

Grade Two

Circles of Faith



We Believe Curriculum

Teacher Manual

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Circles of Faith

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By order of
Bishop Daniel Findikyan, Primate
Diocese of the Armenian Church of America (Eastern)

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A Few Important Words

Welcome to Second Grade! If you are new to teaching second graders, you will find your students curious, enthusiastic, full of energy and fun, and yet ready to listen and discover. As God's little ones, they express their faith in fresh and often inspiring ways. You will find that you'll learn as much from *them* as they will from *you*. But you have to be *listening*.

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?) The approach to Scripture, prayer, and worship will be simple, appropriate for second graders, and kept at a literal level. The world was created in 6 days and God rested on the seventh. In later years, students will learn that a 24-hour day might not necessarily have been what the poets of the Torah meant to emphasize.
- **This Curriculum.** As in Kindergarten and Grade One, Grade Two is also designed as separate newsletter lessons to be distributed one at a time. *You* keep all student envelopes, and give out single lessons each week. Holiday - focused lessons should be taught on or near the holiday itself, not necessarily in the order they appear in the curriculum. **IMPORTANT:** Since the Exaltation of the Holy Cross occurs around the opening of Sunday School, THIS WILL BE THE FIRST LESSON, EVEN THOUGH IT APPEARS LAST IN THE ENVELOPE, followed then by the first lesson of Unit One.
- **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, 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 Two* consists of four units. **Unit One: *Circles of Faith*** explores the sophisticated concepts of the Holy Trinity and the Holy Church. **Unit Two: *Jesus and Me*** reviews prayer as the all-important path to knowing our Lord, whether at home or in church, in good times and bad, knowing that trust and thankfulness will prevail. **Unit Three: *Being the Church*** examines the idea of becoming together what we cannot be alone. Nourished with the forgiveness and love embodied in the Eucharist, Sunday extends into a week of Christ-centered living. **Unit Four: *Celebrating Jesus: The Church Year*** demonstrates that Jesus and all the events and people connected with his ongoing story are celebrated in the seasons of the Church. Children learn facts and meaning so that feast day traditions might become vehicles to deeper faith.
- **The Teacher Manual.** Teacher manuals are now (starting with curriculum released in 2012) exclusively online. Whether you choose to print them out at one time or lesson by lesson, the entire manual should be reviewed prior to the first class. In addition to guiding your lesson, the teacher manual may be used as an ongoing journal; make notes that can help you when you teach the same lesson next year (or when your replacement does).
- **Be Prepared.** 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. Mark on your calendar those lessons that call for special materials, volunteers, help from the pastor or attendance at church requiring earlier arrival or later dismissal. Make the necessary arrangements well in advance, including emailing parents with special instructions. Never be just one lesson ahead of your class. Be prepared so that you make the most effective use of your hour as possible. It may well be the only hour of the week that the children are thinking and learning about God. Here are just *a few* examples of what's required in the way of resources

during the year beyond the usual arts and crafts supplies: **Unit One:** 1. (which will be the second lesson of the year) a student photo, 3. Pictures of Coats of Arms, 4. A jigsaw puzzle, 6. Bird-shaped muron container from church, 7. A world map **Unit Two:** 1. Composition-style memo notepads, 2. Laminating sheets, *The Giving Tree* **Unit Three:** 1. Legos/building blocks, 2 Home blessing display items, 3. A tablecloth, 7. Etch-A-Sketch, battery-operated toys **Unit Four:** 3. Christmas cards, 4. An egg and onion skins, 5. Balloons, 6. Battery-operated fan.

- **Order of Lessons.** Teach any lessons that focus on a specific feast *on the Sunday closest to that feast day*. This will be particularly true of Unit IV which is entirely about feasts and will need to be spread out over the year. Adjust review exercises accordingly. The last lesson of that unit will need to be taught first. But it has been left in position in its unit.
- **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, either sharing a special treat, or adding points towards an award. Sit at the table with the children and have a conversation.
- **Timing/Being Flexible.** Timing for each activity (or a few of them together) 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.
- **Read or Teach.** 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.
- **Prayer.** The opening prayer time always has a formal prayer. But be creative here, as well, so that children learn that prayer is their time to literally "speak to God." You may use this opportunity to have them contribute according to the theme of the day. Always end class with a prayer. Get children to be still, bow their heads, and, although a final prayer is almost always provided, you might decide to say something topical, perhaps reflecting a recent event. "Lord, help us keep the people of ____ warm and safe after the recent flood." Etc. You will not be reminded of these ideas in each lesson, so remember to pray creatively and purposefully.
- **Bible.** Make sure your classroom Bible reading – if any is done outside of the passages that appear in every lesson – is from an age-appropriate version. Speak with your superintendent, pastor, or the Department of Christian Education at the Diocese for suggestions.
- **Music.** The curriculum includes several excerpts from our beautiful Armenian Church hymns. Please make use of the joy that comes from singing. If you don't enjoy singing yourself or feel inadequate to the task, get a cheerful, capable volunteer. Although only excerpts are included in the text, you may choose to have the class listen and sing along with the entire hymn and then just rehearse the line or two in their texts.
- **Handmade With Love.** Every class ends with a fun, lesson-related craft. Make a sample of each craft yourself, in advance, *before* you create it with your students. This way you can streamline the process and resolve any unanticipated problems. Be on top of supplies so you make fewer trips to the craft store and are prepared with both materials and any volunteer helpers, if necessary. If you're not craft-savvy, find a permanent volunteer to conduct this part of the class. Don't short-change students because of time or your own disinclination. Crafts are extremely effective learning tools – and the kids enjoy them!

- **For My Family.** The parent information at the end of each lesson is a way to focus parents on the heart of the lesson and how it might be extended and enriched through activities at home. With the increasingly secular lifestyles of our families, this could be a wonderful opportunity. Follow up occasionally by emailing parents to ask if they are reading this section and attempting any of the simple suggestions. Talk about this as well with students.
- **Review.** Always have earlier lessons handy to refer to and hold up. Work review into your lesson often. You might say: “Remember this lesson, when we had a great conversation about our grandparents?” (At which point, hold up the lesson and point to the pertinent picture.) Or, if your new lesson is on Jesus’ resurrection (Easter), you can point back to the story of Christmas.
- **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 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.

NOTE: THE FIRST LESSON OF THE SECOND GRADE YEAR WILL BE UNIT FOUR, LESSON 8: The Exaltation of the Holy Cross (since this feast day falls in mid-September). Go to the final lesson of this manual, which has been kept in unit order even though it needs to come first in the curriculum. Make sure you distribute the proper lesson to children!

Grade Two
Unit One: Circles of Faith
Lesson One: Circles of Faith

Key Concepts

1. Our faith connects us to God and one another.
2. Jesus called forth a community of believers (the disciples and followers).
3. Our special Christian family is the Armenian Church.
4. We belong to a parish, Diocese, and world headquarters, Etchmiadzin, in Armenia.

Objectives

During this lesson students will

1. Analyze the joy and value of doing something *together*.
2. Read and discuss a story about working together.
3. Review Matthew 28:16-20, The Great Commission.
4. Define the word “disciple.”
5. Examine the concept of the church as a family of people who pray together.
6. Learn a verse of the church hymn *Kreesdos Ee Mech Mer – Christ in our Midst*.
7. Recall the role of Thaddeus and Bartholomew in passing on Jesus’ message to Armenians.
8. Explore the connection between Etchmiadzin, their Diocesan Cathedral, and their local parish.
9. Draw a picture of their own church.
10. Create a *Disciple of Jesus ID* card.

Materials Needed

Pens, pencils, crayons, markers

4" X 6" white card stock rectangles, one for each student

Student photo (wallet size)

Yarn, safety pins

Glue (preferably glue stick)

Scissors

Bible, Children’s Bible preferable

Photo of your Diocesan Cathedral (from the Internet), reduced to a size that will fit the box on page 4 of the student lesson; provide a color copy for each student.

Samples of ID cards – such as Driver’s License, school ID, work ID, etc.

“Disciple” word from Appendix

Note to the Teacher

This is the second class of the year and requires a school photo of each child (see procedure #8). Email or contact parents well before and make sure they send one in with their child. Remind them if need be; it’s important that every child come prepared with their photo.

For procedure # 6: It might be better to have a choir member or music teacher on hand to teach *Kreesdos Ee Mech Mer* and, even though it’s only one line they’ll be learning, perhaps the children should move to a room or hall where there is a piano to practice singing there.

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Read **Let’s Discover**. Ask students to think about activities such as camp with only one camper or a sports event with

only one fan. Have them brainstorm other activities that are more fun to do as a group rather than alone (answers might include taking a walk, swimming, games, watching TV). List responses on the board. As students respond, ask why they chose that activity and what's better about it when more than one person is involved. 5 min.

3. Read **Our Story** about Mrs. Hovsepian's class. Ask the following questions as indicated. *Mrs. Hovsepian's Second Grade class was preparing for their exciting annual Fall Harvest Festival. Each class was responsible for a game booth including decorations, supplies, games and prizes. (Have you ever participated in a school activity like a festival? What did your class do?) Unfortunately, Mrs. Hovsepian got sick and was absent from school that entire week. She was very concerned as to how all the work was going to get done. (What do you think is going to happen?) She sent instructions and a diagram to the substitute teacher and asked if the students could help put it together. (What do you think the instructions will say?) She assigned each student a special task and explained what needed to be done in detail. They all worked together and prepared a wonderful booth. (How do you think the students felt after preparing the booth?) Not only did the booth look nice, the class felt so proud that they were able to help and be part of an event so special. They took pictures of the booth and sent them to Mrs. Hovsepian so that she could imagine being there.* Ask students if they ever worked with someone else or others on something that they were proud of (an example could be making a cake with a sibling). 10 min.

4. Pick up the Bible and show students the page where Matthew 28:16-20 appears. Tell them they have the same verses in their text; read the passage to the class in **God's Word**. Ask students to look at the picture of the disciples on page 3 and ask "Who are the men surrounding Jesus?"(disciples). Go over the **Faith Word**.

5. Read the Scripture passage again and the first three sentences in **We Learn About God**. Then ask the children: "Can anyone remember what the job was?" Reread verse 19: *'Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit . . .'*

Repeat that Jesus gave a huge homework assignment to the disciples, which was to go everywhere and spread the news about Jesus. Ask students if the disciples did their job. How do we know they did their job? Conclude with the answer (if no one has provided it) that a good proof the disciples did their job is that we are here today praying together and sharing Jesus' love. If the disciples had *not* done their job, there would be no followers of Jesus today. It is up to us to continue their work. Continue with the reading. 5 min.

6. Go to a room where the children can comfortably sing. Have your volunteer sing the entire hymn and then review the words. You might all try to sing the entire hymn together. But just teach them to perfection *the first verse* of the hymn (in their textbooks). Ask how the hymn makes them feel - does it have a happy tone, sad? Get their reaction. Practice singing a couple of times. (It would be nice to have the class sing with the choir in church.) 10 min.

7. Read or teach **Our Armenian Way**. Ask students: "How many disciples did Jesus have?" Emphasize that two of them, Thaddeus and Bartholomew, were assigned the job of going to Armenia. Refer them to the picture in the lesson. "They completed the assignment they were given and shared the message of Jesus with the Armenians. It was a lot of work, but it was a success. How do we know it was a success?" After some responses, refer to the picture of Etchmiadzin. Help them understand that Etchmiadzin is in Armenia and it is the center of all of the Armenian churches in the world. Then write the name of your Diocesan Cathedral (a cathedral is a central church where the bishop lives) and your parish church on the board and have children copy these to fill in the lines under the boxes. Distribute the photo of your Cathedral for the children to paste into the box. Then ask students to draw a picture of their parish church in the box provided, using crayons or pencil. As they draw, ask: "What's happening in all of these places?" Wait for their responses and then say that in all three churches, we celebrate Badarak, we worship together – we pray, sing, receive communion together. How far the message of Jesus has traveled! In all three churches, the same hymns are sung like the one we learned today- *Kreesdos Ee Mech Mer*. It is our job as Jesus' disciples to continue to share his message. 15 min.

8. **Handmade With Love:** Jesus has given us a job and we need to continue the work of the disciples. Today we are going to make our own *Disciple of Jesus ID card*. What does ID mean? Identification – it’s a fancy word that means *proof that it is you.*” Show some samples. Pass out the art supplies, students can be as creative as possible. All cards will have the photo of the student, their name and *Disciple* written on it. They can decorate however they wish.

It would be nice to have the cards laminated and the kids can wear them to Sunday School for the next few weeks. Just punch a hole on the lamination and attach a safety pin or use yarn to tie around neck. Conclude with a closing prayer: “Dear Jesus, we have identified ourselves this morning as your disciples. Help us follow you in everything we think, say and do so we can be truly worthy of the names ‘disciple.’ Amen.” 15 min.



Unit One: Circles of Faith

Lesson Two: Everything Comes From God!

Key Concepts

1. God is the source of all life.
2. The Holy Trinity was present at creation.
3. Making the sign of the cross when praying is a reminder of the Holy Trinity.

Objectives

During this lesson students will

1. Discuss and draw a picture of a special blessing of each season.
2. Read a story about a boy who creates a living space for his pet goldfish.
3. Examine the creation story in Genesis 1 and illustrate the days of creation.
4. Review the concept of “trinity” and “Holy Trinity.”
5. Practice making the sign of the cross in English and Armenian.
6. Create a stand-up cross.

Materials Needed

Children’s Bible

Pens, pencils, crayons, markers, decorative materials such as foam shapes, sequins, etc.

Copies of cross pieces from the Appendix, copied on or glued to card stock, one for each child

Optional: Glass of water (See Procedure #5)

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Ask them: “To whom did we pray this morning? Yes, God! And in particular we mentioned God the Father (write key words on the board), God the Son – Jesus Christ, and God the Holy Spirit who is with us. God is with us in all these ways – in the beauty of the world around us and its creation at the beginning of time, in Jesus who taught us how to live a truly good life, and the Holy Spirit which is the way God continues to give us strength every day. The fancy church word for this is the Holy Trinity– say that after me. (Repeat it.) The word trinity comes from the word three. We’ll talk about that in a few moments.”

2. Read **Let's Discover**. Discuss together what the children would see in each season. After the discussion, ask children to draw the one thing they think of for each season. 10 min.
3. Read **Our Story**. Ask children a few questions after reading the story. "Why did Ara buy these things for the fish tank? (to make his fish happy, to make the place beautiful, because he loved his pets). What else might he have placed in the tank?" (sunken ship, treasure chest, plants, etc.) Ask children if any of them have pets. What do they provide for their pets? (beds, safe cage for a bird, toys, dog house, terrariums, etc.) Conclude that we provide these creatures we so love with all we think they would need to be healthy and happy. Segue with "And, you know, that's exactly what God did for us, when he made this beautiful world and everything in it."
4. Pick up the Children's Bible and open to Genesis 1. Explain that in the very first chapter of the whole Bible, we read about how God created the world. Then read **God's Word**. Ask students to complete the drawings in their books as you go through each day. Write 6 headings on the board starting with Day 1 to Day 6. Then call for volunteers to come up to the board and write or draw what was done on each day as a means of reviewing comprehension. Conclude with asking about the sixth day: "Does being made in God's image mean we look like God? No, it really means that we are able to be *like* him – we can be good, kind, generous, loving, we can care about others. This is something we couldn't say about Ara's goldfish, right? People *are* different; we are made in *God's image*." Ask the students how God felt about his work at the end of the sixth day. 15 min.
5. Teach or read the first paragraph of **We Learn About God**. Write some "3" addition equations on the board, especially using the commutative property of addition where addends can be arranged in any order and the sum is the same such as $3 + 7 + 12 = 22$; $12 + 7 + 3 = 22$; $7 + 12 + 3 = 22$. Select students to come and solve and ask what they notice. Make mention that in any order they all add up to 22. Mention that it is also an equation – something equals something. Give the example of water in its different forms. (If you can hold a glass of water in your hand as you speak, all the better!) "Look at this glass of water. What would happen if we put it in the freezer? (yes it would freeze and become a solid) . What would happen if we put it in a pot and boiled it? What would start appearing over the pot? (steam, a gas). But whether a liquid, a solid or a gas, it's always still water. In kind of the same way, God is part of our lives in these three ways. Remember when we said our prayer this morning I mentioned that the word 'trinity' comes from the word for 'three.' What other words start with those three letters?" Brainstorm with students and write other words that have a "tri" prefix (tricycle, triangles, tripod, triathlon, trilogy, etc.). Work on the blackboard while the children write in their books in the box under "**Tri** Words, i.e. "triangle (write the word and the shape on the board) which has how many angles or points? Right, three! Or the word tricycle (if you can manage a picture to add next to the word go for it!). How many wheels does a tricycle have? Yes, three!" 10 min.
6. Continue reading through the paragraph at the top of page 4. Talk about how we make the sign of the cross. Ask them to show you which hand, which fingers and what direction they go. Afterward, model with the class to confirm the correct order and process (helpful to have your back to them). Have class practice making the sign of the cross in English and Armenian. 5 min.
7. Review **Our Armenian Way**. Then immediately begin the craft activity **Handmade with Love**. "As a reminder of the Holy Trinity and cross we are going to make a Stand-Up Cross." Distribute scissors, cross template, and rectangular piece to each student. Have them cut on dotted lines and insert piece into cross so it can stand up. Once they have established that their crosses can stand, students may take them apart to write the following. In the center of the cross write "God," at the top write "Father," at the bottom write "Holy," on the left horizontal arm of the cross write "Son," and on the right horizontal arm write "Spirit." Decorate cross with markers, crayon, and decorative materials. Reassemble pieces.

8. Clean-up. Encourage class to practice making the sign of the cross in both languages at home. Close with the prayer: “Thank you, Jesus, for the love and faith of your cross. Help us bring that love and faith to everyone we meet this week.” 20 min.



Unit One: Circles of Faith

Lesson Three: Jesus, Son

Key Concepts

1. God the Father gave us the gift of his Son.
2. Isaiah’s prophecy of God’s promise came true.
3. We remember Jesus and his sacrifice in our church hymn, *Vortee Asdoozo*.
4. St. Nersess Shnorhali wrote *Jesus, Son*, a poem about Jesus’ life and crucifixion.

Objectives

During this lesson students will

1. Share the story of a favorite birthday gift (and draw it).
2. Read and discuss a story about a boy and his first camp experience.
3. Examine the prophecy of Isaiah 9:6-7 about the birth of Christ and God’s promise.
4. Define the faith word ‘prophet.’
5. Create a royal coat of arms for Christ.
6. Hear the hymn “Vortee Asdoodzo” and sing the first phrase.
7. Read about St. Nersess Shnorhali and his poem *Jesus, Son*.
8. Create a thank-you card for God.

Materials Needed

Children’s Bible

Optional: Examples of different Coats of Arms from the Internet or books

Optional: A recording of Handel’s’ Messiah as they sing Isaiah 9:6-7

Crayons, markers

Assorted color construction paper

Recording of or, preferably, a volunteer to help review “Vortee Asdoozo”

Note to the Teacher

Next week’s craft requires a group photo of the parish or Sunday School for each child. Check with the church office or Sunday School to acquire one. Decide on what type of material you want to use for the frame – decorating it with puzzle pieces would be particularly appropriate. Make sure students can write a title on the top of the frame: “We are God’s Family.”

