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REJOICING IN ONE LORD, JESUS CHRIST

THE CANA CURRICULUM

GRADE 9 — UNIT I

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This lesson plan is a project of the Department of Religious Education (DRE) of the Greek Orthodox Church of America. For detailed information on how to use this lesson, including a list of additional resources, please consult the *CANA Curriculum Teacher's Guide*. Additional resources available online at the CANA Curriculum Resource Center: <http://www.religiousedu.goarch.org/CANA/>.





UNDERSTANDING THE CANA CURRICULUM

Rev. Fr. Frank Marangos, D.Min, Ed.D.

"Be Ye Holy": The Goal of Orthodox Education

Educational theorists tell us we can determine whether or not our instructional objectives have been met by measuring change in the learner. For example, if verbal information is being taught, can the learner correctly repeat the information? If it is in the affective domain, has the learner's attitude changed? If it is a motor skill, can the learner perform the task correctly?

The goal of the Christian faith is *theosis*. Theosis is the Orthodox conception of becoming holy, becoming like God. We have all been created in the image and likeness of God. Unfortunately, however, we have all "fallen short" of this image. Our journey as Orthodox believers, then, is to be transformed back into the image—the "icon"—of God, and to be returned to the communion of all believers: "And be not fashioned according to this world: but be ye transformed by the renewing of your mind, and ye may prove what is the good and acceptable and perfect will of God." (Romans 12:2)

The name CANA stands for Catechetical, Affective, and Noetic Asses. Catechetical refers to religious training: "If you put these instructions before the brethren, you will be a good minister of Christ Jesus, nourished on the words of the faith and of the good doctrine which you have followed." (1 Timothy 4:6). The affective domain includes our attitudes and emotions: "...the aim of our charge is love that issues from a pure heart and a good conscience and sincere faith." (1 Timothy 1:5). The noetic domain applies to information and knowledge. "I myself am satisfied about you, my brethren, that you yourselves are full of goodness, filled with all knowledge, and able to instruct one another." (Romans 15:14). The assets are training and lesson materials designed to help you teach the Orthodox faith.

"Put on Christ": The Integration of Knowledge

Arguably, the Orthodox faith is the ultimate expression of integrating knowledge into the learner's life, for it requires that *what we believe* be part of our lives. The Orthodox conception of salvation is an integrated one; it involves the entire body of Christ. Hence, this curriculum model differs from any other pedagogical models in that it attempts to take into account all aspects of Orthodox catechesis.

The fathers tell us that our faith grows through our involvement in the liturgy of the church: "Let the word of Christ dwell in you richly; in all wisdom teaching and admonishing one another with psalms and hymns and spiritual songs, singing with grace in your hearts unto God." (Colossians 3:16) and "... belief cometh of

This information is included with each lesson. You should regularly refer to it each time you prepare for a lesson.

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The CANA Curriculum — Grade 9 Unit 1

It's important to note here that this is not an exercise in making the church "relevant." We understand that the church is *now and always has been* relevant. Rather, it is to demonstrate that, just as it was two thousand years ago, the church offers an alternative to the answers the world gives.

New Wine: The Six Pots of the Miracle at Cana

The curriculum model is based on the story of the miraculous changing of water to wine at the wedding at Cana. The story in the gospel of John is meaningful on at least two levels: the simplest is the story of the miraculous conversion of water to wine. The deeper level, however, provides a rich framework for application.

In the CANA Curriculum Model, each of the six water pots represents one of the interrelated components of the curriculum. Just as the Orthodox faith is an integration of factors into one's life, so each of these elements must be addressed for successful instruction. The six elements are the catechist, the client, the content, the context, the community, and corroboration. As we go through each of these six areas, we will be presenting key concepts that apply to each one. Following that will be a number of open-ended questions for your consideration. Finally, we will examine the eight "movements" or sections of a CANA lesson.

The Catechist

This "water pot" represents the Orthodox catechist or teacher. As a central component of the context of your student's experience, you must be prepared for your responsibilities. Communicating the Orthodox faith is as much taught by example as by explanation. This preparation includes preparing your mind, preparing your heart, and learning sound teaching skills and best practices. This is the focus of the CATECHIST.

