

ME AND MY WORLD

Teacher's Edition

MARY P. HALLICK, D. ED.

with songs

by

FR. KONSTANTINE MENDRINOS

CONTENTS

Letter to Teachers	i
About the Music	iii
Letter to Parents	iv

UNIT 1 About Me

Lesson 1	WE BELIEVE God Made Every Person Special	1
Lesson 2	WE BELIEVE God Helps Us to Learn	5
Lesson 3	WE BELIEVE The Bible Teaches Us How To Live	9
Lesson 4	WE BELIEVE God Cares How We Feel	12
Lesson 5	WE BELIEVE God Wants Us to Help Others	15
Lesson 6	WE BELIEVE We Should Always Be Thankful to God	18
	UNIT ONE REVIEW	22

UNIT 2 About Your Orthodox Faith

Lesson 1	WE BELIEVE It is Special to Be an Orthodox Christian	27
Lesson 2	WE BELIEVE Through Baptism We Join God's Family the Church	30
Lesson 3	WE BELIEVE The Holy Spirit Helps Us to Love and to Do Good	34
Lesson 4	WE BELIEVE Jesus Wants Us to Forgive	37
Lesson 5	WE BELIEVE Jesus Loves Children	39
Lesson 6	WE BELIEVE Jesus Wants Us to Pray	42
	UNIT TWO REVIEW	47

UNIT 3 About Your Family

Lesson 1	WE BELIEVE The Family Is a Gift From God	51
Lesson 2	WE BELIEVE It is Special to Be an Orthodox Christian Family	54
Lesson 3	WE BELIEVE God Wants Us to Share Our Love With Our Family	56
	UNIT THREE REVIEW	58

UNIT 4 About Your Church

Lesson 1	WE BELIEVE The Orthodox Church Is Special	63
Lesson 2	WE BELIEVE Jesus Gave His Life for Us	66
Lesson 3	WE BELIEVE God Wants Us to Pray and to Sing in Church	69
Lesson 4	WE BELIEVE During the Liturgy We are Joined With Jesus	71
Lesson 5	WE BELIEVE God Wants Us to Receive and to Give in Church	74
	UNIT FOUR REVIEW	76

UNIT 5 About People

Lesson 1	WE BELIEVE Jesus Came to Earth for All People	81
Lesson 2	WE BELIEVE Jesus Taught Us to Love All People	84
Lesson 3	WE BELIEVE We Should Respect Other People's Religions	87
	UNIT FIVE REVIEW	91

UNIT 6 About Your World

Lesson 1	WE BELIEVE The Earth Is a Special Gift From God	95
Lesson 2	WE BELIEVE God Wants People to Live on the Earth in Peace and Love	97
Lesson 3	WE BELIEVE We Should Not Waste God's Gifts	100
	UNIT SIX REVIEW	102

UNIT 7 Learning About Church Holy Days

Lesson 1	Annunciation (March 25) WE BELIEVE The Good News Is the Coming of Christ into the World	105
Lesson 2	Christmas (December 25) WE BELIEVE Jesus Is Our Greatest Gift From God	108
Lesson 3	Theophany (January 6) WE BELIEVE Jesus Is the Son of God	112
Lesson 4	Palm Sunday WE BELIEVE Jesus Is Our King	115
Lesson 5	Easter WE BELIEVE Christ Is Risen! He Lives!	118
	UNIT SEVEN REVIEW	123

NOTE: The lessons in Unit 7 are designed to be taught at the appropriate Holy Day or Feast Day. The teacher will need to look ahead for the necessary materials which will be needed to teach the lesson.

BIBLIOGRAPHY	127
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SONGS AND HYMNS

God Helps Me to Learn	21
By the Prayers of the Theotokos (Tes Presvies)	45
I'm An Orthodox Christian	46
I Love My Family	60
Holy God (Agios o Theos)	70
We Are the People of God	78
Child of God Stand Up Right Now	89
Save Us O Son of God (Soson Imas)	90
Blessed Be the Name of the Lord (Ei To Onoma)	121
Christ is Risen (Christos Anesti)	122
Title Song: Me and My World	125

Dear Teacher,

We are very pleased that your class will be using the first book of the "Living Our Orthodox Faith" series, "Me and My World." It consists of seven units: "About Me," "About Your Orthodox Faith," "About Your Family," "About Your Church," "About People," "About Your World," and "Learning About Church Holy Days." The lessons in this last unit, "Learning About Church Holy Days," are developed so that they may be taught at the proper time in the ecclesiastical year. The following Holy Days are presented: Annunciation, Christmas, Theophany, Palm Sunday, and Easter.

In addition to the written and pictorial materials in the pupil's book there are two additional helps for the teacher found in this Teacher's Edition. A very important one is the music which is fully explained on page iii. Another is the "letter to parents" found on page iv, and also at the end of each Unit. Use these important tools to further inspire your students and their families alike.

The objectives in developing the format for the Teacher's Guide were to keep the format simple, give practical ideas, and provide helpful suggestions for organizing your teaching. It is hoped that you will follow these plans, with the option of using the material that you feel is appropriate for your group.

The lesson plan format is as follows:

1. Getting Started

Objectives

Objectives are clearly stated for each lesson. Objectives provide a goal which will make the lesson successful.

New Vocabulary

Definitions appropriate for a six year old are given for the new words contained in each lesson.

Opening Prayer

Begin each session with a prayer. Each prayer that has been selected is within the limits and understanding of a six year old.

Motivation

Every lesson opens with an activity which prepares the student for the lesson. It introduces the overall theme and whets their appetites for the lesson that follows.

2. Lesson Development

Teaching the Lesson

A step-by-step plan is developed to assist you in presenting the lesson. Questions to ask the students are provided.

Using The Bible

There are fourteen Bible stories in the book, with Scripture references.

Read the story in the Bible to familiarize yourself with the story's details.

This will help when questions arise. Also, develop your own ideas for presenting these stories to the class.

Additional Activities

This section consists of several activities to enhance and enrich the lesson. Several activities were included so that you may choose the ones that are appropriate for your group.

Songs and Hymns are included in the book. The songs were written specifically for each unit, reinforcing the concepts taught in the unit. At the end of the book is the theme song, "Me and My World." You will want to teach each of these songs throughout the year. Appropriate times for teaching the hymns have been suggested among the activities.

Background Information

It was deemed important to give some background for the lesson so that you, the teacher, would have this information without having to search for it. The material is included to help you understand the content of each lesson and how to apply it to the level of the student.

3. Review

Recalling the Lesson

At the end of each lesson, questions and answers are provided to review the lesson.

Closing Prayer

A prayer is included at the end of each lesson, and each session should end with a prayer.

Looking Ahead.

This lists the objectives for the next lesson. As a teacher, it is prudent to check what materials will be needed for the next lesson early in the week. Some activities will need more than construction paper, crayons, and paste.

In the pupils text you will find, at the beginning of each unit, a letter to the parents. These letters, in addition to giving the parents an overview of the unit, also alert them to materials they will need to send with their child to Sunday School. Moreover, ways are suggested in which they can reinforce the learning at home. Please, send these letters home at the appropriate time.

It is our prayerful hope that you will have a happy and fruitful year.

With Love in Christ,

Mary P. Hallick, Ed.D.

About the Music

Throughout the ages music has been a very effective means through which children learn math facts, rhymes, history, literature and other subject matter. The early church also employed music with Christian themes to combat false teachings. Later, it set basic elements of the Nicene Creed to a simple melody which we sing during the Liturgy in our churches today : "Only Begotten Son" (O Monogenis Yios).

The Department of Religious Education has included music as part of the text book "Me and My World" for the same purpose, that is, to teach and reinforce the subject matter through music.

Six songs have been written to correlate with the development of themes in "Me and My World." An example would be the themes found in Unit One: I Am Special, I Can Learn, I Have Feelings, I Can Help Others, and I Am Thankful to God.' The song written for this Unit relates to these basic themes and included the following verses:

I walk, I talk, I go to Church,
God helps me to learn.
I cry, I laugh, I do my Cross,
God helps me to learn.
God helps me, God helps me, God helps me,
God helps me to learn.
I help my mommy, help my daddy,
God helps me to learn.
I thank you God, You made me special,
God helps me to learn.

The music was written specifically for children of this particular age level in consideration of their physiological and psychological development as taught by the world famous Hungarian composer, conductor, and educator, Zoltan Kodaly.

The songs are simple, and were written for nearly every Unit which gives the teacher four to five weeks to teach each song. Please keep in mind that the songs reinforce the subject matter in each Unit in a very positive and "fun" way.

To further assist your efforts, a cassette recording of the songs was recorded by The Children of St. Demetrios Church in Weston, Massachusetts. Also included in the cassette recording are some of the hymns of the Liturgy. Our liturgical hymns are a continuing part of the curriculum for all grade levels. While hymns can be taught at any time, the manual suggests specific lessons where a hymn, relating to the lesson, can be taught.

The tape is not only to be used by the teachers and children to learn the music, but also as a listening tool for the children when they are having a snack, resting, and perhaps even entering and leaving their classrooms. Be creative when using this book and cassette, for God has given to everyone the Grace of His Holy Spirit.

With love in Christ,

Rev. Konstantine Mendrinos

Dear

Your child is entering the first grade of our Church School and will be using the new material from our Archdiocese. This book is titled "Me And My World" and consists of seven units: About Me, About Your Orthodox Faith, About Your Family, About Your Church, About People, About Your World, and Learning About Church Holy Days.

The lessons in the last unit, "Learning About Church Holy Days," are developed so that they may be taught at the proper time in the ecclesiastical year. The following Holy Days are presented: Annunciation, Christmas, Theophany, Palm Sunday, and Easter.

"Me and My World" also includes new Orthodox songs that reinforce each Unit, along with some of the hymns of the Liturgy. This music is available in the "Pupil's Songbook," and may also be learned from a recording of the music available on cassette.

This year your child will be introduced to some of the fundamental teachings of the Orthodox Church. The lessons are developed for the child to grow in knowledge of, and to develop an appreciation for the rich traditions of our Orthodox Faith.

All the lessons begin with the title, "**We Believe...**" and present the teachings of the Orthodox Church in terms a six-year old can understand. Every class lesson starts and ends with a prayer. At home, create opportunities for your child to pray as it is important to help our children learn the importance of prayer.

In the development of "Me And My World," great attention was given to how a child learns. The language and sentence length is designed for a six-year old child. Furthermore, a review lesson is included at the end of each lesson.

It is our prayerful hope that your child will have a happy and fruitful year in our Church Sunday School.

With love in Christ,

Dear

The lessons in Unit One, **About Me**, revolve around the six-year old child in his/her relationship to God. Your child will be taught the teachings of the Orthodox Church, and learn that we are all created by God and that each person is special and unique. It will be stressed that we all have the ability to learn, and this talent or ability to learn is a gift of God.

Your child will learn that God wants us to help others and that each person has feelings. Students will be led to understand that God cares about how we feel. Your child will also be introduced to the Bible as a guide to Christian living.

Biblical stories from both the Old and New Testaments are featured in the unit. You may want to familiarize yourself with the stories so that you can discuss them with your child. The following are the stories in Unit One: "Jesus Teaches People in His 'Sermon on the Mount'" (Matthew:5-7); "The Story of Zechariah and Elizabeth" (Luke 1:5-25, 57-63); "Jesus Heals a Man Who Could Not Walk" (John 5:1-9); and "Noah Thanks God" (Genesis 6-9).

The prayer for this unit is "Lord, everyday I will bless you and praise your name forever. Amen." Help your child learn this prayer and have him/her recite it in the morning on arising and at bedtime.

Generally, the student is not required to bring materials from home for the various activities that go with each lesson; however, for the first lesson of this unit, please send a picture of your child so that it may be pasted in his or her book.

Thank you for your Christian love, understanding, and cooperation.

With Love in Christ,

UNIT

1

About Me

LESSON 1 WE BELIEVE

God Made Every Person Special

1. GETTING STARTED

OBJECTIVES

Recognize that every person is special and unique

Discuss that God made every person special

NEW VOCABULARY

special - distinguished by some unusual quality

God - Creator of everything

PRAYER

In one area of your classroom set up a worship center. In the worship center place a votive light, a Bible, and an icon. The icon will be changed according to the ecclesiastical year. Use an icon from the packet "COME BLESS THE LORD," or one from the church collection of icons. As students enter the classroom, have them go to the worship center, make the sign of the cross, and pay their respects to the icon. This sets the classroom for religious learning.

Open and end each class session by making the sign of the cross and reciting "Holy God, Holy Mighty, Holy Immortal have mercy on us" (repeat three times). Also, open each class with a prayer. The prayer for this lesson is "Lord Jesus Christ, Son of God, have mercy on me."

MOTIVATION

To develop understanding of the word "special" read to the class the following poem written by Marie Louise Allen:

Tall ears
Twinkly nose
Tiny tail, And - hop he goes!
What IS he -
Can you guess:
I feed him carrots
And watercress
His ears are long
His tail is small -
And he doesn't make
Any noise at all!
Tall ears,
Twinkly nose,
Tiny tail,
And - hop he goes!

After you have read the poem, ask the following questions:

What animal is mentioned in the story? (rabbit or bunny)

Why isn't the animal a cat, dog, or chicken? (answers will vary, encourage discussion)

How are people different? (Answers may vary but should include different color hair, different color eyes, different hair styles, and different heights and weights.)

Tell the students that the way we look, what we do, how we walk, and how we talk makes us different from others and it is that difference that makes us special. Print the word "special" on the board, read the word to the class, and have the class read it back.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Print the word **God** on the board. Say the word to the class and have them say it back to you. Tell them that God made everything. He created each of us. There are no two people exactly alike in the whole world. Even twins are different.
2. Read page 2 to the class. Ask students to bring a picture of themselves to the next class so that they can paste the picture on the space on page 2.
3. Do the activities suggested on page 3. Read each line to the class and allow ample time for each student to complete the activity.

ADDITIONAL ACTIVITIES

Making a Paper Doll Give each child a paper doll cut out from colored construction paper. Have each child put a face on the doll and color it. Then, have each child design a "construction paper" hat for the doll to wear. Staple the finished dolls onto your classroom bulletin board under the title of "I AM SPECIAL" so that the students can compare and enjoy the differences.

MATERIALS NEEDED

1. "cut out" paper doll for each student
2. colored construction paper
3. scissors
4. stapler
5. crayons

Making a drawing Give each student a piece of manila paper. Instruct them to make an outline of their hand on the paper. After they complete the outline, ask them to use their creative abilities to color the nails and to add rings, bracelets, or watches. Indicate to the children that each hand is different, but special.

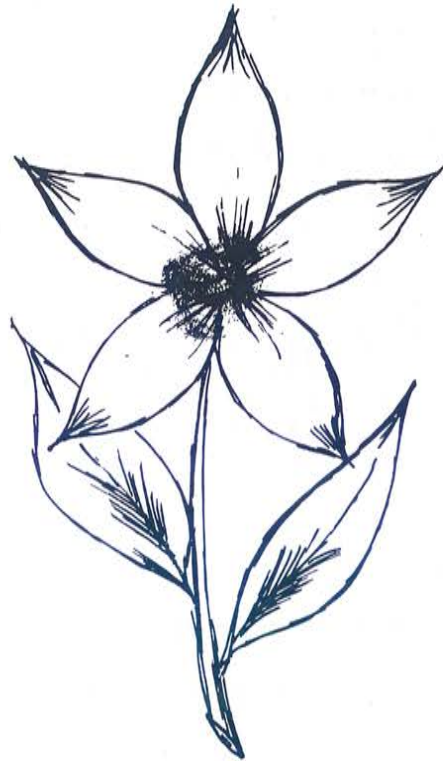
MATERIALS NEEDED

1. manila paper
2. crayons

Painting a Flower Using an ink pad, have students make a finger print onto a piece of paper. Instruct them to draw petals around the print, then add the stem and leaves. Again, stress that each flower is different but special.

MATERIALS NEEDED

1. ink pad
2. crayons
3. felt-tipped markers



BACKGROUND INFORMATION

The Special Nature of the Individual. The teacher is that person who desires to help his fellow Christians grow in the Orthodox faith. The first teacher a child meets is his or her parents. The priest is a teacher because he assists people in knowing and loving God. The Sunday School teacher instructs children in the doctrines, traditions, and customs of the Orthodox faith.

Man has always been curious about himself. Throughout history man has tried to explain the meaning of human existence. As Orthodox Christians we find the answers to our basic questions in the Holy Bible and Sacred Tradition. The Holy Scriptures give us insight as to who we are and who we are meant to be. In the book of *Genesis*, we learn that we are made in the image and likeness of God. Therefore, we believe that God shares our life and lives with us. We are like God because He has given us His gifts of intellect and a free will. We can think, choose, and love.

To love God and to love others, we must love ourselves. It is imperative that we possess a healthy self-image. In 1 John 4:8, we read "For God is love." We come to understand who we are. Therefore, we must help children appreciate their fundamental worth. **Children must learn that they exist because they are loved.**

Children learn that they are special, unique, and lovable through our words and actions. As a teacher, try to create an environment of love and acceptance so that each child will feel that he or she is appreciated and loved for the special person that he or she is. So that the child can better understand the concept of being "special," activities are developed which stress uniqueness.

Explain that God speaks to us and wants us to respond. We pray to express our praise and thanks to God.

Exaltation of the Holy Cross. The Feast of the Exaltation of the Holy Cross originated in Jerusalem in the year 355 to commemorate the dedication of the Basilica of the Resurrection. When the True Cross of Jesus was found shortly afterwards, this event was commemorated on the same day. In time the Feast of Exaltation supplanted the Feast of Dedication on **September 14**.

In the year 395, St. John Chrysostom wrote of the three crosses which were discovered beneath Golgotha by the Empress Helena. Many other writers speak of miracles which occurred through contact with the True Cross of Jesus. It was through one of these miracles that the True Cross of Jesus was recognized by St. Helena and by St. Macarius, the Bishop of Jerusalem.

Icons of the Feast usually portray St. Macarius in the center of the icon elevating the Holy Cross and showing it to the people. The elevation or uplifting of the cross shows its prominence and sign of victory. Hence, the name "Exaltation" or "Elevation of the Cross." Gathered about the Cross with St. Macarius and St. Helena are bishops, priests and hymnographers. With them, too, we are joined in oneness of mind and purpose as we sing "We venerate your cross, O Lord, and we glorify Your Holy Resurrection."

3. REVIEW

RECALLING THE LESSON

Review what was taught in this lesson by asking the following questions:

Name three things that made you special. (Answers will vary)

What have we learned about each of us today? (We are all special)

Who made us special? (God)

What are some things that make you special? (Answers will vary, encourage discussion)

CLOSING PRAYER

It is good to give thanks to the Lord, to sing praises in Your name, O God. Amen.

LOOKING AHEAD

The objectives for Lesson 2, **WE BELIEVE God Helps us to Learn**, are as follows:

Recognize that learning is a gift of God.

Recognize that each child has the gift of the ability to learn.

Learn how to properly make the sign of the cross.

LESSON 2 WE BELIEVE

God Helps Us to Learn

1. GETTING STARTED

OBJECTIVES

Recognize that learning is a gift from God

Recognize that each child has the gift of the ability to learn

Learn how to properly make the sign of the cross

NEW VOCABULARY

might - strength, power

commandment - rule, law

soul - the part of the human being that thinks, feels and guides the body to act

PRAYER

Lord, everyday I will bless You and praise Your name forever. Amen.

MOTIVATION

To develop the concept of **learning**, teach the class a quiet game which is new to them. The game **TOUCH AND FOLLOW** may not only be a new game for the class, but it will strengthen the skills of observing and following one another.

DIRECTIONS FOR THE GAME The children stand in a large circle with their hand held out toward the center, palms upward. One child is chosen to be the "leader" and steps into the center of the circle. He/she moves about and then lightly touches the outstretched hand of one child. The child who is touched must follow the "leader" around the circle imitating the quiet activity chosen by the "leader." They may skip, gallop, hop, trot, fly or do any other appropriate activity. The pair go around the circle once and return to the empty space. The "leader" steps into the empty space and the "follower" becomes the new "leader."

After each child has had a turn at being the "leader," ask if they learned something new today. Most children will answer in the affirmative. Point out that they learned something new in Sunday School.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read the lesson with the class and discuss the picture of the mother and father helping the baby walk. Use the following questions to assist in understanding where learning takes place, when we learn, and how many different people help us learn. Direct students' attention to the picture of the boy riding the bike, then ask the following questions:

a. What is happening in this picture? (a boy is riding a bike)

- b. **Can you ride a bike?** (answers will vary)
- c. **When did you learn? Who taught you?** (answers will vary)

Next, draw students' attention to the picture of the boy reading, then ask the following questions:

- a. **What is the boy doing?** (reading a book)
- b. **Can you read? Who taught you (or who is teaching you) to read?** (answers will vary)

2. Introduce the word **JESUS**. Write it on the board and have the students read it back to you. Read the text on page 5 and discuss the proper way to make the sign of the cross. Discuss the sequence of the pictures. On page 6, instruct the students to connect the dots and ask them to answer the question at the bottom of the page. (the shape made is that of a cross)

3. Turn to the story on p. 7. Before reading this story, introduce the words **commandment**, **soul**, and **might**. Spend a minute or two discussing the meaning of these words and then read the story.

The objective of this part of the lesson is to acquaint the children with Jesus, the Son of God, who became a person like us. He grew up in an ordinary family with the Virgin Mary and His adopted father Joseph.

After reading the story on page 7, ask the following questions:

- a. **Who helped Jesus learn?** (God)
- b. **What is God's greatest commandment?** (You shall love the Lord your God with all your heart, with all your soul, and with all your might.)

Ask students to recite this commandment individually. Some will need more time than others to master this task. Be sure that the majority can recite the commandment before continuing the lesson.

ADDITIONAL ACTIVITIES

Making a Mosaic Have the children make a class mosaic which says **THANK YOU GOD**. Display the newsprint with the outlined block letters, and distribute small pieces of various colors of construction paper (1" x 1"). Instruct the class to work as a group to paste the colored paper on the letter. When completed, display the mosaic in the classroom.

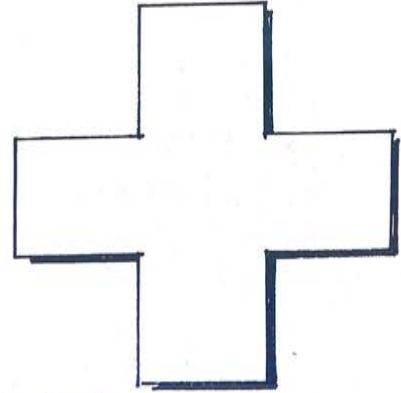
MATERIALS NEEDED

- 1. large sheet of newsprint
- 2. small pieces of varied colored paper 1" x 1"
- 3. paste

Making a Mosaic Cross Give each pupil a sheet of newsprint. Have the student draw a cross. Be sure to point out that the Greek Cross has arms of equal length. Give each child small squares of colored construction paper and have the pupil paste the squares on the cross. This may be taken home.

