

Teacher Resource Center

"How To's...." – Tips and Information for Teachers

[The material in this site will be updated on a regular basis. Professional teachers who wish to submit articles for topics should send them to FOCUS education @oca.org

Note: Articles may be edited for specific levels or audiences.]

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- Services

Classroom Management

● Six Teaching Functions

- 1. Daily review**, checking previous day's work.
Teacher learns where students had problems.
Re-teaching occurs, if necessary
- 2. Presentation of material** and demonstration/modeling (where appropriate)
Provide overview
One thought at a time
Stay "on track"
Master each point in sequence
Give many examples
Give detailed/redundant explanations for difficult points
Ask questions to monitor student progress
- 3. Guided student practice**
Ask a large number of questions:
 - fact questions
 - "process" questionsFor higher level questions, demonstrate "talk through") how to answer
Ensure high success (80%) by prompting at the beginning; then fading out prompts
Give additional process explanations and repetition of main points
Check for understanding until all students are "firm" in performance:
 - have a large number of brief oral questions ready to cover main points, supplemental points, and processes involved
 - equalize opportunity to respond through: systematic selection; no call-outs
 - require all students to respond through: written responses; responding to a partner; group discussion; choral responses (in small group)
- 4. Feedback and correctives** during guided practice

<i>If student answers:</i>	<i>Then teacher should</i>
– correctly and firmly	– acknowledge and go on
– correctly but hesitantly	– acknowledge and briefly give process of getting an answer
– incorrectly and carelessly	– give right answer and go on
– incorrectly and doesn't understand	– give hints or probes or reteach
- 5. Independent work** only after successful guided practice
Students progress from slow, "think it through" stage to automatic stage
Students engage in a large number of successful repetition (overlearning)
During seatwork activities:
 - direct students through first few problems or tasks
 - keep interactions short (20-30 seconds) but frequent, if necessary
 - actively monitor studentsNon-seatwork ways of providing independent practice:
 - teacher-led question/answer session without prompts, hints (all students participate)
 - students follow a procedure that includes, e.g., doing seatwork and checking with a partner
 - cooperative group learning approachesFor difficult material, or slower students:
 - provide several short sequences of instruction/practice followed by seatwork

– be sure to provide plenty of explanation, repetition, guided practice, feedback, and demonstration

6. **Weekly and Monthly Reviews**

Once a month (if meeting weekly)

(Adapted from) Source: Rosenshine, B. Teaching functions in instructional programs

- **Classroom Rules and Procedures**

Kindergarten teachers realize that students come to school not knowing what is expected of them. A student that has been in school a few years often is expected to "know what to do." Effective teachers take nothing for granted. They spend the necessary time to teach the rules and explain the procedures that will help to ensure their students' success.

Students from the middle grades and up begin to acquire a consciousness of rules, why they are needed, how and why they come into being, and how they can be changed and by whom. Students who are involved in the setting of rules for classroom situations are generally more responsible in observing/implementing them.

- **The Cognitive Domain: Bloom's Taxonomy**

Bloom's Taxonomy is a classification system for the domain of knowing or knowledge, i.e., cognition. The higher the category or class of cognition, the more complex the thinking skill required. Consequently, a person proceeds from the acquisition of simple facts to apprehension and interpretation of material to the ability to analyze and synthesize information. The work developed on cognition can be found in *Taxonomy of Educational Objectives, Handbook I: Cognitive Domai,* by Benjamin S. Bloom (Ed.,) New York: Longman. 1956.

- **Levels/Types of Cognition in Teaching**

1. **Knowledge**

Knowledge represents the lowest level of objectives. The definition of knowledge for this level is remembering previously learned material. The requirement is to simply **recall**. The range of information may vary from simple facts to complex theories, but all that is required is to remember the information.

2. **Comprehension**

Comprehension is the first step beyond simple recall. It is the first level, demonstrating and understanding the information. It is the ability to **apprehend, grasp, and interpret** the meaning of material.

3. **Application**

Application is the ability to show the pertinence of principles to different situations. At this level, student may **apply concepts or methods to actual concrete problems**. This thinking skill tells you that a student can transfer selected information to a life problem or a new task with a minimum of direction.

4. **Analysis**

Analysis requires more than knowledge, comprehension, and application. It also requires an understanding of the underlying structure of the material. Analysis is the ability to break down material to its functional elements for better understanding of the organization. Analysis may include identifying parts and clarifying relationships among parts. This thinking skill tells you that **a student can examine, take apart, classify, predict, and draw conclusions**.