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Ask them, “For whom did we thank God in our prayer?” Yes, for Jesus.
2. Read **Let’s Discover**. Begin the discussion, sharing your story of a special birthday gift that you received and explaining why it was so important to you. Call on students to share their story, asking the questions in the lesson as they share. Have them illustrate their favorite gift in the space allotted. 10 min.
3. Read **Our Story**. Ask children a few questions after reading the story. “Why was Daniel scared?” (going to a new, unfamiliar place without his friend) “How did his parents comfort him?” (made promises) “Have you ever felt like Daniel?” Allow students to share similar experiences. Segue with “We just read about how the solid promises of Daniel’s parents came true and everything worked out well. This was important for Daniel’s happiness. Now let’s see how *God’s* promises to us are the basis for our real and true happiness.” 10 min.
4. Pick up the Children’s Bible and open to Isaiah 9:6-7; then read **God’s Word**. Write the words ‘Isaiah’ and ‘prophet’ on the board. Explain that Isaiah was a prophet from the Old Testament. God chose prophets such as Isaiah to give a special message on God’s behalf. A prophet such as Isaiah would deliver the message of God’s will and help people see right from wrong. The message that a prophet gives is called a “prophecy.” Have the class repeat the words Isaiah, prophet and prophecy. Refer to the **Faith Word**. Ask the class what they think the prophecy of Isaiah is in the reading. (birth of Jesus) 5 min.
5. Teach or read **We Learn About God**. Write the five descriptive titles of Jesus from the passage in Isaiah: Wonderful, Counselor, Mighty God, Everlasting Father, Prince of Peace. As you write each word on the board, ask the class what other words come to mind when they hear this word describing Jesus (you’re looking for synonyms which you will also write on the board as students respond). Here are some examples in case there is a lull:

Wonderful	Counselor	Mighty	Father	Peace
Perfect Brilliant Magnificent Outstanding Best Super	Guide Advisor Listener Friend	Powerful Strong Awesome Enormous Amazing	Parent Loving Guide Teacher	Calm Harmony Goodwill Tranquility

Write their responses on the board. Explain that many families, especially royal families, have what is called a family coat of arms. A coat of arms contains symbols that represent important qualities of that person or family. Point to the example in the text (and show some examples, if you have them). Have students think about the titles given to Jesus in Isaiah’s prophecy (and all the words on the board) and have them create a Jesus coat of arms in the space allotted by illustrating them in each of the quadrants. You may choose to enlarge and copy this coat of arms (or find a template on the Internet) and have students draw on a full-size separate page. Share their work with the class allowing time for explanations. 15 min.

6. Read and review **Our Armenian Way** as directed in the lesson. If you have a volunteer to quickly review the music, have him/her sing it with the children. (During a Sunday in church, specifically point out the hymn so they can make the connection.) 5 min.
7. Then immediately begin the craft activity **Handmade With Love**. Ask the students if they send thank-you notes when they receive gifts. Tell them that writing a thank- you note is a nice habit to get into to express appreciation for a thoughtful deed or gift. Point out that God was very generous in sending his Son, Jesus. Ask the kids to compose a thank-you card for God and have them decorate it nicely. Distribute the construction paper and have students write a line or two of thanks. A simple text example: **Dear God, thank you for sending us your Son, Jesus. Thank you for loving me all the time. You are the best! Love, _____.**

- Clean-up. Encourage class to thank God daily for his love and gift of Jesus. Close with the prayer. “Heavenly Father, we thank you for all of your gifts, especially for your Son, Jesus, whom you sent to us so that we could be with you forever. Amen.” 15 min.

Unit One: Circles of Faith

Lesson Four: Follow Me

Key Concepts

- Jesus called forth a community of believers beginning with the twelve disciples.
- All of God’s people are remembered during the Divine Liturgy (the prayer of St. John Chrysostom).
- Deacons are special parish helpers of the church.

Objectives

During this lesson students will

- Read the Bible story of how Jesus invited the first disciples.
- Complete a puzzle related to the Scripture.
- Read and discuss a story about what the church is and our role in it.
- Paraphrase Jesus’ calling of the disciples.
- Recite a memory poem on the 12 Disciples.
- Reenact the liturgical prayer of St. John Chrysostom.
- Complete a fill-in activity on how children can serve the church.
- Define the faith word “deacon.”
- Decorate a picture frame for a church family photo.

Materials Needed

Pens, pencils, crayons, markers

Follow Me Math Puzzle handout from the back of this manual (see Procedure #2).

Completed puzzle with one piece missing- any type of puzzle (keep covered until Procedure #3)

Divine Liturgy Pew Books

Handmade With Love frame: Parish or Sunday School photo; inexpensive wooden frames (available from craft stores); decorating materials such as puzzle pieces, shells, small foam shapes, stickers; craft glue; scissors

Procedure

- Greet students warmly and open class with the prayer in **We Pray Together**. Ask them: “Who makes up God’s family? They will probably respond with “all of us.”
- Read **Let’s Discover**. For the answer to what happened next, distribute the Follow Me Math Puzzle and direct the children to complete it. (Answer: “At once they left their nets and followed him.”) Then continue with the story and ask children: “So what’s the first thing Jesus asks us to do? Yes, to *follow* him. He didn’t give out a textbook, he gathered people around him and he started building a *family of believers* which became the *church*. Now let’s read more about what that means.” 15 min.
- Read **Our Story**. Ask class “Would any of you have asked the same question as Vartan?” Show the completed puzzle with the missing piece and comment that the puzzle can never be complete without all the pieces. Ask: “what could Vartan do in the church?” Brainstorm some ideas of jobs for Vartan in the church; list them on the board (some ideas: help in Sunday School, serve on the altar, pick up litter on the grounds of the church, help with a food drive, help in the church office). 5 min.

4. Read **God's Word** paraphrased from Mark and Matthew. After their retelling, ask the class to imagine that they were one of the men that Jesus called: "How do you think the men felt when Jesus approached them? Do you think they were scared? Confused? How would *you* have responded to Jesus?" Discuss. As a class, read the poem of the 12 Disciples. Practice saying it a few times. 5 min.

5. Read **We Learn About God**. The prayer of St. John Chrysostom comes right after the hymn "Kohanamk." Distribute pew books and have students turn to page 52. Let class know that St. John was one of our important Church Fathers who lived hundreds of years ago and his gift to the church was his ability to teach, write and speak very well. (Explain the term "Church Father": a great Christian thinker and leader whose life and work helped build up the Church.) Read the prayer together (the teacher may take the role of the priest and the students respond as the choir with "amen.") Ask if they can list all the people that are being prayed for (those who trust in God, everyone present, churches, priests, Christian rulers, military, and all people).

Refer back to Vartan and the various ways he and all of the students can serve the church. Have students look at the pictures and write the describing word from the word bank under each picture. (Answers: studying, praying, visiting, praising, serving) Have them come up with one of their own and draw in the box. Share with the class. 10 min.

6. Direct students' attention to the picture of the deacon and ask if they know what that person is called. Some students might have family or friends who are deacons. Introduce **Faith Word** of deacon. Continue reading **Our Armenian Way**. Have students practice saying sargavak, shabig and oorar. (Optional: invite one of the deacons to visit the class and have the kids interview him and try on a robe with oorar.) 5 min.

7. **Handmade With Love**. Distribute frame-making materials, announcing that the children will be making a frame to remember that we are all called by Jesus to be one big family – the church. Have students write the title on their frame ("We are God's Family.")

8. Clean-up. Close with the prayer. "Heavenly Father, help us remember this week what a beautiful family you have created in the Church. Amen." 20 min.

Unit One: Circles of Faith

Lesson Five: A Holy Guide

Key Concepts

1. The Holy Spirit was given to us to guide the church.
2. Jesus tells his disciples that he will send the Holy Spirit.
3. The hymn *Hokee Asdoodzo* prays for the Holy Spirit to accomplish the great mystery of transforming the gifts of bread and wine into the Body and Blood of our Lord.

Objectives

During this lesson students will

1. Discuss situations that have caused them fear and illustrate how they handled one.
2. Read a story about Ani, whose mom goes back to work.
3. Review John 16:5-15, Jesus' promise of the Holy Spirit to the disciples.
4. Compare Jesus' promise with that of Ani's mom.
5. Learn and practice singing *Hokee Asdoodzo* ("Spirit of God")
6. Identify the dove as a symbol of the Holy Spirit.
7. Define the faith word "chrismation."
8. Create and decorate a dove.

Materials Needed

Crayons, markers

*Optional: dove-shaped holy muron container, borrowed from church

Handmade with Love: Dove template (from the Appendix) copied on cardstock, one for each child; glitter glue—gold, silver, appropriate colors for a dove; white feathers—optional but highly recommended; scissors; hole punch; string/yarn/ribbon

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Ask them: “Think of the prayer we just prayed together. How do we know God is with us?” (the Holy Spirit was sent to be with us).
2. Read **Let’s Discover**, asking students to respond by raising their hands after each example. Have them share and discuss their fears and how they handled them. Students will illustrate a situation and write how they were able to work through their fear. Encourage their participation in sharing their responses.
3. Read **Our Story**. Ask class “How would you feel if you were Ani? Besides recalling her mom’s comforting promises, what would be some things Ani could do to feel less afraid?” Answers might include: reread her mom’s texts, talk with her grandma or her friends, write in a daily diary to share with her mom. 15 min.
4. Read **God’s Word**, a paraphrased version of John 16:5-15. Ask the class to imagine that they were one of the disciples hearing the news that Jesus would leave them some day. How would they respond to Jesus? What were they afraid of? How would knowing that the Holy Spirit would be with them have helped? 10 min.
5. Read **We Learn About God**. Then teach the explanatory text about Hokee Asdoodzo and review the meaning of the words. Teach or have a volunteer teach the first words of the hymn.
6. Point to the picture of the dove-shaped muron-holder in the text (or hold up the actual vessel if you were able to borrow one) and ask the children if they have ever seen it before. Have them repeat the work *aghavnee*. Read **Our Armenian Way**. Introduce the **Faith Word**. 15 min.
7. **Handmade With Love**. Distribute dove templates and supplies. Have students cut the dove out and then punch a hole in the head or the tail (Armenian miniatures depict the dove flying down over the head of Jesus, but students may decide). Help them to thread in a length of string or ribbon so they can hang it up at home. They may then write the words “The Holy Spirit is always with me!” on the body (in the right position to be readable when it is hung up). They can embellish with the glitter glue and feathers.
8. Clean-up. Close with the prayer: “Heavenly Father, we thank you for sending us the Holy Spirit to always take care of us. Amen.” 20 min.

Unit One: Circles of Faith

Lesson Six: My Church Family

Key Concepts

1. We belong to a church family called our “parish.”
2. The church is consecrated or “set aside for God.”
3. We are called to worship and pray together and know that Christ is especially present with us in church.
4. All Armenian parishes have a structure and fellowship in common.

Objectives

During this lesson students will

1. Complete a family tree.
2. Read and discuss a story about a boy who considers his church family a part of his own.
3. Examine Hebrews 10:25 and Matthew 18:20
4. Identify items that are consecrated in the church.
5. Define the faith word consecration.
6. Explore the characteristics of a typical Armenian parish and what makes their own distinct.
7. Create and decorate a mosaic tissue paper chalice.

Materials Needed

Pencils

Crayons or colored pencils

Copy of world map from Appendix (one for each student)

For **Handmade With Love***: Small plastic wine glasses, rounded, like a chalice; a variety of 1" colored tissue paper (precut assorted packages available at craft stores); white glue mixed with water; stick sponges; newspaper or any type of protective covering for the desk/tables. It would be ideal to have a separate table set up in advance for the craft.

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Ask them: "So who is the Father of our church family?" (God, our Heavenly Father).
2. Read **Let's Discover** and have students create their family tree. Share responses. 10 min.
3. Read **Our Story**. Ask class, "Why do you think Aram invited so many people? Why do you think Aram's parents were so surprised? Have any of you ever had a birthday party and invited people from church? Do you agree with Aram's Sunday School teacher that the church is a family? Would you consider doing what Aram did?"
4. Read **God's Word**. Ask the class: "According to what we just heard, what's a good way for us to worship and pray? (together) What did Jesus tell us would happen when two or three people gathered and prayed together? Is Jesus in our class today?" 10 min.
5. Read the section **We Learn About God**. Discuss the **Faith Word** "consecration." Go through the items in the box and make sure students understand what each item is. Then ask them to circle the items they think are consecrated. (Answers: chalice, baptismal font, crosses, icons/pictures, vestments, picture of Mary and Jesus, dove vessel, altar.) The children themselves were "consecrated" at their baptism/chrismation, when they were sealed with the Holy Spirit. 10 min.
6. Read **Our Armenian Way**. Help students fill in the information, guiding them with the correct information and spelling. Discuss what they might love about their parish (I love my parish because of my friends in Sunday School. I love my parish because we learn about God, etc.). Have students draw something special about their parish. Share responses if time permits. 10 min.
7. Read or teach **Handmade With Love**. Show completed chalice (made in advance by teacher). Provide each child with a plastic wine glass, tissue paper squares, white glue or wallpaper paste, and brushes. Demonstrate how to cover the glass with glue and overlap the tissue paper to make a mosaic effect. Allow each child to choose colors and decorate their wine glass. Let glue dry and have children take them home by holding the stem.
8. Clean-up. Close with the prayer: "Dear Jesus, we thank you for the blessing of our parish and pray that we continue to worship, learn and serve you together as a family. Amen." 20 min.

Unit One: Circles of Faith

Lesson Seven: A World of Faith

Key Concepts

1. Our parish is made up of a community of believers.
2. The early Church traditions of prayer, learning, fellowship, and communion continue today in all of our church communities.
3. Our parish is part of a Diocese and a world family of Armenian Christians.

Objectives

During this lesson students will

1. Participate in a community-building exercise of giving compliments to their classmates.
2. Read, discuss and offer solutions to a story about a family dilemma regarding community.
3. Participate in Reader's Theater reading of *Stone Soup*.
4. Discuss the Scripture message of Acts 2:42-47.
5. Discuss and compare the early Church with that of their own parish.
6. Define the faith word "breaking bread."
7. Identify all of the countries that are home to the Armenian Church.
8. Create a classroom quilt.

Materials Needed

Blank sheets of paper (any kind) - one for each student
Pens, highlighters, markers
Copies of world map from the Appendix, one for each student
8" x 8" white paper squares for quilt
8 ½" x 11" colorful construction paper
Reader's Theater handout from the Appendix
Glue or glue stick
Hole-punch
String/yarn/ribbon- enough to tie each quilt square

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Read **Let's Discover** and ask class if they know what a compliment is. Go over the definition of *saying something nice about someone else*. Say: "The Bible tells us a lot about being good to one another. Let's look at just a few of the many instructions we learn from the Bible." (Call on volunteers to read each one – without the Bible references.) Then pass out blank sheets of paper to each student. Have them write their name in large print at the top of the sheet. The students then will rotate seats until they have the chance to visit every other student's desk and paper. While they are at each desk, they are to write a compliment to that person. Before they begin, provide examples to students because they are typically not familiar with giving compliments to one another and may have some difficulty. Often you hear, "You're a good friend," or "You're nice." Teach the students how to elaborate and be specific (avoid words that focus on appearance). It would be fun for the teacher to participate as well, making it a true community-building exercise with all involved. Discuss activity by answering questions in the lesson.
3. Continue by reading the story of the *Kasparian Family Thanksgiving Dilemma*. Brainstorm as a class a list of how the entire family could pitch in so that the job does not fall on one person. Explain that to prepare a meal, it's easiest when the whole community – in this case the family – shares all of the details that are involved. It is the same at church, when lots of people come together to prepare a dinner, or put together a program. 10 min.

4. Read **Our Story**. Give children the following synopsis of the story: “Three hungry soldiers come to a town where all the food has been hidden, and they set out to make soup of water and stones, and the entire town enjoys a feast. Let’s see how this magic feat is done!” Distribute the Reader’s Theater scripts to the children and have the class act out the story. (This can be performed as well at an Assembly or for another class.) After they’ve read it through, ask “How is our parish community like the story of Stone Soup? What are examples of some church ingredients that we add to make our parish?” Responses could be: sing in the choir, parish trustee or council member, Sunday School teacher, etc. 15 min.
5. Read Acts 2:42-47 from the Bible and then the paraphrased version in **God’s Word**. Ask the class if they can pinpoint what things the early Christians did? Learn, share, pray, be together, and eat together. Introduce the **Faith Word** “breaking bread.” 5 min.
6. Read **We Learn About God**. Brainstorm a list of all of the ways that the parish community is demonstrating teamwork, as did the early Christians. 5 min.
7. Read **Our Armenian Way**. Distribute copies of the world map for each student. Tell the class: “We’re going to look at many countries where there are Armenian churches.” For each country, have them highlight and draw a cross to show that there is an Armenian church. Start with Armenia which is so small you will have to tell the class that it is the tiny yellow country under Georgia. Then read and have them find - they will need your help so you might want to hold a copy of the map up and point them out as you go along: Israel, Turkey, United States, Canada, Russia, Ukraine, Georgia, Australia, Sweden, Bulgaria, Romania, United Kingdom, France, Germany, Greece, Italy, Netherlands, Argentina, Brazil, Uruguay, Venezuela, Egypt, Ethiopia, Sudan, Iraq, Jordan, Syria, Lebanon, Iran, India. (30 total) 10 min.
8. **Handmade With Love: Classroom Quilt**. Pass out white 8" squares to class. Have students illustrate what they like most about coming to church or what they look forward to the most. After they complete the square have them select a piece of colorful construction paper and glue their square to it. Punch 4 holes (one on each corner) of the construction paper. Quilt all of the squares together by tying them with yarn or string. This can be done after class or with an assistant if time is short. Teacher can add a title to the top part of the quilt and hang it in the class, or church hall, wherever appropriate.
9. Clean-up. Close with the prayer. “Heavenly Father, we thank you for our church, our parish community and for all of our Armenian churches all over the world. Amen.” 15 min.

Grade Two

Unit Two: Jesus & Me

Lesson One: Prayer is Talking With God

Key Concepts

1. We pray alone and together.
2. Jesus tells us that we do not live on bread alone but on prayer and God’s Word. (Matt.4:4)
3. St. Paul tells the Christians not to worry but to pray and thank God. (Phil.4:6)
4. The *Havadamk* is a prayer that proclaims our faith as one family in Christ.
5. *Der Voghormya* is a hymn-prayer that asks God to have mercy on all.
6. St. Gregory of Narek wrote prayers that expressed his love and humility before God.
7. St. Nersess Shnorhali wrote prayers that praised God.

Objectives

During this lesson students will

1. Identify various tools of communication.
2. Read and discuss a story about two distant friends who want to keep in touch.
3. Consider Scripture passages on prayer.
4. Examine the *Havadamk* and “Der Voghormya” as two examples of prayer and define ‘prayer.’
5. Discuss, compare and apply the work of St. Gregory of Narek and St. Nersess Shnorhali.
6. Create an individual prayer journal.

