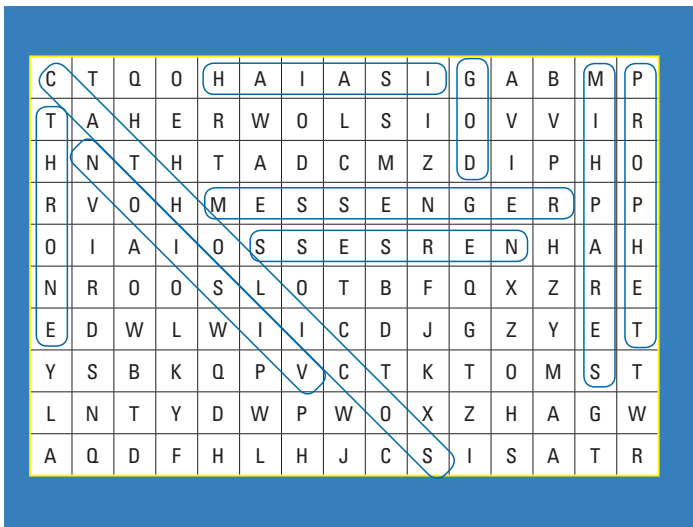
1. Doing the right thing can sometimes be difficult.
2. Nevertheless, God calls us to faithful conviction on behalf of truth and righteousness.

## Objectives

During this session students will

1. Review information about the Prophet Isaiah.
2. Read and discuss the Bible story of Esther.
3. Identify the first saint of the Armenian Church and compare her conviction to Esther's.
4. Make a stained glass window depicting St. Santookht.





### Materials Needed

St. Santookht stained glass window handout (from the back of this manual)

Scissors

Glue

Crayons/Markers (markers should be pastel for transparency)

Optional: prizes for everyone at the conclusion of the Word Search and review

### Procedure

1. Welcome the children and say the opening prayer together. Ask the students to work on the **Hye Q** Word Search. While they are working, ask them the following questions about last week’s lesson and discuss the answers with them; use the opportunity to review concepts and personalities. Optional (but fun): Promise prizes at the end of the review!

— What is a “prophet?” Answer: Prophets are called by God to express his will to others. They share God’s plans and promises as revealed to them by God and remind people very boldly of how they are or are *not* following God’s ways.

— Who was Isaiah? Answer: Isaiah was one of the greatest of the prophets. He saw a powerful vision of God which we read and illustrated last week. He wrote down and preached to the people many things that God told him about the future of our world. One of those things was the coming of Jesus Christ.

— Who is the “Catholicos” in the Armenian Church? Answer: The Catholicos is the leader of all Armenian churches in the world. He is elected by the National

Ecclesiastical Assembly which consists of both priests and lay-people from all over the world. He stays in his post for life, living in the headquarters of the world Armenian Church – Etchmiadzin, Armenia.

— Who was St. Nersess Shnorhali? Answer: He was a great Catholicos of the 12<sup>th</sup> century who wrote many prayers, hymns, poems and essays, most of which are still in use today.

Distribute prizes.

15 min.

2. Tell the children: “Today, we’re going to look at yet another special person from the Bible. So far, what amazing people have we come across? (Write their names on the board, as you mention them and wait for answers after each question; or, for more class participation, have two recorders writing names and phrases on the board at your direction.) First, we learned about the first people, Adam and Eve – wasn’t it wonderful how they were directly able to talk with God and live happily in Paradise? Then, who? Yes, Noah. What did he do that you remember? Yes, God gave him instructions to build an ark that would stay afloat in the Great Flood that started with 40 days and nights of rain...and what else? Yes, to bring pairs of the animals of the world. Now *there* was a man who could follow God’s instructions! Then (you might want to have them flipping through their student text as you do this), Abraham and Sarah. What were they up to when God called them? Yes, happily living in their home town of Haran. But when God had a huge and glorious plan for the world that they could help begin, what did they do? Exactly – they got together whatever they could bring with them and moved to where God promised would be a new life. Not only that, but they agreed to be leaders. That’s not easy. How is a leader’s life different than anyone else’s? (Listen for answers which might include knowing what they’re doing, having a plan, being strong, helping people). Then, the great liberator, leader of the Hebrews, Moses. What do you remember about Moses? (They can use their textbooks to refresh their memories; continue to review Joshua and Isaiah in the same way.) Looking at all the names you’ve written on the board, say: Wow, that’s quite a number of amazing, gifted people who started as ordinary people, just like you and me, and who God helped make amazing things happen. Now we come to...Esther.”

10 min.

3. Have children find the Book of Esther in their Bibles. Tell them that they will be reading a story *about* Esther in their textbooks. Read **Daily Bread**. Ask the children if they thought Esther had some choices. Possible answers:

a.) She could have kept quiet and allowed all of her people to be killed and just pretended that she was not Jewish for the rest of her life. Discussion on this choice might be about how she would have felt after that – guilty, cowardly, regretful.

b.) She could have stormed into the King’s throne room, gotten angry, and demanded that they not kill the Jews. Discussion on this choice should include how that would have gotten her killed by the guard because it was against the law to approach the King without being invited.

Conclude discussion of this last option by having students read **Scripture Source**. 10 min.

4. Tell students that there is another royal lady that you are going to tell them about who was the first saint of the Armenian Church. Read or teach **In the Armenian Tradition**. Discuss the question. (Guideline to answers: Both Esther and Santookht were royal: Esther, the wife of a king; Santookht, the daughter of a king. Both felt a loyalty to a unique family of people: Esther to the Jews; Santookht to Christians. Both were faced with a difficult choice: Esther to remain quiet and enjoy her royal life (but see her people killed); Santookht; could remain pagan and enjoy her royal life, but betray her faith in Jesus and see Christians continue to be persecuted. Both risked their lives, without concern for what would happen to them - they stood up for what they were convinced in God’s eyes was right.)

5. Distribute St. Santookht stained glass window hand-out and crayons/markers. Have students color the window to mount in a window at home. 20 min.

6. Clean up and conclude with a prayer: “Dear Lord, thank you for teaching us how to know what is right. Give us the courage to protest and fight against wrongdoing, even if it is a scary thing to do. Amen.” 5 min.

UNIT  
**1**  
Lesson  
Eight

## Walking With God

*Mother of the New Creation:  
St. Mary*

### Key Concepts

1. St. Mary was the mother of Jesus and the first true disciple, saying a resounding “yes” to God’s invitation to serve.
2. We celebrate the Assumption of St. Mary in acknowledgement of the powerful love of the Mother of God that spiritually sustains us.
3. We celebrate the Blessing of the Grapes in thanks for the food that physically sustains us.

### Objectives

During this session students will

1. Review the stories of Esther and Princess Santookht.
2. Examine the Song of Mary (Luke 1:46-55), also known as the “Magnificat.”
3. Discuss what St. Mary means to us as Armenian Christians.
4. Complete a puzzle featuring the Angel Gabriel’s message.
5. Explore the Blessing of the Grapes ceremony and the symbolism of grapes.
6. Color and fill in a depiction of the Annunciation.

### Materials Needed

Puzzle handout (from back of this manual)

Annunciation handout (from back of this manual)

Markers

### Procedure

1. Welcome the children and say the opening prayer together. Have students take the **Hye Q** review quiz. Answers: 1. Esther 2. King Sanadrook 3. Haman 4. Princess Santookht 5. Mordecai 10 min.
2. Ask the children if they know who St. Mary is. Most of them should remember who she is from the well-known Christmas stories. Tell them that when we talk about St. Mary as the mother of Jesus, sometimes we forget that even though she is a saint, she is also a mom, just like their mom or grandmother. Ask them who they go to for comfort when they fall down and skin their knee? Often, it’s their mom, or grandmother. (Be sensitive

here if there is a child in the classroom without a mom.) Tell them that the love they feel from their own mother is the love that Mary had for her son and was also the love that Jesus says we should all have for all people of the world. St. Mary was not only the mother of Jesus, but she was the first one to believe in him as the Savior. Read **Daily Bread** and **Scripture Source** through the puzzle. (Distribute larger version.) Answer: *Nothing is impossible with God.* 10 min.

3. Pause before you get to the words of the Magnificat. Ask students if they ever sing (show of hands). On what occasions? (They might mention singing “happy birthday,” the national anthem – American or Armenian, or camp or school songs.) Have they ever felt so happy that they jumped up and down? Have them share those occasions (or share one of your own). Explain that Mary’s song was something exactly like jumping up and down for joy. Now review each line with students; ask for volunteers to rephrase each verse in their own words. Discussion notes: Mary understands herself as a servant, lowly compared with God (v. 48). Maybe seeing ourselves as God’s servants, might make us more open to hearing God’s voice in our busy lives! Ask students what it means to “be proud in our inmost thoughts” (v. 51); perhaps it means that in our very deepest selves we think we are better than everyone else; how has he “lifted up the humble” (v. 52)?; perhaps he has given them the joy of true faith which has nothing to do with worldly power. 15 min.

4. Read the **Did You Know** sidebar; and then review the story of the Feast of Assumption under **In The Armenian Tradition**. Discuss questions. Guideline to answers: St. Mary was taken up to heaven this way because as Jesus’ mother (as the mother of God the Son) she is the first and most important of all the saints. Five major Feast Days: Christmas, Easter, Transfiguration (when Jesus appeared radiant before Peter, James and John; the figures of Moses and Elijah stood at his side and a voice from heaven was heard declaring Jesus his son), Assumption, and Exaltation of the Cross (celebrated in September remembering the 7<sup>th</sup> century rescue of the cross of Jesus from Arab possession and carried through Armenia and venerated there).

5. Distribute markers and handout and have fun! Allow time to clean up and share drawings. Conclude with prayer: “Dear Lord Jesus, we remembered today your saintly mother Mary, our beloved Mother of God, Asdvadzadzin. We ask her to hold us close to her heart and be a mother to us all, helping us be strong in our faith. Thanks to her example, we will always try to be good and faithful servants. Amen. 15 min.

UNIT  
1  
Lesson  
Nine

## Walking With God

*Witnesses: St. Paul*

### Key Concepts

1. Faith in Jesus radically changes the way we see the world and ourselves.
2. We are called to share our faith with others (The Great Commission: Matthew 28)

### Objectives

During this session students will

1. Review the facts of St. Mary’s life and the Five Major Feast Days.
2. Discuss the experience of changing their minds about something.
3. Read about St. Paul and how he became a Christian.
4. Define and discuss the word “witness.”
4. Identify St. Nooneh and St. Maneh and how they witnessed to their faith.
5. Complete a maze activity on Sts. Paul and Nooneh.

### Materials Needed

Maze handout (from back of this manual)

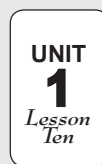
### Procedure

1. Welcome the children and say the opening prayer together. Then have students take the **Hye Q** review quiz. Discuss answers. Flip back to the last session as you do and use the opportunity to review the major feast days as well. (Answers: 1. Gabriel 2. Elizabeth, John the Baptist 3. Mother of God 4. Assumption 5. Christmas, Easter, Transfiguration, Exaltation of the Cross 6. grapes 10 min.

2. Tell children that today they are going to learn about a person who changed his mind about what he believed and then went all over the world to share his new faith. Ask them: “Have any of you ever changed your minds about something?” Discuss. (Children might change their minds about a book, a movie, a food, a person, etc.) “What made you change your mind?” Discuss. “Well, sometimes God can change our minds and make us think and feel very differently about things. Let’s read about one such person, St. Paul (write the name on the board).” Read **Daily Bread** together. At the end of the story return to the initial discussion by following up with: “So St. Paul was *so* excited about Jesus – the complete opposite of how he used to feel – that *now* he was going to convince everyone else to think as he did now. Have you ever done that? Tried to convince people to follow you when you changed your mind?” (Refer back to some of the specific examples from earlier.)
  
3. Continue: “Paul completely changed his mind about Jesus and it was not only because Jesus talked to him on the road. It was also because Ananias, who was a believer in Jesus, came to him and explained more about who Jesus was and what a difference it had made in *his* life. This is part of being a Christian. The fact that people who are Christians talk to others about Jesus and teach them about Christianity is how this amazing faith has spread throughout the world.” Direct students to the word “witness” in their texts. Ask for their understanding before providing this definition. Write it on the board so they can copy it in their books: *A witness is someone who saw something and will tell others about it.* Ask students: “Isn’t this a great word to describe St. Paul? And all those who come to love Jesus and want to share that with others?” 20 min.
  
4. Ask students to look at **Scripture Search**. Read and discuss questions. (Guideline to answers: Ananias is telling Paul to share with others his personal encounter with Jesus, all he has “seen and heard.” He should do this because God has chosen Paul to know his will and to actually see and hear him – this is an amazing gift! Third graders can share their faith by example, by talking to parents and relatives about

what they learned in Sunday School, by bringing God into their conversations in the everyday world (athletes often cross themselves and kneel before a game or after scoring a point or thank Jesus Christ when they receive an honor). 5 min.

5. Turn to **In the Armenian Tradition**. Read the text and discuss the questions. For some physical movement, have students stand or come to the front of the room and then return to their seats as they provide answers. (Discussion guidelines:
  1. Answers might include that she wouldn’t know the language, would need a place to stay, food to eat, might not know the local customs or how to get to different places
  2. This is a subjective discussion, but mention to students that we are so used to “busyness” and noise in today’s world that, at first, it might be hard to imagine a quiet life of prayer. But what might be good about it: hear the voice of God better, read more, pray more, enjoy the beauty of nature.) 10 min.
  
6. Have students complete the **Help St. Paul and St. Nooneh Find Their Way** maze (Distribute larger version). As children enjoy the maze, review the stories of St. Paul and Sts. Nooneh and Maneh.
  
7. Ask the children to get into a circle. Tell them that you are going to go around the circle and each person will tell us what they will pray for this coming week. Then everyone will say together “Hear our prayer, Lord, amen.” Dismiss the class. 10 min.



## Walking With God

*Following By Faith:  
The Twelve Disciples*

### Key Concepts

1. The 12 disciples were Jesus’ first followers and eagerly became his students and helpers.
2. We are all disciples of Jesus.

### Objectives

During this session students will

1. Participate in a review of the last session.
2. Define the word “disciple.”



- Identify basic facts about the 12 disciples by taking part in a “Reader’s Theater.”
- Explore the specific mission of the disciples Thaddeus and Bartholomew to Armenia.

### Materials Needed

Reader’s Theater scripts copied and cut up in a paper bag (see procedure #4)

### Procedure

- Welcome the students and say the opening prayer. Ask the children to look at the **Hye-Q** section of their lesson. Do it together this time, posing questions one at a time, reading all the answer choices out loud. Call on children to choose the correct answer. Answers: 1. c, 2. b, 3. a, 4. b, 5. Maneh. 6. Discuss. For this last question, you might want to play an “Either/Or” game by designating a different corner of the room for each option and asking students to stand in the appropriate corner. *Then* discuss.
- Write the word “disciple” on the board. Ask students for their definition. Discuss their answers and try to direct them to the following definition: a disciple is a very devout student of a teacher. It’s not the same as just being a student in a class. It’s more intense, where you devote your whole life to follow a teacher and learn everything possible from him or her. 15 min.
- Ask them, “What would convince someone to leave their normal lives to follow someone like Jesus?” Discuss some of their answers and conclude with: Well, let’s turn to the Bible to see exactly how Jesus gathered his disciples around him and what he promised they would be able to do. Read **Daily Bread** and discuss questions. (Students are disciples because they come to Sunday School to learn about Jesus and they’re *happy* to do so just as the first 12 disciples were; they *might* already be apostles if they are sharing their faith with others – their parents, brothers and sisters, etc.) Then review **Scripture Source** and discuss question. (Looking to Jesus can help us be strong in our faith just as it helped the disciples be good at what they would become -- “fishers of people.”) 10 min.
- Ask the children if they can name some of the 12 disciples of Jesus. Allow them some time to come

up with names. They might perhaps be able to name Peter and possibly James and John (these were the closest to Jesus and were with him at many special times such as the Transfiguration). Thaddeus and Bartholomew might also be mentioned as the two disciples who went to Armenia. Write as many as they come up with; then have them check the verses from Matthew (in their text) for the rest.

- Tell them that they are going to learn all about the disciples because they are the reason that we know about Jesus today. Pass around the paper bag filled with the scripts (with the opening Bible verse, there are 13 parts). If you do not have enough children, assign more than one disciple to each child. Announce that they will be presenting a “Reader’s Theater.” 5 min.
- Have them read over their roles and then come up and form a semi-circle, or circle if you have room. Let them read by turn, starting with the Bible verse; you might want to pause to discuss each one. The Reader’s Theater can be performed with costumes for a Sunday School assembly or for other classes in the future. 20 min.
  - Congratulate the children on their performances. Read **In the Armenian Tradition** and review the information in the sidebars in the time remaining. (St. Gregory is considered the Second Enlightener of Armenia, after the two apostles). Ask them to pray with you as you say the following closing prayer: “Dear God, thank you for sending your son Jesus to us and for teaching all of the disciples to spread your word throughout the world. Now *we* are your disciples. Amen.” Dismiss the class. 10 min.

UNIT  
**1**  
Lesson  
Eleven

## Walking With God

*Good Helpers: Priscilla,  
Aquila, Lydia, & Me!*

### Key Concepts

- Besides the 12 disciples, many people followed Jesus, including women.
- We, too, are called to learn our faith, and share it with and serve others.

