

# A Call To Holy Living

## MARRIAGE / HOLY ORDERS

UNIT

3

LESSON  
SIX

### From Our Hearts to God

*Lord, help me know the life you want for me. Open my heart to loving you and others and wanting to serve. If you call me as you did so many, let me say, as so many did, "Here I am!" Amen.*

## MY WORLD

### A Family Wedding

Ara was attending a cousin's wedding at Holy Martyrs Armenian Church. They had arrived early and were able to sit in the third pew. He had a great view of the bride coming down the aisle and going right up to stand in the chancel next to his cousin Ben. Ara's mom was a Sunday School teacher and every few minutes he would ask her about what was going on.

"Mom, why are they sitting in those tall chairs that look like thrones?"

"Well, they are now going to be like a king and queen of their own home. In a way, they left their families and are starting their own little kingdom, right?"

A bit later, Ara asked: "And why is Der Hayr tying that braid around each of their heads?"

"Those are crowns, just like a king and queen are crowned. But these are red, white and green braids. Remember your baptismal narod? Well, this is the same with the red and white strands that stand for purity and sacrifice. The green stands for new life since the new couple might someday grow to be a family.

"And now why are they sipping from the same cup of wine?"

"Why do you think they are, Ara? What might it stand for?"

"I guess they're going to share life, you know, they will be sort of drinking life from the same cup."

"Beautifully said, Ara."

As the wedding came to a close, Ara began to think about what it might be like to get married. Why would you get married? What made you sure about the person? Then he noticed the priest and the deacon. He wondered about them, too. What would make you choose to be ordained? To be a priest?



# Getting Closer to God

Let's learn more about the sacraments of marriage and ordination from the Bible!

## *On Marriage*

Read Genesis 1: 26-28

Who did God create us to be like?

What happens when a man and woman marry?

Then read Acts 18: 1-3

Priscilla and Aquila were husband and wife. What work did they do together?

## *On Ordination*

Read Acts 6: 1-6

What did the first deacons do?



## Our Armenian Way

Sometimes a person feels “called” not only to live a godly life but to serve God in a very specific way. Maybe it’s to hold a candle at the altar. Maybe it’s to assist the priest at the altar as a deacon. They will serve and learn and when they are ready, the bishop will ordain them in the sacrament of ordination or holy orders.

Sometimes, a person feels so strongly about serving God and bringing others to know him that he will want to give his entire life to this job and become a priest.

Where would he go to study? To a Seminary. A Seminary is a special school for preparing to work in the church. Men and women can study to work as teachers, educators, and youth workers, for example. But above all, men can study to be priests. St. Nersess Armenian Seminary in New York State is very well known – the only Armenian Seminary in all of North America. Those who attend learn the details about what the Armenian Church believes, and study the Bible, the church services, prayers, and the sacraments. Often they will go to Armenia or Jerusalem to study more. In the end, they earn a Master’s Degree. And when he is ready, with all the necessary knowledge, he is ordained by the bishop in a beautiful ceremony.

## GOD'S GUIDING WORDS

A man will leave his father and mother to get married, and he becomes like one person with his wife.

*Ephesians 5:31*



### Taking a Closer Look

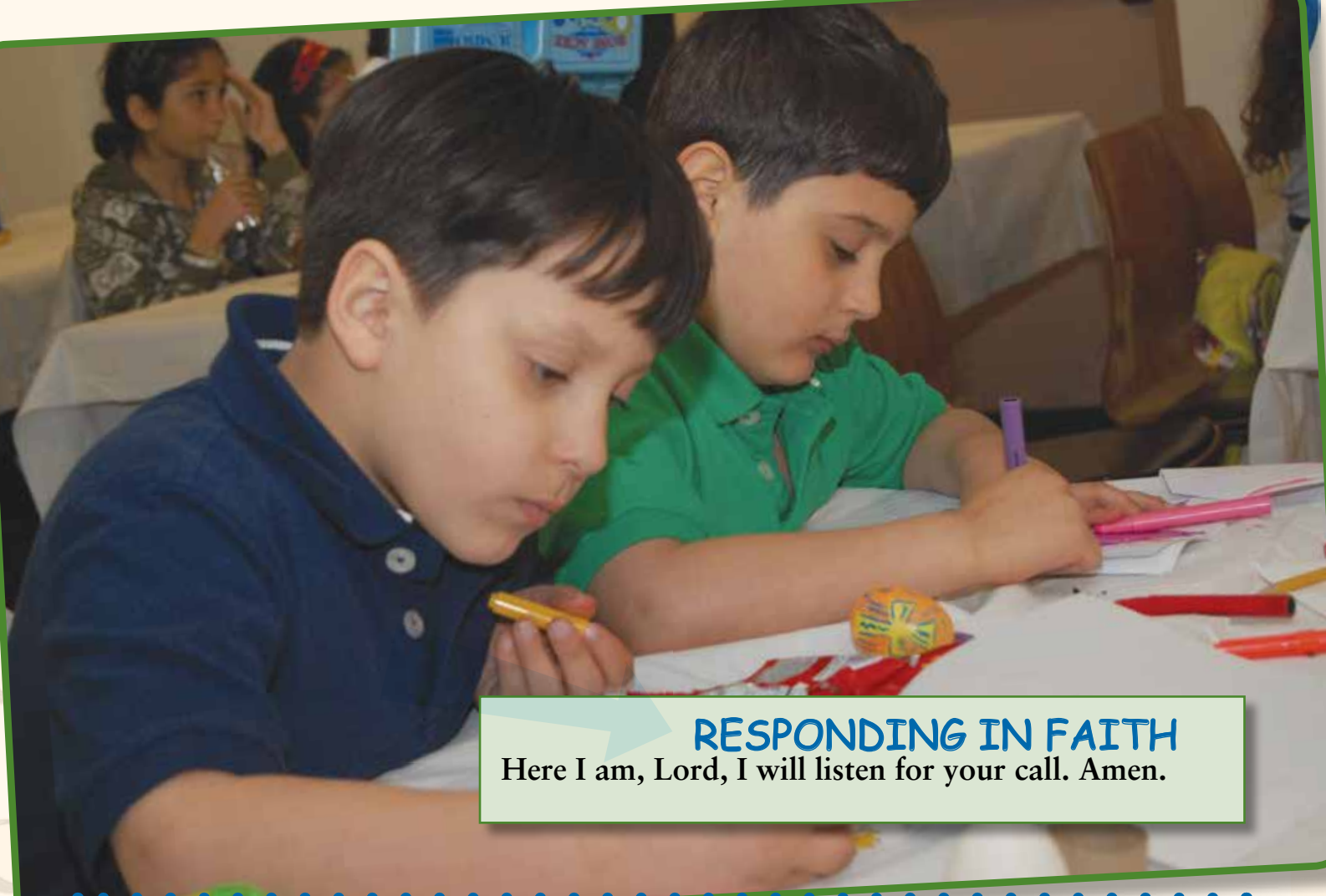
The sacrament of ordination has elements of the sacraments of baptism and marriage. The person being ordained....