Materials Needed

Props such as letter with a stamp, cell phone, regular phone, laptop or computer tablet, radio, GPS, walkie/talkie, newspaper

Pens, pencils, crayons, markers

Divine Liturgy book open to the Nicene Creed

Recording of *Der Voghormya*

Book of Lamentations (your priest or church library should have a copy)

St. Nersess’ 24-verse prayer “I Confess with Faith” (priest or church library; also included in Lenten services)

Teacher sample of prayer journal: Composition-style memo notebook (Wal-Mart or Dollar stores) - one for each student; piece of heavy gift wrap/wallpaper scraps/photo album paper; Mod Podge-type glue and brushes or glue sticks; decorative ribbon 12"-18" strip optional; embellishment for decorations (foam shapes, stickers, buttons, sequins, stamps)

Procedure

1. Have the communication props displayed on a table. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Invite students to quietly look at display items for a moment and then have them return to their seats. (If props are not used for some reason, they can still do the activity looking at the photos in **Let’s Discover**.) Call on the class to describe the purpose of each picture or prop. Then ask the text question: “What do all the objects have in common?” Have students write their answer on the line. They all are used to *communicate* with each other or a group of people. 5 min.
3. Ask the class what they think the phrase “keep in touch” means. Segue into **Our Story** and have students take turns reading. Ask children if any of them have been to Armenia or another country where they made friends. If not, perhaps they made friends with children at a summer camp. How have they kept in touch? Ask class if it’s possible to be friends even though they don’t live nearby or see each other. Ask if they thought Sosi’s solution would work. Are there other possible solutions? 8 min.
4. Read **God’s Word**. After the two verses about Jesus and prayer, ask the children: “So what do these verses tell us about Jesus and prayer? (that he often prayed, that he needed quiet time to pray). After the Philippians reading, ask: “Have you ever been worried? What did you worry about? How did that feel? Did you ever think of praying to feel better? Review the **Faith Word**. 5 min.
5. Read **We Learn About God**. Show the class a copy of the Nicene Creed (*Havadamk*). Have everyone stand in a circle with hands held together palm to palm and thumbs crossed and announce that you will be reading the creed that we recite at every Sunday liturgy and they should listen carefully. When you’re done, ask students if they can remember some of the things that we believe in. Some answers would be *God created everything, Jesus was born as a human being and died for us, Jesus was crucified and rose again, we believe in one baptism, etc.*
6. Play a recording of *Der Voghormya*. Ask the class if they have heard this before. When is it sung? (before Holy Communion) What type of feeling does it give? What are people generally doing during this hymn? (praying) 10 min.

7. Read **Our Armenian Way**. If possible, show the class a copy of the *Book of Lamentations* and *I Confess with Faith*. Read verse 15, “Christ, Guardian of all.”
8. Direct students to solving the message based on their short reading: *A Christian prays for others and praises God always*. 7 min.
9. **Handmade With Love**: Show sample prayer journal (instructions are in the Appendix). Have supplies all ready. Pass out individual journals and encourage them to decorate the book. Directions for the journal are in the Appendix.
10. Clean-up. Instruct students to write in their journals daily. (And follow up!) Close with the prayer. “Heavenly Father, we thank you for your guidance, for listening to our prayers, and for always being with us. We will always praise you and bring glory to your name. Amen.” 25 min.

Unit Two: Jesus & Me

Lesson Two: A Way of Life

Key Concepts

1. Jesus prayed all the time.
2. Jesus prayed in the wilderness, mountains and alone in the mornings (Luke 5:16, 6:12, Mark 1:35).
3. During the Synaxis part of the Divine Liturgy, the deacons lead the worshippers in prayer chanting “Again in peace let us pray to the Lord.”
4. The Armenian Church has seven canonical hours of prayer services mainly observed in the monasteries.

Objectives

During this lesson students will

1. Participate in an interactive exercise which emphasizes the importance of prayer as a way of getting to know God.
2. Read and discuss a story about a mother who is in need of rest and recharging.
3. Read Luke 5:15, 6:12 and Mark 1:35 about Jesus praying to his Father.
4. Discuss the deacon’s bid to prayer: “Again in peace let us pray to the Lord.”
5. Introduce the faith words of ‘monk’ and ‘monastery’ and the seven services of daily prayer.
6. Create and design an acrostic prayer stained glass window.

Materials Needed

Cell phone charger and cell phone (optional)

Construction paper (color of your choice) pre-cut into an outer frame (use template in Appendix) so inside is hollow for light to shine through the wax and tissue paper

Wax paper cut smaller than the construction paper, ready for children to paste onto template.

Tissue paper squares (may purchase precut box from local craft or teacher supply store)

White construction paper to trace praying hand (one for each student)

Glue sticks

Scissors

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. For an opening interactive exercise, ask a volunteer to *tell us about your mom*; 2nd volunteer – *tell us about your dad*; 3rd volunteer – *tell us about your brother or sister*; 4th volunteer – *tell us about your best friend*. The 5th request: *tell us about Sam Armenian* (or make up a name-a fictitious person). The student will say that they don’t know anything about this person because they don’t know them. Ask: “Why did the first four volunteers know and say so much?”

(Because they are family, they talk to each other, they spend time together.) How would our 5th volunteer get to know “Sam Armenian”? How about God? How do we get to know him? Through prayer (as it is our way of talking to God), reading the Bible, and attending church and Sunday School. Any other ideas?” Have class complete the sentences in the **Let’s Discover** section. 10 min.

3. Have students take turns reading **Our Story**. Ask the class if this story sounds familiar. Show them a cell phone and cell phone charger. Ask them if they know what to look for when it needs to be charged. (A flashing battery icon or it stops working, etc.) Ask the class what Rose meant by needing a recharger—have them write their answer (and the next) on the lesson page. (She is tired, too much to do, needs rest, etc.) How can Armen help his mom recharge? (Have her put her feet up, help with the chores, keep all of the chargers in order, offer her a refreshment, talk to dad about taking mom to a movie, vacation, etc.)

4. **God’s Word**. Assign each Scripture reading to a student. Have the students guess who the readings are referring to. (Jesus) 10 min.

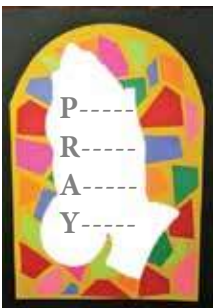
5. Read **We Learn About God**. Ask students why they think Jesus prayed to his Father. After all, he was God’s Son, he could do anything! Survey their responses. (Answers are in the first paragraph.) 5 min.

6. Read **Our Armenian Way** and introduce the **Faith Words**. Let the students know that there are several active Armenian monasteries in Jerusalem, Etchmiadzin and Antelias (Lebanon), to name a few. Draw their attention to the clock and have them write the number of the service on the clock. Suggested times for guidance (does not need to be exact, just an approximation: *sunrise-6:00 a.m.; morning-9:00 a.m.; midday-noon; evening-4:00 p.m.; night-7:00 p.m.; peace-9:00 p.m.; rest-midnight*. 10 min.

7. **Handmade With Love**

- Have students trace their one hand with closed fingers onto white paper and cut out. It will be a silhouette of one praying hand.
- Have them write P R A Y on the hand in a vertical manner and then write a short acrostic prayer – refer to example in the lesson.
- Student will glue wax paper to frame and then lightly glue tissue paper on top. The praying hand with acrostic prayer can then be glued in the center.

8. Have students clean-up. Close with the Hayr Mer as a class, as it is the prayer that Jesus taught us. 25 min.



Unit Two: Jesus & Me

Lesson Three: Day and Night

Key Concepts

- We are called to pray morning, noon, and night.
- The Armenian Church prays in morning (matins) and evening (vespers) services.

Objectives

During this lesson students will

1. List their daily schedule to see if there is a time for prayer.
2. Read and discuss the story of Daniel in the Lion's Den.
3. Read Psalm 55:17 about praying morning, noon, and evening.
4. Explore the concept of prayer as talking with God at any time and with any feeling.
5. Compose simple, free verse prayers for morning, noon, and night.
6. Learn about how the Armenian Church prays mornings and evenings.
7. Create a craft based on Daniel's story of faithful prayer.

Materials Needed

Assorted construction paper for background

Index cards (3x5) preferably white or light in color for students to write

Crayons, markers or coloring pencils

Either one of the coloring handouts at the back of this manual OR plain white paper/construction for children to draw their own depiction of Daniel and the Lion's Den.

Glue sticks

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Read the first paragraph of **Let's Discover**. Share your own daily schedule as an example; then have children complete the chart. Ask students to share their timeline. Discuss the questions concerning prayer. 10 min.
3. Introduce **Our Story** by asking if they have heard the story of Daniel in the Lion's Den. Have children take turns reading the story and then complete the comprehension questions. Answers: (pleased, tricked, three, prayed, save, mouths, lions, praised).
4. **God's Word**: Ask for a volunteer to read the Scripture passage and another to answer the question (God). 15 min.
5. Read **We Learn About God**. Help students compose three prayers on their page. The first line for each has been done for them. You might start by giving your own example, such as. *Dear God, Thank you for a good night's sleep and this beautiful morning. Help me to learn in school today and to be a good friend. Amen.* Hopefully there will be time enough to have students share one of their prayers with the class. 10 min.
6. Read **Our Armenian Way** and introduce the **Faith Words**. Let the students know that on Sunday mornings before Divine Liturgy, there is a morning ("matins") prayer service. Encourage the class to come early one of the Sundays and attend the service. Also mention that at church camps, morning and evening services are often held. 5 min.
7. **Handmade With Love**
 - a. Distribute index cards. Have students imagine they are Daniel and have them write the prayer they think he would have prayed while in the lion's den.
 - b. In advance, decide to either have students draw their own depiction of Daniel in the lion's den or have them color one of the sheets from the Appendix or something similar.
 - c. Have students select a background color of construction paper and have them glue their drawing and their prayer card to the paper.
 - d. Have students show their art work and read their prayers to the class.
8. Clean up. Close with prayer: "Dear Heavenly Father, thank you for your amazing love for us. We pray to you morning, noon, and night, thanking you for your gifts. Amen." 20 min.

Unit Two: Jesus & Me

Lesson Four: Help!

Key Concepts

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

Objectives

During this lesson students will

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

Materials Needed

Pens, pencils, crayons, markers, colored pencils

White construction paper (8½" x 11")

Copies (one for each student) of A Prayer for Mercy and St. Nersess' prayer from Appendix

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

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Ask students to independently complete the exercise matching the helper to the job description in **Let's Discover**. (Answers: D, B, K, G, I, H, A, E, C, F, J) Ask the class if they felt strange labeling question #11 with God. Ask: "How many of you think about turning to God when you have something that is bothering you or causing you worry?" Discuss briefly. Ask for some examples from the class. 10 min.
3. Begin reading **Our Story**, encouraging students to take turns reading. Ask the students if any of them ever skipped studying and prayed that God would help them through the test? What was the result? Discuss concluding paragraph, making sure that the children understand what it means to "do our part." You might give additional examples, i.e. "If you leave your bike out in the rain and prayed to God that it wouldn't get rusty, have you done your part?"
4. Read **God's Word** and **We Learn About God**. 10 min.
5. Distribute copies of St. Mesrob Mashdotz's prayer. Introduce the **Faith Word** and tell children that they will be hearing this word often as you read the prayer and they follow along. Ask them to 1) underline the word 'mercy' each time they hear it and 2) underline the characters they might remember from New Testament stories. They will probably need help recalling these so stop and point them out: tax collector (Luke 18:9-14), the thief (Luke 23:39-43), prodigal son (Luke 15:11-32), Lazarus and the rich man (Luke 16:19-31). Ask the class what they think the line "have mercy on us" means (a plea to God for his love and forgiveness).
6. Read **Our Armenian Way**. (If possible and available hold up a copy of the entire prayer, "I Confess with Faith." Have class see the 24 verses and note that they all end with the same line of *have mercy upon me, a sinner.*) As a class, read verse 11, "O Jesus, Wisdom of the Father." Practice reading it several times, boys only, girls only, all together,

etc. Ask the class to give examples of what they think it means to think, speak, and do what is good in Jesus' sight. Some examples: Befriending a new kid at school, calling grandma and grandpa, obeying mom and dad, not being lazy, helping a friend, etc. 20 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). You can use the pre-printed prayer from the Appendix.
- b. Illustrate their vision of what verse 11 means. Share with the class if time permits.

8. Clean-up. Close by reciting the prayer together.

20 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. Illustrate a psalm from the lesson by creating an inspirational psalm poster.

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
Pens, pencils, crayons, markers, colored pencils
Bible opened to the Book of Psalms
Divine Liturgy book opened to the Transfer of Gifts exchange
White (9" x 12" or 12" x 19") drawing paper or even plain white copy paper
Crayons, markers and or coloring pencils

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 want to give an

example, i.e., act “surprised” and ask students to guess the feeling). 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. 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, F, A, J, B, G, E, I, C, H 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.* 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. 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:

- Distribute white drawing paper. Have students select from one of the psalms in the God’s Word Section (1-8) or any psalm that they know and illustrate it.
- They can write or paraphrase the psalm on the illustration.

8. Clean-up. Close with the prayer *Dear Heavenly Father, We give thanks to You O LORD with all our hearts; we will tell of all Your wonders. Amen* (based on Psalm 9:1) 15 min.



Unit Two: Jesus & Me

Lesson Six: Thank You!

Key Concepts

- In all our prayers, no matter the feeling, we conclude with trust.
- According to Colossians 3:15-17, we are called to peace and to thankfulness.
- “Kohanamk” is the hymn of thanksgiving sung after receiving Holy Communion.
- The *Jashagestzook* 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, *Jashagestzook* in Armenian and English.
8. Make a *Jashagestzook* keepsake placemat.

Materials Needed

Copies of the Reader's Theater version of *The Giving Tree* (Shel Silverstein) from the Appendix
The Giving Tree (if possible)

Pens, pencils, crayons, markers

Musical recording of "Kohanamk"

Copies of the *Jashagestzook* prayer in Armenian, English and transliteration from the Appendix

Light colored paper placemats 13 ¾" x 9 ¾" OR construction paper 12" x 18"

Optional: stickers, foam decorations, magazines

Scissors and glue

Laminating sheets (see Procedure # 6; a volunteer – or two – to cover placemats with laminate sheets would be very helpful)

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Say: "Today we are going to play a game called 'The best thing about ...'" Divide the class into two teams; they can come up with a team name too! Toss a coin to see which team goes first. The teams have three seconds to complete the phrase, "The best thing about _____ is." Use the suggested list of items or people below. Have each of the team members from the starting team say one good quality or thing they appreciate about that person or thing within three seconds. They are not allowed to repeat something already said or say anything negative or complain. Each person who answers gains a point for the team. For example: *The best thing about trees are . . .* (possible answers: they provide shade, they clean the air, they give a home to the birds, they are beautiful; unacceptable: the leaves make a mess). Move on to the next word and the other team when the team runs out of answers. The team with the most points wins. The object is to stay positive and appreciate everything we have instead of complaining about it.

Suggested list: computers, dogs, brother/sisters, markers, Mondays, rainy days, homework, beach, music, our church, our president, paperclips, our state, etc. (feel free to add or delete to the list). 10 min.

2. Read **Let's Discover**. Ask student to list things that they normally complain about. Have them come up with something positive instead. Share if time allows.
3. Read *The Giving Tree* (if you were able to obtain a copy) and then have students perform the Reader's Theater version. If you have been unable to acquire the book, the Readers' Theater version will do! Discuss story. Ask class: Why do you think the story is called *The Giving Tree*? What does the tree give? Does the boy seem to be grateful and thankful to the tree? How would you describe the boy? Who does the tree remind you of? Who does the boy remind you of? Why? What does God give us? Are we always grateful and thankful to him or do we just take and take? 15 min.
4. Call on three students to read each verse of the Scripture reading in **God's Word**. Have students work independently to solve the crossword puzzle. After completion, review the puzzle choices, having students take turns reading the clues and giving the answers. (*Across: 3. thanks, 5. deeds 7. dwell. Down: 1. Christ, 2. psalm, 4. Peace, 6. body*)
Bonus: expressing "thanks."

5. Read **We Learn About God**. Then review the **Faith Word**. Help them pronounce the word (Yéw-kuh-rist). Read **Our Armenian Way**. Practice saying the words of “Kohanamk” and try to sing it. Try the echo method- you say a phrase then the class repeats. If you have the CD, play it. Distribute the *Jashagestzook* prayer and see how many already know it. Practice saying it as a class in both Armenian and English. 10 min.
6. **Handmade With Love: Keepsake Placemat**. Distribute the construction paper or placemats and the *Jashagestzook* prayers. Have students glue down the prayer. They can decorate with their own drawings, stickers, foam pieces, magazine cut outs. Have their illustrations reflect things they are thankful for. Volunteers may laminate as students finish.
7. Clean-up. Close with the prayer “Dear Heavenly Father, in everything that we do, in word or deed, we do in your name and give thanks to you. Amen.” (based on Colossians 3: 17) 25 min.

Unit Three: Being the Church

Lesson One: Many Become One

Key Concepts

1. When Christians are together, we become what we cannot be alone, the Church.
2. We all contribute in our way to the one Body of Christ (I Corinthians 12:5-27).
3. The Divine Liturgy is a perfect example of many becoming one as the Body of Christ.

Objectives

During this lesson students will

1. Participate in a group puzzle activity illustrating that each piece makes up the church.
2. Reenact a Reader’s Theater story.
3. Explore the idea of many types of service and participation in building up the church.
4. Examine the concept of oneness as expressed during the Kiss of Peace.
5. Assemble a “Being the Church” craft.

Materials Needed

One color copy of the Etchmiadzin picture (from the Appendix) cut into puzzle pieces (in the exact amount of the number of students). Ideally, have it copied onto card stock/thick paper

Legos and/or Building Blocks (preassemble a simple house for the story)

A copy of church templates from the Appendix (both of these on card stock, one for each student)

Glue

Crayons, thick markers, colored pencils

Scissors

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Gather in a circle either on the floor or around a table. Hand each student a piece of the Etchmiadzin puzzle, without saying what it is. It might be best for you to start the puzzle and call on a student that has an easy piece to make the connection. Continue making the puzzle as a class. Ask them to identify the picture. Remind them that Etchmiadzin is the Mother Church of all Armenian churches in the world. Return to seats and ask students to answer the questions listed in **Let’s Discover**. The last question asks about other people, jobs, groups that require many parts. Answers could include: a soccer team, an orchestra, a factory assembly line, a medical team.
2. Have the Legos and/or Building Blocks and preassembled house available for **Our Story**. Call on two students to read the parts of the teacher, Mrs. Ohanian, and of Aren. Or to engage the entire class, you can assign each student

a line as an option. Hold up the single pieces and then the preassembled house as students read the story. After reading the story, ask if anyone in the class has ever felt like Aren. Ask the class what they experience when they go into church – are they more of an audience member watching or do they feel that they are participating? In which ways are they participating? 20 min.

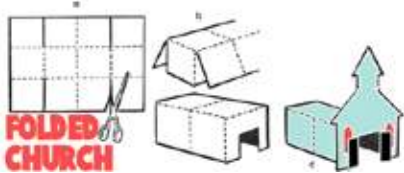
3. Read the Scripture verses in **God's Word** together. Discuss the meaning. (5: there are many different ways we serve our one Lord, many different gifts we each have to put together and be one church family. 27: Jesus called the church his "Body" – how are all of us together like a body? – there are arms, legs, ears, eyes, etc. all of which make one important whole)

4. Read **We Learn About God**. Ask the class the following questions:

- What are some ways you can help the church? (pray, offering, friendship)
 - Who are some of the people who help in the church? (Der Hayr or Hayr Soorp, teachers, custodian, choir, deacon, parish council, etc.)
 - Is there a job in the church more important than another? (when all are done in the spirit of Christ, no)
 - What are some things we do at church? (sing, pray, play, study, read, fellowship, eat)
 - What are ways we can praise God? (sing sharagans, pray, tell others about God)
 - Is everyone important to the Church? (yes!)
- 20 min.

5. Review **Faith Word** and read **Our Armenian Way**. Ask the class if they ever thought of the nave, the place where the congregation sits, as a boat. What are some moments during Soorp Badarak that the class feels that they are one body in Christ? (during the recitation of the Creed, Confession, Holy Communion, saying the Hayr Mer together, Kiss of Peace) 20 min.

6. Handmade With Love: Being the Church craft



Distribute the copied templates of the church, front and back.

- Cut out the front of the church; cut on the solid lines and fold on the dotted lines (the doors).
- Write on the front three different ways you can be part of the church
- Cut out the back of the church (the box shape). Cut on solid lines and fold on dotted lines, as shown in picture a.
- On the outer boxes, draw and/or write ways in which you can be part of the church.
- Then glue corners as indicated in picture b.
- Then cut out the black rectangle. Glue the front of the church to the box on the small side that has the rectangle door cut from its side.