## Objectives

During this session students will

1. Participate in a review quiz on the 12 disciples.
2. Discuss how people help each other to accomplish a task and how this applies to achieving the goal of spreading the love and word of Christianity.
3. Outline the activities of the earliest church community (Acts 2: 42-47).
4. Identify Priscilla, Aquila, and Lydia, some of the people of the early church who helped it grow.
5. Explore the different ways people help in the church.

## Procedure

1. Welcome the students and say the opening prayer together. Have students complete the **Hye Q** review. Answers: 1. Peter 2. John 3. Bartholomew 4. Thomas 5. Matthew 6. Thaddeus. 5 min.
2. Ask the students if they have ever helped their mother, father, or another adult with a task, like making dinner, building something, or doing yard work. Discuss how their involvement made a difference. Did things go more quickly? Was it more fun? Did they learn or teach something in the process? Some other examples might be: helping to move new furniture into a room, helping their mother change the diaper of a younger sibling, helping a parent fix something, or setting the table for dinner. 10 min.
3. After they tell their stories, explain to them that just as they helped to get something done, lots of people in Jesus' time and immediately after helped to build the community of believers. They were ordinary people, like the 12 disciples, whose hearts and lives were changed by him. "So let's read about just a few of them." Turn to **Daily Bread**. Things people did in this earliest description of a church community: sang, prayed, taught, learned, shared meals, were filled with awe, witnessed miracles by the apostles, shared their possessions, met daily, praised God, were favored by others. After students have listed them, have everyone stand up and come up to the board to write one of their answers. Continue until everything has been listed. 15 min.
4. Read **Scripture Search** and discuss questions. A.1. The married couple, Priscilla and Acquila 2. They were tentmakers 3. He worked at his profession 4.

Staying with them may have given him needed rest, the company of friends (always nice when we are doing hard work), and a time to do his usual work (perhaps he even made some money from it) B.

1. Lydia 2. She was a seller of purple cloth (which was a luxury item – see **Did You Know?**; she was clearly a powerful and well-off woman; no mention is made of her husband which is unusual so perhaps she was a widow – also unusual since it would be rare for a woman to be in business by herself) 3. St. Paul converted her 4. She opened her home to the apostles as a place to stay; they came to her home immediately (v. 40) after being released from prison (they had been jailed for releasing an evil spirit from a fortune-teller slave whose owners were upset they could no longer make money from her services). 10 min.

5. Have the children read aloud one description from the list of people in **In the Armenian Tradition**. After each one, ask the children if they can name anyone they personally know who do those jobs in the church.
6. Direct students' attention to **A Place for Everyone!** Ask students to title each section as follows, starting from the top left: **Kitchen, Church, Grounds, Building**. Then direct them to draw simple symbols or figures or use words to identify ways that people can help in each of these four "areas" of the church. (Guideline to answers: **Kitchen**: prepare meals, serve meals, provide supplies, organize a soup kitchen, help with repairs; **Church sanctuary**: sing in the choir, serve on the altar, greet worshippers, share kiss of peace, collect donations, maintain candle stands, help prepare and distribute mahs; **Grounds**: plant flowers and trees; weed, rake leaves, sweep and clean walkways; donate towards maintenance; **Building**: teach; provide supplies and materials; join committees that meet) Conclude with: "Someday, you, too, will find a place in the church to serve – it sort of comes naturally when you're a Christian. Let's pray: Dear Lord, fill us with love for you and one another. We know someday we will have a true zeal to serve. Amen." Dismiss the class. 10 min.

## Let Us Bow Down Before God!

*Loving God Through Worship*

### Key Concepts

1. We come to worship out of love for God.
2. The gestures of worship such as crossing ourselves and bowing reinforce our bond to God and to one another.

### Objectives

During this session students will

1. Reflect upon the church behaviors they learned in pre-school.
2. Attend church to record things they see, hear, smell and do in church.
3. Back in class, discuss these gestures and movements and what they mean.
4. Review the roles of priest, deacon, parish council member and teacher.

### Materials Needed

Copies of “What I See, Hear, Smell, and Do in Church.”

### Procedure

1. Welcome the students and say the opening prayer together. Begin: “Our new unit will focus on why we go to church, what we do in church, and what our church attendance is all about. Do you remember some of the things you learned to do in church when you were in pre-school or kindergarten?” Take all answers, but the one answer that you are looking for is making the sign of the cross. After one of the children has said, “The sign of the cross,” tell them that we do many things with our bodies and hands during the church service, including making the sign of the cross. Distribute the worksheet and pencils and announce that the class will be going to church together as observers. “We’re going to go to church and participate in the Divine Liturgy. We won’t be talking but we’ll be keeping our eyes and ears open and making notes, okay?” Review the questions. Go immediately up to church so you can be present for as much of the Synaxis as

possible. Return to class at an appropriate time after 20-25 minutes. 35 min.

2. Return to class and have students share their answers. Write them on the board as they are mentioned. These might include: **See:** altar, flowers, candles, priest, people, choir, crosses, Bible, paintings, stained glass windows, pourvar. **Hear:** singing, praying, priest, deacon, choir. **Smell:** candle flames, incense, flowers. **Do:** making the sign of the cross, sharing the Kiss of Peace, bowing, kneeling, sitting, standing, praying, special position of hands during the Nicene Creed. 5 min.
3. Read **Daily Bread**. As you read, you might pause and point to the examples of things they smell, see, and hear that you wrote on the board. “We” fill-ins could include: we pray, we kneel, we bow, we make the sign of the cross, we kiss the cross, we hold our hands in a special way for the Nicene Creed, we participate in confession, we receive Holy Communion, and we kiss the Gospel book. Things they would not have seen at that time in church: going up to the altar for confession and Holy Communion, and kissing the Gospel when we leave.
4. Read **Scripture Source**. Point out the sidebars **Well Versed** and **Bible Bytes** and read them together. Conclude that our love and awe for God are demonstrated when we kneel and bow down. We know that God is more powerful than we are and that everything we have is because of him. To know this and to show it by kneeling is the meaning of being “humble” before God. Kneeling is more than simply showing respect. It is also a way to show that we have given ourselves to God in a way that we know he will not hurt us. We make ourselves smaller than we might be in normal life. We lower our heads as a sign of our own humility in the presence of something as big and important as God. Teach the contents of **In the Armenian Tradition**. 10 min.
5. Wrap up the class by having the students quickly write their definitions under **Hye Q**. Refer back to last week’s chapter in the Student Text for answers. Discuss.

- Invite the students to share the *Family Focus* activity at home. Close with the following prayer: “Dear Lord, let us remember this week all the things that we see and hear and do in church as we live out our faith each day this week. Amen.” Dismiss the class. 10 min.

**UNIT**  
**2**  
*Lesson*  
*Two*

## Let Us Bow Down Before God!

### *Why Do We Go To Church?*

#### Key Concepts

- We come to church to worship God and share in Jesus Christ through Holy Communion.
- We worship in one voice and with one heart.
- This unity is symbolized in the “Kiss of Peace.”

#### Objectives

During this session students will

- Practice the Kiss of Peace.
- Attend church to list church vessels and participate in the Kiss of Peace.
- Discuss items they observed in church.
- Review gestures and postures of worship.

#### Note to the teacher

An optional activity for next week (as was suggested in the **Introduction**) is to ask your pastor to vest with your Sunday School class as an audience. If you’ve decided to arrange this, remind your priest about vesting early for the children. Call or email parents about next week’s early arrival, which should be a half-hour before liturgy starts. Although your vesting session will probably start only 15 minutes prior to class, this will allow for late-comers.

#### Procedure

- Welcome the students. Say the opening prayer together and tell the children that today they will be going to church for two important reasons: 1) to be observers again, this time just focusing on the items we see at or near the altar and 2) to participate in the Kiss of Peace. Read **Daily Bread** and **Scripture Source**. Review the Armenian greeting for the Kiss of Peace. 10 min.

- Go up to church (students should take their texts with them, open to **Celebrate With God**, so they can make notes in their lesson). Sit towards the front and make sure you are sitting at the end to be the first to receive the Kiss of Peace from the usher. Have students make a list of things they see around them. It will be fine to unobtrusively remind students of the words and supervise their passing the greeting. You may leave church immediately after. Or, if you got to church late, spend a few more moments “observing.” 30 min.
- Upon returning to class, read **In the Armenian Tradition** and have students repeat the greeting. (Both Bible verses declare: “Greet one another with a holy kiss.”) Now call upon children to come to the board and write or draw something from their list. Discuss and continue as time permits. Use the following as a guideline. On the altar: *The Service Book (Badarakamadooytz)*. This is the priest’s text for the Badarak. *Cross. Chalice* (which is brought from the side niche to the priest by the deacon, so it might not be visible yet). This holds the communion wine. *Gospel Book*. This contains the four Gospels, which is read from at every liturgy. *Candles*. These symbolize the light of Jesus in our lives. *Flowers*. While not traditional to the Armenian altar, they symbolize creation, beauty, productivity. *Belled Fan*. Used in earlier times to keep flies away from the chalice; now, it is used at certain times of the Badarak to accompany chants and hymns. *Staff*. Bishops and priests of a certain rank will hold a staff while they give the sermon; it symbolizes the staff of a shepherd who leads a flock of sheep. Often on the front and side of the church: *Baptismal font*. 15 min.
- In the time remaining, conduct a lightning-round review with the **Hye-Q**. Gestures would include: praying, kneeling, bowing, making the sign of the cross, holding our hands in the special way for the Nicene Creed, kissing the cross, participating in confession, receiving Holy Communion, kissing the Gospel book.
- Invite the students to share the *Family Focus* activity at home. Close with the following prayer:



“Dear Lord, thank you for the chance to be with you in church today. Help us keep the unity and love of the Kiss of Peace in our hearts throughout the week. Amen.” and dismiss the class. 5 min.

**UNIT**  
**2**  
*Lesson*  
*Three*

## Let Us Bow Down Before God!

### *A Walk Through the Badarak*

#### Key Concepts

1. The Badarak or Divine Liturgy invites the faithful to share in Jesus through both Word and Eucharist and to worship in one voice and heart with one another.
2. The Bible is the foundation of the Divine Liturgy.
3. There are four parts of the Badarak.
4. The priest wears special symbolic clothing called vestments.

#### Objectives

During this session students will

1. Option: Observe the priest vesting.
2. Practice the Kiss of Peace, and then enter the church to participate in it during the liturgy.
3. Survey the format and use of the Divine Liturgy pew book.
4. Examine the basic parts of the Badarak.
5. Explore the Psalms and read Psalm 26.
6. Complete a vestments paper doll activity.

#### Materials Needed

Divine Liturgy books, one for each child or pair  
Vestments handout (from back of this manual)  
Scissors and crayons or markers

#### Note to the Teacher

Remind students that they will be going to church immediately next week to be present for the Bible reading. Emails or calls home during the week might be a good idea.

#### Procedure

1. Option A ( if you've arranged for students to observe priest vesting): meet students early and

proceed to vestry together. Then proceed as follows. OR begin at Procedure #2.

2. Welcome the students and say the opening prayer together. Ask the children if they remember the words to the Kiss of Peace. Have a volunteer say it out loud for all to hear. Direct students to **Hye Q** to practice again. Tell them that they will be going to church to participate again in the Kiss of Peace. Then have everyone pair off and practice the Kiss of Peace, in Armenian and in English.
3. (Please note that you should pause when it is time to go into the church for the Kiss of Peace and then resume where you left off when you return.) Before you go to church, ask the children to also notice what the priest is wearing because they will be talking about that when you get back to class. 15 min.
4. When you've returned from church and the children have taken their seats, distribute the pew books. Ask them to flip through it and tell you some of the things they immediately notice (answers could be: that it's in different languages, there is music, etc.). Discuss. 10 min.
5. Now have them open their textbooks and read **Daily Bread** as a review of your discussion. Read or teach the contents of **Did You Know?** which ends with a reference to the use of Psalms in the Divine Liturgy. 10 min.
6. Follow with having students open their Bibles to the Psalms. “Let's just take a fast look at how people were feeling as they prayed these prayers. We'll look at the first few lines and decide.” Direct them to the first 2 verses of Psalms 2 and 7 (someone in trouble, asking God's help); Psalm 8 (someone filled with praise for God's majesty); Psalm 30 (someone thankful for what God did for him or her); Psalm 69 (someone desperate); Psalm 94 (someone who wants revenge) Psalm 107 (someone thankful for the goodness and love of God); Tell them you are going to read out loud the first Psalm that the priest says as the liturgy begins. Read **Scripture Source**. 5 min.
7. Ask students to tell you if they looked a little more closely at what the priest was wearing. With your vestments handout in front of you, see what the children were able to notice. Then read

together or teach **In the Armenian Tradition** and **Celebrate with God**. Distribute vestments handouts, scissors and markers. As the children are coloring and cutting out the vestment pieces, talk to them about each item and what it symbolizes. Point to the item on the worksheet and use the information in **Celebrate with God**.

8. Invite the students to share the *Family Focus* activity at home. Close with the following prayer: “Dear Lord, thank you for allowing us to learn together today. The more we know and understand your word, the closer we can be to you and to each other. Amen.” Dismiss the class. 20 min.

UNIT  
**2**  
Lesson  
Four

## Let Us Bow Down Before God!

*Jesus: This is My Word*

### Key Concepts

1. The Gospels are especially revered by Christians because they contain the life and teachings of Jesus.
2. They are read every Sunday at Badarak and are exalted in a procession by the deacon around the altar.
3. By hearing the Gospels during liturgy, we are enriched by the Word.

### Objectives

During this session students will

1. Go into the church to see the Gospel procession and the reading of the Gospel.
2. Briefly review the priest’s vestments.
3. Examine the Bible’s basic structure and contents.
4. Explore the place of the Gospels in our worship and our lives.
5. Read some of the Sermon on the Mount from the Gospel of Matthew and discuss its meaning.
6. Create a small Gospel book with an excerpt from the Sermon.

### Materials Needed

Have written on the board (or write it as children make their Gospel books): *You are the light of the world. .. Let your light shine before*

*others, so that they may see your good works and give glory to your Father who is in heaven.”* Matthew 5:13-16

Color copies of the miniature of St. Matthew (from textbook; if your church does not have a color copier, ask a class parent who does and will make copies for you)

Glue sticks

White paper

### Note to the Teacher

For the next two weeks, you will all be going to church to receive Holy Communion. Email parents an invitation to attend with their children. You can choose to dismiss from church or return to class immediately after communion for refreshments. Your email might read: “Dear Parents of Third Graders: Our lessons for the next two weeks will be about Penance and Holy Communion. What better learning resource is there than the Soorp Badarak itself! So after a brief class session of 40 minutes or so, we’ll be attending church each of these Sundays. Please join us either in class or in church so you can receive Communion with your child. Make sure they don’t eat breakfast or if they need to, they eat lightly.” (Insert any further instructions you wish: if you’ve decided to return to class for snacks, let parents know; you might want two or three of them to volunteer to provide the snacks; or conclude that they will be dismissed from church.)

### Procedure

1. Welcome the students and say the opening prayer together. Once everyone has arrived (and if it gets late, leave a parent behind to bring latecomers to church) tell the class they will be going directly into the church to be present for the teaching part of the Badarak. Ask them to pay particular attention to when the deacon proceeds around the altar with a beautifully decorated Bible. The person who will read aloud from the Bible will then come forward to kiss it. After he or she reads from the New Testament, the deacon will read from the Gospels in a sing-song way that is called “chanting.”
2. Take the children into the church for the Procession and Bible Reading. After the Bible reading is finished, quietly take the children back to the Sunday School classroom. Total time elapsed would probably be a half hour but be flexible. 30 min.

3. Once you are back in the classroom and settled, ask the children what they saw happen on the altar. Make sure that the following is mentioned: 1. The deacon lifted up the Gospel book and proceeded around the altar with it 2. He held it high above his head before the congregation for all of us to see and honor 3. The reader of the Bible kissed it before they read out loud. Read or teach **In the Armenian Tradition** as a good summary.

4. Have students complete the **Hye Q** for a brief review. 10 min.

5. Ask students to look at their Bibles. Direct them to open it to the Table of Contents and have them note that it is in two sections. Have everyone find the Old Testament in their Bibles. Explain to them that this part of the Bible tells us about the creation of the world and stories of the people of God before Jesus. We learned about some of them in the first unit, people like Noah, Moses and Esther.

Then point to the section that is the New Testament noting that this is all about the life and teachings of Jesus while he was on earth and about the early church and the work of the Holy Spirit in inspiring believers. It seems shorter because it has fewer stories and covers less time, but it is even more important to us as Christians. Tell the children that the first four books of the New Testament are called the Gospels. If there is time, review **Did You Know?** and **Bible Bytes**, which includes the names of the four Gospels in Armenian. 5 min.

6. Read **Daily Bread** and **Scripture Source** together. Distribute the color copy of the Gospel writer Matthew (**Celebrate with God** on page 65; blank space is purely decorative), the white paper (fold in half and then half again to form a small “book”) and glue sticks. Have them glue the picture on the front page of their booklets. Point to what you’d written on the board and ask students to copy it on the inside of their booklets. If you have more time, or would like to expand the activity, have children look at Matthew chapters 5 through 7 and pick out a verse they would like to copy. As they work, refer them to the sidebars and review information.