MATERIALS NEEDED

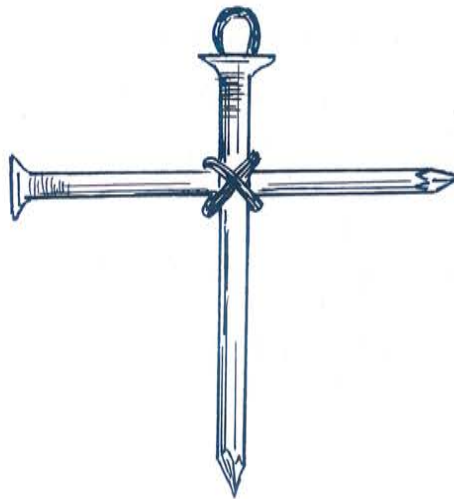
1. 12" X 18" newsprint or manila paper for each student
2. small pieces of varied colored paper 1" x 1"
3. paste



Making a Cross Of Nails A very simple pendant is a cross made of nails. Select two nails for their thickness. Cross them and wrap wire as shown. Run the last strand of wire up the back and make the hanging eye at the top. The cross may be hung from a chain or a leather strap. This cross of nails may seem simple; however, the crudeness of the nails and value of their symbolism as the nails of the Crucifixion can make this Cross strikingly meaningful.

MATERIALS NEEDED

1. 2 nails for each student
2. wire



NOTE: ALWAYS HAVE ON HAND OLD MAGAZINES, CRAYONS, SCISSORS, AND PASTE.

BACKGROUND INFORMATION

The Sign of the Cross The sign of the Cross, according to the oldest custom, is made in the following manner: the thumb, the index and middle fingers of the right hand are joined together, while the third and little finger are bent to touch the palm of the hand. We then touch the fingers first to the brow, then to the breast, and after to the right shoulder and then the left, thus making on our person the sign of the cross. By this sign we express our faith in all things which Christ the Savior taught us and did for us. By joining the three fingers we express our faith in the Most Holy Trinity, consubstantial and undivided. Through the two fingers bent to the palm of the hand we express our belief in the descent to earth of the Son of God, and in His having assumed humanity without divesting Himself of His divinity, thus uniting both natures of Himself, the divine and the human. Touching our brow, breast, and shoulders is an expression of our belief that the Triune God has sanctified our thoughts, feelings,

desires, and acts. Lastly, by making on our person the sign of the Cross, we express our belief that Christ has sanctified our soul and saved us by His suffering on the Cross.

Up to the end of the 12th century, both Eastern and Western Christians were making the sign of the Cross alike, that is from right to left and with the fingers in the position described above. The Latin Church changed it to all fingers extended and from left to right at the time of Pope Innocent II (1198-1216), on the supposition that Christ came from the Father (forehead), down to earth (chest), then descended into hell by His passion (left shoulder), and then ascended to His Father's right side (right shoulder).

Touching the right shoulder expresses the hope that the worshipper will be numbered among the righteous and stay on the right of Christ on the day of Judgment. The complete sign of the cross is still meant to acknowledge that all three faculties (mental, emotional, and spiritual) together with one's strength (symbolized by the shoulders) are dedicated to the service of God through the Cross of Christ.

3. REVIEW

RECALLING THE LESSON

Review the lesson before you dismiss the class by asking the following questions:

1. **When do we learn?** (All the time)
2. **Who gave us the ability and helps us learn?** (God)
3. **Who teaches us?** (Mother, father, sister, brother, priest, teacher)
4. **Who is Jesus?** (Son of God)
5. **What things did Jesus learn?** (Walk, ride a donkey, help his father, God's Great Commandment)
6. **Recite God's Great Commandment?** (You shall love the Lord with all your heart, with all your soul, and with all your might.)

CLOSING PRAYER

Lord, every day I will bless You and praise Your name forever. Amen.

LOOKING AHEAD

The objective for Lesson 3, **WE BELIEVE The Bible Teaches Us How To Live**, is as follows:

Recognize the Bible as a guide to Christian living.

LESSON 3 WE BELIEVE

The Bible Teaches Us How To Live

1. GETTING STARTED

OBJECTIVE

Recognize the Bible as a guide of Christian living

NEW VOCABULARY

Bible - the book that tells us about Jesus and His teachings

Galilee - a place in the Holy Land

rules - laws

sermon - a lesson

PRAYER

Lord Jesus Christ, Son of God, have mercy on us. Amen.

MOTIVATION

You will need five sets of paired objects: banana and banana peel; fresh bread and stale, moldy bread; smooth paper and wrinkled paper; a fresh flower and a wilted flower; a long, sharpened pencil and a short dull one.

Say: Look at the items before you and choose what is best from each set of two. (Allow time for the students to make choices).

Ask: Why did you choose the banana instead of the peel, fresh bread instead of stale, moldy bread, smooth paper instead of wrinkled. Why did you choose a fresh flower and long pencil? (The reason you chose the items you did is because they are more useful or beautiful. No one wants to eat a banana peel or moldy bread. Who would write on wrinkled paper if smooth paper was available? Everyone enjoys a fresh flower more than a wilted one. And a long pencil will last longer than a short one).

Explain to the students the reasons for doing this activity. When you looked at the sets of items and decided which one was best, you were making a choice. The decision was easy because you could see which item was the more valuable. Not all choices are this easy. Every day we have to make decisions. Sometimes it is very difficult to decide what is best. Sometimes the choice is between two good things. Sometimes we have to say "No" because we can see right away that it is not good. But sometimes we forget that we have the ability to make choices. The Bible gives us very good advice about making good choices. We learn about God and His love for us and we grow in love. As we learn about God and receive His love, we become more loving people. As we learn more about God we are able to choose what is best.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Introduce the word "Bible" to the class. Read the text on page 8 to the class. Allow the class to examine and discuss the picture. Ask: **What is the**

name of the special book God gave us? (Bible). Who wrote the Bible? (people chosen by God). Read the text on page 9. Discuss the picture. Ask the following questions:

- a. **What does the Bible tell us about?** (God's love)
- b. **What are the Bible stories about?** (Jesus and his followers, things Jesus said and did, and how Jesus lived)

USING THE BIBLE

Jesus Teaches People In His Sermon on the Mount

Read the Bible Story on pages 10 - 11, and ask the following questions:

- a. **What is a sermon?** (a lesson)
- b. **What was the name of the place where Jesus was traveling?** (Galilee)
- c. **What did Jesus teach the people?** (what they must do to follow His rules)
- d. **Why is the famous sermon of Jesus called THE SERMON ON THE MOUNT?** (Jesus preached from the top of a hill so many people could hear Him).
- e. **What did Jesus teach in this sermon?** (about God, love, prayer, and other things)

ADDITIONAL ACTIVITY

Making a Bookmark Give each student two strips of 2" x 10" clear, self-adhesive paper to make a book mark. Have small flowers, flower petals and little leaves at the worktable. Also print out different verses from Jesus' Sermon on the Mount. The students should remove the protective paper from one strip and place his/her nature objects and verse on the sticky surface. Next, they should peel the backing from the second strip and place its sticky side down on the first strip, being careful to match the edges. Smooth out the bookmark using fingers or pencils rolled across the surface.

MATERIALS NEEDED

1. two 2" x 10" strips of transparent Contact or other clear self-adhesive paper.
2. fresh flowers, flower petals, and little leaves
3. typed verses from the Sermon on the Mount

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. **What is the Bible?** (a special book to help us learn)
2. **Who gave us the Bible?** (God)
3. **Who wrote the Bible?** (special people chosen by God)
4. **What does the Bible tell us?** (God's love for us, stories about Jesus, stories about what Jesus did and said.)
5. **What is a sermon?** (a lesson)
6. **What is the name of the famous sermon Jesus gave?** (Sermon on the Mount)

CLOSING PRAYER

CLOSING PRAYER

It is good to give thanks to the Lord, to sing praises to Your name, O God. Amen.

LOOKING AHEAD

The objectives for Lesson 4, **WE BELIEVE God Cares How We Feel**, are as follows:

Understand that everyone has feelings

Name three specific feelings

LESSON 4 WE BELIEVE

God Cares How We Feel

1. GETTING STARTED

OBJECTIVES

- Understand** that everyone has feelings
- Name** specific feelings.

NEW VOCABULARY

- feelings** - our senses and emotions
- care** - take charge of; attention, protection
- priest** - a person who teaches about God
- angel** - messenger from God

PRAYER

Lord Jesus Christ, Son of God, have mercy on us. Amen.

MOTIVATION

Tell the class, **I am about to show you something I have never seen before, and that YOU have never seen before before. After YOU see it, no living person will EVER see it again.** Then, take a peanut, crack it open, show the class the nuts and then, eat the nuts. (You may have to repeat this once again for the six year old).

Ask the class: **Did I surprise you? Did you think this was funny? Did I make you laugh? Did anyone get mad at me because I tricked you?** Discuss the feelings they experienced. Tell the class that **happy, glad, surprise, and sad** are feelings. Everyone has feelings. Print the word **feelings** on the chalk board. Read it to the class and have them read it back to you.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read and discuss page 12 which develops the concept of feelings. Ask the following questions:

- What is happening in this picture?** (a father hugging his child)
- Do you ever hug your parents?**
- Why do you hug your parents?** (expression of love)

2. Discuss the picture on page 13 of the children playing the board game, then ask the following questions:

- What are the children doing in this picture?** (playing a board game)
- Do you think they are happy?** (answers will vary)
- What games make you happy?** (answers will vary)

3. Discuss the picture of the one girl comforting the other on page 13, then ask the following questions:

- a. **What are the children doing in this picture?** (one is comforting the other)
- b. **Do you think they are sad?** (answers will vary)
- c. **What makes you sad?** (answers will vary)

4. Discuss the word **care**. Then read page 14 and complete the suggested activity. If the child is reluctant to draw have several old magazines on hand so that he/she may cut out the appropriate pictures.

USING THE BIBLE

The Story of Zechariah and Elizabeth

This story illustrates people's feelings and that God cares. God listened to the prayers of this devout couple. Before reading the story to the class, present the vocabulary words **priest** and **angel**. Read the story on page 15 to the class and then ask the following questions to check comprehension:

1. **Who was Zechariah?** (a Jewish priest)
2. **What was his wife's name?** (Elizabeth)
3. **Why were they sad?** (they had no children)
4. **What did they do?** (prayed to God for a child)
5. **What happened?** (an angel told them they would have a child)
6. **What kinds of feelings did Zechariah and Elizabeth have?** (happy, glad, thankful)
7. **What did they name the baby?** (John)
8. **Why did they pick this name?** (the angel told them)

ADDITIONAL ACTIVITIES

How God Cares For Us If possible, take the class for a short walk outside. Have the students name the things that impress them. Have them name things that show God cares for us. After you return to the classroom, ask them to express their feelings about the different things they see.

Making a Poster Give each child manila paper and instruct him/her to make the following poster. Have the pupil make a flower from construction paper. Print the message, "My love for you just grows, and grows, and grows." on the board and allow the student to copy it onto their piece of manila paper. This poster may be taken home for the parents.

MATERIALS NEEDED

1. Manila paper for each child
2. colored construction paper
3. felt-tip markers

Making Paper Plate Faces Make a paper plate face showing the various feelings such as happy, sad, and surprise. Hang the finished products around the room.

MATERIALS NEEDED

1. paper plate for each child
2. crayons
3. scissors
4. paste

3. REVIEW

RECALLING THE LESSON

Review the concepts taught in this lesson before you dismiss the class. Ask the following questions:

1. **Name three feelings you have.** (Answers will vary, but may include happy, sad, surprise.)
2. **Who has feelings?** (everyone)
3. **How do you know that God cares how we feel?** (He gave us everything to enjoy)
4. **Who was Zechariah?** (a Jewish priest)
5. **What did the angel tell Zechariah and Elizabeth?** (they were going to have a son)
6. **What did they name their baby?** (John)
7. **What do we believe?** (God cares how we feel)

CLOSING PRAYER

It is good to give thanks to the Lord, to sing praises to Your Name, O God. Amen.

LOOKING AHEAD

The objective for Lesson 5, **WE BELIEVE God Wants Us To Help Others**, is as follows:

Recognize that God wants us to help others

Before starting the class, you may wish to read from the Gospel of John chapter 5, verses 1- 9 "Jesus Heals a Man Who Could Not Walk

LESSON 5 WE BELIEVE

God Wants Us to Help Others

1. GETTING STARTED

OBJECTIVE

Recognize God wants us to help others

NEW VOCABULARY

share - to give a part of something to someone else

PRAYER

Lord Jesus Christ, Son of God, have mercy on us. Amen.

MOTIVATION

Show the class an empty bucket and tell them to imagine that the bucket is too heavy for one person to carry. What would happen if one person tried to carry this bucket. The bucket would be too heavy for just one person. It's not fair to expect one person to lift the load all alone. Do you think a few strings will lift this bucket? No, it seems that more than just a few helpers are needed.

Let's try putting everyone together. We would all be able to lift the bucket. When we all work together, we can help each other.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read pages 16 - 17 to the class. Discuss the picture of the mother and daughter raking leaves. **Ask: How do you help at home?** Allow ample time for students to discuss how they help at home.

Ask students to look at the pictures on page 17, then ask the following questions:

- a. **How have you helped your friends?** (answers will vary)
- b. **Do you go out of your way to help others?** (answers will vary)
- c. **How do you feel when you help others?** (answers should reflect a positive feeling)
- d. **Do you help your grandparents?** (answers will vary)
- e. **What do you do to help your grandparents?** (answers will vary)
- f. **What other things can you do to help your grandparents?** (answers will vary)

2. Introduce the word **share** and allow time to discuss sharing with others. Read the text on page 18 and discuss the events depicted in the picture. End the discussion by emphasizing that God is happy when we share with others.

3. Read page 19 to the class. Discuss the event taking place in the picture. Ask:
 - a. **Who gets the food for you to eat?** (mother, father)
 - b. **What is your favorite food?** (answers will vary)
 - c. **Have you given food to those who are in need of food?** (Perhaps they have donated or their families have donated to various food pantries in the community)

Using the Bible

Jesus Heals a Man Who Could Not Walk

Read the story on pages 20 -21 to the class. Ask the following questions to check comprehension.

1. **What was wrong with the man?** (He could not walk)
2. **What did Jesus ask the man?** (If he wanted to be well)
3. **Why was the man at the pool?** (He thought the pool had healing powers)
4. **Why didn't the man get in the pool?** (He couldn't walk and he had no one to put him in the pool)
5. **What did Jesus tell the man?** (get up, pick up your mat, and walk)
6. **What did the man do?** (He did what Jesus told him to do)

ADDITIONAL ACTIVITY

Making A Chart Make copies of the following chart for each member of the class. Allow each child to pick three or four tasks which he/she will perform at home for a week. The tasks may range from "Making My Bed," "Loading the Dishwasher," "Wiping Dishes," to "Walking the Dog."

MATERIALS NEEDED

A copy of the chart **HOW I HELP AT HOME** for each student

HOW I HELP AT HOME							
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1. Make my bed							
2. Walk the dog							

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class. Ask the following questions:

1. **What is meant by sharing?** (to give something to someone).
2. **What was wrong with the man at the pool?** (He couldn't walk)
3. **Why was he at the pool?** (He thought the pool had powers to heal him)
4. **Why didn't he get in the pool?** (He had no one to help him in the pool)
5. **What did Jesus tell the man?** (to get up, pick up his mat and walk)
6. **What did the man do?** (He did what Jesus told him to do.)

CLOSING PRAYER

It is good to give thanks to the Lord, to sing praises to Your Name, O God. Amen.

LOOKING AHEAD

The objective for Lesson 6, **WE BELIEVE We should Always Be Thankful to God**, is as follows:

Recognize God's greatness and give thanks

LESSON 6 WE BELIEVE

We Should Always Be Thankful to God

1. GETTING STARTED

OBJECTIVE

Recognize God's greatness and give thanks

NEW VOCABULARY

talent - a special ability

Noah - a good friend of God

flood - large amount of water; flow over

PRAYER

Lord Jesus Christ, Son of God, have mercy on us. Amen.

MOTIVATION

Encourage the students to think of something they like about themselves. Allow time for sharing. Comment that each had something different that they liked about themselves and that this makes us special.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read the text on page 22. Allow time to discuss the photo. Direct the student's attention to the different kinds of people illustrated.

Continue onto page 23. Tell the class that God gave us a brain and the ability to learn. In the pictures, the children are in various learning situations. Emphasize that we learn in other places than just in school. Learning takes place at all times.

2. Introduce the word **talent** and spend a short time discussing that we all have talents. Read the text on pages 24-25. Comment that in each picture the child has a special talent; one plays ball well and the other plays the violin.

3. Finish the lesson by asking:

a. **Who are some people who love you?** (parents, siblings, friends; accept any logical answer)

b. **Who are some of the people you live with?** (parents, siblings, friends, grandparents)

Using the Bible

Noah Thanks God

Before reading the story on pages 26-27 to the class, present the word **flood** and be sure that the class understands the meaning. Then present the word

Noah and explain that Noah was a friend of God. Now read the story to the class. After reading the story, ask the following questions to check understanding:

1. **What did God tell Noah?** (a flood was coming)
2. **What did God tell Noah to do?** (build a boat)
3. **Who did Noah take on the boat?** (his family and all kinds of animals)
4. **How long did it rain?** (40 days)

(To conceptualize the length of 40 days, show the class 40 pennies. Tell them that every penny represents one full day. Count out the pennies to reinforce the length of time.)

5. **What did God show Noah at the end of 40 days?** (a rainbow)
6. **Of what is the rainbow a sign?** (God's love)

ADDITIONAL ACTIVITY

Making a Collage Give each student a 12" x 18" piece of newsprint or manila paper. Then ask them to cut pictures out of magazines or draw pictures of "People I Love." Then have them paste their pictures onto the newsprint or manila paper to make a collage. Have students print on the top of their collages the title **PEOPLE I LOVE**.

MATERIALS NEEDED

1. 12" x 18" newsprint or manila paper for each student
2. old magazines
3. scissors
4. paste
5. crayons

BACKGROUND INFORMATION

The Church Opposes Racism The main characteristic of the early Church was its "ecumenicity" and its "catholicity" which was completely opposed to all forms of chauvinism or racism. Racism was officially condemned in the Orthodox Church by the great Council of Constantinople in 1872.

3. REVIEW

RECALLING THE LESSON

Review with the class before adjournment by asking the following questions:

1. **Who made us special?** (God)
2. **How are we special?** (we are all different)
3. **Who helps us learn?** (God)
4. **What is meant by "talents"?** (a special ability)
5. **Who was Noah?** (a friend of God)
6. **What did God tell Noah?** (a flood was coming)
7. **What did God tell Noah to do?** (build a boat, take his family, and animals)
8. **How long did it rain?** (40 days)
9. **What does a rainbow stand for?** (God's love)

CLOSING PRAYER

It is good to give thanks to the Lord, to sing praises to Your Name, O God. Amen.

LOOKING AHEAD

In Unit 2, **ABOUT YOUR ORTHODOX FAITH**, students will be learning about the Orthodox faith.

God Helps Me To Learn

The musical score is written on seven staves in a single system. Each staff begins with a treble clef and a common time signature (C). The melody is composed of quarter and eighth notes. Chords are indicated by letters above the staff lines. The lyrics are written below the notes.

Chords: C/C, C/G, C/B, C/G, C/A, C/G, F/A, G^{7sus4}, C/C, C/G, C/B, C/G, F/A, G^{7sus4}/G, C, C, F, C, C, G^{7sus4}/G, C, C/C, C/G, C/B, C/G, F/A, G^{7sus4}/G, C, C, F, C, C, G^{7sus4}/G, C.

Lyrics:
 I walk, I talk, I go to church, God helps me to learn. I
 cry, I laugh, I do my cross, God helps me to learn.
 God helps me! God helps me! God helps me!
 God helps me to learn! I help my mom- my, help my dad- dy,
 God helps me to learn, I thank you God, You made me spec- ial
 God helps me to learn! God helps me! God helps me!
 God helps me! God helps me to learn!

This is the first song directly relating to the subject matter found in Unit One. This Unit places emphasis on the themes that "God has made me special" and "God helps me to learn."

The song relates to the presence of God in the daily activities of the child and His positive interaction with them by helping them to learn.

This is a "lively" song and should be sung with enthusiasm. If the teacher plays the guitar or piano, emphasis should be placed on the moving bass line.

UNIT 1 Review

New Words and People I Have Learned About

special

Sign of the Cross

Jesus

commandment

soul

might

Bible

Galilee

rules

sermon

Zechariah

priest

Elizabeth

angel

share

talents

Noah



We Believe

God made every person special.

God helps us to learn.

The Bible teaches us how to live.

God cares how we feel.

God wants us to help others.

We should always be thankful to God.

Checkup

Look at the words in the box.

Choose a word to complete each sentence.

Write the word below each sentence.

Jesus

God

Noah

share

Bible



1. I was made special by _____.

God

2. Making the Sign of the Cross makes me think of _____.

Jesus

3. The _____ tells us how Jesus lived.

Bible

4. God wants us to _____ with others.

share

5. God told _____ about a great flood.

Noah

Dear

Unit Two continues the teachings of the Orthodox Church and what we believe. In Unit Two, **About Your Orthodox Faith**, your child will be instructed about the uniqueness of the Orthodox Church. Students will learn about the sacrament of Baptism and that we are born in the family of Jesus through Baptism.

The doctrine of the Holy Spirit is introduced in terms that are understandable for this age group. Your child will learn that Jesus gives us the Holy Spirit and that the Holy Spirit gives us strength, peace, and joy.

Your child will also learn that Jesus loves all people, especially children, and that Jesus forgives and wants them to forgive others. In addition, your child will be introduced to the Lord's Prayer and will be asked to begin to memorize it.

Biblical stories are also included in this unit: "Philip baptizes someone from Ethiopia" (Acts 8:27-40), "Jesus brings the gift of the Holy Spirit" (John 20:19-23), and "The story of Joseph and his brothers" (Genesis 37:23-48;45). Please take time to discuss these stories with your child and point out how these stories affect our everyday living.

In Lesson 2, your child will be asked for the date of his or her Baptism, name of Godparent, and the name of the Church where they were baptized. If you have pictures of your child's Baptism, look at them together. Share details of that day with your child and explain how you felt and why it was important to you as a parent.

With love in Christ,

UNIT

2

About Your Orthodox Faith

LESSON 1 WE BELIEVE

It is Special to Be an Orthodox Christian

1. GETTING STARTED

OBJECTIVE

Recognize the uniqueness of the Orthodox Church.

NEW VOCABULARY

Jesus Christ - Son of God

Christian - follower of Christ

icon - a holy picture of Jesus, an angel or a saint

Orthodox - correct belief

priest - a special servant of God

Holy Communion - the body and blood of Jesus

antidoron - bread that is blessed

faith - belief in God

OPENING PRAYER

Lord Jesus Christ, Son of God, have mercy on us. Amen.

MOTIVATION

Take the class on a "field trip" to the Church. Walk around the Church and emphasize that the Church is the home for God's family. Encourage the class member to notice the many things that they see which are part of this special place. Emphasize that our church is called the Orthodox Church because we are Orthodox Christians.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Discuss the photo collage for Unit 2. Ask the following questions:

a. Does this picture look like our church? (Allow time for discussion)

b. Have you seen these things in our church? (Allow time for discussion)

2. Present the vocabulary words **Jesus Christ**, **Christian**, and **Orthodox** by reading the text on page 32. Take time to talk about the picture. Read the text to the class. Ask the following questions:

a. Do you light a candle when you enter the church?

