

Activities, Crafts & Projects

[Ancestors Map](#), [Collage](#), [The Diversity Game](#), [Family Stories](#), [Family Tree](#), [Following Bible Journeys](#), [Journaling](#), [Memories Album](#), [Oral History](#), [Orthodox Mirror Exercise](#), [Personal "Memory" Box](#), [Personal Value Inventory](#), ["Roots" Coffee Hour](#), [Student Portrait](#), [Think and Write Prompts](#), [Tree of Life "Caring Tree,"](#) [Writing Outlines](#)

Classroom and Family Life Activities/Projects for the Theme: "I Am Orthodox!"

[Note: Most underlined topics in paragraphs are linked to subjects that provide you with additional information on the subject or additional activities, projects or teachers' information under related titles.]

- [Family Memories Album—"Remember When..."](#)

Begin with ***Discussion Starters***: Each of us is a member of a family. Each family has a story: Who are the different people in your family? Where does your family live now and/or where did your family live before—maybe many years ago.

Today we are each going to tell something about our families. Together, we are also going to start a book—A book about our own families and our Church Family. Today, we will make the pages that tell about the children in our class and in your families.

Level 1-6—Collect favorite family photos that tell a story about something family members like to remember: vacation trips, visits to grandma's house, cousins, special events, funny things that happened, etc. Put into a large scrapbook with the stories written by family members. You can also record on audio tapes, or videotape events or photos of events (add short captions next to photos to identify event or persons. You can also draw your own pictures of what your family looks like, or what each member looks like when you think about them.

Level 3—Make a **"Roots" Ancestors Map**. Get a very large map of the world and mount it on the wall (preferably on corkboard or homosote). Students will do **interviews** and **research** in their families to see where their grandparents, great-grandparents, or great-great grandparents came from. From the town where their family lives now, stretch colored strings to their ancestral homelands. Some students will have more strings going abroad, while others may stretch only to other places in North America. (Students who are not able to obtain their family history may wish to interview other older parishioners who do not have children, or whose children and grandchildren are not in your parish or living nearby.) Try to have as many parishioners (and their ancestors) as possible represented on the map.

- [Family Collage](#)

Levels: Preschool, Primary and above.

The following project is written for preschool and primary groups, but the basic idea can be used at any older level and on any topic, allowing the participants to add elements of their own.

Materials Needed:

9x12 or 12 x 18" sheets of white or colored construction paper (allow 1-2 sheets per student).

Picture magazines, catalogs and/or newspapers showing families, activities (swimming, playing games, reading books, board-games, toys, garden tools, flowers, etc.) and copies of photos showing family members doing things together.

Scissors, paste or glue, markers or crayons

Procedure:

1. In advance: Put all crafts materials on a large table so children can take what they need to get started.
2. Begin with a discussion on families, things they like to do together, anecdotes on what they like to talk about when they are remembering events with their families, etc.
Then ask them to think about how they would like to make a picture of these kinds of things to illustrate their family.
3. Distribute the large sheets of paper, scissors and magazines (children can exchange magazines and pictures that they have examined as they are finished with them).
[Note: It is best to begin by letting them cut out pictures they wish to use, arrange them in groups of things that go together, and then get the other materials they need to paste down their final arrangement.]
4. After completing their collages, let them share with the class the most important things in their collage that tell about their family. Cf. [Family Stories](#)

- **[Family Stories: Primary / Middlers, Juniors / Teens / Young Adults Adults & Seniors](#)**

Levels: Most levels from Primary and above. See [Journaling](#), [Think & Write Prompts and Writing Outlines](#). Outlines are suggested for different levels and/or sessions.

Teachers Note: This activity requires that students will be able to read and print (or write). You may also want to have a few helpers in class for the younger students. The project can be started in class and finished at home with parental help. This is an activity that can be worked on over several class periods as a Journaling project.

Materials Needed:

1. Pencils or pens, erasers, (can add colored pencils or markers for illustrating)
2. Inexpensive paper for drafts of stories, or story outlines to fill in.
3. Journaling books or inexpensive lined notebooks for their final copies. (optional)
4. **Older Students:** Sewn-in notebooks, one per student; pencils, pens, markers

Primary Outline 1: **My Story** (Click on title for 3 printable pages, 8 ½ x 11 paper)

1. Worksheet Outlines for students (younger grade levels). Click on title to print one or more copies (2 pages each set). If you have a large class you may prefer to photocopy additional sets needed, plus a few extra. Distribute to class and discuss what they are to write about in each section. Give them time to suggest a few ideas from their own experience. Each week they may add to their story, or use the stories to initiate discussion on related themes. The stories may be put into personal scrapbooks or writing books for students to keep (and to display at the end of the study unit).

Middlers, Juniors Outline 2: **I Am A CHRISTian!** (Click on title for 2 printable pages, 8 ½ x 11 paper)

Teachers Note: This activity may be used in conjunction with a study of the Sacraments, in particular, Baptism, Chrismation, Confession and Communion. Students can interview relatives and gather stories about their baptism and their participation in Church Life, keep a journal, add photos, etc. for a book entitled "My Life in the Church" or "I Am an Orthodox Christian!" A good resource for teachers and parents is Our Life in the Church, published by the Orthodox Christian Education Commission (OCEC).

(See the Teachers' Resource Center for additional Writing Outlines for older levels, Prompts for Reflective Writing, and Questions to direct Journal Writing.)

- **The Orthodox Mirror Exercise** (Assessing Values)

Level 4 and above — Ask the students to bring to class a double mirror (preferably one that opens like a book, with the mirrors on each side, or one that flips over) Ask the students to pretend that they are looking into a two-sided mirror. One side is your "Orthodox Mirror"— the other side is your "World Mirror." As you look into each side, what do you see? (You can put a small tape on each mirror with the names on them as a reminder.) See also Personal Value Inventory (For Journal Writing).

