

ME AND MY WORLD

Teacher's Edition

MARY P. HALLICK, D. ED.

with songs

by

FR. KONSTANTINE MENDRINOS

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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.

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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.

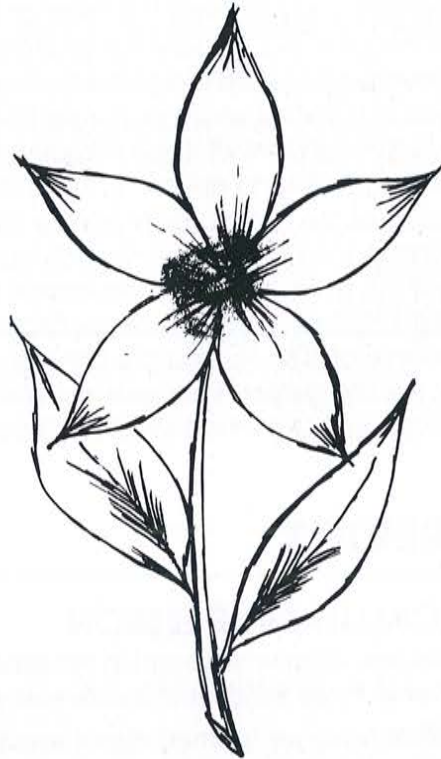
MATERIALS NEEDED

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.

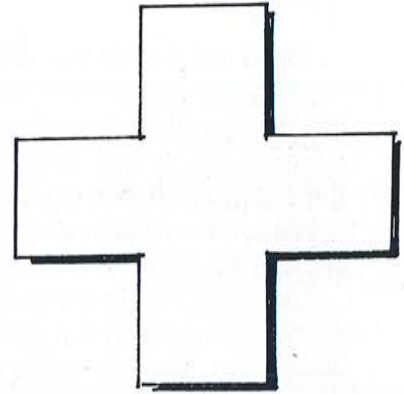
MATERIALS NEEDED

- 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

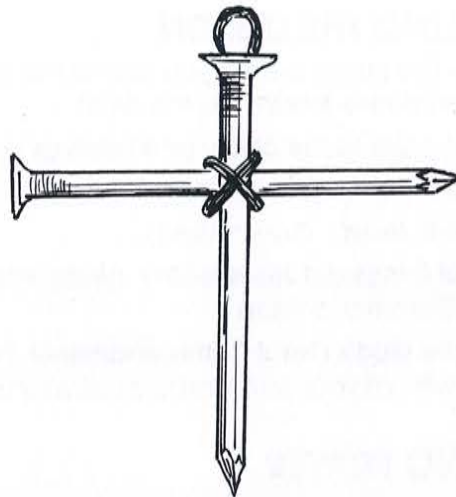
1. 12" X 18" newsprint or manila paper for each student
2. small pieces of varied colored paper 1" x 1"
3. paste



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

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

- Manila paper for each child
- colored construction paper
- 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 contains a melody line with lyrics underneath and guitar chords written above the notes. The chords are: 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.

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

Good

Less

More

More

More