- b. **Does anyone know why we light candles in church?** Listen to the replies and then discuss briefly how Jesus is the Light of the world.
3. Present the word **icon** to the class and read the text on page 33. Ask:
- a. **Do you know why we kiss the icon?** (to show respect)
 - b. **Do you remember why we make the sign of the cross?** (to show that we are Christians)
4. This is a good time to review making the sign of the cross with the class to be sure that all students are doing this correctly. Emphasize that we are proud to be Orthodox Christians.
5. Introduce the words **Holy Communion**, **faith**, and **antidoron**. Read the text on pages 34-35. Comment on the proper way to receive Holy Communion. You may want to role play taking Holy Communion so that all children understand what is to be done at this time.

ADDITIONAL ACTIVITIES

Drawing a Picture of the Church Give each child two sheets of 12" x 18" manila paper and crayons or felt-tip markers. Help the children recall some of the things commonly seen in an Orthodox Church. Ask each child to draw a picture of the inside of the church on one sheet and on the other a picture of the outside of the Church. After the drawings are completed encourage the sharing of the pictures with one another.

MATERIALS NEEDED

1. 12" x 18" manila paper or newsprint for each student
2. crayons or felt-tip markers

Making a Badge The students will make a badge with the inscription **I AM AN ORTHODOX CHRISTIAN**. To make the badges, cut two blue "ribbons" from blue construction paper pointing down diagonally left and right. On the front, staple the two ribbons and cover with a plain white sticker on which you have printed **I AM AN ORTHODOX CHRISTIAN**.

MATERIALS NEEDED

1. blue construction paper
2. plain white stickers
3. staples

BACKGROUND INFORMATION

Defining Terms **ORTHODOX** - is constructed from two Greek words - **orthos** which means "correct" and **doxa** which signifies "belief" or "glory"; hence, one who believes and worships correctly.

CHRISTIAN - The word "Christian" indicates one who is a follower of Christ, the Leader of our Church. Followers of Christ were first so called in Antioch, Syria in 42 A.D. (Acts 11:26). The term "Christian" designated the new sect more perfectly than any other word could do. The word "Christian" occurs in only

two other places in the Bible - Acts 26:28 and 1 Peter 4:16.

ICON - An icon is not a small picture of Christ or of a saint who lived or died for Christ, nor is it a religious adornment. It is an expression of the fundamental truth of our Faith - that Christ, the Son of God, assumed human nature and became man in history. The saints, too, are persons who lived in history.

The icons also express the glorification of the human nature of Christ and the sanctification of the saints who have been rewarded by God. Therefore, Orthodox Byzantine art does not reproduce realistically their physical appearance, but expresses the spiritual qualities of the figures presented in the icon. The physical aspect of the saint is restricted so that the spiritual phase may be enhanced.

It is important that we must recognize that Byzantine art is the standard art of our Church. It is part of our sacred tradition.

We kiss the icons to show that we respect, and love what they represent and also to receive the blessing of their invisible presence in a visible manner.

Using Candles In Church We light candles in church as an offering, a gift of faith, to Christ or to saints on behalf of ourselves or others. The burning flame symbolizes our faith and the grace of the Holy Spirit in our hearts given to us at baptism. The light of candles reminds us that Jesus is the Light of the world and that He said to His followers: "You are the light of the world" (Matthew 5:14). The saints let the light of Christ shine brilliantly in their lives. Whenever we see candles and votive lights in church, we should thank God for the saints and remember to live like them.

3. REVIEW

RECALLING THE LESSON

Review the concepts that were taught in this lesson before dismissing the class by asking the following questions:

1. **What does the word "Orthodox" mean?** (correct belief)
2. **Why are we called Christians?** (followers of Christ)
3. **What do you do when you enter the church?** (make the sign of the cross, light a candle, and kiss the icon)
4. **What is the most important thing an Orthodox Christian can do?** (receive Holy Communion)
5. **What is the antidoron?** (blessed bread given at the end of Liturgy)
6. **What do you do when you receive Holy Communion?** (tell the priest your name, hold the cloth under your chin and open your mouth)

CLOSING PRAYER

It is good to give thanks to the Lord, to sing praises to your Name, O God. Amen.

LOOKING AHEAD

The objectives for Lesson 2, **WE BELIEVE Through Baptism We Join God's Family, the Church**, are as follows:

Recognize that each is born into the family of Jesus through the Sacrament of Baptism.

Recognize Baptism as a Sacrament.

LESSON 2 WE BELIEVE

Through Baptism We Join God's Family the Church

1. GETTING STARTED

OBJECTIVES

Recognize that each person is born into the family of Jesus through the Sacrament of Baptism

Recognize Baptism as a Sacrament

NEW VOCABULARY

Baptism - celebration of becoming a Christian

celebrate - observe a special day with activities of a proper kind

saint - a very holy person

OPENING PRAYER

Lord Jesus Christ, Son of God, have mercy on us. Amen.

MOTIVATION

Ask the students if they like parties. Ask if any have ever had a birthday party. Tell them that you are going to tell them about a different kind of party - the celebration of their births as members of God's family. We call that celebration **Baptism**.

Write the word **baptism** on the chalkboard. Read it to the class and explain that it is a celebration of becoming a Christian. Review the meaning of the word **Christian**.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Instruct the class to look at the picture on page 36. Discuss what is happening. Read the text to the class and then invite the students to tell when they celebrate their birthdays. After they have shared their birth dates, present the word "saints" and discuss the word. Continue reading on page 37. Discuss the picture of the Orthodox baptism. Point out the priest and the godparent.

2. Tell the class: "When you were a baby, your mother and father and your godparent brought you to church to be baptized. Your godparent held you and made promises for you. You were baptized in the baptismal font. The priest put you in the water three times and you were given a name. Then you received two more sacraments - the SACRAMENT OF CHRISMATION and the SACRAMENT OF HOLY COMMUNION. You became a Christian - a follower of Christ. When this was over, your godparent gave you back to your mother and father.

3. Read page 38 to the class. Examine the picture of Christ's baptism. Have paper icons of each child's patron saint. Use the icon of All Saints for any children that do not have a saint's name. A **Saints of Our Orthodox Church** packet can be ordered from the Religious Education Department in Brookline, Mass. Hand out the icon of the patron saint to each child. Tell the class to keep the icon of their patron saint in their bedroom.

4. Ask each student when they were baptized. The students, undoubtedly will not know, therefore, assign as a project for next week to fill out the BAPTISMAL RECORD CARD. Make one card for each student. A copy of the card can be seen below:

MY BAPTISMAL RECORD CARD

MY FAMILY NAME:

MY CHRISTIAN NAME:

DATE OF MY BAPTISM:

MY GODPARENT:

CHURCH WHERE I WAS BAPTIZED:

USING THE BIBLE

Philip Baptizes Someone from Ethiopia

Explain to the students that Ethiopia is a land far away in Africa. Read the story on page 39 to the class. After reading the story ask these questions:

1. **Who was Philip?** (one of the first Christians)
2. **What did Philip tell the man from Ethiopia?** (about Jesus)
3. **What did the Ethiopian tell Philip?** (he wanted to be baptized)
4. **What did Philip do?** (He baptized the Ethiopian in a stream)

ADDITIONAL ACTIVITIES

Visiting a Baptismal Font Take the class into the Church to observe the baptismal font. Make arrangements for the class to attend a baptism.

Role Playing Role play a baptism using a doll. One child can take the part of the priest, another the godparent, the parents, and the rest of the class the guests.

Making a Booklet Fold three sheets of paper in half to make a booklet. The outside sheet of the booklet can be decorated. On the remaining sheets have the child copy the following poem. The student can give the finished booklet to his or her Godparent.

GOD (MOTHER or FATHER)

A Godmother (Godfather) is
forever, you see.

It is the greatest
thing in the world to be.

For love rises to its
very greatest height,

As God shines upon a Godmother (Godfather)
His most special light!

(NOTE TO TEACHER: Either Godmother or Godfather should be used.)

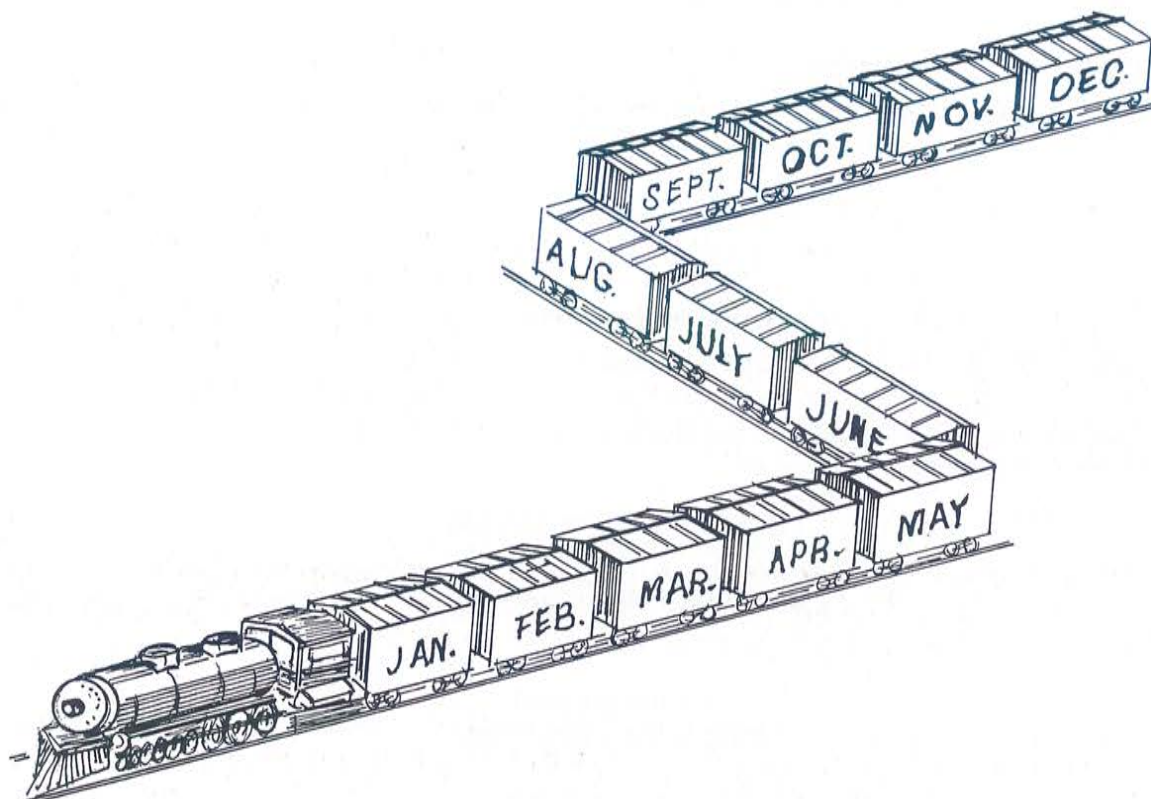
MATERIALS NEEDED

1. Three sheets of plain paper for each student
2. pencil
3. crayons

Making a Mural On one wall or a bulletin board create a NAME DAY TRAIN which will remain for the year. The train will consist of an engine and 12 cars - one for each month of the year. On each car place a small construction paper flag with the feast day for that month. For example, on the January car there might be flags for Jan. 1-St. Basil; Jan. 7-St. John; Jan. 18-St. Athanasius. You may want to use different colored flags to indicate the major holidays such as Christmas, Theophany, Annunciation, and Easter.

MATERIALS NEEDED

1. Construction paper
2. Scissors
3. Crayons or felt-tipped markers



Donating Religious Books A project that you can use to build the Church library is to make Namedays special with books. Encourage parents to donate religious books to the Church library and to inscribe them in honor of their child.

BACKGROUND INFORMATION

Baptism Jesus Christ commissioned His Apostles to "go ye therefore and TEACH all nations, BAPTIZING them in the name of the Father, and the Son, and the Holy Spirit," (Matthew 28:19). The Church of Christ, from the beginning baptized the members by immersing them three times by a priest, in the name of the Father, Son, and Holy Spirit. Immersion baptism was the practice of the early Christian Church. Only one baptism is allowed. Therefore, by dispensation, the Orthodox accepts as valid those baptisms performed in any other Christian Churches which baptize their members in the name of the Holy Trinity. By Baptism, the Church holds that all optional and original sins are cleansed by the Grace of God.

3. REVIEW

RECALLING THE LESSON

Review the concepts that were presented in this lesson before you dismiss the class by asking the following questions:

1. **Why is baptism a happy time?** (we are born into God's family.)
2. **How do you become a Christian?** (baptism)
3. **Who baptized Jesus?** (John the Baptist)
4. **Who is a saint?** (a very holy person)
5. **Who was Philip?** (one of the first Christians)
6. **What did Philip do?** (baptized a man from Ethiopia)

CLOSING PRAYER

It is good to give Thanks to the Lord, to sing praises to your Name, O God. Amen.

LOOKING AHEAD

The objectives for Lesson 3, **WE BELIEVE The Holy Spirit Helps Us to Love and Do Good**, are as follows:

- Appreciate** the Holy Spirit as a gift from Jesus.
- Recognize** how the Holy Spirit helps us.

LESSON 3 WE BELIEVE

The Holy Spirit Helps Us to Love and to Do Good

1. GETTING STARTED

OBJECTIVES

Appreciate the Holy Spirit as a gift from Jesus.

Recognize how the Holy Spirit helps us

NEW VOCABULARY

Holy Spirit - the Spirit of God

OPENING PRAYER

Lord Jesus Christ, Son of god, have mercy on us. Amen.

MOTIVATION

To present the Holy Spirit to the class, use concepts such as breath, wind, and the love between two people. This will help them to begin to comprehend the mystery of the Holy Spirit. You can also use a balloon. Inflate it and then deflate it. Present the word **Holy Spirit** and discuss it in terms that are acceptable to a six-year old.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read page 40 to the class. Allow adequate time to discuss the picture. Continue reading page 41 and discuss the pictures. Ask the following question: **How do you bring joy to others?** Let the class have time to consider how joy is brought about. Finish reading the lines of the text on page 42 to the class.

After you finish reading page 42 to the class, ask the following questions:

- a. **What things does the Holy Spirit do for us?** (helps us to do good, and to love others)
- b. **When did you get the gift of the Holy Spirit?** (at Baptism)
- c. **Who gave us the gift of the Holy Spirit?** (Jesus)

USING THE BIBLE

Jesus Brings the Gift of the Holy Spirit

Prior to reading the story ask the class members how they have felt when good friends moved away. You should elicit answers of sadness, sorrow, and the such. Then read the Bible story on page 43 to the class. Ask:

1. **Why were Jesus' friends sad and afraid?** (They thought they would never see Jesus again)
2. **What did Jesus tell His friends?** (Peace be with you)

3. What special gift did Jesus give them? (The Holy Spirit)
4. How did Jesus' friends feel after they received the Holy Spirit? (They were not sad or afraid anymore)

ADDITIONAL ACTIVITIES

Making a Collage Have the children cut out pictures of people helping others. Have them paste the pictures on the manila paper to make a collage. Label the collage **HELPING OTHERS**.

MATERIALS NEEDED

1. several old magazines
2. crayons
3. 12" x 18" manila paper
4. paste
5. scissors

Writing "Thank You" notes Have the class members reflect on some of the persons in their lives who have been kind to them. Discuss the gratitude they felt for these persons. Point out that they can show their gratitude by saying "thank you." Have them write thank you notes to several of these people. For example: "Dear Mom, Thank you for reading to me." Encourage the children to draw decorations on the notes and to deliver these notes to these persons.

MATERIALS NEEDED

1. white paper
2. pencils
3. crayons

BACKGROUND INFORMATION

The Holy Spirit The mystery of the Holy Spirit is central to our faith; Jesus revealed God as Father, Himself as Son, and the Holy Spirit as God's dynamic personal presence with us. At the Last Supper Jesus promised to send the Holy Spirit to be with His followers. After Christ's crucifixion, the disciples were fearful and hiding when Jesus appeared to them. Our Resurrected Lord greeted His disciples with "Peace be with you" (John 20:19). Then Jesus breathed on them and said, "Receive the Holy Spirit" (John 20:22).

3. REVIEW

RECALLING THE LESSON

Review the ideas presented in this lesson before closing the class by asking the following questions:

1. What is the Holy Spirit? (Spirit of God)
2. Who gave us the Holy Spirit? (Jesus)
3. What does the Holy Spirit do for us? (Helps us do right and helps us to love others.)

4. When did we receive the Holy Spirit? (When we were baptized)

CLOSING PRAYER

It is good to give thanks to the Lord, to sing praises to Your name, O God. Amen.

LOOKING AHEAD

The objective for Lesson 4, **WE BELIEVE Jesus Wants Us to Forgive**, is as follows:

Understand that Jesus always forgives us and wants us to forgive others.

LESSON 4 WE BELIEVE

Jesus Wants Us to Forgive

1. GETTING STARTED

OBJECTIVE

Understand that Jesus always forgives us and wants us to forgive others.

NEW VOCABULARY

angry - having feelings of displeasure

forgive - make up after a hurt

trespass - hurt someone

peace - calm, quiet

jealous - feeling resentment against a person

Joseph - a friend of God

PRAYER

We praise You, we bless You, we give thanks to You, Lord our God. Amen.

MOTIVATION

Prepare the day before class a package of gelatin (Jello) according to the directions on the package. Have two identical glasses and in one glass pour half of the gelatin and refrigerate. In the other glass pour some of the gelatin, however, dilute it with water so that it will not set. At class time show the two containers of gelatin and say: **I have two glasses, they are the same size, same color, and same shape, but they are different. Let's pretend these glasses are two people. One knows about forgiveness - but the other doesn't. He is very stubborn.** (put a finger into the glass containing the solid gelatin) **Look! When I put my finger in this glass and take it out - there is a hole. He is not forgiving. If I say "I'm sorry," he says, "O.K." but the hole stays. He remembers what I did.**

(Put a finger into the diluted gelatin) **Now let me put my finger in this other mixture; see, no hole. When I say, "I'm sorry," he says, "O.K." and there is no hole. He forgets everything I did to him. Which glass are you like? Do you accept an apology and forget what was done?**

Allow time for the children to discuss this concept.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Present the vocabulary words **forgive, angry, trespass, peace**. Spend a moment or two in discussion then read the text on pages 44-45. Instruct the students to do the activities on both pages.

USING THE BIBLE

The Story of Joseph and His Brothers

Introduce the word **jealous** and discuss the meaning of this word. Read the Bible story to the class. Then ask the following questions:

1. **Why do you think Joseph's brothers were jealous of him?** (answers will vary)
2. **Have you been jealous of someone?** (Allow time for the students to talk about this)
3. **What did Joseph's brothers do with him?** (Sold him to some people)
4. **What happened to Joseph?** (He became a prince and very rich)
5. **Why did Joseph's brothers go to his country?** (To buy food)
6. **How did Joseph treat his brothers?** (He was happy to see them and forgave them)
7. **How would you have felt if you were Joseph?** (You will obtain many answers, but draw from the discussion the concept of forgiveness)

ADDITIONAL ACTIVITY

Making a Bookmark Distribute two strips of posterboard to each child to make a bookmark which will be given to someone who is NOT a friend, i.e. someone who has hurt him/her in some way. Suggest that he/she make a cheerful bookmark. Instruct the class to draw smiling faces at the top and print, "Smile (person's name) God loves you." Encourage the children to deliver their bookmarks as soon as possible.

MATERIALS NEEDED

1. Two strips of posterboard 1/2" x 7" for each student
2. crayons and/or felt-tip pens

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. **What is forgiveness?** (not having bad feelings)
2. **What is meant by trespass?** (hurt someone)
3. **What did Jesus tell the people?** (make friends with people who were angry with them)
4. **What did Joseph's brothers do to him?** (they sold him to some people)
5. **How did Joseph act when he saw his brothers?** (he was happy to see them and forgave them)

CLOSING PRAYER

Lord Jesus Christ, Son of God, have mercy on us. Amen.

LOOKING AHEAD

The objective for Lesson 5, **WE BELIEVE Jesus Loves Children**, is as follows:

Recognize that Jesus loves all people, especially children.

LESSON 5 WE BELIEVE

Jesus Loves Children

1. GETTING STARTED

OBJECTIVE

Recognize that Jesus loves all people, especially children.

NEW VOCABULARY

Virgin Mary - mother of Jesus

OPENING PRAYER

(At the worship center, place the icon of CHRIST PANTOCRATOR. This icon is found in the ICON PACKET, COME BLESS THE LORD.)

Lord, Jesus Christ, Son of God, have mercy on us. Amen.

MOTIVATION

Present the word "Virgin Mary" and tell the class that there are other names we use in reference to the Virgin Mary. We refer to her as the *Theotokos* and as *Panagia*. Ask: **What do you call the Virgin Mary in your home?** Some might say *Panagitsa* which is acceptable. If a child is reluctant to answer, do not press for an answer, but rather teach a name that could be used in the home.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read the text on page 48. Then direct the students' attention to the photograph on the page. Have the class notice on the icon letters surrounding Christ's head. "O-ON" expresses "I am WHO am," the name of God. IC XC stands for Jesus Christ in Greek. Christ's hand is in the position of blessing. This is the same position that the priest uses in blessing us. The names of the four Archangels are *Gabriel*, *Raphael*, *Michael*, and *Oriel*. Relate to the class that this icon is found in the dome of an Orthodox Church.

2. Continue with the text on page 49. Allow time for the students to study the icon and to comment on it.

USING THE BIBLE

Jesus Loves Children

Read the Bible story on pages 50-51 to the class. Discuss the picture of Jesus embracing and blessing the children. After reading the Bible story, point out the great love Jesus had for all people, especially children.

ADDITIONAL ACTIVITIES

Making Drawings Before class, make 6" x 1/2" strips of construction paper for each child in your class. Give each child two strips and crayons or felt-tip

markers. Print the word "Jesus" on one strip. On the other strip have the student draw pictures of people they love. Help them tape one strip into a loop and thread the other strip through the loop. Invite the class to make a big chain of love by linking all their loops together.

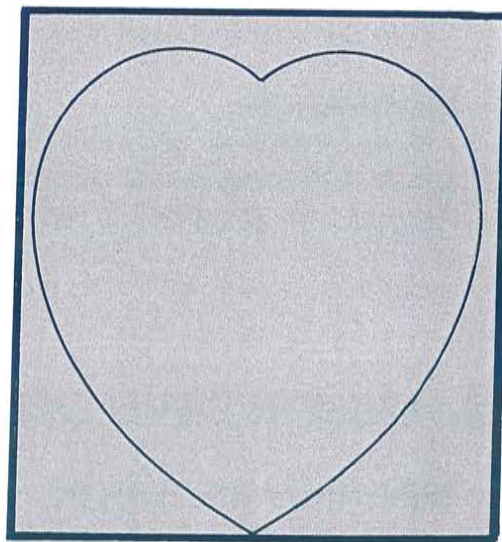
MATERIALS NEEDED

1. 2 strips of 6" x 1-1/2" pieces of construction paper
2. crayons or felt-tip markers
3. paste

Making Hearts Copy a heart on 9" x 12" newsprint or manila paper for each student. Then have the students draw a picture of themselves with Jesus. Tell them that the heart shape represents the love of Jesus and shows that they should hold Jesus close to their heart.