Answer the following questions:

1. Who do you see on each side?
2. Are you the same person, or different for each side?
3. How are the two reflections the same? Different?
4. How do these two influences shape your Values? Behavior? Beliefs?
5. In what kinds of circumstances is one side stronger?, or weaker?
6. To what extent does my Orthodox faith and practice determine the "real" me?

- **A Personal (or Family) "Memory Box"**

Students can make a special "Memory Box" in which to keep photos, writing projects and other things they have collected or worked on during this study unit. This is best done early in the study to enable them to keep their things in one place. They can also add to the box special items or keepsakes (cards, letters, etc. from grandparents, aunts or uncles, godparents) that they have at home.

Materials Needed: (for each student—you may send a list home to have each child bring materials, but certain items like glue, trimmings would be provided in class.)

9" x 12" x 2" cardboard gift box

9 ½" x 13" piece of poster board (2 per student)

24" x 16" piece of fabric (construction paper or wallpaper could also be used)

tacky glue sequins, trimmings (ric-rack, gold or red cord, etc.)

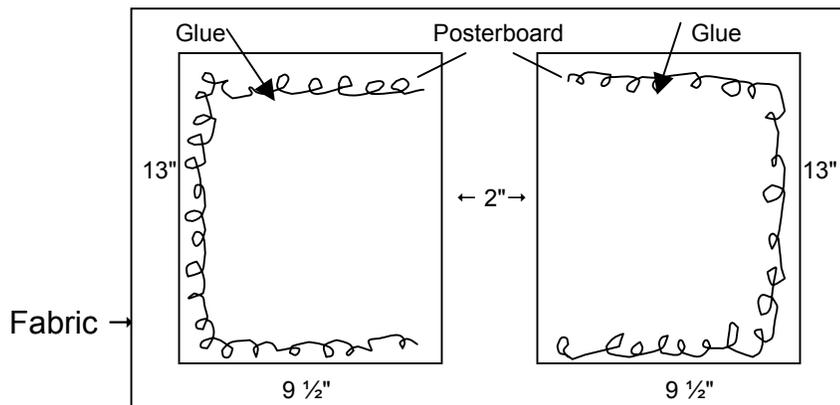
A copy of the title "My Memories Book" (Teacher can Xerox on sturdy paper or students may wish to make their own title page)

(3) 12" x 2" strips of white construction paper

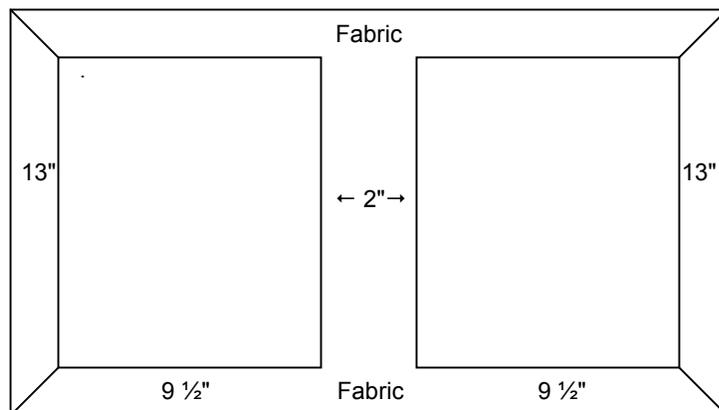
newspapers to cover the tables or desks

Instructions:

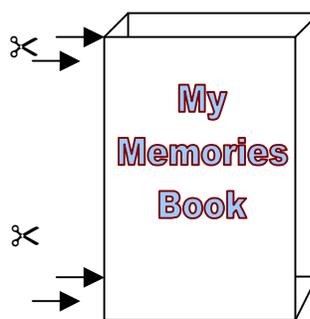
1. Lay out the fabric *wrong side up* (wallpaper or cover-material as shown in illustration)
2. Position the posterboard pieces as shown, with a 2" space between them.



3. Glue with tacky glue where shown. Do NOT glue the other side...it will show through.
4. Fold in the edges of the fabric. Make them fit snugly to the posterboard. Miter the corners.



5. Assemble the gift box to fit together. Cut the top and bottom left corners (on the center) 2" fold.
6. Glue the 2" sides together so that it opens like a book.
7. Glue box inside fabric cover using tacky glue.
8. Draw lines on 2" strips to look like pages. Glue them on to the narrow sides of the box cover.



• Family Tree / Class Tree

Levels: Preschool, Primary and above.

Materials Needed:

Large (12 x 18") sheets of green construction paper (allow 1-2 sheets per student. Pre-cut into a wide bushy shapes (using whole sheet). →

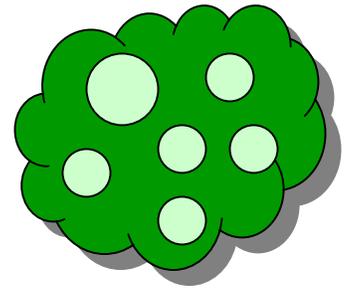
Photocopies in color or black & white of pictures from each family: parents or guardian, children, grandparents, cousins/aunts, uncles that they see often, etc. (Suggest about 4-6 photos per child. Bring to class in envelope with child's name on top.)

Plastic round tops from smaller containers, plastic glasses, or any item that can be used to trace circles (1 ½ -2" in diameter, graduated sizes).

Pencils, blunt scissors, paste, glue or glue sticks.

