

Grade Five

THE PERSON AND THE WAY: JESUS CHRIST

A People and A Way: The Armenian Church



We Believe Curriculum
Teacher Manual

By order of
Bishop Daniel Findikyan, Primate

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Grade Five
We Believe
Teacher Manual

The Person and The Way: Jesus Christ

A People and A Way: The Armenian Church

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Introduction

Welcome to *WE Believe Grade Five*! We wish you the very best with your class of beautiful fifth graders – so full of youth, energy, hope, and faith. Teach them, yes. But above all, love them and inspire them with your own genuine desire to walk the walk of faith with them.

Before you even step foot into the classroom on the first day, consider the following guidelines:

- 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. Never be just one step ahead of your class. Be prepared so that your mind and heart can also dwell fully on the questions and needs of the students.
- Timing for each activity has been provided for you as a helpful planning tool. 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. Adjust as you go along.
- Use the teacher manual as a reference book for the future; make notes in the margin that can help when you go to teach the same session next year (or when your replacement does).
- Every class session should begin and end with a prayer even if it has not been specifically indicated.
- Your teacher manual is like a cookbook for creative chefs. If the measurements don't work or the spices need a boost, improvise.
- The Family Focus section at the end of each lesson is a helpful way to get families to do a faith-focused activity or two at home. With the increasingly secular lifestyles of our families, this could be a wonderful gift. An important part of each week's lesson can turn out to be a brief but meaningful discussion about what the children did at home during the week. Or, you might want to ask for it only occasionally. Since textbooks are available online, you can send them home to parents electronically and communicate with them each week about the specific lesson and Family Focus they should check.
- 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.

The Person and The Way: Jesus Christ



Unit One, Session 1

Jesus of Nazareth: Son of God

Key Concepts

1. Jesus Christ is fully human and fully divine.
2. Jesus is the second person of the Holy Trinity.

Objectives

During the session, students will

1. Provide responses to the statement “If Jesus came to my school this week I would ask him to...”
2. Brainstorm and explore qualities of Jesus’ divine and human nature.
3. Examine Jesus’ place in the Holy Trinity.
4. Review some of the ways the Bible describes Jesus.
5. Learn the Armenian word for Holy Scripture.
6. Define the word “Trinity.”
7. Read about the life of St. Nersess Shnorhali.
8. Look at one of the prayers from “*Havadov Khosdovanim*” (*I Confess with Faith*).

Materials Needed

1. Pens
2. Index cards
3. Chalk or dry erase marker for writing on the board

Procedure

1. Welcome students, distribute books, and say the opening prayer together. Then read the title aloud and ask: “So what do you make of this? We’re talking about not ‘a’ person but THE Person. And who is that? (Jesus Christ). So why ‘A people and a way’? What does that mean?” After responses, if any, continue, “This then is about how our particular church, the *Armenian* Church, understands and follows Jesus. So during this year, we’ll learn more about who Jesus is and how over the centuries our people – including us here in this room and our church today – have come to know who he is and follow him and live the life he calls us to live.” 5 min.
2. Distribute a pencil and index card to each student. Write the following phrase on the board for students to copy on their cards: “If Jesus came to my school this week, I would ask him to...” Have students complete the sentence on their cards. Call on each child to share his or her response with the class. Collect cards to recycle or use on a bulletin board display. 10 min.

3. Have students provide responses to the statements “Jesus is human because” and “Jesus is divine because.” You may choose to have them record answers in their books and then read their thoughts to the rest of the class, or you may have the children raise their hands and respond orally. Accept all reasonable responses. Use the following list as a guideline. If the experiences below are not mentioned, write the Scripture reference on the board for students to look up.

Examples of Jesus’ humanity

He became hungry (Luke 4:2)
He was tempted (Luke 4:2)
He became thirsty (John 19:28)
He experienced death (John 19:33)
He slept (Matthew 8:23-25)
He had friends and went to festive gatherings (John 2:1-2)
He was deeply upset about his impending crucifixion (Mark 14:32-36)

Examples of Jesus’ divinity

He cured a blind man (John 9:1-7)
He is called Mighty God (Isaiah 9:6)
He walked on water (Mark 6:47-49)
He fed the 5000 (Matthew 14:15-21)
He changed water into wine
He rose from the dead (Matthew 28:1-10)
He raised people from the dead (Luke 7:11-17)

10 min.

4. Break the students up into groups of two or three (or work together if that is easier). Have them read *Jesus as One of Us and Jesus as God*, underlining important points. Discuss together. 10 min.
5. Keep the students in their groups to read *Putting it All Together*. Have them help each other list their roles, then ask them to share their responses with the rest of the class. 5 min.
6. As a class, read *What Does the Bible Say?* Have the students answer the questions. Quotations 2 and 3 are representative of Jesus’ human qualities. The others highlight his divinity. 10 min.
7. Read about St. Nersess and pray the accompanying prayer. Discuss the question. 5 min.
8. Review *Faith Word* and *Spotlight on the Bible*. Tell students to share the Family Focus section at home and that you will be sending it home electronically as well. Close with a prayer and dismiss the class. 5 min.



Unit One, Session 2

God Is Born!

Key Concepts

1. Jesus came as a baby.
2. Jesus’ coming is foretold throughout the Old Testament.

Objectives

During the session students will

1. Understand the term “Incarnation.”
2. Explore their own families’ special ways of observing Christmas.
3. Read about how the appearance of Jesus as a baby is related to the birth of babies today.
4. Learn that God told us about Jesus in the Old Testament in great detail so we would recognize the Savior.
5. Examine how statements from the Old Testament match events in Jesus’ life.
6. Know that Jesus is coming again in power.
7. Learn that we must read the Bible ourselves and within the Church (the Body of Christ) so we can grow closer to Jesus.
8. Learn the first line of “*Khorhoort Medz*.”
9. Define the word “mystery.”
10. Survey the major events of Jesus’ birth and early life.

Materials Needed

1. Pens
2. Index cards
3. Chalk or dry erase marker for writing on the board
4. Several dictionaries
5. (Optional) Recording (tape or CD) of “*Khorhoort Medz*”

Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they performed any of the activities from the family page. Invite them to share their experiences. 5 min.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The answers are:
1. human, divine 2. books 3. St. Nersess Shnorhali 4. Father, Son, Holy Spirit 5. Testaments.
4. Give each child a small piece of paper. Have the students write their name and date of birth on the paper. Collect them immediately before they have a chance to see anyone else’s. Write each birthday on the board without the name, then let the students guess who has which birthday. When they have finished, note that these are the dates on which the children were actually born, but Jesus’ birthday is a date that has been set by tradition since the precise date of births at that time were rarely if ever noted. (You might also explain that even in their great-great grandparents’ day in some parts of the world, birthdays were rarely noted – often just the year and any outstanding events, i.e. “the year of the big snow, two days before the Feast of Transfiguration” etc. Also, “Name Days,” the celebration of the saint after which a person was named, were often more important than birthdays.) 10 min.
5. Review the *Faith Word* with the students.
6. Read *A Very Special Time*, then ask the students to share their family Christmas traditions with the class. 10 min.

7. Read together or teach *January 6 or December 25?* 5 min.
8. Read *Paree Loor/Good News*. Have the class complete the accompanying exercise. The first New Testament statement belongs with Psalm 34:20, the second with Micah 5:2, the third with Psalm 69:21, and the fourth with Isaiah 9:6. 10 min.
9. Read *Our Shepherd Returns*. Have the students look up the Bible references and fill in the missing words from each statement in their text from those passages. The missing words are: knee, tongue (Isaiah 45:23), enemies, feet (1Corinthians 15:25), rooms, prepare (John 14:2), name, Christ (Matthew 24:5). 10 min.
10. Read *Our Armenian Way*. Try singing the first line with the class. Discuss the question. (*Jesus' birth is a mystery in that the birth of God as a human being cannot be rationally explained.*) 5 min.
11. Have the students read Luke 2, then put the statements in *Spotlight on the Bible* in the correct order. The order is 9,6,10,1,4,7,2,5,8,3.
12. Invite the students to share the Family Focus section at home. Close with a prayer and dismiss the class. 5 min.



Unit One, Session 3

Jesus, Healer

Key Concepts

Jesus had the power of God and was able to perform many miracles, including healing the sick and raising the dead.

Objectives

During the session the students will

1. Learn that Jesus' miracles identify him as the Savior.
2. Read an account of the miracle of the wedding at Cana.
3. See the great faith of the centurion.
4. Demonstrate their understanding of Jesus' raising of Lazarus.
5. Define the word "resurrection."
6. Explore Jesus' healing of a blind man in Mark 8:22-25.
7. Study the sacrament of healing.

Materials Needed

1. Pens
2. Lined paper in case the students run out of space for their newspaper articles.

Procedure

1. Welcome students and say the opening prayer together.
2. Ask the students if they performed any of the activities from the family page. Invite them to share their experiences.
5 min.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. Statements 2 (Bethlehem), 3 (the Bible *and* by participating in the life of the church) and 5 are false; 1 and 4 are true.
4. Ask the students to think of a time when they were sick. Have them discuss their experiences with the class.
10 min.
5. Read *The Great Physician*.
5 min.
6. Read *Jesus 1, Death 0*. (Note: The two other people Jesus brought back to life out of his compassion were Jairus' daughter - Matthew 9: 18-26 - and the widow of Nain's son - Luke 7: 11-17.) Have the students write a newspaper article about the incident from the point of view of a journalist who was present at Lazarus' tomb when Jesus raised him. Allow the children to read their articles to the class if they wish. You might want to have students type them up at home to post them on the Sunday School Bulletin Board (announcing this idea first might produce better results!).
20 min.
7. Review the *Faith Word* with the students.
.
8. Break the class up into groups of two or three. Have them read Mark 8:22-25 in *Now I See* and complete the movie exercise. Before you take them out of the groups, have them share their work with the entire class.
10 min.
9. Read *Our Armenian Way*.
10. Invite the students to share the Family Focus section at home. Close with a prayer and dismiss the class.
10 min.