7. Invite the students to share the *Family Focus* activity at home. Close by saying: “One of the prayers Jesus taught during the Sermon on the Mount was the Lord’s Prayer and we say this prayer often at church and at Sunday School. Hopefully you also have opportunities to say it at home. In Armenian, we call this what? Yes, *Hayr Mer*. Let’s end our class together with this prayer.” Pray the *Hayr Mer*. If you see that students need practice, you might want to use this prayer regularly before and at the end of class over the next weeks. Dismiss the class. 15 min.

UNIT  
**2**  
Lesson  
Five

## Let Us Bow Down Before God!

*Jesus: This is My Body*

### Key Concepts

1. At the Last Supper, Jesus formally established a “new covenant” in his body and blood.
2. The Soorp Badarak relives that moment and, in the Eucharist, allows all worshippers to share in the promise of Jesus’ covenant.

### Objectives

During this session students will

1. Review the Gospels through hands-on study and a webbing exercise.
2. Explore the story and significance of the Last Supper.
3. Establish the connection between the actions and words of Jesus at the Last Supper with the Eucharist.
4. Attend church to receive Holy Communion.

### Materials Needed

Divine Liturgy Book (one for each child or pair)  
Optional: Refreshments for after Communion

### Procedure

1. Welcome the students and say the opening prayer together. Have the children answer the questions in **Hye Q**. Answers: 1. Mark, 2. John, 3. Jesus wept. 4. Matthew, 5. The Last Supper, 6. The Prodigal Son 10 min.
2. Webbing exercise: Write the words “The Four Gospels” in a rectangle on the board. Ask

## Let Us Bow Down Before God!

*Starting Over Every Sunday*

students to tell you all they know about them. As they answer, write it on the board (or have two volunteers help with this) and connect the answer with a line to the rectangle. Possible answers: New Testament, first four books, Matthew, Mark, Luke, John, Jesus, teachings, life, resurrection, parables, stories, prayers, read aloud in church, etc. As a segue, conclude the exercise by saying: “One of the most famous events in the Gospels was the Last Supper. Can anyone tell me what that was about?” Some students might be able to offer a few details. If not, or to continue, read **Daily Bread**. 10 min.

3. Read **Scripture Source** and have students write and reflect on each of these lines. Accept all answers but make sure it is noted that “in remembrance of me” implies that 1. Jesus asked us to remember him, 2. He asked us to remember him by receiving Holy Communion - the bread and wine that are his body and blood. 3. He looks at each of us, as he did the disciples, in extending this invitation.

“This is the new covenant” implies that 1. Jesus is announcing a new covenant or agreement 2. He is making everything new, including his community. 3. He is able to make each of us new, part of this new covenant 4. One of the ways we help Jesus do this is by being made new in Holy Communion. 5 min.

4. Distribute Badarak books and have students open to page 39a and take turns reading, starting with “In holiness, let us taste of the holy and precious . . . .” When they are finished reading, ask them if this reminds them of the Last Supper. Point out that the actions of the priest echoes those of Jesus on that night. The priest, too, blesses wine and the bread (in the shape of a wafer or nushkhar) and then shares it with all of those who go forward. Those who *do* receive Communion, first review their wrongdoings in the group confession, a wonderful time to say “I can see that I didn’t always do what Jesus would have wanted: I intend to do better next time..” (Next week’s session is specifically on Confession). Read **In the Armenian Tradition**. 10 min.

5. Go up to church for prayer, singing, confession, and Holy Communion. Dismiss from church or return to class for refreshments. 20 min +

### Key Concepts

1. Penance and confession allow us to renew ourselves with the love of Jesus.
2. The sacrament of penance is essential to receiving Holy Communion.
3. We free ourselves from sin by participating in confession; then we are open to receive Communion and the mercy of Jesus Christ in order to get a “fresh start” every week.

### Objectives

During this session students will

1. Review the Last Supper.
2. Explore the concepts of sin and confession.
3. Reflect upon specific examples of how the strength received through penance and Holy Communion can help them in the coming week.
4. Go to church for confession and Holy Communion.

### Materials Needed

Divine Liturgy Books  
Snacks

### Note to the Teacher

Next week’s class will be dismissed from church. Notify parents accordingly.

Also, you might want a volunteer choir member or parent to teach the brief hymn.

### Procedure

1. Welcome the students and say the opening prayer together. Have the children answer the **Hye Q** review questions. Answers; 1. a, 2. b, 3. c, 4. d.
2. Read **Daily Bread** and **Scripture Source** together. Discuss questions. The words and gestures are: Jesus takes bread, blesses it, breaks it and shares it with his disciples saying “take, eat, this is my body.” Then he takes the wine, blesses it and shares it with his disciples saying “Take and drink, this is my blood. This is the sign of the



new covenant.” For the second question, discuss situations at school and at home. You might want to start with a challenge of your own. 10 min.

3. Continue: “Before Holy Communion, there is *always* another sacrament. We call this penance or confession. This is the time when we think of how we may have done some things that hurt others or ourselves. In our tradition, we do this as a group, with a kind of “script” so we can read and pray together as one body.” Read **In the Armenian Tradition**. Distribute Badarak books. Point out the confession in the Badarak Book, page 48, and read the last line of the first paragraph: “For I have sinned in thought, word, and deed, willingly and unwillingly, I have sinned against God.”

Ask the children to think of something that they may have done in the past that they know was not exactly right. It could be that they hit their sister or brother, talked back to their mother, or called someone a name at school. Note that these things are worth remembering during confession with a determination not to do them again in the future.

We usually do not call those things “sins” in everyday life. But during church, when we acknowledge what we’ve done in confession, we become aware of the kind of person **God** wants us to be. It’s a great standard to have before us – the best in the world.

Point out that a small sin has many repercussions. For example, cheating in a game. Tell them that it might seem no big deal to cheat in order to win one little board game (of Sorry or Jr. Monopoly, of any other current example) but, is that really true? “You are hurting the other people in the game, by denying them something that they might have earned. It is a bad thing to do against them, but also bad for you, because then you have not given yourself a chance to get better at the game. And you haven’t learned how to be a good sport when you *lose* a game.” 15 min.

1. Take the children into church for the formal confession and communion. Be flexible in timing of the class procedures to accommodate when the class will be inside the church service. 20 min.+

2. Return to the classroom for refreshments. Invite students to share some of the things they were thinking during confession. Remind them to share the *Family Focus* at home. Close with the following prayer: “Dear Lord, thank you for helping us to become better people by following your path. When we are forgiven and able to forgive, our lives are filled with your love. Amen.” Dismiss the class. 15 min.

UNIT  
**2**  
Lesson  
Seven

## Let Us Bow Down Before God!

*Sunday For the Rest of the Week*

### Key Concepts

1. At Soorp Badarak, through the Word, the Eucharist and our prayers with the community, we are renewed in our faith.
2. When we leave church, we kiss the Gospel as a symbol of our commitment to God’s way through the rest of the week, through kindness, diligence, good works, and love.

### Objectives

During this session students will

1. Review the ritual of Confession.
2. Examine the pledges during Badarak to “sin no more” and to carry God’s blessings to the world.
3. Learn the final Badarak hymn “Orhnetseets uzDer.”
4. Draw pictures of different ways they can be God’s heart and hands in the world.
5. Go into the church for the final twenty minutes for prayers and to kiss the Gospel book.

### Materials Needed

Markers, crayons, pencils

### Procedure

1. Welcome the students and say the opening prayer together. Have the children complete the **Hye Q**.  
Answers:  
Confession – When we say out loud the things that we have done wrong.  
Nushkhar – The round wafer that the priest makes from flour and water. He then blesses it and gives it to

us during communion.

Kneel – What we do while we are saying confession during the church service.

Forgiveness – What we ask for from God after confession 5 min.

2. Ask the students if they remember what happens after we say confession during the Badarak? (We receive Holy Communion.) Remind them that taking Communion fills us with renewed faith and Jesus' love. Read **Daily Bread, Scripture Source** and **In the Armenian Tradition**. Ask students to underline key phrases, as you designate them. Use your judgment. For example: we are asked to make two promises. Then teach or have your volunteer teach the final brief hymn of the Liturgy. Sing with joy and spirit!

3. Next, remind students that for the last part of class, they will be attending Badarak so that they can kiss the Gospel book together, as a class. Discuss what this means, based on their reading (refer to the key phrases that they underlined in their text). 15 min.

4. Direct them to remember a time in their lives that they felt very, very happy and wanted to share that happiness with other people – like having a birthday or wanting to show people photos of their vacation or a new pet. Explain to them that this is the same feeling we get when we feel the love of Jesus Christ. When we feel this love, it becomes easier to help others and share ourselves.

5. Ask them if there is anything they do to share that love with other people in their lives? Direct them to **I Am God's Heart and Hands in the World**. Have them draw simple scenes of four ways they can carry Jesus' love into the world. (Examples might be to help their siblings, saying thank you to someone who does things for you, volunteer at a school event or a church festival, willingly do chores at home, visit someone who might be sick or lonely, donate food to a homeless shelter.) If they don't want to be elaborate, they can draw a simple symbol – like a happy face to indicate helping a little brother, etc. Give 10 minutes for drawings. Then share and discuss. 20 min.

6. Take the students into church for the last twenty minutes or so and the final dismissal from Badarak. Have them each approach the altar to kiss the Bible at the end of the service. 20 min.+

UNIT  
3  
Lesson  
One

## Celebrating Our Lord

### *Advent*

#### Key Concepts

1. Advent is a 50-day season of preparation for Christmas, the celebration of Jesus' birth.
2. Advent, like Lent, is a time of spiritual discipline as well.
3. Armenians celebrate both the birth of Jesus and his baptism on January 6<sup>th</sup>.

#### Objectives

During this session students will

1. Read about and discuss the season of Advent.
2. Explore how to prepare spiritually for Christmas.
3. Create an Advent calendar.

#### Materials Needed

A working string of Christmas lights

A standard size (22in X 28in) poster board for each child

Copies of the title, Bible quotes and coloring pages from the back of this manual

Copies of calendar months of November, December, and January for each child (taken from a wall or desk calendar). These should have big enough squares for children to write in.

Glue sticks

Markers or crayons

Scissors

#### Procedure

1. Welcome the students and say the opening prayer together. Have the string of Christmas lights plugged in and draped across their desks.
2. Tell the children that this week is the beginning of Advent, which is a time of preparation for Christmas. Now point to the lights as you ask the

class: “How many of you put lights up at your house at Christmastime? And where do you hang them?” Ask them what else they do at home to prepare for Christmas. Examples might be that they decorate their house, have a party, the extended family comes together, and they give and get presents. Discuss. Write answers on one side of the board. 10 min.

3. Read or teach **Daily Bread**. You might want to pause at key words and have the children underline them. Answer the question together and write answers on the other side of the board. These might include: We can read his story in the Gospels, we can pray more often, we can share our good fortune with others, we can do good works, etc. 10 min.

4. Look at the first list on the board and point out that these festive preparations are a wonderful way that people show – on the outside – the happiness that comes from knowing Jesus Christ and celebrating his birthday. But sometimes, with all of the parties and gifts and food, we become very distracted from the real reason for Christmas. Say to the children, “I am going to show you how easy it is to lose sight of something.” On the board, draw a star in the middle. Tell the children that the star represents the star of Bethlehem, the star that led the Wise Men to Jesus. And so, it stands for Jesus’ birth. Now, ask one of the children to come up and draw a circle directly on top of the star. Tell students that this represents all the holiday parties and family gatherings. Continue having each child come up and draw other figures over the star, representing Christmas activities or decorations, such as lights, greeting cards, smiley faces, a figure dancing, and other aspects of the commercial Christmas season like gifts, decorations, movies, dinners. Now, ask them if they can see the star. (They should be able to see the original lines, but not really make out the star.)

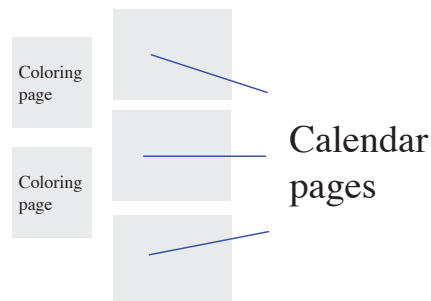
“This is like a typical Christmastime. We get so caught up by all of the outside materialism surrounding Christmas that we forget to make a point of talking about and thinking about and celebrating the very thing that Christmas is all about – Jesus!” Read **Scripture Source** as a reminder of the “reason for the season.” 10 min.

5. Segue with: “So we *prepare* for Christmas in all the ways we mentioned. Now in most churches Advent is 25 days, from December 1 to the 25<sup>th</sup>, but in the Armenian Church, our Advent is 50 days. Let’s read about it.” Read **In the Armenian Tradition**. Conclude by explaining how a baptism is a spiritual birth. Just as we celebrate the actual birth of Jesus, we also celebrate the fact that he grew up to come to terms with his mission as God’s Son to teach God’s will to all the people of the world. Explain how Jesus’ baptism took place when he was an adult. For him, it was a symbol that he was going to begin his teaching and it was, therefore, the “birth” of his mission. 5 min.

6. “So to begin our Advent journey, we’re going to make a calendar that you can put up at home. This will help us think of Jesus every day and perhaps make a real effort to honor him and grow closer to him.” Distribute calendar-making materials. First have children color and decorate the coloring pages of Jesus’ birth and baptism, then they can mount the title, the pages, the three month calendar pages, and the Bible quotes (these can be placed wherever they like). Have them circle November 18 as the first day of Advent. Let them put a star on January 6 and mark it Christmas (Theophany)!

See the diagram below.

In the photo below, the teacher has used coloring pages of the Annunciation and the Nativity. You will be using coloring pages of the Nativity and the Baptism.



While they are doing this, tell the children that they are supposed to put this poster on a wall where they can see it every day. Each day (or as often as

possible), they can write one phrase or sentence on the calendar square about what they can do that day to be a better disciple of Jesus. Ask them if they can think of an example now. Suggestions:

- help my parent wash the dishes
- read the Bible
- be nice to a kid at school who is not already my friend
- give food to a soup kitchen
- pray
- donate clothes to people who need it

Tell students that they should definitely ask their parents to help them with this part of the advent calendar and ask their parents to join them in doing many of the things that they list on the calendar over the next several weeks.

7. Clean-up and remind students to share the **Family Focus** section of the lesson at home as well as the sidebars of the lesson. Close with the following prayer: “Dear Lord, now that we have our advent calendar, help us to remember to look at it every day and do something good each day in preparation for celebrating your amazing birth and baptism. We want to use this time to become closer to you. Amen.” Dismiss the class. 25 min.

**UNIT**  
**3**  
*Lesson*  
*Two*

## Celebrating Our Lord

*Christmasz*

### Key Concepts

1. The Feast of Nativity and Theophany is a celebration of the birth of Jesus and his baptism as an adult.
2. Armenians celebrate these two life- and history-changing events on the same day, January 6.

### Objectives

During this session students will

1. Read about and discuss Jesus’ birth.
2. Fill in a worksheet comparing his birth with their own.
3. Learn about distinctive Armenian Christmas traditions such as Jrakalouytz and Home Blessing
4. Make a Birthday Card for Jesus.

### Materials Needed

Tray with a dish and a slice of bread on it, a little dish with salt, and a glass of water (see procedure # 7; optional: a nushkhar wafer and some incense). Have this on your desk as children arrive and if they ask questions, tell them that they’ll find out about it during today’s class!

Construction paper for making a greeting card

Old Christmas cards

Glue

Pens, crayons and markers

Copies of the “Jesus and Me” worksheet

### Note to the Teacher

It is very important that you do a run-through of next week’s craft activity *before* the lesson. You might also want to have an assistant on hand that day. This is a lesson best taught at or near the beginning of Lent.

### Procedure

1. Welcome the students and say the opening prayer together. 5 min.
2. Stand in front of the blackboard and tell students that you think they have certainly heard the story of Jesus’ birth before. Ask them what they remember about the story. Have each child say one thing they remember about the story and write the general phrase on the board. For example, one child might say, “There was no room at the inn for them.” “Jesus was born in a stable.” Allow each child to say something. If you are not getting an enthusiastic response, ask leading questions: “Who was Jesus’ mother? Where was he born – in a hotel?” Etc. Make it fun.

Then ask them, “Did you ever wonder about some of the details in the story, like how did Mary and Joseph get to Bethlehem? Why did Jesus have to be born in a barn? What exactly *is* a “manger?”” Tell them that you are going to answer some of those questions right now. Have each child read a paragraph aloud from **Daily Bread** and **Scripture Source**. After they have read, say to them, “We are going to use this story to compare the birth of Jesus with our own.” 10 min.

3. Hand out the “**Jesus and Me**” **Worksheet** and



pencils or markers. Tell the children that there were many things about Jesus' time that were very different from today. Ask them to fill out the worksheet. (They can look back at the **Daily Bread** section of the lesson for guidance.) 5 min.

4. Share children's answers. Guidelines for discussion:

- City I was born in. . . : Answer for Jesus – Bethlehem.

Ask them to share what city they were born in. After they have each said the city (or neighborhood), ask them to think about whether the city they were born in was the same place where their parents or their grandparents lived. Is it the same city they live in now?

- I was born in a . . . : Answer for Jesus – stable or barn.

Most likely the children in your class were born in a hospital or a birthing center. Someone may have been born at home with a midwife. Discuss how now, when babies are born, we know it is very important for the room where they are born to be very, very clean and also to have other people there who know about births, such as a doctor, nurse, or midwife, to make sure the mom and the baby stay healthy. Point out to them how Mary had to be in a very humble place without the help of a professional who knew a lot about births. Of course, this was not unusual at that time. Joseph was the only one there to help her.