7. Clean-up. Close with the prayer: "Dear Heavenly Father, thank you for the blessing of our church, may we always work together for you! Amen." 20 min.

Unit Three: Being the Church

Lesson Two: A Gift for Everyone

Key Concepts

- God gives every member of the believing community a gift to use in love and service (1 Corinthians 12:27-30).
- The Armenian Church has a tradition of Home Blessing asking God's blessing and protection on the family and home.

Objectives

During this lesson students will

1. Participate in a teamwork group activity of putting together words from individual letters.
2. Read and discuss a story about the teamwork involved in a summer camp.
3. Examine 1 Corinthians 12:27-30.
4. Complete a poster on the gifts of a church community.
5. Review the Armenian Church Home Blessing.
6. Create a clay pot to put salt in for a home blessing.

Materials Needed

Display items: a cup of water, a chunk of bread (slice/pita/roll), a dish of salt

Individual letters to spell the words **grace, community, fellowship, prayer, and worship** (see Procedure #1). Easiest would be to purchase prepared letters

Large sheet of oak tag (see Procedure #4) with the hand-written title “The Church: One Body, Many Parts”

Glue

Thick markers, crayons, markers, colored pencils

Light colored construction paper or white drawing paper

Air-drying clay (many brands such as Activ Clay and Crayola are readily available in craft stores and Staples); sticks for design-making.

Optional (see Procedure #6): Tempera, acrylic or watercolor paints and brushes.

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Depending on the size of the class, select a few words in advance that you would like the class to put together as a group. The idea is to have each student have a letter that will make a word when joined with the others. Some examples of suggested words are: **grace, community, fellowship, prayer, worship**. Divide class into groups and distribute letters for a word within each group. Have them try to form a word with their letters; they may consult the word list in their texts as a guide. This is an activity demonstrating teamwork and that each person’s letter is important. After the exercise, discuss the questions in **Let’s Discover**.
2. Call on volunteers to take turns reading **Our Story**. Ask if any of the students have ever attended a camp like Anita’s, perhaps even a day camp. Did they share any of the same experiences? Why did Anita feel like camp was a family, a community? Ask for specific examples. If no one has been at a summer camp, ask about experiences at school. Do children learn together? Eat in the cafeteria together? What else do they share in? 15 min.
3. Introduce the **Faith Word**. Call on students to read **God’s Word** (I Corinthians 12:27-30).
4. Read **We Learn About God**. Take out the oak tag and thick markers and tell the class that they will create a poster depicting the Church as one body with its different parts and different gifts. Review the reading from 1 Corinthians:27-30 for ideas and then divide up responsibilities. Distribute blank paper for them to draw words and images separately and then paste them on the poster. Circulate constantly and provide assistance as children work. After 15 minutes, discuss finished poster. 20 min.
5. **Our Armenian Way**. Read the paragraph. Point to the water, salt and bread on display as you read. Ask the class if they ever have attended a home blessing or have had one in their own home. If possible, help families arrange one with your priest during an appropriate season ahead.
6. **Handmade With Love: Home Blessing Clay Pot**
 1. Distribute sufficient amounts of clay for each student to shape a small clay pot (that could fit in the palm of your hand), small sticks may be used to carve shapes or designs into clay.

2. Depending on drying time required for specific clay, pots can be painted in today's class or next week. You don't need to paint the pots at all.
7. Clean-up. Close with the prayer: "Dear Heavenly Father, thank you for our church community. We will use the gifts you gave us all to live as Christians together. Amen." 25 min.

Unit Three: Being the Church

Lesson Three: This Is My Body

Key Concepts

1. Jesus offers himself to us in the Eucharist.
2. The first Holy Communion took place at the Last Supper (Matthew 26:17-35, Mark 14:12-26, Luke 22:1-38).
3. In the Armenian Church, Holy Communion is a sacrament; we need to prepare to receive it.

Objectives

During this lesson students will

1. Illustrate and list what they would do in preparation for a special dinner guest.
2. Read and discuss a story about how we might remember a friend who has moved away.
3. Read the Scripture lesson (Matthew 26:17-35; Mark 14:12-26; Luke 22:1-38) about the Last Supper.
4. Examine the priest's words of invitation, "Arek, gerek," from the Divine Liturgy, which echo those of Jesus.
5. Complete an activity ordering the steps for receiving Holy Communion in the Armenian Church.
6. Decorate a tablecloth together to use in class or at fellowship.

Materials Needed

Pens, pencils, crayons and markers

For teacher reference only: Divine Liturgy book pg. 31 "Arek, Gerek"

Long piece of preferably white or light colored butcher paper – to be decorated and used as a tablecloth. Note: you might choose to use fabric and fabric markers, thereby having a tablecloth you can use throughout the year

Snacks: grape juice, napkins and bread/crackers/small cups and paper plates

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Ask the class to think about what goes on when they are going to have company at their house, especially if it's for dinner. Brainstorm on the board the things that need to be done. Have them illustrate and list their responses in **Let's Discover**. Discuss. 10 min.
2. Introduce **Our Story** by asking, "Have any of you had a good friend move far away? How did you feel? Do you still keep in touch with them?" Have students take turns reading the story. Ask: "Why do you think the photos and the gifts that Saro had given were important to Andrew? (ways to remember). How do you think Andrew should keep in touch with Saro?" 7 min.
3. **God's Word**. (Suggestion: gather around a table, have napkins, juice and crackers ready.) Tell the students that they are going to hear the story of the Last Supper based on the accounts of it we read in the Gospels (Matthew 26:17- 35; Mark 14:12-26; Luke 22:1-38). Pause during the story and reenact when Christ blesses the bread and wine and distributes them to the disciples.
4. Read **We Learn About God**. Guide the children in a discussion as follows: "Remember our story a few moments ago about Andrew and Saro? We saw that it was possible to keep an important person in our hearts, even if they are not with us. What are some of the ways Andrew remembered Saro? (photos, gifts, memories they shared) Now we read about Jesus telling his beloved disciples how they will remember him. As God's Son, Jesus is giving us some very

important information. He's not just sharing any normal kind of gift. What does he give his disciples that night? (bread and wine) And what does he tell them it truly is? (his body and blood) Yes, so as they ate that bread and drank that wine, the disciples were sharing in the very life of Jesus himself. And did Jesus say 'okay, we're doing this once and that's enough!' (No, he asked that this always be done in remembrance of him). So every Sunday or every time Badarak is offered, we receive the bread and wine of Holy Communion, which means we receive Jesus himself. And this is the best remembrance of all because it can help make us more like him." 10 min.

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

Unit Three: Being the Church

Lesson Four: God Gives Us Laws

Key Concepts

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

Objectives

During this lesson students will

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

Materials Needed

Pens, pencils, crayons, markers and or coloring pencils

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

Stapler or hole-punch

Yarn or ribbon if hole punch is used

Mahs for distribution at the end of class

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Brainstorm answers to the questions in **Let's Discover**. You can jot down rules for the classroom on one side of the board. Then brainstorm laws we have in our country (from as simple as cars must stop at a red light to things like respecting other people's property and rights).

- Have students draw or write what they think their classroom would be like without rules. Share results. 10 min.
2. **Our Story.** Discuss each scenario as a class. Conclude with this segue: “You had some great solutions. But, you know, God gives us lots of help so that we can do the right thing. Everywhere in the Bible we learn about how to apply our faith to right actions. That advice begins with the Ten Commandments. Let’s read about them.” 13 min.
 3. Call on students to read **God’s Word**; for the Commandments, have each student read one. Refer back to **Our Story** and see if they can apply the commandment to the scenario [Answers: 1. #10; 2. #8; 3. #5; 4. #4; 5. #9; 6. The greatest commandment: love God and others].
 4. Introduce the **Faith Word**, then read **We Learn About God**. Have students refer to the Ten Commandments and have them write “G” next to the commandments that help us love God (Answers: #1, 2, 3, 4) and have them write an “O” for the commandments that help us love others and ourselves (Answers: #5-10). 12 min.
 5. Read **Our Armenian Way**. Have students think about who they could take *mahs* to. It would be nice to arrange a time when the students can actually distribute the *mahs* one Sunday after church. This could be arranged with the priest and the parish council. 5 min.
 6. **Handmade With Love: My Commandment Handbook**
 - a. Distribute pre-cut heart shaped white paper–5 sheets to each student. Have them either fold in half or draw a line in the middle of the heart. On one side of the heart, have the students write a commandment (let them choose 5 from the 10); on the other side, have them draw a picture showing the commandment.
 - b. Distribute cover for students to write the title **My Commandment Handbook: Love God, Love Others**. Put all the sheets together and staple or hole punch and tie with ribbon.
 7. Clean-up. Close with the prayer: “Dear God, we thank you for your laws which enable us to love and honor you and our neighbors. Amen.”

*At this time, if *mahs* is available for distribution, give to each student. Dismiss. 20 min.

Grade Two

Unit Three: Being the Church

Lesson Five: We Make Choices

Key Concepts

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

Objectives

During this lesson students will

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

Materials Needed

Crayons, markers and/or coloring pencils

Pre-cut bookmarks (preferably copied onto card stock); see template in Appendix

Stickers, stamps

Optional (but highly recommended): Laminating material

Hole punch

Thin ribbon - 6 inches per student

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Divide the class into small groups* of two or three, whatever configuration works best for your class. Have each small group huddle together, read the case in **Let's Discover** and decide if the right choice was made. After a few minutes, have each group present their case and decision. If a poor choice was made, have them explain to the rest of the class what could have been done. Direct the class to reflect on choices they have made. Have them each write a line or two about a poor choice and the consequences. Ask for volunteers to share their answers. *You might want to do this exercise as a class, rather than in small groups.
2. Encourage students to take turns reading the paraphrase of the Parable of the Lost Son (also known as the Prodigal Son) in **Our Story**. Ask students if they know what a parable is (an earthly story with a heavenly meaning; stories that Jesus told to teach a lesson). After reading the story have students draw, in the space provided, the last scene of the story where the son returns home. Share their drawings. Ask who they think the "father" represents in the story. (God) How about the son? (all of us). Ask the class, does God forgive us when we make the wrong choices? 20 min.
3. Ask a volunteer to read the Scripture passage in **God's Word**. Discuss what students think it means to not have "sin rule over you." (Prompts for discussion: What does it mean to rule? A ruler dictates to those he or she rules. A ruler is *in charge*. Do we want sin, bad choices, to be in charge of us?)
4. Introduce **Faith Words** and then read **We Learn About God**. Ask the class if they think a mistake is the same as a sin. What's the difference between the two words? Sometimes we make mistakes or cause an accident. We do something wrong, but we do not mean to do it. Mistakes are not sins. Ask them to give an example of an accident or a mistake (spilling a cup of milk, dropping a plate).
5. Recite the Lord's prayer. Refer to the line, "yegheetzeen gamk ko," "Your will be done." Read **Our Armenian Way**. Have students complete the exercise by drawing a cross next to all the lines that demonstrate God's will. Go over each one. 20 min.
6. **Handmade with Love: WWJD? Bookmark**
 - a. Distribute pre-cut bookmarks. Students can decorate however they wish with crayons or markers, stickers, stamps, etc. Encourage them to draw their own symbols, etc. Include the date at the bottom. Leave a space to punch a hole.
 - b. A nice touch would be to laminate the bookmarks. Punch a hole at the top and tie a ribbon through it.
7. Clean-up. Close with the prayer: "Dear God, help us to do your will on earth as it is in heaven. Amen." 20 min.

Unit Three: Being the Church

Lesson Six: God Forgives Us

Key Concepts

1. God loves us even when we sin. He rejoices when we return to him.

2. We become reconciled with God through confession.
3. In the Armenian Church, we reconcile with God through confession, absolution, and Holy Communion.

Objectives

During this lesson students will

1. Participate in a group exercise searching for a coin.
2. Reflect on personal experiences about losing something special.
3. Read the Parable of the Lost Coin.
4. Discuss and resolve a story about two friends who are in an argument.
5. Read Matthew 5:23-24, I John 1:9, James 5:16, John 1:29, and Romans 3:21-26 and complete a word activity.
6. Practice forgiveness scenarios.
7. Examine the Armenian Confession for deeper meanings.
8. Review understanding of basic concepts through a matching game.
9. Make an “I’m Sorry” card for someone they have wronged.

Materials Needed

A coin (either a quarter, half-dollar or dollar coin)
Crayons, markers and/or coloring pencils
Divine Liturgy Book (for confession text)
Construction paper or card stock
Stickers, stamps, any type of decorating tools
Ruler or object to draw straight lines for writing

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. In advance, hide the coin somewhere in the class. Say: (looking through a coin purse or bag) “I seem to have lost a very special coin. It means so much to me. Can you all take a moment and help me find it?” Give a couple of minutes until the coin is found. Show lots of emotion and happiness when it is found. “Oh, thank you so much for finding this coin. I know it’s only a (quarter, ½ dollar, or dollar coin) but it is very valuable to me. Thank you.” Ask class if they have ever lost something. What did they do? Have them write or illustrate in the space provided. Then have a student read the Parable of the Lost Coin. Ask the class how the coin that was found is like all of us. Help them make the connection that just as we were happy to find the coin and the woman was happy to find her coin, God is *very* happy when a “lost” soul comes to him and is found! 10 min.
2. Encourage students to take turns reading **Our Story**. Ask the class what they think Sevag and Levon should do. Should they apologize? Should they go to church without an apology? What would *students* do in that situation? Discuss. 10 min.
3. Call on a volunteer to read the Scripture passages in **God’s Word**. Ask students which verse best describes **Our Story** (the first). (Matthew 5:23-24) Have students complete the word activity. [Answer: P E A C E] 5 min.
4. Introduce **Faith Word** and then read **We Learn About God**. Practice saying “I am sorry please forgive me” – it’s okay, I forgive you” with a student volunteer. Then call two students to act out the following scenarios, having one be the apologizer and the other one the forgiver. (These are just provided to help you; you can come up with your own as well.)
 1. You accidentally bump someone and they drop everything they were carrying.
 2. You tell someone at school that they are stupid.
 3. Your sister needs help with homework and you refuse to help her.
 4. Someone falls down and gets hurt and you laugh.
 5. You borrowed a toy or video game from a friend and accidentally break it.

6. Your friend says something mean to you and you say something mean back.

7. You are disrespectful to your parents and talk back to them.

10 min.

5. Read **Our Armenian Way**. Have the students practice saying *Megha Asdoodzo*. Ask them if they remember the process of receiving Holy Communion in church. Read the actual confession out of the Divine Liturgy book. The language is of course a bit difficult for 2nd graders so you'll just focus on one phrase in each by pausing after each stanza to ask and discuss these questions (numbers correlate with the stanza): 1. What does it mean to sin in thought, word, and deed? (you might write these words on the board) 2. Let's look at envy, anger, and laziness. How are these things sinful? 3. "I was called to the profession of Christianity but was found unworthy of it by my deeds." So, that means simply "I am a Christian but have not acted like one." Can you think of when this might have been true for you this week (be prepared with an example from your life). Conclude by having them complete the matching game in their texts. [Answers: Holy Communion - You have received Jesus and are cleansed; Absolution - you are forgiven; Confession - I'm sorry] 10 min.

6. **Handmade With Love: I'm Sorry card**. Have students think about someone they could and should apologize to. If there is no one they wish to give the card to now, they might save it for when it would be helpful (in which case, make message generic).

a. On the board, write an example of the text they can use for their card such as: Dear _____.

I am sorry for _____. Please forgive me. I will _____. Love, _____

b. Distribute construction or card stock paper. They can make a book style card or cut out a heart shape, encourage their creativity. Have them do the writing first and then decorate. Encourage their creativity.

7. Clean-up. Close with the prayer: "Dear God, forgive us for our sins. Help us to always have a loving and forgiving heart. Amen." 15 min.

Unit Three: Being the Church

Lesson Seven: Jesus With Us

Key Concepts

1. We are renewed in Christ each time we receive Holy Communion.
2. When we receive Jesus we are called to share his love with others.

Objectives

During this lesson students will

1. Participate in a group discussion about renewal, using display items.
2. Complete a puzzle.
3. Read and discuss a story about Holy Communion.
4. Examine related topics in John 8:1-11 and John 14:15-16
5. Define ways they can demonstrate God's love to parents, school, friends, and Jesus.
6. Review the sharagan "Lutzak."
7. Decorate a paper radiance.

Materials Needed

Radiance and *nushkhar* handouts from the Appendix

Etch-a-Sketch

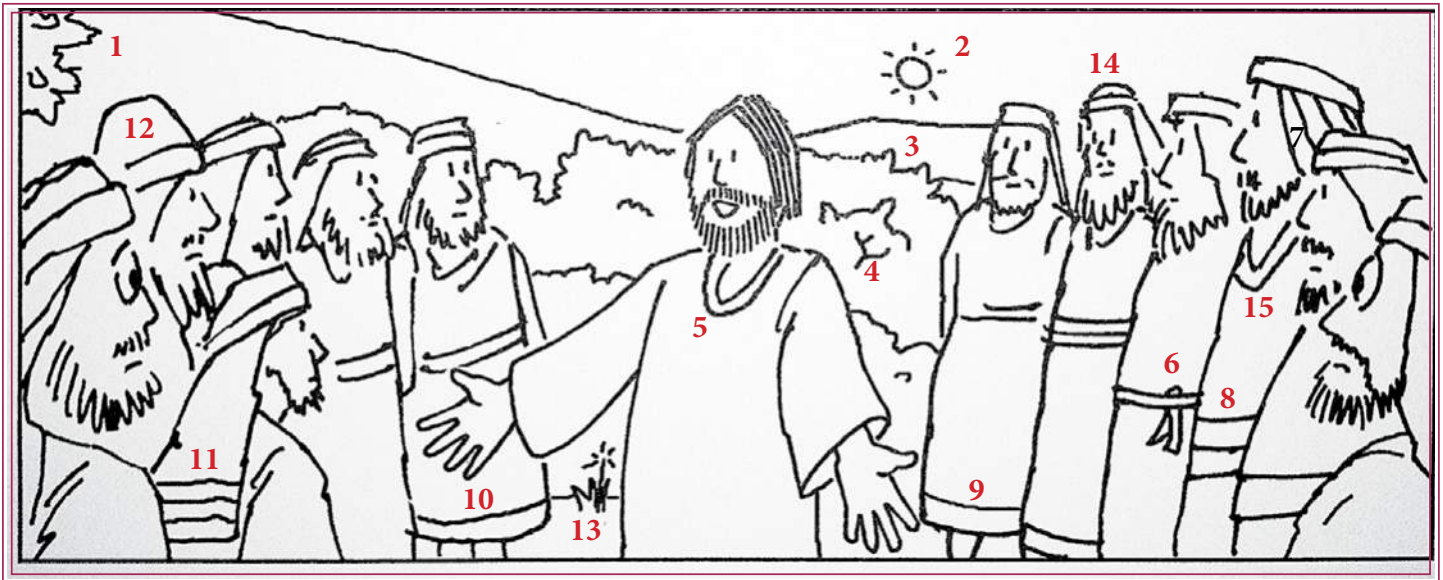
Objects that need renewing: some suggestions are the following - library books, driver's license, toys and batteries

Pens, pencils, crayons, markers, and coloring pencils

Lutzak music recording.