Unit One, Session 4

Jesus, Teacher

Key Concepts

1. During his ministry, Jesus went from town to town teaching the people.
2. He taught with parables because most of the people who came to hear him were unable to read or understand complicated concepts.

Objectives

During the session the students will

1. Define the word “parable.”
2. Read about Jesus’ earthly ministry.
3. Read the Parable of the Prodigal Son.
4. Demonstrate their understanding of what a parable is by writing a modern version of the Parable of the Prodigal Son.
5. Review the “*Hayr Mer*.”
6. Learn that God has provided instruction on how we should speak.

Materials Needed

1. Pens
2. Lined paper in case the students run out of space for their parables

Procedure

1. Welcome students and say the opening prayer together.
2. Ask the students if they performed any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The correct answers are Lazarus, the wedding at Cana, trees, the 12 disciples, and resurrection. 10 min.
4. Read *Gathering His Sheep* with the class, pointing out the *Faith Word*.
5. Read the Parable of the Prodigal Son in Luke 15:11-32. Have the students rewrite the parable as if it occurred in modern times. Invite the children to read their “updated” parables aloud to the class. Then, go around and hear their one-line “Kingdom” parable. Again, these can be typed and posted where others can enjoy them. 35 min.
6. Read *Our Armenian Way*, review the prayer, and say the *Hayr Mer* together. 5 min.
7. Tell the children “Jesus wants us to always speak in a way that shows we belong to him. This means that our words should show that we are different because we care about what God wants.” Read Ephesians 5:4 to the class. Discuss with students the three concepts (from the NIV Bible): “obscenity, foolish talk, coarse joking.” What are examples of these? (curse words, gossip, racist or sexist jokes) Why are they inadvisable? (demeans the speaker, demeans others, etc.)
8. Invite the students to share the Family Focus section at home. 10 min.
Close with a prayer and dismiss the class.



Unit One, Session 5

Jesus Challenges Authority

Key Concepts

1. Jesus' teachings often contradicted society's thinking.
2. Courage is often required to follow his will for us.

Objectives

During the session students will

1. Learn about Jesus' relation to Old Testament law.
2. Read that his words and actions angered those in power.
3. See that it required courage for Jesus to stand up to these men.
4. Consider their own response to a situation in which observing Christian principles comes in conflict with government, specifically Ottoman Turkey and Nazism.
5. Read the Serenity Prayer.
6. Review the story of St. Gregory the Enlightener.
7. Define the word "enlightener."
8. Discuss observing Sunday (the "Sabbath") in modern life.

Materials Needed

1. Pens
2. Dictionary/dictionaries (or students can use their phones)
3. Chalk or dry erase markers for writing on the board
4. A copy of the coloring book *How Armenia Became the First Christian Nation* (see procedure #6)

Procedure

1. Welcome students and say the opening prayer together. 5 min.
2. Ask the students if they performed any of the activities from the family page. Invite them to share their experiences. 5 min.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. Statements 3 and 5 are true; the others are false (1. On the contrary, Jesus spoke very simply with people, often using parables to explain difficult ideas. 2. While Jesus did speak in synagogues, he also taught in people's homes and out in the countryside. 4. Our *Hayr Mer* is sung at every liturgy and used in personal and community prayer as well. 5 min.
4. Read *King of Kings and Lord of Lords*. Have the students read Matthew 23:23-26 and discuss the questions in their text. Allow free discussion but make sure you point to all the imagery; have students describe each accusation. (The accusations are all about outer piety without any real

love or concern for others. This would have had a tremendous impact on the people in their care. Since everyone was under Roman rule, there were many “marginalized” people – the poor, widows, etc. – who would need their help.) Tell the class “You may have heard of the time in history when Germany was ruled by an evil government called the Nazis.” Remind the children that the Nazi government killed millions of innocent Jews and others. “Even before this time, in the first Genocide of the 20th century, our own ancestors were dragged from their homes by the Ottoman Turks and deported and killed. Almost two million of them.” Have the children imagine that they are Christians living in Ottoman Turkey or Nazi Germany. They see innocent people being dragged from their homes, beaten, and having their businesses destroyed. They know that if they try to help the victims they will be treated the same way. Discuss with the students how a Christian could and should respond under such circumstances. 10 min.

5. Read about and pray the Serenity Prayer with the class. You might need to define the word “serenity.” 5 min.

6. Read *Our Armenian Way* with the students. Distribute dictionaries and have the students write the definition of the word “enlightener.” Use *How Armenia Became the First Christian Nation* to review the story. 10 min.

7. Write Mark 2:23-27 on the board. Have the class read the verses together and discuss the passage. Verses 25 and 26 refer to an incident in the Old Testament when David and his men ate consecrated bread from the Temple when they were desperately hungry. So Jesus was stressing human need (not frivolous things, but true human need) over the law. Make sure you mention that the “Sabbath” refers to the day God asks us to set aside in his honor (originally referring to the 7th day of Creation when God rested). For Christians that day became Sunday, the day Jesus rose from the dead and renewed all of Creation. Raise the following questions and discuss. If you are working with small groups, allow time for discussion and then call on volunteers to hear what each group decided.

- Do you think it’s right for a firefighter to put out a fire on a Sunday? Why or why not?
- Do you think it’s right to trade stocks online on the internet on Sunday? Why or why not?
- Is it right for a doctor to deliver a baby on the Sabbath? Why or why not?
- Is it right for a surgeon to do a voluntary cosmetic operation such as a “tummy tuck” on Sunday? Why or why not?
- Should coaches hold recreation or school games on Sunday? Why or why not?
- Should professional sport events be held on the Sabbath? Why or why not? 15 min.

8. Invite the students to share the Family Focus section at home.
End class with the Serenity Prayer. 5 min.



Unit One, Session 6

The Passion: The Road to Resurrection

Key Concepts

1. Jesus died and rose again from the dead.
2. His sacrifice would atone for the sins of his people.

Objectives

During the session students will

1. Discuss things for which one might sacrifice one's life.
2. Read about the Holy Week observances of the Armenian Church.
3. Answer questions about Holy Week.
4. Read a selection that recreates the events of Jesus' Resurrection.
5. Explore the reason why Armenian crosses are shown without the body of Jesus.
6. Decorate a cross to celebrate Jesus' victory over sin and death.

Materials Needed

1. Pens
2. Card stock copies of the cross template from the back of this manual
3. Scissors
4. Glue
5. Markers, sequins, beads, decorative foam shapes and similar items for decorating crosses

Procedure

1. Welcome students and say the opening prayer together.
2. Ask the students if they performed any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The correct answers are 1. c, 2. d, 3. a, 4. c, 5. d. 10 min.
4. Break the class up into groups of two or three or have students work on their own to read Romans 5:7-8 in *The Supreme Sacrifice*. Ask them to think of things that someone might feel were so important they would be willing to give up their life for it. If they have trouble thinking of things, offer a hint such as one's country, family members, etc. Allow the children to write their answers down and then discuss them with the class as a whole. 10 min.

5. Read *The Most Holy Time* and have the class answer the questions. The answers are 1. Palm Sunday, Easter; 2. Ten Maidens; 3. Last Supper, Holy Communion; 4. Gethsemane; 5. sins. 10 min.
6. Read *A Single Heartbeat*. 5 min.
7. Read *Our Armenian Way*.
8. Distribute cross pages and have students cut out template along the borders (you may do this yourself prior to class). They may then decorate the crosses with the markers, sequins, beads, and other materials which you have provided. When complete, the children may take the crosses home or decorate the classroom or a bulletin board with them (and then take them home).
9. Invite the students to share the Family Focus section at home.
Conclude with a prayer and dismiss the class. 20 min.



Unit One, Session 7

Following Him

Key Concepts

1. The disciples were frightened and sad after Jesus' death.
2. The reality of his resurrection was what sparked them into spreading his Word throughout the world.

Objectives

During the session, students will

1. Read about Peter's denial of Christ.
2. Write an explanation of why Peter wept in Luke 22:62.
3. Read about the disciples' transformation from scared to fearless.
4. Solve a crossword puzzle that names some of the places visited by the apostles in their travels.
5. Review the role of Thaddeus and Bartholomew.

Materials Needed

Pens

Procedure

1. Welcome students and say the opening prayer together.
2. Ask the students if they performed any of the activities from the family page. Invite them to share their experiences.

3. Have the class complete the *Chapter Checkup*. Review the answers with them. Statements 1 and 4 are false (1. Holy Week or Avak Shapat; 4. Gethsemane); the rest are true. 15 min.
4. Read Luke 22:54 - 62. Have the students answer the question on the line provided. (Remembering Jesus' prediction of how he would betray him, Peter was deeply upset to realize, when he heard the rooster crow, that he actually had done so.) Have students share their answers. You might ask them to think of a time when *they* might have let someone down. How did it feel?
5. Continue reading *Lambs to Lions*. 10 min.
6. Have students work on the crossword puzzle in *Where Did They Go From Here?* as a class, in dyads, or on their own. The answers are (*Across*) 1. Antioch, 2. Troas, 3. Phrygia, 4. Derbe, 5. Samaria, 6. Corinth, 7. Mitylene (*Down*) 1. Cyprus, 2. Macedonia, 3. Pisidia, 4. Patara, 5. Crete, 6. Mysia. 15 min.
7. Read *Our Armenian Way*. Have the children draw a three-box cartoon about Thaddeus and Bartholomew learning from Jesus, traveling, and teaching the Armenian people. 15 min.
8. Invite the students to share the Family Focus Section at home.
Conclude with a prayer and dismiss the class. 5 min.



Unit One, Session 8

Remembering Him

Key Concepts

1. It is important to attend the Divine Liturgy.
2. The Liturgy brings spiritual wholeness to participants through Holy Communion.
3. It is a special time to become one voice of prayer as the Church.

Objectives

During the session students will

1. List some of the reasons they enjoy church and Sunday School.
2. Read about some of the benefits of attending the Liturgy.
3. List things that bring peace to them.
4. Read I Corinthians 11:23-26.
5. Compose an e-mail explaining the Lord's Supper.
6. Read about the vestments of the priest.
7. Complete an activity on vestments.