- gets a new name. *A baby is named at birth and then baptized; in marriage women often assume their husband's last name.*
- has a sponsor or godparent. *Godparents sponsor the child in baptism. In marriage the best man is called the godfather of the cross.*
- wears special clothes; he is vested. *At baptism, the baby is dressed in white; the bride and groom wear special clothing.*
- declares his faith in a creed
- receives Holy Communion



# Time to Celebrate

Make a wedding narod and a deacon's stole bookmark!



## RESPONDING IN FAITH

Here I am, Lord, I will listen for your call. Amen.

## FAMILY CORNER

### Sharing Our Faith

The sacraments of marriage and holy orders were the focus of our lesson today. We read a story together, looked at verses in Genesis and Acts that gave us good insights into both of these sacraments, and then made 1) wedding narods out of red, green and white yarn and 2) deacon's stole bookmarks. Ask your child to see them and post them somewhere for everyone to see.

### Living Our Faith

Share photographs and/or video of your wedding with your fourth grader. Talk about how you are united as one, how you serve each other to live a holy, blessed life together.

## Sacraments: A Call to Holy Living

### Sharing in The Lord: Eucharist



#### Key Concepts

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

#### Objectives

During this session students will

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

#### Note to the Teacher

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

#### Procedure

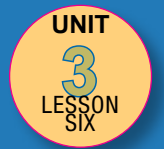
1. Read **From Our Hearts to God** together. Ask students: "What do you like to eat when you're hungry?" After fielding some answers (and let it remain light and fun), ask: "How do you feel after you've eaten these things?" (Answers may include good, rested, relaxed, happy, ready to go, full of energy)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

about God, prayer, reading the Bible and receiving Holy Communion keeps the spirit healthy. 20 min.

3. Say: "Jesus gave us a very special gift when he established Holy Communion with his disciples." Ask for a volunteer to read **God's Guiding Words** and then have everyone open their Bibles to look at the complete story in **Getting Closer to God**. You might want to recreate the story by having students form a circle of chairs or take parts or stand at the front of the room and read aloud. Then direct them to answer the questions in their texts. (Answers: 1. Peter and John, who were two of his three closest disciples; the other was James; 2. Passover; 3. an upper room at a house; this same room was where the Holy Spirit would come down in tongues of fire at Pentecost; 4. yes (verse 15); 5. he was talking about the fact that he was going to suffer on the cross; 6. see verse 17; 7. See verse 19.) 15 min.
4. As a preparation to going to church, read **Our Armenian Way** and ask the students to number the events. Go over their answers (1-4-5-2-3) and summarize by assigning students the numbers, have them stand at the front of the classroom and describe their part in the procedure of receiving Holy Communion. Call on a student to read **Taking a Closer Look** and then prepare to go up to church. Of course this should all be timed flexibly so that you are in church approximately for the Hayr Mer. 5 min.
5. **Time to Celebrate.** After church, enjoy your snack with parents and students. Conclude with the final prayer in **Responding in Faith**.

## Sacraments: A Call to Holy Living

### Vocation: Marriage/Holy Orders



#### Key Concepts

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

## Objectives

During this session students will

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

## Materials Needed:

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

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

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

Markers

Scissors

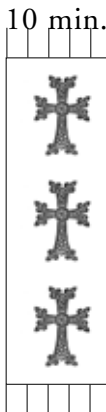
Optional – Laminate sheets

## Procedure

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

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

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



you can demonstrate or help those who can't. Then have them braid the strands, string the cross through, and tie another knot. Secondly, have them design the deacon's stole (sketch the sample on the previous page on the board so students can draw a border and crosses), and cut a fringe on both ends approximately a ¼" up each end. If you've bought laminate sheets, press bookmarks between and cut to size; this will make the bookmark more durable. Clean up and conclude with prayer in **Responding in Faith**. 25 min.

### Evaluating Your Lesson

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

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

### Extending the Lesson

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



### Key Concepts

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

### Objectives

During this session students will

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

### Materials Needed

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

### Procedure

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