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. If possible, show the Etch-A-Sketch – everyone should be familiar with how it works. Either you (teacher) make lots of lines or pass it around and have the class take turns adding to the designs. The object is to completely fill the screen. Once the Etch-A-Sketch is back in your hands, ask the class: “How do we clean the Etch-a-Sketch to get a clean, fresh, slate? We shake it and everything goes away – a clean slate.” Tell the class that confession, asking for forgiveness, and receiving Holy Communion are like the Etch-A-Sketch; we get a new start. Be sure to note that, of course, unlike an Etch-a-Sketch, *people* need to feel sorry for their actions and feel the need for forgiveness from God to really start fresh. Then show the objects on display. After showing them all, ask if they know what they have in common. Go object by object (they all need to be renewed at some point): library books. ”What do we do if we want to extend the time we have to keep a library book, to start that time over? Yes, we renew the books. What do you do if your battery- operated toy stops working? You replace the batteries with new ones and then the toy or gadget works like new. Let’s say your mom or dad’s driver’s license expires next month, what would they do? Go to the proper office where licenses are issued and renew it. When we receive Holy Communion, we are *something* like these objects: we’re renewed, we’re getting a fresh start.”
2. Read **Let’s Discover** and have children compare the pictures for the 15 differences. Here is the picture with differences numbered. 10 min.



3. Have students take turns reading **Our Story**. Ask the class if they’ve noticed that not everyone receives Holy Communion. Did they like Mrs. Mesrobian’s dinner guest explanation? How is the dinner guest similar to receiving Holy Communion? Discuss. 8 min.
4. Call on a student to read the Scripture passages in **God’s Word**. In the first passage, why do they think there was no one left? (everyone there had sinned) In the second reading, ask: how do we know that Jesus does not forget us? (he sends the Holy Spirit to take care of us) 5 min.
5. Read **We Learn About God**. Have students complete the table either drawing or writing how they can share their renewed self with parents, school, friends and with Jesus. Discuss their responses. 10 min.
6. Read **Our Armenian Way**. Play a recording of “Lutzak” and have students practice singing the first line of “Lutzak.” 7 min.

7. **Handmade with Love: Radiance.** Introduce **Faith Word** and refer to the picture. Pass out the supplies and have students color radiance and cut out. Have them glue the radiance to the background paper and embellish. Add the nushkhar to the center of the radiance.
8. Clean-up. Close with the prayer: “Dear Jesus, help us to see you in everyone that we meet and share your love. Amen.” 20 min.

Grade Two

Unit Four: Celebrating Jesus: The Church Year

Lesson One: The Church Remembers and Celebrates

Key Concepts

1. The church celebrates the life of Jesus along with all the people and events that are part of his story through time; together we remember.
2. These celebrations are marked in the special seasons and feast days of the Church.

Objectives

During this lesson students will

1. Discuss family celebrations.
2. Illustrate and explain a meaningful family celebration.
3. Read and discuss a story about a family taking their newborn baby to church for a blessing.
4. Read Luke 2:22-40, the story of the Presentation (*Dyarnuntarach*).
5. Review the meaning of celebrating feasts.
6. Participate in a fill-in exercise on feasts of the Armenian Church.
7. Make a candle commemorating the Presentation of the Lord.

Materials Needed

Crayons, markers and/or coloring pencils

Toilet paper rolls, paper

Scissors

Glue stick/tape

Aluminum foil, construction paper or wrapping paper to cover the roll

Flame and Presentation sheets, one per child, from the Appendix

Red/orange/and/or yellow construction paper for flame

Heart stickers

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Have students look at **Let’s Discover** and illustrate a favorite or meaningful celebration. Share and discuss their work. 12 min.
2. Encourage students to take turns reading **Our Story**. Have they ever seen a baby blessed? Ask: “Why do you think it’s a good idea for a baby to be brought to the church before anywhere else?” Discuss. (Guidelines: to receive a first blessing from God before going out into the world; to visit their second home, the church.) 10 min.
3. **God’s Word.** Read the story of Jesus’ Presentation to the Temple (Luke 2:22-40) from a children’s Bible. Recommended: Good News Bible or International Children’s Bible. This is important, since you want to keep it simple. Stop at each mention of a person and have children write the name in their books: Joseph, Mary, Jesus, Simeon, and Anna. Point out to children at the end that Mary and Joseph were honoring God by going to the temple (as we would go to church) and receiving a blessing for their new son at the proper time after his birth. 10 min.

4. Read **We Learn About God**. Ask if the students can name any feast days of the Church. (Easter, Christmas, Advadzadzin, etc.) Introduce the **Faith Word**. Have them pronounce it in Armenian as well.
5. Read or teach **Our Armenian Way**. Have students complete the missing letters for each of the feast days. (Answers: Holy Translators, Vartanantz, Saint Gregory, Dyarnuntarach, Holy Etchmiadzin, Saints Hripsime & Gayane, 40 Martyrs of Sepastia). FYI: St. Gregory – June, Etchmiadzin – June; Vartanantz, Dyarnuntarach – February; Holy Translators – October; 40 Martyrs of Sepastia – March; Hripsime & Gayane – May. 12 min.
6. **Handmade with Love: Presentation of the Lord candle**. Have students cover their roll of toilet paper with construction paper, aluminum foil or even wrapping paper. Distribute copies of flame shape and the Presentation. Have them trace flame shape on construction paper, cut out, and glue to the top of the roll. After coloring the picture of the Presentation, they may glue it (if this doesn't hold, use tape) to the center of the candle, and then add heart stickers. Suggestion: have students write **“Jesus is our light”** at the top of the picture.
7. Clean-up. Close with the prayer: “Dear Jesus, thank you for being the light of the world. Help us be your light to everyone this week! Amen.” 20 min.

Note to the Teacher

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

Unit Four: Celebrating Jesus: The Church Year

Lesson Two: The Church Year

Key Concepts

1. The church organizes time in a cycle of feasts.
2. Exodus 10:9 and Psalm 145 demonstrate that feasts and praise to the Lord began in Old Testament times.
3. The Armenian Church calendar is made up of five major feast days.

Objectives

During this lesson students will

1. Participate in a school year timeline activity classifying holidays.
2. Read and discuss a story.
3. Fill in a time line of Jesus' life.
4. Examine Exodus 10:9.
5. Reflect on Psalm 145 and solve a related crossword puzzle.
6. Briefly explore the five major feast days of the Armenian Church.
7. Complete a multiple choice exercise on feasts.
8. Create a major feast (daghar) wheel craft.

Materials Needed

Copy of adapted Psalm 145; one for each student (from the Appendix)

Crayons, markers and/or coloring pencils

A brad fastener

Feast Day/Daghar wheels (2 per student) from the Appendix, copied on card stock

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Draw a timeline of your life on the board. Place major events - birth, graduation, etc. Ask class if they know what this is? Ask how a timeline like this can be helpful. (It can help you remember the important times of your life – it can help *others* remember as well.) Direct students to **Let's Discover**. Have them complete the timeline of the school year. Go over as a class (Answers: 10, 5, 3, 8, 7, 2, 1, 6, 9, 4). 10 min.
3. Have students take turns reading **Our Story**. Direct them to the timeline on page 3 of their lesson. On the board write the following feasts: Christmas, Easter, Pentecost, Palm Sunday, Ascension, Presentation of the Lord, Baptism, Transfiguration. Say: "In our story, we read that Mrs. Nersessian's class knew that there was more to Jesus' life than his birth and his resurrection. Let's see if we can fill in some of the gaps as we look at the timeline in our lesson. Look at the feast days on the board and see if you know what each is about and where it goes on the timeline. (They are numbered in correct order.) Raise your hand if you know the answer." 1. Jesus' birth is called? (Christmas) Let's put that under the first line. 2. Next, let's remember when Jesus was taken to the Temple for the first time 40 days after he was born. (Presentation of the Lord). 3. We remember Jesus being baptized at the Jordan River by his cousin John the Baptist. (Baptism) 4. This is when Jesus appeared radiant, bright in front of three of his disciples. And just as happened at his baptism, God the Father said that this is his beloved Son (Transfiguration) 5. This is the day that Jesus rode into Jerusalem on a donkey and the people greeted him joyfully (Palm Sunday). 6. This is the day that Jesus rose from the dead. (Easter). 7. This is the day that Jesus returned to his Heavenly Father (Ascension). 8. This is the birthday of the church, when the Holy Spirit came down to the disciples (Pentecost).
4. Read the introductory paragraph of **We Learn About God** and then distribute copies of Psalm 145. You can have the class read it together or take turns, whatever works best in your class. After reading, ask them what they think the entire psalm is about. Refer to the crossword puzzle, read the word bank choices and the clues. Show them the * in the psalm and do 6 Across together - LOVE. Answers: (Across: 4 anger; 6 love; 7 right; 8. praise; Down: 1 miracles; 2 parents; 3 promises; 5 food) 15 min.
5. Read **God's Word**, introduce the **Faith Word**, and then read **Our Armenian Way**. If there is a enough time, you might want to share some more simple detail about each of the feasts such as: Christmas is the only feast with a set date; the church distributes blessed basil at the Exaltation of the Cross; grapes are blessed at the Assumption of Mary; there is a custom of throwing water on each other at Transfiguration. Lent is the 40-day period preceding Easter. Advent is the 50-day period leading up to Armenian Christmas. Have students work in groups of two, individually or as a class. (Answers: C, A, C, B, B). 10 min.
6. **Handmade With Love**. Daghavar Wheel
Directions:
 - a. Cut out the two wheels.
 - b. On one, write a daghavar in each section: Christmas, Easter, Transfiguration, Assumption of Mary, Exaltation of the Holy Cross.
 - c. Have students draw and write descriptions for each feast including the time of year. Set aside - this will be the bottom of the wheel.
 - d. Take the other 5 section wheel and have students cut one section out and use the side without the lines.
 - e. Have them write Feast Day/Daghavar Wheel on the section that is opposite the cut section. They can decorate as well.
 - f. Match the two wheels together and help students poke a hole in the middle of the two wheels and add a brad fastener. (Easiest to poke a hole with a sharp pencil or edge of scissor.)
7. Clean-up. Close with the prayer: "Dear Jesus, we follow and praise you through the Church Year. Amen." 25 min.



Unit Four: Celebrating Jesus: The Church Year

Lesson Three: Christmas

Key Concepts

1. The Armenian Church celebrates the birth of Jesus, Christmas, on January 6th.
2. The hymn *Khorhoort Medz* tells of the great Mystery of Jesus being revealed.

Objectives

During this lesson students will

1. Participate in a classifying activity of religious and non-religious Christmas cards.
2. Discuss, illustrate or write about Christmas scenes and symbols, ornaments and carols.
3. Read and discuss story about the true meaning of Christmas.
4. Explore the Christmas story in Luke 2:1-20 and Matthew 2:8-11.
5. Complete a CLOZE activity based on comprehension from Scripture reading.
6. Listen to and sing part of the *Khorhoort Medz* sharagan.
7. Read about and discuss Armenian Christmas.
8. Practice giving and receiving the Christmas greeting.
9. Design Nativity cards.

Materials Needed

Assorted Christmas cards, used or new, should reflect both religious and non-religious scenes (nativity, star, candy cane, Santa, snowman, gingerbread, etc.)

Crayons, markers and or coloring pencils

Your favorite Christmas ornament (ideal to bring to class)

Either a picture or an actual small nativity scene

Children's Bible

Note to the Teacher

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

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Decide on two stations on your desk and label/identify them as *Jesus Christmas cards* and *Christmas cards*. Place all the cards in an accessible area and have the students sort the cards and place them in the correct category. Give an example before you begin for each type (Jesus in the manger vs. Santa). After a few minutes, visit each station and go through some of the cards (be mindful of the time; do enough to get the point across). Tell the children that although nowhere in the Bible does it mention the Christmas tree, the wreath, candles, etc., over time these traditions have

been incorporated into the Christmas story as symbols. The evergreen tree represents life, the round wreath represents God's endless love, and the candle represents Jesus being the light of the world. Have students answer questions in the lesson. Discuss their symbols and scenes, asking which would remind us of the "reason for the season," Jesus? Share your favorite ornament and explain why. Some Christmas carols that are Jesus-centered: O Come All Ye Faithful, Silent Night, We Three Kings, Away in Manger, O Holy Night; Non-Jesus carols: Santa Claus is Coming to Town, Rudolph the Red Nose Reindeer, Frosty the Snowman, Jingle Bells, Deck the Halls. 12 min.

3. Have students take turns reading **Our Story**. Even better – perform it! Select five children to be the parents, the kids, and a narrator to read it OR have them act out the story as it is being read. Then ask class what happens in their homes during the Christmas season. Is it similar to this story? What are some of their traditions? Did they agree with Ani's reaction? Ask if they have ever given their parents advice. Did they listen? 7 min.
4. Introduce the **Faith Word** and show the class a picture (a Christmas card or the Armenian nativity miniature in the textbook or an actual Nativity figurine).
5. **God's Word**. Read the Scripture passages from Luke 2:1-20 and Matthew 2:8-11. Tell students to listen carefully to the story. Have them complete the CLOZE activity by filling in the blanks from the Word Box. (Answers: Bethlehem, Mary, donkey, baby, wrapped, manger, inn, shepherds, sheep, star, angel, afraid, Lord, kings, gold.) 10 min.
6. **We Learn About God**. Read the English translation of *Khorhoort Medz*. Ask the class who or what they think this hymn is about. What is the Mystery? (the birth of Jesus) Have them write it on the line. (The good news is: The birth of Jesus Christ.) Play or sing the sharagan so the students hear the melody. Have them practice the lines in their text. 10 min.
7. Read **Our Armenian Way**. As a class, practice saying the two parts of the Christmas greeting. Divide the class into two and have the first group offer the greeting and the second group offer the response. Reverse. 6 min.
8. **Handmade With Love**. Class Nativity Cards
Have students design their nativity cards. They should include a message like "Jesus is the reason for the season" or "Merry Christmas! With Jesus' love," etc. (write these message ideas on the board for children to copy) and sign the card and write the year. Have the cards color copied and use them to send Christmas cards to the parish elderly and homebound. You might even have them passed around in a basket in church as Christmas messages of love to parishioners.
9. Clean-up. Close with the prayer: "Dear Jesus, You are the gift of love and peace to all of us. You are the reason for this glorious season. Amen." 15 min.

Unit Four: Celebrating Jesus: The Church Year

Lesson Four: Easter

Key Concepts

1. We remember and celebrate the resurrection of Jesus.
2. The Gospels each contain a narrative on Jesus' resurrection: Matthew 28:1-10, Mark 16:1-8, Luke 24:1-12, and John 20:1-17.
3. As with all Christian churches, the Armenians have special traditions and customs for Easter.

Objectives

During this lesson students will

1. Choose or think of the best words to complete a spring-themed poem.
2. Discuss why they like the season of spring.
3. Participate in a reader's theater story about the true meaning of Easter.
4. Read and discuss the Scripture reading based on Matthew 28:1-10, Mark 16:1-8, Luke 24:1-12, and John 20:1-17.
5. Read about and discuss Jesus' resurrection and new life.
6. Explore Easter in the Armenian Church.
7. Practice giving and receiving the Easter greeting.
8. Prepare an "Easter Basket of Love for Jesus."

Materials Needed

Crayons, markers and/or coloring pencils

Children's Bible

One hard-boiled egg

Onion skins

Two copies of the blank eggs (from Appendix) copied onto card stock

Glue

Scissors

Ribbon

Paper basket supplies: you may use a paper bag, construction paper (cut and stapled in a basket shape), OR buy baskets you can decorate from a craft store.

Stickers, glitter, foam pieces – Easter themed

Envelope for eggs

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Ask: "Does anyone know what time of the year it is? What season are we in? How do you know?" Direct students' attention to the poem. Have them either choose an appropriate word from the word box or one of their own. (Suggested answers: bloom, green, born, flight, bright, kite, play, bunnies, worn, hop, there, near, Jesus) Have students take turns reading each line of the poem with their choice of word. Then have them answer the questions about what they like best about spring and how it might remind them of Jesus. Discuss answers. 15 min.
3. Select five student volunteers to read the parts in **Our Story** (this is a great Reader's Theater to perform for another class, at a fellowship hour, or at an assembly). Discuss. Ask if the students could identify with any of the characters. How do their schools treat Easter? Is it called spring break or Easter vacation? Discuss their family traditions during this time of the year. 10 min.
4. Have students take turns reading the Scripture in **God's Word**. Discuss why they think the women were afraid.
5. Introduce the **Faith Word** and then read **We Learn About God**. Ask what comes to mind when the children think of Easter. What are some other symbols of Easter (lily, cross, etc.)? 5 min.
6. Read **Our Armenian Way**. Show them the hard boiled egg, the shell, the white, the yolk. Pass around the onion skins. As a class, practice saying the two parts of the Easter greeting. Divide the class into two and have the first group offer the greeting, and the second group give the response. Reverse. 8 min.
7. **Handmade With Love. Easter Basket of Love for Jesus**
 - a. Distribute basket-making materials.
 - b. Glue on a ribbon or a strip of paper for a handle.
 - c. Distribute blank small eggs copied onto cardstock (2 sheets per student).

- d. Students cut out the eggs - as many as you want to use.
- e. Brainstorm ideas of loving acts and sacrifices* to write on the eggs (look at suggestions below and write them on the board).
- f. Have students choose their acts and sacrifices, write them, and color the eggs.
- g. Place the eggs in the envelope.

At home, each morning after prayer, take an egg from the envelope and read it.

Place it in front of your basket.

Make the sacrifice during the day.

After night prayers, put the egg in the basket.

8. Clean-up. Close with the prayer: “Dear Jesus, blessed is your resurrection! Thank you for your sacrifice and love. Amen.” 22 min.

**List of Acts and Sacrifices*

Help someone today	Help with the housework
Make someone happy	Pray for someone who is sick
Clean your room	Do the dishes
Tell your parents you love them	Don't eat candy today
Play with someone who is lonely	Don't watch television today
Smile at someone	No video games or technology
Obey in school	Thank your parents for all that they do
Set the table	Say something kind to someone

Unit Four: Celebrating Jesus: The Church Year
Lesson Five: Ascension

Key Concepts

1. We remember and celebrate on the Feast of Ascension (*Hampartsoom*) that Jesus rose to heaven 40 days after his resurrection.
2. In addition, Hampartsoom is marked by popular songs, dance, and a game called *vijagakhagh*.

Objectives

During this lesson students will

1. Determine the theme of the lesson using context clues.
2. Participate in a group activity placing the Bible verse words about the Ascension in order.
3. Discuss a story about a young boy and his uncle.
4. Read Luke 24:50-53 and Acts 1:1-11.
5. Examine the story of Ascension and related traditions.
6. Listen to a popular Hampartsoom song, *Hampartsoom Yayla*
7. Color and decorate an Armenian miniature of the Ascension.