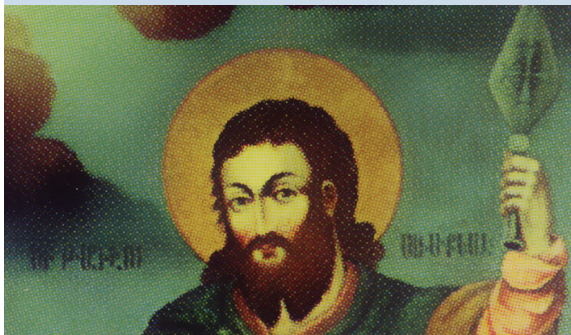
Materials Needed

Pens

Procedure

1. Welcome students and say the opening prayer together.
2. Ask the students if they were able to do any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The answers are 1. c, 2. b, 3. d, 4. c, 5. a. 10 min.
4. Read *A Little Bit of Heaven*. Stop to do each of the two exercises, discuss, and then continue reading. 15 min.
5. Read the first paragraph of *Food for the Soul* and the first sentence of the second paragraph. Pause to read 1 Corinthians 11:23-26, then finish the paragraph and have class complete the e-mail exercise. Ask for volunteers to read their email. 20 min.
6. Read *Our Armenian Way*. Ask the class: “So, we see that a priest wears special clothing. What other jobs require a special uniform, or special clothing for the person to do the job properly? (Examples can include police officer, soldier, doctor or surgeon, nurse, fire fighter, chef or cook, fisherman.) How does this special clothing help them?” (Protection, identifies them, i.e. tells us who they are, for cleanliness). Open the pew book to page 2 and say “The priest also wears these vestments so 1)we immediately know that he is the priest by his clothing which is modeled after biblical priestly clothing, 2)for protection and 3)for cleanliness, *spiritual* cleanliness! Here’s the prayer he says when he puts on his crown: ‘Lord, put the helmet of salvation on my head to fight against the powers of the enemy.’ And for his cuffs (maniples): ‘Give strength, Lord, to my hands and wash all my sin that I may be able to serve you in health of soul and body.’ For the stole: ‘Clothe my neck with righteousness and cleanse my heart from all sin.’ For his belt: ‘May the girdle of faith encircle me around my heart and my mind.’ For the towel: ‘Cleanse my hands, Lord...’ Now let’s end class with a prayer of our own.” Start the prayer with “Thank you God for our Badarak because when we are at church together we...” Ask for ideas to complete the prayer and end with an Amen. 15 min.

A People and A Way: The Armenian Church



Unit II, Session 1

The First Enlighteners

Key Concepts

1. God gave the twelve apostles the tools they needed to evangelize the ancient world.
2. Of these apostles, Thaddeus and Bartholomew went to Armenia and are called Armenia's "First Enlighteners."
3. The apostles, through the Holy Spirit, surmounted difficulties of language and logistics in order to spread the Gospel.
4. The Armenian Church has a special hymn for the feast of Pentecost.

Objectives

During the session the students will

1. Learn how the gift of the Holy Spirit influenced the teaching of the Good News.
2. Read the Bible account of Pentecost.
3. Perform a "Reader's Theater" and complete an exercise relating to Pentecost.
4. Review the experience of Thaddeus and Bartholomew.
5. Write down how they would teach people about Jesus.
6. Examine the Pentecost hymn "Arakelo Aghavno."

Materials Needed

Pens

Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they were able to do any of the activities from the family page. Invite them to share their experiences. 5 min
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The answers are "great medicine," Holy Gospel and Holy Communion, *Badarak*, Last Supper, liturgy. 5 min.
4. Read *For All Who Are Far Off*. Then divide up the Reader's Theater parts among your class and perform (you might even want to repeat the performance at an Assembly). You can keep it simple or spruce it up with: flames on headbands – to be put on at the appropriate moment during the Scripture reading; a simple wooden frame "window" with a curtain attached behind

which a table fan can be switched on to blow the curtains at the appropriate moment, etc. After congratulating them for a job well done (hopefully!), break the class up into dyads, review the *Faith Word*, and allow them to help each other complete the accompanying exercise. The correct order is 7, 3, 4, 1, 8, 2, 6, 5. 20 min.

5. Take the children out of their groups. Read *Our Armenian Way* together. Pause to discuss points made in the text. You might want to ask children what languages they know and how to say things in these languages (e.g. “How are you?”) Point out the distance between Jerusalem and Armenia on the map. Explore what problems they may have encountered – lack of food, shelter, wild animals, unfriendly people, etc.) Have the students write their message. When they are all finished writing, tell the children to pretend they are speaking to someone who has never heard of Jesus. In turn, have each child read what they have written. You might consider typing these up for display on a Bulletin Board which the kids can further design with illustrations, pictures of Ararat, flags, churches, etc. 20 min.
6. Read *Prayer and Worship*. Have a choir member or a volunteer (or you can yourself!) sing the first verse of “Arakelo Aghavno.” It’s really quite beautiful. Explain to the children that for people who were not able to read, singing was the most important way people learned about the Bible and their faith. This hymn, for example, is a very poetic summary of the event of Pentecost. 5 min.
7. Invite the students to share the Family Focus section at home. Conclude with a prayer and dismiss the class. 5 min.

Note: Ask students to bring in a shoebox with a lid for next week’s craft activity.



Unit Two, Session 2

The Second Enlightener: St. Gregory the Illuminator

Key Concepts

1. God is the source and center of life.
2. People who teach others about God often do so at great personal cost.
3. St. Gregory and other saintly people taught the importance of repentance and conversion.

Objectives

During the session the students will

1. Read and discuss Matthew 3:1-12.
2. Read a brief account of the life and work of St. Gregory the Illuminator.
3. Make a diorama depicting St. Gregory in the pit.
4. Learn about the relics of St. Gregory and Muron blessing.

Materials Needed

1. Pens
2. Extra shoe boxes for those who might have forgotten to bring one
3. Paper to cover outside of each box
4. Small rocks, optional but fun: small plastic snakes, spider, lizards
5. Crayons, markers, or colored pencils
6. Safe scissors for the students
7. A sharp scissor for you
8. Wide masking tape
9. Glue
10. Picture of St. Gregory from Teacher's Manual

Procedure

1. Welcome students and say the opening prayer together. Ask them if they performed any of the activities from the family page. Invite them to share their experiences. Have the class complete the *Chapter Checkup*. The correct answers are c, d, a, b. 15 min.
2. Read *Heaven Is Near* except for the final question and then have the students read Matthew 3:1-12. Ask for volunteers to retell each verse in their own words. Along the way, ask
 - a. What does repent mean? (To turn away from, literally. To turn away from how you used to be.) Refer to *Faith Word*.
 - b. Who was Isaiah? (An Old Testament prophet).
 - c. Why did John dress the way he did and eat what he did? For a clue, let's look at 2 Kings 1:8. (Like a prophet of earlier times.)
 - d. Why do you think people went out to him in such huge numbers? (Accept different answers, but perhaps they were hungry, as we are today, to be spiritually whole in a very troubled time.)
 - e. Who were the Pharisees and Sadducees? (Teachers of the law.)
 - f. What did he mean in verses 9 and 10? (That people aren't worthy just because they are part of a certain group. We are not instantly worthy in God's eyes just because we are members of the Armenian Church. What matters is what we end up doing with our lives, what kind of people we are.)
 - g. A note on verse 12. These are agricultural images, depicting Jesus as a thresher, separating the good part of the wheat from the inedible part that must be burned. Then discuss the question together. (Possible answers: priests, church leaders, world leaders, teachers, parents...) 15 min.
3. Read *In the Footsteps of Thaddeus and Bartholomew*. 5 min.
4. Distribute the project materials. Have the students color and cut out the picture of St. Gregory (to the size of their shoe box). Next, have them glue St. Gregory to the side of the shoe box, with the box set on its edge, so the box is tall rather than wide. Glue a few small rocks to the floor of St. Gregory's pit. Put the lids on the boxes and tape them shut. Have the children cover the outside of the box with paper. Poke a small peephole in the side of the box, then an opening in the top of the box (actually one of its sides) to let in a little light. The effect is to have them look into the peephole and see how dark and scary it was for St. Gregory in the pit. 20 min.
5. Read *Our Armenian Way*.

6. Remind students to share the Family Focus section at home.
Dismiss the class.

5 min.



Unit Two, Session 3

The Church in the Middle Ages: St. Gregory of Narek

Key Concepts

1. St. Gregory of Narek sought a very close relationship with God.
2. God has many qualities that you would want in a friend.

Objectives

During the session, the students will

1. Read about the life and work of St. Gregory of Narek.
2. Do a creative prayer activity based on St. Gregory's Elegy 51
3. List four qualities they wish to have in a friend.
4. Complete a matching exercise that reveals the qualities of God that make him a wonderful friend.
5. Read a brief prayer of St. Nersess Lampronatzi.

Materials Needed

Pens

Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they performed any of the activities from the family page. Invite them to share their experiences.
3. Complete the *Chapter Checkup* together. Review the answers with them. The correct responses are F,F,F,F,F!
10 min.
4. Read *A Lighthouse in a Hurricane*. Then have students do prayer activity, first working alone; then share their results with the class.
20 min.
5. Read *What Kind of Friend* and have students record four qualities in their books. On the board, draw a large stick figure with a big circle for a head. Call students up one at a time to share their qualities and write them in the circle. Then discuss how these qualities are all part of our relationship with God.
15 min.
6. Divide the class into dyads. Have them help each other complete the matching exercise in *Our Best*

Friend. The items on the right match the statements on the left in the following order: will never abandon you, won't change his mind about you, keeps promises, there when nobody else is, wants to be close, makes you feel better when something bad happens, you can go to him with problems.

10 min.

7. Read *Our Armenian Way* and say the brief prayer together. Ask students: "How did Jesus become a 'bearer of sin'?" (By being born a human being, joining his perfect divinity with imperfect humanity) "How does he become bread?" (In the chalice of Holy Communion) Review the *Faith Word*.