MATERIALS NEEDED

1. 9" x 12" newsprint or manila paper for each student
2. outline of a heart on each sheet
3. crayons



Teaching a Hymn Teach the class the hymn "By the Prayers of the Theotokos," "Tes Presvies." The music can be found at the end of this Unit.

BACKGROUND INFORMATION

Icon: Christ Pantocrator The icon shows Christ as Pantocrator, the Ruler of All. To show this, the icon portrays Christ in solemn glory. He is still with us, blessing us with the right hand and holding the Gospel in the left. This is the Book by which we are judged. Both aspects are portrayed in tandem, as it were, for Christ is the "Righteous Judge" and the "Lover of Mankind," both at the same time. Icons of Christ are always full-faced to emphasize His presence to us. He is never far or distant. This Ruler who will come to judge the living and the dead has entered our lives. He is the compassionate Lord who comes to take the sins of the world upon Himself.

This particular icon of Christ Pantocrator depicts the enthroned Christ within a star which signifies the Messiah in the Old Testament. Christ is "The Star from

on High," the Messiah who is sent to us by God the Father. Around the star are written the words: "Let every breath praise the Lord. Praise the Lord from heaven. Praise Him all His angelic powers. Praise Him sun, moon and light" (Psalm 148: 1-3). Around the star we find the four symbols for the four evangelists who wrote the Gospels. The eagle for St. John, the man (here depicted with wings) for Matthew, the lion for St. Mark, and the ox for St. Luke. The star is enclosed within a circle bearing the signs of the yearly calendar according to the ancient people, thus showing that Christ is Lord of all time. On the borders of the icons are depicted the orders of angels in heaven, who continually praise Christ as the Lord of the universe.

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. **Who is the Virgin Mary?** (the mother of Jesus)
2. **Who loves us and watches over us?** (Jesus)
3. **Who is God's Son?** (Jesus)
4. **What did Jesus tell his friends when they said that Jesus was too tired to meet people?** (Jesus said that He was not too tired to meet the children and let them come to Him)
5. **What did Jesus do with the children?** (He hugged the children)

CLOSING PRAYER

Lord Jesus Christ, Son of God, have mercy on us. Amen

LOOKING AHEAD

The objectives for Lesson 6, **WE BELIEVE Jesus Wants Us To Pray**, are as follows:

Become familiar with the Lord's Prayer

Memorize the Lord's Prayer

LESSON 6 WE BELIEVE

Jesus Wants Us to Pray

1. GETTING STARTED

OBJECTIVES

Become familiar with the Lord's Prayer

Memorize the Lord's Prayer

NEW VOCABULARY

pray - speak to God

prayer - listening and talking to God

tempt - make or try to make a person do something

temptation - being tempted

hallowed - holy

OPENING PRAYER

The Lord is my strength and my protection. Blessed be the Lord. Amen.

MOTIVATION

Have the class pretend that they are far away from home and they are writing a letter to their parents. Ask: **What are you going to write in your letter?** Print their ideas on the chalkboard. Point out the love and confidence they have for their parents.

Next, ask the class, **How do you feel when you are talking with your father or mother and they are listening very carefully?** (answers should include "happy," "important," "good"). Discuss with the students the importance of having someone listen to them. Talk with the class about the love Jesus felt for His Father in heaven and how Jesus talked to His Father.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Present the vocabulary words **pray** and **prayer**. Then, read the text on page 52. Take time to discuss the illustration on that page. Then ask the following questions:

a. **Where did Jesus pray?** (alone, with others, in the temple)

b. **What did Jesus' friends ask of Him?** (how to pray)

2. Present the vocabulary words: **hallowed**, **tempt**, and **temptation**. Discuss the words in terms which are understandable to the six-year old.

3. Read the Lord's Prayer found on page 53 to the class. Explain to the class that bread is a food common to many parts of the world. So when Jesus gave us the Lord's Prayer and said to ask God for our daily bread, He meant we

should ask God for whatever food is necessary to keep us alive.

4. Proceed with the lesson. Read page 54 and allow time for the students to discuss the photos on the page. Then ask the following question:

- a. **What happens when we pray?** (we talk to God)
- b. **What does prayer do for us?** (helps us to grow closer to God and feel happy)
- c. **When should we pray?** (morning, before we eat, before going to bed, at anytime and anywhere)

5. Read the prayers on page 55, then ask:

- a. **Why do we pray in the morning?** (to ask God to help us have a good day)
- b. **Why do we pray before going to bed?** (to have a restful, peaceful night)
- c. **What does the prayer to use at anytime or anywhere mean?** (answers should reflect independent thinking)

6. This is a good place to discuss that one has to be strong to say "no."

ADDITIONAL ACTIVITIES

Making a Poster Make a large poster with the words of the Lord's Prayer in block letters. Have the students take turns coloring in the letters. A different color can be used for each phrase of the Prayer. Hang the finished prayer in the classroom.

MATERIALS NEEDED

1. Large poster with the words of the Lord's Prayer in block letters.
2. Felt-tip pens

Learning the Lord's Prayer Make copies of the Lord's Prayer for each student to take home to learn.

MATERIALS NEEDED

1. A copy of the Lord's Prayer for each student

Drawing a Picture Give each student a sheet of manila paper and have him or her draw a picture of himself or herself praying to God.

MATERIALS NEEDED

1. 9" x 12" manila paper for each student
2. crayons

Making a Poster Instruct each student to cut pictures from magazines showing where or when people can pray. Then have students paste their pictures on a piece of manila paper with the heading "Where People Pray".

MATERIALS NEEDED

1. several old magazines
2. manila paper
3. scissors
4. paste

Talking to God Ask the class to sit on the floor in a circle. Invite them to close their eyes, breathe deeply, and take a few moments to think about or talk to God in their hearts.

BACKGROUND INFORMATION

Praying We learn to pray to the extent that we have learned to love. An ability to love grows out of our personal experience of God's love. Our prayer experience deepens as our awareness of God's dynamic presence becomes more real. Our encounter with God in prayer is a loving dialogue. It can be a celebration of God's goodness. Prayer can be a plea for what we need or a grieving for what we may be experiencing. The Psalms are examples of these prayer forms. As we pray, we discover that prayer is a response to love.

For Jesus, prayer was as natural as breathing. His prayer showed a unique intimacy with God. His continual awareness of God's presence gave purpose to His response. Jesus urged His disciples to pray. Finding His prayerfulness attractive, the Apostles requested "Lord, teach us to pray..." Jesus taught them saying the Lord's Prayer, (Luke 11:1-2).

The Lord's Prayer is a model. In its words, we speak of four needs - for praise, thanksgiving, petition, and repentance. We express trust in God as a loving parent whom we revere above all. We voice thanks and hope that God's love, joy, peace, and justice transform our hearts and our world. We ask that the hungers of body and spirit be satisfied. We admit our failings and ask God's forgiveness. We ask God to help us to forgive one another. Lastly, we request strength to meet the trials of life.

As members of the Orthodox Christian Church, children learn the traditional prayers treasured by countless generations. This experience helps them develop a sense of belonging to God's family. Properly handled, these prayers can foster the natural prayerfulness of children. Although the Lord's Prayer is simple and direct, as Jesus intended, the venerable language can confuse children. Keep in mind that the example of your own prayerfulness is most effective in teaching children to pray. A reverential attitude to all prayer conveys to the children a sense of the power of this dialogue.

Explain to the children that the Lord's Prayer is said in many different languages. We hear it recited in both Greek and English in the Church and Sunday School.

There are errors in the translation of the Lord's Prayer from the Greek into English. The last phrase "but deliver us from evil" is more correctly translated "but deliver us from the evil One." PONEROS means "an evil person - the devil."

3. REVIEW

RECALLING THE LESSON

Review the concepts that were taught before dismissing the class. Evaluate the class by asking the following:

1. What did Jesus' friends ask of Him? (teach them to pray)
2. What prayer did Jesus teach them? (Lord's Prayer)
3. What is another name for Jesus? (Lord)
4. Where did Jesus pray? (alone, with others, in the temple)
5. Where do you hear the Lord's Prayer? (home, church, Sunday School)
6. Who is our Father? (God)
7. What does "Give us our daily bread" mean? (enough food to live)
8. Can anyone recite the Lord's Prayer? (Possibly one or two students may be able, however the vast majority will not know it)

CLOSING PRAYER

The Lord's Prayer

LOOKING AHEAD

In Unit 3, "ABOUT YOUR FAMILY", students will be learning about the family.

By The Prayers Of The Theotokos

The musical score is written on three staves. The first staff begins with a treble clef, a common time signature (C), and a repeat sign. The melody is simple, with notes corresponding to the English and Greek lyrics. The second staff continues the melody, also with a repeat sign. The third staff concludes the piece. The lyrics are written in English and Greek, with the Greek text in a smaller font size. The English lyrics are: "By the prayers of the The-o-to-kos, Sa-vior save us. By the prayers of the The-o-to-son i-mas. Tes pres-vi-es tis The-o-to-ku, So-ter so-son i-mas. Tes pres-vi-es tis The-o-to-ku, So-ter so-son i-mas." The Greek lyrics are: "Ταῖς πρεσ-βεί-αις τῆς Θε-ο-τό-κου, Σῶ-τερ, σῶ-σον ἡ-μας. Ταῖς πρεσ-βεί-αις τῆς Θε-ο-τό-κου, Σῶ-τερ, σῶ-σον ἡ-μας." The Greek text is written in a stylized font, with some characters being diacritized.

By the prayers of the The-o-to-kos, Sa-vior save -
Tes pres- vi- es tis The-o-to- ku, So- ter so -
Ταῖς πρεσ- βεί- αις τῆς Θε- ο- τό- κου, Σῶ- τερ, σῶ -
us. By the prayers of the The- o- to -
son i- mas. Tes pres- vi- es tis The- o- to -
σον ἡ- μάς. Ταῖς πρεσ- βεί- αις τῆς Θε- ο- τό -
kos, Sa- vior save - us.
ku, So- ter so- son i- mas.
κου, Σῶ- τερ σῶ- σον ἡ- μάς.

I'm An Orthodox Christian

The musical score is written on ten staves, each with a treble clef and a key signature of one flat (B-flat). The melody is simple and repetitive, with lyrics written below the notes. Chords are indicated by letters (C, F, G, Am, Em, G7) above the staff lines. A solid bar with two dots at the end of the final line indicates a repeat sign.

Chords: C, F, G, Am, Em, G7

Lyrics:

I'm an Orth-o-dox Chris-tian, Je-sus loves me this I know.
 I'm an Or-tho-dox Chris-tian, for the Bi-ble tells me so.
 I was bap-tized re-ceived His Spi-rit Ky-ri-e 'le-i-son. I
 light a can-dle, pray for peo-ple, Ky-ri-e 'le-i-son.
 I'm an Or-tho-dox Chris-tian. Je-sus loves me this I know.
 I'm an Or-tho-dox Chris-tian for the Bi-ble tells me so.
 Fa-ther, Son, and Ho-ly Spi-rit,
 Ky-ri-e 'le-i-son. God's love we'll
 al-ways share it, Ky-ri-e 'le-i-son.

The emphasis of this song is to give the children a sense of joy in knowing that they are Orthodox Christians. It refers closely to the thematic development in Unit 2. Themes such as baptism, prayer, Jesus' love for them, and the Bible are clearly identifiable. The names of the Trinity can be found within the last three lines of the song.

This is a moderately lively song. Be patient with the children and always be reminded of their ages. Learn the song well and be comfortable when teaching it.

The solid bar with two dots at the end of the song means that you are to repeat the song from the beginning and continue until you reach the line where you see the word "fine".

UNIT 2 Review

New Words and People I Have Learned About

Jesus Christ

Christian

Orthodox

icon

Holy Communion

faith

antidoron

celebrate

baptized

John the Baptist

saints

Philip

Holy Spirit

Joseph

jealous

Virgin Mary

pray

Lord

hallowed

kingdom

heaven

trespasses

temptation



We Believe

It is special to be an Orthodox Christian.

Through baptism, we join God's family, the Church.

The Holy Spirit helps us to love and to do good.

Jesus wants us to forgive.

Jesus loves children.

Jesus wants us to pray.

Checkup

Look at the words in the box.

Choose a word to complete each sentence.

Write the word below each sentence.



baptized

God

Christian

love

Virgin Mary

1. A _____ is someone who believes in Jesus Christ.

Christian

2. The _____ is Jesus' mother.

Virgin Mary

3. When we are _____ we are born into God's family.

baptized

4. The Holy Spirit is _____ working within us.

God

5. God wants us to _____ our parents.

love

Dear

The theme for Unit Three is **About Your Family**. Your child will learn that the family is a special gift from God and that the family is a very special group of people. The lessons in this unit discuss the Orthodox Church family and that it is special to be an Orthodox Christian. To help your child realize the importance of caring for others, the lessons focus on sharing in all aspects of daily living; but the main focus of this unit is on the family sharing love for each other.

To reinforce the concept of sharing, do something with your child that shows sharing and caring. For example, write a letter to someone who lives far away, donate food to a food pantry, or visit someone who is homebound. Another activity that a six year old can understand is to care for a plant. After it has grown encourage your child to give the plant to someone as a gift.

The Biblical story in this unit is, "The Parable of the Prodigal Son" and appears in the lesson "A Father's Love For His Son" (Luke 15:11-31). Be ready to discuss this story with your child.

In this unit your child will continue learning the Lord's Prayer. Praying the Lord's Prayer together as a family will assist your child in learning the prayer. To help your child better understand the meaning of the prayer, talk about some of the more difficult words and phrases of the Lord's Prayer. Above all, encourage your child to say this prayer often.

With love in Christ,

UNIT

3

About Your Family

LESSON 1 WE BELIEVE

The Family Is a Gift From God

1. GETTING STARTED

OBJECTIVE

Appreciate how families love and care for one another

NEW VOCABULARY

family - parents and their children

obey - carry out a request or command

OPENING PRAYER

Recite the Lord's Prayer

MOTIVATION

Instruct the class to examine the photo collage on pages 58-59. Allow time to discuss what is taking place in each picture. Discuss with the class the idea that they are all members of different groups. Encourage the students to name different groups they belong to such as scouts, sport teams, dance groups, first grade, Greek school, and so forth. Discuss the groups of which they are members and then say, **Everyone belongs to a special group and that group is called THE FAMILY.**

Ask: **What do you think makes a family?** (list their ideas on the chalkboard)

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Write the word **obey** on the chalkboard and discuss the word. Point out that it is good to obey our parents. Read the text on page 60 to the class. Discuss the picture and allow time for the children to express themselves. Then ask the following:

- a. **What makes up a family?** (a special group of people)
- b. **What does God want us to do?** (obey our parents)

2. Continue reading the text on pages 61-63. Allow ample time for discussion of each picture. Then ask the following questions:

- a. **Do all families have the same number of members?** (no)
- b. **How many members are in your family?** (answers will vary)
- c. **Who else beside your mother, father, brother and sister are members of your family?** (grandparents, aunts, uncles, cousins)

- d. **What activities do you do with your family?** (Give all children a chance to respond).
- e. **Who gave us our family?** (God)
- f. **Why did God give us a family?** (His gift to us)

USING THE BIBLE

A Father's Love for His Son

Read the Bible story on page 64-65 to the class. Then ask the following questions:

1. **What do you think of the younger son?** (answers will vary)
2. **What did the younger son ask of his father?** (He wanted his share of the land)
3. **What did the younger son do with the land when he got the land?**
(He sold it, and went to a faraway land)
4. **What did he do with the money?** (He spent it on bad things)
5. **What did the father do when the son returned home?** (He hugged him and kissed him)
6. **What did the son tell his father?** (He was sorry that he had sinned against him and God and he was sorry for the way he acted)
7. **What did the father do?** (He was so happy he gave a special party for him)

After reading the Bible story, explain to the students that the son was forgiven for what he did and the father was glad that his son realized that he had done wrong. This Parable of the Prodigal Son has several levels of meaning but deal only on the level that is understandable to a six-year old.

ADDITIONAL ACTIVITIES

Making A Family Book Give each child two sheets of plain paper and a piece of construction paper. Instruct the children to fold the paper into a booklet and print on the cover, THE (name) FAMILY BOOK. Then have them draw pictures of their family members. Tell them to print each family members' name and something that he/she contributes to the family. Afterwards, have them share their booklets with the class.

MATERIALS NEEDED

1. two sheets of white paper
2. one sheet of construction paper
3. pencils
4. crayons

Making a Family Collage Have the children cut out pictures of families from old magazines. Use the pictures to discuss differences in family compositions. Then have the children paste pictures on manila paper to form a collage.

MATERIALS NEEDED

1. 12" x 18" manila paper
2. old magazines
3. paste

BACKGROUND INFORMATION

The Family Today It is important to be sensitive to the problems of family life which today is often varied, complex, and strained. Nearly one-third of school age children are not living with both natural parents. Do emphasize that there are many different kinds of families and that a family is made up of people who love, care for, and respect one another.

3. REVIEW

RECALLING THE LESSON

Review aspects of the lesson before dismissing the class by asking the following questions:

1. **What makes a family?** (a special group of people)
2. **Who gave us our family?** (God)
3. **Why did God give us a family?** (His gift to us)
4. **Why is your family special?** (answers should include love for one another, care for one another, and respect)
5. **What did the younger son ask of his father?** (He wanted his share of the land)
6. **What did the younger son do with the land he got?** (sold the land and wasted the money)
7. **Why did the son return home?** (He was sorry for what he did)
8. **What did the father do when he saw his son?** (He was happy to see him and gave him a special party)

CLOSING PRAYER

Recite the Lord's Prayer

LOOKING AHEAD

The objectives for Lesson 2, **WE BELIEVE It Is Special to Be an Orthodox Christian Family**, are as follows:

Identify himself/herself as a member of the Orthodox Church.

Become familiar with special religious objects of the Orthodox Church which are found in the Orthodox Christian home.

LESSON 2 WE BELIEVE

It is Special to Be an Orthodox Christian Family

1. GETTING STARTED

OBJECTIVES

- Identify** themselves as a member of the Orthodox Church
- Become familiar** with special religious objects of the Orthodox Church which are also found in the Orthodox Christian home

NEW VOCABULARY

Church family - all the families that belong to the same church

OPENING PRAYER

Recite the Lord's Prayer

MOTIVATION

Ask the students to think for a few moments about their families and what makes them special. Call on volunteers to tell what these special things are. Allow several students to talk of the specialness of their families.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. After the class has had sufficient time to discuss the specialness of their families turn to page 66. Tell the class that they are going to learn about some other things that make their families special. Read the text on this page. Discuss the picture of the woman standing in front of icons in her home. Then ask the following questions:

a. **Where do you have icons in your home?** (answers will vary but the majority will answer in their bedrooms)

2. Discuss the picture of the Sunday School Class on page 66. Finish reading the text on page 67. Center the discussion around families attending church together.

3. Read the text on page 67 to the class. Discuss the term **Church Family**. Tell the class that we are all members of a very large family - the Church Family. After reading the text ask the following questions:

a. **What do we do in Church?** (we pray, we learn, and meet other people)

b. **What is the name of the big family to which you belong?** (The Church Family)

4. Continue reading pages 68-69. Discuss the events in the illustrations on both pages. In the photo of the bridal couple drinking from the common cup,

tell the students that this is NOT the Communion Cup. The bridal couple is drinking from the cup which symbolizes in their life together they will have joys and sorrows to share.

ADDITIONAL ACTIVITY

Making a Mobile Make a mobile from a coat hanger, string and pictures drawn by the children. Instruct the students to draw any three of the following: a Baptism, Icon of their patron saint, a marriage ceremony, praying in Church, picture of their church, people in Church, people at a wedding reception. Attach the pictures to a hanger with string or yarn.

MATERIALS NEEDED

1. A coat hanger for each student
2. string
3. manila paper
4. paste
5. crayons

3. REVIEW

RECALLING THE LESSON

Review the material before class dismissal by asking the following questions:

1. **How is your family very special?** (it is an Orthodox Christian family)
2. **What does the Orthodox Christian family have in their homes?** (icons)
3. **What do we believe?** (It is special to be an Orthodox Christian family)
4. **What is a Church Family?** (all the families which belong to the same church)
5. **What do we do in Church?** (we pray, we learn, and we meet other people)
6. **Name two special days we celebrate together.** (baptism and marriage)

LOOKING AHEAD

The objectives for Lesson 3, **WE BELIEVE God Wants Us to Share Our Love with Our Family**, are as follows:

Identify the needs people have

Express compassion for others and respond in caring ways

LESSON 3 WE BELIEVE

God Wants Us to Share Our Love with Our Family

1. GETTING STARTED

OBJECTIVES

Identify the needs people have

Express compassion for others and respond in caring ways

NEW VOCABULARY

share - giving, dividing

OPENING PRAYER

Recite the Lord's Prayer

MOTIVATION

Give out small bags of popcorn, small candy bars, or chips. Be sure you are one or two items short. Tell the students there is not enough to go around, and ask what they think would be the best solution. Lead them to see when there is not enough of something, the best solution is sharing.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read the text on page 70. Discuss the photo of the boy helping his mother. Then ask the following questions:

- a. **How do you help at home?** (accept logical answers)
- b. **How do you feel when you help your parents?** (Elicit answers that express good feelings)
- c. **Do you help your brother/sister?** (answers will vary)

2. Continue with the text on page 70. Discuss the sharing of food, not having proper clothes, and those who are homeless.

3. Discuss the picture on page 70 of the family building a snowman. Point out that families share having fun together and they also share times when they are not happy.

4. Read the text on page 71. Then ask the following questions:

- a. **What things do we share?** (our faith and love)
- b. **What other things can we share besides food and clothing?** (friends, kindness, caring for others)

5. Allow time for the children to explore the idea of sharing with others.

ADDITIONAL ACTIVITIES

Drawing a Picture Have each student draw a picture on manila paper that shows how he/she cares for someone.

MATERIALS NEEDED

1. manila paper or newsprint
2. crayons

Drawing a Picture Have the student draw a picture on manila paper that shows how he/she shared something with someone.

MATERIALS NEEDED

1. manila paper or newsprint
2. crayons

3. REVIEW

RECALLING THE LESSON

Review material presented in this lesson before dismissing the class by asking the following questions:

1. **What does God want us to do?** (share with everyone)
2. **What does "share" mean?** (to give; to divide)
3. **Name some things we share with our family.** (answers will vary)
4. **What makes up the Church family?** (All the people who belong to the same church)
5. **What is God's family?** (All families)
6. **What do we believe?** (God wants us to share our love with our family)

CLOSING PRAYER

Recite the Lord's Prayer

LOOKING AHEAD

In Unit 4, **ABOUT YOUR CHURCH**, students will be learning about the Orthodox Church.