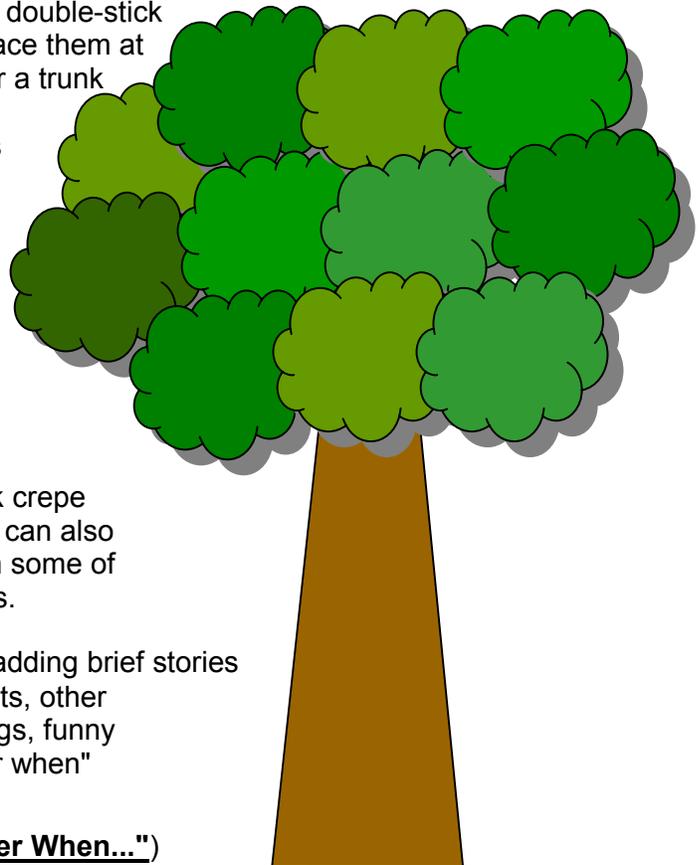
Sheet of small 1-1 ½" wide white stickers

Mary T. -cousin



Procedure: (Note: It would be good to have 1-2 teen or parent helpers for this project)

1. **Part 1:** Clusters of branches. (You will need a large wall for the completed project.)
Select the best pictures of your family and see what fits best on your green bushy paper.
2. Select a glass or round tops to place on the pictures so that a circle can be made around the person or persons' pictures. Draw circles and cut away the background that is not needed. Older students could cut out red apples instead of circles and paste pictures on the apples.
3. Place the pictures where you want them on the paper (you can also use a light pencil to make the circles so you will know where to paste the pictures).
4. Glue or paste the pictures on your "bush." Have children (or parents) identify family members on pictures, and have an adult print the names or relationship on the stickers below their pictures.
5. Tape the green "bushes" on the wall (or use double-stick tape or velcro and stick on a large sheet. Place them at the top (allowing space at the bottom half for a trunk and roots that will be added in session 4).
Shape the top area to look like the branches of leaves on a tree to see all the clusters of families that the students represent.
6. **Part 2:** Tree Trunk
Cut out photos from parish albums or take pictures of parish organizations: women's and men's clubs, church school, teen group, choir, priest and servers, parish council, etc. Complete the tree by adding trunk and roots, with pictures of the "Parish Family." Use strips of brown or black crepe paper coming down from the branches. You can also extend "beneath" the ground the "roots" with some of the parish leaders from previous generations.
7. **Level 1-2**—Make an expanded family tree, adding brief stories or anecdotes about grandparents, godparents, other family members (e.g., nicknames, happenings, funny or important moments or events, "remember when" stories).
8. (Cf. **Family Memories Album— "Remember When..."**)



- **The Tree of Life "Caring Tree"**

All Levels — Make an outline of a tree on a large wall, with a trunk and empty branches. You can use sturdy brown butcher paper or packing wrap (a large roll is best). Have students from several middle-junior high classes cut out leaves to be taped on the branches (it is easier if you make several "patterns" of leaves, approx. 5-6" tall by 3-4" wide. These should be cut out of a sturdy card stock, with enough for one pattern per student.)

Distribute a pattern to each student, together with several 12" x 18" sheets of green, yellow, orange and/or red construction paper. Have them trace the outlines of the leaves on the paper and cut them out.

Collect in advance names of parish members and those from other Orthodox parishes, as well as neighbors and friends who are ill, and names of people in nursing homes located in different areas of the city where parishioners live. Be sure to get addresses and phone numbers of their homes, group home, nursing home or hospital where they are located. (Check with nursing homes and children's hospitals in advance to check their policies on visitors. You can also check to see if they have a person who can give a "**briefing**" or "**orientation**" to groups that are interested in making visitations.)

Collect also names of persons or organizations that need clothing, shoes, toys, etc. for children, teens or adults. Check also with community organizations or state or county offices about community projects or clean-up workgroups in which parish members can participate (check if there is a minimum age for children or teen participation).

Write on each leaf, the name of the person, group home or institution that needs a visitor, phone call, greeting card, clothing, shoes, boots, etc. (especially for winter). Tape them to the tree with a small piece of tape. Let each parish member or family "adopt" a person or group by taking a leaf off the tree and pledging to fulfill their commitment on a regular basis.

(See also the OCA **Resource Handbook** for related articles on how to carry out related projects of this nature.)

- **"Roots" Ancestors Map**

Levels 3 and Above — Make a "Roots" Ancestor Map. Get a very large map of the world and mount it on the wall (preferably on corkboard or homosote). Students will do **Interviews** and **research** (cf. "Roots"—Oral History) in their families to see where their grandparents, great-grandparents, or great-great grandparents came from. Each class can do their own family tree/class tree or ancestors map.

Materials Needed:

A large wall map of the world. (if you cannot find one large enough, use a small outline map, put it on a transparency and place on an overhead projector. Tape an old white (or light color) sheet to a corkboard or homosote (or hang on a wall) and project the image of your country and other countries of family origin onto the sheet. Outline the countries and/or sections of continents on the sheet with dry markers.

Dry Markers: You can use different colors for different continents or countries

String: Lightweight string or heavy-duty thread that won't break easily. Can also use different colors.

Tacks/Staples/Pushpins-(clear): Depending upon the kind of backing material used (corkboard, homosote or similar substance), test to see which best holds the string in place.