"Come now, let us reason together, says the LORD (Isaiah 1:18). God has given us the ability to communicate, to think, to discuss... to reason. This is perhaps the central aspect of your teaching. As an Orthodox teacher, you have a responsibility



TIPS FOR PRESENTING A CANA LESSON

PLAN: Set aside enough time and energy

Allocate sufficient time for your preparations. A good rule of thumb is to spend an hour in preparation for each fifteen minutes of your class. Don't wait until late the night before your class—if you're under stress you're less likely to enjoy your preparations, and this will likely affect your performance. Choose a location free from distractions—TV, phone, kids, etc.

PRAY: Begin your preparation seeking God's help

As the teacher, you are the *catechist* "water pot" of the CANA Curriculum—a spiritual mentor with an opportunity to profoundly affect your student's lives. You must prepare yourself spiritually and mentally for your task. A good prayer for this is the "Prayer Before Commencing A Task". Another is the "Prayer of Teachers for Their Students".

PONDER: Ask yourself the following questions

Catechist: Were you well prepared for your last lesson? How did the lesson's content affect you? Did you feel that you were a good role model for the behavior exemplified in the lesson? Did you feel you had the right "mind-set" to teach your class? What could you have done to improve your teaching effectiveness?

Client: How did this lesson seem to impact your students? Did they understand the materials? Were they struggling to accept the teaching?

Content: Were you able to get the meaning of the lesson across to your students? Did you understand the content?

Context: Were you able to make the lesson materials relate to your student's lives? Did they indicate that the lesson was helpful to them?

Community: Were you able to create a connection between the lesson and the larger parish community? Did the members of the parish community reflect the principles you taught in the lesson?

Corroboration: Have you or anyone else been able to see whether the lesson has had an impact on any of your students? Were you able to discuss the impact of the lesson on your students?

Prayer Before Commencing Any Task

Almighty God, our Help and Refuge, Fountain of wisdom and Tower of strength, who knowest that I can do nothing without thy guidance and help; assist me, I pray thee, and direct me to divine wisdom and power, that I may accomplish this task, and whatever I may undertake to do, faithfully and diligently, according to thy will, so that it may be profitable to myself and others, and to the glory of thy Holy Name. For thine is the kingdom, and the power, and the glory, of the Father, and of the Son, and of the Holy Spirit: now and ever, and unto ages of ages.

(add any specific requests here. Are any of your students struggling with any issues or dealing with a particular problem?)
Amen.

Lesson Matrix

Main Issue	Components				
	Liturgical	Patristic	Holy Tradition /Scriptural	Theological	Praxis
Personal: Who are you? I am ... building an identity through friends, who may be non-Orthodox or non-Christian. Religious: "I Am" statements of Christ Christ was friend of all and taught by example.	O Monogenes Yios (Only begotten Son...)	The Creed "And in one Lord Jesus Christ the only begotten Son of God, begotten of the Father before all ages. Light of Light, Very God of Very God, begotten not made, one in essence with the Father, through whom all things were made." Only begotten Son = affirms 2 natures of Christ (7 th century)	John 3:16 1 st Ecumenical Council 325 A.D. St. Athanasios St. Constantine the Great Matthew 2:4-6 (Prophets predicted God would send a savior. Jesus fulfills that prediction or prophecy.) Matthew 3:17 (Jesus is God's Son.) Matthew 6:8-15 (Jesus teaches us how to pray to God.) Matthew 8:26-27 (Jesus did many miracles and amazed many people.) Matthew 28:20b (Jesus promises to be with us forever.) John 3:16-17 (God loves us so much he sent Jesus to live and die for us. If we believe in him, we'll live forever.) John 14:6 (Jesus is the only way to be with God. Jesus is truth. Jesus is life.) 1 John 3:16 (Because of Jesus' example, we know how to love each other.)	"I Am" statements of Christ In John 3:16 we have the essence of the gospel: God's gift of His Son as the ultimate expression of His love for the world. The purpose of Christ's coming is to save; but the result is also condemnation for those who will not believe (Orthodox Study Bible, p. 218-219).	

Review
Read
Use

For more information visit <http://www.religioused.gaoarch/CANA>



LESSON 1: WE REJOICE IN JESUS, THE SON OF GOD



Grade 9 Unit Lesson 1	
Theme:	“We Rejoice In Jesus, the Son of God” or “Does My Choice In Friends Tell Me Anything About Who I Am”
Focus:	A study of Jesus Christ as the Son of God, Second Person of the Holy Trinity, Perfect God and Perfect Man
Authors:	Irene Cassis
Editors:	Titika Liollo, Educational Consultant

Learning styles used in this lesson include:
Music

Lesson Goals

The goals for this lesson are to:

- Identify Jesus Christ as the Son of God,
- Know that Jesus Christ is the Second Person of the Holy Trinity
- Study the Nicene Creed and what is written about Jesus Christ
- Understand that although Jesus lived and walked on this earth at a certain time in history, there was never a time when Jesus did not exist.
- Reflect on the teachings about Jesus Christ through the hymnology of the Church
- Understand that Jesus Christ became man in order that we may have salvation.