UNIT 3 Review

New Words I Have Learned About

family obey church family marriage God's family

We Believe

The family is a gift from God.
It is special to be an Orthodox Christian family.
God wants us to share our love with our family.



Checkup

Put a T on the line in front of each sentence that is true.

Put an F on the line in front of each sentence that is false.

1.

T

All Orthodox Christians share the same faith.

2.

F

All families have a mother and father.

3.

F

Only Orthodox Christians are part of God's family.

4.

T

God wants us to share our love with others.

5.

T

Marriage is an important celebration.



I Love My Family

The musical score is written on four staves in C major, 4/4 time. The melody is simple, using quarter and half notes. Chords are indicated above the staff. The lyrics are written below the staff. The song ends with a repeat sign at the end of the fourth staff.

Chords: C, F, C, F, G7, C, F, C, G, G7, C, fine., C, F, C, C, Am7, G7, C, F, C, G, G7, C.

Lyrics:
 I love my fam-i - ly, they are good to me. I love my
 fam-i - ly, they are good to me. We share our home, we
 share our food, we are a Christ- ian fam- i - ly. We share our love from
 God a - bove, we are a Christ- ian fam- i - ly.

"I Love My Family" is the simplest of the songs, correlating with Unit Three.

God is usually personified to children of this age through their parents. The emphasis of this song is the love found within the Christian family, their love of God and the sharing of God's gifts.

This song should be sung slowly and softly with meaning. Please note that "repeat" signs are found at the end of the song. Therefore when the song is sung to the last line, repeat it from the beginning and end at the line where the word, "fine" appears.

Dear

The lessons in Unit Four, About Your Church, are centered on teaching that the church is a special place, and the church is made up of the people of God.

Your child will be introduced to the Divine Liturgy, emphasizing that through the Divine Liturgy we are joined with Jesus. In addition, your child will learn that through the Divine Liturgy, Jesus shares a meal with us and Jesus gives Himself to us through Holy Communion.

To assist your child in understanding this unity, show your child an icon of "The Last Supper." Emphasize that Jesus enjoyed sharing meals with His Apostles. Stress that each time we receive Holy Communion, we remember Jesus.

With love in Christ,

UNIT

4

About Your Church

LESSON 1 WE BELIEVE

The Orthodox Church Is Special

1. GETTING STARTED

OBJECTIVE

Recognize "church" as a special place and as the people of God.

NEW VOCABULARY

church - the home for the family of God

parish - the people who make up the church

congregation - another name for parish

altar - place where the priest stands during services

church services - all the services that are provided in the church - Liturgy, weddings, baptisms, funerals, memorial services, etc.

OPENING PRAYER

We praise You, we bless You, we give thanks to You and we pray to you, Lord our God. Amen.

MOTIVATION

Take a field trip to the church. Walk outside around the church (if weather permits). Point out that the church can be built in the shape of a cross, a square or rectangle, or it can even be round. Some churches have domes. Take the class into the church and direct their attention to the altar, the iconostasis, the icons, the candles, and the bishop's throne. Stress that our church is called the Orthodox Christian Church because we are Orthodox Christians.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Discuss the picture of St. Paul's Church on pages 74 and 75. Explain to the class the features of the church such as the dome and the shape of the church. Ask them to compare this church to the one they attend.

2. Read the text on page 76 to the class. Discuss the vocabulary words **church**, **parish**, and **congregation**. Ask the following questions:

a. What two things does "church" mean? (special building and the people of God.)

b. Why is the church a special place? (a place to pray and to talk with God)

- c. **What is a parish?** (the people who make up the church we attend)
- d. **What is another name for a parish?** (congregation)
- e. **What is the name of your parish?** (answers will vary)

3. Continue with the lesson. Read page 77 to the class. Comment on the activity depicted in the picture. Ask the following questions:

- a. **Do you light candles when you come to church?** (Most students will answer in the affirmative.)
- b. **Why do we light candles in the Orthodox Church?** (As a gift to Jesus, the Virgin Mary, and the saints. Jesus is the Light of the World. If the class does not offer that Jesus is the light of the world, be sure to extract this answer before continuing.)
- c. **What did Jesus teach some people?** (You are the light of the world, don't hide your light, let it shine for everyone to see.)

4. Proceed with the lesson on page 78. This is a good time to review if all the members of the class are properly making the sign of the cross. Ask the following questions:

- a. **Why do we make the sign of the cross?** (it reminds us of Jesus)
- b. **Why do we kiss the icons?** (in memory of the saints)

5. Before finishing the lesson, present the words **altar** and **church services**. Finish reading the lesson to the class. Ask the following questions:

- a. **What is the altar?** (a place where the priest stands during the church services)
- b. **What are the church services?** (Divine Liturgy, weddings, baptisms, etc.)
- c. **What does our parish priest do for us?** (prays to God to take care of us, teaches us to obey what Jesus has told us, he loves us, and helps us.)
- d. **What do we call our priest?** (Father)
- e. **What is the name of our parish priest?** (answers will vary)

ADDITIONAL ACTIVITY

Drawing a Picture Recall the visit to the Church at the beginning of the class. Give each student manila paper and crayons and ask him/her to draw a picture of something that he/she saw in the church.

MATERIALS NEEDED

- 1. 9" x 12" manila paper
- 2. crayons

BACKGROUND INFORMATION

The Meaning of a Church Most six year olds will associate the word "church" with a building. It is imperative to broaden the child's understanding to include relationship with the people of God. Those who are baptized form the Church Community. The place where this community gathers to celebrate God's living presence is called a church. The child's awareness of the meaning of "home" is an experience upon which we can build an understanding of Church to be

both people and a building. Keep the explanation of the word "Orthodox" simple and help the student to identify himself/herself as an Orthodox Christian who is at home in the Orthodox Church.

3. REVIEW

RECALLING THE LESSON

Review the concepts before you dismiss the class by asking the following questions:

1. **What are the two meanings of the Church?** (special building and the people)
2. **What is another name for the Church?** (House of the Lord)
3. **Why do we light candles in the Orthodox Church?** (gift to Jesus, Virgin Mary, and the saints; and to remind us that Jesus is the Light of the World)
4. **Why do we make the sign of the Cross?** (reminds us of Jesus)
5. **Why do we kiss the icons?** (in memory of the saints)
6. **What is a parish?** (people who make up the church we attend)
7. **What is another name for a parish?** (congregation)
8. **What is the name of your parish?** (answers will vary)
9. **What does the parish priest do for us?** (prays for us, teaches us to obey what Jesus told us, he is our friend, he helps us whenever he can)
10. **What do we call our priest?** (Father)
11. **What is the name of your parish priest?** (answers will vary)

CLOSING PRAYER

Recite the Lord's Prayer

LOOKING AHEAD

The objective for Lesson 2, **WE BELIEVE Jesus Gave His Life for Us**, is as follows:

Recognize Jesus as our Leader.

LESSON 2 WE BELIEVE

Jesus Gave His Life for Us

1. GETTING STARTED

OBJECTIVE

Recognize Jesus as our Leader.

NEW VOCABULARY

follower - one who follows or obeys the leader

leader - a guide

Apostles - followers of Jesus

Son of God - another name for Jesus

rise - to get up; to soar

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You, Lord our God. Amen.

MOTIVATION

Recall playing the game of "**FOLLOW THE LEADER.**" Discuss that one person is the leader and the rest follow the "leader." Then ask, **Do you know any leaders?** The answers may vary from the priest of the parish, Scout leader, school principal, mayor, and the President of the United States. Point out that most of the leaders are good, but sometimes we have bad leaders. Then say, **We are going to learn about a VERY SPECIAL LEADER, and this leader is a VERY GOOD LEADER. This Leader is Jesus and He had followers and these followers were called APOSTLES.**

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Discuss the vocabulary words **leader** and **Apostles**. Read the text on page 80 to the class. Ask the following questions:

- a. **When did our Church begin?** (a long, long time ago)
- b. **Who started our Church?** (Jesus)
- c. **Who were the first Christians?** (the Apostles)
- d. **How many Apostles were there?** (12)
- e. **What did the Apostles do?** (traveled all over the world and taught others to become followers of Jesus)

2. Discuss the icon of Jesus and His Apostles on page 80 with the class. Continue reading the text on page 81 with the class and discuss the lesson with the class by asking these questions:

- a. **What city did Jesus visit?** (Jerusalem)

- b. What did Jesus tell the people of Jerusalem? (He was the Son of God)
- c. How did the people of Jerusalem feel about Jesus? (they did not like Him and did not believe Him)
- d. What did the people of Jerusalem do to Jesus? (they arrested Him, put Him on a cross and left Him to die)
- e. What do we believe? (Jesus is the Son of God)
- f. How much did Jesus love us? (He loved us so much that He died for us on the Cross)
- g. What finally happened to Jesus? (He rose from the dead and went to heaven)
- h. How do you think Jesus watches over us all the time? (helps us do good, helps us be healthy, helps us to make good decisions, helps us to be safe - crossing a street, riding a bike, riding in an auto, etc.)
- i. Who is the leader of our Church? (Jesus)

3. Discuss the "Icon of the Crucifixion" on page 81 with the class. Then ask, **Can you think of other Icons of Jesus in the Church?** Allow a few moments for the class to think of other icons found in the church, then take the class to the Church and ask them to **QUIETLY** observe the icons. Return to the classroom and discuss the various icons depicting Jesus. Be sure to comment to the class that the Icon of Jesus is always on the right of the Royal Doors.

ADDITIONAL ACTIVITIES

Drawing a Picture Distribute manila paper and crayons and ask the student to draw a picture of an instance of Jesus watching over him/her.

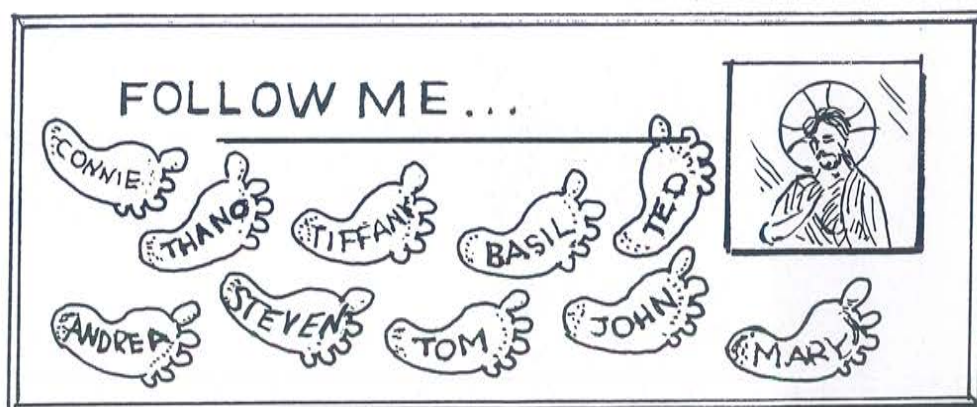
MATERIALS NEEDED

- 1. manila paper
- 2. crayons

Making a Bulletin Board Give each student an outline of a footprint. Have him/her print his/her name on the footprint and place it on the bulletin board that has been given a heading of Follow Me. You may also wish to have an icon of Jesus on the bulletin board.

MATERIALS NEEDED

- 1. Bulletin Board
- 2. icon of Jesus Christ
- 3. letters: FOLLOW ME
- 4. footprints - one for each student in the class



BACKGROUND INFORMATION

Icons on the Icon Screen In the tradition of the Orthodox Church, the Icon of Christ is to the right of the Holy Doors on the Icon Screen (Iconostasis) and the icon of St. John the Baptist is next to the Icon of Christ. To the left of the Holy Doors is the Icon of the Theotokos and the Christ Child. Immediately to the left of this is the icon of the patron saint of the church.

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. **Who started our Church?** (Jesus)
2. **Who were the Apostles?** (the first Christians)
3. **How many Apostles were there?** (12)
4. **What did the Apostles do?** (They went all over the world and taught other people how to become Christians)
5. **What did Jesus tell the people in Jerusalem?** (He was the Son of God)
6. **Did they believe Him?** (no)
7. **What did they do to Jesus?** (arrested Him and put Him on a cross to die)
8. **What happened to Jesus?** (He rose from the dead and went to heaven)
9. **How much did Jesus love us?** (He died for us)
10. **What do we believe?** (Jesus is the Son of God)

CLOSING PRAYER

Recite the Lord's Prayer

LOOKING AHEAD

The objective for Lesson 3, **WE BELIEVE God Wants Us to Pray and to Sing in Church**, is as follows:

Recognize and **explain** proper church behavior.

(In the next lesson, be prepared to teach the class to sing the hymn "Kyrie eleison." The words of this hymn can be found on page 83 of the pupil's book.)

LESSON 3 WE BELIEVE

God Wants Us to Pray and to Sing in Church

1. GETTING STARTED

OBJECTIVE

Recognize and explain proper church behavior.

NEW VOCABULARY

choir - a group of singers who sing during the church service

hymns - songs sung in honor of the Lord

Kyrie - Lord

eleison - have mercy

OPENING PRAYER

We praise you, we bless you, we give thanks to You, and we pray to You,
Lord our God. Amen.

MOTIVATION

Have one of the students choose a quiet game that everyone knows. Play the game for two or three minutes using the rules. Then have the children play the game without rules for two or three minutes. Stop the game and ask, **What happened when you played the game without rules?** Allow time for answers, then ask, **How did the rules help?** (responses should be that "everyone had a chance" "the game was played fair")

Have the class think about the rules they use everyday at home, school, Scouts, restaurants, on the street, and so forth. Discuss why these rules are necessary and then tell them that "We also have rules for Church."

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read the lesson on page 82 to the class. Discuss the picture of people kneeling and praying. Be sure that the students know that they should also kneel and pray in church. Present the following questions:

a. **Whose house is the Church?** (the Lord's)

b. **What do we do in Church?** (we listen to what the priest says, we stand and sit quietly and we pray).

2. Present the vocabulary words **choir** and **hymn** to the class. Read the text on page 83 to the class. Now teach the class to sing "Kyrie eleison."

ADDITIONAL ACTIVITY

Drawing Pictures Give each student two sheets of manila paper. On the one sheet, instruct the students to draw a picture showing how a church is when people follow the rules, and on the other sheet show a picture of a

church where people do not follow the rules. After the pictures are completed, ask, Which Church would you like to attend? Why?

MATERIALS NEEDED

1. 9" x 12" manila paper
2. crayons

Teaching a Hymn Teach the class the hymn "Holy God," ("Agios o Theos"). The music can be found below.

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. What does God want us to do in Church? (pray and sing)
2. What does "Kyrie eleison" mean? (Lord have mercy)
3. How should we act in Church? (sit quietly and pray)
4. What is the House of the Lord called? (Church)

CLOSING PRAYER

Recite The Lord's Prayer

LOOKING AHEAD

The objective for Lesson 4, **WE BELIEVE During the Divine Liturgy We Are Joined with Jesus**, is as follows:

Recognize that through the Divine Liturgy we share the life of Jesus.

Agios O Theos

Ho - - ly God, - Ho - - ly Migh-ty,

A - gi - os O The-os, a - gi - os is- hi- ros,

"A - γι - ος 'Ο Θε-ός, ἁ - γι - ος ἱσ- χυ- ρός,

Ho-ly Im - mor - tal, have mer - cy on us.

a - gi - os a - tha - na - tos, e - le - i - son i - mas.

ἁ - γι - ος ἁ - θά - να - τος, ε - λε - η - σον ἡ - μᾶς.

Glory to the Father and to the Son and to the Holy Spi- rit

Thoxa Patri ke lo ke Agio Pnevma- ti

Δόξα Πατρὶ καὶ Υἱῷ καὶ Ἀγίῳ Πνεύμα- τι

now and forever- more. A - men. Ho-ly Im -

ke nin ke ai ke is tus eonas ton e- onon. A - min. A - gi - os A -

καὶ νῦν καὶ αἰ καὶ εἰς τοὺς αἰῶνας τῶν αἰ- ώνων. Ἀ - μὴν. Ἀ - γι - ος Ἀ -

mor - tal have mer - cy on us.

tha - na - tos e - le - i - son i - mas.

θά - να - τος ε - λε - ι - σον ἡ - μᾶς.

LESSON 4 WE BELIEVE

During the Liturgy We Are Joined with Jesus

1. GETTING STARTED

OBJECTIVE

Recognize that through the Liturgy we share the life of Jesus.

NEW VOCABULARY

Liturgy - the Church Service at which we receive Holy Communion

Holy Communion - the special meal with Jesus that joins us with Jesus

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You,
Lord our God. Amen.

(Teacher's Note: You may wish to have the icon of the Mystical Supper at the Worship Center that you set up during Lesson 1)

MOTIVATION

Discuss with the class having friends come to their homes for dinner. Ask how they feel when they are invited to a friend's home to eat. Discuss how good it feels to share meals with friends. Allow time for the students to express their feelings. Next, show the prosphoro and a bunch of grapes and tell the class, **We are going to learn about a VERY SPECIAL MEAL.** Break the prosphoro into pieces. Explain that the bread is made from many grains of wheat. Show the grapes and explain that wine is made from grapes pressed together. This is why bread and wine are good signs of God's family. We are many different people, but together we make up one large family because we share the life of Jesus.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read the lesson beginning on page 84. Emphasize that Jesus enjoyed sharing meals with His Apostles. Stress that each time we receive Holy Communion, we remember Jesus. Examine the Icon of the Mystical Supper (the Last Supper). Point out that St. John the Beloved is resting his head on Christ's breast and Judas is stretching his hands towards the bread he has been given. The icon also depicts the sanctified bread as the Body of Christ and the cup of sanctified wine as the Blood of Jesus. Then ask the following questions:

- What did Jesus do with the bread at the last meal He had with His Apostles?** (thanked God for it, and broke it)
- What did He say?** (Take, eat, This is My Body)
- What did he do with the cup of wine?** (He thanked God for it and told His Apostles to drink)

d. **What did He tell His Apostles?** (Remember Me whenever you do this)

2. Be sure you comment that this was the first Liturgy. Continue with the lesson. Read the text on page 85. Discuss the picture of the girl taking Holy Communion. Ask these questions of the class:

a. **What is the most important service of our Church?** (The Liturgy)

b. **What happens during the Liturgy?** (we join Jesus)

c. **What do we remember about Jesus?** (what He taught and what He did for us)

d. **What words of Jesus does the priest say in every Liturgy?** (Take, eat; This is My body. Drink of this all of you; This is My Blood)

e. **What is Holy Communion?** (The special meal that joins us with Jesus)

3. Draw a line down the middle of your classroom bulletin board and draw a simple sketch of the Holy Bible on one side and the prosphoro with the chalice on the other side. Print **GOD SPEAKS TO US** under the sketch of the Bible. Under that print **WE LISTEN AS GOD SHARES HIS WORD**. Under the sketch of the chalice and prosphoro, print **JESUS GIVES US THE BREAD OF LIFE**, and under that, print **WE SHARE THE FOOD JESUS GIVES US**. During the appropriate time in the lesson, explain that the Liturgy has two important parts - one centers around the Bible, God's Word, and one centers around the bread and wine that Jesus gives us in Holy Communion.

4. This is a good time to rehearse taking Holy Communion. Spend adequate time with each member of the class in role-playing taking Holy Communion. Have the student give his/her name, hold the red cloth under the chin and open the mouth wide to receive Holy Communion. Practice making the sign of the cross and backing away from the Holy Cup.

ADDITIONAL ACTIVITY

Receiving Holy Communion Take the class to Church for Holy Communion.

MATERIALS NEEDED

1. Make arrangements to take the class to Church to receive Holy Communion.

BACKGROUND INFORMATION

The Divine Liturgy The word "liturgy" is from the Greek words LAOS meaning people and ERGON meaning work. Originally, the term was used to mean public duty of any kind, and in modern Greek, apart from its religious connotation, it still means to carry out ascribed duties of an official nature as well as to denote a process. Do not interchange the word "Mass" for "Liturgy," as the word "Mass" is from the Latin and means "to send" or "to dismiss."

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. **When was the first Liturgy?** (When Jesus shared His meal with His Apostles)
2. **What is the most important service of our Church?** (the Liturgy)
3. **What do we remember during the Liturgy?** (what Jesus taught us and what He did)
4. **What do we believe?** (During the Liturgy we are joined with Jesus)

CLOSING PRAYER

Recite Lord's Prayer

LOOKING AHEAD

The objective for Lesson 5, **WE BELIEVE God Wants Us to Receive and to Give in Church**, is as follows:

Realize that we give and receive in church.

LESSON 5 WE BELIEVE

God Wants Us to Receive and to Give in Church

1. GETTING STARTED

OBJECTIVE

Realize that we give and receive in Church.

NEW VOCABULARY

receive - to take something offered or lent

give - hand over as a present without pay

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You,
Lord our God. Amen.

MOTIVATION

Have a plastic cup and a few deflated balloons on a table. Ask the class: **Do you think I can pick up this glass without touching it with any part of my body?** Allow the students to respond. Then say, **I can if I am willing to give a part of myself - my breath.** Put the deflated balloon inside the cup, blow up the balloon and lift the cup. (You may have to practice this a few times before you present it to the class.) Tell the class, **Let's pretend that this glass is the Church. We can help the Church best by giving of ourselves - our time, our help, our money.**

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Present the vocabulary words and discuss their meanings with the class. Then, read the first part of the lesson which begins on page 86. Focus the students attention on the picture of the child praying in Church. Ask the following questions:

- a. **Why should the church be special to you?** (It helps you to be close to God)
- b. **When does Jesus come within us?** (When we take Holy Communion)
- c. **Where do we learn about God?** (In church)

2. Continue with the text on page 87. Discuss each picture and encourage the children to identify with each picture. Ask the class: **How can you help the church?** Allow the students to give their answers, then tell the class that they will help the church by coming on Saturday, (or any other convenient time), to help clean up the church property. Cleaning the church yard is one suggestion; however, there are other projects that can be undertaken that the class can do.

ADDITIONAL ACTIVITY

Working at the Church Make arrangements for the class to come to the Church on Saturday (or another convenient time) to pick up the trash on the church property.

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. **Where do you feel closer to God?** (In Church)
2. **What things remind us to pray?** (Everything in Church)
3. **When does Jesus come within us?** (When we take Holy Communion)
4. **How can you help the church?** (answers will vary)
5. **How do you feel when you do things for the Church?** (answers should include good, happy, useful)

CLOSING PRAYER

Recite the Lord's Prayer

LOOKING AHEAD

In Unit 5, **ABOUT PEOPLE**, students will be learning about how we should treat other people.

UNIT 4 Review

New Words I Have Learned About



parish

congregation

altar

church services

parish priest

leader

Apostle

Son of God

rose

choir

hymns

liturgy

We Believe

The Orthodox Church is special.

Jesus gave His life for us.

God wants us to pray and to sing in church.

During the Liturgy we are joined with Jesus.

God wants us to receive and to give in church.



Checkup

Draw a line from the word on the left to the drawing on the right that best matches the word.