1. Locate on the map the city, county or state (depending upon map size) where your parish is located. Then locate the areas where families of the class members originated.
2. From the country of their ancestral homelands, stretch colored strings or heavy thread to the town or state where their family lives now.
(Note: If the class is small, each person can stretch as many strings as needed to the different countries of family origin. If the class is large, and many families come from the same country, it may be sufficient to identify only the countries, without identifying each family or family member, or lists can be provided at the sides of the map). Some students will have more strings going abroad, while others may stretch only to other places in North America. (Students who are not able to obtain their family history may wish to interview other older parishioners who do not have children, or whose children and grandchildren are not in your parish.) Try to have as many parishioners as possible represented on the map

- **"Roots"— Oral History**

Level 4—Collect stories of how their ancestors lived (see Objectives for levels 3 and 4 in the introduction to the "I Am Orthodox! Study Unit for additional information and on conducting an **Oral History** project (cf. Teacher Resource Center). See also the section on **Interview Techniques**). When all classes at each level have completed their activities that were begun for Session 1 of this study unit, plan a **"Roots" Coffee Hour** to share and explain their findings and displays.

Levels 5/6—Ask group members to reflect upon their lives and how their faith and church life has affected various aspects of their lives, in the family, parish, school, job, and in relationships with others. Discuss the role of adults in setting examples and ways of informally **mentoring** new generations of children in church life and in society generally.

Guidelines for Developing and Conducting an Oral History Project (See **Oral History** in the Teacher Resource Center.)

- **"Roots" — The Diversity Game**

Level 4 — (This activity should follow the information-gathering about the stories and history of the students' ancestors.)

Research — Tell students to prepare their personal answers to the following questions ahead of time: Have available one or more of the following: maps of North America and a World Map (preferably a Peter's Projection Map – available from Friendship Press-NCCC), a Globe of the world, a World Atlas, and refer students also to Encyclopedias and Travel Guides for the countries they are researching.

1. How far did your ancestors come to the place where you now live? (miles, time zones, etc.)
2. How different from English is the alphabet of your ancestors' language(s)?

3. What food is the country (countries) of your ancestors famous for?
4. What does the ethnic costume/form of dress of your country look like?
5. How many of your relatives came to the U.S./Canada/Mexico?
6. What kind of jewelry or body adornment is common in your country?
7. What is the climate like? How is it different?
8. What is the geography of your ancestral home like?
9. What is the biggest city in the country of your ancestors? Population?
10. What is the population of the country from which your ancestors came?
11. Did your ancestors suffer any hardships, prejudice or persecution in their former country, or when they came to this country?

The Diversity Game: In class, ask the following questions and give prizes for the answers. (One option is to give out one token for each "winning answer" and then tally them up at the end. The person with the most tokens wins a prize.) If the class is large, you may divide into teams, but should try to have as much diversity as possible on each team

1. Whose ancestors came the farthest?
2. Whose came from the most "exotic" place? (This is subjective, take a vote)
3. Whose ancestors had the most different language(s)? Most different alphabet? Which language has the most letters or characters?
4. Whose ancestors are famous for the spiciest food? The blandest food?
5. Whose ancestors wore the most colorful clothing? The least colorful?
6. Whose male ancestors wore something other than pants?
7. Whose female ancestors wore the most interesting jewelry? (Vote?)
8. Who had the greatest number relatives who emigrated from another country?
9. Which climate was the coldest?
10. Which climate was the hottest?
11. Which climate was the wettest?
12. Which country had the highest mountains?
13. Which had the most seacoast?
14. Whose ancestors came from the biggest city?
15. Whose ancestors came from the country with the biggest population?

Declare a winner(s). Give out a pre-chosen prize.

- **"Roots" Coffee Hour (Parish Event)**

Levels 1-6 — (A good *final event* for the conclusion of the "I Am Orthodox" study unit. It can be planned by students 12 & up: *Note: contributions to the program can be made by children or adults at any level.*)

When all of your "ancestry projects" have been completed, plan a "Roots" Coffee Hour or similar special event. Invite all the members of the parish and their relatives and friends, as well as people who live in the neighborhood of the church. Display the projects in the largest room or conduct tours of classroom areas to view and explain what you discovered about your **church family**. Encourage people to dress in clothes

their ancestors might have worn. Learn some songs or favorite games from different cultures, and bring foods representative of those cultures (don't forget to include the culture you live in today!)

(cf. *Resource Handbook* for more details.)

Materials Needed:

1. List of students' ancestral countries (some may have several countries)
2. Music from ancestral countries (tapes, CD's)
3. Stories from ancestral countries
4. Foods (with recipes), costumes, other items to put on display
5. Tape and/or CD player
6. Blank tapes
7. Any family history stories, anecdotes, etc.
8. Photos and materials for displays
9. Paper and pencils for notes
10. Recipe ingredients
11. Paper products for coffee hour or luncheon
12. Drinks and other implements needed
13. Tables and chairs in church hall for program, displays, eating, etc.
14. Folk costumes (optional)
15. Scrapbook and scrapbooking materials (optional)

Procedures:

1. Ask students to share with the class any family history stories or anecdotes. (See also: "My Story" and other projects done during the *I Am Orthodox* study unit that can be brought together for a "Roots" Coffee Hour or special parish event.
2. Have students interview or talk with fellow parishioners about their family histories. Encourage students to speak especially to seniors, for they have much to share! Students should brainstorm and list key questions to be asked (see "My Story" activity). Add their names to the class family history map.
3. Record any stories or anecdotes they may have to add to those already collected.
4. Research recipes and have each student cook a dish (with parental help) for the coffee hour or a luncheon.
5. Have students choose music from tapes or CD's representative of various ancestral lands/cultures and make a single tape or CD to play during the luncheon.
6. Plan a special coffee hour or pot-luck luncheon, with music, displays of different heritages/countries represented in the parish, and storytelling. Wear costumes (optional), display a large map of the world that shows where the ancestors of parish members lived.
7. Display scrapbooks or make bulletin board displays or posters with pictures, letters, stories shared by students, their families and parishioners.

