

## Unit Three: Being the Church

### Lesson Three: This Is My Body

#### Key Concepts

1. Jesus offers himself to us in the Eucharist.
2. The first Holy Communion took place at the Last Supper (Matthew 26: 17-35, Mark 14: 12-26, Luke 22: 1-38).
3. In the Armenian Church, Holy Communion is a sacrament; we need to prepare to receive it.

#### Objectives

During this lesson students will

1. Illustrate and list what they would do in preparation for a special dinner guest.
2. Read and discuss a story about how we might remember a friend who has moved away.
3. Read the Scripture lesson (Matthew 26: 17-35; Mark 14: 12-26; Luke 22: 1-38) about the Last Supper.
4. Examine the priest's words of invitation, "Arek, gerek," from the Divine Liturgy, which echo those of Jesus.
5. Complete an activity ordering the steps for receiving Holy Communion in the Armenian Church.
6. Decorate a tablecloth together to use in class or at fellowship.

#### Materials Needed

Pencils, crayons and markers

For teacher reference only: red Divine Liturgy book pg.31 "Arek, Gerek"

Long piece of preferably white or light colored butcher paper – to be decorated and used as a tablecloth. Note: you might choose to use fabric and fabric markers, thereby having a tablecloth you can use throughout the year.

Snacks: grape juice, napkins and bread/crackers/small cups and paper plates

#### Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Ask the class to think about what goes on when they are going to have company at their house, especially if it's for dinner. Brainstorm on the board the things that need to be done. Have them illustrate and list their responses in **Let's Discover**. Discuss. 10 min.
2. Introduce **Our Story** by asking, "Have any of you had a good friend move far away? How did you feel? Do you still keep in touch with them?" Have students take turns reading the story. Ask: "Why do you think the photos and the gifts that Saro had given were important to Andrew? (ways to remember). How do you think Andrew should keep in touch with Saro?" 7 min.
3. **God's Word**. (Suggestion: gather around a table, have napkins, juice and crackers ready.) Tell the students that they are going to hear the story of the Last Supper based on the accounts of it we read in the Gospels (Matthew 26: 17-35; Mark 14: 12-26; Luke 22: 1-38). Pause during the story and reenact when Christ blesses the bread and wine and distributes them to the disciples.
4. Read **We Learn About God**. Guide the children in a discussion as follows: "Remember our story a few moments ago about Andrew and Saro? We saw that it was possible to keep an important person in our hearts, even if they are not with us. What are some of the ways Andrew remembered Saro? (photos, gifts, memories they shared) Now we read about Jesus telling his beloved disciples how they will remember him. As God's Son, Jesus is giving us some very important information. He's not just sharing any normal kind of gift. What does he give his disciples that night? (bread and wine) And what does he tell them it truly is? (his body and blood) Yes, so as they ate that bread and drank that wine, the disciples were sharing in the very life of Jesus himself. And did Jesus say 'okay, we're doing this once and that's enough!' (No, he asked that this always be done in remembrance of him). So every Sunday or every time Badarak is offered, we receive the bread and wine of Holy Communion, which means we receive Jesus himself. And this is the best remembrance of all because it can help make us more like him." 10 min.

5. Introduce **Faith Word**, then read the first paragraph in **Our Armenian Way**. Ask the class if they have ever paid attention to these words that the priest says in Armenian. Have them try to fill in the blanks of the English translation (*Answers: eat, body, sins*). Then read the second part of the section about Holy Communion. Have them independently number the steps from 1 to 6 in order as they occur. (*Answers: 1,4,3,5, 2, 6,*) 8 min.
6. **Handmade with Love.** In class have the students decorate the paper or cloth to serve as a tablecloth. Decorate with images of Jesus, grapes, bread, wheat, chalice/cup, disciples, faith words such as sacrifice, Holy Communion, forgiveness, etc. Use the tablecloth for either in-class refreshments or at the fellowship hour. The class might sponsor fellowship on the day the tablecloth is used!
7. Clean-up. Close with the prayer: “Dear Jesus, we thank you for your sacrifice and your love. We remember you not only Sundays, but every day. Amen.” 25 min.

### Note to the Teacher

This lesson requires assorted Christmas cards. Since this will be taught a week or two before Armenian Christmas, ask students to bring in a handful of Christmas cards each from among those they have been receiving (you will need to email parents to send them in). Or, if using cards proves too difficult, just have color copies of the Armenian miniature and have children do the decorating!

## Unit Three: Being the Church

### Lesson Four: God Gives Us Laws

#### Key Concepts

1. Jesus taught the two greatest commandments (Matthew 22: 35-39) that embrace all Ten (Exodus 20).
2. In the Armenian Church, *mahs* is distributed as sign of sharing God’s love with one another.

#### Objectives

During this lesson students will

1. Discuss the importance of classroom rules and laws that we have in our country.
2. Illustrate what a classroom might be like without rules.
3. Explore various real-life dilemmas and what the right thing to do would be in each situation.
4. Read Exodus 20 and Matthew 22: 35-39 about the Ten Commandments and the Greatest Commandment.
5. Discuss the Ten Commandments and highlight the ones that help us love God and help us love others.
6. Review the custom of *mahs* in the Armenian Church and list people with whom they can share *mahs*.
7. Make a Commandment Handbook illustrating the Ten Commandments.

#### Materials Needed

Pencils, crayons, markers and or coloring pencils

Procedure #6: For each student: 5 sheets of white copy paper – pre-cut into large heart shape; 1 sheet of colored construction paper- light color

Stapler or hole-punch

Yarn or ribbon if hole-punch is used

Mahs for distribution at the end of class

#### Procedure

1. Greet students warmly and open class with the prayer in **We Pray Together**. Brainstorm answers to the questions in **Let’s Discover**. You can jot down rules for the classroom on one side of the board. Then brainstorm laws we have in our country (from as simple as cars must stop at a red light to things like respecting other people’s property and rights). Have students draw or write what they think their classroom would be like without rules. Share results. 10 min.