- After I was born, I was visited by. . . : Answer for Jesus – shepherds and wise men from the east.

The children were probably visited by the friends and family of their parents and their grandparents. Often, the priest comes to visit a new born baby, too. Jesus was probably visited by family and friends too but their special visitors are the only ones mentioned in the Bible.

- If my family had to travel someplace 50 miles away, we would . . . Answer for Jesus – walk or ride a donkey.

The children can answer that they would drive in a car or take a train to travel that far. They might even say that they could take other, more fun or unusual forms of transportation, such as a helicopter.

- When I was born, my mother dressed me in . . . : Answer for Jesus – swaddling cloths

Possible answers for the children could include

a t-shirt, a onesy, a blanket, a cap for their head.

Ask the children if anyone knows what “swaddling cloths” are? Ask one of the children to read aloud the **Bible Bytes** sidebar to the class. After the reading is finished, tell them when they were babies, they were probably “swaddled” with a little baby blanket just like that. 15 min.

5. “Now that we understand the way Jesus was born, we can talk about how we celebrate his birthday.” Tell them that we, as members of the Armenian Church, are extra lucky, because we get to celebrate Christmas twice! Read aloud the first two paragraphs of **In the Armenian Tradition**. 5 min.

6. Remind the children that they were baptized as babies, but Jesus didn't get baptized until he was an adult. That was the beginning of his ministry, when he began to preach to people and show them the way to God. Before he was baptized, he did not do that. Then continue with the description of Christmas services.

7. Next, teach or read the **Home Blessings** section. Tell the children that a home blessing is very special. Ask if they have ever had a home blessing at their house. If someone has, ask them to describe it to the class. What happened during the blessing? What did they do after the blessing? If you have had one, describe your home blessing to the children. If nobody has had one, tell them that this is usually how a home blessing goes:

“The family prepares the house for the special guest of their priest, by making sure it's clean and tidy. The priest will have given them a copy of what he is going to say and do, so the family will be ready to be a part of the blessing. They put a good piece of bread, some salt in a small dish, and a glass of water onto a tray (here's where you point to your display tray) or directly on the table. When the priest comes to the house, the family welcomes him. Everyone stands around the table. The priest will have with him a special nushkhar wafer, which he places next to the bread, salt and water. He will light incense, like the incense they have in church and then he will begin a special prayer and sing a special hymn. The blessing ceremony is not very long – only about 15 minutes. Then the family

might all share a meal with the priest or just have some refreshments.”

After the descriptions of home blessings are finished, say to the children: “Now we are going to do for Jesus what we do for everyone else’s birthday! We are going to make a birthday card for him.”

8. Distribute construction paper and markers/crayons. Fold the paper to make the shape of a card and have the children decorate the cover to reflect something they know about Jesus and his birth and/or his baptism. They can cut up pieces of old Christmas cards that you have displayed on your desk. 15 min.
9. Invite the students to share the **Family Focus** with their parents. Close with this prayer: “Dear God our Father, thank you for sending your Son to earth to share your love and teach us about kindness. Help me remember this time for what it really is: an expression of your love through the birth of our Lord and Savior. Amen.” Dismiss the class. 5 min.

4. Create a chrysalis with a butterfly in it to symbolize the kind of transformation that we can go through during Lent.
5. Discuss how to say simple prayers at home.

### Materials Needed

Bible  
Scissors  
Newspapers to cover desks  
Green tissue paper cut into 3” squares  
Toilet paper rolls or paper towel rolls, cut into three inch long rolls  
Liquid glue and glitter or Sparkle Mod Podge (available at craft stores)  
Small bowls or paper cups  
Sponge brushes (one for each child)  
String or twine  
Small butterflies from the floral section of the craft store or homemade from felt or paper

### Note to the Teacher

Next week’s lesson on Easter includes a number of Bible readings. It might be interesting and entertaining to have these stories “performed” or read aloud by volunteers from either parents or an older class.

### Procedure

1. Welcome the students and say the opening prayer together.
2. Tell the children that this week is the beginning of Great Lent. Great Lent is a very important time in the Christian calendar because it is the time of preparation to celebrate the most important Christian holiday – Easter. Explain that Lent is a general term for the season of fasting and preparation before a feast. But because Easter is the greatest feast, we call the Lent that precedes it “Great” Lent. Say to them, “Great Lent has a history.” Read the first two paragraphs in #1 of **Daily Bread**. Then tell children: “Let’s learn about Jesus’ temptations directly from the Bible.” Read **Scripture Source**. Then continue with **Daily Bread**. Ask the children what they think they might give up during Great Lent this year or what positive things they might try to do – allow all answers. 10 min.

UNIT  
**3**  
Lesson  
Three

## Celebrating Our Lord

*Great Lent*

### Key Concepts

1. Great Lent is a forty-day period of preparation for the greatest feast of the church, Easter.
2. The paradigm for our Lenten “retreat” is Jesus’ 40 days in the wilderness where he was tempted by the devil.
3. Great Lent is a time to become closer to God and be transformed into better disciples.
4. We experience the Sundays of Great Lent to understand our relationship with God.

### Objectives

During this session students will

1. Explore the basic components of the season of Great Lent.
2. Review the story of Jesus’ temptations in the wilderness.
3. Learn about St. Gregory of Narek and his world-renowned *Lamentations*.

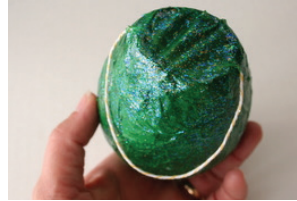
3. After you have discussed what each of you will change for Lent, tell them that the true importance of this effort is to become closer to God. Say to them, “There are many ways to become closer to God. One way is through prayer. Let’s look at a special prayer that was written by one of our great church fathers, St. Gregory of Narek.” Read **Did You Know?** Ask the children to read the prayer together, one line at a time. At the end of the first two lines, ask: “Can you picture these leaves – with the storm knocking them off the branches?” After the next three lines, ask: “What are these branches of our life, branches that St. Gregory describes as “fruit-filled”? (Perhaps these are the gifts God gave us – talents, family, friends, our school experiences, etc. and when something bears fruit it is full of life!) Read through the entire second verse and then ask: “How are these branches of our life broken? (Through selfishness, pride, laziness and other less-than-godly ways we are always tempted to fall into – think in accordance with a third-grader’s life!) “How do we help God to restore these ‘broken branches’ during Lent?” (Through the classic Lenten practices of prayer, helping others, giving money to charity, reading the Bible, attending church, giving things up, fasting, etc. – everything that helps us focus on what’s important in life – God and one another!)

4. Conclude by telling the children that they can always look back at this prayer through Lent and remember how God can help us grow and change so that we resemble him more and more (after all, we were made in his image). Tell them that this is the whole goal of our Christian lives and that using the time of Lent to make that transformation in ourselves is just like the way a caterpillar becomes a butterfly. Describe that process by reading or teaching Celebrate with God and announce that they will be making a chrysalis to remind themselves of how beautiful it is to change into more godly ways. 10 min.

5. Give each of the children one of the paper tubes and follow the instructions below to create the chrysalis:

- Fill the small bowls with the Mod Podge or watered down glue.
- With your sponge stick, brush tubes with the Mod Podge or glue.

- Paste squares of green paper onto the tube so they overlap.
- Continue pasting layers until you have pasted on three full layers, letting each one dry for a few moments before adding the next. If you are using glitter, spread glue over final layer of paper and then sprinkle glitter.
- Close off one end of the tube with a piece of the green paper.



Take a piece of string or twine and tie it in a loop. Drop it into the chrysalis halfway, and then attach the butterfly in the loop inside the tube.

- Once the butterfly is inside, paste one square of tissue paper with the Sparkle Mod Podge over the opening with the rest of the string loop outside of the tube for pulling open the chrysalis. When it is dry, the chrysalis is ready to be opened and the surprises ready to be revealed. Allow 5 minutes for clean-up. 30 min.
6. Clean up and review **In the Armenian Tradition**; tell students that every Lenten Sunday you will take a few moments to read the day’s special Bible lesson. Plan to do this, referring back to today’s lesson for the readings and explanation. Invite the students to share the **Family Focus** with their family and pray every day at home during Great Lent. Say to them, “A prayer does not have to be a long, drawn out, formal talk. A prayer can be simply taking one minute to stop and say ‘Thank you’ out loud for the love of Jesus and the presence of God in your life.” Conclude class with St. Gregory’s’ prayer. 10 min.

## Celebrating Our Lord

### *Easter*

#### Key Concepts

1. Easter is the most important feast day of the Church, marking the triumphant resurrection of Jesus.
2. The services of Holy Week recall Jesus' entry into Jerusalem, his last days and crucifixion.

#### Objectives

During this session students will

1. Read about the event of Easter and complete a Scripture puzzle.
2. Review the events of Jesus' life during the week before Easter.
3. Discuss the central role of Easter in our faith.
4. Decorate Easter Eggs.
5. Play the traditional Armenian egg-cracking game.

#### Materials Needed

Bible

Enough hard boiled, white eggs for each child to have one, with some extras

Baggies for children to take their eggs home

Colorful crayons for decorating eggs (available in craft stores or, in small kits, in supermarkets)

Optional: Volunteer readers to read the Bible stories of Holy Week

#### Procedure

1. Welcome the students and say the opening prayer together.
2. Ask students: "Easter is the most important feast day of the Church. Why do you think that is?" Listen to answers and conclude: "Easter is the most important feast day of the Church because it celebrates the time when Jesus rose from the dead and promised everlasting life to us all." Read **Daily Bread** together. Conclude with the **Scripture Source** puzzle. (Answer: "He is not here. He has risen.") 10 min.

3. Tell students that during the week before Easter, our church has special services for each of the things that happened to Jesus from the time he entered Jerusalem. Go to **In the Armenian Tradition** and explain that the box contains a timeline of Jesus' last week in Jerusalem. For each event, the Armenian Church has a special service. Go around the class and have each child read one item on the timeline. As each item is said, review the event with the children. First ask them if they can describe the event. If they cannot, ask them to turn to the Bible reference (or do so anyway) and read aloud together (or use your volunteers). Summarize each event in a brief explanation of one or two sentences. You can use the student text or follow this script (minutes are a guideline to how much time you should give to each event):

Sunday – Palm Sunday was the day that Jesus came into Jerusalem. He rode in on a donkey and people put palm branches and clothing on the ground in his path to honor him. (Matthew 21:1-11) 5 min.

Thursday – The Last Supper was the Passover meal that Jesus had with his disciples where he knew that this was the last time they would all be together. This was the meal where he passed around the bread and wine and told them it was his body and blood, the sign of the new covenant and to do this to remember him in the future. At this meal, Jesus also washed the feet of each of the disciples to teach his disciples that they should serve others as humble servants. Later he prayed in the Garden of Gethsemane with his closest disciples, Peter, James, and John. He felt sad about what was ahead for him, but gained strength from his Father in heaven. (Luke 22:1-20; John 13: 1-17, Mark 14: 32-42) 10 min.

Friday – This is the day that Jesus suffered and died on the cross. This was a painful and sad day for all of Jesus' followers who thought that they would never see him again. He was buried in the family tomb of Joseph of Arimathea. (Mark 15: 21-37; Matthew 27: 57-61) 5 min.

Saturday – This is a day of mourning for Jesus' followers. It was the Sabbath for the Jews and everyone was quiet and thoughtful that day.



Sunday – When the women went to his tomb to anoint his body, they saw angels instead of Jesus. They were told he had risen from the dead. Later he appeared to them and promised them he would see them all. (Matthew 28: 1-10) Conclude by saying “Wonderful – now let’s summarize what we’ve learned!” and read through or teach the rest of the text in **In the Armenian Tradition** 5 min.

4. Ask the children what they think about when they think about Easter. Accept all answers which will probably include Easter eggs, the Easter bunny, candy, egg hunts, etc. Tell the children that these fun things that we use to help celebrate Easter are symbols of new life, of spring and of starting over again. We adopted these symbols because the real story of Easter is also all about new beginnings. As part of showing our joy and happiness, we use a lot of bright colors to celebrate Easter. Say that we are going to use bright colors right now.
5. Give each child a white egg. Pass around the crayons and invite the children to decorate the eggs with their names and lots of bright colors and designs. Tell them that later they will be playing a game with the eggs so they should be careful not to crack them. 10 min.
6. While the children are decorating the eggs, ask them if they remember what the Gospels are. Let them give some answers. The main answers that you are looking for are: 1. The Gospels Matthew, Mark, Luke, and John are the first four books of the New Testament and 2. The Gospels tell the stories of the life of Jesus on earth and his death and going up to heaven; the Gospels are the books of the Bible from which we get all of our information about Jesus.
7. As the children continue to decorate the eggs, get out the Bible and tell them that you going to read to them, from the Gospel of Luke, one of the stories of how it was discovered that Jesus had risen from the dead. Read aloud Luke 24: 1-12.  
Ask the children what they think Mary Magdalene and Peter might have been thinking. “Do you think they believed that Jesus wasn’t dead anymore? They saw him die and watched him get buried. What would *you* think?”

Accept all answers, including those of doubt. After you have discussed it, tell the children that later in the Bible, Jesus does appear to all of the disciples and they come to understand that what is happening is different from anything that they have ever seen.

8. Have each of the children hold up their eggs. Ask them if they decorate eggs at home and if they have ever heard of the old Armenian way of decorating eggs with onion skins. Direct students to **Did You Know?** and tell them that this is something that they can do with their families at home. The eggs using this method come out a dark red color to symbolize the blood of Jesus Christ. The color is not as bright as some of the Easter colors they might be used to. 10 min.
9. Tell the children that another Armenian tradition is to have an egg contest. Some of the children may already do this in their families. Explain that this is like a tournament and you are supposed to tap the end of your egg on the end of another person’s egg. One of the eggs will crack! The one that did not crack is the winner of that round. Then, you find the winner of another pair who have done this and do the same contest against them. Keep going until there are only two people left with uncracked eggs. That is the final! The one who ends with the only uncracked egg is the winner. Children can take their eggs home in baggies.  
  
Allow this contest to be a lot of fun for the children. If someone does not want to have their egg cracked, that’s fine. Offer them your extra eggs to use so they can take home their own decorated egg if they want to.
10. Invite the students to share the **Family Focus** page at home. Close with the following prayer: “Dear Lord, we are so happy to have you in our midst. We celebrate this day together and feel your love all around us. In your name we pray. Amen.” Dismiss the class. 5 min.

## Celebrating Our Lord

### *Presentation*

#### Key Concepts

1. Jesus was recognized as the Savior even as a baby when his parents presented him at the Temple.
2. Mary and Joseph's presentation of Jesus as a baby is a reminder of the importance of a community of tradition and faith.

#### Objectives

During this session students will

1. Learn the story of the Presentation.
2. Re-enact the Bible story.
3. Explore why and how this event is celebrated in the Armenian Church and how Simeon and Anna's faith allowed them to recognize the Savior when they saw him.
4. Make a valentine card for their parents that shares the celebration of the Presentation.

#### Materials Needed

A life sized baby doll, 2 toy birds (see procedure #4)  
 Different colors of construction paper (Red, pink, and white), valentine doilies or other types of paper for making Valentine cards  
 Copies of the "Presentation" miniature from the back of this manual.  
 Crayons and/or markers  
 Scissors for each child  
 Glue

#### Procedure

1. Welcome the students and say the opening prayer together.
2. Ask the children to sit down and listen to the story as you read aloud or teach from **Daily Bread**. Then ask: "Where do you think we can find this story?" (in the Bible) Where in the Bible? (The Gospels, which are about Jesus' life and, in particular, exclusively in the Gospel of Luke.) Have children turn to Luke 2: 22-40 and take turns reading.

Conclude by turning to the **Scripture Source** puzzle. (Answer: Nothing is *impossible* with God.) 15 min.

3. Discuss this story with the children by asking them some of the following questions. They might have many different answers and many of them can be right. Allow the children to explore their own ideas. Try to point out or steer them to some of the possible answers listed below:
  - a.) "What do you think this story shows about Mary and Joseph?" Answers: That they were very religious; that they loved God; that they were actively involved in their temple and religious community; that they loved their child and wanted him to be a part of their religious tradition.
  - b.) "How do you think Simeon and Anna knew that Jesus is the one promised to them from the ancient scriptures?" Answers: Because they were wise and had faith; because they had read the Bible, served the Temple (as we might serve our church) and prayed their whole lives to God to see the Savior; because they were very spiritual and close to God, through prayer and faith, they could feel the presence of the Holy Spirit near them.
  - c.) "What kind of ceremony does the Armenian Church have that is similar to that Biblical presentation?" Answer: baptism/chrismation.
  - d.) "Why do you think it might be important for a new mother to bring her baby to her place of worship?" Answers: To share her joy; to show thanks to God for the new addition to her family; to receive God's blessings for the baby. 5 min.
4. Tell the children that the class will do a little skit about the Presentation. Direct their attention to the script in **Celebrate with God**. Ask for volunteers to play the parts of Mary, Joseph, Simeon, Anna, and parishioners. Tell them they do not have to memorize anything. They will read from the text. If your class is large, some children can be the audience. Or, add parts!

Clear a space in the front of the room and direct the children as they read their parts on where to stand that makes sense. Encourage the children to read the lines with enthusiasm and to pretend that they are feeling the emotions described in the script. If you have time, repeat the performance with

different volunteers.

20 min.