5. **Synthesis**

Synthesis requires the formulation of new understandings. If analysis stresses the parts, synthesis stresses the whole. Components of concepts may be reorganized into new patterns and new wholes. **A student can originate, combine, and integrate parts of prior knowledge into a product, plan, or proposal that is new.**

6. **Evaluation**

Evaluation is the highest level of learning results in the hierarchy. It includes all the other levels plus the **ability to make judgments, assess, or critique based on evidence and clearly defined criteria**.

Trowbridge, L., Bybee, R., and Powell, J. (2000) Teaching secondary school science. strategies for developing scientific literacy. Upper Saddle River, NJ: Prentice-Hall.

Wong, H., & Wong, T. (1991) The first days of school. Sunnyvale, CA: Harry K. Wong Publications.

Types of Sample Questions for Levels of Cognition:

Knowledge Level Questions

- **How Good a Motivator Are You?** (A Self-Assessment with Tips)

Check your motivational practices by rating yourself on the questions below. Add your totals in each column. Score yourself as follows: 90-100, EXCELLENT; 80-90, GOOD; 70-80, FAIR; below 70, POOR.

	Usually (4 points)	Sometimes (2 points)	Never (9 points)
7. I believe my students are competent and trustworthy.			
8. I avoid labeling students.			
9. I avoid sarcasm, put downs, and ridicule of students.			
10. I send explicit invitations to succeed.			
11. I listen to what my students really say.			
12. I let students know they are missed.			
13. I make good use of student experts in the class.			
14. I use heterogeneous groups to build interdependence.			
15. I teach leadership and communication skills.			
16. I avoid overemphasis on competition, rewards and winning.			
17. I help groups evaluate their effectiveness in group process.			
18. I give equal time, attention, and support to low-ability students.			
19. I communicate high expectations to my students.			
20. I focus on future success rather than past failures.			
21. I look for what is positive in student work and behavior.			
22. I set and communicate clear goals for instruction.			
23. I use well-designed, thought-provoking questions to stimulate readiness.			
24. I use objects as "focusing events" to stimulate interest.			
25. I use brainstorming to stimulate interest before beginning a lesson.			

26. I use set induction activities that connect a present experience to a lesson concept.
27. I ask low-risk, open-ended questions.
28. I wait eight to ten seconds after asking a divergent question.
29. I suspend judgment and redirect a question to get multiple responses.
30. I paraphrase and clarify responses instead of judging and praising.
31. I personalize learning.

Totals _____

In addition:

I try to maintain a sense of humor and use it to relieve moments of tension, without demeaning or deprecating any student.

● **Factors to Increase Student Motivation**

FEELINGS OF STUDENTS:

1. **Degree of Concern** (The amount of tension within the student)
 - Not Tension or Concern — No Motivation
 - Suggestions: Room arrangement
Checking for understanding (signaling/sampling)
2. **Feeling Tone** (Pleasant, Unpleasant, Neutral)
 - Pleasant feeling tones will increase motivation to a high degree.
 - Unpleasant feeling tones will also increase motivation, but to a lesser degree (and there may be some undesirable side effects).
 - Neutral or Absence of feeling tone won't do a thing for motivation.
 - Suggestions: Non-contingent reinforcement
Use of students' names in examples and worksheets.

TASK-RELATED:

3. **Success of Students**
4. **Student Interest**
5. **Knowledge of Results**

PRAISE:

Praise is a tool that can enhance or erode motivation. Specific praise lets the students know exactly which actions they performed are valued, and is easy for them to accept. Unhelpful praise, praise that is false or overstated, sounds phony and makes students and the teacher uncomfortable.

Under some conditions, students actually interpret teacher criticism favorable (the teacher cares and expects good work)! Praise builds conformity and tends to make students depend on others for their worth rather than upon themselves for their worth. Some praise cuts off further responses.

Learn how and when to give helpful, specific, honest praise. Students will know that you are telling them the truth. Research suggests that praise seems best used

with reluctant, unmotivated, dependant learners, primary-level students, and with low level cognitive tasks. Encouragement, specific feedback, recognition, and self-evaluation can be substituted for unhelpful praise. Smiles, pats on the back, nods, and winks are powerful reinforcements when used appropriately.

SPECIFIC PRAISE:

Specific Praise is giving precise feedback to the learner about what he is doing correctly. It is highly motivational for a student to know how he/she is doing. This type of feedback *lets the student know* what he/she is doing correctly and therefore what to continue doing. It will increase the speed with which the student changes his/her behavior as well as give the student understanding of how he/she matched the teacher's expectation. The student's awareness is focused on the specifics of what he/she has succeeded in doing behaviorally so he/she will know what to repeat. (Herrick, 1980)

Some examples of specific praise:

"Good Julie, you are responsible for yourself by coming into the room, getting our your paper and beginning the transition."

"Great, you all have your desks cleared, pencils out and are ready for the test."

"Good, Jason, you're raising your hand to offer an answer."