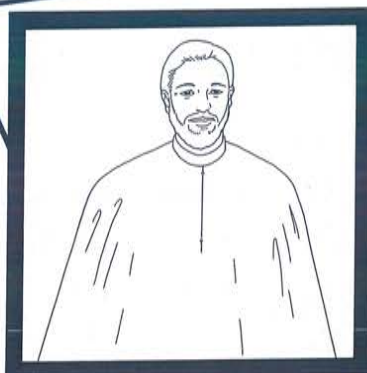
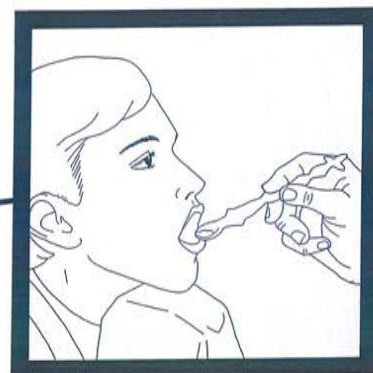
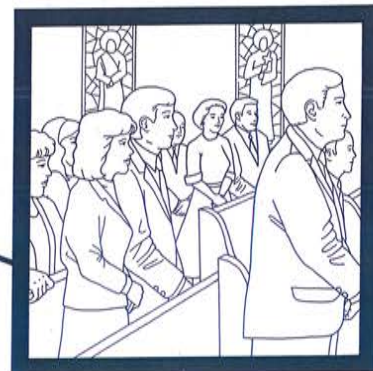
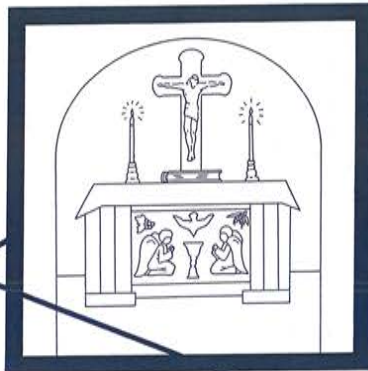
congregation

altar

parish priest

choir

communion



We Are The People Of God

The musical score is written on ten staves in treble clef with a common time signature (C). The melody is simple and repetitive, using eighth and quarter notes. Chords are indicated by letters above the staff: C, F, Am7, Fmaj7, G7sus, and G7. The lyrics are written below the staff, with some words split across lines. The score ends with a double bar line and a 'fine.' marking.

We are the peo- ple of God! Je- sus is our lead- er.
 We are the peo- ple of God! We are His Church.
 God is ho- ly, God is great, God is for- e- ver He
 hears us say. We are the peo- ple of God!
 Je- sus is our lead- er. We are the peo- ple of God!
 We are His Church. Church is spe- cial, we sing and pray, we
 join with Je- sus ev- ry Sun- day! We are the peo- ple of
 God! Je- sus is our lead- er. We are the peo- ple of
 God! We are His Church. fine.

Unit Four, "About Your Church," emphasizes two related themes: the **church** where we worship and the **Church** as the body of Christ.

The first verse reintroduces the children to Jesus as our leader and that we are His people and His Church. The Trisagion is included as: "God is holy, God is great, God is forever".

The second verse teaches the children that we sing, pray, and join with Jesus (communion) every Sunday within the building of our church.

This is a "lively" song and is learned quite effortlessly by the children.

Dear

In Unit Five, **About People**, your child will learn that God loves everyone and that Jesus came to earth for all people. "The Sermon on the Mount" is referred to again in this unit and your child will learn about forgiveness as taught to us by Jesus.

The unit also teaches that we should love all people even though they are different. Students will also learn that there are other Christian and non-Christian religions. The lessons in this unit stress that we should respect each other and respect other peoples' religious beliefs.

With love in Christ,

UNIT

5

About People

LESSON 1 WE BELIEVE

Jesus Came to Earth for All People

1. GETTING STARTED

OBJECTIVES

Appreciate that all people are special

Recognize that Jesus came for all

NEW VOCABULARY

disciple - follower of Jesus

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You,
Lord our God. Amen.

MOTIVATION

You will need a tall glass container; and equal parts of salad oil, colored water, and syrup in separate containers. When these ingredients are poured together and shaken gently, they will mix and then settle into separate ingredients again. Be sure to pour in the water and oil first, because the syrup will cling to the bottom of the container.

Tell the students that everyone is unique, different, and special. Ask them to pretend that these three different jars are three different people. Point out that they are different in color and in texture, just as people are different in color, in size, and in personality. God made everyone different - but SPECIAL.

Pour these liquids together. Tell the students that we help each other and sometimes we get all mixed up as these liquids do when they are shaken together. Even though the three liquids were mixed up, they became separate - just as each person is separate and special.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Direct the students' attention to the spread on pages 90-91. Discuss with the class how the people are different. Allow them time to observe the picture and to suggest the differences that are noted.

2. Read Lesson 1 on pages 92-93 to the class. In your discussion be sure to emphasize that each and everyone is special, and that God made everyone special. Spend a moment or two in reviewing the word **special**, if necessary.

3. Present the vocabulary word **disciples** and explain the term to the class. Ask the class the following questions:
- a. **What did Jesus tell His Apostles to do?** (to go out and get all people to follow His teachings)
 - b. **What is a disciple?** (someone who believes in and practices the teachings of Jesus)
 - c. **Are you a disciple of Jesus?** (be sure to draw out positive answers from the class)
 - d. **Who came to earth for all people?** (Jesus)

4. Direct the students attention to the icon on page 93. Point out that Jesus is washing the feet of His Apostles. The Apostles look very surprised. This was a very special act for Jesus to do to the Apostles. It showed them that Jesus came for all people. Because disciples practice the teachings of Jesus, disciples must be ready to help people, whenever they can.

ADDITIONAL ACTIVITY

Making a Footprint Put a piece of plastic wrap in a shoebox, fitting it to the inside completely. Fill the shoebox halfway with sand. Sprinkle the sand with water so it is moist. Place the student's foot in the sand and press it down to make a footprint. Remove the foot and pour plaster of Paris (which you have previously mixed in a can) into the footprint. After a week, take the footprint out of the box, brush off the loose sand, and scratch in the plaster the word **DISCIPLE**. The footprint may be used as a door stop or a paper weight.

MATERIALS NEEDED

1. a shoebox for each student
2. plastic wrap
3. sand
4. water
5. large can
6. mixing spoon
7. plaster of Paris

Teaching a Hymn Teach the class the hymn "Save Us O Son of God," "Soson lmas." The music can be found at the end of this Unit.

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. **How are people alike?** (eyes, ears, hands, and feet; accept logical answers)

2. **How are people different?** (different color eyes, different color skin, some are blind, some wear glasses, some in wheelchairs, accept all logical answers.)
3. **Whose children are we?** (God's)
4. **What is a disciple?** (a believer and follower of the teachings of Jesus)
5. **For whom did Jesus come to earth?** (for all people)
6. **What did Jesus tell His disciples to do?** (to go out and get all people to follow His teachings)
7. **What do we believe?** (Jesus came to earth for all people)

CLOSING PRAYER

Recite The Lord's Prayer

LOOKING AHEAD

The objective for Lesson 2, **WE BELIEVE Jesus Taught Us to Love All People**, is as follows:

Recognize that we should love all people even though people differ from one another in many ways.

LESSON 2 WE BELIEVE

Jesus Taught Us to Love All People

1. GETTING STARTED

OBJECTIVE

Recognize that we should love all people even though people differ from one another in many ways.

NEW VOCABULARY

language - using words to communicate with others

love - fond, deep tender feeling

enemy - not a friend

respect - to honor someone

peace - calm, quiet, absence of war

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You,
Lord our God. Amen.

MOTIVATION

You will need unwaxed paper cups, a candle, and a bowl of water. Ask the class: **What happens when a paper cup is held over a candle flame?** (It will burn) Ask students to pretend that they are the paper cup, and the flame is someone who hurt them or made them angry. Hold the cup over the flame. The cup will begin to burn. (Put the cup in water to extinguish the flame) Ask the students: **Do you ever become so angry that you feel you are burning up?**

Now take the other cup, fill it with water and hold it over the flame. This cup will not burn because it's filled with water. The water is keeping the cup cool so that it won't burn. It's getting black from the candle flame, but it's not burning. The water inside the cup is keeping it cool. Ask the students: **What do you think we have inside us to keep cool?** (Jesus' love - our love for Jesus) Tell the students that, Jesus gives us so much love that it spills from us over to other people. The love of Jesus helps us to love everyone. This is a **VERY, VERY** strong love.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Discuss the vocabulary words **language** and **respect** with the class. Now read the text on pages 94-97. Permit time for the class to examine and discuss the pictures. You may need to spend time considering the word billion. This is such a vast number that it is even difficult for adults to comprehend. You may want to have a hundred pennies or tooth picks in class and explain to the students that a billion is ten million times larger than the pennies or tooth picks that you are displaying to the class.

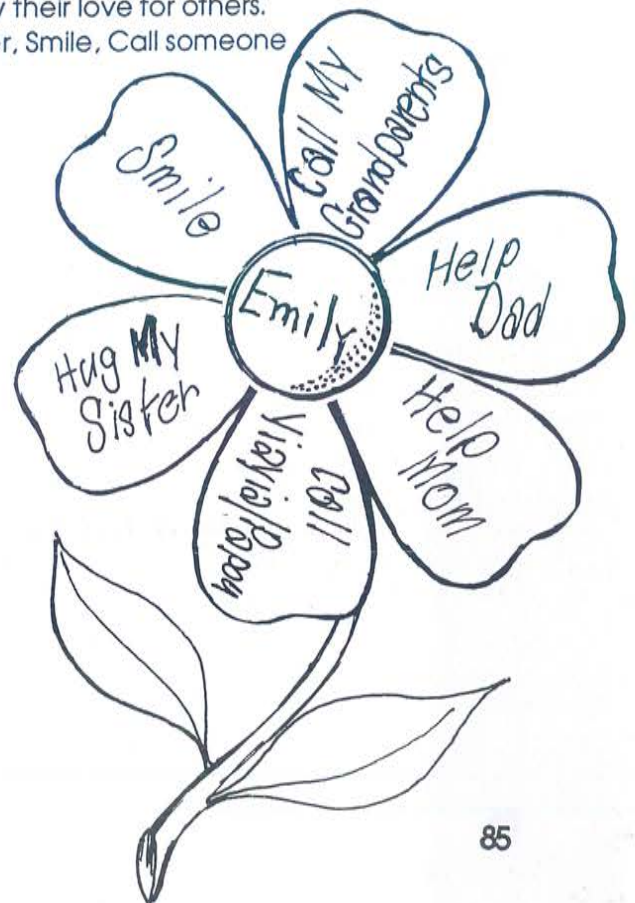
2. After you have read the lesson to the class, ask these questions:
 - a. **How are some people different from us?** (where they live, how they live, what they eat, how they dress, language they speak)
 - b. **What does God want us to do?** (respect other people's differences)
 - c. **How can you show your respect for these differences?** (don't laugh, stare, point, or make fun)
3. Present the word **peace** to the class. Read the text on page 96 and allow time for the class to examine and respond to the photo.
4. Introduce the word **enemies** and discuss the word. Next, read the text on page 97. Allow time for the students to relate their hurts and tell them how difficult it is to love our enemies, but with that very strong love of Jesus, that is what God wants us to do - love our enemies.
5. After the lesson has been read, ask these questions:
 - a. **What do we learn from reading the Bible?** (how God wants us to live)
 - b. **What does the Sermon on the Mount teach us?** (it is easy to love our friends, but we must also love our enemies)
 - c. **What did Jesus ask of God when He was dying on the cross?** (to forgive those who had put Him to death)
 - d. **What else did Jesus teach us?** (pray for those who have done us harm)
 - e. **Why should we pray for those who have done us harm?** (so that they will be forgiven)

ADDITIONAL ACTIVITY

Making a Drawing On a piece of manila paper have each student draw a large daisy. Next have the student write his or her name in the center of the daisy. On the petals write different ways they can show their love for others. Some suggestions are: Help Mom, Hug my sister/brother, Smile, Call someone who is lonely, Visit a nursing home.

MATERIALS NEEDED

1. 9" x 12" manila paper
2. pencils
3. crayons



3. REVIEW

RECALLING THE LESSON

Before dismissing the class review the lesson by asking the following questions:

1. **How are people different?** (skin, dress, language, home)
2. **Who made us different?** (God)
3. **How does God want us to treat people who are different?** (respect and love them)
4. **How are all people alike?** (all need food, clothing, houses and to live in peace)
5. **How should we treat our enemies?** (love them and pray for them)
6. **Why should we love our enemies?** (God made all people)
7. **What do we believe?** (love all people)

LOOKING AHEAD

The objective for Lesson 3, **WE BELIEVE We Should Respect Other People's Religions**, is as follows:

Recognize that there are other Christian and non-Christian religions.

LESSON 3 WE BELIEVE

We Should Respect Other People's Religions

1. GETTING STARTED

OBJECTIVE

Recognize that there are other Christian and non-Christian religions.

NEW VOCABULARY

beliefs - something believed

religions - belief in God; a particular system of faith and worship

Catholic - another Christian

Protestant - another Christian

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You,
Lord our God. Amen.

MOTIVATION

Ask students to think about different kinds of hats. Make a list of people who wear hats. Ask: **What kind of a hat does a bus driver wear? A skier? A football player? A sailor? A pilot? A soldier? A chef?**

Note that people wear hats for a purpose - to keep warm, for protection, to keep their hair from blowing around; however, a hat is also worn as a symbol of the work a person does.

Christians also have a symbol. Ask students if they know what that is? The answer is a cross. Some people wear a cross around their neck to show they are Christians. A cross is seen on the roof of a church and this shows that the Church is a place to worship and to learn about Jesus Christ. There are other religions and they have different symbols.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Introduce the word **belief** and discuss the meaning. Read the lesson which begins on page 98. Call attention to the picture of the meeting between the Patriarch and the Pope. Explain that the Patriarch is the head of the Orthodox church and the Pope is the head of the Catholic church. This was a historic meeting between two leaders of the Christian Church.

2. Read the first paragraph on page 99. Explain that Protestants are Christians. They follow the teachings of Jesus. But they also have other beliefs and customs which are different from those of Orthodox Christians. For example, many do not have icons and their leaders sometimes wear regular clothes.

3. Continue with the lesson on page 99. Explain that these people do not believe in Jesus, although they may follow some teachings similar to those Jesus taught, for example, to love one another. They also have different places for worship, different symbols, and different customs and traditions.

ADDITIONAL ACTIVITY

Making a Poster Display a large sheet of newsprint and print in the middle the words **A CHRISTIAN IS...** Ask the students for words that describe a Christian (joyful, kind, forgiving, loving) Print these words on the newsprint, leaving room to paste pictures. Distribute magazines and have the class find and cut out pictures that illustrate these qualities. Invite the students to paste their picture next to the words. Discuss what a happy world this would be if all people lived as true Christians.

MATERIALS NEEDED

1. several old magazines
2. large sheet of newsprint
3. paste

BACKGROUND INFORMATION

Pictured on page 98 of the pupil's book are Pope John Paul II and His Holiness Patriarch Demetrios I. His Holiness is the Patriarch of Constantinople and Ecumenical Patriarch, the spiritual leader of all Orthodox Christians. In the photo on page 99 (far right) is His Eminence Archbishop Iakovos of the Greek Orthodox Archdiocese North and South America, with Protestant leaders.

3. REVIEW

RECALLING THE LESSON

Before dismissing the class review the lesson by asking the following questions:

1. **Name two other kinds of Christians.** (Protestants and Catholics)
2. **What Christian are you?** (Orthodox Christian)
3. **Why are we different from the other Christians?** (we have some beliefs that are different)
4. **How are some religions different from the Christian religion?** (they have not accepted the teachings of Jesus)

CLOSING PRAYER

Recite The Lord's Prayer

LOOKING AHEAD

In Unit 6, **ABOUT YOUR WORLD**, students will learn about the world in which they live.

Child Of God Stand Up Right Now

The musical score is written on ten staves in a single system. It features a treble clef and a key signature of one flat (B-flat). The melody is simple and repetitive, with lyrics written below the notes. Chords are indicated by letters (C, F, G7) above the staff. The score includes a repeat sign at the beginning of the first line and a double bar line with repeat dots at the end of the fourth line. The lyrics are: "Child of God stand up right now! Clap your hands, one, two, three. Child of God stand up right now for all the world to see. Some are short some are tall, some may run, some may fall. Some are dark, some are light, some are smart, they ne- ver fight. all the world to see. Some get an- gry, some for- give, but a child of God shall al- ways live a life with peace a life with joy a life with Je- sus for girls and boys. Child of God stand up right now! Clap your hands, one, two, three Child of God stand up right now for all the world to see."

Chords: C, F, G7

Lyrics:

Child of God stand up right now! Clap your hands, one, two, three.

Child of God stand up right now for all the world to see.

Some are short some are tall, some may run, some may fall.

Some are dark, some are light, some are smart, they ne- ver fight.

all the world to see. Some get an- gry, some for- give, but a

child of God shall al- ways live a life with peace a life with joy a

life with Je- sus for girls and boys. Child of God stand up right now!

Clap your hands, one, two, three Child of God stand

up right now for all the world to see.

Unit Five, "About People", guides the children to a new theme of "people" exclusive of their family and church experience. This is an action song, directing the children to experience the movement of their bodies through the clapping of their hands and the standing erect on their feet. This gives physical expression of joy.

Please note that when you complete the first four lines you will come to a "repeat" sign. Go back to the beginning through the second measure of the second line. Then jump to the first measure of the fifth line (2) and complete the song.

Save Us O Son of God

Save us O Son - of - God who did a - rise from the
 So- son i- mas I- e The- u o a- na- stas ek- ne-
 Σῶ- σον ἡ- μᾶς Ὡ- ἐ Θε- οῦ ὁ ἁ- να- στάς ἐκ- νε-
 dead. We sing to you al- le- lu- i- a.
 kron, psal- lon- tas Si al- li- lu- i- a.
 κρών, ψάλ- λον- τάς Σοι ἁλ- λη- λού- ῖ- α.
 Glory to the Father and to the Son and to the Holy Spi- rit
 Thoxa Patri ke lo ke Agio Pnevma- ti
 Δόξα Πατρὶ καὶ Υἱῷ καὶ Ἀγίῳ Πνεύμα- τι
 now and forever- more. A - men.
 ke nin ke ai ke is tus eonas ton e- onon. A - min.
 καὶ νῦν καὶ ἀεὶ καὶ εἰς τοὺς αἰῶνας τῶν αἰ- ὰώνων. Ἀ- μὴν.
 Save us O Son - of - God who did a - rise from the
 So- son i- mas I- e The- u o a- na- stas ek- ne-
 Σῶ- σον ἡ- μᾶς Ὡ- ἐ Θε- οῦ ὁ ἁ- να- στάς ἐκ- νε-
 dead. We sing to you al- le- lu- i- a.
 kron, psal- lon- tas Si al- li- lu- i- a.
 κρών, ψάλ- λον- τάς Σοι ἁλ- λη- λού- ῖ- α.

UNIT 5 Review

New Words I Have Learned About



disciples

peace

beliefs

language

enemies

Protestants

respect

Catholics

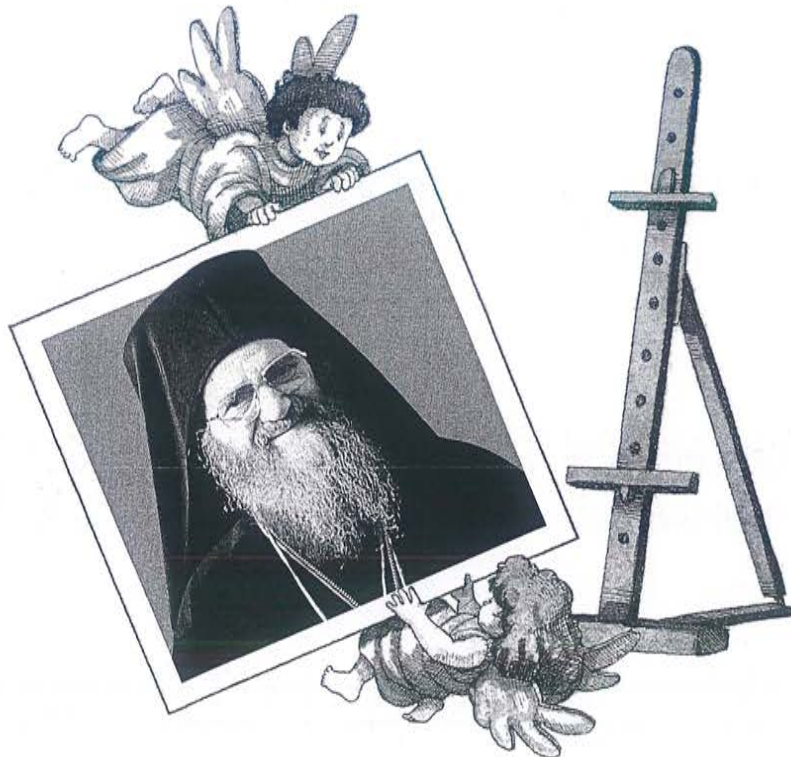
religion

We Believe

Jesus came to earth for all people.

Jesus taught us to love all people.

We should respect other peoples' religions.



Checkup

Put a T on the line in front of each sentence that is true.

Put an F on the line in front of each sentence that is false.

1. T God loves everyone.

2. T In His Sermon on the Mount, Jesus told us to love our enemies.

3. T We are Orthodox Christians.

4. F Catholics and Protestants are not Christians.

5. F Catholics and Protestants do not believe in any of the things that we believe in.

Dear

The title of Unit Six is **About Your World**. Your child will be introduced to "The Creation." Students will learn that the earth is a special gift from God and that God created people to live on earth.

Your child will be led to understand that God gave us the earth and its gifts which we are to use, but not waste. God wants us to care for and to respect our environment.

The Old Testament story of "The Creation" is taught in this unit. The story is presented in terms that are understandable to a six-year old. You may want to familiarize yourself with this story by reading Genesis 2:4-25. Discuss this story.

With love in Christ,

UNIT

6

About Your World

LESSON 1 WE BELIEVE

The Earth Is a Special Gift From God

1. GETTING STARTED

OBJECTIVE

Recognize that God made everything on Earth because of His great love for us.

NEW VOCABULARY

created - something made out of nothing

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You,
Lord our God. Amen.

MOTIVATION

You will need a peanut, a coin, and a pencil. Show each item separately to the class and ask, **Where did this come from? Who made it?** Students will give answers such as: "From the store, from Mom or Dad." However finally, someone will answer "from God." Tell the students that, everything came from God. God made everything and gave them to us to use because He loves us.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Allow time for the students to enjoy and to examine the photo on pages 102-103. Present the word **created** and then read the text on pages 104-105. Permit ample time for the class to observe and comment on the pictures. After reading and examining the pictures, ask the following questions:

a. **What does "create" mean?** (to make something out of nothing)

b. **Name things that God made for us.** (the student should name many things as possible from the lesson)

2. Ask the students: **Can man make water? a tree? cotton? mountains? fish? tomatoes?** (Be sure that they understand that only God can create these things. Whatever man creates he uses what God originally created) Then ask: **Why did God make these things for us?** (because of His great love for us).