Learner Issues

The learner issues and psychological concerns this lesson deals with include:

The freshman needs heroic figures, either from history or from contemporary society, who provide him with ideals to emulate.

The human Jesus, His strength and courage, can be of much interest to the young person of this age. Broad spiritual concepts generally are not attractive at this time.

For more information visit <http://www.religioused.goarch.org>

Required

Materials For the Lesson:

Current newspapers, *Seventeen*, *Rolling Stone*

Icons of Christ, and several Western depictions of Jesus in a prominent place in the classroom.

A large poster with a bust-size icon of Jesus. The word, *WANTED*, 2nd line, *The identity of the man in the middle of the poster and under the bust-size icon: Those who help identify him will receive a reward.*

Prepare vocabulary posters for each chapter.

Copy of the Creed for each student.

My Orthodox Prayer Book (one for each student)

Boom box.

Cassette tape of the Divine Liturgy recording.

Copy of the Communion Prayers or *My Orthodox Prayer Book*.

Several sticky-label pads for students.

Pencil for each student

**WANTED
THE IDENTITY OF
THIS MAN.**



**THOSE WHO HELP
IDENTIFY HIM WILL
RECEIVE A
—REWARD—**

Out of Class

In order to support this unit, pupils could be encouraged to visit, talk with, view, etc.

Visit the poor, seniors, people in hospitals, nursing homes, orphanages ... *What you do to the least of these, you do unto me.*

Come together and share experiences.

Future Learning

Students could go on to:

Develop critical thinking about . . .

Study in greater detail the Nicene Creed and what it means in terms of how I live my life.

The Eight Movements of the CANA Lesson

Opening Prayer/Hymn

Opening Prayer & Hymn: “The Trisagion.” Holy God, Holy Mighty, Holy Immortal, have mercy on us. (3) Glory to the Father and the Son and the Holy Spirit, now and forever. Amen. All-holy Trinity, have mercy on us. Lord, forgive our sins. Master, pardon our transgressions. Holy One, visit and heal our infirmities, for the glory of Your name. Lord have mercy. (3) (My Orthodox Prayer Book, p.4)

“Now let’s chant a very familiar hymn that we pray at every Divine Liturgy paying close attention to the words: ‘Father, Son, and Holy Spirit. The Trinity One in essence and inseparable.’” (Green Divine Liturgy Hymnal, p.42).

Present Action

Toss some current newspapers and teen magazines on a table with a few pairs of scissors. Ask your class to find and cut (or rip) out some articles and pictures of people that may have influenced their lives.

Shared Interpretation

From these pictures and articles, let the kids share with their classmates about this person’s life, reputation and /or appearance. “How has this famous person influenced you (the student) and what impact, if any, they may have had in your life. Compare yourself to the celebrity you may admire. Do you feel they are better than you? Do they sometimes make you question your self-worth?”

“What, if anything, does the media have to say about these celebrities? Who do they say they are? Has the media news had any impact on your thinking?”

“If you were God, would the celebrity’s life you shared with the class today be pleasing to you?”

Say, “One day when Jesus came to the region of Caesarea Philippi, he asked his disciples, “Who do people say that the Son of Man is?” “Well,” they replied, “some say John the Baptist, some say Elijah, and others say Jeremiah or one of the other prophets.” Then he asked them, “Who do you say I Am?” (Matthew 16:13-15).

“This is the question I am posing to you, today, ‘Who is Jesus?’ I have a Wanted poster on the wall and each of you will be given some sticky labels. I want you to write on your labels what you already know about Jesus, and then stick your answers on the poster.” Say, “Today, we’re going to add to what we already know about Jesus and what it means to us.”

“In the Gospel of John 3:16, we read: ‘For God so loved the world that he gave his only Son, so that everyone who believes in him will not perish but have eternal life.’”

“In this verse we have the essence of the gospel: God’s gift of His Son as the ultimate expression of His love for the world. The purpose of Christ’s



It’s critical to allow your students time to connect the Hymns and Prayers of the faith with their own lives.