Materials Needed

Helium balloons blown up with a ribbon attached (at least 16 of them) make sure you have one for every student (see option* in procedure #2)

Index cards – each containing the following underlined words: **Jesus lifted up his hands, blessed his disciples and rose up to heaven. Luke 24: 50-51.**

Hole punch

A recording of “Hampartsoom Yayla”

Coloring picture of the Ascension (from the Appendix)

Pens, pencils, crayons, markers or coloring

Gold colored glitter or gold glitter glue

8.5" x 11" size construction paper to serve as a frame for their coloring page

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Students will already notice the helium balloons floating in the class. Say: "I am going to give each of you a card with a word written on it. You are all going to work together and try to put the words in order to reveal a message." Distribute the index cards to the students (make sure they have been mixed up). Have them stand in a circle reading each index card and try to put the words in order to spell out the verse. *If you don't use helium balloons, then you can improvise by drawing balloon outlines with a string attached on the board and have them place the cards in the balloon with a piece of masking tape. Once the verse is in order help the students attach the card to a balloon. "At the end of the class, just as Jesus ascended to heaven, we will release our balloons." Have students complete the fill-in activity in **Let's Discover** to reveal the lesson topic for the day. (Answers: Ascension, Easter, hands, disciples, heaven.) 15 min.
3. Read and discuss **Our Story**. Ask if the students could identify with the situation. Have they ever looked forward to something and then things didn't work out? How would they have reacted to the same situation? Did Raffi have the right attitude? 5 min.
4. Read **God's Word**. Ask: "What do you think Jesus' disciples thought when he said he was going to return to God the Father? How do you think they felt when he left?"
5. Introduce **Faith Word**. Point out to students that the root word in "Ascension" is "ascend" which means to "go up." Have them practice saying Ham-par-tsoom in Armenian. 8 min.
6. Read **We Learn About God**. Ask children if the number 40 seems familiar in the Bible. (Noah's ark, Jesus in the wilderness, 40 days of Lent, 40-day hokehankist – requiem performed after the 40-day period of mourning, etc.)
7. Read or teach **Our Armenian Way**. Ask students if they have ever heard or participated in any of these cultural events for *Hampartsoom*. Play *Hampartsoom Yayla*. Mention that in the famous Armenian Opera called *Anoush*, there is an entire scene dedicated to the vijag and this song is sung. 10 min.
8. **Handmade With Love**. Distribute coloring page, have them color and decorate the halos with gold glitter. Glue coloring sheet to construction paper as a frame.
9. Clean-up. Release balloons in the classroom, saying "Thank you Jesus!" Close with the prayer: "Dear Heavenly Father, thank you for sending us your beloved Son, Jesus and for all he taught us. Amen." Students may take balloons home. 15 min.

Unit Four: Celebrating Jesus: The Church Year

Lesson Six: Pentecost

Key Concepts

1. We celebrate the coming of the Holy Spirit as Jesus promised.
2. Acts 2:1-12 contains the story of Pentecost and the birth of the Christian Church.
3. Pentecost, *Hokekaloost*, is an important feast day in the Armenian Church and has a special hymn (Arakelo Aghavno) dedicated to it.

Objectives

During this lesson students will

1. Participate in a group activity experiencing the gift of the Holy Spirit.
2. Read and discuss a story about a Sunday School class birthday party.
3. Explore the story of Pentecost in Acts 2:1-12.
4. Examine the meaning of Pentecost.
5. Solve a word search with Pentecost-themed words.
6. Learn and sing the Pentecost hymn *Arakelo Aghavno*.
7. Draw images and personal impressions of the hymn.
8. Make a Pentecost Wind Twirl craft as a reminder of being filled with the Holy Spirit.

Materials Needed

Pencils

Birthday theme wrapped gift box containing either a balloon pump or fan inside labeled Holy Spirit; label should say To: Sunday School Class From: God the Father Manual hand balloon pump OR battery-operated hand fan

Slips of paper or index cards (one for each student; see Procedure #2)

Optional: Access to a CD, or You Tube recording of Arakelo Aghavno hymn

Crayons, markers or colored pencils

9" white paper plates (1 for each student)

3 inch yarn or string

Stickers, gems, foam – any type of embellishment on hand

Scissors

Hole punch

Glue stick

Black or blue marker for writing **Be Filled with the Holy Spirit Acts 2**

*Copies of paper wind twirl template from Appendix (if paper plate is not being used)

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. (In advance, prepare the index cards or paper slips with a skill/talent for each student. Examples: teacher, leader, organizer, speaker, caring friend, coach, counselor, etc.) Have gift box ready when class arrives waiting on a table for students to see. If class doesn't notice the gift, bring it to their attention. Say: "Oh, we have a gift here. I wonder who it is from?" Ask a student to read the tag. Have another student open the gift and show it to the class. Have students come up one by one to use either the fan or pump to feel the rush of air and give each student a skill card. After they've all returned to their seats, ask each one to read their skill. Ask them to give an example of what they could do with this special gift. Ask: "Why do you think I had you feel that rush of air from the pump (fan)?" Explain that God promised to send the gift of the Holy Spirit. The Holy Spirit came down upon the disciples in a great wind and filled them with the gift of languages to preach about Jesus. Have students answer questions in **Let's Discover**. (Discussion guidelines: 1. To guide us as we grow in faith; to keep us strong and sure; to open our hearts to thinking, speaking and acting as Jesus would want; 2. Find out what your gifts are and use them! 3. Yes!)
3. Read **Our Story**. Discuss: Why do you think the languages were important for the disciples? Why do you think they call it the birthday of the church? 15 min.
4. Have students take turns reading the Scripture in **God's Story**. Ask: "Imagine you were one of the disciples in that room praying and heard the sound of a great wind rattling the doors and windows. How would you have felt? Now imagine a flame has come to rest over your head? What would you be feeling (heat, fear!) Then, all of a sudden you could speak another language! Which do you think it would have been? What would you have felt? (amazed, a bit scared – what did this mean?)

5. Introduce **Faith Word**. Have them practice saying *Ho-ke-ka-loost* in Armenian. Ask students what shape has five sides (pentagon). Say that Pentecost shares the same beginning prefix which means “five.” In this case it means 50, for 50 days after Easter. 10 min.
6. Read **We Learn About God**. Ask the students: What are some ways they can do the work of Jesus? (Be a good friend, help others, obey parents, attend church, etc.). Work on the word search together. 10 min.

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

7. Read or teach **Our Armenian Way**. Play the *Arakelo Aghavno* recording or have your volunteer sing. Read the English translation together. Sing the first line together. Have them draw their impression of the hymn in the space provided. What are some images that come to mind?: dove, fire, light, apostles. 10 min.

8. Handmade With Love. Pentecost Wind Twirl

Instructions: Students color and decorate a paper plate using crayons, colored pencils or markers. If possible, have them color both sides. They cut out a spiral starting from the edge of the plate, cutting in a circular fashion. Show students the sample photo - and if possible cut a plate as an example. If they are going to add stickers or embellishments, it might be easier to add those after they cut out the wind twirl. Students can also write: **Be Filled with the Holy Spirit Acts 2** as a reminder of the lesson of Pentecost. Once completed, using a hole punch, students make hole at the center part of the plate (the narrowest part of the twirl) and tie a piece of yarn or string to hang. Optional: If a teacher chooses not to use the paper plates, a wind twirl spiral template is also available in the Appendix. They should be copied onto a heavier paper such as cardstock. Same directions apply.

9. Clean-up. Close with the prayer: Dear Holy Spirit, We ask that you fill our hearts with your love, peace, and joy, Amen. 15 min.



Unit Four: Celebrating Jesus: The Church Year

Lesson Seven: Transfiguration

Key Concepts

1. Jesus' glory was revealed in his transfiguration on Mt. Tabor before his disciples Peter, James, and John.
2. The Armenian Church celebrates the Feast of Transfiguration (also known as Vartavar).

Objectives

During this lesson students will

1. Read and discuss the account of Jesus' transfiguration based on Matthew 17:1-13, Mark 9:2-13, and Luke 9:28-36.
2. Explore Armenian Church Transfiguration traditions.
3. Design an invitation for his/her family to attend the Transfiguration Feast Day Liturgy.

Materials Needed

Crayons, markers or colored pencils

Copies of Transfiguration coloring page for invitation

Light colored construction paper for students to write invitation message

Option: Spray water bottle to spritz class (you may add a drop of rose water if available); see Procedure #4

Refreshments for end-of-year party

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**.
2. Tell the class: "It's been a great school year, we started off in the fall and now we are approaching summer. This is our last lesson together. How do you know that summer is near? Are there any clues or changes that you see?" Have students come up with their ideas - such as weather change, longer days/daylight, swimming, regular school is over, television ads, etc. "Now think about life around you. Imagine going to the beach one day this summer. It's foggy all around you, you can probably vaguely see that there are hills or mountains nearby, there's the shore with the surf coming in, perhaps some trees, or even boats sailing by. You know that they are there but with the fog, it's not very clear. Now imagine that the fog has lifted and you see the mountains with the patches of green and you can see the shoreline and rocks and the little waves. When the fog lifted - everything at the beach looked brighter, clearer, and closer. There was no more doubt about shapes, sizes, or colors. It was all crystal clear to you. Well, we are going to read about an event that took place in the Bible and something amazing that happened to Jesus." 7 min.
3. Read **God's Word** and **We Learn About God** and discuss. Ask: "Who was changed? How? What does 'transfigured' mean? Which two men appeared with Jesus when he was transfigured? (Explain that we can read about both men in the Old Testament - Moses gave the laws of God and Elijah was a prophet. Jesus had told his disciples that he

had come to complete the work that such servants of God had begun.) Whose voice did the disciples hear coming out of the bright cloud on the mountain? What did God tell the disciples to do? How do you think the disciples felt when they witnessed Jesus' transfiguration? What if you were there, how would you have felt?" 10 min.

4. Introduce the **Faith Word**. Have them practice saying Ay-la-gerb-oo-tyoon and Var-ta-var in Armenian. Read. Read **Our Armenian Way**. Ask if any of the students are familiar with any of these traditions. Explain that in Armenia and the Middle East, people have buckets or bottles of water ready to splash people. It's a lot of fun and perfect for a hot summer day. If you feel it's appropriate, lightly spritz the class with water so they have an idea of the experience.

5. **Handmade With Love**. Have students color the Transfiguration sheet and then trim and glue onto construction paper; they may then write the invitation on the back. A sample wording could be:

Dear Mom and Dad,
You are invited to attend the Feast of Transfiguration Liturgy on Sunday,
(insert date) at (insert church name). It's a very special celebration of our church!
Love (insert name) 20 min.

6. **Clean up/Celebration Party**. Enjoy refreshments and conversation! Have class sign the autograph page (you too!). Close with the prayer: "Dear Heavenly Father, thank you for this amazing school year, keep our students safe over the summer. Help them to remember all that they have learned and to serve you. Amen." 30 min.

Unit Four: Celebrating Jesus: The Church Year

Lesson Eight: Exaltation of the Cross

Key Concepts

1. Jesus instructs us to put everything aside, take up the cross, and follow him. (Luke 9:23)
2. The Armenian Church celebrates the Feast of the Exaltation of the Cross each September with a cross procession and blessing of the four corners (properly, "the fields").
3. The Feast Day recalls specific events when the cross was honored, especially the 7th century recovery of the cross in Jerusalem and its veneration in Armenia.
4. The cross is a powerful symbol of life and hope.

Objectives

During this lesson students will

1. Participate in a getting-to-know-you activity.
2. Match symbols to their holidays and celebrations.
3. Read and discuss the story of a family visiting Armenia.
4. Examine Luke 9:23.
5. Read and discuss symbol of the cross.
6. Learn faith word of 'Exaltation.'
7. Test their knowledge about facts of the Armenian Cross.
8. Decorate Armenian Cross for feast day procession.

Materials Needed

Paper

Cross objects - necklace, picture, wooden cross, khachkar

Several silver and gold markers or crayons

Copies of cross picture from the Appendix copied onto poster or cardstock paper and precut
Cardboard (if cross picture is on thin paper; see Procedure #7)
Wooden sticks or dowels to attach decorated cross
Sprigs of basil
Various colorful craft jewels
Tacky glue

Note to the Teacher

If this first class takes place on a Sunday *after* the Feast of the Exaltation of the Holy Cross, adapt the lesson accordingly. Timing is still 60 minutes as church attendance is in addition.

Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Introduce yourself. Distribute paper for **Getting to Know You activity: Three Facts**. For the game of *Three Facts*, have second graders write two basic facts about themselves (color of hair or eyes, siblings? Pets?) and one fact that their classmates could not know about them (went to Disneyland over the summer, plays the violin, etc.). Collect all papers and read aloud the two basic facts. Students are to guess who the facts belong to. When someone gets it right, hand the paper to the student to read the third fact. Students will enjoy this game of guessing and learning something new about each other. 15 min.
2. Distribute the lesson to the class. Write some symbols on the board such as a + sign, - sign, stop sign, praying hands, ask them what they mean. Say that symbols stand for something. A heart often reminds us of Valentine's Day, etc. Then have students complete the questions in **Let's Discover**. (Answer: Halloween, Thanksgiving, Christmas, Jesus). Ask: "Have you ever thought about the cross? What does it mean to you? Let's read the story." 7 min.
3. Read **Our Story** (see tips on reading in the classroom in the **Introduction**). Ask if anyone has ever been to Armenia. Did they see khachkars? Practice saying some of the new words such as *khachkar*, *khachveratz*, and *exaltation*. Ask children: "Does anyone know why they use basil to decorate the cross on the Exaltation?" There is a tradition that basil was found growing at the foot of Jesus' cross. It is also considered a symbol of kingship. Tell the students (if your first class falls on Exaltation Sunday) that the class will be going in to church to be present for the Antasdan blessing. 5 min.
4. Have a student read the Scripture reading from Luke 9:23 in **God's Word**.
5. Introduce the **Faith Word** and then read or teach **We Learn About God**. Ask if any of the students are wearing a cross. Show other cross objects; allow students to examine and hold them. Have them write a line or two about what the cross means to them. They can draw a picture if they choose and share their responses. 10 min.
6. **Our Armenian Way** Look at the pictures in the text of different crosses: Protestant, Orthodox, Catholic. Ask them how they are different from the Armenian Cross (the first cross pictured). Direct students to complete the true and false questions. Answers and clarifications:
 1. False (The Armenian cross does not depict the body of Jesus on it.)
 2. True (Each cross receives a special blessing.)
 3. True (Most churches are designed in the form of the cross.)
 4. True (The Armenian Cross is a symbol of life and growth - vines, grapes and wheat all symbolize that.)
 5. False (There are 4 celebrations of the cross.)
 6. True (Most newly baptized receive a cross as a remembrance of their baptism from their godparents.)
 7. False (During the time of Jesus, the cross was used as a means of punishment and death. It was with Jesus' crucifixion that the cross came to represent life and hope.) 8 min.

7. **Handmade With Love.** Distribute copies of the cross (and cardboard sheets, if they are needed, in which case students will glue cross onto cardboard with glue sticks). Then they may color the cross with silver or gold or both markers or crayons. They may add jewels to their cross with tacky glue and then a few pieces of basil.
8. Closing prayer: “Dear Jesus, thank you for our classmates, our teacher, our Sunday School, our pastor and everyone in our church family! Let us always look to you and your holy cross as our guide and support. Amen.” 15 min.
9. If your class falls on the same day, have students attend the Exaltation of the Cross blessing holding their crosses.

APPENDIX

Craft & Activity Templates

UNIT ONE

- Lesson One...I.D. Badge
- Lesson Two...Stand-up Cross
- Lesson Four...Follow Me Math Puzzle
- Lesson Five...Dove
- Lesson Seven... Reader's Theater: Stone Soup
- Lesson Seven... World Map

UNIT TWO

- Lesson One...Instructions for Prayer Journal
- Lesson Two...Stained Glass Prayer Window
- Lesson Three...Daniel in the Lion's Den Coloring Page
- Lesson Three...Daniel in the Lions' Den (Color by Number)
- Lesson Four...A Prayer for Mercy
- Lesson Four...St. Nersess' Prayer: O Jesus, Wisdom of the Father
- Lesson Six...Reader's Theater: The Giving Tree
- Lesson Six...*Jashagestzook* Place Mat prayer

UNIT THREE

- Lesson One...Front of Church
- Lesson One...Back of Church
- Lesson One...Holy Etchmiadzin
- Lesson Five...WWJD Bookmark
- Lesson Seven...Radiance
- Lesson Seven...Nushkhar

UNIT FOUR

- Lesson One...Flame and Presentation
- Lesson Two...Daghavar Wheel
- Lesson Two...Psalm 145
- Lesson Four...Eggs
- Lesson Five...Ascension Coloring Page
- Lesson Six...Pentecost Wind Twirl
- Lesson Seven...Transfiguration invitation
- Lesson Eight...Cross

