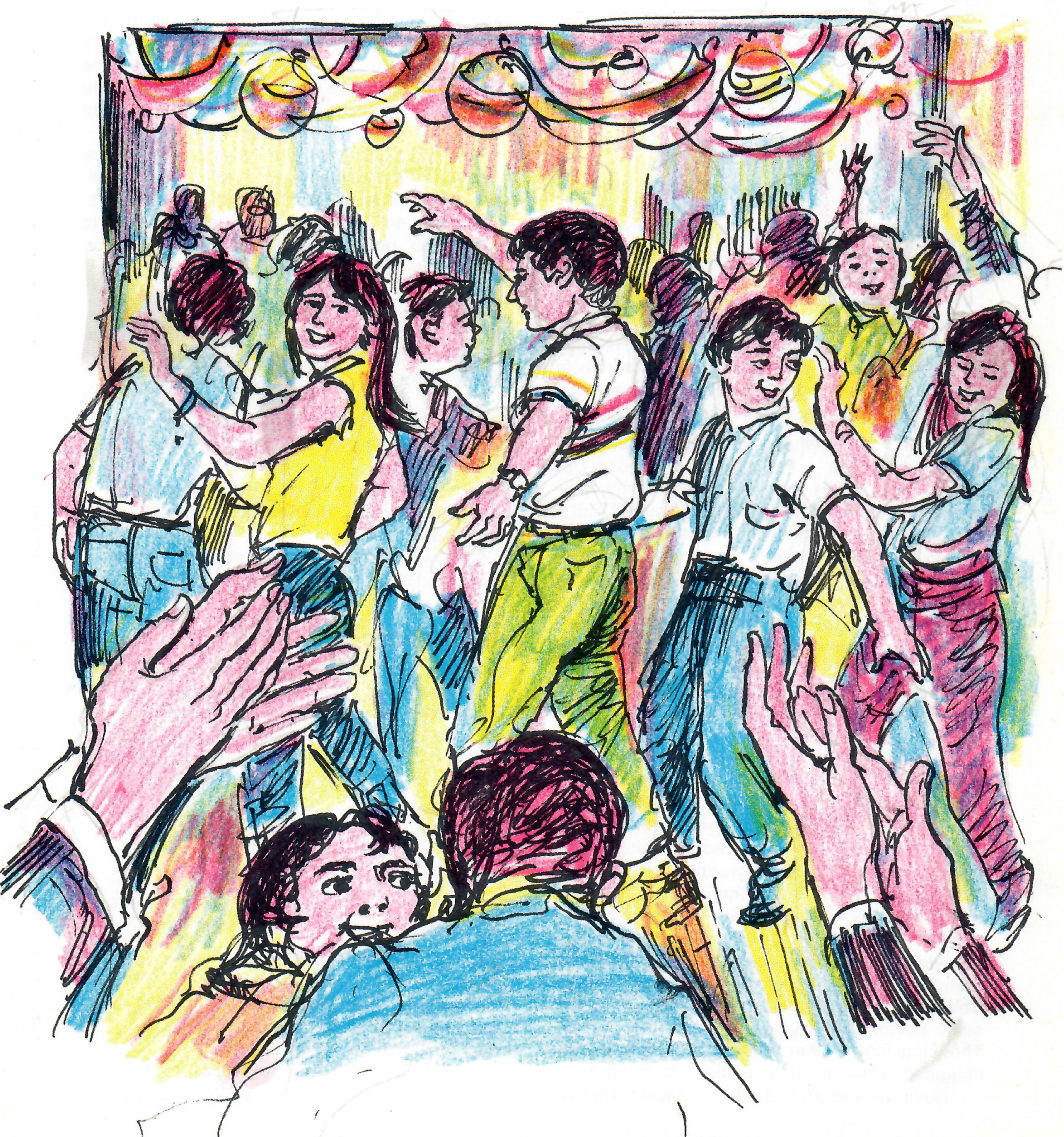


WHO ARE MY FRIENDS?