5. After you have finished the play, ask the children to settle down and sit back in their seats. Ask them why they think this event was so important. Allow all answers, but direct them to the idea that Jesus was recognized by people of faith and wisdom as the Savior. Remind them of the Christmas story about how the wise men from the East came to see the baby and how the angels appeared to the shepherds. Tell them that having faith is one of the main ways to find your way to feel the love of Jesus in your everyday life.

6. Tell the children that in the Armenian Church, we mark this occasion with a special Feast Day called *Dyarnuntarach*. Go around the room and have each child read a sentence or two from **In the Armenian Tradition**. 5 min.

7. Distribute the materials for making Valentine cards. Tell the children that one of the main reasons we come to church each week is to feel God's love through Holy Communion and through our church family. The Feast of the Presentation is a reminder of how Jesus, even as a baby, brought happiness, hope, and love to all who saw him. Tell the children we are going to make a valentine card to our parents, telling them how much we love them.

Write on the board: "Let us love one another, for love comes from God!" *1 John 4:7*

They can cut out and glue the picture onto the front of their card and color it. Below the picture, ask the children to write the above quote. Tell them they can write "I love you [mom and dad or mom or dad]. Happy Valentine's Day." or their own version of that idea on the inside of the card. Allow the children to work on their cards until the end of class.

8. After the children have cleaned up their tables, ask them to say the following prayer: "Dear Jesus, we remember the day your parents lovingly presented you to the Temple. We feel your love today and will share that love with others after we leave church. Amen." Dismiss the class. 15 min.

UNIT  
**3**  
Lesson  
Six

## Celebrating Our Lord

### *Transfiguration*

#### Key Concepts

1. The Transfiguration was an important affirmation of Jesus as God the Son for the disciples.
2. The Armenian Church remembers this event every summer in the Feast of the Transfiguration.
3. As in other Christian celebrations (Christmas, Easter, etc.), some of the traditions associated with the Armenian celebration are from pre-Christian times.

#### Objectives

During this session students will

1. Participate in an experiment about seeing things in different lighting.
2. Review the Bible story of the Transfiguration and complete a puzzle.
3. Color a picture of the Transfiguration.
4. Read about the pre-Christian traditions from Armenia that are often part of the celebration.

#### Materials Needed

Copies of the coloring page of the Transfiguration from the back of this manual.

Flashlight

Crayons

A box large enough to place textbook in (see procedure #1)

#### Procedure

1. Welcome students and say the opening prayer together.
2. Ask: "I have a question for you. When you wake up early in the morning, let's say, a winter morning when it's not even light out yet, what can you see in your room? Does everything seem colorful and bright?" Children should respond that nothing is clear, colors are indistinct, items on their desk or table might not be distinguishable, etc. Tell the

children that they are going to do an experiment. Make the room as dark as possible by closing the blinds or curtains on windows and turning off the light in the room. Once the room is somewhat dark, hold up the icon of the Transfiguration from the lesson and ask the children what is in the picture. (The room should be dark enough that they don't see much; if it isn't you might want to further obscure it by putting it into a box.) Allow them to answer out loud. Ask them to describe the picture's colors. Ask them what details they see in the picture.

Turn on the lights *and* now train a flashlight on the picture. Ask them what is in the picture and what details they see. They should see more details, more color, more of everything about the picture. At the very least, colors are brighter. 10 min.

3. Now, tell them that light is one of things that physically helps you see better, but it also is a word that is used when you suddenly understand something better. There are phrases in the English language using the idea of light, such as when someone has a great idea, they might say that a light bulb went on in their head. Read aloud the **Daily Bread** section of the lesson and have students complete the puzzle. (Answer: his *clothes* became *dazzling* white, *whiter* than anyone in the *world* could *bleach* them. And there *appeared* before them *Elijah* and *Moses* who were *talking* with *Jesus*.) 15 min.

4. Ask the children to recall how they saw the picture in the dark and saw the same picture in the light. Was the picture the same picture? Allow them to answer. Then tell them that yes, it was the same picture. The thing that changed was our view of the picture. When we saw the picture with more clarity in the light, we saw something more intense and vivid.

That is what happened with Jesus and the disciples on the mountain. Jesus did not actually change. The disciples just saw in a different way and became more aware of who Jesus was. 5 min.

5. Ask the children if they have ever heard the word "transfigure" before today? If they have, ask if they know what it means. Take any answers, and then

ask one of the children to read **Bible Bytes** aloud as a review.

6. Distribute the coloring page to the children with the crayons or markers. Before they begin, hold up the page and review the people depicted (Elijah and Moses, the prophet and the holder of the Law, respectively; his disciples – and closest friends - Peter, James, and John at the bottom) While they are coloring, read **In the Armenian Tradition**. 20 min.
7. After the children finish coloring and clean up, read or teach **Did You Know**.
8. In closing, say the following prayer, "Dear God, thank you bringing us together, for showing us your way, and for giving us ways to celebrate your light in our lives. Amen." Dismiss the class. 10 min.

**UNIT**  
**4**  
*Lesson*  
*One*

## **We Are a Family of Faith**

### ***Yesterday, Today, and Tomorrow***

*We Are Part of a Long Story*

### **Key Concepts**

1. The church is a family of many generations.
2. All faithful of the church, past and present, are honored and remembered at the Divine Liturgy.

### **Objectives**

During this session students will

1. Review important feasts and seasons of the Armenian Church.
2. Explore how our faith is passed down through generations.
3. Review the "Great Litany" of intercessory prayers in the Holy Badarak and participate in a class recitation.
4. Participate in a prayer activity for their own family members.

### **Materials Needed**

Optional: *How Armenia Became the First Christian Nation* (coloring book)  
Badarak Book  
Lined paper



## Procedure

1. Welcome the students and say the opening prayer together.
2. Have students complete the Hye Q exercise; they are permitted to find answers in their previous lessons. Answers: A. 1, 8 B. 4, 9 C. 6, 10, D. 3, 7 E. 5, 11 F. 2, 12. 10 min.
3. Ask the children if they remember their lesson about the very beginning of the Armenian Church in Armenia. Do they remember the story of St Gregory?

Take some answers and if nobody recalls the story, tell the following quick version (if you have the coloring book, you can show children some of the pertinent illustrations as you tell the story): St Gregory was a Christian during a time in Armenia when most people worshipped pagan gods, including the King – King Drtad. King Drtad was angry at Gregory when he refused to worship a pagan goddess and put him in a deep pit like a dungeon. The name of this pit came to be Khor Virap and it can still be visited in Armenia today. You need to climb down a steep ladder to be inside the pit. But Gregory was faithful and prayed. Then when the King was very, very sick, his sister had Gregory brought out of the pit to heal him. Once he was healed, the King understood the powerful love of Christ and became a Christian.

4. Now, ask the children how they think that Gregory became a Christian in the first place? After students offer a few ideas, conclude with “Yes, of course, from others – in Gregory’s case, it was his own family.” Read **Daily Bread**. 15 min.
5. Continue: “Let’s see if we can picture what it would look like to be part of this one big family stretching over time.” If you have a child in the group who likes to draw, ask him/her to come to the board and draw a picture of Jesus at the top of the board. It can be a stick figure or the written name if that is easiest. If no child volunteers, do this yourself. Put a halo over Jesus’ head (with the three cross bars that always appear in his halo). Draw two lines out from Jesus and draw/write Thaddeus and Bartholomew. Draw several lines out from each of the two disciples

and draw many figures symbolizing the people converted to Christianity. You might want to name those that children are familiar with or start adding names yourself: St. Santookht, St. Gregory, King Drtad, Queen Ashkhen, Princess Khosrovitookht, St. Nersess Shnorhali, and then perhaps your own family members and have students provide names of theirs and then the names of everyone in class (you can have children go to the board and draw their own stick figure and names themselves. 10 min.

6. Read **In the Armenian Tradition** together. After the first paragraph, distribute the *Holy Badarak* pew books and have students open to page 35. Tell them that on this and the next few pages are the prayers we say for all the people of the church through the ages. Have the children make their lists and review them together. Then look at these pages together. Repeat that these prayers are called “intercessions.” Explain that “we beseech the Lord” means we prayerfully ask the Lord. Read through each prayer petition of the priest and have children follow with the response we say in church. “Be mindful (which means remember), Lord, and have mercy.” Explain that these are names of important people in the history of the church. By praying for these people every Sunday at the Divine Liturgy, we are all asking God to keep these people in his mind and heart and to pay special attention to them. 15 min.
7. After reviewing the list of people honored and remembered in the Divine Liturgy, tell students that after all the people of the past have been prayed for, we also pray for the priest and the Diocesan bishop and the whole world. Distribute lined paper (**Celebrate with God**), and write this on the board: “\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ to be remembered in this holy sacrifice, we beseech the Lord” for children to copy on their paper. Then ask children to write down specific names of family members (living) they want to remember in the blanks – they can add more names than there are blanks. You should do this as well.
8. Ask the children to stand. Then (you can begin with your own), each child can read from their paper, after which, the entire class repeats “Be mindful, Lord, and have mercy.” Have students sit, collect the Liturgy

books, and conclude class by reading **Scripture Source**. Then say the following prayer, “Dear God, thank you for bringing all of us here to your church so that we can be together in your name. Help us to always keep our faith alive and meaningful so that we can create something perfect, just like it says in the Bible. Amen.” Dismiss the class. 10 min.

UNIT  
**4**  
Lesson  
Two

## We Are a Family of Faith Yesterday, Today, and Tomorrow

*We Belong to a Faith Family Now*

### Key Concepts

1. We are part of a family of faith – the parish church - today.
2. Our parish today is a reflection of the very first church pictured in Scripture.
3. The church is a community of mutual love, care, instruction, and comfort.

### Objectives

During this session students will

1. Review important people in our faith history through a chronology game.
2. Read a brief explanation of the network of Armenian parishes in America.
3. Participate in a Bible study and exercise on the first church (Acts 2:42-47).
4. Explore the connection between that church family and ours today.
5. Create a paper fan with the famous “one anothers” from the Bible.

### Materials Needed

One sheet of heavy 8 ½ X 11 construction paper for each child (different colors). See procedure #5.  
Ribbons or twine (procedure #5)

### Procedure

1. Welcome the students and say the opening prayer together. Ask students if there are any people in *their* lives they would like to thank God for. Encourage ideas and pray for each person named:

Dear Lord, please remember (example: Lorrie’s mom and dad) today with a special blessing...”

2. Have children complete the Hye Q review. The answers are: Jesus, Thaddeus, Bartholomew, St. Gregory, King Drtad, the first Armenian Church, my grandparents, my parents, me. Use the exercise as an opportunity to review. Tell them that this is an historic timeline of the beginning of the church all the way up to us. “Who are the people on this list that we know very, very well? Maybe your grandparents. Definitely your parents and you!” Tell them that their parents learned about Jesus by going to church, just like this one that we are in today (maybe this very church). Our church family is called a “parish.” 10 min.

3. Teach or read together **In the Armenian Tradition**. Then continue immediately with **Daily Bread**. The translation of the Acts passage is from the New International reader’s Version. Have students read the passage aloud, taking turns. Action words: These early Christians studied what the apostles taught, shared life together, broke bread and ate together, prayed, felt that God was near, saw wonders and signs from the apostles, were together, shared everything they had, sold what they owned, gave each other everything they needed, met daily at church (temple), shared meals in their homes, were happy, praised God, were respected by all the people, were added to (grew in number).

Do this with them. You can write words on the board (save about a third of the blackboard for procedure #5). To get children moving, write words on the board with enough space underneath for a drawing. Then call on someone who would want to illustrate the word on the board. Finally have children copy these words in their books. 20 min.

4. Now say: “Okay, so we have this beautiful picture of that early church family. But what about ours *today*? Let’s draw that together. Who are the people?” Start with your priest’s name, and list as many people on the board as you can all come up with together – you, the children’s names, deacons, choir member, a parish council member (if you can’t come up with names, write their title and explain

what they do), the Sunday School Superintendent, perhaps some of the teachers whom your third graders have already had. When you have all you can think of, ask “And what do we *do* together?” Now point to the words and pictures on the other side of the board and ask about each one.

After all of these names are written down, tell the children “So, look over this big list of people. These people are part of our parish, our community, our FAITH FAMILY. We all share the same beliefs and we all come here, to this church every Sunday in order to confirm and remember our connection to each other and to Jesus.” Conclude with “Isn’t it amazing how the church family of today, two thousand years later, is so like the one made up of Jesus’ followers? It’s a place where we really *live* Jesus’ wish for us to love one another. It wasn’t actually a wish. It was a *command*. Let’s look at the verse in **Scripture Source.**”

Conclude with the reading. 10 min.

5. Read **Celebrate with God.** Continue: “So, these are just a few examples of the wonderful advice we read throughout the New Testament about how members of a church should treat each other and all people. We are going to make a fan to take home as a useful reminder of these great words.” Distribute construction paper, markers, and a 6-inch piece of ribbon or twine to each child.



Demonstrate how to fold the paper accordion style, turning the paper over, back and forth. Then unfold the paper and smooth it flat. Leave an inch from the left hand side for a handle. In seven of the folds (there will be 8 or 9), students should write one of the “one another” quotes, centering it between the fold lines. They may decorate with pictures. Have them also decorate the opposite side with pictures or designs. When they are finished, they can fold the fan and tie a piece of twine or ribbon around the handle. Tie the end of the ribbons in a knot to keep secure.

6. Say the following prayer: “Dear Lord, Thank you for bringing us together in the Armenian church of (insert the name of your parish). We appreciate and love the people in our parish. We will help each other whenever we can, using the Bible as a guide to how we should treat each other with love, forgiveness, and encouragement. Amen.” 20 min.

**UNIT 4**  
*Lesson Three*

## **We Are a Family of Faith Yesterday, Today, and Tomorrow**

*We Live in Jesus*

### **Key Concepts**

1. Jesus and his message are not just “ancient history,” but for then, now, and always.
2. Praying is an important part of our relationship with God and can help us in our everyday lives.

### **Objectives**

- During this session students will
1. Complete a review exercise.
  2. Compare our friendship with Jesus with that of a best friend.
  3. Recite the Lord’s Prayer.
  4. Explore basic components of a prayer and write their own.
  5. Examine two famous people of prayer of the Armenian Church: St. Hovhanness of Garni and St Sahagtookhd.

### **Materials Needed**

“My Prayer” hand-out from back of this manual  
Markers, etc. to decorate prayer page

### **Note to the Teacher**

Next week’s session includes time for an end-of-year celebration. You may provide all the snacks yourself or you can assign parents to bring specific items in. Invite them to attend the last half hour of class and share the joy. If it’s promotion or graduation day, and your school has refreshments for the entire school, a class party may not be necessary.

For the review activity, it would help if you went through the textbook and underlined one or two

important points in each lesson. That will make the activity go quickly and smoothly!

## Procedure

1. Welcome the students and say the opening prayer together.
2. Have the students answer the Hye Q questions.  
Discuss. 10 min.
3. Ask the children to recall last week's lesson and how we are part of a faith family. Review the long line of faithful people, ending in our grandparents and parents that introduced us to our Christian faith. Continue: "Today we're going to focus on a very important and basic way we get to know Jesus. Prayer. Let's read about it." Have each child read aloud a few sentences of **Daily Bread**. As you read, pause and ask questions. *How does the love of God live in us today?* In our kind words, our good thoughts, our loving actions (you might ask children for specific examples). *What are some of the thoughts you might share with a best friend?* (where my family and I are going on vacation, what's happening at school, a good TV program) *What are some of the feelings you might share with a best friend?* (worrying about a school quiz, happiness over a new pet) *What would you do together with a friend?* (Many possible answers – play games, watch TV, walk to school) *When would you give them gifts?* (perhaps on their birthday; see something they would appreciate – perhaps a beautiful shell at the beach – and give it to them). Etc. 10 min.
4. Tell them that Jesus talked about how to pray and how to be close to God. Read **Scripture Source**. Then ask the children if that prayer sounds familiar. They will surely know it, but if they do not recognize its official name, tell them that this is the Lord's Prayer or Hayr Mer in Armenian and that, as they know, it is recited often when we gather at church and when we are at home and that we sing it during Holy Badarak. Review it together in English and Armenian. Try singing it together! 5 min.
5. Ask the children to look back at the prayer that we just said together. Continue: "Prayer is such an important part of our friendship with God that we

are going to practice praying by thinking together what might be included in our prayer. Then we are going to make up our own prayer."

Write each heading on the board as you discuss.

### Parts of a Prayer

a.) Opening: "In the name of the Father, the Son, and the Holy Spirit..." Explain to them how in the Armenian tradition, we start a prayer with the sign of the cross and these words.

Ask them why they think we start our prayers this way? Be open to all answers. Possible answers could be: it's like a greeting, like when you address a letter to someone with Dear \_\_\_\_\_; it's an acknowledgment of our relationship to God; it's a tradition. The most important answer is that in praying to the Holy Trinity we are including *all* of God.

Tell them that saying this part first often helps us to ready ourselves for a conversation with God. We can also simply open a prayer as if it were a letter, by saying "Dear Lord...." "Dear God . . ." or "Dear Jesus...."

b.) Praise and thanks: Now, suggest that we begin with a "thank you." "We recognize God's hand in our world, that without him as our creator, we have nothing. We can praise God for so many things! For families, for the sun, moon and stars, for.... What else?" Discuss.

c.) What you need and want to share. "Think of what's in your heart at the moment. Are you happy? About what? Worried? About what?"

d. Pray for others. "Then remember others in your prayer. Your parents? Grandparents? Someone you read about in the newspaper?"

e.) Close the prayer: "Amen." "This is a word you see and hear all of the time in church. It literally means, 'So be it' in ancient Hebrew." We close our prayer with "Amen" to say that we have finished our prayer. 10 min.