If a teacher says "Good Julie" or "Good, Jason," without adding the SPECIFIC behavior (as underlined above), Julie will have to guess (and maybe wrong) about the kind of behavior the teacher wants her to repeat.

Collaborative / Cooperative Learning

Community Life Activities cf. also Church Life

Concepts: A Focus for Teaching

Developmental Levels— Piaget / Fowler

Introduction See also Steps in Learning

Personal Development Charts

Content Development

Relation to Development of Church Content/Concepts

Discussion/Lesson Starters

Environmental Projects

Establish Legal Rights and Recourses

Family Life

Begin with **discussion starter**: 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.

- **Family Stories: Primary / Middlers, Juniors / Teens / Young Adults / Adults & Seniors**

Levels: Most levels from Primary and above. See Journaling and Think & Write Prompts

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).

- **Family Memories Album—"Remember When..."**

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, etc., special events, funny things that happened. Put into a large scrapbook with the stories written up or by family members. You can also record on audio tapes, or video tape 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" **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** 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.

- **Oral History**

See: [Oral History for Parish Use](#), [Interview Techniques](#), [Journaling](#), ["Think and Write" Prompts](#)

"How to Conduct..."

Oral History for Parish Use

by Eleana Silk

Introduction

We learn the facts about any historical time by study and research. But we can never know everything about the time; we were not there. The written history of mankind is filled with documents -- books, letters, diaries, legal papers, church documents, business papers, census records. But these documents do not record the everyday activities of people -- what did they eat, what stories did they tell, what tools did they use, what songs did they sing? History is interesting when it focuses on human beings. The gathering of conversations, songs, legends, speeches and interviews is the purpose of oral history. A tape recorder, an interviewer, an interviewee and a topic of conversation provide the setting for oral history.

When we study history we are trying to imagine ourselves in times past. What was it like to be on the Mayflower? What was it like to be in the church of Hagia Sofia in Constantinople in the 9th century? What was it like in the time of Christ? We can't talk to people who lived during these times, but we can talk to our parents, grandparents and our great-grandparents. The people we meet everyday are not likely to have written an article for a magazine or paper, let alone a book. In the early part of the 20th century people still kept diaries and wrote letters, but now in this age of technology we no longer take the time to keep track of our daily activities. Letters are written on computers and purged when the disk gets too full. Few people save letters they receive. Our written historical record is now almost totally dependent on what the historians say and what our libraries save. Oral history can play a major role in recording the history that we no longer write down.

Parish usage

How can oral history benefit the Orthodox Church parish? You may be celebrating your 10th, 50th or any other anniversary in the near future. A perfect project for this anniversary would be to record the story of how the parish began. What was life like, church services, music, the priests, the good times and what bad? Although oral history interviews can be done by anyone, this is a very good teaching method for the parish teens. Teens like to do things and oral history can give them the opportunity to find out about the Orthodox Church in a unique way. We now regularly speak of the "generation gap" and teens interviewing grandparents and other elders of the church gives two generations an opportunity to become friends. When we understand the history of the times before ours, we become more tolerant of other ways of doing things and differences in people.

General Oral History Methods

Find another person, a cassette tape player and just "talk." One of the most important elements in doing an oral history is to have fun doing it. But in order to have a good oral history tape you must prepare, just as you would to write something. You must have a working tape player, select a topic, choose people to interview, have a question outline, do the interview, and save the cassette tape (and a tape transcription if possible) in a place where other people can use it for research. The following information will help you to organize oral history projects.

Choosing the Interviewee

You must choose a person you want to interview, keeping in mind you also must be interested in the topic that will be discussed. Choosing a topic is very important so that the interview has a direction and does not wander indiscriminately. It is also good to progress in a chronological order or a historical order in discussing the topic. When first beginning to do oral histories, choose someone who is a good speaker and is comfortable with the interview format. Some people who are not comfortable

with the interview situation will answer questions with one sentence or one word and you must continuously draw them out by saying "Can you elaborate on that? Do you have further opinions?" This is very difficult when you are just learning interviewing techniques. Choosing a person who speaks well will help you to gain confidence in your interviewing techniques. It is a two-way conversation and you must be able to formulate intelligent questions. The questions are very important.

Interview Techniques

One of the most difficult challenges to oral history is to constantly pay attention to the person in front of you. You may be distracted by all kinds of noise, people talking in the background, dogs barking, clocks chiming. You have to be really disciplined to always have that next question ready. You must make sure you ask the questions clearly and concisely so the person knows what you are talking about. When you first start interviewing, an hour tape will seem like an eternity. It is also more difficult to concentrate as the interview progresses and your mind wanders. Make notes to yourself -- topics to return to again and future questions to ask.