FRIENDSHIP SURVEY

1. How many friends do you have? _____
2. Do you have friends of both sexes? _____
3. Do you have friends of other races? _____
4. Do you have friends who are five years older than you? _____
5. Do you have friends who are five years younger than you? _____
6. Are most of your friends Armenian or non-Armenian? _____
7. What's the craziest thing you've ever done with friends? _____

8. Who would consider you a friend? _____

9. What qualities do you have that make you a friend to others? List three: _____

10. What qualities does your best friend have?

11. Are your parents your friends? Why or why not? _____

12. Do you have more or fewer friends than you had one year ago? _____

DEAR DIARY,

Boy, have I been wrong about Maral. She's the Armenian girl at school that I wrote about a few months back — someone I would have gladly traded places with any time.

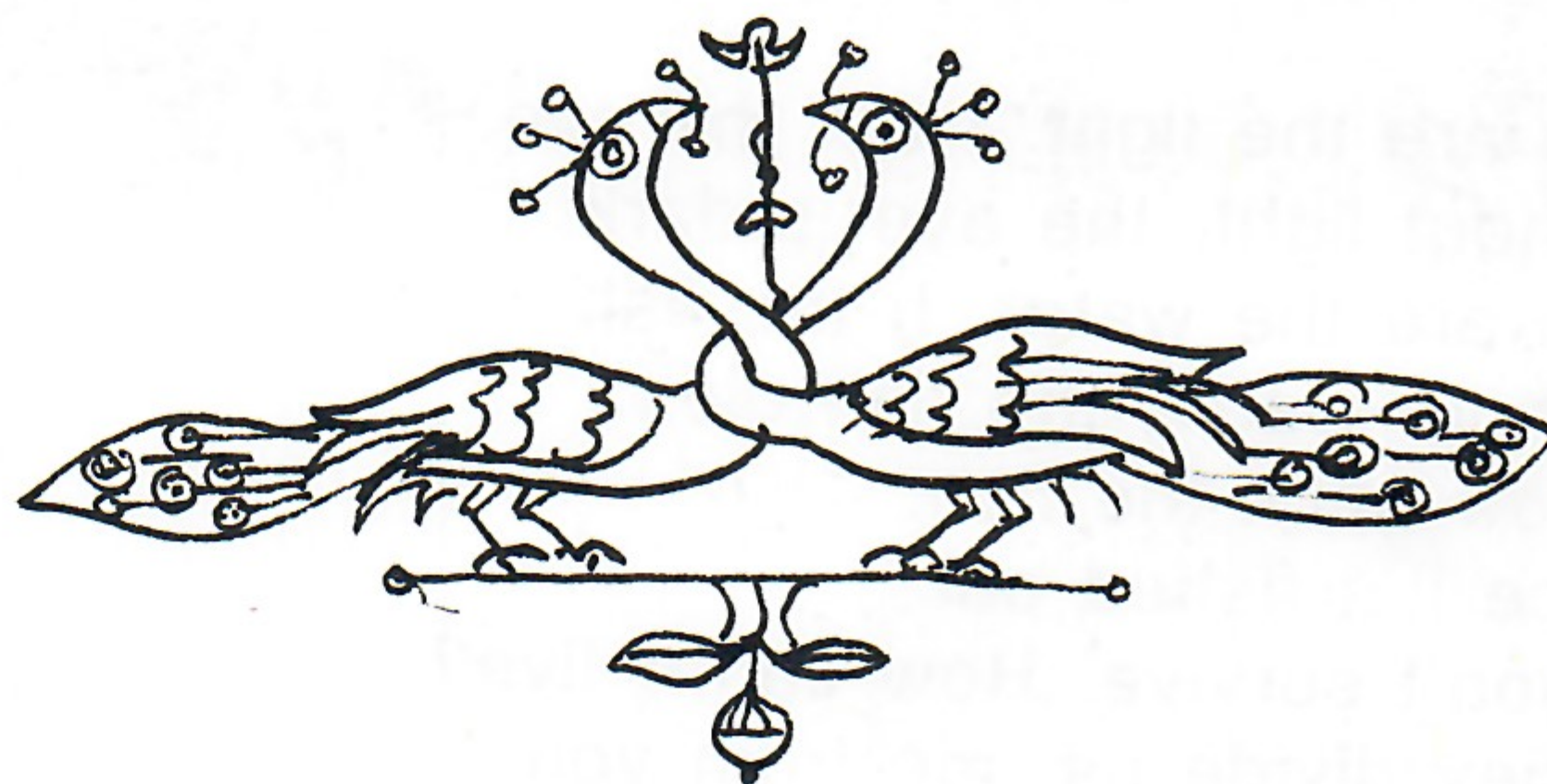
She was part of the "in" clique at school. I tried everything I could think of to get in with them, but nothing I did seemed to work. And I blamed Maral for my failure. But that was before I really got to know her.