6. Distribute hand-out from back of this manual. Walk them through each item above, allowing them to



formulate their own thoughts. Then help them each finalize the thought and then write it down. After the prayer is finished, distribute markers and crayons and ask them to decorate the page by illustrating some of the words or thoughts they mentioned (if they've prayed about being worried over too much homework, they might draw a book or a computer). At the conclusion of this exercise, have children read their prayers. 20 min.

7. After the children have read and settled back at their desks, turn to **In the Armenian Tradition**. Continue with: "Writing prayers is a beautiful Christian practice. Many people in the history of the Armenian Church have written beautiful prayers and prayerful songs. Our Divine Liturgy consists of prayers and hymns – which were prayers set to music - asking God for mercy, courage, and faith." Teach the contents of this section, pointing children to key phrases or sentences.

When you have finished reading, tell the children that these people lived in different times, but their love and care for Jesus and his teachings were the same as what we feel today. Sahagtookhd wrote her prayer to "Mariam," which is the Armenian for Mary, Jesus' mother.

8. Ask the children to stand in a circle and hold hands. Say to them, we will close our lesson with a prayer. Say "Dear God, thank you for bringing us together in your love. We are learning to bring you into our daily lives through prayers. Help us to do that starting right now. Amen." Dismiss the class. Remind them to share their prayers with their parents. 5 min.

**UNIT**  
**4**  
*Lesson*  
*Four*

## We Are a Family of Faith

### Yesterday, Today, and Tomorrow

*Unit Four, Lesson Four*

### Key Concepts

1. As our faith enters our heads and hearts, it will naturally come to our hands as we lovingly serve the world.
2. We have the power to help people around us and bring love and kindness to our family and community.

### Objectives

During this session students will

1. Review the year's lessons in a textbook survey.
2. Explore the idea of service as the product of a living faith.
3. Discuss serving others in a Bible study (Matthew 25:35-40).
4. Examine the life of St. Nersess the Great as an exemplary doer of good works.
5. Celebrate the year with a party!

### Materials Needed

Refreshments

### Procedure

1. Welcome the students and say the opening prayer together.
2. Remind students about last week's lesson and the original prayer they wrote. Ask if any of the children shared their prayer or took a moment during their week to pray. Note how it's easy to take a moment to say a prayer and that it does not have to be out loud.
3. Review the curriculum together (**Hye Q**) by starting at unit One, Lesson One. Have volunteers read the lesson title. Then ask for volunteers to state something important learned in that lesson. You might divide class into two teams as you do this review and periodically go back to earlier lessons. Keep score and give out prizes. Do this quickly for it to be fun. 20 min.
4. Read **Daily Bread** and conclude with **Scripture Source**. Ask students what they think it means that we have served *Jesus* whenever we help others. (Because we are following his commandment to love others as we love ourselves; because Jesus asks us to see *him* in all those whom we help and serve. 5 min.
5. Say to the children, "In the Armenian Church, we have a very good example of someone who did that." Read **In The Armenian Tradition**.
6. Ask the children what we could do to be more like "the righteous" in Scripture and like St. Nersess? Possible answers are:  
-give food to local soup kitchens or food pantries for the poor/homeless.

-give clothing to someone else after you've outgrown it; or give the clothing to a homeless shelter or women's shelter.

-make cards or gifts for people in a nursing home.

-go to visit someone who is sick or lives all alone.

-donate children's books, toys, etc to a library or shelter.

Ask children to make a pledge to two projects over the summer. Email parents to follow up and work with them. 10 min.

6. Now celebrate with a well-deserved party. If parents are present for this last part, share your service project ideas. After clean-up, conclude with the following prayer, "Dear Lord, Thank you for allowing us to have a great year in Sunday School. We learned about your love and kindness and now we have the chance to use our summer to show that same love and kindness to others. Bring us back here safely next school year and bless all the people of our church family. Amen."

Dismiss the class and....congratulations! 20 min.

# APPENDIX

## Craft Templates and Illustrations

### UNIT ONE

- Lesson Two...The Rainbow Covenant
- Lesson Three...Faith Family Tree (Tree)
- Lesson Three...Faith Family Tree (People)
- Lesson Four...Life of Moses Maze
- Lesson Five... Story of Vartanantz (The Persians)
- Lesson Five...Story of Vartanantz (The Armenians)
- Lesson Six...Isaiah's Vision
- Lesson Seven...St. Santookht
- Lesson Eight..."Nothing is Impossible with God" puzzle
- Lesson Eight...The Annunciation
- Lesson Nine...St. Paul/St. Nooneh Maze

### UNIT TWO

- Lesson One...What I See, Smell, Hear, and Do in Church
- Lesson Three...Vestments paper doll (4 pages)

### UNIT THREE

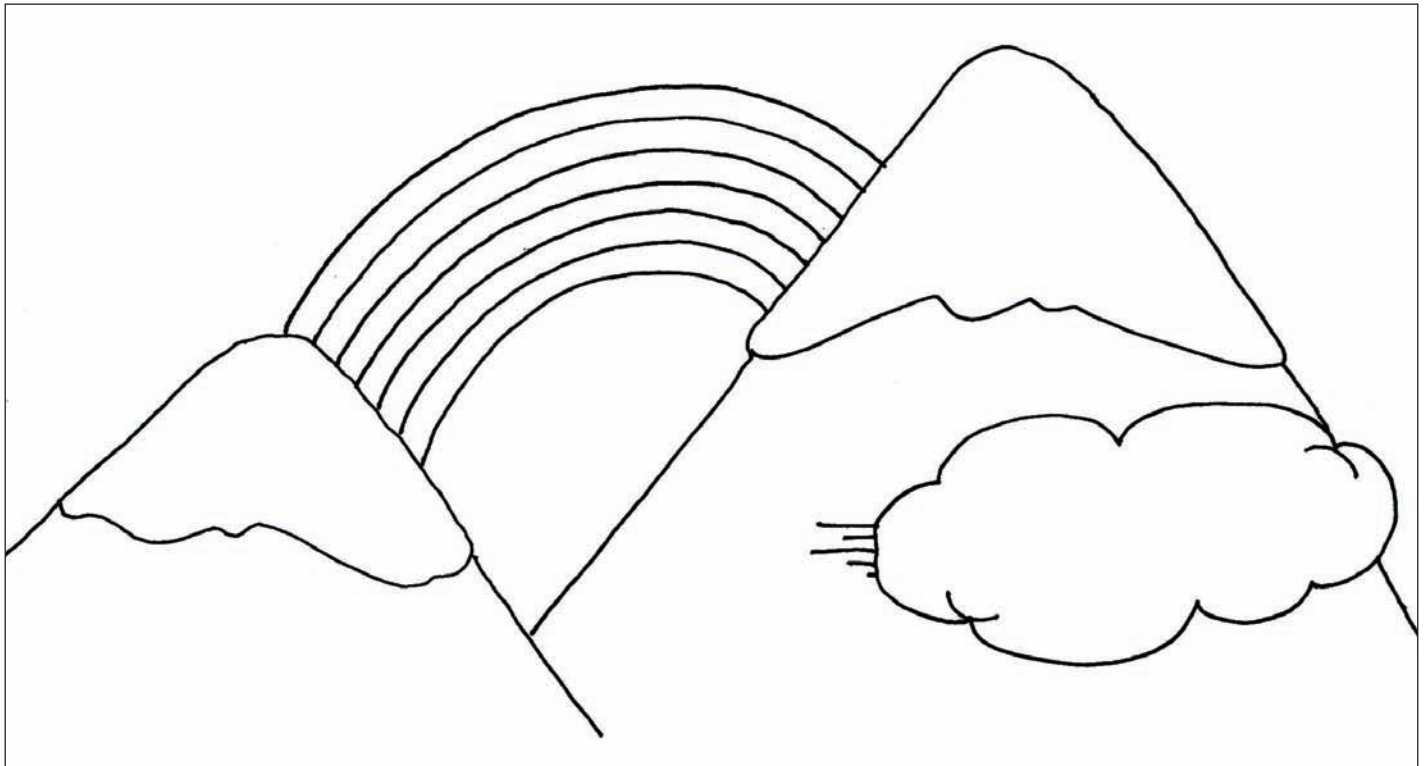
- Lesson One...Advent Calendar (Nativity of Jesus)
- Lesson One...Advent Calendar (Baptism of Jesus)
- Lesson One...Advent Calendar ( Bible quotes)
- Lesson Two...Jesus and Me
- Lesson Five...Presentation Coloring Picture
- Lesson Six...Transfiguration Coloring Page

### UNIT FOUR

- Lesson Three...My Prayer

# The Rainbow Covenant

“I set my bow in the clouds, and it shall be a sign of the covenant between me and the earth.” *Genesis 9:13*



**1. What is a rainbow?**

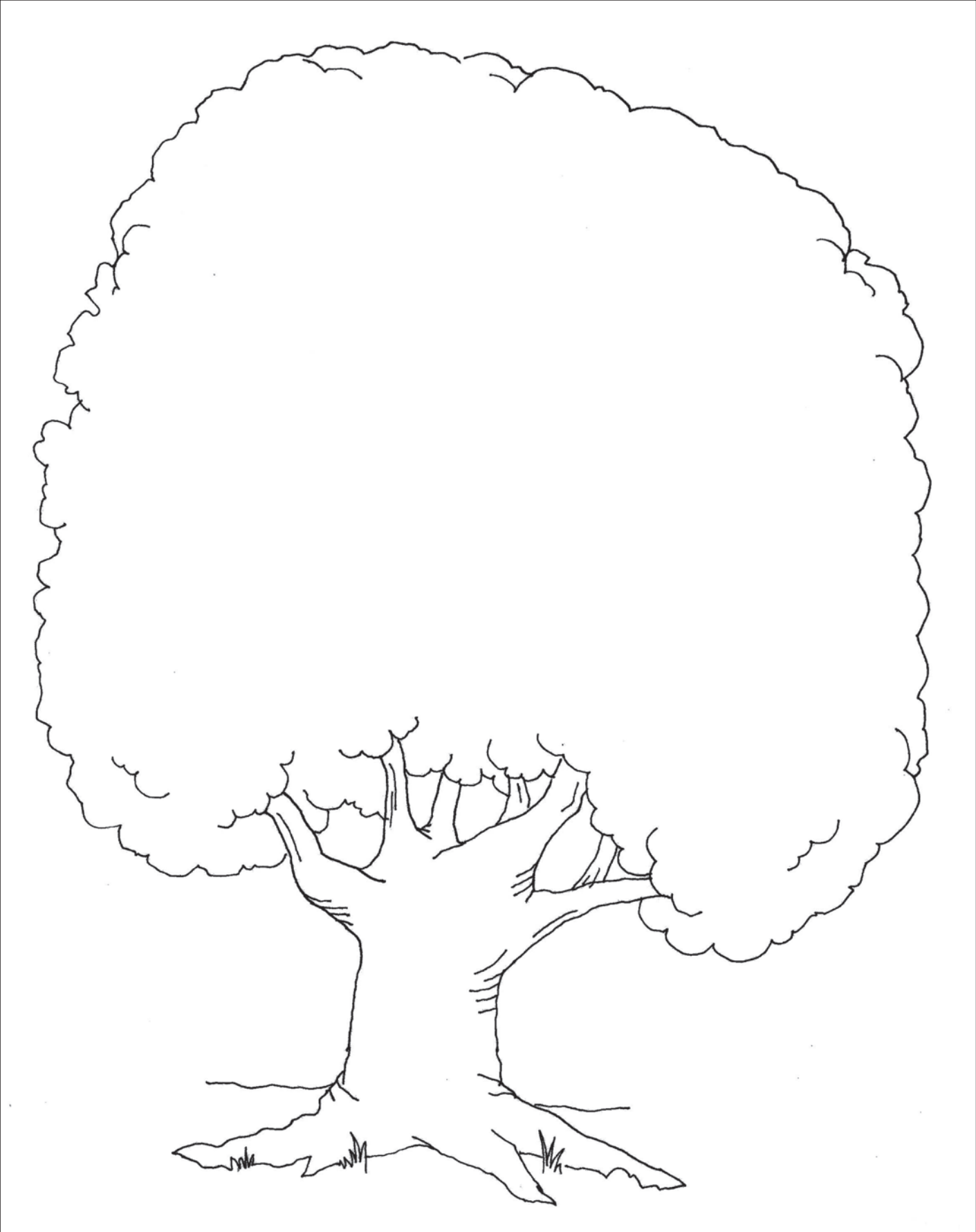
**2. What promise of God's did it stand for?**

**3. What three words would you use to describe Noah?**

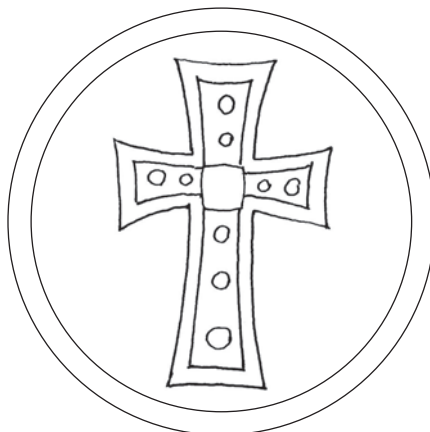
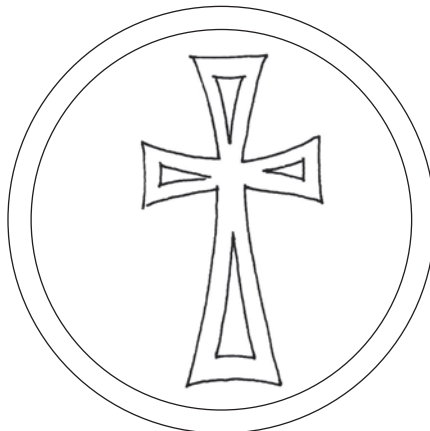
**4. Which of these qualities do you have?**