- **Following Bible Journeys**

Materials Needed:

(See Abingdon Press for **Reproducible Bible Maps**, a complete book of outline maps from different periods.)

Transparencies/Overlays (approx. 9 x 12" or larger)

Eraseable Dry Markers (pen point style—of different darker colors: red, blue, green, purple, black, brown—for writing on overlays)

Bible Study Resource Book: **What the Bible is All About** for Young Explorers, Frances Blankenbaker, Regal Books, a Division of Gospel Light Publications, 1986. *Paperback*

(Includes outline maps, simple time lines and summaries of each book of the Bible, a glossary of biblical names and terms. A very useful book for volunteer teachers and students of middle school age and above.)

1. Students can trace the journey of the Hebrews' Exodus from Egypt. Instruct them to indicate on their maps the places where certain events and miracles happened, and draw small symbols or pictures to remind them of these events (e.g., the dividing of the waters, manna and quails in the wilderness, the tent church, the receiving of the 10 Commandments, etc. (See the Book of Exodus) *Note: Students can also prepare larger color maps with illustrations for the classroom.*
2. Report and show on a map the journeys made by Mary, Joseph and the child Jesus from Bethlehem to the Temple in Jerusalem, to Egypt and finally to Nazareth.
3. Trace and narrate the story of the journey that Mary, Joseph and the 12 -year old Jesus took from Nazareth to Jerusalem and what happened there.
4. Locate on a map of Galilee where Jesus called His disciples, where He preached His first sermon, where He made His home, and where He performed some of His first miracles.
Locate Mt. Hermon and Mt. Tabor; the area of Judea and the river Jordan where Jesus was baptized, and the wilderness of Jordan where He was tempted by the devil.

- **Journaling**

Journaling is an ongoing activity that can be an important part of each class session. The time set aside for journaling is best limited to 5-10 minutes per session. It is a time for personal reflection by students, but it also provides a "quiet time" that can be scheduled in the middle or just before the end of class. Since many classes in schools include journaling, most students age 10 and above are accustomed to this activity and actually welcome it. Adults can also be encouraged to keep their own journals.

Materials:

1. Sewn-in notebooks, one per student
2. Pencils, pens, markers, crayons

Procedure:

Students may spend the last 5-10 minutes of each session writing their thoughts about what they have learned. The teacher may decide the format or time limit. For this study unit on our family and parish history and life, students may wish to use journaling as a way of recording things they want to remember about their history and church life.

Students can decide if they want to share their journal entries or keep them confidential. Have the class set rules for these decisions and procedures and go over them so there is no mistake or misunderstanding. [For additional information or questions to direct Journal writing, see below for "**Think and Write Prompts**" and "**Personal Value Inventory**"]

Note: A student may just want to have the teacher read their entry; in such a case, the teacher can devise a signal (e.g., leave the journal at the teacher's place) so the journal can be read. At times, a troubled student may use this as a means of communicating a problem. If the problem is something you can discuss with the student, this is fine. If it bears further procedures or expertise, such as counseling (as in the case of abuse, addiction, etc.) consult with the pastor.

● **Personal Value Inventory** (For Journal Writing)

Grades 9-10: (Note: Any discussion or sharing needs to be totally voluntary.)

(Lamentations 3:40) **"Let us test and examine our ways and return to the LORD!"**

- Who are the people that I feel the closest to?
- How does my relationship with these people make me feel?
- How do these people influence me? (Is their influence more positive or negative?)
- What do the people who feel close to me value in me?
- Am I really the way that they think I am?
- How important is it that I keep my promises to others?
- Is it important to me that people are fair, honest, and caring?
- Am I fair, honest and caring?
- Are there things that I value that I should work on improving in my own character?
- What influence does being an Orthodox Christian have on how I live my life?

Grades 11-12: (Note: Any discussion or sharing needs to be totally voluntary.)

(Psalm 139:23-24) **"Search me, O God, and know my heart! Try me and know my thoughts! And see if there be any wicked way in me, and lead me in the way everlasting!"**

- What characteristics do I value in myself?
- What characteristics do I value in others?
- What characteristics do others value in me?
- Are these things that people value in me part of my true character?
- How important is it that I am honest, truthful, responsible and caring?
- How important are these things in others?
- What goals have I set for my future?
- Does being an Orthodox Christian have any bearing on how I go about achieving my goals?
- How can my strengths as a person help me to achieve my goals?
- What characteristics in myself do I need to work on to help achieve my goals?

● Think and Write Prompts (For Reflective Writing)

"Think and Write Prompts" offer a variety of ways that teachers or parents can use to help children (and teens or adults) to start writing. A choice of prompts can be passed out to the participants at the beginning of their journal writing and they can choose which one(s) they would like to address, based on their own individual experiences with the material they have just studied.

They may be given directions to choose one or two prompts and write to them, or they may be directed by the teacher to respond to very specific questions, whose answers the teachers wishes to elicit from them (e.g., What made you "wonder" in this session? *Could be from a reading, discussion, project, etc.* Why? What confused you about the session? Why?)

Most participants love to choose their own questions, often because they are not being asked to respond to something they have not experienced, but *are* responding to thoughts, emotions, feeling, etc. that they *have* experienced. If they are writing in their own Journal, it also is a private communication that should remain private. Such a situation is not meant for a whole group sharing, but a time for personal reflection. These should, however, be responded to by the teacher before the next session.

Questions or Prompts to Help Direct Journal Writing

Use the following questions to help you write in your journals. This list is not meant to cover all of the issues that might concern you as you write, and it is meant to be used when you need a starting point for a journal entry. Your own thoughts and feelings are always the best source for your writing.

Note: If you have trouble developing your ideas in your journal, try writing some of your entries nonstop. Nonstop writing (at least five minutes) will help you unlock some of your best ideas.