Her family moved and joined our parish since then. She was assigned to my Sunday School class and started coming to ACYOA meetings. Der Hayr teamed us up on a couple of projects at church, and I got a chance to watch her "operate."

It didn't take long to discover that Maral radiates happiness. She gets other people to enjoy themselves. You should have seen her at the Christmas party with the Avak group. She compliments people — young and old — and always sees the best in everyone. And, the funny thing is, it's all honest and sincere.

Maral collects friends by being a friend. She made me realize there are very few shortcuts to having friends. I think she's helped me to understand a lot about myself. I'll have to remember to thank her for that some time soon.

Love,
Tamar

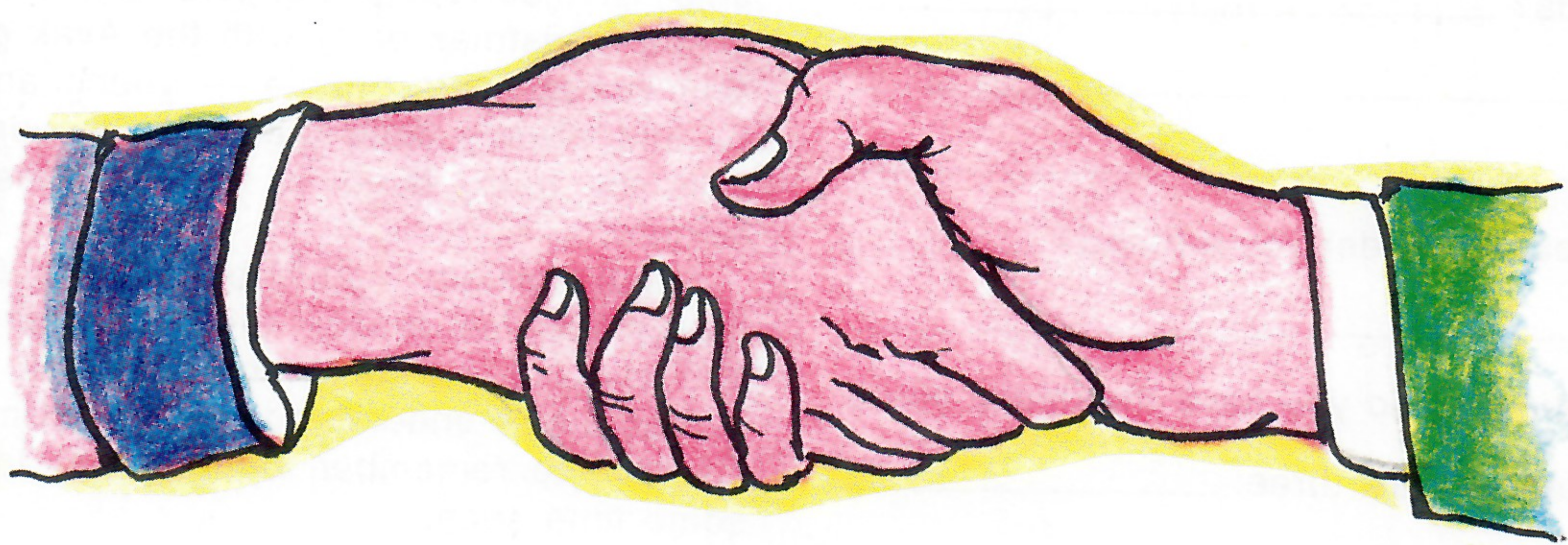


CHARACTERISTICS OF A FRIEND

Assignment:

During the week, think about the characteristics of a friend that you discussed in class.

