

Introduction

To the Teacher:

This introduction to monasticism, written by Matushka Myra Kovalak, appears with some alterations in the lessons of this study unit. We offer it here as background for you, and as a source of information to share with your students. Much of the information is taken from the book *These Truths We Hold*, published by St. Tikhon's Orthodox Theological Seminary.

Do our students know that there are women altar servers in the Orthodox Church? Do they know there is a monastery where the monks train German Shepherd dogs, and the nuns make and sell cheesecakes all over the United States? Do they know that all Orthodox bishops are also monks, but not all monks (*St. Herman, for example*) are priests? Are they aware of the wonderful truth that a monk or nun is praying for them all the time?

This unit of study will give you the chance to share these facts, and many more, with your students.

Monastics (monks and nuns) are people called by God to live the Christian life in a special way. Some have answered this call to become closer to God by living a life of quiet solitude, away from the cares and busy life of the world. Others live, pray and work in communities called **monasteries**. All monastics live as **ascetics** (an ascetic is a person who practices self-denial so as to concentrate on a goal without worldly distractions.) This is true whether they live in solitude, or in communal monasteries.

Scripture tells us about prophets such as Moses and John the Baptist, and even Our Lord Himself, spending time alone in the wilderness and in closeness to God. Then, in the fourth century, St. Anthony the Great went to live in the desert and began the first established monastic communities. Then, monasteries grew throughout the **Holy Land**, the Middle East and the Mediterranean, spreading through Europe and the world. Some of the most beloved saints of the Church are monks and nuns, such as St. Herman, St. Innocent, St. Macrina, St. Raphael, St. Brigid, St. Tikhon, St. Sergius, St. Elizabeth, and many others.

Monastics live simply, without luxuries. They wear black rather than colorful clothes. They spend many hours each day in prayer and worship. But even though they are "away from" the world, they constantly pray for the world and for each and every one of us. Two Biblical passages that direct the lives of monastics, and tell us a good deal about why they live as they do, are Matthew 6: 25-33 and 19:21. (It might be worthwhile to read and discuss these with students.)

A person who desires to join a monastic community is first a **Novice**. This period of probation lasts for about three years. The Novice, addressed as **Brother** or **Sister**, learns under the guidance of one of the experienced monastic **elders**. The Novice is in training, both physically through labors and fasting, as well as spiritually through prayer and obedience to the elder. After a period of time (usually about three years) the Novice, who has up to now worn lay clothes, is permitted to wear the **Inner Riasa**. This is a simple black

robe with narrow sleeves. Monks wear a **skouphos**, a monastic cap. Nuns wear a simple head covering. At this point, the monastic will no longer marry.

Monastics practice poverty, chastity, humility, repentance and obedience. In time, the Novice may be elevated to the level of **Riasophor** monastic, still a Novice and not yet taking the final vows. At this point the Novice undergoes **tonsure**. Just as at baptism, the Novice makes an offering to God in the form of strands of hair cut in the shape of a cross. The Novice is vested in an **Outer Riasa** and **Kamilavka**, a flat-topped hat.

After another period of time, the head of the monastery may bless the Novice to take the next step: the **Lesser Schema**, the final tonsure and the taking of final vows. These life-long vows include renouncing worldly thoughts, living the faith in every word and deed, and being obedient for life. The monastic receives a new name, a cross and a candle, and then answers questions to prove obedience and intention.

Then comes the vesture in monastic dress. This includes the **Paraman**, a square cloth with depictions of the Cross as well as the spear, reed, and sponge, and an inscription reading "I bear in my body the wounds of the Lord." It is tied to the back and shoulders with strings, and reminds the wearer of having taken up the yoke of Christ. There is the **Inner Riasa**, a leather belt, and a long outer cloak called the **Mantiya**. This cloak has no arms, a reminder that the wearer in a sense no longer needs arms to do his or her own will because it is entirely Christ's will that determines what is to be done.

The head covering now is a **Klobuk** or **Kamilavka** with a veil—a garment guarding the wearer from vanity. The monastic is also given sandals and a prayer rope, a knotted rope with the knots used for counting prayers and prostrations. If a man, the monastic is now addressed as "Father" and is known as a **Schema Monk**. A woman is now addressed as "Mother" and is known as a **Schema Nun**.

A small number of monastics receive the order of the **Great Schema** or **Angelic Habit**. They are given a special vestment called the **Anavalos**, replacing the **Paraman**, and bearing depictions of the cross, the spear, reed and sponge, and the skull and crossbones. This garment is worn around the neck and reaches to the ankles; it is the mystical Cross which the monastic is to take up each day.

The monastic is also given a pointed hat and veil called the **Cowl** or **Kouloukion**, replacing the **Kamilavka**. On the cowl are depicted five crosses, one on the forehead, two on the back, and one each on the wings of the veil. Like the anavalos, it is made of the skin of a dead animal, signifying deadness to the things of the world.