Try not to have long discussions with the person you are interviewing. You are interested in the views or stories of the interviewees -- let them talk! You have to remember who is doing the interviewing. If they have questions, stop the tape or volunteer to answer them at the end of the interview. There are times when you need to interrupt the person if they have strayed too far from the topic of discussion. Refrain from putting in too many comments of your own, but there are times when this may be necessary to clarify a point they are making or give them a word if they are floundering and searching for the right word. Caution is needed at all times because you can disturb the train of thought of the interviewee. Also be careful not to offend the interviewee with questions that are presumptuous or that would indicate they are "wrong" or would place anyone on the defensive. Oral history should not be some kind of test or exam for the interviewee. You are usually limited by an hour interview and must lead the comments back to the topic when necessary. Leading phrases such as "Getting back to," or "Going on to" are necessary to keep the interview moving. An hour interview is very tiring for both people and an interview should not last much longer. Further interviews can be set up for a later time.

There is a tension between the interviewer and the interviewee that must be maintained for a good interview. You, the interviewer, need not agree with everything that is said, but you do need to ask challenging questions. You want to get the historical facts down on tape, but you also want to ask the how and why questions. This is often difficult, as a logical question for you will seem crazy or silly to the person who has lived through the experiences. The interviewee may need time to think about your question, as he never thought about his experiences from that point of view before. The first question often sets the tone of the interview. Choose it carefully. People are most comfortable talking about themselves and their own experiences, so ask them personal questions. You should think about the questions you want to ask before you do the interview, but don't write them down in great detail. You must be flexible enough in the interview to change direction if the interviewee has a particularly interesting story. End the interview with a "catch all" question which allows the interviewee to add anything not yet covered.

Physical Preparations

You also have to be prepared physically with a tape recorder that is in good working order and that you can depend on. Use 60 minute cassettes; 90 and 120 minute cassette tapes are thinner, break more easily and the sound track can wear through the tape. Using an external microphone rather than the built in microphone will give a better sound recording. Have batteries that are good and an extension cord ready in case of emergencies when batteries are not functioning. As you are doing the interview, you must check your tape recorder periodically to make sure it is functioning properly. This is especially important as you begin the interview, for much can be lost if the recorder is not working. This must be done as inconspicuously as possible to keep the interviewee at ease. The ideal goal with an oral history interview is for both people to forget that the tape recorder is even there. Then the interview will progress smoothly and comfortably. When a problem develops with the recorder, it is very difficult to reconstruct what was lost.

It is also very important for you to make the proper adjustments in recording for the sound level to be correct. Remember to take into consideration the timber of the voice you are recording and make adjustments accordingly to produce a tape that is "listenable." If you have a pause button on your tape recorder, use it. Let the person you are interviewing know it is there and let him feel free to use it too. If time is needed to think, to formulate an answer or to ask you a question, the tape can be easily stopped. We want to have the best tape possible, but there is no need to be extremely professional. You should also watch the time. Note the time you started the interview and then be ready to turn the tape when thirty minutes has been reached. That time in between can sometimes be very critical if a person has a thought in mind that you don't want to lose. The goal is a good, understandable tape.

You must remember to put an introduction on the cassette tape containing the following information:

1. Name of person interviewed
2. Date of interview
3. Place of interview
4. Any other pertinent information

Then leave a blank space of 15-30 seconds on the cassette tape so that more information can be added later if necessary.

As you progress in doing interviews, confidence develops and you need to be careful that you do not become "sloppy" in your technique. You still need to prepare for each interview no matter how many interviews you have done on the same subject. You have to think about the questions you want to ask and think about what has happened in the preceding interviews so you can relate and ask certain questions that have come up in other interviews. Plan the times and places of the interviews ahead of time and make sure that the interviewee knows what you are doing. Be prompt. The interviewee may get very nervous if you are late. Your task is to try to make that person in front of you feel comfortable. He or she may never have been interviewed before or may never have had to talk on a tape player. Answer any questions ahead of time. If a person is very hesitant, give reference to someone you have interviewed already and the person who has been interviewed can help in reassurance.

Longer Projects

If your project is longer than one interview, keep a diary of field notes made during each interview. Use the diary to prepare questions for future interviews and to help collate your information for any written presentations you may wish to make. You may want to include men and women, young and old, clergy and laity. Determine ahead of time the scope of your project and the number of people you will interview. Oral history projects have a tendency to become very unmanageable, as there is always something more interesting that needs to be recorded. Once you have selected who you will interview, you must determine the order for the interviews. Some interviews are easy and you may want to do them first. Or you may want to build on your own information about the topic and save some important interviews until the end when you know more and can ask better questions. After doing several interviews, review the project. You may want to add or delete names to your list, or revise your questions.