8. Invite students to share the Family Focus section at home.

Dismiss the class.

5 min.



Unit Two, Session 4

The Ottoman Empire

Key Concepts

1. The deterioration of the Ottoman Empire and World War One together set the stage for the tragedy of the Armenian Genocide.
2. The Armenians who perished in the Genocide were tragic victims, but were also triumphant in Christ.
3. Those who suffer and die for their faith will be blessed but justice is also important to God.

Objectives

During the session, the students will

1. Read about the Ottoman Empire.
2. Read a selection about the Armenians' persistence in their faith during the Genocide.
3. Write a brief analysis of what Scripture has to say about persecution and justice.
4. Read about Gomidas Vartabed.

Materials Needed

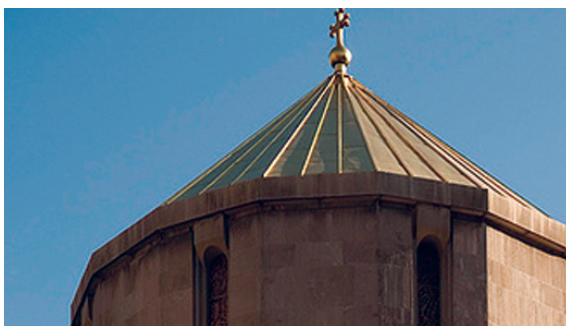
Pens

Procedure

1. Welcome students and say the opening prayer together.
2. Ask them if they performed any of the activities from the family page. Invite them to share their experiences.
3. Complete the *Chapter Checkup* together. Review the answers with them. The correct responses are b,c,d,a,c.

10 min.

4. Put the words “Armenian Genocide” on the board. Then have students line up on one side of the room and go up one by one (after writing something, each student may sit) and add anything they know about the topic – a word, a phrase, a date. Discuss. (Some contributions may be: 1915, deportation, massacre, Turks, Ottoman Empire.) 10 min.
5. Read *The Sick Man of Europe*. 5 min.
6. Read *Victims or Heroes*. Divide the class into groups of two or three.
Have them complete the accompanying exercise. Allow them to share their answers with the rest of the class. Conclude by saying that the God of love does not want us to seek revenge, but justice is another matter! It is a Christian obligation to seek justice for the suffering. 20 min.
7. Read *Our Armenian Way* and sing “Der Voghormya” together. 10 min.
8. Remind students to share the Family Focus section at home.
Ask them to complete this sentence as you go around the room. “Today I learned that_____.”
Dismiss the class. 5 min.



Unit Two, Session 5

A Church in America: The First Fifty Years

Key Concepts

The early Armenian immigrants to America wanted their own church so they could enjoy their faith in their new home.

Objectives

During the session the students will

1. Read a brief history of the first Armenian immigrants to America.
2. Create a Play-dough symbol of what they miss when away from home.
3. Read about how to see faith in an age when we are so far from the life of Jesus.
4. Teach each other about Biblical explanations of faith.
5. Read a selection about Khrimian Hayrig.

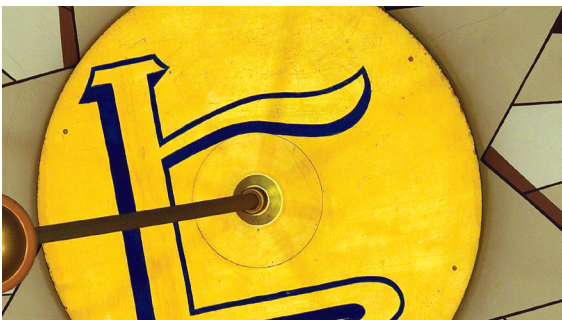
Materials Needed

1. Pens
2. Small Play-dough containers – one for each student

Procedure

1. Welcome students and say the opening prayer together.

2. Ask if they performed any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The correct answers are b,c,b,c. 10 min.
4. Read *A Church of Our Own*. Distribute Play-dough and ask students to create objects that represent things they miss when away from home (and then list them in their books). Have each student come to the front of the room and explain them, placing them on the desk when finished. At the conclusion, ask students what they notice. Is there anything religious among the items? Do they represent comfort? Entertainment? 15 min.
5. Read *Strangers in a Strange World*. 5 min.
6. Tell the students that it is their turn to be the teacher. Assign one of the following Bible passages to each student: Hebrews 11:1, I Corinthians 16:13, Psalm 91:4, Deuteronomy 7:9, Luke 22:42, Hebrews 3:6, Romans 10:17, II Corinthians 5:7. If you have more students than Bible passages, allow them to team up. Give the class a few minutes to read and understand their passages. In turn, have each student or team write their passage on the board, then explain the passage to the rest of the class. Accept all reasonable explanations. Discuss the emphasis of these passages as a whole: the importance of faith, Christian living, and the presence and protection of God. 25 min.
7. Read *Our Armenian Way*.
8. Invite students to share the Family Focus section at home.
Dismiss the class. 5 min.



Unit Two, Session 6

The Church in America: Looking Ahead

Key Concepts

1. God's people are going to be different from others because his will is central to their lives.
2. We are always connected to the Armenian Church through life, love, and service.
3. God's rules are helpful and necessary for our happiness.

Objectives

During the session the students will

1. Write about how they feel about being a member of the Armenian Church.
2. Read a passage in Deuteronomy that clarifies how faith makes us "different."
3. Compile a list of the jobs that are part of church life.

4. Read that God's rules are for our benefit.
5. List and analyze the rules at home.
6. Explain why God designated certain activities as sinful.
7. Read the Ten Commandments and add one important rule of their own.
8. Read about Armenian Canon Law.

Materials Needed

1. Pens
2. Basket or box
3. Small slips of paper

Procedure

1. Welcome students and say the opening prayer together.
2. Invite students to share any of their experiences from the family page.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. Statements 2, 4 and 5 are true; false are: 1. The French and Indian Wars took place in 1754-63 and 3. The first Armenian Church was In Worcester, MA. 10 min.
4. Have the class complete the *Chapter Checkup*. Review the answers with them. Statements 2 and 5 are true; 1, 3, and 4 are false (#4 is false because the book of Romans is not in the Old Testament). 10 min.
5. Begin reading "*A Peculiar People*." Have students answer questions as they appear. Invite them to share their responses with the class, then continue reading the selection. At the end, ask them where they think we find out about God's plan for our lives. Allow them to answer orally. The responses would include all the elements of holy tradition: the Bible, the teachings of the Church, the sacraments, the lives of the saints, the Divine Liturgy, parish life, etc. and other faithful people. 10 min.
6. Read *Your Church Needs You*. Put a basket or box on the desk and then pass out small slips of paper, a few to each student. Ask them to write a different church job on each one and then come up to the desk and place them in the basket. If more slips are requested, give them out. After a few moments, stop the activity, pass the basket and have each student pick out a slip and read it. (Let them hang on to the slip they read until the end when you can pass around the trash basket for them to discard slips.) As they read, write them on the board, just using a check mark for repeats. Add any glaring omissions (Answers could include: deacon, church secretary, Sunday School teacher, choir member, custodian, parish council member, etc.) Conclude with: "These are the ways, then, that people of faith, people who have responded to Jesus' invitation to follow him, are able to help the believing family we call the church. And maybe someday you will be serving in one of these roles – perhaps even as the parish priest!" 10 min.
7. Begin the next exercise with this segue: "So...we're a people of faith, a special community, and the way we live clearly has to be different than those who do not hold God as the most important

guidepost in their lives, right? Let's find out a bit more about how God challenges us very specifically to live *differently*, better." Read *Rules, Rules, Rules*. Have the students complete the accompanying exercises and share them with the class. 10 min.

8. Have students read the Ten Commandments in Exodus 20:2-17, then add their own rule. Encourage them to share their responses with the class. 10 min.

9. Read *Our Armenian Way*.

10. Invite the students to share the Family Focus section at home.
Dismiss the class.

10 min.

****Note: Remind your pastor of his participation in your baptism reenactment in two weeks.***



Unit Two, Session 7

Sacraments: Special Times with God

Key Concepts

1. The sacraments mark special times in our relationship with God.
2. They are signs of his kingdom and our oneness with him.

Objectives

During the session the students will

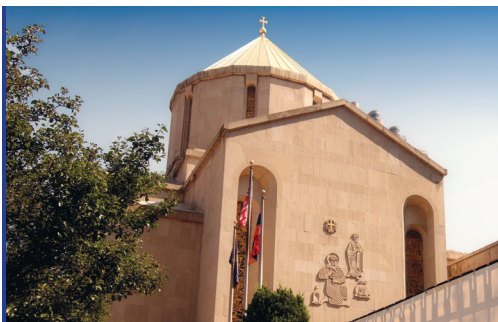
1. List the seven "milestone" sacraments from memory.
2. Recall special times in their lives and write about one of them.
3. Match the sacraments with their basis in Scripture.
4. List the sacraments they have already received, those they have watched others receive, and those they might like to receive in the future.
5. Read a definition of a contract.
6. Write a contract between themselves and God.
7. Read about how the succession of our church leaders is traced back to Christ.