1. What were your feelings after reading (hearing) the story? Did it make you want to cry? smile? laugh? cringe? Explain your reaction.
2. What connections are there between what you learned today and your own life? Explain your thinking.
3. What was the best part of something you heard today? Why? What was the worst part? Why?
4. What did you learn today about life and living, through the material you read or heard? Explain.
5. What did you learn about today that seemed the most believable in relation to your life? What was the most unbelievable? Explain your thinking.
6. What do you think was the most important word you heard today? The most important passage? Why is it important to you?
7. In what ways are you like a person or character that you heard about today? Explain. How are you unlike? Explain.
8. Do any of the people or characters you heard (read) about today remind you of anyone you know? Friends? Family members? Classmates? Tell about them
9. What person or character that you heard (read) about today would you most like to be like or would you most like to meet. What personality traits would you like to acquire? (have for yourself). Why?
10. What would you and your favorite person or character talk about in your first conversation? Begin the conversation.

11. What makes you "wonder" in this lesson? Why? What confuses you about this lesson? Why?
12. What came to you as a surprise today in anything that you read or heard? Why?
13. Has what you learned today helped you in any way? Explain how it has helped.
14. How have you changed after today's lessons? Did anything you read, heard, or learned helped that change? Was the change for the better or for the worse? Explain.
15. What questions would you like to have answered after today's lessons?
16. Who else do you know who could benefit from learning this information? Why? Do you think you know someone who shouldn't or wouldn't benefit? Why?
17. Compare two people or characters you have learned about in the lesson(s) How are they alike? How are they unlike?

- **Writing Outlines**

The following outlines may be helpful to children, youth and adults to help them understand and plan the kinds of things to write about and to structure their stories or essays. Older students and adults can use the questions more flexibly, and consider them simply a general guideline for their ideas.

1. **My Story**
2. **I Am a CHRISTian**
3. **The Exodus**
4. **New Life in Christ**
5. **New Life in the Church**
6. **Apostles of Christ**

Primary: Outline 1: **My Story** (Click on title for 2 printable pages, 8 ½ x 11 paper)

1. (Worksheet Outlines for students). Click on title to print one or more copies (2-3 pages each set). If you have a large class you may prefer to photocopy additional sets needed, plus a few extra. Distribute to class and discuss what they are to write about in each section. Give them time to suggest a few ideas from their own experience. Each week they may add to their story, or use the stories to initiate discussion on related themes. The stories may be put into personal scrapbooks or writing books for students to keep (and to display at the end of the study unit).

Primary and Middlers: Outline 2: **I Am A CHRISTian!** (Click for 2 printable pages)

2. Teachers Note: This activity may be used in conjunction with a study of the Sacraments, in particular, Baptism, Chrismation, Confession and Communion. Students can interview relatives and gather stories about their baptism *and their participation in Church Life, keep a journal, add photos, etc. for a book entitled "My Life in the Church" or "I Am an Orthodox Christian!"* A good resource for teachers and parents is *Our Life in the Church*, published by the Orthodox Christian Education Commission (OCEC).

Middlers, Juniors: Outline 3: **The Exodus** (Click for 2 printable pages)

3. This activity may be used to review the story of the Exodus (the first passover/*pascha* remembering the passage of the Israelites through the Red Sea, from slavery in Egypt to freedom in a new land). The story is a prelude to the death and resurrection of Christ (who is the New Passover/New Pascha) and our own pascha/passage to new life through the waters of Baptism.

Middlers, Juniors to Adults: *Outline 4: **New Life in Christ*** (Click for 2 printable pages)

4. This lesson and its written response makes the connection between the Old Passover and the New Passover, connecting the celebration of Pascha with our baptism and the fulfillment of the Old Testament passover. The meaning of baptism for our personal lives is the focus of the responses sought from each group level.

Juniors, Sr. High, Adults: *Outline 5: **New Life in the Church*** (Click for 2 printable pages)

5. This activity is built upon the story of the sending of God's Holy Spirit to us and the establishment of the Church in the Book of Acts: 2:42-47. It is centered in the life of the first church, as described in Acts and related to our life today and what we are called to do (with our physical and spiritual gifts) as members of the Church and "neighbors" for others.

Juniors, Sr. High, Adults: *Outline 6: **Apostles and Witnesses of Christ*** (Click for 2 printable pages)

6. This is a continuation of the activity begun in Outlines 4 and 5. It asks the question of each person, as a Christian and member of the Church: "What does Jesus Christ ask of me as an Apostle, to carry out the mission of His Church?" How are we called to be faithful witnesses and servants of God to others?

My Story

Place photocopy
of picture here.

My Name is: _____

My story begins when I was born.

The date is _____.

Here is a picture of me when I was little. ⇨

I was born in the town of _____

I live now in _____

My parents names are _____

and _____

My grandparents names are: _____

My ancestors came from the towns and countries of: _____

The name of my Church is: _____

It is in the town of: _____

When I was little, I used to like to: _____

Here is a picture of my ancestors:

The story I like to hear about them is _____

The thing I like best about church is: _____

My favorite icon is the one that shows _____

Here is a picture of my family :

I am a CHRISTian!

