

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

7. **Handmade With Love**

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

Unit Two: Jesus & Me

Lesson Five: David's Prayers For All Feelings

Key Concepts

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

Objectives

During this lesson students will

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

Materials Needed

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

Note to the Teacher

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

Procedure

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

volunteer or if it's a group guess, the first actor can select the next student and so on and so forth. After all the slips are acted out, complete the activity in **Let's Discover**. Have the students complete the sentences writing an example for each feeling. Have them share responses and then discuss the final question. 10 min.

3. Select four volunteers who would be willing to read the parts in **Our Story**. Have them stand in front of the class to act it out. After the reading, ask the class if they agreed with the idea that Sevana gave her older sister. Tell the class that we will see what verses Karen's parents shared with her from the Book of Psalms. 7 min.

4. Call on students to read the various psalms in **God's Word**. Have them underline a key word or two in each one. This will help them later as they do the activity. (Example: 1. 'O God, Your greatness is seen in all the world'). After reading the psalms, either have the students work independently or with a partner to match the feelings with the psalms. Review their responses. Answers: D, G, A, K, B, H, E, J, C, I, F 15 min.

5. Read **We Learn About God**. Show the Bible opened to the Book of Psalms. Introduce the **Faith Word**. Practice writing a psalm as a class (on the board). Write one praising God for his love, keeping it to a few lines. Something like: *O God, we thank you for all of your kindness, your love never stops. We sing your praise.* Brainstorm some key words that would be useful in writing a psalm such as *bless, guide, comfort, great, protect, help, goodness, rejoice, sing, etc.* 8 min.

6. Read **Our Armenian Way**. If possible and time permits, read the English translation of the Psalm (24: 7-10) from the Divine Liturgy service (page 25 in the pew book). Explain that during the service, the deacon is raising the chalice and is slowly walking it from the side altar to the main altar and will give it to the priest. The deacon is telling the priest that the King of Glory is coming. 5 min.

7. **Handmade With Love:**

a. Distribute the card stock cube templates. Have children select six feelings and write one on each side. They can illustrate and either write their own psalm for each one or select some from the Scripture reading. Cut out cube and fold on the specified lines. Help them assemble the cube with tape.

b. Clean-up. Close with the prayer in text. 15 min.

Unit Two: Jesus & Me

Lesson Six: Thank You!

Key Concepts

1. In all our prayers, no matter the feeling, we conclude with trust.
2. According to Colossians 3:15-17, we are called to peace and to thankfulness.
3. "Kohanamk" is the hymn of thanksgiving sung after receiving Holy Communion.
4. The *Jshagestzook* is the prayer of thanksgiving that we say before meals.

Objectives

During this lesson students will

1. Participate in a team game about gratitude.
2. Perform and discuss *The Giving Tree* by Shel Silverstein.
3. Read Colossians 3:15-17.
4. Solve a related crossword puzzle.
5. Learn the faith word 'Eucharist.'
6. Review the sharagan "Kohanamk."
7. Practice the mealtime prayer, *Jshagestzook* in Armenian and English.
8. Make a *Jshagestzook* keepsake placemat.