DISCIPLE

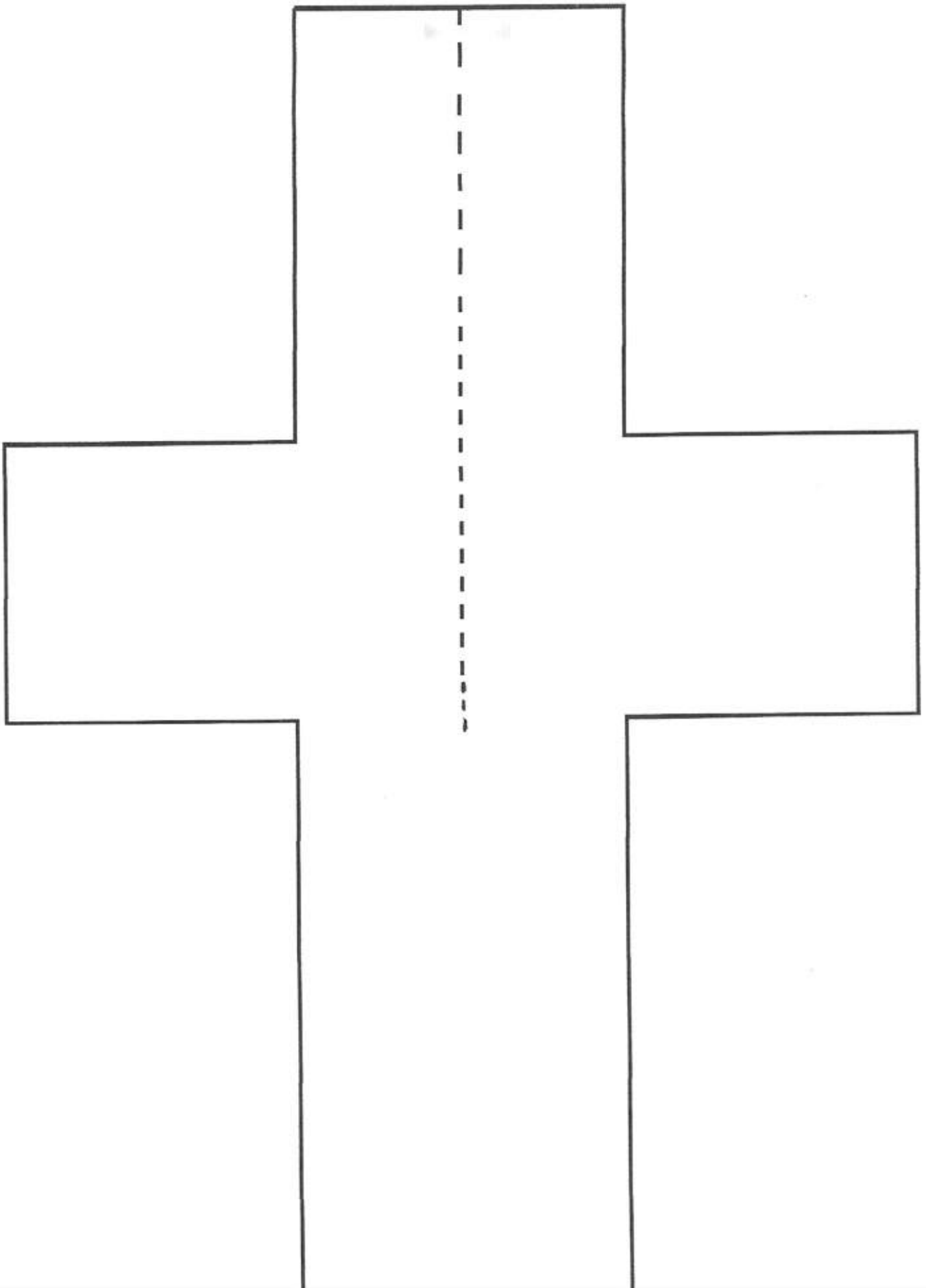
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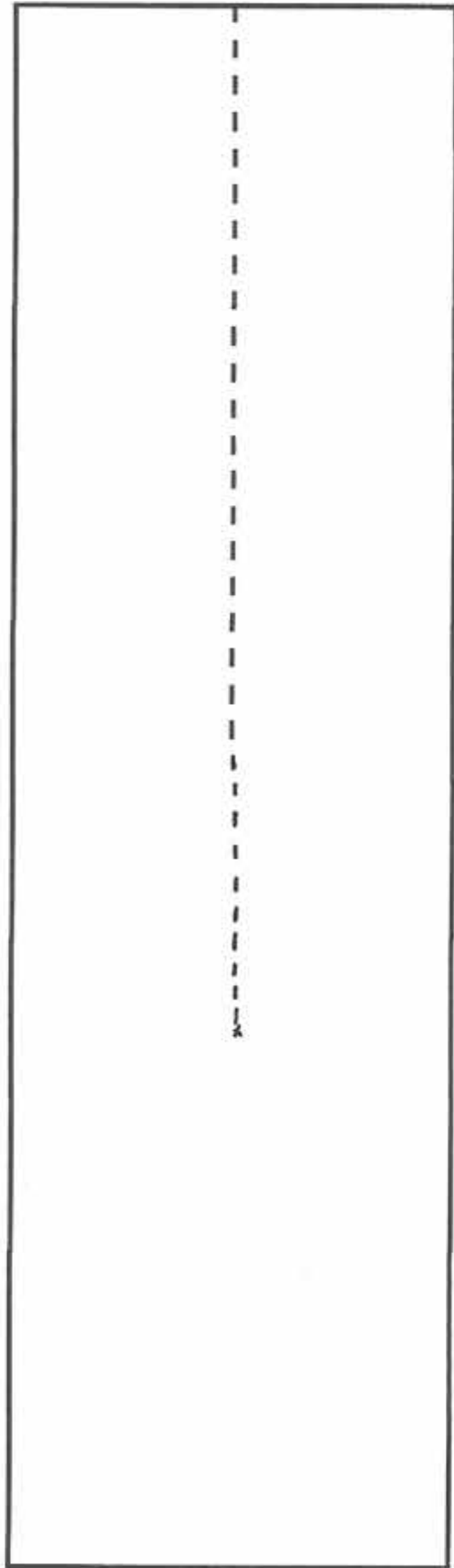
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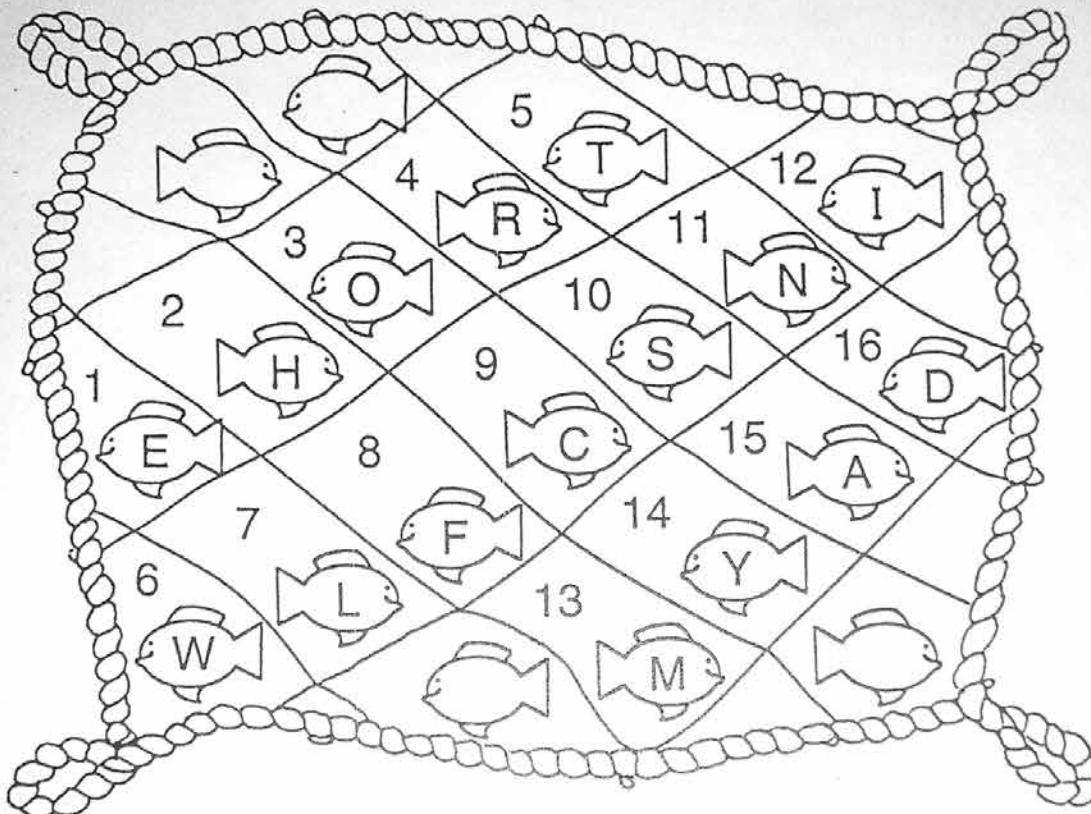






What happened next?

Solve the math problems and fill in the blanks.



$9+6$ $2+3$ $2+1$ $9+2$ $6+3$ $9-8$

$8-3$ $1+1$ $0+1$ $9+5$ $4+3$ $4-3$ $6+2$ $6-1$

$4+1$ $5-3$ $7-6$ $8+4$ $8-4$

$15-4$ $3-2$ $11-6$ $7+3$ $19-4$ $6+5$ $12+4$

$12-4$ $5-2$ $12-5$ $2+5$ $9-6$ $11-5$ $7-6$ $19-3$

$8-6$ $15-3$ $9+4$



Reader's Theater: Stone Soup

Narrator: Three soldiers traveled down a road in a strange country. They were on their way home. Besides being tired, they were hungry.

Soldier 1: How I would like a good dinner tonight.

Soldier 2: And a bed to sleep in.

Soldier 3: But that is impossible.

Narrator: On they marched, until suddenly, ahead of them, they saw the lights of a village.

Soldier 1: Maybe we'll find a bite to eat and a bed to sleep in.

Narrator: Now the peasants of the place feared strangers. When they heard that three travelers were coming down the road, they talked among themselves.

Peasants: Here come three travelers. Travelers are always hungry. But we have so little for ourselves.

Narrator: And they hurried to hide their food. They hid the barley in hay lofts, carrots under quilts, and buckets of milk down the wells. They hid all they had to eat. Then they waited. The travelers stopped at the first house and knocked.

Soldier 2: Good evening to you, Could you spare a bit of food for three hungry soldiers? We have no food for ourselves.

Man 1: It has been a poor harvest.

Narrator: The soldiers went to the next house and knocked.

Soldier 3: Could you spare a bit of food? And do you have a corner where we could sleep for the night?

Man 2: Oh, no, we gave all we could spare to the soldiers who came before you. And our beds are full.

Narrator: At each house, the response was the same, no one had food or a place for the soldiers to stay. The peasants had very good reasons, as they had to feed their children and the sick. The villagers stood in the street and sighed. They looked as hungry as they could.

Soldier 1: Good people! We are three hungry soldiers in a strange land. We have asked you for food and you have no food. Well, we will have to make stone soup.

Soldier 2: Please, we need a big iron pot, water to fill it, and a fire to heat it. And three round smooth stones.

Narrator: The people in the village gave them stones, and the soldiers dropped them into the pot.

Soldier 1: Any soup needs salt and pepper.

Narrator: Some children ran to fetch salt and pepper.

Soldier 2: Stones make good soup, but carrots would make it so much better.

Woman 1: Why, I think I have a carrot or two! Let me go get it.

Soldier 2: A good stone soup should have some cabbage, but no use asking for what we don't have!

Woman 2: I think I can probably find some cabbage. I will bring it.

Soldier 1: If only we had a bit of beef and some potatoes, this soup would be fit for a rich man's table.

Narrator: The peasants thought it over, then ran to fetch what they had hidden in their cellars. A rich man's soup, and all from a few stones! It seemed like magic!

Soldier 2: If only we had a bit of barley and some milk, this soup would be fit for a king!

Narrator: And so the peasants managed to get some barley and milk.

Soldier 2: The soup is ready, and all will taste it, but first we need to set the tables.

Narrator: Tables were set up in the square, and all sat down to eat.

Woman 3: Such a great soup would be better with bread and cider.

Woman 4: I'll bring the bread and cider.

Narrator: At last the banquet was enjoyed by all. Never had there been such a feast.

Man 3: I never tasted such delicious soup, and all made from stones!

Narrator: In the morning, the villagers gathered to say goodbye.

Man 4: Many thanks to you, for we shall never go hungry now that you have taught us how to make soup from stones.

Instructions for Prayer Journals

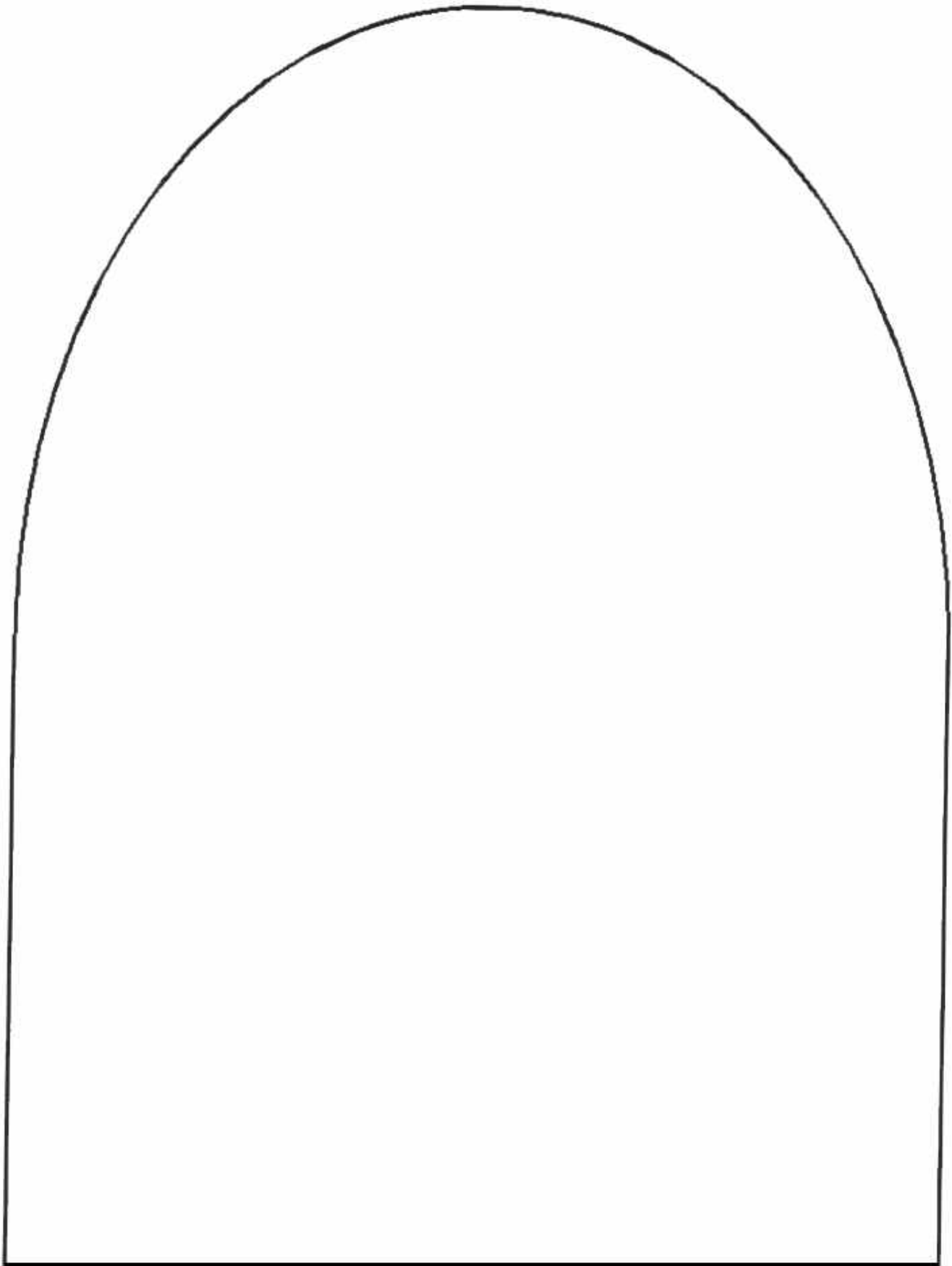
Materials Needed

- Composition pad-\$1 in Wal-Mart, Dollar tree, Target
- Any type of decorative materials on hand such as:
 - Foam Shapes stickers
 - Regular stickers
 - Colorful construction paper, scrapbook paper, wrapping paper scraps
 - Ribbon
 - Fabric
 - Buttons, Sequins
 - Crayons or Markers
 - Glue/glue sticks
 - Scissors

Directions: Students may decorate their journal however they choose with the embellishments provided. If using the different types of paper, they can cut the paper to the size of the journal and glue to the front and back side as shown in the example below. The purpose of decorating the journal is to give the students ownership of their prayer journal.

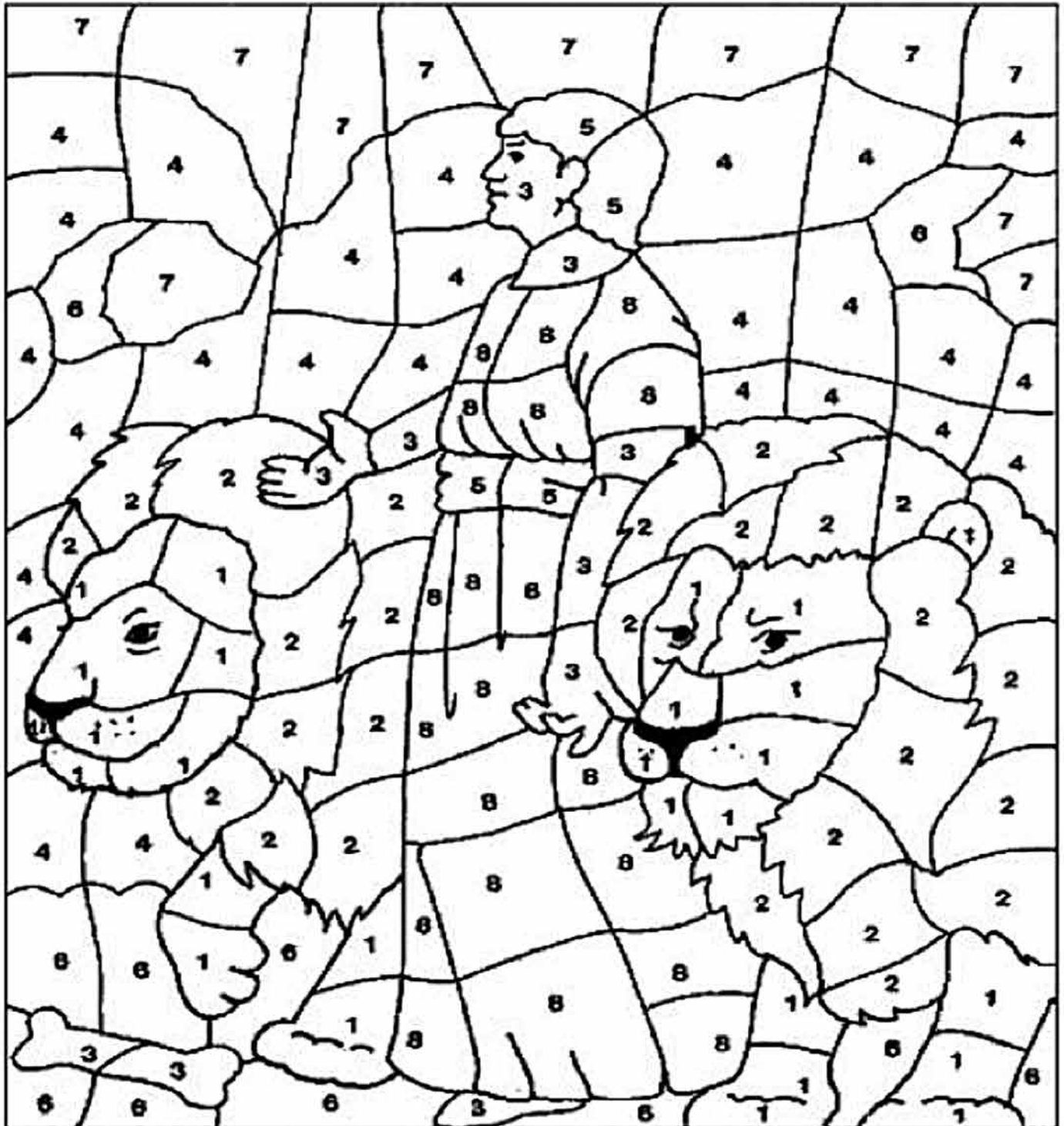
Encourage children to begin to journal their prayer activity...it's a great way to see how God is answering you and working in your life!







COLOR BY NUMBER DANIEL IN THE LION'S DEN



1—YELLOW 2—ORANGE 3—TAN 4—BROWN 5—BLACK
6—LIGHT BLUE 7—DARK BLUE 8—GREEN

A Prayer for Mercy

St. Mesrob Mashdotz

Christ, have mercy on me.
I was born a sinner.
I beg you, Lord, have mercy on me.

Wounded in sin, I fall down before you, Lord.
Do not overlook me. Have mercy on me!

The tax-collector received forgiveness in the temple.
Just as he called out to you, I too call out:
Have mercy on me, dear God.

The thief cried out on the cross:
“Remember me, Lord.”
In his words I, too, call out:
Have mercy on me, Lord.

The prodigal son returned to his father
And begged: “I have sinned against heaven.”
In his words I, too, call out:
Have mercy on me.

The poor man Lazarus was worthy of heaven
Make us worthy, too, Lord
Have mercy on us.

In place of the bread he did not have on earth
You gave him the bread of eternal life.
Unlike the selfish rich man,
You took Lazarus to your heart.
Hear us, and have mercy, Lord.

Help us to be wise and loving, Lord,
So that we will not be like that rich man
Asking for a fingertip of water in his loneliness.
Have mercy on us.

Together with the angels in heaven,
We praise God our Father, who has no beginning!
We praise Jesus, his only-begotten Son!
We praise the Holy Spirit who restores our souls!

Glory to you, Holy Trinity, in the highest!

Adapted from “A Hymnic Prayer of Reconciliation With God”

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

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

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

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

The Giving Tree

By Shel Silverstein

Narrators 1-11, Boy, Tree

Narrator 1: Once there was a tree.....

Narrator 2: And she loved a little boy.

Narrator 3: And every day the boy would come and he would gather her leaves and make them into crowns and play king of the forest.

Narrator 4: He would climb up her trunk and swing from her branches and when he was tired, he would sleep in her shade. And the boy loved the tree.....very much.

Narrator 5: And the tree was happy. But time went by, and the boy grew older. And the tree was often alone.

Narrator 6: Then one day the boy came to the tree and the tree said:

Tree: Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.

Boy: I am too big to climb and play,

Narrator 7: said the boy.

Boy: I want to buy things and have fun. I want some money. Can you give me some money?"

Tree: I'm sorry,

Narrator 8: said the tree,

Tree: but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in city. Then you will have money and you'll be happy.

Narrator 9: And so the boy climbed up the tree and gathered her apples and carried them away. And the tree was happy.

Narrator 10: But the boy stayed away for a long time..... and the tree was sad.

Narrator 11: And then one day the boy came back and the tree shook with joy, and she said:

Tree: Come, Boy come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.

Boy: I am too busy to climb trees,

Narrator 1: said the boy.

Boy: I want a house to keep me warm. I want a wife and I want children, and so I need a house. Can you give me a house?"