Pick one or two that you need to work on and write below ways in which you can develop that trait.



YOU ARE THE LIGHT

You are the light. I am the eye.
Without light, the eye is dark.
You are the water, I, the fish.
Without water, the fish dies.
Throw back the fish.
Once it's fished out
it won't survive. How can it live?
If they divide us, me from you,
how can death be more evil?

Armenian Folk Poem

U.S.? Which country were they from? Why did they come to the U.S.? What relatives do you have living in another country now? Have you ever met them? If so, are they Armenian the same way you are here in America? How are they the same or different?" (Go over all the questions on the Family Tree in this manner.) (10 min.)

4. Mention to students that in the first session a few weeks ago when they completed the "I Am" exercise, most students wrote, "I Am Armenian." (This will probably be true.) Ask: "Just what do you think that means? Discuss: What things do you do that are "Armenian?" As students respond, make a list on the blackboard. It might look something like this:

- Foods we eat
- Way we dance
- Language we speak
- The church we attend
- Special days such as April 24, January 6, etc., we observe (15 min.)

5. Ask students to complete the "What's Armenian?" exercise in their texts. (5 min.)

6. When completed, ask students to share in pairs. When sharing is completed, ask how the answers were similar and different. Why were they different or the same? Were you surprised at how the other person responded? Ask for answers to a few of the items and discuss. (10 min.)

7. Read the *Quiz* together in class, having different students read each question and respond. Go over the "Questions for Discussion": What is the attitude of the author of this quiz towards Armenians? Is the quiz offensive or just funny? What stereotypes does the quiz reinforce? How do you feel about stereotypes? How would you change the quiz? (10 min.)

8. Ask students why 1915 (mentioned in the quiz) is an important date for Armenians. (They should know this; if not, tell them.) Ask them to read the genocide account in their texts on page 16. Divide the class into groups of four and ask them to answer the questions listed in their texts. (20 min.)

9. Have each group report on their answers.

10. Have volunteer students read aloud the Emin and Tekeyan poems on pages 15 and 17. Discuss the poems using these questions:

"Ararat"

- In "Ararat" what does the mountain mean to the poet?
- What does the poet mean when he says, "I curse my own immobility?"
- Where is Ararat located?
- How do you feel about Mt. Ararat?

"The Armenian Spirit"

- What is the Armenian spirit or soul to Tekeyan?
- Why does he compare it to a "soldier dug into his battlefield without feeling mud?"
- Why do you think he refers to the Armenian soul

as "tired" and "sacred?" (10 min.)

11. *Homework*. Ask students to write an essay on "What it means to be Armenian."

12. Closing prayer.

Session 5—Who Are My Friends?

Key Concepts

1. Relationships involve responsibility on both sides.
2. Scripture gives us some ideas on maintaining friendships.

Objectives

Students will

1. Analyze their friendships.
2. Discuss and define friendship.
3. Read and interpret Scripture references which can be applied to friendship.

Background for Teacher

Friends and peers are very important to young people and relate to identity and self-esteem. A young person who has healthy self-esteem usually also has healthy friendships. Low self-esteem, on the other hand, often inhibits relationships.

This session deals with the question, "Who Are My Friends?", and encourages young people to examine the qualities of friendship.