Materials Needed

1. Pens
2. Large oak tag poster
3. Magazines for a collage
4. Markers
5. Glue
6. Scissors

Procedure

1. Welcome students and say the opening prayer together.
2. Invite students to share any of their experiences from the family page.
3. Have the class complete the *Chapter Checkup*. The answers are 1. Exodus, 2. Jews, 3. rules or laws, 4. canon, 5. an instruction given by one in authority (accept all reasonable responses). 5 min.
4. Begin reading *God's Road*. Have the students list the sacraments. Review the answers with them (Baptism, chrismation, penance, holy communion, marriage, ordination, prayers for the sick.) Continue reading the selection. Then have students write about a special celebration in their own lives. Invite them to share their responses with the class. Break the students up into groups of two or three, then continue reading *God's Road*, and complete the matching exercise. Call on the groups to share their responses. The answers are baptism, penance, healing of the sick/anointing, chrismation, marriage, communion, ordination/holy orders. 15 min.
5. Have the children complete the questions in *Your Special Walk with God*. Invite the students to share their responses with the class. 5 min.
6. Sacraments Poster: Distribute magazines to students. Have them locate pictures they feel can illustrate a poster on sacraments. These might be couples, water, rain, trees (new life), babies, old people, bowed heads, etc. You can also cut out shapes, i.e., a chalice, a wafer, a baby, baptismal font, praying hands. Have someone print the title *Sacraments of the Armenian Church: Signs of Life* on the oak tag poster. Help students arrange pictures and add names of seven sacraments. Once it is designed, glue down pictures. Mount in the Sunday School hallway, giving your class credit for the masterpiece! 30 min.
7. Read *Our Armenian Way*.
8. Invite students to share the Family Focus section at home.
Dismiss the class. 5 min.



Unit Two, Session 8

Welcome to the Holy Church!

Baptism and Chrismation

Key Concepts

1. Baptism marks the initiation of a child into the church family.
2. Chrismation confers the gift of the Holy Spirit upon the recipient.

Objectives

During the session the students will

1. Explore the sacraments of baptism and chrismation as initiating the new person into God's family.
2. Read about John the Baptist and Jesus' baptism.
3. Read Galatians 5:22-23 and list the fruits of the Holy Spirit.
4. Demonstrate their understanding of the fruits of the Spirit by choosing three of them and explaining why they would like to have those particular gifts.
5. Participate in a reenactment of a baptism.
6. Read about the preparation of Holy Muron.

Materials Needed

1. Pens
2. An undressed baby doll
3. A towel
4. A small bathtub or pan
5. A small container for pouring the oil
6. A small amount of olive oil
7. A white shirt to put on the doll.
8. A narod (thick red and white yarn twisted together)

Note: It would be ideal to have your pastor help with this reenactment. Talk with him well in advance so he can arrange being with your class. If he is able to visit, you might want to eliminate some of the lesson to allow for more time on the baptism.

Procedure

1. Welcome students and say the opening prayer together.
2. Invite students to share their experiences from the family page.
3. Have the class complete the *Chapter Checkup*. Review their answers; accept all reasonable responses. 10 min.
4. Have the students read and discuss the first exercise in *Where Do We Sign Up?* If students are unable to offer any ideas, you might volunteer some of your own: Chess club (need to play chess); French Department of a school (need a college degree, master's, take a test in knowledge of French); Diplomatic Corps (need to be fluent in two languages, able to travel, college degree, etc.) Fire Department, etc. Read the rest of the selection. 10 min.
5. Read *Of Water and the Spirit*.. Have the students look up the fruits of the Holy Spirit in their Bibles, in Galatians 5:22-23, write them in the spaces provided, and then choose the three they especially value and explain why. Once they have made their notes, discuss as a class. 10 min
6. Cast the students into roles for the baptismal play (if your pastor is not participating, you might want to divide the priest's part among a few students) and perform the reenactment. 20 min.

7. Read *Our Armenian Way*.

8. Invite students to share the Family Focus section at home.
Dismiss the class.

10 min.



Unit Two, Session 9

Getting Back on Track The Sacraments of Reconciliation and Eucharist

Key Concepts

1. Through communion, Jesus forgives our sins and returns us to a place of good standing with God.
2. God wants us to be conscious of our wrongdoing and turn away from it.

Objectives

During the session the students will

1. Read how, as an artisan can take a discarded item and make it like new, Jesus does the same for our souls.
2. Recall a time when they did something wrong and write about how it made them feel.
3. Read tips on recalling sins they want to bring to God's attention.
4. Read Ephesians 4:32 which commands us to forgive others as Christ has forgiven us.
5. Write a short dialogue about forgiveness and perform it for the class.
6. Read from the confession of the Armenian Church.

Materials Needed

1. Pens
2. Lined paper for writing their dialogues.

Procedure

1. Welcome students and say the opening prayer together.
2. Invite students to share their experiences from the family page. 5 min.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The missing words are initiation, confirmation, original, Holy Spirit, and Jordan. 5 min.
4. Read *Restorer of Souls*.

5. Have the children complete the exercise in *Did I Do That?* Invite them to share their responses with the class if they wish. Read the rest of the section, including *The Lord's Supper*. 5 min.
6. Read *The Path to Peace* and *Pass It On*. 5 min.
7. Divide the children into pairs. If you have an odd number, make one group of three. Ask each team to write a short dialogue about the following scenario: "Someone has done something wrong to you. Write a dialogue showing what happened and how you forgave that person." There should be at least three back- and-forth exchanges in the dialogue. When they have finished this (allow only 5 minutes or so), call them up to perform their dialogues for the class. They might choose to draw a backdrop to their dialogue on the blackboard behind them. Some suggestions for scenarios are:
- someone stole your turn at bat during a baseball game.
 - someone says something bad about you in front of a group of people.
 - you catch someone trying to steal one of your things.
 - someone deliberately pushes you on the playground at lunch.
 - one of your teammates shoves you right out of the way during a soccer game so they can get the ball.
 - your mom or dad yells at you for something you didn't do.
 - your brother or sister eats the last piece of something your parents were saving especially for you.
- 25 min.
8. Read *Our Armenian Way*. Guide the discussion by asking students questions: "Okay, now what do we mean by "confess?" "sins I have committed?" "to sin in thought?" "In word?" "In deed?" 10 min.
9. Invite students to share the Family Focus section at home.
Dismiss the class. 5 min.



Unit Two, Session 10

One Plus One Equals One: The Sacrament of Marriage

Key Concepts

1. God created marriage in the Garden of Eden.
2. The marriage relationship is holy and precious.

Objectives

During the session the students will

1. Read and answer questions about Genesis 2:19-25.
2. Review the unique quality of two being one in marriage.

3. Write their ideas of what love is.
4. Read I Corinthians 13:4-8 and complete an exercise about love's qualities.
5. Read about divorce.
6. Review key elements of the Armenian marriage ceremony.

Materials Needed

Pens

Procedure

1. Welcome students and say the opening prayer together.
2. Invite students to share any of the activities they did from the family page.
3. Have the class complete the *Chapter Checkup*. Review the answers with them: 1. c, 2. a, 3. b, 4. b, 5. c.

10 min.

- 4 Ask everyone to stand. Say "I'm going to say a word and when I've said it tell me the first word that comes into mind when you hear it. Once you've said the word, you may sit down. Ready? Okay. Here's the word: 'Marriage.'" As students say each word, write them on the board. Discuss results.

5 min.

5. Break the class into groups of two or three. Introduce the story of Adam and Eve somewhat as follows. "We're now going to turn to Scripture to take a look at something incredible – the first marriage! Anyone know where we might find this? Which book of the Bible? Yes, Genesis. You know Genesis literally means "origins" or "beginnings" but the Hebrew for this book actually comes from the first few words of Genesis and so literally means "In the beginning." It's here where we learn about how God created the world and all the early relationships he had with the first people of the world and with the patriarchs and lots of other important stories. Also remember as you read that the word "Adam" did not literally mean a man, a male. It literally meant a creature of the earth – which indeed Adam was. So it would be something like "earthling." SO first God created an earthling and then he realized that the earthling needed a relationship, a partner in life. And so he created a co-equal partner to be side by side with Adam in life and it is now that we can call these two people a man and a woman as we understand those words." Have the groups read Genesis 2:19-25 and answer the questions. Have the groups share their responses. The answers are 1. So he could name them (v. 19), 2. A suitable helper (v. 20), 3. Sleeping (v. 21), 4. Made a woman (v. 22), 5. One flesh (v.24).

15 min.

6. Take the children out of their groups. Read *One Plus One Equals One* and then *What is Love?* Complete the accompanying exercise and discuss responses.

10 min.

7. Read *God's Recipe for Love*. Have the children rank the qualities in I Corinthians 13:4-8 in order of importance to them. Invite them to share their responses.

10 min.

8. Read or simply teach *But What About Divorce?*

9. Read and discuss *Our Armenian Way*, studying the photos together. Remind the students to share the Family Focus section at home.
Dismiss the class. 10 min.

Growing in Christ: Reaching In



Unit Three, Session 1

What Is Prayer?

Key Concepts

1. Prayer is our way of communicating with God and growing closer to him.
2. Persistence and frequency are important for our prayer life.

Objectives

During the session the students will

1. Evaluate their own prayer style.
2. Explore the four types of prayer.
3. See from I Thessalonians 5:17 that God wants to pray continually.
4. Read the Parable of the Persistent Widow in Luke 18:1-8 to see that we are not to give up – in some way God will respond.
5. Read about the prayer petitions called litanies from the Badarak.
6. Make a prayer chain with the class.

Materials Needed

1. Pens
2. Brightly colored markers for writing prayer chain
3. Precut strips of paper long enough to write on and link together
4. Tape, glue, or staplers to attach the paper links

Procedure

1. Welcome students and say the opening prayer together.
2. Invite students to share any of the activities they may have done from the family page.
3. Have the class complete the *Chapter Checkup*. Review answers with them. The correct responses are Genesis, his own image, love, any of the items listed in I Corinthians 13:4-8, Ephesians or Matthew. 5 min.