Saving the Cassette Tapes

A library is the best place to deposit the cassette tapes. Your parish library is an appropriate place, but your oral history research needs to be more readily available to scholars. The St Vladimir's Seminary Library has an oral history collection of tapes. Please send copies of your oral history tapes along with any pertinent written information to the library: St Vladimir's Seminary Library, 575 Scarsdale Rd., Crestwood, NY, 10707. You can call the library for further information at 1-914-961-8313 or email to librarian@svots.edu. The library has a form that allows the library to let its patrons use the oral history tapes. The interviewer and interviewee need to sign the form. This form is very general and you can add limitations to it if the interviewee is hesitant about depositing the tape in the library. Phrases such as, "not to be used for (5, 10, 25) years" or "not to be used until my death" are appropriate. Again, contact the St Vladimir's Seminary Library if you have any questions or would like copies of the form.

Oral History Theory and Problems

In oral history the interviewer and interviewee are creating history. The tape is a form of history that would not exist without these two people. We are creating a now about the then. We introduce new evidence to the story. Topics important to us today, such as the woman's view, become important for yesterday's times even if that topic was not important then. We are searching for new meanings and we create material. People like to be interviewed and the rapport between these two people is very important. The relationship is one of linguistics, psychology, and sociology. You as interviewers needs to be careful that the interviewee is not altering his material to fit what you want to hear. You are an alien to the relationship between the interviewee and his history. This tension is good. Resolve it and you are in trouble. If you challenge too much, the interviewee may stop in anger. If you don't challenge enough, the interview has little meaning beyond nostalgia. (If nostalgia is your goal, then it is acceptable.) Oral history produces a special document that uses the memory of what happened then to explain life since then until now.

Conclusion

There is a lot of history of the Orthodox Church in this country -- people, places, events -- that will never be recorded in writing. Few people take the time to write a book about events that have happened to them in the Church. This type of history is very important because it gives the color, the background, the understanding of what the Church was like through the eyes of its members. Nowadays we have videotape machines, so we can videotape liturgies for future generations of historians. It would have been very interesting to see a ninth century Byzantine Liturgy. Occasionally we have those insights into history, but they are few and far between. Oral histories help future generations to understand the events of our time through our eyes and memories.

Further Reading

- Ronald J. Grele, *Envelopes of Sound: The Art of Oral History* (Chicago, IL: Precedent Publishing, 1985)
- James Hoopes, *Oral History: An Introduction for Students* (Chapel Hill, NC: The University of North Carolina Press, 1979)
- T Stitton, *Oral History: A Guide for Teachers (and Others)* (Austin, TX: University of Texas Press, 1983)
- Paul Thompson, *The Voice of the Past: Oral History* (Oxford: Oxford University Press, 1988)
- *Voices: A Guide to Oral History* (Province of British Columbia, Provincial Archives, 1984)

For Discussion

1. How did your parish begin? Are there any original members still in the parish? Who are they?
2. Make a list of the people in your parish, in your area who would be interesting to interview.
3. Think through who would make good interviewers. Would some of the teens or students in an older church school class be willing to become interviewers?
4. How could you make use of the oral history tapes once they are made?

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- **"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.

Goals and Objectives

Ice-breakers for Groups

Interviews

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. 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, click here for "[Think and Write Prompts](#)"]

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 (in the case of abuse, addiction, etc.) consult with the pastor.

Knowing Your Students

Learning Environments

Learning Games

Map Activities & Projects

Ancestor Map and Related Projects, Following Bible Journeys

Bible Map Projects

- **Ancestor Map (and Related Projects)**

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 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).
3. 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.

- **Following Bible Journeys**

Materials Needed:

Outline Maps of Bible Lands (See Abingdon Press for a complete book of outline maps from different periods.)

Transparent Overlays (approx. 9 x 12" or larger)

Eraseable Dry Markers of different darker colors (red, blue, green, purple, black, brown)

Bible Study Resource Book (See Regal Books for Student edition of)

1. a. Students can trace the journey of the Hebrews' Exodus from Egypt.
b. 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.
2. a. 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.

- b. 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.
3.
 - a. 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.
 - b. 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.

Motivation

Peer Learning and Problem-Solving

Questionnaires

Surveys & Interest Inventories

- **Student/Family Portrait (Introductory Information)**

Level 1-2—[Note: Distribute questionnaire with the accompanying letter to parents/family members in advance, *to complete with their children*. Ask each parent to include *copies* of a small photo of the child and photos of family: parents, siblings, grandparents, cousins, things the family likes to do together, etc. Enclose in an envelope for the child to bring to class.]