I was baptized on _____ in the city of _____

My godparents are _____ and

At my baptism, I wore _____

When I came out of the water, everyone said _____

I go to Confession every _____ and I receive Holy

Communion every _____

Here are the things the priest uses
to serve the Holy Communion:

(Draw pictures) ⇒

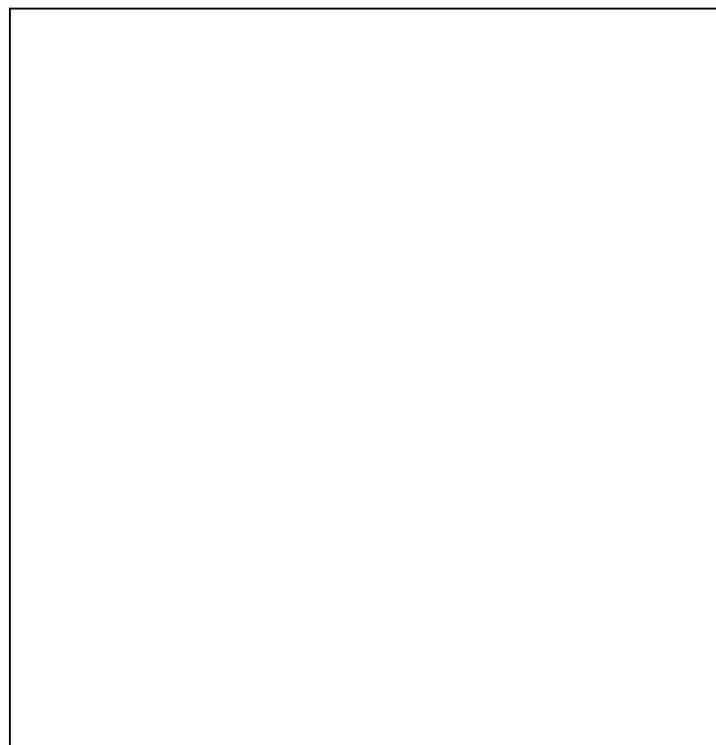
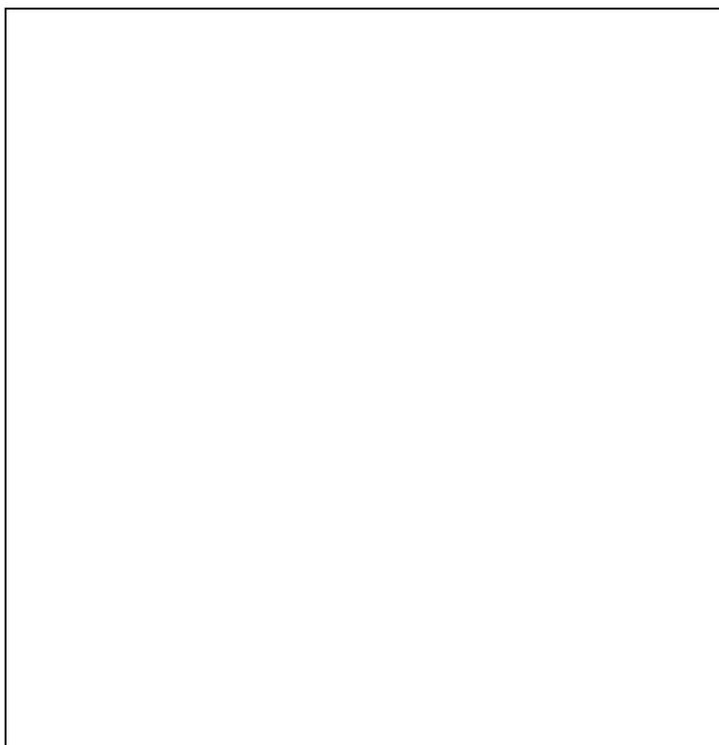
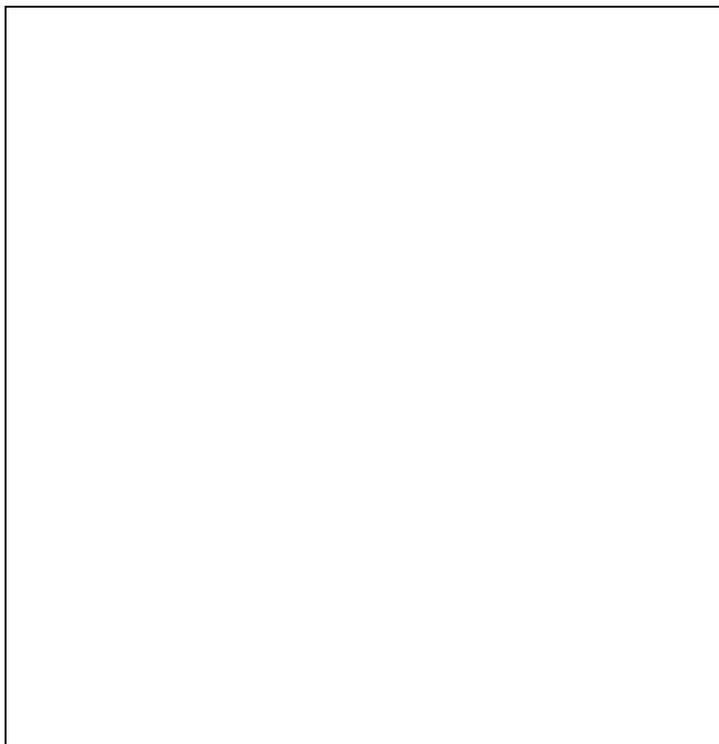
When I go to Communion, I know I am receiving _____

I try to act like a CHRISTian at school when I _____

I try to act like a CHRISTian at sports events when I _____

I try to act like a CHRISTian at home when I _____

Here are pictures of me acting like Christ would like me to act. Write captions under each picture, telling what is happening.



The Exodus

The word Exodus means _____

The Exodus took place in the country of _____

The main characters in this Bible story are _____ and his brother _____ who helped God and God's chosen people, the Israelites. The other main character was _____, the ruler of the people in Egypt. He made the Israelites slaves and treated them badly. When they wanted to return to their own land of _____, he would not let them leave.

God did many things to try to convince the Pharaoh he was real and powerful. Some of the things he did was to: _____

Finally, God told the Israelites how He would save them and take them out of Egypt. He told them to: _____

The people did what God asked and they left Egypt, but soon the Pharaoh sent his horsemen and his chariots out to stop them. Tell what happened when they came to the big sea: _____

Why do you think God parted the sea for some people and yet allowed others to drown in the sea? _____

What did the people do when they realized God had saved them? _____

What is the name of the Jewish Feast that celebrates this important event?

Find the beginning of the song the Israelites sang (Exodus 15:1-2, 19-21) and draw a picture of what happened.