4. Have a student be class recorder and come to the board. Then ask this question to students and have recorder write responses on the board. Think of your best friend, or someone very dear to you. What do you do for this person? What are some of the qualities of being a friend?" (Answers might include: Spend time with them/do things you like together/buy them gifts/talk with them/listen to them, *really* listen/think of them/ etc.) Then say: "Interesting, one of the important things about a best friend is that we spend time, and talk with and really listen to that person. It's not that different with God." Have students read *God's Line Is Never Busy* and answer the questions. Discuss. If they have no favorite prayer, suggest that you will work together to find one by the end of the year (From Armenian prayers, the Bible, perhaps one they write themselves!). 10 min.
5. Break the children into groups of two or three. Read *The Four Kinds of Prayer*. Have the groups decide what type of prayer each statement is. The answers are C, T, C, S, A, T, A, S, C, T. 10 min.
6. Have the students read *Bothering the Lord*. Ask them to read I Thessalonians 5:17 and answer the question. The correct response is "continually."
7. Take the students out of their groups. Read and discuss *God's Will vs Our Will* and the Parable of the Persistent Widow in Luke 18:1-8.
8. Read *Our Armenian Way*. Turn to page 20 of the *Badarak* book so they see an actual example. 10 min.
9. As a segue for the prayer chain activity, say: "Right now, our family members and other parishioners are in church at prayer, perhaps praying a litany together. We're going to do something together now that is sort of similar – an exercise in praying together for all the concerns we have as a Sunday School class." Distribute prayer chain slips to each student in the exact number of those present. Have the students write a one or two line prayer of their own – as personal as they would like to be – on each of these strips of paper (the same prayer). The idea is for each student to have a chain of their own and their classmates' prayers. Have the children give their prayer strip to each member of the class and then everyone can staple or tape the links together and take the chain home. Encourage them to pray the prayers on the chain each day of the upcoming week. 20 min.
10. Invite students to share the Family Focus section at home.
Dismiss the class. 5 min.



Unit Three, Session 2

Praying With Our Church Family: Liturgy

Key Concepts

1. The Divine Liturgy unifies the prayers of the believers into one voice of public prayer.

2. As he offered the bread and the wine of the New Covenant, Jesus said “Do this in remembrance of me.”
3. We worship together to share in the salvation our Lord offers through his sacrifice.

Objectives

During the session the students will

1. Read that personal prayer is no less important than group worship, but Jesus encourages us to pray together since we are the Church most authentically when we are together.
2. Review an outline of the *Badarak*.
3. Complete an exercise and word search using terms from the *Badarak*.
4. Define the word “Gospel.”
5. Write and decorate a list of five key elements of the Divine Liturgy.

Materials Needed

1. Pens
2. Plain white paper for each student
3. Markers and crayons; stickers, etc.(see procedure # 7)
4. Construction paper slightly larger than the plain paper you will use
5. Glue or double-stick tape

Word Search



Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they performed any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. Answers: F, T, F, T, T.
10 min.
4. Read *Many Hearts and Minds... One Voice* together.
5 min.
5. Go through the Badarak photo outline in *Our Armenian Way* slowly, making sure students dwell on each photograph.
15 min.

6. Answer the questions and complete the word search in *Explore the Badarak*. Some of the questions may require your help (such as the “bema” for #2). The answers to the questions are altar, bema, chalice, chancel, confession, Eucharist, Gospel, Kiss of Peace, Liturgy, Nicene, Synaxis, vestments. 10 min.
7. Distribute paper to the students. Have them decoratively head the paper (lengthwise or widthwise, as they prefer): “Five Important Things About Our Badarak” and then write five things they see as key elements in the Divine Liturgy (examples: priest, people, Jesus, love, prayer, communion, etc.) Then have them illustrate or decorate their list. Tape or glue each child’s list to a colorful piece of construction paper and display it on a Bulletin Board.
8. Invite students to share the Family Focus section at home.
Dismiss the class. 20 min.



Unit Three, Session 3

The Bible’s Special Prayer Book: The Psalms

Key Concepts

1. The Psalms are the foundation for prayer and worship for Christians and Jews.
2. The Psalms are a great resource for praise, help, and guidance.

Objectives

During the session the students will

1. Read about what the Psalms are.
2. Recall events in their lives and see how Psalms 55, 91, and 65 fit their situations.
3. See where the Psalms appear in our Badarak.
4. Read Psalm 23, translate it into simple language, and write an illustrated children’s book about that Psalm.

Materials Needed

1. Pens
2. Plain paper
3. Markers or crayons
4. Construction paper slightly larger than the plain paper you will use
5. Stapler and staples

Procedure

1. Welcome students and say the opening prayer together.
2. Ask the students if they performed any of the activities from the family page. Invite them to share their experiences. 5 min.

3. Have the class complete the *Chapter Checkup*. Review the answers with them. The answers are Holy Sacrifice (or Divine Liturgy), Jesus, deacon, Synaxis, Gospel. 5 min.
4. Have students open their Bible to the Book of Psalms. Ask them how many Psalms there are (150), what kind of literature they seem to be (poems/prayers/songs) and in which Testament they are found (Old). Then read *A Place to Run and Tell God*. Work together with students to complete the accompanying exercise. You may decide to have them write about some of their experiences and just talk about others. 20 min.
5. Turn to Psalm 23 in the Bible. Tell them they are going to make an illustrated children's book about that Psalm. Distribute the plain paper and pencils. Assign each student a line from Psalm 23 and ask them to put it into simple language that a smaller child would understand, and to leave room for illustrations. Assign someone the cover which would read: Psalm 23 Rewritten for Today and Illustrated by Class _____. If you have a small class, assign more lines to a page or have students work on two pages. For a larger class, have two students work together on a two-page illustrated spread of the single line. When finished, collect their work and give it to a volunteer (perhaps a parent) to color copy for the next session. When copies are done, staple their pages between covers of construction paper and allow them to decorate the outside. 20 min.
6. Read *Our Armenian Way*. 5 min.
7. Invite the students to share the Family Focus section at home. 5 min.
Dismiss the class.



Unit Three, Session 4

Holy Days and Holidays: The Church Year

Key Concepts

The Armenian Church calendar helps the church remember and relive the saving events of Christ's life and other events and people in its sacred story.

Objectives

During the session the students will

1. List their favorite season and why it is their favorite.
2. Discuss the special things they do in each season.
3. Read about the importance of the church calendar.
4. Locate and read the Bible references on their birthday.
5. Review the Armenian Church calendar by locating feast days.

Materials Needed

1. Pens
2. Colored pencils or fine-tipped markers
3. A secular calendar
4. Multiple copies of the Diocesan church calendar (you might have to photocopy a sample)
5. Optional: Resource books on the saints and events on the calendar

Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they performed any of the activities from the family page. Invite them to share their experiences. 5 min.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. Answers: F, F, T, F, T.
4. Ask the students to complete the questions in *Seasons of Worship*. Discuss the first one as a class; then have students fill in their activities and invite them to share their responses. 20 min.
5. Read *Our Armenian Way*. Hold up a secular calendar and when it is mentioned in the text pause to locate some of the kinds of holidays it marks (religious: Easter, Passover; civic: Election Day; historical: Thanksgiving; people: Martin Luther King, Jr., etc.) Distribute Armenian Church calendars. Ask them to locate the following (you may add your own feast days as well; you might also want to give small prizes – bookmarks, pens, etc – to the student who finds the feast day first): Exaltation of the Holy Cross, Holy Translators Day, Easter, St. Nicholas (aka Santa Claus), Vartanantz, Ascension Day, Pentecost, Western Christmas, Armenian Christmas). As you go along, provide the following information: Vartanantz is always the Thursday before Poon Paregentan, Ascension is 40 days after Easter; Pentecost is 50 days after Easter; the period of time between December 25 and January 6 is called the “12 days of Christmas” during which the Western Church celebrates many events related to Jesus’ birth and childhood; the Armenian Church celebrates these all on the 6th. Saints days are always on Mon, Tues, Thursday or Saturday. Wednesdays and Fridays never feature a celebratory day – they are considered days of penitence because they mark when Jesus was arrested and crucified. Finally, have them locate their birthday readings and discuss. 30 min.
6. Invite students to share the Family Focus section at home.
Dismiss the class. 5 min.

Note: Your class will be teaching the five major feast days to another grade or grades in two weeks. Arrange with the teacher accordingly.



Unit Three, Session 5

The Big Five: The Major Feasts

Key Concepts

Christmas, Easter, Transfiguration, Assumption, and the Exaltation of the Cross are the five major feasts of the Armenian Church.

Objectives

During the session the students will

1. Read an explanation of each of the major feasts, along with pertinent Bible text
2. Sing the Armenian Christmas hymn “Aysor Don Eh Soorp Dzununtyan, Avedis”
3. Prepare to teach (next week) a lower grade about the five major feast days.

Materials Needed

1. Pens
2. Resources on Feast Days from your Sunday School or church library

Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they performed any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Presenting....in Order*. Review the answers with them. Answers: 2,5,1,4,3. 10 min.
4. Read *Five Very Special Days* and the accompanying Bible readings. 10 min.
5. Read *Our Armenian Way*. Sing the verse once through. You might consider using it for your presentation (see next procedure). 5 min.
6. Using the information from the textbook and resource materials, help your students prepare a very simple 5-minute presentation of the five major feast days that they will teach a lower grade next week. You might consider such things as props, music, etc, depending on how ambitious and creative you are! Arrange with the teacher of that grade accordingly. Remind class about the family page activities and dismiss with a prayer. 35 min.

A Way of Life: Me, My Faith, and the World



Unit Four, Session 1

Faith Can Change Us

Key Concepts

1. Acting upon our Christian faith has a positive impact on our lives
2. We need to grow closer to God to know how to live a Christian life.

Objectives

During the session the students will

1. Make their presentation on the five major feast days.
2. Learn that faith without action is empty.
3. Evaluate Christian responses to everyday situations.
4. Recall how faith changed King Drtad's life.

Materials Needed

Pens

Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they performed any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The correct answers from top to bottom are: Nativity/Theophany, Exaltation of the Cross, Easter, Assumption, Transfiguration. 10 min.
4. Run through "The Five Major Feast Days" presentation once and then perform it for another class! 20 min.
5. Teach *Doers of the Word* and *How Does It Work?* As you "teach" the text, have students read Scripture references and discuss questions. 15 min.
7. Read and discuss *Our Armenian Way*. 10 min.
8. Invite students to share the Family Focus section at home. Dismiss the class. 5 min.



Unit Four, Session 2

Stewards of the Earth

Key Concepts

God expects us to take good care of his Creation and not abuse it.