Your Name _____ Age _____ Birthdate _____

Parents' Names _____ and _____

Brothers/Sisters _____,
_____, _____,
_____, _____,

Grandparents' Names _____

From what countries did your ancestors come? _____

When and where were you baptized? _____

Name your godparents. _____

What is the name and location of your Church? _____

What is the name of your priest? _____

What do you like best about going to Church? _____

Rules vs. Covenants

Steps in Learning— Thinking Skills

- **The Cognitive Domain: *Bloom's Taxonomy***

Bloom's Taxonomy is a classification system for the domain of knowing or knowledge, i.e., cognition. The higher the category or class of cognition, the more complex the thinking skill required. Consequently, a person proceeds from the acquisition of simple facts to apprehension and interpretation of material to the ability to analyze and synthesize information, and finally to evaluate it. The work developed on cognition can be found in *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*,. by Benjamin S. Bloom (Ed.,) New York: Longman. 1956.

- **Levels/Types of Cognition in Teaching**

1. **Knowledge**

Knowledge represents the lowest level of objectives. The definition of knowledge for this level is remembering previously learned material. The requirement is to simply **recall**. The range of information may vary from simple facts to complex theories, but all that is required is to remember the information.

2. **Comprehension**

Comprehension is the first step beyond simple recall. It is the first level, demonstrating and understanding the information. It is the ability to **apprehend, grasp, and interpret** the meaning of material.

3. **Application**

Application is the ability to show the pertinence of principles to different situations. At this level, student may **apply concepts or methods to actual concrete problems**. This thinking skill tells you that a student can transfer selected information to a life problem or a new task with a minimum of direction.

4. **Analysis**

Analysis requires more than knowledge, comprehension, and application. It also requires an understanding of the underlying structure of the material. Analysis is the ability to break down material to its functional elements for better understanding of the organization. Analysis may include identifying parts and clarifying relationships among parts. This thinking skill tells you that **a student can examine, take apart, classify, predict, and draw**

5. **Synthesis**

Synthesis requires the formulation of new understandings. If analysis stresses the parts, synthesis stresses the whole. Components of concepts may be reorganized into new patterns and new wholes. **A student can originate, combine, and integrate parts of prior knowledge into a product, plan, or proposal that is new.**

6. **Evaluation**

Evaluation is the highest level of learning results in the hierarchy. It includes all the other levels plus the **ability to make judgments, assess, or critique based on evidence and clearly defined criteria.**

Trowbridge, L., Bybee, R., and Powell, J. (2000) Teaching secondary school science, strategies for developing scientific literacy. Upper Saddle River, NJ: Prentice-Hall.

Wong, H., & Wong, T. (1991) The first days of school. Sunnysvale, CA: Harry K. Wong Publications.

- **Sample Questions for Types of Cognitive Levels**

(Sample questions are generally appropriate for children and teens, but can be adapted upward for adults. See the criteria above, for the levels and types of cognition.)

A. Knowledge Level Questions

What people were in the story/event?

Where does the story/event take place?

When or at what time does the story take place?

Describe the setting of the story.

Tell 3 things that happened in the story?

Match the characters with the things they do (did).

Write 3,4,5,6,???, facts from the story.

Name all the characters in the story in the order in which they appeared.

Which character appears first in the story?

Does this person play a central role in the story?

From what you read in the story, describe the main character and how he/she looked.

How does the story end?

B. Comprehension Level Questions

Tell me about the main character— use your own words.

Tell the main problem of the story and how it was solved.

Tell another thing that could have happened that makes sense.

What was the cause of the main happening in the story?

Tell this story in only three sentences.

Explain what is happening in the first picture of the story.

Tell in your own words what the story is about.

How did the main character feel at the beginning of the story?

How did the main character feel at the end of the story?

Think of a main event in the story. Why did it happen?

Explain why the story has the title that it does. Would you want to give the story a different title? What would it be and why?

Draw a picture of a main event in the story?

If there is a picture in the story: write what happened before the picture and write what happened after the picture.

C. Application Level Questions

What could you do that is like what the person in the story did?

Tell how you would (could) have solved the problem.

What would have happened if you were there?

If you were in this story, what would you do?

What could happen if your last sentence were different?

Tell me about a time when something similar happened to someone you know.

Think of a situation that occurred to a person in your story and decided whether you would have done the same things or something different. Write what you might have done.

Give some examples of people who have had the same problems or have done the same kind of thing as the person in your story.

Select any of the people in the story and think of some things each would do if he came to your school during reading. Or during recess. Or during lunch.

What would the main character do if he came to your house to visit?

What would your mother do if she were in the story?

If you had to cook a meal for the characters in the story, what kind of food would you make?

D. Analysis Level Questions

Find the words that rhyme in the story and write them in pairs.

Identify the different parts of the story.

Tell me the parts of the story that could be real.

What parts of the story are necessary? Unnecessary?

