

Jesus Is Named

He was called Jesus, the name given by the angel before he was conceived in the womb.

Luke 2: 21

Jesus Christ
HISOOS KRISDOS
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My Name Chart

My first name _____

My middle name _____

My surname (family name) _____

My nickname(s) — and who uses them _____

My baptismal name _____

Jesus' Names and what they mean

Jesus: The one who takes our sins away

Christ: The anointed one

Emmanuel: God with us

Messiah: Savior

Lamb of God

Son of God

King of Kings

We Celebrate

In the church:

At home:

Unit II: Feasts

Session 1—A Year of Celebration

Key Concepts

1. A calendar is a time schedule.
2. The church calendar schedules the events in the life of Christ and other special people and events in the Church.
3. We celebrate and remember the events in the life of Christ.

Objectives

Students will

1. Use the church calendar.
2. Discuss the continuity of the Church.

Materials Needed

- Diocesan calendars (one for each child, if possible)
- Secular calendars (one for each child, if possible)
- “Church Calendar” game

Procedure

1. Opening prayer. (5 min.)
2. Review homework from last week (news reports and bulletin). Have all students present their news broadcasts on the “TV.” Review Lazarus story, if necessary. (20 min.)
3. Start a class discussion based on pictures in the student text in relation to the holidays they represent.

- (Key)
1. Memorial Day
 2. Fourth of July
 3. Christmas
 4. Valentine’s Day
 5. Thanksgiving
 6. Easter
 7. New Year’s Day
 8. Mother’s Day
 9. Halloween

As the students guess the correct holiday, list it on the chalkboard. Later have the students pick out the holidays related to the church only. At this time pass out the calendars and show them the difference between our church calendar and a non-church calendar. Have them go through the calendar and verbally point out the differences.

Examples: Fasting Days, readings, pictures, holy days, holidays. (15 min.)

4. *The Church Calendar Game*: Have students turn to page 32 in the student text. Review the Dagharav Feasts (five major feast days) and note the empty slots on the rest of the calendar wheel.

To Play the Game: The students are to fill in the

missing feast days—either individually or, if you prefer, in competition, with the class divided into two or more teams. If teams are formed, scoring may be kept during the game. (One point for each correct answer; see completed calendar wheel on next page.)

Take the time to review the feast days as they are filled in. (For example, discuss the stories associated with the Sundays of Lent.) (20 min.)

5. Closing prayer; dismissal.

Session 2—Jesus Is Named

Key Concepts

1. Jesus was named on the eighth day after his birth.
2. Jesus has many names.
3. Jesus’ various names show us who he is and how we should worship him.

Objectives

Students will

1. Explain that we celebrate Christ’s life on earth all year long with various liturgical commemorations.
2. Describe the significance of naming.
3. Discuss the necessity of celebrating an important event.

Background for Teacher

Read Matthew 1:18-25; Luke 2:21.

Materials Needed

- White construction paper
- Crayons
- Colored pencils
- Magic markers

Procedure

1. Opening prayer. Read aloud the verse in Luke 2:21 (in student text). (5 min.)
2. Stress the importance of Jesus’ name being given by the angel messenger to Joseph in his dream. The name was given by God. Recount the passage from Matthew if necessary.

Explain that Jesus’ name means, “one who takes our sins away” (Yeshua, Hebrew; Hisoos, Armenian). Christ means, “The anointed one.”

Stress the importance of the ceremony involved in the naming. It did not take place immediately at birth but after eight days.

Stress the obedience of Mary and Joseph in follow-

ing the command of God in naming Jesus. (5 min.)
 3. Guide the discussion to the names of the students and their meanings. Were they named after someone, or a place, or an object? Do they have more than one name? What are their family names? What are their baptismal names? Why do we have family names? Do they have nicknames? Everything has a name, but everything we know and love has a more specific name. The more we love someone or something, the more names it has. Tie in this thought with nicknames and all of the names our parents give us.

The baptismal name may be different from the given name of the student in some cases.

Be prepared to translate the students' Armenian names. (Get some help in advance.)

Allow the students time to fill out "My Name Chart." (15 min.)

4. Read and discuss "Jesus' Names" on page 34. Stress throughout that these names tell us *who* he is and *where* he came from and *why* he came.

Discuss each name individually, gradually trying to formulate a mental picture of Jesus. (5 min.)

5. Following the discussion of "Jesus' Names," ask the students to draw a picture of how they see Jesus. Use paper, crayons, colored pencils, magic markers. Give them as much artistic freedom as they need. Do not suggest ideas once they have begun. (15 min.)

6. When everyone is done with the drawings, compare the similarities and differences in them. Post on the bulletin board. (5 min.)

7. Begin a discussion on the importance of the celebration of the events in our own lives and in Jesus' life. Point out that the church calendar is a timetable of the events in Jesus' life celebrated on an annual basis. Refer to the previous week's lesson.

List some examples, orally or on chalk board.
 Birth: Christmas, Theophany, Naming, Baptism.
 Death: Crucifixion.

Rebirth: Resurrection, Easter, Ascension.

Have students list, in the section labeled "We Celebrate," as many celebrations as they can think of that have taken place or that will take place in their own lives (in church and at home), and discuss how they will celebrate these events:

- Birthday
 - Baptism
 - Graduation
 - First Job
 - Wedding
 - Anniversary
- (10 min.)
8. Closing prayer; dismissal.



Session 3—God Is with Us

Key Concepts

1. The baptism of Christ marks the beginning of his ministry.
2. It signifies a change in his life and in the world.
3. The transfiguration also represents a change in Christ.
4. Our lives have many changes which we should be aware of and accept as they happen.

Objectives

Students will

1. Identify all of the participants in the baptism and the transfiguration of Christ.
2. Identify the most important people in their own lives (living and dead): parents, grandparents, godparents, etc.

Procedure

1. Opening prayer. (5 min.)
2. Read the two biblical accounts (Matthew 3:13-17 and Matthew 17:1-8) of the baptism and transfiguration of Christ and discuss the similarities, some of which are:
 - A change takes place in Christ in each event.
 - God is present and speaks in each event.
 - Witnesses are present in each event.
 - The connection with an Old Testament prophecy in each event. (20 min.)
3. When the two stories have been thoroughly discussed allow ten minutes for students to answer the worksheet questions in their textbook.

Answer key: 1. River Jordan; 2. John the Baptist; 3. As a dove; 4. This is my beloved Son, with whom I am well pleased; 5. Because he felt unworthy; 6. John the Baptist; 7. Peter, James, and John; 8. He was changed; Transfiguration; 9. White; 10. Moses and Elijah; 11. God's voice; 12. This is my beloved Son, with whom I am well pleased; listen to him; 13. Afraid and confused. (15 min.)

4. Following the quiz try to develop the idea of celebration of feasts and important events in one's life. Some of the following questions may be used: When is God present in your life? How is he present at special events? Focus on the students' baptisms. Who were the witnesses at your baptism? What role did they play?

Allow the students to study the drawing of the baptism and to complete the picture with the names of their own family members. Discuss each part of the picture: The font, the priest, the god-parents. (Ask your pastor if you can bring the ceremonial dove filled with Holy Muron to the classroom