ADDITIONAL ACTIVITY

Making a Bulletin Board Before starting the activity, create a Garden of Eden bulletin board. Start with a brown paper tree trunk at the lower edge. Add green paper leaves, a brown spotted snake, sun, grass, flowers, and birds. The students will make butterflies to add to the Garden.

Give each student a piece of colored construction paper which is folded in half. Have the student trace his or her hand - fingers together, thumb out, placing the wrist on the fold. Cut out the handprint and unfold. You should have the shape of a butterfly. Have the student decorate the butterfly. Add the butterflies to a bulletin board titled, GARDEN OF EDEN.

MATERIALS NEEDED

1. manila paper
2. colored construction paper
3. crayons and/or felt-tip pens

3. REVIEW

RECALLING THE LESSON

Before dismissing the class, review the lesson by asking the following questions:

1. **What did God make?** (everything)
2. **Why is the earth a special place?** (God made it)
3. **Why did God make these things for us?** (because He loves us)
4. **What do we believe?** (the earth is a special gift from God)

CLOSING PRAYER

Recite The Lord's Prayer

LOOKING AHEAD

The objective for Lesson 2, **WE BELIEVE God Wants People to Live on the Earth in Peace and Love**, is as follows:

Recognize why God created people

LESSON 2 WE BELIEVE

God Wants People to Live on the Earth in Peace and Love

1. GETTING STARTED

OBJECTIVE

Recognize why God created people

NEW VOCABULARY

Adam - first man

Eve - first woman

Garden of Eden - God's garden for Adam and Eve

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You,
Lord our God. Amen.

MOTIVATION

Have the class turn back to the pictures on pages 102 through 105, and talk about the beauty of these gifts from God. Ask the class how the colors and shapes of these mountains, flowers, and birds make them feel. (The answers should be positive in nature). Bring out the idea it is important to have people to appreciate the beauty of God's creations.

Then have the class close their eyes and imagine for a moment that there are no other people in the world - they are alone. Ask how they would feel. (lonely) Help them realize how much everyone needs people, especially friends. Ask them to open their eyes, and look around at the others in the class. Encourage each student to turn to a classmate and shake their hand, and thank that person for being a friend.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Read the lesson on page 106 to the class. Then ask the following questions:

- a. **What is the wonderful gift God gave us?** (life)
- b. **Is there anyone except God who can make a living thing?** (no)
- c. **Why has God given us people?** (for us to love, to love us, and to share our lives with people)

Spend time on the photo and discuss that the bride and groom love each other and they will share their lives together.

2. Continue reading the lesson on page 107 to the class. Ask:

- a. **What has God given us?** (our bodies and our minds; the love to help others; other people to help us.)

USING THE BIBLE

God Creates Adam and Eve

Present the new vocabulary words to the class and then read the Bible story which appears on pages 108-109. After reading the story ask the following questions:

1. **Why did God create man?** (to enjoy the beauty He had created)
2. **How did God create Adam?** (out of dust)
3. **What did God do with all the birds, fish and animals?** (He brought them to Adam and asked him to name them)
4. **Where did God put Adam?** (in the Garden of Eden)
5. **Describe the Garden of Eden.** (It was beautiful and had a lot of food)
6. **What did God do after that?** (He took one of Adam's ribs and made a woman from it)
7. **Why did God do that?** (He wanted Adam to have a friend. He didn't want Adam to be alone)
8. **What did Adam name the woman?** (Eve)

ADDITIONAL ACTIVITY

A Hanging Garden Use a needle and heavy thread to thread a sponge on a long string. Wet the sponge and sprinkle parsley seeds on it. Have the children take it home and hang it in a sunny window. Instruct them to keep the sponge wet by spraying it daily. Soon they will be surprised to see the seeds grow.

MATERIALS NEEDED

1. a needle
2. heavy thread
3. synthetic sponge
4. parsley seeds

3. REVIEW

RECALLING THE LESSON

Before dismissing the class review the lesson by asking the following questions

1. **Who gave us the gift of life?** (God)
2. **Why did God give us people?** (to love, to be loved and to share our lives with them)
3. **Who gave us our bodies and our minds?** (God)
4. **Why did God create Adam?** (He wanted someone to enjoy all the beautiful things He created)
5. **How did God make Adam?** (He made him out of dust)
6. **Who named all the birds, animals, and flowers?** (Adam)
7. **How did God make Eve?** (He took a rib out of Adam and made woman)

CLOSING PRAYER

Recite The Lord's Prayer

LOOKING AHEAD

The objective for Lesson 3, **WE BELIEVE We Should Not Waste God's Gifts**, is as follows:

Recognize the responsibility to protect and conserve the gifts of God.

LESSON 3 WE BELIEVE

We Should Not Waste God's Gifts

1. GETTING STARTED

OBJECTIVE

Recognize the responsibility to protect and conserve the gifts of God.

NEW VOCABULARY

waste - to use carelessly

destroy - ruin, smash, break

nature - all the things God made

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You,
Lord our God. Amen.

MOTIVATION

Paraphrase the following and tell it to the class:

Flowers are one of God's best gifts to us. There are many different kinds of flowers and all are beautiful. Some people grow flowers on a window box or in their gardens. Flowers can be used in bouquets to make home seem bright or cheerful. Often they are shared with friends. Other flowers are grown in special gardens and sold to flower shops. These flowers can be purchased and given as gifts on special occasions. Flowers are also a nice way to cheer people who are ill.

A trillium, sometimes called the wild Easter Lily, is a flower that should not be picked. It is a beautiful wild flower and grows in damp, shaded areas of the forest. When it blooms in the spring it produces a single flower with three pure white petals surrounded by three bright green leaves. When this flower is picked, the leaves are also removed and the stalk has no way to make and store food. It may take several years before the trillium is able to bloom again.

Even though there are many flowers grown to make bouquets and corsages, certain wild-flowers like the trillium should not be picked or disturbed. They must be treated with care and respect if we are to enjoy their beauty year after year. God gave us these beautiful flowers to enjoy and we are to take care of them.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Present the word **waste** and have the class discuss the word. You might ask if they can name things that are currently being wasted. The class will probably talk about wasting paper, water, and food. Read the text on page 110 to the class. Ask: **What did God tell Adam?** (to take care of the Garden of Eden)

Allow time to examine and to discuss the picture of Adam in the Garden.

2. Present the words **destroyed** and **nature** and allow time for discussion. Read the text on page 111. Focus the attention of the class on the pictures. Ask the students how can they help take care of God's gifts to us. There should be substantial discussion. You may want to offer a hypothetical problem such as: **What if you only had a 30 day supply of water, how would you use it wisely?**

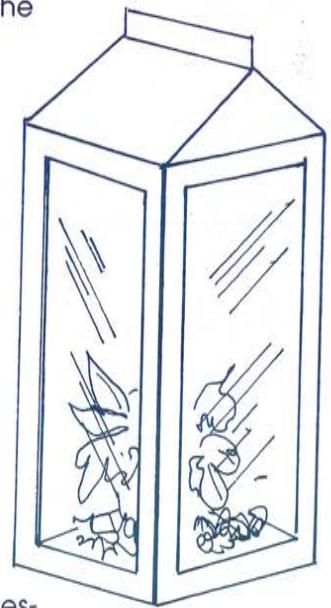
ADDITIONAL ACTIVITY

Making a Terrarium Use a 1/2 gallon milk carton. Cut out all four sides leaving a 1/2" frame all around. Cut four pieces of acetate the same size as each side of the carton and glue them to the inside of the carton.

Open the top and place a layer of pebbles on the bottom for drainage. Pour in some soil. Make a hole with a wooden spoon and plant flower, apple, or small seeds or place a small plant in the hole. Water lightly and seal the opening with tape. If mist forms, open the top for a short while.

MATERIALS NEEDED

1. 1/2 gallon milk container for each student
2. clear acetate
3. potting soil
4. pebbles
5. flower seeds, apple seeds, or small plants
6. masking tape



3. REVIEW

RECALLING THE LESSON

Before dismissing the class review the lesson by asking the following questions:

1. **How are people careless with God's gifts?** (throw trash, ruin trees, pick wild-flowers, careless with matches)
2. **What does God want us to do?** (protect what He gave us)
3. **What do we mean by "to respect nature?"** (to care for the things God gave us; to enjoy the things God made for us, but not destroy them)

CLOSING PRAYER

Recite the Lord's Prayer

LOOKING AHEAD

UNIT SIX REVIEW

NOTE:

The lessons in **UNIT SEVEN, LEARNING ABOUT CHURCH HOLY DAYS**, are designed to be taught at the appropriate Holy Day or Feast Day. You will need to look ahead for the necessary materials which will be needed to teach the lesson.

UNIT 6 Review

New Words and People I Have Learned About

created

Adam

Garden of Eden

Eve

husband

wife

waste

destroyed

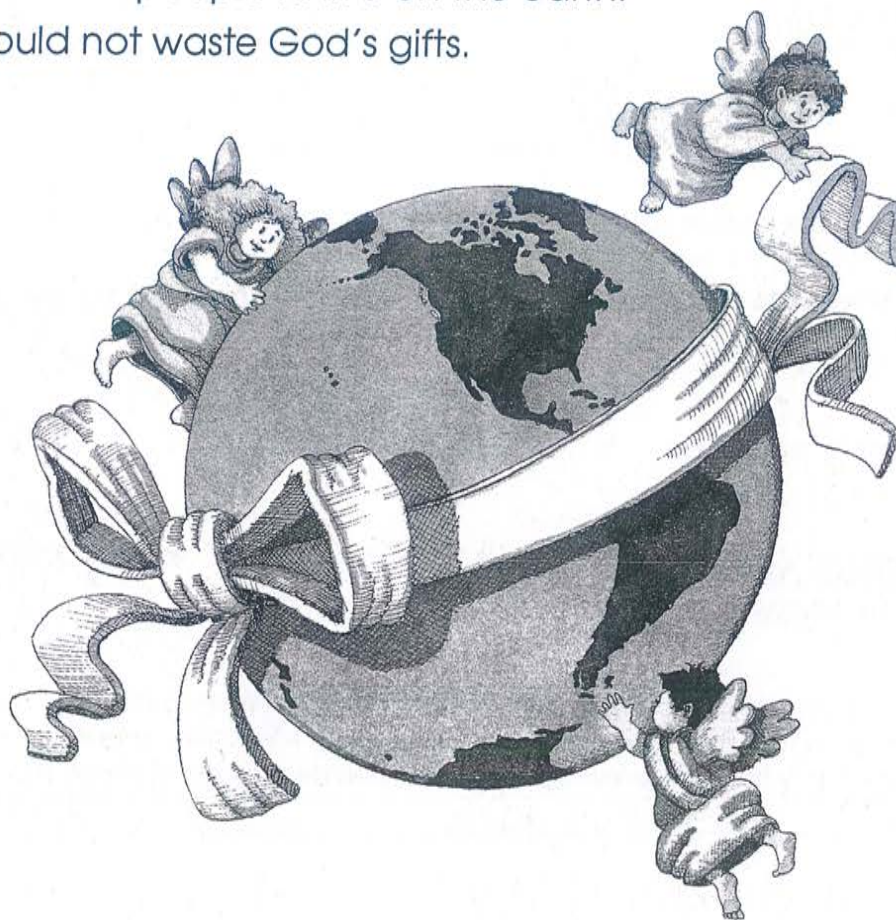
nature

We Believe

The earth is a special gift from God.

God created people to live on the earth.

We should not waste God's gifts.



Checkup

Look at the words in the box.

Choose a word to complete each sentence.

Write the word below each sentence.



Garden of Eden

waste

wife

Adam

created

1. God does not want us to _____ His gifts.

waste

2. God _____ the earth.

created

3. The first person to live on the earth was named _____.

Adam

4. Adam and Eve loved each other as husband and _____.

wife

5. Adam and Eve lived in the _____.

Garden of Eden

UNIT

7

Learning About Church Holy Days

LESSON 1 Annunciation (March 25)

WE BELIEVE

The Good News Is the Coming of Christ into the World

1. GETTING STARTED

OBJECTIVE

Recognize the Good News of the coming of Jesus into the world.

NEW VOCABULARY

grace - in God's favor

servant - a person employed by another

blessed - holy

Savior - another name for Jesus

Annunciation - the Angel's good news

Theotokos - another name for Virgin Mary: God-bearer

Gabriel - an angel of God; a messenger of God

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You, Lord our God. Amen. (Be sure to have the Icon of the Annunciation at the worship center).

MOTIVATION

Ask the following questions:

1. **Do you like getting good news?** (all answers should be positive)
2. **What kind of good news do you like to get?** (answers will vary but may include going on vacation, getting a new toy, getting a new pet, or visiting with grandparents)
3. **How do you get good news?** (various answers will be offered such as from parents, telephone, friends, radio, and television)

Allow time for the students to respond to these questions. Then tell the class that they are going to learn about some good news and how Mary, the Mother of Jesus, got the good news.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Direct the student's attention to the collage on pages 114-115 and comment that these are pictures of some of the events that occur on some of the Holy Days of our Church.

2. Before reading the text on pages 116-117, present the new vocabulary words **Gabriel**, **grace**, **blessed** and **servant** to the class. Be sure that they understand the meanings of these words before reading the lesson. After reading the lesson to the class ask these questions:

- a. **Who was chosen to become the Mother of Jesus?** (Mary)
- b. **What does "Theotokos" mean?** (one who gave birth to God)
- c. **What Church Holy Day do we celebrate every March 25th?** (Annunciation)
- d. **What does the Annunciation celebrate?** (the angel telling Mary that Jesus was about to be born)
- e. **What do we believe?** (the Good News is the coming of Jesus into the world)

USING THE BIBLE

An Angel Speaks to Mary

After you have read the Bible story on pages 118-119 to the class ask the following questions:

1. **What do we know about Mary?** (a young woman, had great faith, studied God's commandments, prayed)
2. **Who was Mary engaged to marry?** (Joseph)
3. **What did the angel tell Mary?** (you are blessed among women)
4. **Why was Mary frightened?** (answers will vary, but accept any logical answer)
5. **Would you be frightened if an angel stood next to you?** (explain that one should not be frightened)
6. **What did the Angel tell Mary?** (she would have a son and she should call Him Jesus)
7. **What did Mary say to the Angel?** (I am the Lord's servant and will do whatever God wants me to do)

ADDITIONAL ACTIVITY

Drawing a Picture Give each student a 9" x 12" piece of manila paper and instruct him/her to draw a picture of the Annunciation.

MATERIALS NEEDED

1. 9" x 12" manila paper
2. crayons and/or felt-tip pens

BACKGROUND INFORMATION

The Icon Of The Annunciation Everything in the Icon leads to and is centered on the Mother of God. The colors and detail reveal the joy of the Incarnation. The posture of the Archangel Gabriel is depicted in a graceful stance as if dancing. In his left hand is a staff, the ancient symbol of the messenger, and his right hand is extended towards the Theotokos in both greeting and communication.

The Theotokos is portrayed in a unique position. It is said that at the time of the Annunciation, she was occupied with spinning. The ball and thread in her hand dropped as if forgotten in her surprise at the appearance of the Angel and his message. The Mother of God accepts the message and is shown with her head inclined in consent. Notice the detail of the rays of light descending on the Virgin which illustrate the message of the Angel, "The Holy Spirit will come upon you and the power of the Most High will overshadow you." (Luke 1:35).

3. REVIEW

RECALLING THE LESSON

Before dismissing the class review the lesson's material by asking the following questions:

1. **What is another name for the Mother of Jesus?** (Theotokos)
2. **What was the good news the Angel Gabriel told Mary?** (She would have a son and to name Him Jesus)
3. **Who was Joseph?** (the man Mary was engaged to marry)
4. **What did Mary tell the Angel Gabriel?** (She is the servant and would do whatever God wants her to do)
5. **When do we celebrate the Annunciation?** (March 25)

CLOSING PRAYER

Recite the Lord's Prayer

LESSON 2 Christmas (December 25)

WE BELIEVE Jesus Is Our Greatest Gift From God

1. GETTING STARTED

OBJECTIVE

Recognize that Jesus is our greatest gift from God.

NEW VOCABULARY

Bethlehem - a town near Jerusalem; town where Jesus was born

inn - a country hotel

stable - place where animals are kept

manger - a box where large animals find their food

shepherds - men who take care of sheep

Wise Men - the three men who visited the baby Jesus

Christmas - the birthday of Jesus

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You, Lord our God. Amen. (Have the icon of the Nativity at the Worship Center)

MOTIVATION

Tell the class that Christians all over the world are preparing to celebrate Christmas, the birthday of Jesus. Explain that just before Jesus was born, Mary and Joseph had to go on a trip. The ruler of their country ordered all the people to go to the towns where they were born so that they could be counted. Mary and Joseph had to go to Bethlehem, for that was the town where they were born.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Introduce the new vocabulary words **Bethlehem**, **inns**, **stable** and **manger**, to the class. Then read the text on page 120- 121 to the class. Then ask the following questions:

a. **On what date do we celebrate the birth of Jesus?** (December 25)

b. **What is this day called?** (Christmas)

c. **What do we do on Christmas?** (go to church and give gifts to our family and friends)

d. **What do these gifts remind us of?** (the birth of Jesus, our greatest gift from God)

USING THE BIBLE

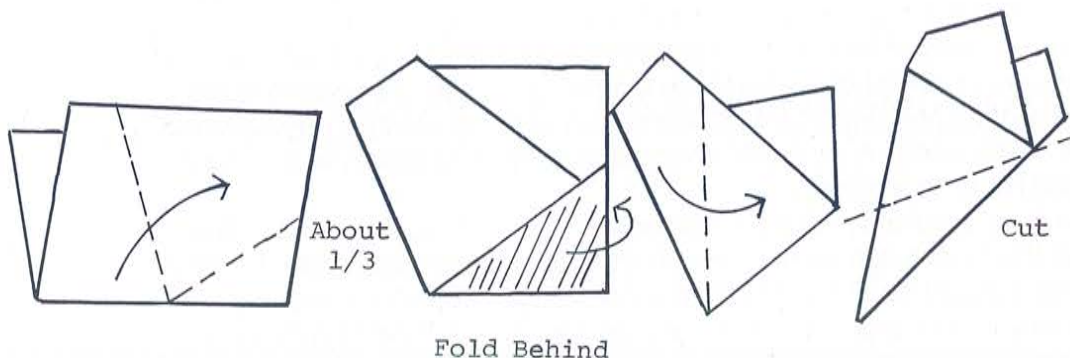
The Birth of Jesus

After you have finished reading the Bible story on pages 122-125 to the class, ask the following questions:

1. **To what town did Joseph and Mary go?** (Bethlehem)
2. **Why couldn't they find a place to sleep?** (there were a lot of people there)
3. **Where did they finally stay?** (in a stable)
4. **What happened that night?** (Jesus was born)
5. **Where did they put Jesus?** (in a manger)
6. **What is a manger?** (a place where big animals get their food)
7. **What were the shepherds doing?** (taking care of their sheep)
8. **What happened to the shepherds?** (they saw a big light in the sky and an angel of God appeared to them)
9. **What did the angel tell them?** (not to be afraid and that Jesus was born in Bethlehem)
10. **What did the group of angels sing?** ("Glory to God in the highest heaven")
11. **What did the shepherds do?** (they went to Bethlehem and found Jesus, Mary, and Joseph)
12. **How many Wise Men were there?** (3)
13. **What did the Wise Men know when they saw the bright star?** (It was a message from God)
14. **What did the message mean?** (Jesus was born)
15. **How did the Wise Men feel?** (They were very happy)
16. **What did they do?** (They followed the star until it led them to Jesus)
17. **Then what did the Wise Men do?** (They thanked God and left presents for Jesus)

ADDITIONAL ACTIVITIES

Making Ornaments Cut construction paper into diamonds, circles, and/or stars. Paint the shapes with white glue and sprinkle with Epsom salts and glitter. These may be hung in windows, in front of a light, or from the Christmas tree. These glitter ornaments will remind one to reflect Christ's Light. To make a five-pointed star, start with a square sheet of paper and follow the directions in the diagram.

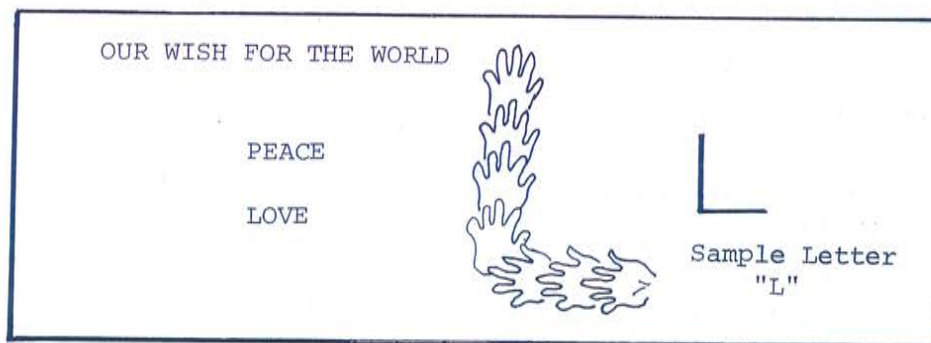


MATERIALS NEEDED

1. construction paper
2. Epsom salts
3. white glue
4. glitter

Collecting Toys for the Needy Collect toys to give to a civic organization for the needy.

Making a Bulletin Board Have each child trace and cut out several traces of his or her hand from construction paper. Ask the students what they wish for the world this holiday season. Then help each student write their wish on the cut out of their hand.



MATERIALS NEEDED

1. Construction paper
2. scissors
3. glue

BACKGROUND INFORMATION

The Icon of the Nativity The birth of Christ is a celebration of joy. The fact that God became man and entered into our human life is seen in the Icon. Wrapped in swaddling clothes and lying in a manger is the Christ Child. All details relate to His presence. This presence shines with the black opening of the cave in which He was born. The black mouth of the cave is this fallen world in which the "Son of Righteousness" has dawned.

The Virgin is shown half-sitting, supported by a hammock-type bed used by the early Jews in their travels. As in the Gospel, all mankind is present at this event. The Wise Men represent the learned, and the shepherds represent the humble of this world. A multitude of Angels give glory to God and announce the Good News to mankind.

In the Icon, several episodes are grouped together and shown simultaneously. In the bottom left corner, Joseph sits in painful thoughts, while the Devil, under the guise of an old and bent shepherd, suggests new doubts and suspicion to him. In the opposite corner, two women are seen bathing the newborn infant, to show the real humility of Jesus.

All of Creation takes part in the birth of Christ. In the cave, the infant is guarded by an ox and donkey. Even though the Gospels do not speak of them, all icons of the Nativity portray them because of the manifest fulfillment of the prophecy of Isaiah, (Is. 1:13). One final detail is the tree painted across from the image of Joseph, included not only in its own right as an offering to Christ, but also as a symbol of the tree of Jesse (Is. 11:12).