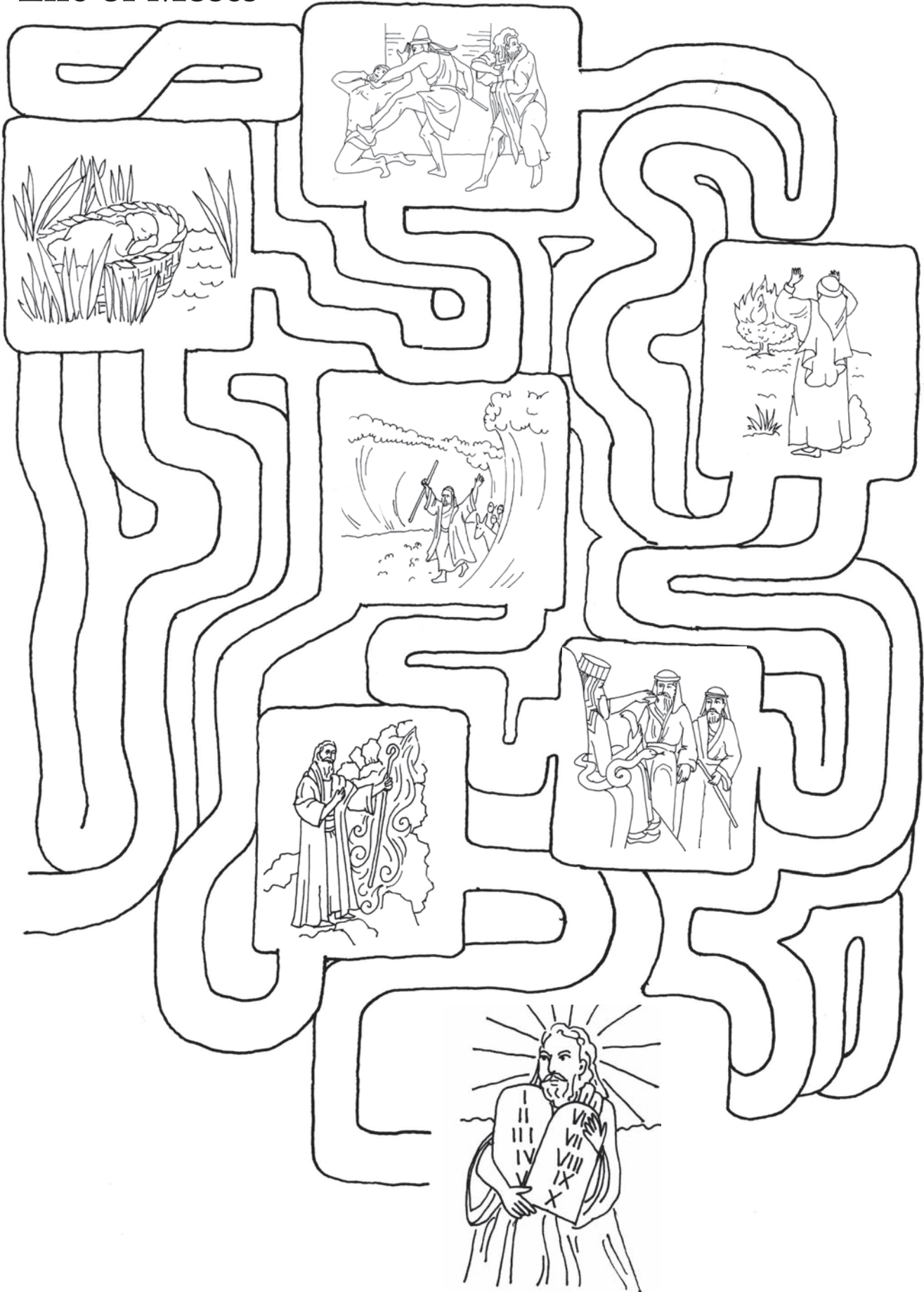
# Our Family Tree



# Our Family Tree



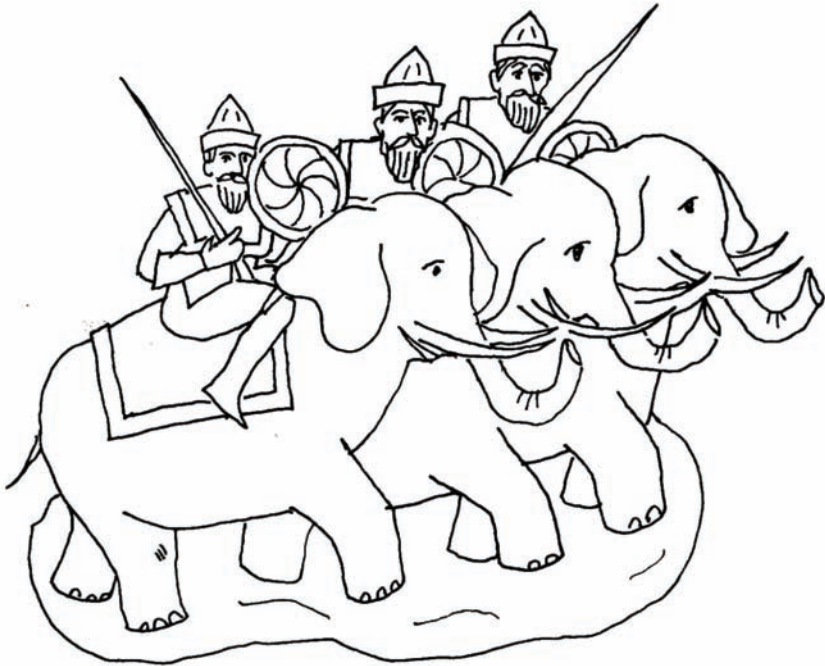
# Life of Moses



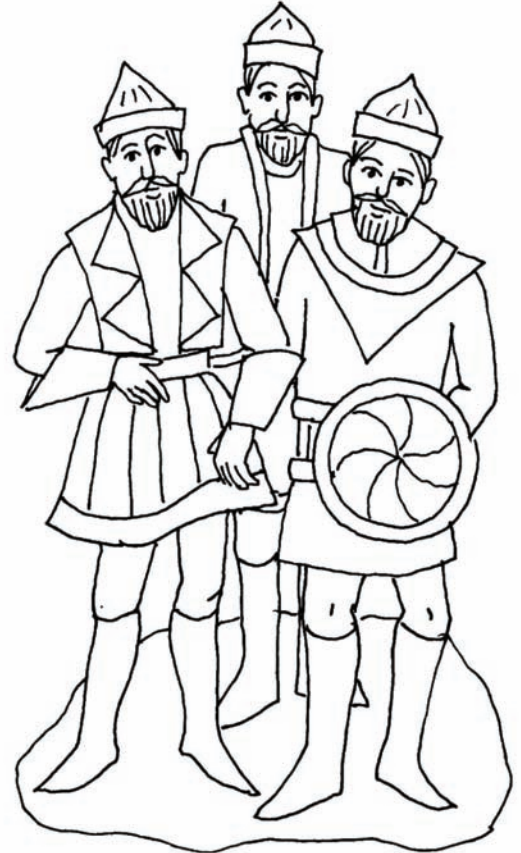


# Story of Vartanantz

## *The Persians*



Elephants



Three Commanders



King  
Yazdigerd



Magi



# Story of Vartanantz

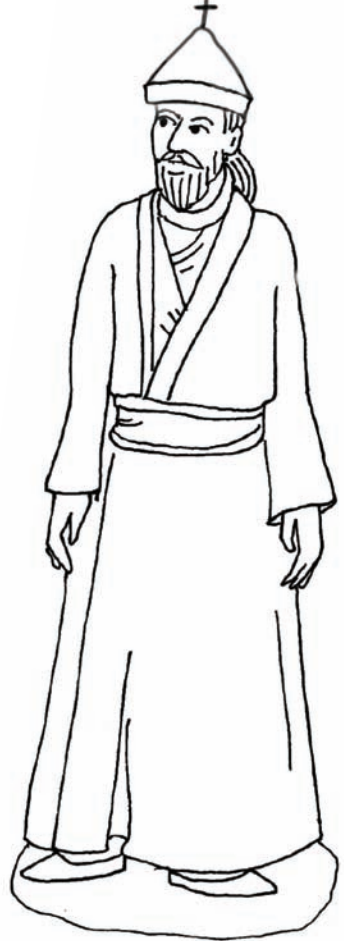
## The Armenians



Vartan



Catholicos Hovsep



Father Ghevont



Soldiers

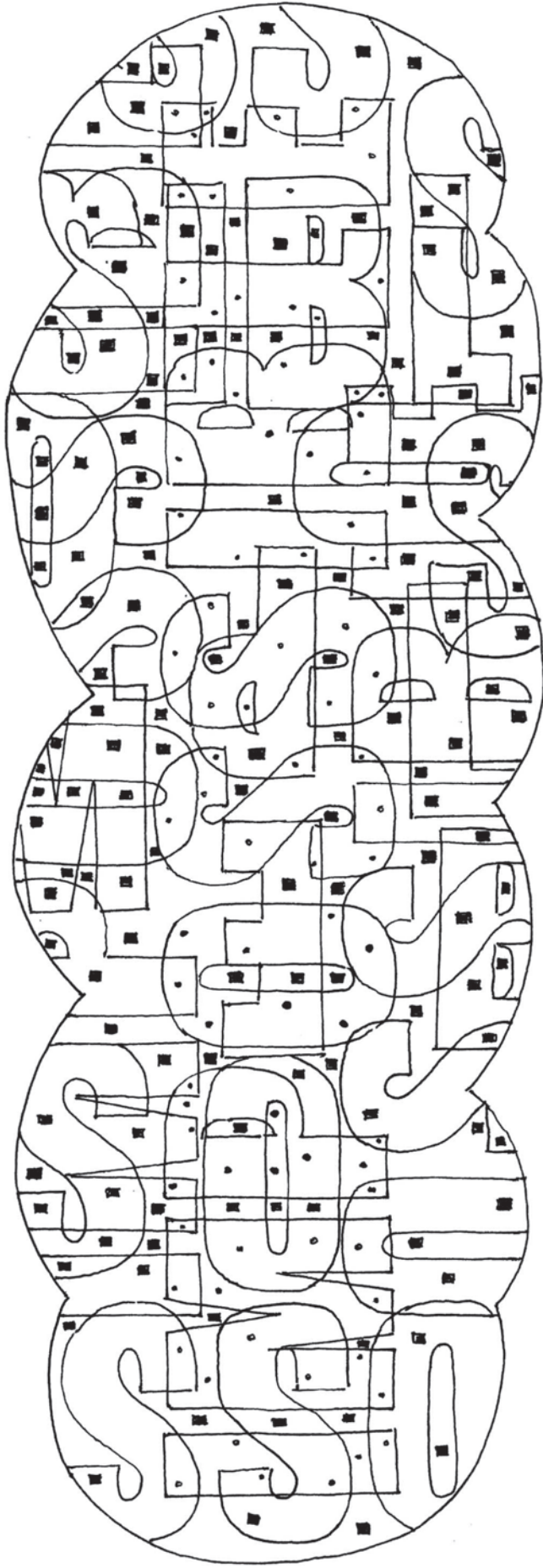
# Isaiah's Vision



# St. Santookht



**“NOTHING IS**



**WITH GOD.”**

Shade in the shapes that have a small dot •

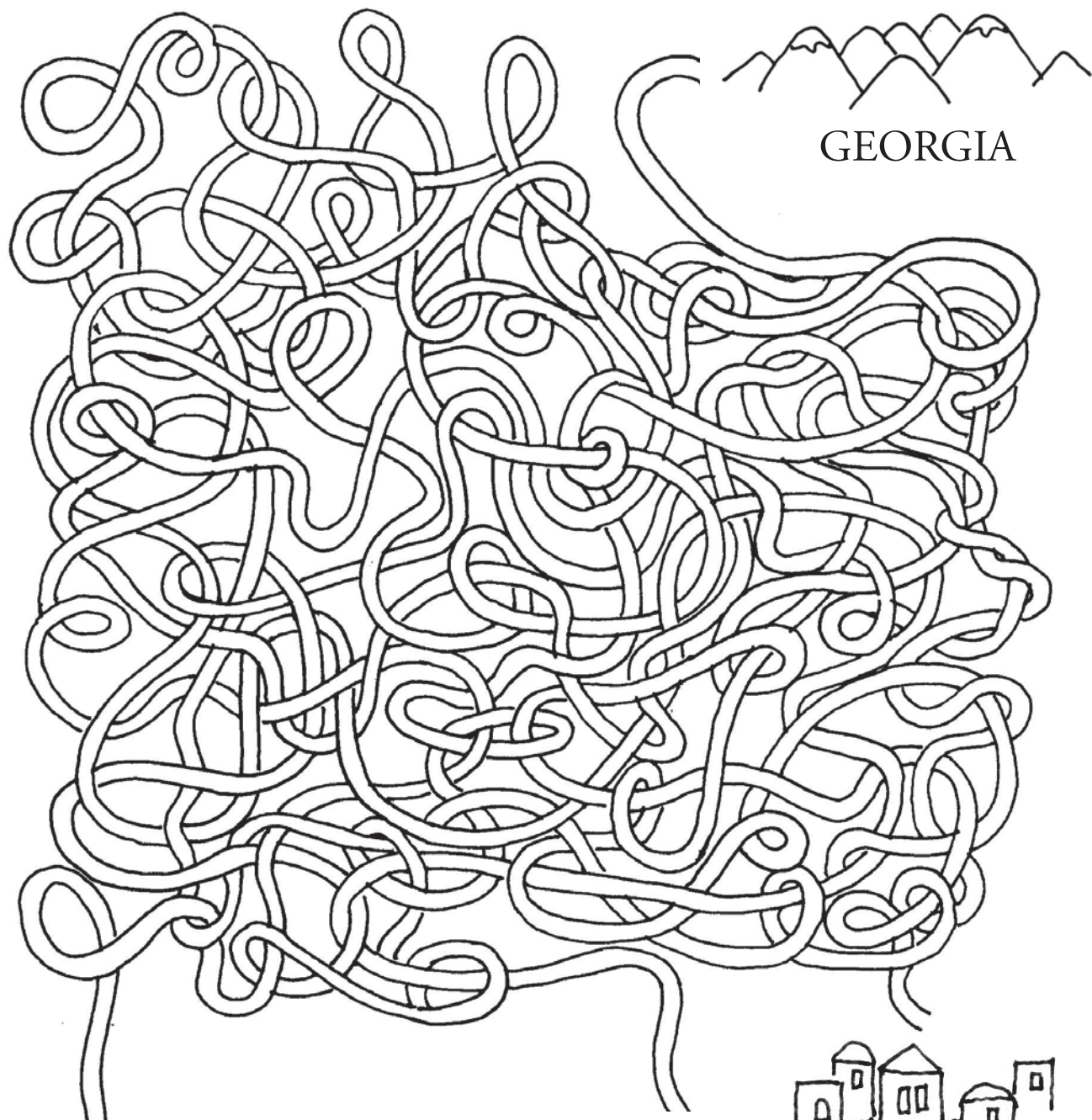


# The Annunciation



What do you think Mary was doing when the Angel came to her? She is often pictured reading a book.  
What do you think? Draw what she might have been doing.

Help St. Paul and St. Nooneh find their way.



GEORGIA



ROME



SAINT  
PAUL



SAINT  
NOONEH

# What I See, Smell, Hear, and Do in Church

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

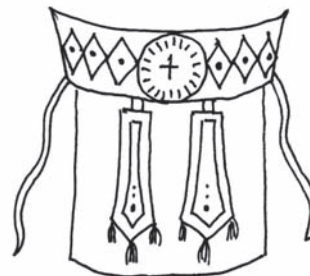
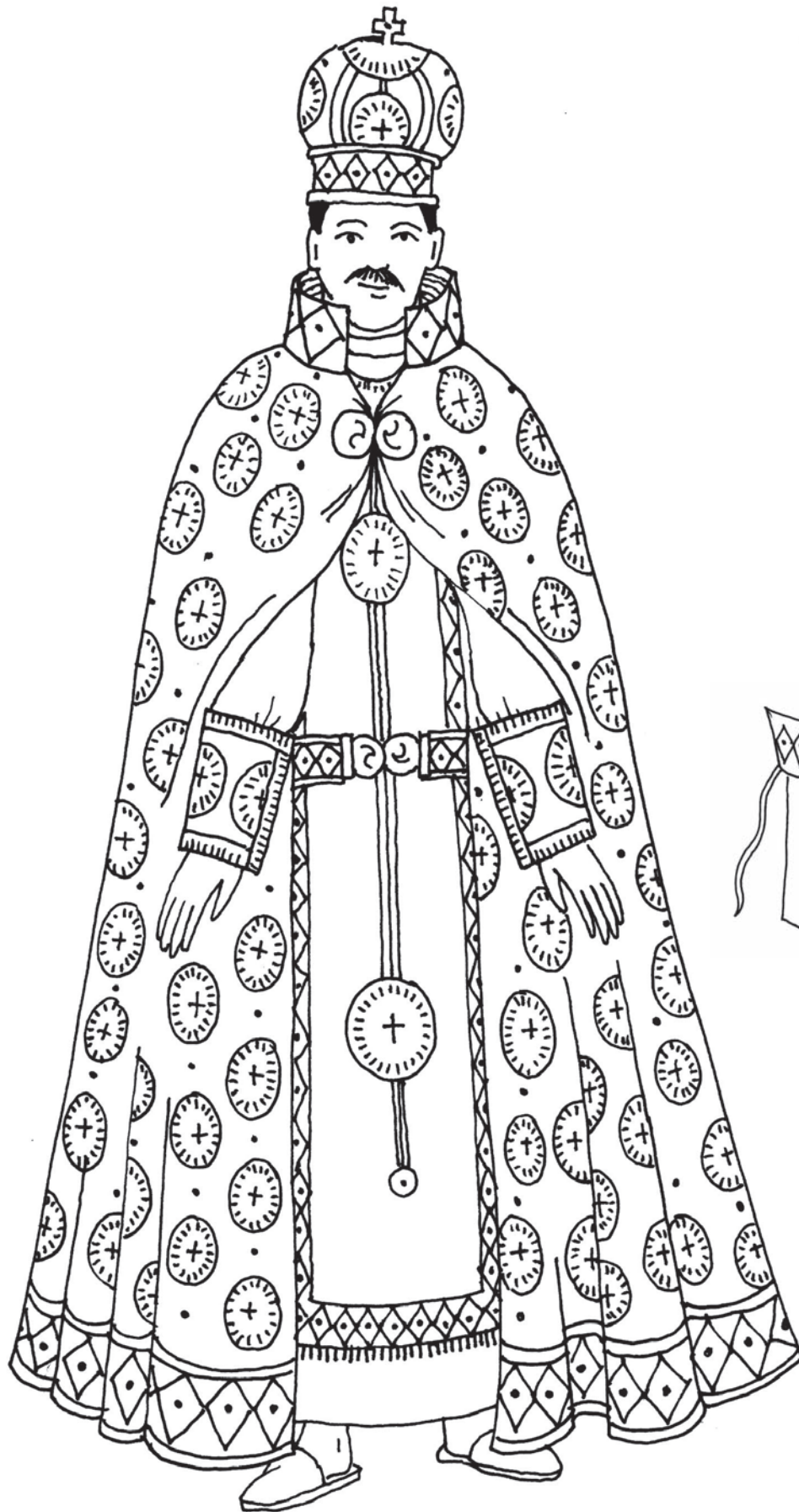
16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