Materials Needed

- Newsprint
- Felt-tip markers
- Bibles

Procedure

1. Opening prayer.
2. Review homework. (Students were to write a brief essay on "What it means to be Armenian.") Ask volunteers to read their essays. Allow students to question each other and make comments. Collect essays and, if appropriate, publish in your church paper. (10 min.)
3. Begin this session by saying, "Friendship is..." and point to one of the students to complete the sentence. Do this with each student without commenting. Allow responses to be spontaneous. (5 min.)
4. Ask each student to complete the "Friendship Survey" on page 19 in their texts. (10 min.)
5. When surveys have been completed, divide class into groups of four and ask students to share their answers to items #7 and #9. (10 min.)
6. Have a student read the Diary entry in the text aloud. Also read Matthew 7:12, Galatians 5:14-15, and

Romans 12:9-18. Ask: What kind of friend was Maral? What do these Bible verses say about friendship? Discuss. (10 min.)

7. Divide into same groups of four. Give each group a large piece of newsprint and a felt-tip marker. Instruct groups to make a list of characteristics of a good friend. Write the biblical reference, Colossians 3:5-15, on the blackboard and tell students to include the qualities mentioned there on their list. (20 min.)

8. When completed, tape the lists on the wall and have each group share its findings. Have students copy list into their texts on page 20. (10 min.)

9. Give each group a fresh piece of newsprint and ask them to define the term, friendship, with words or drawings. When completed, have each group share its definitions and display in the classroom. (10 min.)

10. Ask volunteers to complete any of the following sentences orally:

- I learned that friendship is . . .
- I wish my friends . . .
- In the future, I'm going to . . . (5 min.)

11. *Assign Homework.* Ask students to choose one of the characteristics discussed today which they feel they need to work on. During the week they are to write ways in which they can develop this characteristic. (See student texts.) Remind students that they do not have to share this next week if they do not wish, but that you must check to see that the assignment has been completed.

12. Closing prayer.

Session 6—Why Should I Care?

Key Concepts

1. As Christians, we are called to care about the poor and hungry of the world; as Armenians, we have been poor and hungry.
2. It is important from time to time to examine our values and priorities.

Objectives

Students will

1. Identify and arrange in order some personal life priorities.
2. Read and discuss biblical passages relating to human need.
3. Examine some statistics concerning world hunger and list ways they can help.

Background for Teacher

We all have goals and values around which we organize our lives. Young people usually think in

terms of short-term goals—getting a car or a date, etc. It is important that they also see that they must have long-term goals and that, as Christians, those goals should include the larger world in which they live. Social responsibility is part of being a Christian.

While there were many issues we could have focused on, we chose world hunger because we thought it most appropriate for us as Armenians.

This lesson may or may not have an impact on your students, depending on their social conscience. Let them take the lead. If they wish to follow through on some action listed at the end of the session, help them as much as you can; if they wish to do nothing, don't force the issue.

Materials Needed

- Scissors
- Bibles
- Photocopies of "What's Important" (page 13)

Procedure

1. Opening prayer.

2. *Review Homework:* Students were to pick one or two characteristics of a friend that they needed to improve in themselves. Ask for volunteers to share ways in which they developed or plan to develop those traits. (5 min.)

3. Tell the students that most of us are concerned about the people we love—family, friends, and so on, and remind them that you've talked about the responsibilities we have toward those people. Say: "But what about the world in general? Do we have any responsibilities toward those whose lives will never touch ours?" Ask students to complete the "Who Cares?" questions in their textbooks. (5 min.)

4. When students are finished, ask for a show of hands to the following questions:

- How many of you checked at least three items?
- How many of you checked at least six items?
- How many of you checked item #4?

Tell students that if they checked at least three items, they have a sense of social responsibility. If they checked at least six items, they care "very much" about the world. And if they checked item #4, today's lesson will be of special interest to them. (10 min.)

5. Distribute scissors and copies of "What's Important". Ask students to cut out the 22 "strips." Tell students to arrange them in order of importance. If arranging all the strips in order is difficult, tell them to at least put them in three different stacks: "Not important," "important," and "extremely important". (10 min.)

6. When students have completed that assignment, divide the class into groups of two to three people to share their "arrangements." Tell students to explain *why* they picked the three most important items. (10 min.)