Objectives

During the session the students will

1. Read the order of the events of Creation.
2. Write about their favorite places and animals.
3. Read about how God expects us to treat his world.
4. Write about an environmental issue that is important to them.
5. Read the Parable of the Dishonest Steward and answer questions about it.
6. Consider good and bad stewardship of their bodies.
7. Learn and sing a verse of Shnorhali's hymn about Creation, "Norasdeghdzyal."

Materials Needed

1. Pens
2. Newspaper/magazine articles on environmental issues that can be taped on board

Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they performed any of the activities from the family page. Invite them to share their experiences. 5 min.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The correct answers are F, T, F, F, T. 10 min.
4. Have students open their Bibles to Genesis 1. Read *In the Beginning*, referring to the actual Bible verses as you go along and discuss questions. 10 min.
5. Read *God and the Environment* and discuss. 10 min.
6. Read the Parable of the Dishonest Steward (Luke 16: 1-15) and complete the accompanying exercises in *Looking Out for Number One* (a,c,b). Answers to care of our bodies might include, exercise, eating properly, keeping clean, not smoking, etc. 15 min.
7. Read *Our Armenian Way* and sing together the first 2 lines of "Norasdeghdzyal." 5 min.

8. Invite students to share the Family Focus section at home.
Dismiss the class.

5 min.



Unit Four, Session 3

Saints Show the Way

Key Concepts

1. Saints are the people who make God the true focus of their lives, devoting or even giving up their lives to his Way.
2. All believers were once called God's saints, since they were different from the people around them.

Objectives

During the session the students will

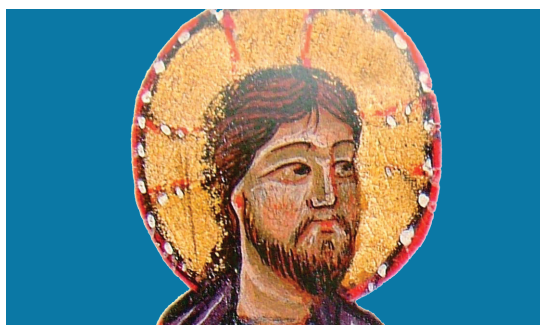
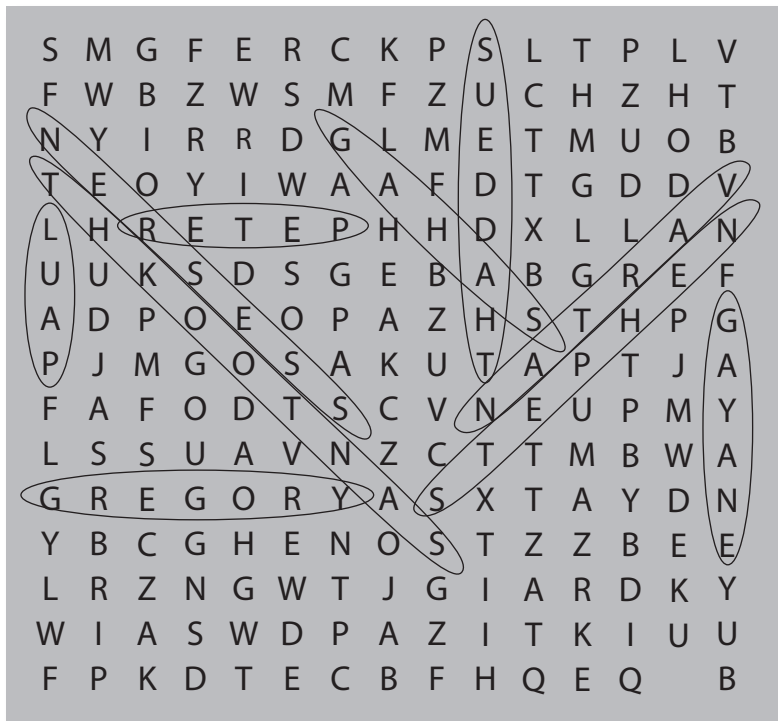
1. Think of what the word "saint" means to them.
2. Read text and Bible passages that explain that saints were once what all believers were called since they were truly living the faith.
3. Review the life of St. Vartan and illustrate one event.
4. Complete a word search with the names of some special saints.

Materials Needed

Pens

Procedure

1. Welcome students and say the opening prayer together.
2. Ask students if they were able to do any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The correct answers are c, b, b, a, and c. 10 min.
4. Read *Saints Great and Small* and discuss students' answers. 15 min.
5. Review *Our Armenian Way* with the students and do the activity. 20 min.
6. Have the children complete the *Search for the Saints* word search puzzle. 10 min.
7. Invite students to share the Family Focus section at home.
Dismiss the class. 5 min.



Unit Four, Session 4

The Face of Christ

Key Concepts

1. All people are equally important to God.
2. It is our mission to help the suffering whenever possible.
3. Christians may have different churches, but we share many common beliefs.

Objectives

During the session the students will

1. Write about their impressions of how people view the homeless.
2. Read Matthew 25:34-36 and write about what they think this passage means.
3. Read that God sees us all the same, and since we all fall short of his perfection, we should refrain from seeing others in a judgmental way.
4. See the many beliefs that Christian churches share.
5. Prepare an ecumenical service as a group.
6. Assemble a Jesus face puzzle.

Materials Needed

1. Pens

2. 2-3 Divine Liturgy pew books (see procedure #5)
3. Lined paper for designing the ecumenical service
4. Jesus puzzle (at back of this manual) copied on card stock, pre-cut, and put in an envelope (one for each student)

Procedure

1. Welcome students and say the opening prayer together.
2. Ask the students if they performed any of the activities from the family page. Invite them to share their experiences. 10 min.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The correct answers are F, T, F, F, T. 5 min.
4. Read *Seeing Jesus Everywhere* and complete the accompanying exercise. Invite the children to share their responses with the class. 10 min.
5. Tell the students they will be using the universal Christian truths from *One Family in Christ* to compose an ecumenical service. Explain that “ecumenical” means having to do with the unity of the Christian religion. Allow them to work together as a group. Write the basic structure of the service on the board. Below is a suggested outline.
 1. Opening Prayer (written by the students)
 2. Two or three brief Bible readings chosen by the class
 3. A hymn or Christian song (can be from the Divine Liturgy – have a few pew books available)
 4. A message about love and respect to all people, no matter who they are (written by the students)
6. Brainstorm the ideas on the board, then select together what you wish to include in the service. Write up a complete copy. Then make sufficient copies, assign various parts to each child and celebrate it together. 25 min.
7. Assemble the Jesus puzzle (by Suzanne Anoushian Froundjian) in *Our Armenian Way*. Suggest that students take home puzzle for younger siblings to assemble. 5 min.
8. Invite students to share the Family Focus section at home. 5 min.
Dismiss the class.



Unit Four, Session 5

Doing God's Work in the World

Key Concepts

1. We are Christ's representatives in this world.
2. Service is an essential part of Christian living.

Objectives

During the session the students will

1. Read about their role as ambassadors of Christ.
2. Apply the principle of ambassadorship to specific situations.
3. Read from Scripture about service to others and write about what they can do to participate.
4. Read the Parable of the Good Samaritan and discuss how the parable might be retold today.
5. Read about the "Vodunluva" service of Holy Thursday.
6. Enjoy their last class together with special snacks and juice.