New Life in Christ

Do you remember the name of the feast that the Jewish people celebrate when they remember how God saved them? (see Exodus 12:1-14, 21-32; 13:17-15:2, 19-21). Write it here in the line on the left below: On the right, insert the words: Christ the New Passover!

In the Orthodox Church, we remember that Jesus Himself celebrated the feast of Passover with His disciples before His death on the Cross (see Mark 14:12-25). After Jesus celebrated that feast, He was arrested and put to death. But three days later, Jesus arose from the dead and His friends and followers celebrated with great joy. They knew that Jesus had truly crushed the power of death and has the power to give new life to us — life everlasting in His Kingdom.

We celebrate Christ's resurrection from the dead on Pascha. (Pascha means Passover or passage.) Read the following verse and underline the two sets of key words that explain what kinds of passage Jesus Christ made possible for us by His death and resurrection.

**On this day of resurrection, be illumined, O people!
Pascha (passover), the Pascha of the Lord.
For from death to life and from earth to heaven
has Christ our God led us, as we sing the song of victory!
Christ is Risen from the dead!** (Ode 1 Paschal Kanon)

Write them here: _____ and _____

When we are baptized, the priest prays these words:

**Wherefore, O Lord, manifest thyself in this water, and
grant that he/she who is baptized... may be transformed;
that he may put away from him the old man...
and...may be clothed upon with the new man...
that being buried, after the pattern of thy death, in baptism,
he may, in like manner, be a partaker of thy Resurrection;
and... having preserved the gift of thy Holy Spirit,
he may... be numbered with the firstborn whose names are written in
heaven, in thee, our God and Lord, Jesus Christ.**

How does Baptism put away the "old man" (person) in us? What does the "old man" in us mean?

In our baptism, we say that we "die" to sin, and "arise" to new life in Christ in the baptismal waters. How can we explain this death and new birth in water?

The baptismal hymn says: "As many as have been baptized into Christ, have put on Christ." What does it mean to "put on Christ"?

At our Baptism, we were given a white robe or garment, as the priest said:

"The servant of God (name) _____

is clothed in the Robe of Righteousness, in the name of the Father and of the Son and of the Holy Spirit. Amen." Then the baptismal Troparion was sung:

**Grant unto me the robe of light, O Most Merciful Christ our God,
Who dost clothe thyself with light as with a garment.**

What does the word "righteous" mean? _____

What does it mean for us to clothe ourselves with LIGHT? _____

Does being a "new person in Christ" change our behavior? How?

When we receive the Holy Chrism, we are anointed with the Sign of the Cross on our forehead, eyes, nostrils, lips, ears, chest, hands and feet, and are **"sealed with the gift of the Holy Spirit."** What does this say to you about how we are to treat our bodies and live as Christ wants us to live? Note one or two ways you might do God's will with each part of your body:

Forehead (mind) _____

Eyes _____

Nostrils _____

Lips _____

Ears _____

Hands _____

Feet _____

New Life in the Church

On the day of Pentecost, the Holy Spirit descended upon the apostles. They were all filled with the Holy Spirit and began to speak in other languages. All the people from many countries who came to Jerusalem for the feast were amazed, for everyone understood, in their own native language, what they were saying! Peter then spoke to them and told them all that God had done to save them. (See Acts 2:22-36). The people were moved and asked what they should do. Peter said this to them: (write in Acts 2:38-39)

That day, about 3,000 people who heard Peter's words were baptized. The following passage (Acts 2:42-47) provides us with a description of how the Church was established and how the members of the Church ordered their lives. Write here the things they did:

How does our life today, as persons and as members of the Church, compare with the life of these first Christians? What do we do or not do well?

Teaching and Fellowship _____

Prayers and the Breaking of Bread (Eucharist) _____

Hold all things in common. _____

Wonders and Signs _____

Help those in need with money, food, clothing, etc. _____

What are some of the needs that you see as you drive through the streets of your city, or notice as you enter a local school, or are concerned about as you read your local newspaper? How can you and your parish become involved to improve situations of poverty, homelessness, the environment, etc.?

St. Paul comments on "spiritual gifts" (1 Cor. 12:4-26)

Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of working, but it is the same God who inspires them all in every one.

To each is given the manifestation of the Spirit for the common good. To one is given through the Spirit the utterance of wisdom, and to another the utterance of knowledge according to the same Spirit, to another gifts of healing by the one Spirit, to another the working of miracles, to another prophecy, to another the ability to distinguish between spirits, to another various kinds of tongues, to another the interpretation of tongues. All these are inspired by one and the same Spirit, who apportions to each one individually as he wills.

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. For by one Spirit we were all baptized into one body—Jews or Greeks, slaves or free—and all were made to drink of one Spirit.

For the body does not consist of one member but of many. If the foot should say, "Because I am not a hand, I do not belong to the body, that would not make it any less a part of the body. And if the ear should say, "Because I am not an eye, I do not belong to the body," that would not make it any less a part of the body. If the whole body were an eye, where would be the hearing? If the whole body were an ear, where would be the sense of smell? But as it is, God arranged the organs in the body, each one of them, as he chose. If all were a single organ, where would the body be? As it is, there are many parts, yet one body. The eye cannot say to the hand, "I have no need of you," nor again the head to the feet, "I have no need of you." ...But God has so composed the body... that there may be no discord in the body, but that the members may have the same care for one another. If one member suffers, all suffer together; if one member is honored, all rejoice together.

Discuss what this passage is saying about us? (or illustrate in a picture, poem, song or play). You can do this individually or in small groups.

Find 2 examples in the Books of Acts where the apostles gave an effective witness to Christ and 2 examples when they were not able to get their message across. Give reasons for each.

Effective witness _____

Unable to convey their message _____

What are the challenges to us today as we try to bring the message of new life in Christ to others?

What do you think are our most effective ways of witnessing to Christ today? As persons? As the Church?

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