Narrator 2: I have no house. The forest is my house,

Narrator 3: said the tree,

Tree: but you may cut off my branches and build a house. Then you will be happy.

Narrator 4: And so the boy cut off her branches and carried them away to build a house. And the tree was happy.

Narrator 5: But the boy stayed away for a long time and the tree was sad.

Narrator 6: And when he came back, the tree was so happy she could hardly speak.

Tree: Come, Boy

Narrator 7: she whispered,

Tree: come and play.

Boy: I am too old and sad to play. I want a boat that will take me away from here. Can you give me a boat?

Tree: Cut down my trunk and make a boat,”

Narrator 8: said the tree.

Tree: Then you can sail away and be happy.

Narrator 9: And so the boy cut down her trunk And made a boat and sailed away. And the tree was happy.

Narrator 10: But not really. And after a long time the boy came back again.

Tree: I am sorry, Boy, but I have nothing left to give you. My apples are gone.

Boy: My teeth are too weak for apples.

Tree: My branches are gone. You cannot swing on them.

Boy: I am too old to swing on branches.

Tree: My trunk is gone. You cannot climb me.

Boy: I am too tired to climb

Tree: I am sorry. I wish that I could give you something but I have nothing left. I am just an old stump. I am sorry...

Boy: I don't need very much now, just a quiet place to sit and rest. I am very tired.

Tree: Well,

Narrator 11: said the tree, straightening herself up as much as she could,

Tree: an old stump is good for sitting and resting. Come, Boy, sit down and rest.

All Narrators: And the tree was happy.

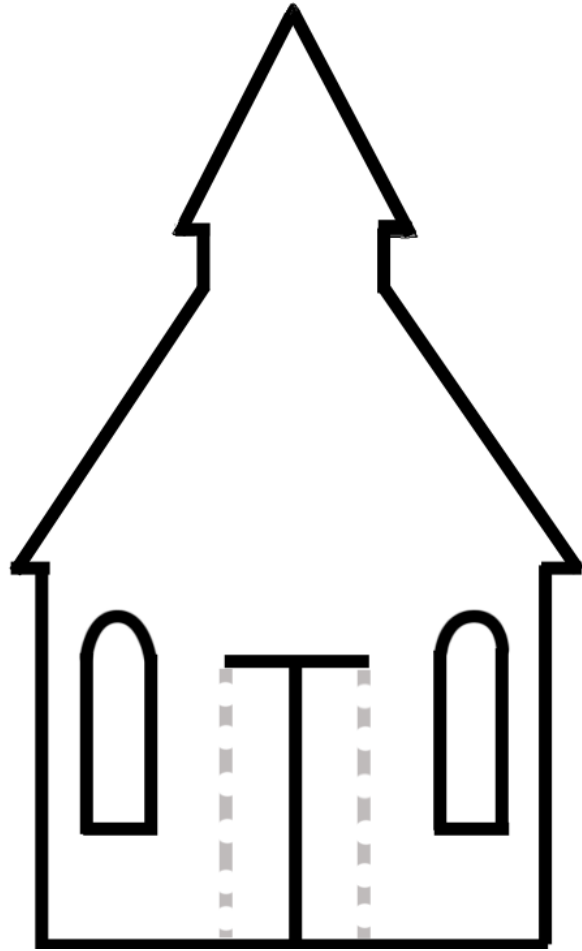
Let us in peace eat this meal,
which is provided for us by the Lord.
Blessed is the Lord in His gifts. Amen

Jashagestzook khaghaghootyamp uzgeragoorus

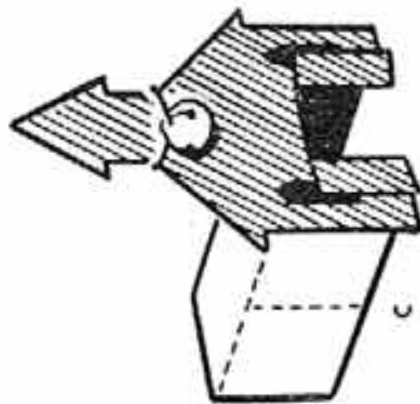
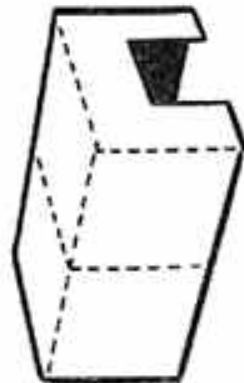
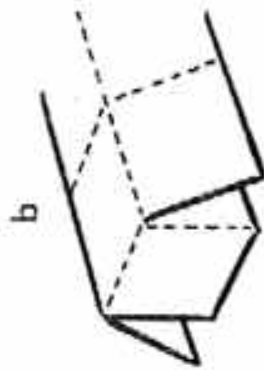
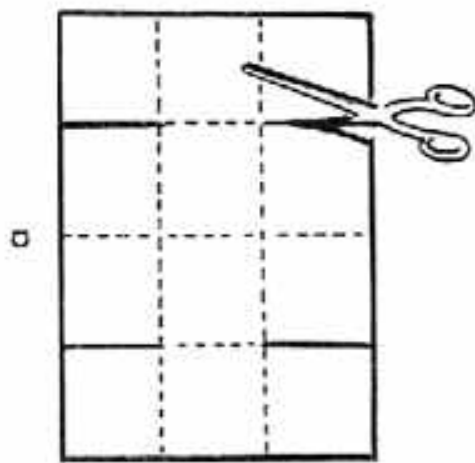
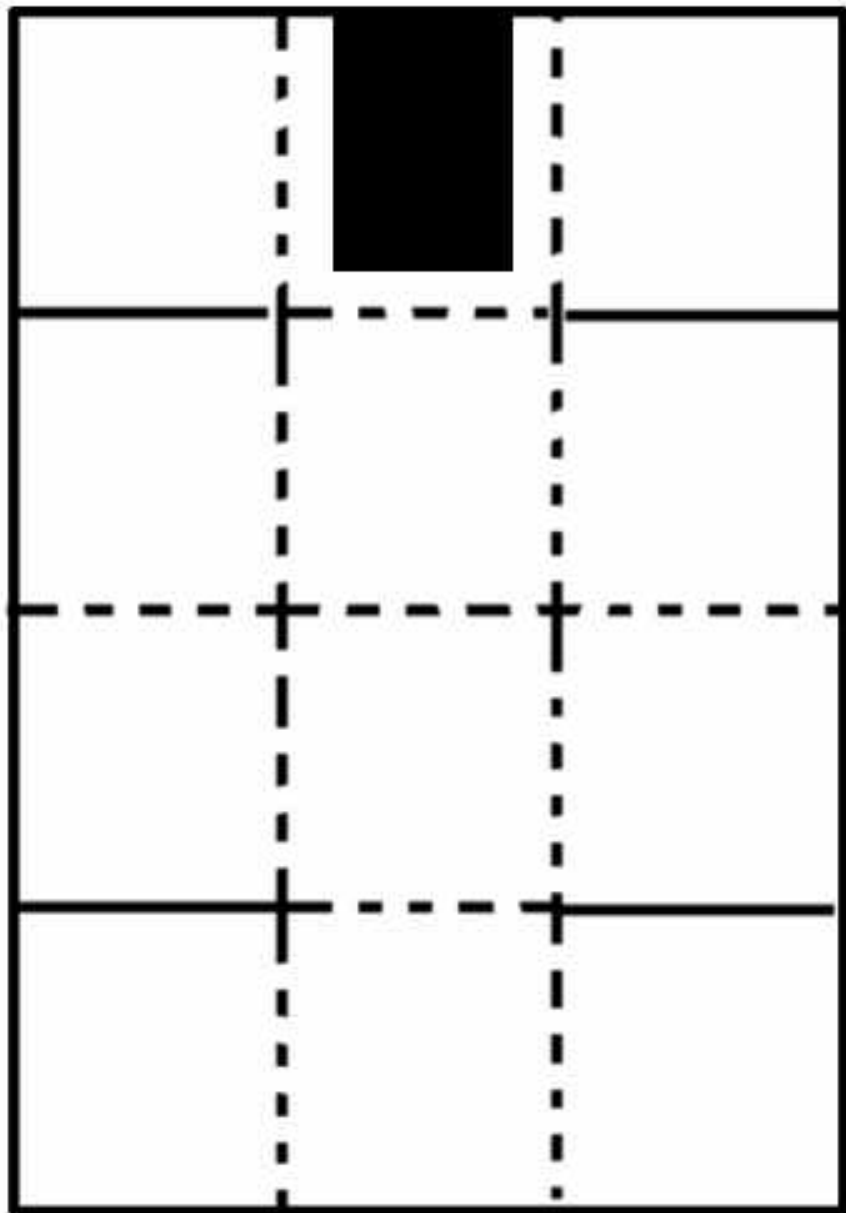
vor barkeval eh mez ee Diarneh.

Orhnyal eh Der ee barkevus yoor. Amen.

Ճաշակեսցուք խաղաղութեամբ զկերակուրս
որ պարգևեալ է մեզ ի Տեառնէ:
Օրհնեալ է Տէր ի պարգևս իւր: Ամէն:



Fold on dotted lines and cut on solid lines. (as shown in sketch a.) Dotted lines show folds and heavy lines indicate cutting. Paste corners (as indicated in sketch b.) Also print out the church front. Cut the church out. Paste to folded box (as shown in sketch c.)



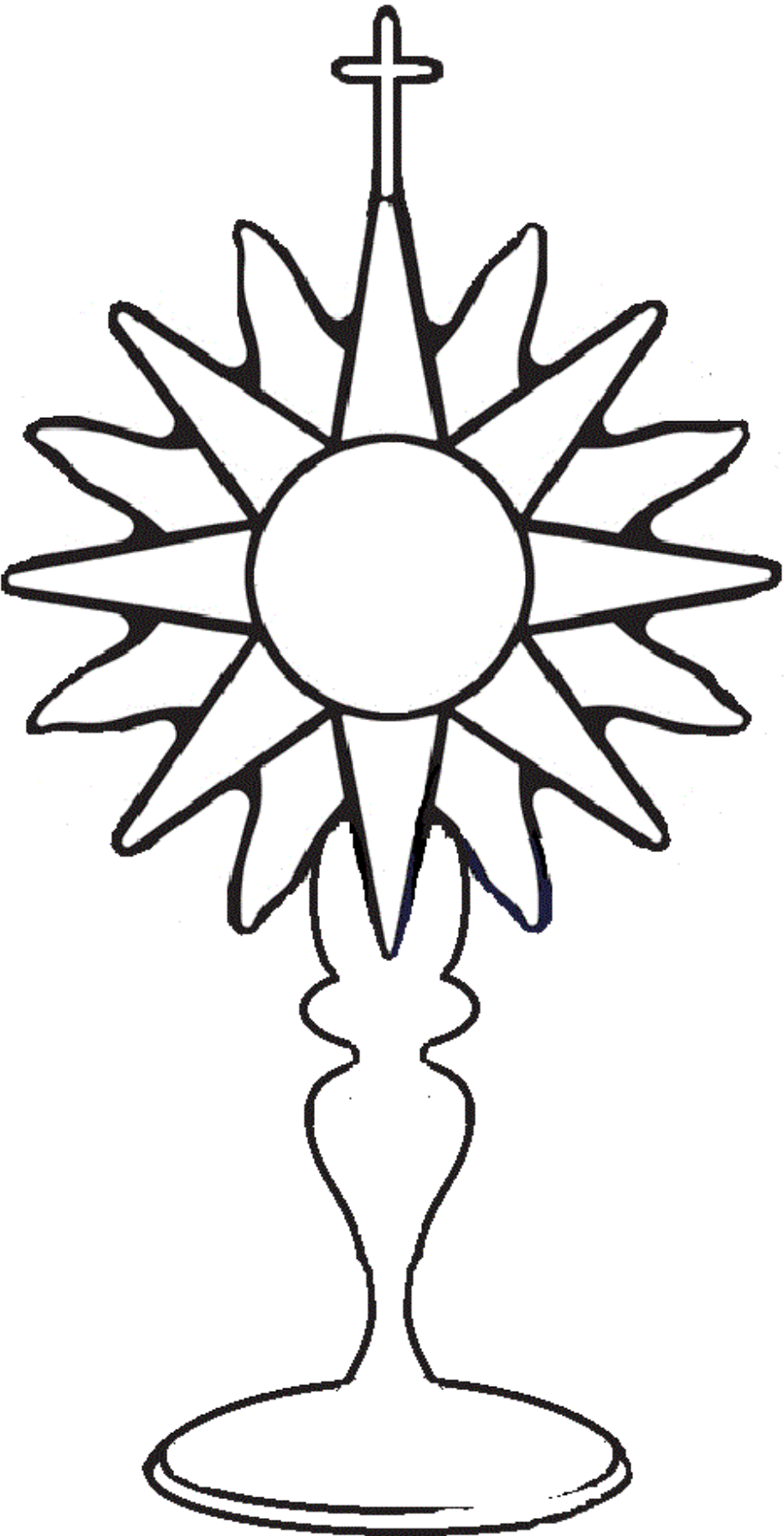


WWJD

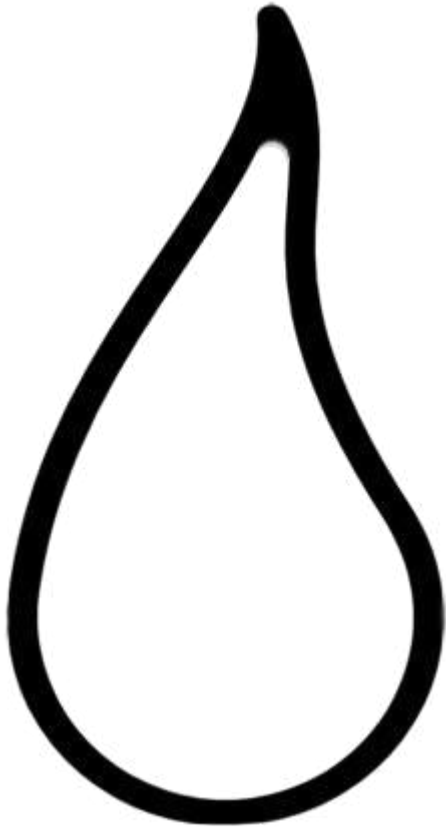
What would Jesus do?

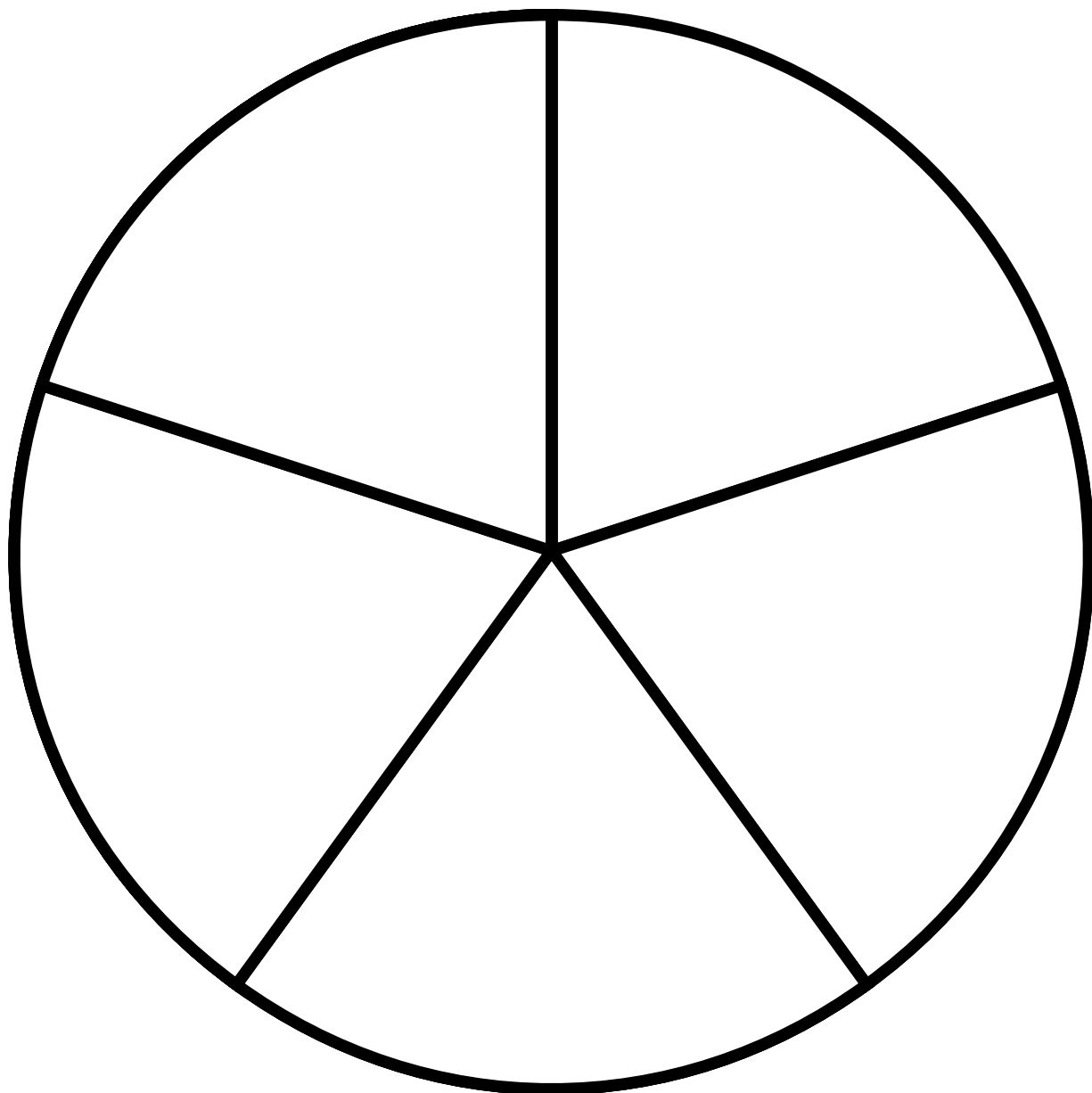
WWJD

What would Jesus do?









Prayer and Worship: Psalm 145 (adapted)

I will honor you, my God the King,

* I will praise your name forever and ever.

Every day I will praise you.

*I will praise your name forever and ever.

Lord, you are great. You are really worthy of praise.

No one can completely understand how great you are.

*Parents will praise your works to their children.

They will tell about your mighty acts.

They will speak about your glorious majesty.

* I will spend time thinking about your miracles.

They will speak about the powerful and wonderful things you do.

I will talk about the great things you have done.

They will celebrate your great goodness.

They will sing with joy about your holy acts.

The Lord is gracious. He is kind and tender.

* He is slow to get angry. He is full of love.

The Lord is good to all.

He shows deep concern for everything he has made.

Lord, every living thing you have made will praise you.

Your faithful people will praise you.

They will tell about your glorious kingdom.

They will speak about your power.

Then all people will know about the mighty things you have done.

They will know about the glorious majesty of your kingdom.

Your kingdom is a kingdom that will last forever.

Your rule will continue for all time to come.

*The Lord is faithful and will keep all of his promises.

*He is loving toward everything he has made.

The Lord takes good care of all those who fall.

He lifts up all those who feel helpless.

*Every living thing looks to you for food.

You give it to them exactly when they need it.

You open your hand and satisfy the needs of every living creature.

*The Lord is right in everything he does.

He is loving toward everything he has made.

The Lord is ready to help all those who call out to him.

He helps those who really mean it when they call out to him.

He satisfies the needs of those who have respect for him.

He hears their cry and saves them.

The Lord watches over all those who love him.

But he will destroy all sinful people.

I will praise the Lord with my mouth.

Let every creature praise his holy name forever and ever.