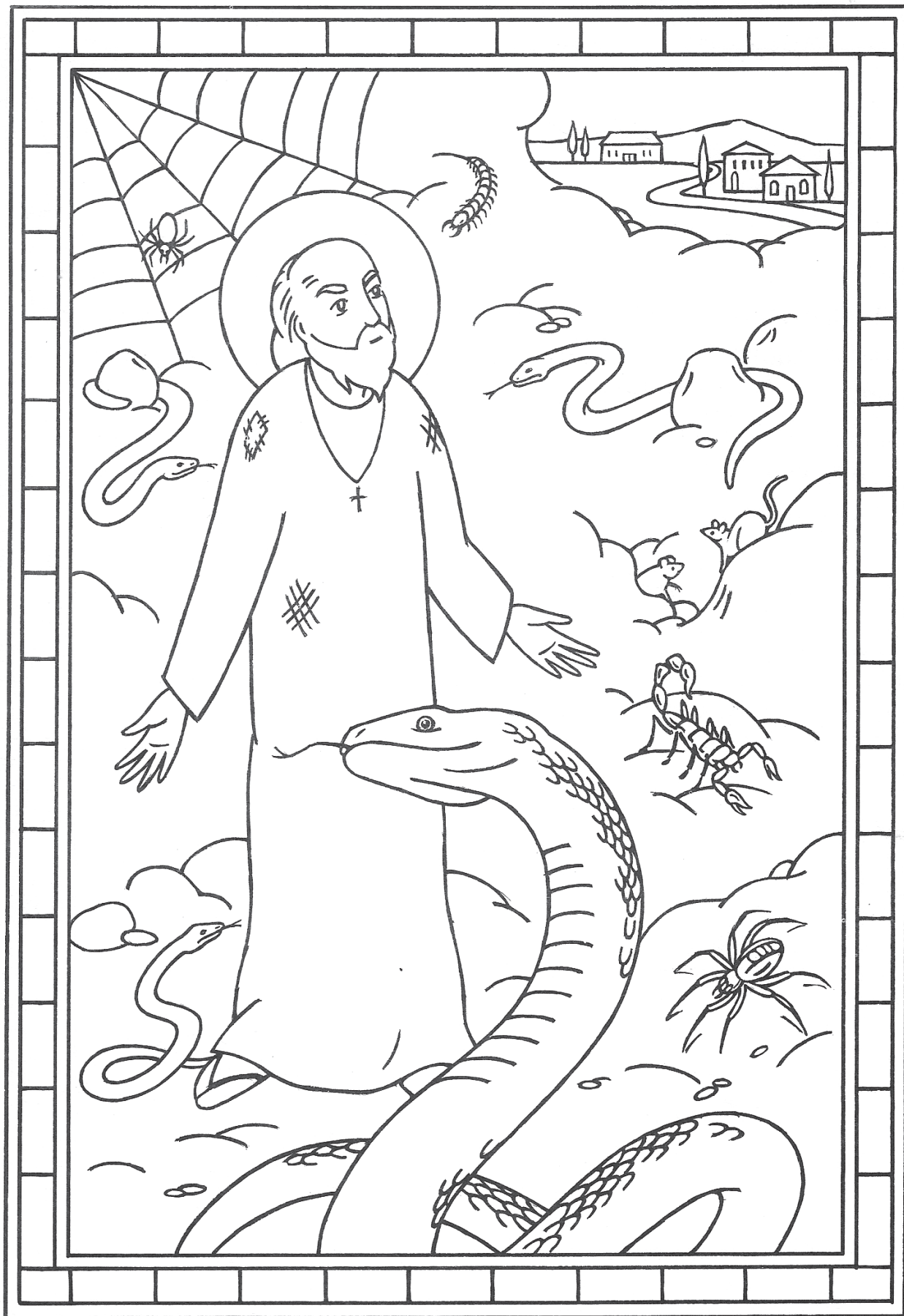
Materials Needed

1. Pens
2. Snacks and juice either contributed by parents or bought by the Sunday School.

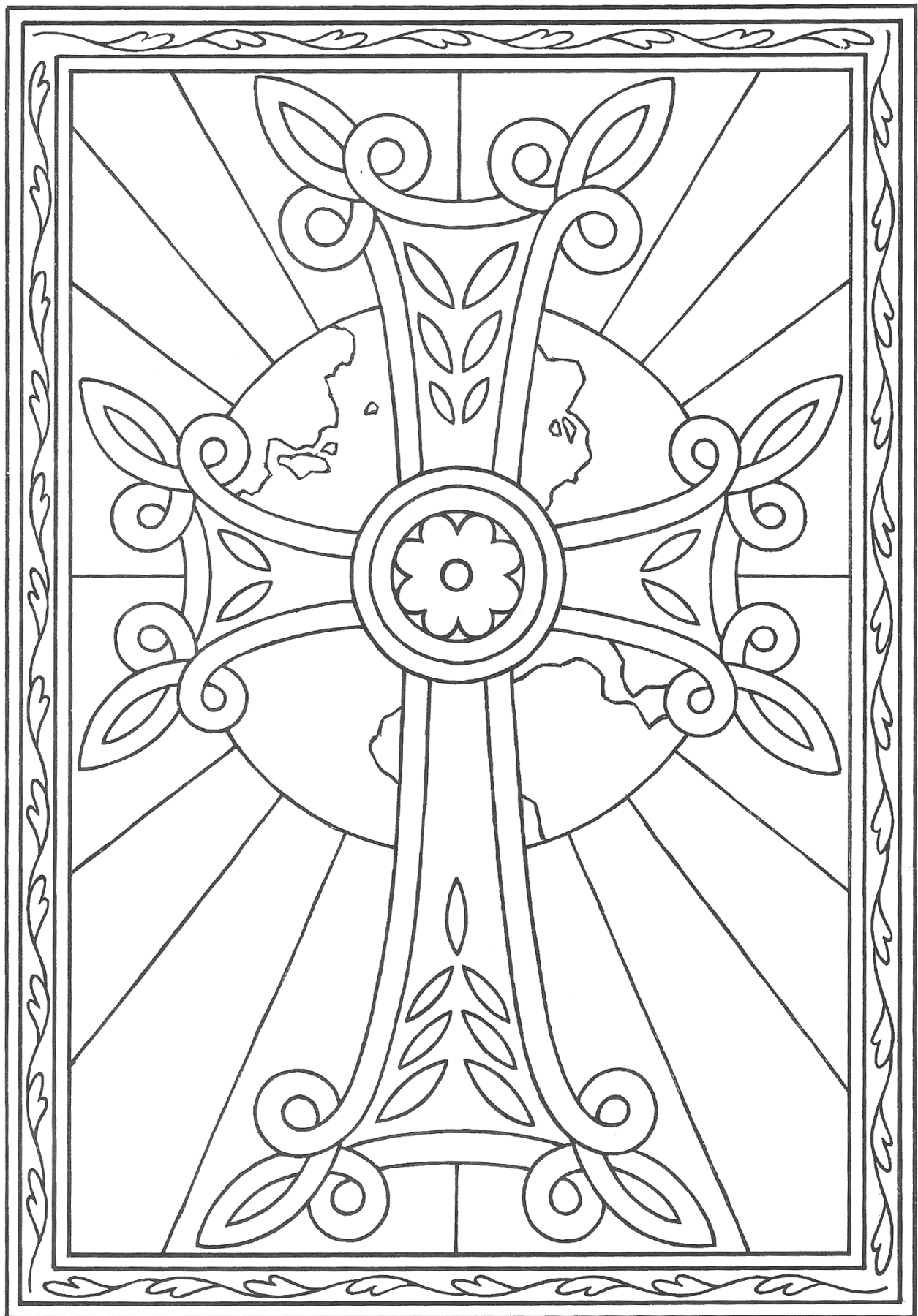
Procedure

1. Welcome students and say the opening prayer together.
2. Ask the students if they performed any of the activities from the family page. Invite them to share their experiences.
3. Have the class complete the *Chapter Checkup*. Review the answers with them. The answers are glory, Savior, grace, persons, and dead. 10 min.
4. Read *Ambassadors of Christ* and have the students answer the exercises. Invite them to share their responses with the class. Do the same for *Living in Holiness*. 20 min.
5. Read *Help from Unexpected Places*, including the Parable of the Good Samaritan in Luke 10:30-37. Discuss how the parable might be retold today. Questions might include: How would it be told if the setting were a city? Who would be the injured man? (Perhaps a mugging victim, or a hit-and-run...) Who would pass him by? (A priest, a Sunday School teacher, a doctor) Who might stop and get help – surprisingly? (The grouch of the neighborhood, a confirmed "atheist," a homeless man) Or what if it took place in the students' own neighborhoods? Etc. 15 min.
6. As a way of concluding, read *Our Armenian Way*.

- | | |
|---|---------|
| 7. Distribute snacks and celebrate a great year! | 10 min. |
| 8. Invite students to share the Family Focus section at home.
Dismiss the class. | 5 min. |



From *How Armenia Became The First Christian Nation*
Illustrations by Siran Kaprielian Pirani



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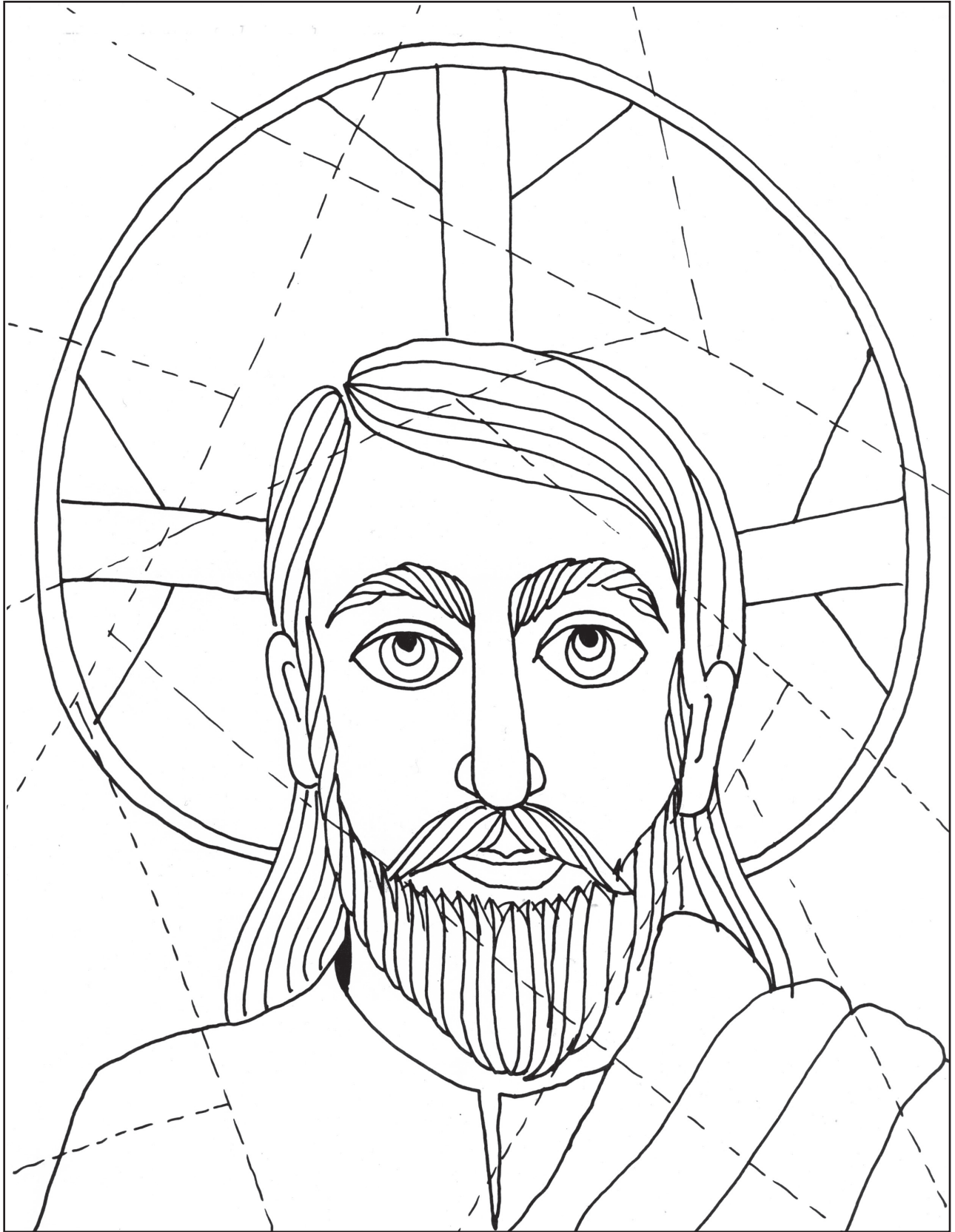


Illustration by Suzanne Anoushian Froundjian



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