Who is the most important character in the story? The least important?

Find your spelling words in the story. How are they used? (nouns, verbs)

What part of the story was the funniest? The most exciting? The saddest?

Tell what things happened in the story that couldn't have happened in real life.

Some of the things in the story were true and some were only opinions of someone. List the things that were true.

Organize the story into parts and think of a good title for each of the parts.

What could you do that was just like what the person in the story did?

Find five words in the story that begin with the same sound.

Name two things in the story that happened outside. Or, inside.

E. Synthesis Level Questions

Make a story like this one but use only your friends in it.

Make up a story about what would happen after this story. (the next day, etc.)

Make a picture about this story. Be sure to put everyone in it.

Draw a picture of the place where most of the story took place. Do not copy the book.

Be ready to act out the story with no words.

Make a different problem for the main character to solve.

Rewrite the story from an animal's point of view.

Use your imagination to draw a picture about the story. Then add one new thing of your own that was not in the story.

Write another ending to the story that is different from the author's ending.

Write a poem about the story.

Pretend you are the main character in the story. Write a diary about what you are doing each day.

Rewrite the story briefly, but change someone or something in it. For example, substitute a lion for a wolf in the Three Little Pigs.

F. Evaluation Level Questions

Did you like this story? Why or Why not?

Why do you think the author wanted to write this story? Would you? Why or why not?

Could this story happen on another planet? Or in the days of the cavemen? Why or Why not?

Do you think this is a good story for a _____ grader? Why or why not?

Compare this story to the last. How are they the same? How are they different?

Does this story seem interesting to you? Why or why not?

Was the main character in the story good or bad? Why?

Compare two characters in the story. Tell which one you think is braver, and why? Or better, and why? Or more cunning, and why?

Compare and contrast the setting in this story and the setting in Little Red Riding Hood. Tell which is better, and why?

Do you think the main character acted in the best way? Why or why not?

Was this the best ending for this story? Why or why not?

Could this story have happened in the year 2100? In the year 1600? Why or why not?

Storytelling

“Think and Write” Prompts

- **Prompts for Reflective Writing may be used in different ways:**

1. They can be passed out to the participants at the beginning of their journal writing, and they may choose which one(s) they would like to address, based on their own individual experiences with the material they have just studied.
2. They may be given directions to choose one or two prompts, and choose to write to them, or they may be directed by the teacher to very specific questions for a specific response that the teacher wants to elicit from them: i.e., What made you "wonder" in this session? (could be from a reading, discussion, project, etc.) Why? What confused you about the session? Why?
3. Most participants love to choose their own questions, because they are not being asked to respond to something they have not experienced, but are responding to thoughts, emotions, feelings, actions that they have experienced. It also is a private communication that should remain private. This is not meant as a time for whole group sharing, but a time for personal reflection. These should, however, be responded to by the teacher before the Family Stories:

(See: Primary / Middlers, Juniors / Teens / Young Adults / Adults & Seniors)

Levels: Most levels from Primary and above. See also Journaling.

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

- **Writing Outlines**

The following outlines may be helpful to children, teens and adults to help them to understand what kinds of things to write about and to structure their stories. They may also be used as the basis for review and class discussion

Primary,

My Story

Primary, Middlers

I Am a CHRISTian

Middlers, Juniors

The Exodus

Middlers, Juniors to Adults

Life in the Church

Juniors, Sr. High, Adults:

The Apostles of Christ

- **Student/Family Portrait (Introductory Information-All Ages)**

[Note: Distribute questionnaire with the accompanying letter to parents/family members in advance, *to complete with their children*. Ask each parent to include *copies (do not send originals)* of a small photo of the child and photos of family: parents, siblings, grandparents, cousins, wedding pictures, things the family likes to do together, etc. Enclose in an envelope for the child to bring to class.]

For alternative for younger children, see "My Story" (below)"

Student's Name _____ Age _____

Birthdate _____ Baptism/Chrismation Date _____

Parents' Names _____ and _____

Brothers/Sisters _____, _____,

_____, _____, _____

Grandparents' Names _____

From what countries did your ancestors come? _____

When and where were you baptized? _____

Name your godparents. _____

What is the name and location of your Church? _____

What is the name of your priest? _____

What do you like best about going to Church? _____

● Questions to 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 reason.
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 about 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, or like this person? 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? 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 help that change? 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? Why?
17. Compare two people or characters you have learned about in the lesson(s). How are they alike? How are they unlike?

- **Reading Response Logs**

Children and adults who are engaged in reading projects, whether short or long-term, can benefit by keeping a brief record of their reading. The logs can be helpful in group discussions and individual reflection. The following form may be adjusted to particular group levels.

