

# ADDITIONAL IDEAS

The following are suggestions for ways to use some of the Scripture readings, iconography, cultural references, and other features that are not included in the lessons. This list follows *Journey through Holy Week* sequentially and notes the zine page where each feature can be found.

## General suggestion for icons

Throughout the zine, many icons help to tell the story. Invite students to “put themselves” somewhere in the icon. Ask them where they would put themselves and what they would be doing, thinking, and saying.

## Page 1

The “Road to Resurrection” summarizes the narrative of Christ’s final earthly days. This summary can be a useful springboard for students to make meaning of the story in a variety of ways. Students can dramatize elements of the story as a skit, artistically represent the events in sequence, or write about them.

## Page 4

Have students read Isaiah 53:3–6 and answer: “How does it help you understand what you see in the icon of the Bridegroom?”

Have them read John 19:1–5 to understand the meaning of the words “Behold the man!” on some of the Bridegroom icons.

## Page 5

Have students read the Bridegroom Hymn and work together to rewrite it in their own words.

## Page 6

Have students read about the Presanctified Liturgy and then read Luke 9:23–26 to understand why catechumens take up their crosses.

## Page 10

Have students read John 13:6–9 and discuss Peter’s reaction when Jesus washes the disciples’ feet. Have them answer the question: “What do you think Jesus wanted to say about Himself by washing the feet of His disciples?”

Have students read John 13:21–26, and find the people in the icon of the mystical supper, as they are described in the passage. Have them answer the question: “Who is the person closest to Jesus in the icon, and what is he doing?” You can also ask, “Who is also next to Jesus in the icon, in the place of honor (Judas). Why did he fall?”

## Page 11

Have students read Psalm 24:7–10 and John 18:33–37 and discuss the question: “How do these two passages relate to one another and to the cross?” The psalm asks, “Who is the king of glory”; Pilate asked about Jesus’s kingship; and on the icon of the crucifixion, we see “the king of glory.”

Golgotha means “at the place of the skull.” Symbolically this represents the skull of Adam. Ask students why they think we have this tradition.

Have students read Matthew 27:54 to find out what the centurion is saying at the cross.

## Page 12

Have students read the Gospel passages referenced on this page to find out who was present at Jesus’s burial. Students can compare and contrast the different readings.

## Page 17

Read through the different cultural traditions with your students. Invite them to compare them and to explore those that are less familiar than the traditions they know well. Ask them to name ways they might incorporate them into their Easter celebrations. Also see the activity below, “Easter Traditions and Customs.”

# ADDITIONAL ACTIVITIES

## CHURCH ACTIVITIES

There are many tasks that need to be done before and during Holy Week in parishes, preparing for the various services. These include making palm crosses for Palm Sunday, dyeing eggs, (traditionally done on Holy Thursday), decorating the *kouvouklion* for Good Friday, and decorating the church itself for the Paschal Liturgy.

### HOPES UP!

*Adapted from Easter Crafts and Activities (Gospel Light, 2000).*

Help students explore the idea of hope.

### Materials

- Markers
- Four large sheets of newsprint and a way to hang them on the walls around your classroom

### Preparation

On each sheet write one of the following:

- What do you hope your family will do this summer?
- What do you hope to receive as a birthday gift?
- What do you hope to be when you grow up?
- What do you hope to learn to do better?

Hang these five sheets around the classroom at a height that your students can reach. Place markers by each sheet.

## Procedures

Have the students go around the room to each sheet and place their answers to as many of the questions as they can on a sheet. They could write it out or draw a picture. As they do this, discuss their hopes with them. After enough time has elapsed discuss the following issues:

- Which of your hopes is least likely to happen? Which one is most likely? Why?
- Who will make these hopes happen? Does it depend on you or other people?
- Why is it hard for our hopes to happen?

After a while, say:

- As Christians, we have hope in Jesus. The people of Israel had many hopes for Jesus. They lived under Roman occupation for many years and hoped that a king—a Messiah—would restore their freedom.

## HYMNS

There are many beautiful hymns in Holy Week that young people should begin to learn. To name a few:

- Behold the Bridegroom Comes (*Idou o Nymphios*)
- Of Your Bridal Chamber (*Ton Nymphona Sou*)
- Of Your Mystical Supper (*Tou Deipnou Sou*)
- The Noble Joseph (*O Euschemon loisif*)
- The Lamentations (*Engomia*) of Good Friday
- Of Your Resurrection (*Tin Anastasin Sou*)
- Christ is Risen (*Christos Anesti*)