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

- 1. Why did Mary and Joseph go to Bethlehem?** (to be counted)
- 2. Where was Jesus born?** (in Bethlehem, in a manger)
- 3. What did the angel tell the shepherds?** (that Jesus was born)
- 4. What did the angels sing?** (Glory to God in the highest heaven)
- 5. What did the star mean to the Wise Men?** (it was a message from God that meant Jesus was born)
- 6. What did the Wise Men do?** (they followed the star to the Baby Jesus and gave Him gifts)
- 7. What is meant by Christmas Day?** (a celebration of the day that Jesus was born)
- 8. When do we celebrate Christmas?** (December 25)
- 9. Why do we give gifts at Christmas?** (to remind us of birth of Jesus)
- 10. What is our greatest gift from God?** (Jesus)

CLOSING PRAYER

Recite the Lord's Prayer

LESSON 3 Theophany (January 6)

WE BELIEVE

Jesus Is the Son of God

1. GETTING STARTED

OBJECTIVE

Understand that Jesus is God's Son.

NEW VOCABULARY

Theophany/Epiphany - the day we celebrate the baptism of Jesus

OPENING PRAYER

Thank you God for your Son Jesus who was baptized in the River Jordan by John the Baptist. (Display the ICON OF THE BAPTISM OF CHRIST at the worship center).

MOTIVATION

Recall the Sacrament of Baptism, (Unit 2-Lesson 2). Talk about baptism and then relate to the class that Jesus was also baptized.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Present the words **Theophany** and **Epiphany** to the class. Then read the lesson on pages 126 - 127. Then ask the following questions:
 - a. **What do we celebrate on January 6?** (Baptism of Jesus)
 - b. **What is that day called?** (Theophany or Epiphany)
 - c. **What does the priest do in church on that day?** (blesses the water)
 - d. **What does the priest do with that water?** (He sprinkles us with it)
 - e. **What do we do with that water?** (We drink it and take some of it home)

2. Let us see if we can learn the prayer that we say on the day of Theophany. Teach the prayer by memorization.

Thank you God for Your Son Jesus who was baptized in the River Jordan by John the Baptist.

USING THE BIBLE

The Baptism of Jesus

Read the Bible story on pages 128 - 129 to the class. Let them examine and discuss the picture. Then ask the following questions:

1. **How old was Jesus when He was baptized?** (30 years old)
2. **Who did Jesus want to baptize Him?** (John the Baptist)

3. **What did John say to Jesus?** ("I ought to be baptized by you and yet You have by me.")
4. **What did Jesus tell John?** (That John should baptize Him because that is what God wanted to be done)
5. **Where was Jesus baptized?** (River Jordan)
6. **What happened when Jesus was baptized and came out of the water?** (The heavens opened and the Spirit of God came down like a dove)
7. **Then what happened?** (a voice from heaven said, "This is My own dear Son with whom I am well pleased.")

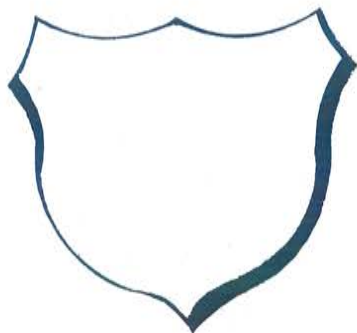
ADDITIONAL ACTIVITIES

Making a Mobile Use a wire coat hanger to make a mobile. Have the class draw a picture of a dove, a picture of Jesus and a picture of John the Baptist. Hang the drawings from the hanger with different lengths of string. The students can take their mobiles home.

MATERIALS NEEDED

1. wire coat hanger
2. construction paper
3. string
4. crayons and/or felt tipped markers

Making a Badge Make a badge from blue construction paper. Have the student draw a dove on the white paper and then paste it on the badge.



MATERIALS NEEDED

1. blue construction paper
2. white paper
3. paste

BACKGROUND INFORMATION

The Feast of Theophany In the Orthodox Christian tradition, the Feast of Theophany celebrates Our Lord's Baptism in the River Jordan, NOT the Adoration of the Magi. The basic meaning is summed up in its title "Theophany" -

manifestation of God. Christ's baptism in the Jordan River is a manifestation of God to the world. Three events occurred with this event: (1) the beginning of Our Lord's public ministry; (2) the baptism revealed to the world the Holy Spirit; and (3) all three Persons were made manifest together - the Father testified to the divine Sonship of Jesus, the Son received His Father's testimony, and the Spirit was seen in the form of a dove.

The Icon Of The Theophany Of Our Lord The Feast of the Theophany is a celebration of an historic event. In accordance with the Gospel this is the first revelation of the Father, Son, and Holy Spirit - The Holy Trinity. At the top of the icon, the opening of the heaven is symbolized by the segment of a circle. This circle signifies God's presence and witness at the event. Emanating from the circle are rays of light surrounding the Holy Spirit, depicted in the figure descending upon our Savior, Who is being baptized in the Jordan by John the Baptist.

In this Icon, Christ stands in the water of the Jordan. The iconographic imagery expresses that not just a part, but the entire body of Christ is immersed in the Jordan in token of His burial (Col. 2:12). The Icon's illustration of the total immersion of Christ, as well as His right hand blessing the waters signifies the sanctification and purification of the water by Christ.

The role of John the Baptist is depicted by placing his right hand on the head of Christ - a gesture which has always been an integral part of the Sacrament of Baptism. With his left hand, John makes a gesture of prayer, symbolizing the awe which overwhelmed him at the sight of the divine manifestations.

Present in the icon are Angels with their hands covered. Their heads are bowed as an indication of their role of service to God, and as an indication of their reverence to Him Whom they serve.

3. REVIEW

RECALLING THE LESSON

Review the lesson before dismissing the class by asking the following questions:

1. **What is the name of the holy day that tells us about the baptism of Jesus?** (Theophany/Epiphany)
2. **Who baptized Jesus?** (John the Baptist)
3. **How old was Jesus when He was baptized?** (30 years old)
4. **Where was Jesus baptized?** (In the River Jordan)
5. **What happened when Jesus was baptized?** (A dove flew over Him)
6. **What did God say?** ("This is my beloved Son, with whom I am well pleased.")
7. **What happens on the holy day of Theophany in the Church?** (the priest blesses the water and sprinkles us with it)
8. **What do we do with the water?** (We drink it and take some of it home)
9. **What do we believe?** (Jesus is the Son of God)

CLOSING PRAYER

Recite the Lord's Prayer

LESSON 4 Palm Sunday

WE BELIEVE

Jesus Is Our King

1. GETTING STARTED

OBJECTIVE

Recognize that on Palm Sunday we celebrate that Jesus is our King.

NEW VOCABULARY

palms - leaf or branch from the palm tree

Palm Sunday - Sunday before Easter

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You, Lord our God. Amen. (Have the Icon of THE ENTRY OF CHRIST INTO JERUSALEM at the worship center.)

MOTIVATION

Tell the class that we greet people in many ways. For example, we shake hands, we wave our hands, and we also hug a person. We also plan special celebrations to welcome people and to make their visit important. A parade is one kind of celebration. Ask the students if they like parades. Allow time for the children to discuss parades they have attended. Then say: **A parade once greeted Jesus on a special day.**

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Introduce the word **palms** to the class, then read the text on page 130. After reading page 130, ask the following questions:

- Where was Jesus going?** (Jerusalem)
- How did the people feel about Jesus?** (they were happy to see Him)
- What did they do?** (waved palm branches)
- What did the people say?** ("Blessed is He who comes in the name of the Lord")

2. After the students have examined and commented on the Icon at the bottom of page 130, read the text on page 131, then ask the following questions:

- What is Palm Sunday?** (we remember Jesus going to Jerusalem)
- What happens in the church on Palm Sunday?** (the priest blesses and gives a palm to everyone in church)

- c. **Why are the palms made in the shape of a cross?** (to remind us that Jesus gave his life for us on the cross)
- d. **Who is our King?** (Jesus)
- e. **Who is our leader?** (Jesus)

ADDITIONAL ACTIVITY

Having a Class Discussion Discuss with the class ways they can show themselves praising and welcoming Jesus. After your discussion is finished you may wish to hand out 9" x 12" manila paper and crayons or felt tip markers and have the students draw what they suggested.

MATERIALS NEEDED

1. 9" x 12" manila paper
2. crayons and/or felt tip markers

Teaching a Hymn Teach the class the hymn "Blessed Be The Name of The Lord," "I To Onoma." The music can be found at the end of this Unit.

BACKGROUND INFORMATION

Palm Sunday Palm Sunday is the beginning of the most solemn week of the Church Year. On Palm Sunday we celebrate the triumphal entry of Jesus into Jerusalem. Word of the teachings of Jesus and His miracles had spread throughout the city and drew the crowd to him.

However, Palm Sunday is marked by less joyful elements. People will demand the crucifixion of Jesus. We are conscious of Jesus' acceptance of the suffering and death that were to come to Him. Palm Sunday carries that same message for us - suffering and death are a part of our journey to eternal life.

The Icon of The Entry Of Christ Into Jerusalem The entry of Christ into Jerusalem is a celebration of triumph. According to the Gospel of St. John (12:1-9), the public celebration was not only on account of Jesus, but also to see Lazarus whom He had raised from the dead. The people took branches of palm trees and went out to meet Him. Jesus found a young donkey and sat on it. The Disciples followed Him and the welcoming crowd met them at Jerusalem Gate. In the Icon our focus is on the portrait of Christ, seated sideways on the donkey. His head turned toward to the Disciples, His right hand is raised in blessing.

Traditionally, children play a prominent role in the Icon. One child is high in a tree cutting palm branches, another is spreading his cloak along Christ's way. Although the Gospels do not specify the children's presence, the Church sees in them the embodiment of the Biblical reference in Psalms 8:2.

The Icon portrays the journey of Christ to His voluntary passion and death. At the same time, it gives us an image of his installation in the Kingdom of His glory.

3. REVIEW

RECALLING THE LESSON

Before dismissing the class, review the lesson by asking the following questions:

1. **When is Palm Sunday?** (Sunday before Easter)
2. **Why do we call it Palm Sunday?** (We have palms like the people had for Jesus)
3. **How did the people welcome Jesus?** (cheered and waved palms)
4. **What does the priest give us on Palm Sunday?** (crosses made of palms)
5. **Of what do these crosses remind us?** (Jesus died on a cross for us)
6. **What do we believe?** (Jesus is our King)

CLOSING PRAYER

Recite the Lord's Prayer

LESSON 5 Easter

WE BELIEVE

Christ Is Risen! He Lives!

1. GETTING STARTED

OBJECTIVE

Rejoice in the Easter Story.

NEW VOCABULARY

Easter - Resurrection of Jesus

Pascha - another name for Easter

resurrection - raising from the dead

Mary Magdalene - a friend of Jesus

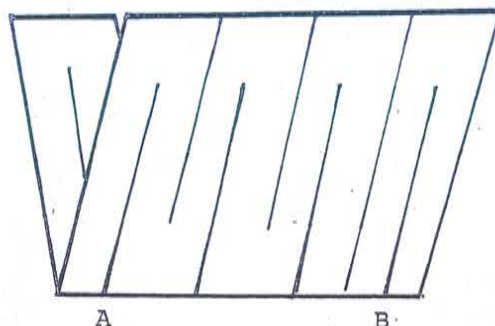
Christos Aneste - Christ is risen

OPENING PRAYER

We praise You, we bless You, we give thanks to You, and we pray to You, Lord our God. Amen. (Have the ICON OF THE RESURRECTION at the worship center.)

MOTIVATION

You will need a piece of paper six inches square. As you talk, fold the paper in half and cut across from the edge. Turn the paper over and cut from the outside to the fold, again stopping within a half-inch from the folded edge. Keep making cuts, from opposite sides and about a half-inch apart. End with a cut that begins on the folded side. Cut along the fold from point A to point B, being careful not to cut the two outside strips. Open. You may wish to practice this activity alone on a scrap of paper.



Ask the class: **Do you think this piece of paper can be cut to make an unbroken piece large enough to fit over your head?** Allow time for class discussion then show the class that it can in fact be done. Then ask the class: **What can you think of that will fit in this room but is big enough to cover the whole world?** After discussion, explain to the class that God's love is the only thing that is so big. His love was big enough to allow Him to send His own Son to die for us. Jesus' love is so great that He wanted to sacrifice His life for us.

2. LESSON DEVELOPMENT

TEACHING THE LESSON

1. Present the new vocabulary words to the class **Easter Sunday, Pascha,** and **Christos Anesti.**

2. Read the text on pages 132-133 to the class, then ask the following questions:

- a. **What do we celebrate on Easter Sunday?** (the Resurrection of Jesus)
- b. **What is another name for Easter?** (Pascha)
- c. **At what time of the day do we go to Church for Easter services?** (very late on Saturday night)
- d. **What happens at midnight?** (All the lights are turned off and the priest comes out of the altar with a lighted candle)
- e. **What does the priest tell the people?** (Jesus is alive)
- f. **What does everyone sing?** (Christ is risen; Christos Anesti)

3. On page 136 is the melody and lyrics for Christos Anesti. Teach this hymn to the class. Read page 137 to the class. Emphasize that "Christ is Risen" is sung in all Orthodox Churches in many different countries and in many different languages. A few of the many ways to say "Christ is Risen" are listed. Encourage the class to try and say "Christ is Risen" in as many different languages as possible. These can be found at the end of this Unit.

USING THE BIBLE

Christ Is Risen

Read the Bible story on pages 134-135 to the class. Give the students time to examine the illustration. Then ask the following questions:

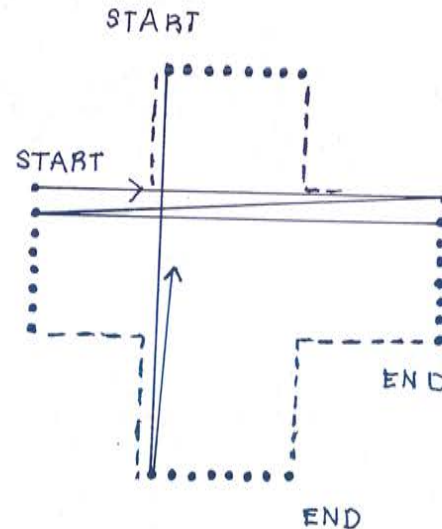
1. **On what day of the week did Jesus die on the cross?** (Friday)
2. **What happened after he died?** (Two men took His body, wrapped it in cloth and put it in a cave)
3. **What did they put on the outside of the cave?** (a boulder or large rock)
4. **Who went to his tomb on Sunday?** (Mary Magdalene)
5. **What did she see?** (the boulder had been removed and Jesus' body was gone)
6. **What did Mary do then?** (She ran and told the Apostles)
7. **What did the Apostles do?** (they ran to the cave and they all saw the strips of cloth used to wrap the body of Jesus)
8. **What did Mary see at the cave after the Apostles returned home?** (2 angels)
9. **What did the angels ask Mary?** (Why she was crying)
10. **What did Mary tell the angels?** (Mary was crying because they had taken her Lord away)
11. **Then who did Mary see?** (Jesus)
12. **What did Jesus tell her?** (He told her to tell his Apostles that he had

ADDITIONAL ACTIVITY

Making an Easter Cross Duplicate the cross pattern as illustrated below on a colored piece of posterboard or tagboard. Punch holes where indicated. Attach a safety pin to one end of a piece of yarn. This will make it easier to weave the yarn in and out of the holes. Do the vertical stringing first and then the horizontal cross bar. Tie loose ends. Print "Christ is risen" at the bottom. The student may want to add flowers at the bottom of the cross.

MATERIALS NEEDED

1. colored posterboard or tagboard
2. hole puncher
3. small safety pins
4. yarn
5. crayons or felt tipped pens



3. REVIEW

RECALLING THE LESSON

Before dismissing the class review the lesson by asking the following questions:

1. **What is Pascha?** (another name for Easter)
2. **What do we celebrate on Easter Sunday?** (Resurrection of Jesus)
3. **What is the most holy day in our Church?** (Easter)
4. **What greeting do we say at Easter?** (Christ is Risen)
5. **What do we believe?** (Christ is Risen; He lives)
6. **On what day of the week did Jesus die?** (Friday)
7. **What did His friends do with His body?** (wrapped it in cloth and placed it in a cave)
8. **Who was Mary Magdalene?** (she found that Jesus' body was not in the cave and told the Apostles)
9. **What did Jesus tell Mary Magdalene?** (to tell His Apostles that He had risen and He was returning to His Father in heaven)

CLOSING PRAYER

Recite the Lord's Prayer

Ei To Onoma


I- i to o- no- ma Ki- ri - u ev- lo- gi- me-
 Εἰ- η τὸ ὄ- νο- μα Κυ- ρί - ου εὐ- λο- γη- με-
 non a- po tu nin ke e- os tu e- o- nos.
 νον ἁ- πὸ τοῦ νῦν καὶ ἔ- ως τοῦ αἰ- ὤ- νος.
 2.
 nos. To o- no- ma Ki- ri- u i- i - ev- lo- gi- me - non
 νος. Τὸ ὄ- νο- μα Κυ- ρί- ου εἰ- η- - εὐ- λο- γη- μέ - νον
 a- po tu nin ke e- os tu e- o - no- - os.
 ἁ- πὸ τοῦ νῦν καὶ ἔ- ως τοῦ αἰ- ὤ - νο- - ος.

Blessed Be The Name Of The Lord

Bles- sed be the name of the Lord for ev- er from this time
 1. 2.
 forth and a- ges un- to a- ges. a- ges.
 The name of our Lord is bles - sed, from this time
 forth! And a- ges un- to a - ges of a- ges!


CHRIST IS RISEN

O Christ is ri - sen from the




Χρι - στὸς ἄ - νέ - στη ἐκ - νε -
Chri - stos a - ne - sti ek - ne -

dead and through death He did tram-ple, tram-ple up-on



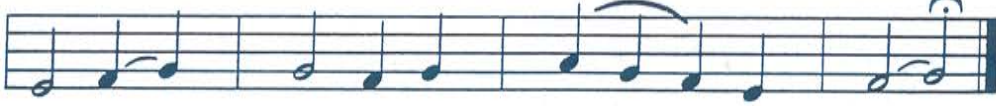
κρῶν Θα - νά - τῳ Θά - να - τον πα - τή - -
kron Tha - na - to Tha - na - ton pa - ti - -

death and thus be - stowed up-on those in the tombs the



σας - - καὶ τοῖς ἐν τοῖς μνή-μα-
sas - - ke tis en tis mni-ma-

gift of life of e - ter - nal life -



σι ζω - ῆν χα - ρι - σά - με - νος -
si zo - in ha - ri - sa - me - nos -

Christ is Risen in other languages:

Christos anesti	Greek
Hristos voskrese!	Russian
Il Messiah gom!	Arabic
Hristos a inviati	Roumanian
Krishti u-ngjall!	Albanian

UNIT 7 Review

New Words and People I Have Learned About

Theotokos	servant	shepherds	Easter Sunday
Savior	Christmas	Wise Men	Pascha
Annunciation	Bethlehem	Theophany	Christos Anesti
grace	inns	Epiphany	Mary Magdalene
	stable	palm	
	manger	Palm Sunday	

We Believe

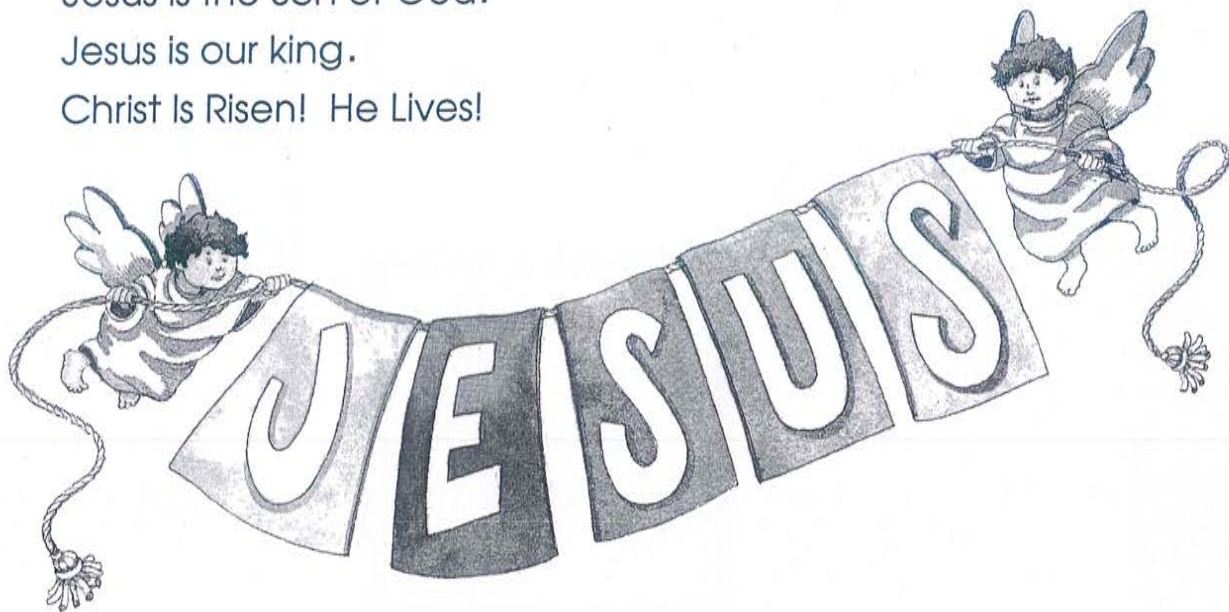
The Good News is the coming of Christ Into the world.

Jesus is our greatest gift from God.

Jesus is the Son of God.

Jesus is our king.

Christ Is Risen! He Lives!



Checkup

Draw a line from the word on the left to the drawing on the right that best matches the word.

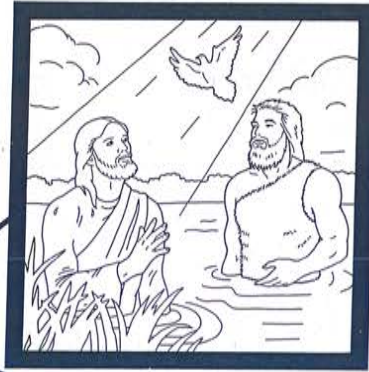
Easter Sunday

Theophany

Christmas

Annunciation

Palm Sunday



Title Song: Me And My World

In me and my world I love my fam-i-ly. In me and my
 world I tru-ly have to see that I could real-ly be all the
 best that I could be! For I'm an Or-tho-dox Chris-tian, where I
 go to church, say my prayers, light a cand-le place all my
 cares in Je-sus, In Je-sus. In
 me and my world I love the Lord a-bove. In me and my world the
 Lord for me has love. And I could real-ly see all the best that I could
 be! For I'm an Or-tho-dox Chris-tian. Where I
 help my fel-low man, lend a help-ing hand, do all that I can, you

know I real- ly am, for Je- sus! For Je- sus!

In me and my world I love my fam- i - ly. In

me and my world I tru- ly now could see that I will real- ly

be all the best that I could be! For I'm an Or- tho- dox Chris- tian!

Yes I'm an Or- tho- dox Chris- tian! For I'm an

Or- tho- dox Chris - tian!

Chords: F, G7, C, C, C, F, G7, Am7, F, G7, C, F, G7, C, F, Am, F, C.

This is the Title Song of the entire book, "Me and My World". It should be introduced and become familiar to the children during the first half of the year, and completely learned by the end of the school year.

The theme correlates the entire book with its primary message of love for God, love for family, and love for all of God's creation. It impresses the child to always be the best that he or she could be because we are Orthodox Christians.

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