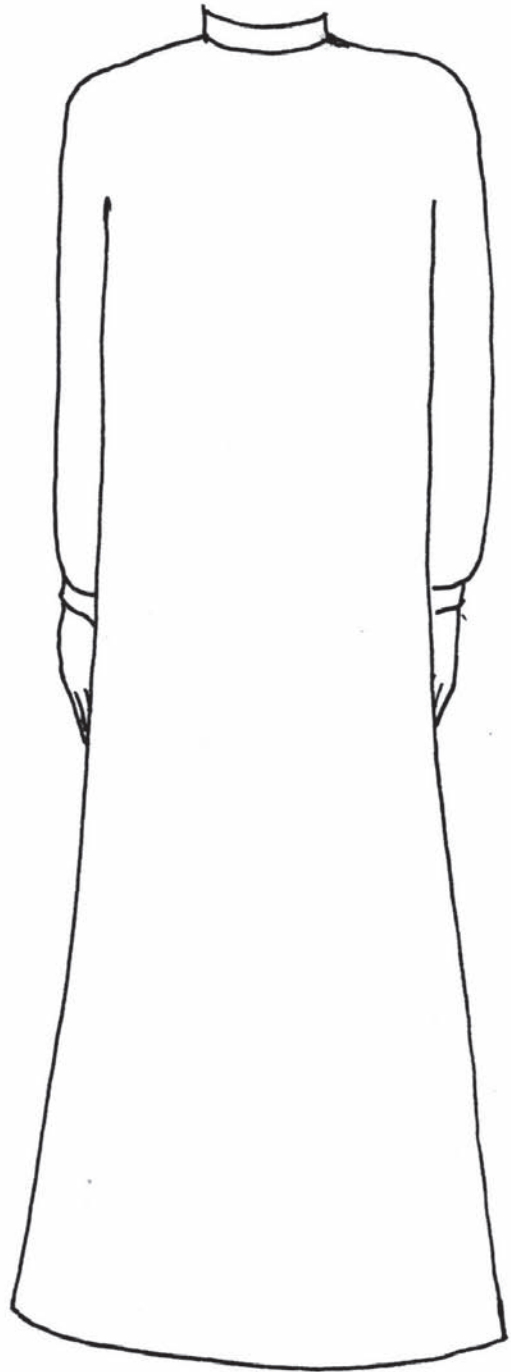
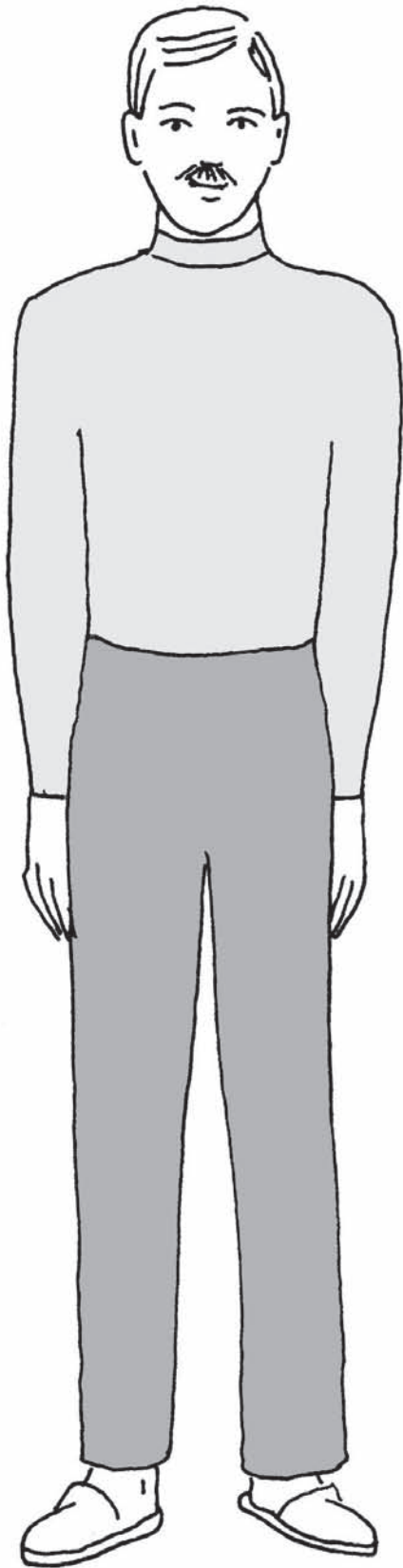
19. \_\_\_\_\_

20. \_\_\_\_\_

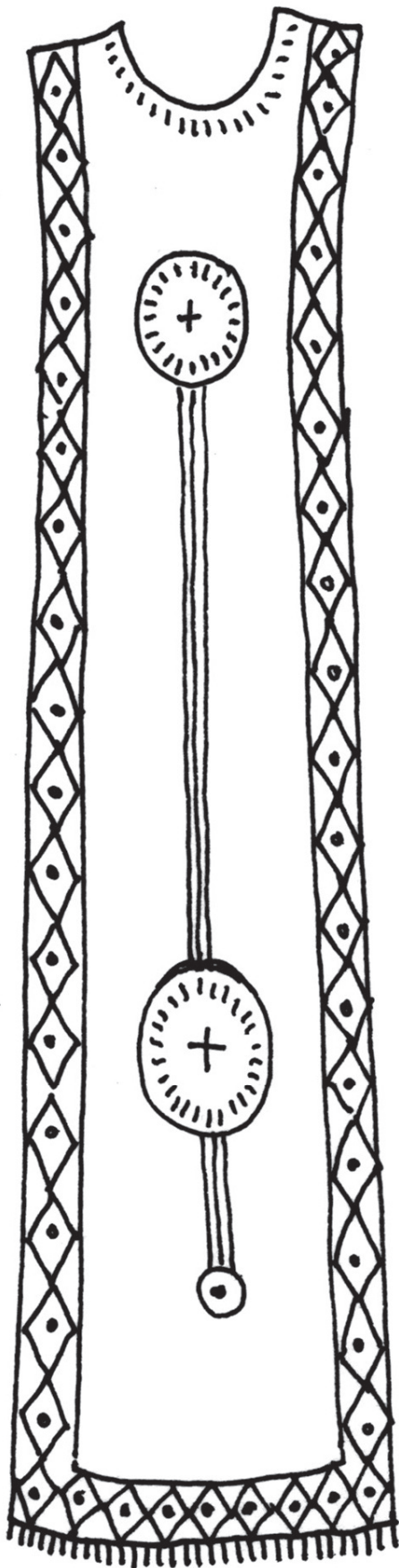


vagas





shabik



poroorar



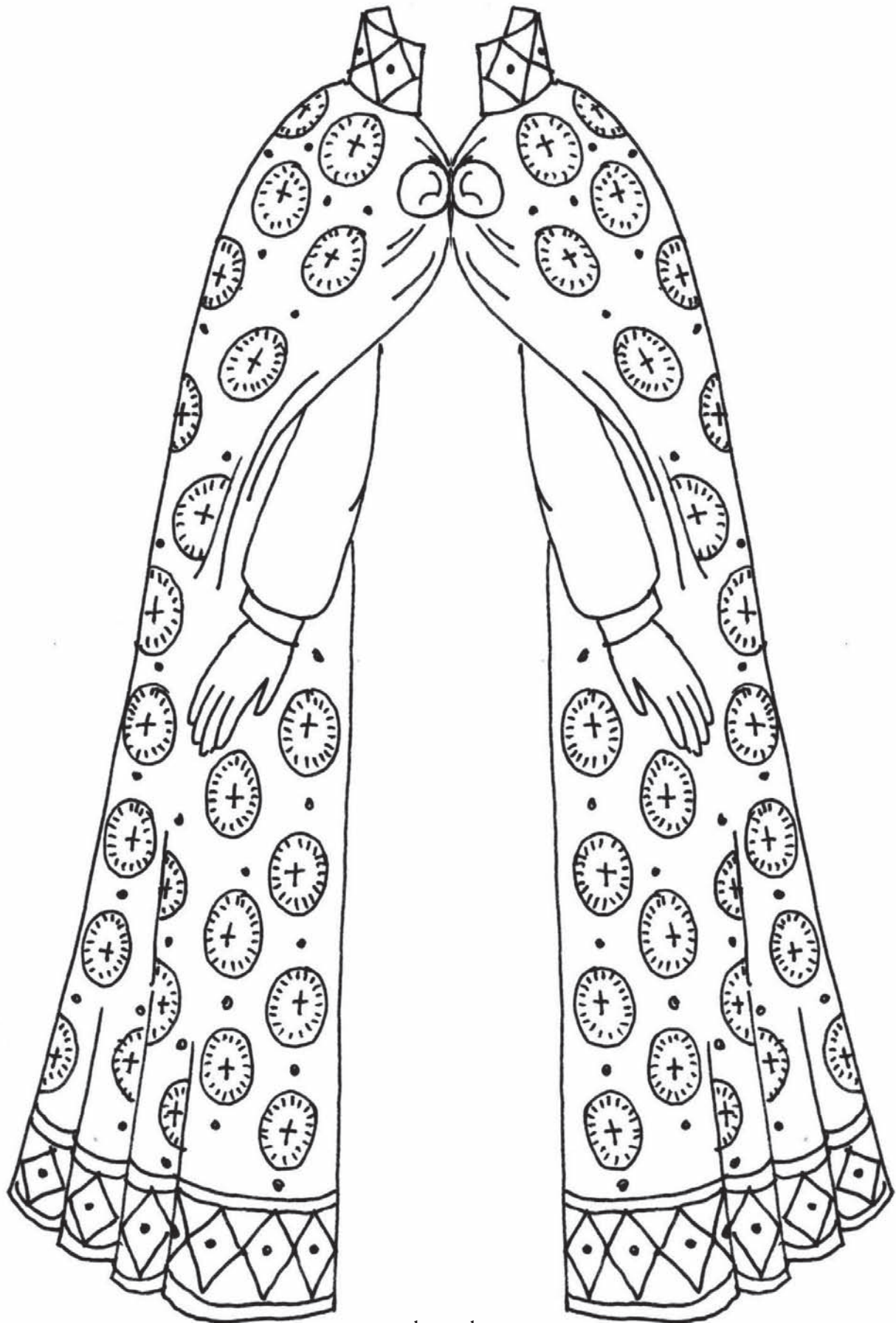
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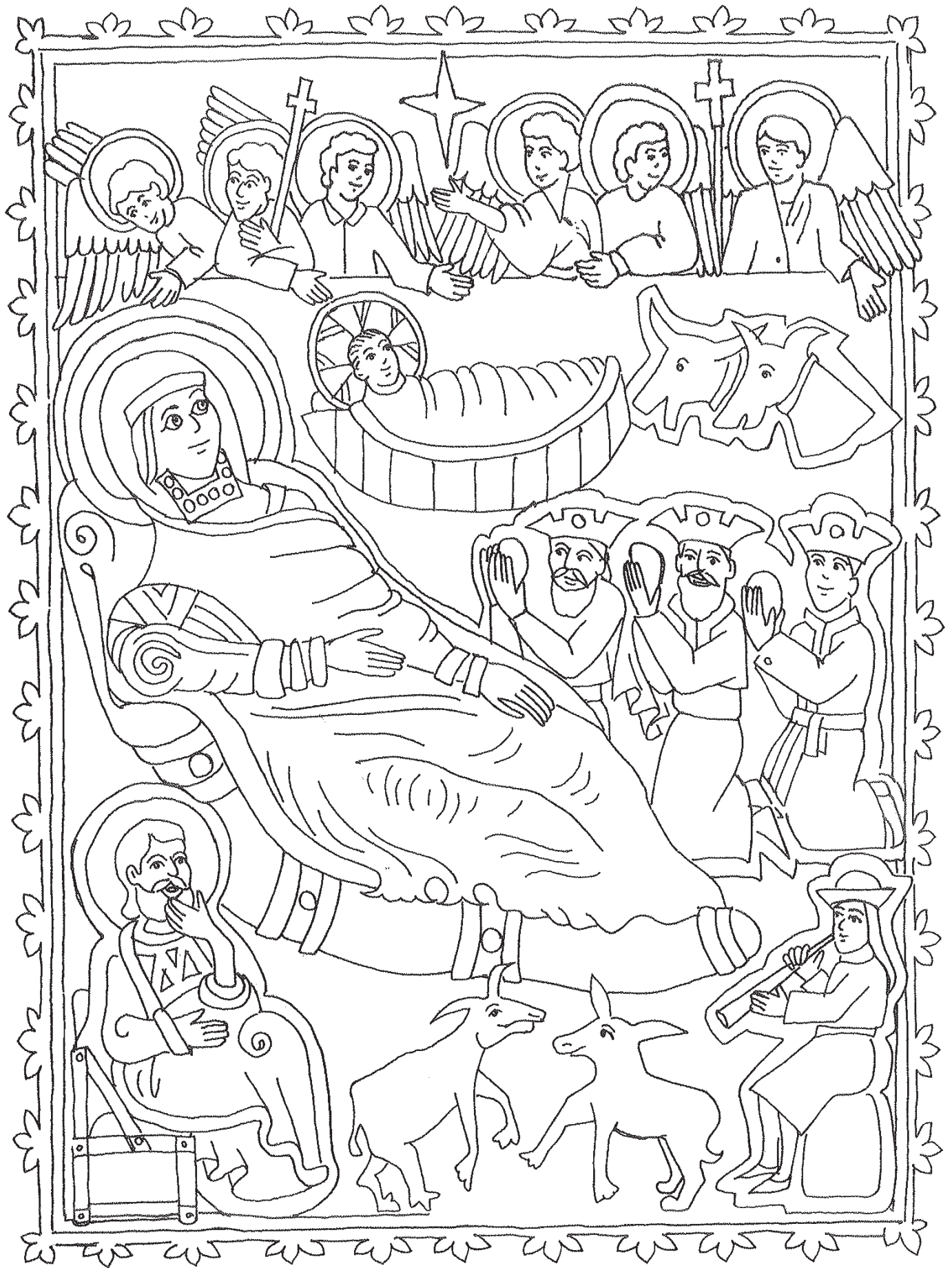
pazban



kodi



shoorchar







# My Advent Calendar

“I bring you good news of great joy!”

“Mary treasured all these things in her heart.”

**“a SAVIOR HAS BEEN BORN TO YOU.”**

**“Glory to God in the highest!”**

“Wise men saw his star in the east  
and went to worship him.”

*“And angel of the Lord appeared to shepherds  
keeping watch over their flocks at night.”*



# Jesus and Me

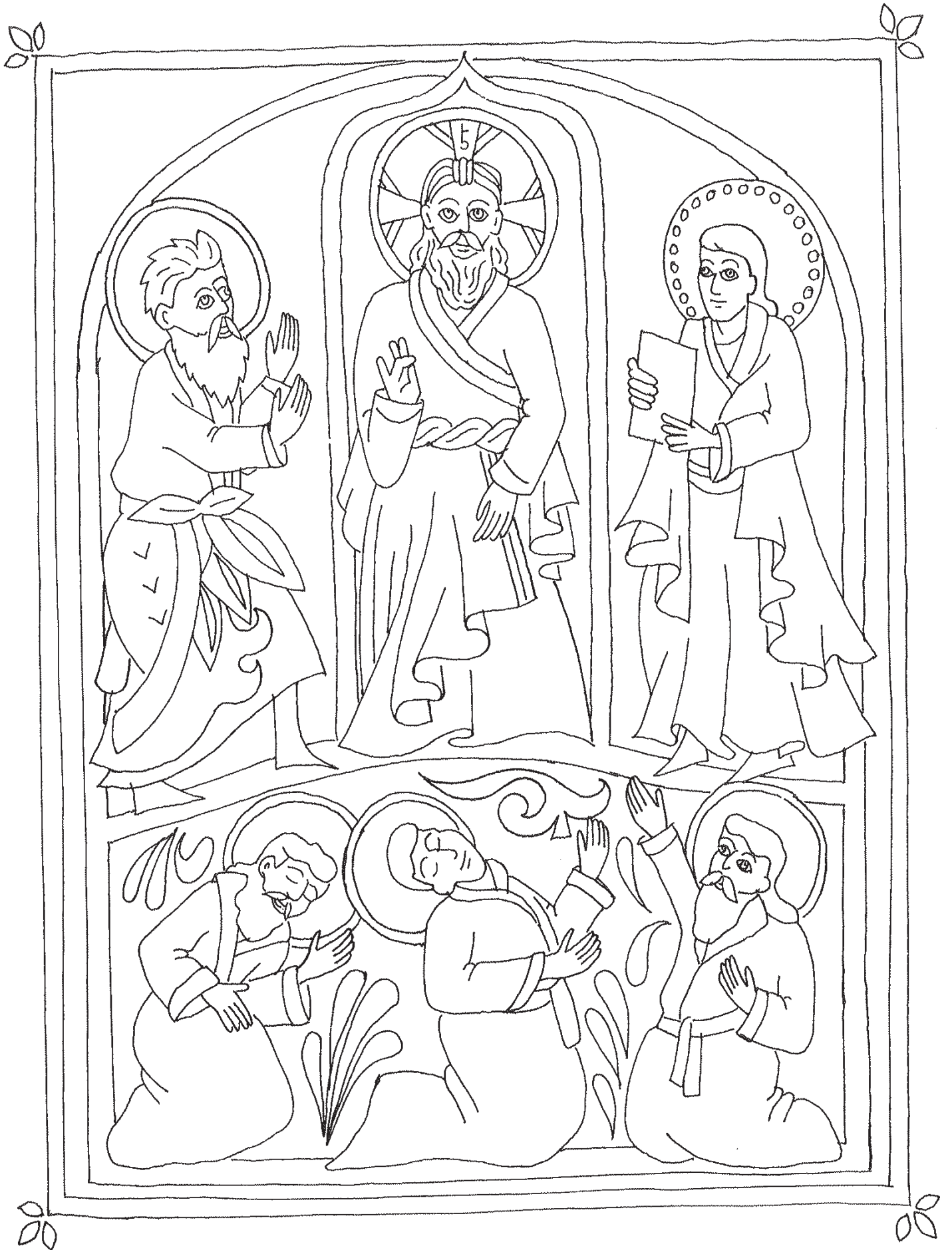
Jesus

Me

1. City where I was born...
2. I was born in a ...
3. After I was born, I was visited by...
4. If my family had to travel more than 50 miles away, we would travel by...
5. When I was born, my mother dressed me in...











Department of Youth and Education  
Diocese of the Armenian Church of America (Eastern)  
Առաջնորդութիւն Հայոց Ամերիկայի Արեւելեան Թեմի

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