Reading Reflections

Name _____

The book I have been reading is entitled: _____

by _____. This week I read pages _____ to _____

An interesting detail about the book is: _____

Another interesting/exciting thing was: _____

This particular chapter(selection) is about _____

What interested me, so far, is _____

What I didn't appreciate was _____

The book reminds me of _____

It has led me to think about _____

I am interested now in reading more about _____

• 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. **Life in the Church**
5. **Apostles and Witnesses**

Primary: Outline 1: **My Story** (Click on title for 3 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: **Life in the Church** (Click for 2 printable pages)

4. 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 as members of the Church.

Juniors, Sr. High, Adults: Outline 5: **Apostles and Witnesses** (Click for 2 printable pages)

5. This is a continuation of the activity begun in Outline 4. 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 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:

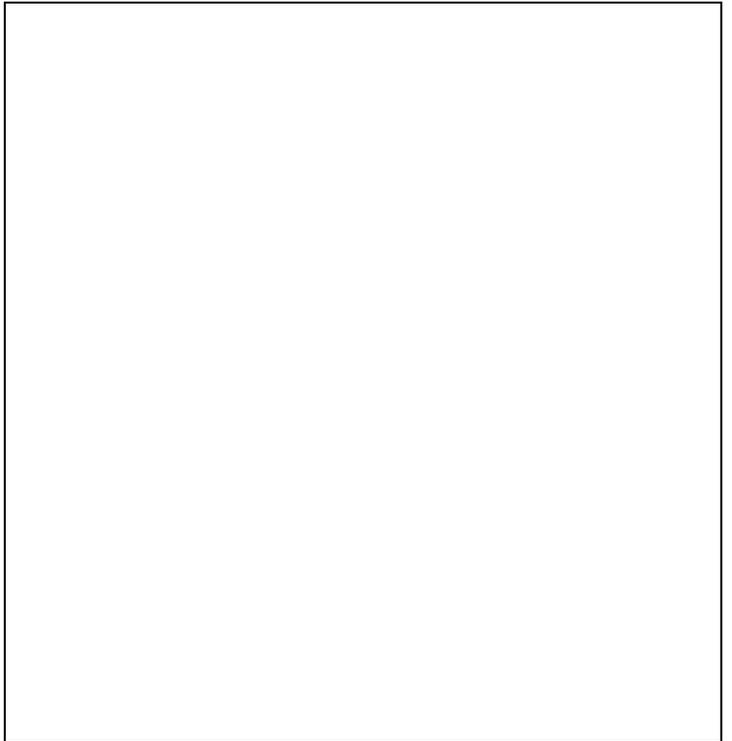
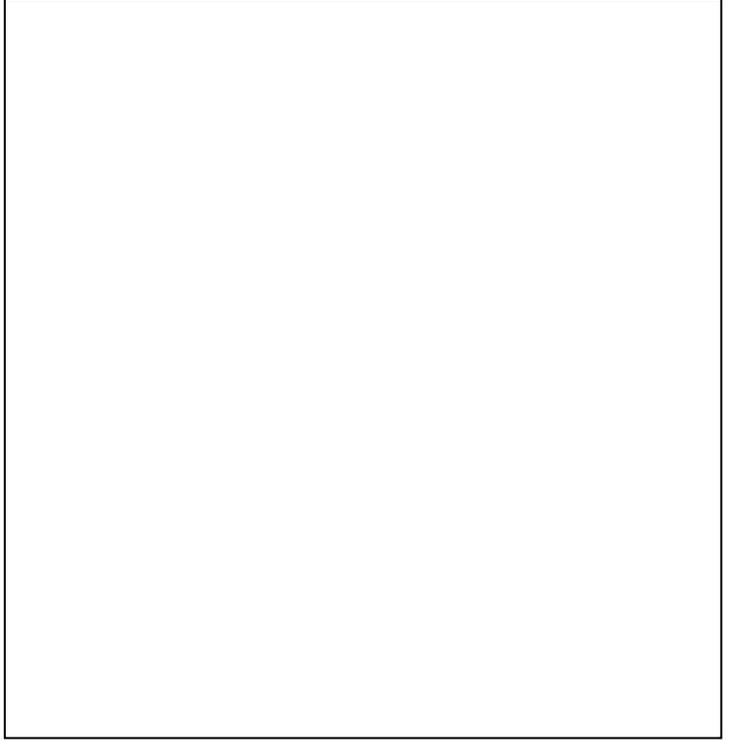
When I go to Communion, I know I am receiving _____

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 powerful _____, the ruler of the people in Egypt. He made the Israelites slaves and when they wanted to return to their own land of _____, he treated them badly and 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. But first, He told them to prepare a meal in a special way. He told them to: _____

What happened after they had carried out God's instructions? _____

The people fled quickly and left their homes in 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" (I 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?