These garments are laid on the Holy Table the night before the candidate receives the Great Schema. This is a way of showing that the candidate (whose name will be changed again) is receiving the garments from the Lord Himself. The monastics of the Great Schema spend the rest of their lives in prayerful silence and seclusion in the monastery, or sometimes in a specially-prepared hermitage.

It takes several years to become a full member of a monastery. Some monastics remain **brothers** or **sisters**. Brothers can become **priests**. Some monks can become **bishops**. Others become the heads of monasteries. The head of a men's monastery is an **Abbot**, while in a women's monastery it is the **Abbess**.

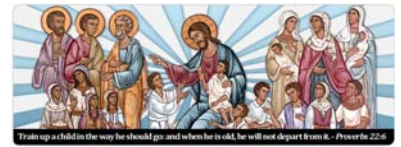
Monastics live without many of the comforts most of us take for granted. They worship, live, and work together every day. They choose not to marry. They spend many hours in **prayer**, in the daily cycle of services of the **monastery church**, as well as in private prayer. They use the rest of their time working to help support the monastery, some at jobs like gardening and cooking. Others clean the church, monastery and grounds. Some take care of the services. Still others work at the jobs which help financially support the monastery, like baking goods to sell, making jams and honey, writing and binding books. Some monastics undertake scientific research or concentrate on serving the poor, or training special dogs!

Monastics are loving people, whose main wish is to pray for the world, and to provide hospitality to those who seek it. Monasteries are not only places where the nuns or monks live together. Many of them are also places for people to visit and refresh their spiritual lives. Monastics help people achieve this by opening their monasteries to them, providing spiritual guidance, and allowing them to be moved by the presence of God. No matter where we are in our lives, monastics are always praying for us.

Monasticism

Session 1

Ages 4-6



Dear Parents,

This Ages 4-6 unit is designed to inform your child about monastics and monastic life. The information provided is from the Orthodox Church in America Department of Christian Education unit, *Monasticism*, available on the OCA DCE website (dce@oca.org). Session 1 contains a short information text handout with key words listed at the bottom. The activities are: drawing a picture of a monk or nun, a Word Search, with a word bank, and a Fill-in-the-Blank worksheet with word bank.

Listed at the end of this letter are books you can read to your child to learn more about monasticism. Unless otherwise indicated, these books are available through Conciliar Press (conciliarpress.com).

We encourage you to review the text handout and key words to help your child reinforce the lesson text, and to have an understanding of the special role monastics play in the life of the Church.

In Christ,
Dept. of Christian Education
Orthodox Church in America

Books:

The Monk Who Grew Prayer, Clair Brandenburg (ISBN 1-888212-66-7)

The Abbot and I, Sarah Elizabeth Cowie (ISBN 1-888212-25-X)

The Monks of Mount Athos, Patrikia, St. Nectarios Press [stnectariospress.com] (ISBN 0-913026-24-7)

How the Monastery Came to Be on Top of the Mountain, Alexei Currier (ISBN 1-888212-16-0)

Song of the Talanton, Claire Brandenburg (ISBN 978-1-888212-90-7)

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Illustrations: Timothy Macura, Kimberly Metz

Puzzles: Katherine Kessler, Veronica Bilas, Myra Kovalak, Maria Proch

Activities: Veronica Bilas, Maria Proch, St. Herman of Alaska Church, Edmonton, Alberta, Canada

Format: Natalia Kovalak

Editing: Fr. Daniel Kovalak

Monasticism

Session 1

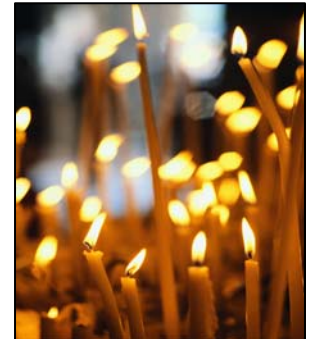
Ages 4-6 (25-30 minutes)

Theme: Who: Monastics

Identify monastics

Sub-Theme: Monastics are those chosen by God to live a life of prayer, work and community. God calls all of us to serve others. Some of us are called to pray and serve in a special setting. As monasteries are vital and important centers of prayer and service to others, we find people there who have chosen to live this earthly life, in closer communion with God. Under the guidance of the Abbot or Abbess, their daily lives center around praying, listening to God, and choosing daily activities to keep the monastery in running in proper order.

Note: Teachers will need to look over the materials and become familiar with them. Activities may be expanded to 40 minutes, depending upon age level of group. The older the children within the group, then more activities can be used.



Goal:

Identify a monastic as someone who chooses to follow God in a special way through prayer, and activities.

Objectives:

By the end of this lesson students should be able to:

- Define a monastic
- Describe ways in which they are like a monastic
- Act out how monastics pray
- Understand the terms of monasticism

Materials:

- "Who are Monks and Nuns?" text handout
- Prayer Rope
- Word Search puzzle (Ages 5-6)
- Fill-in-the-Blank worksheet (Ages 5-6)
- Plain white paper
- Pencils and crayons

Resources:

- *The Monk Who Grew Prayer*, Clair Brandenburg (ISBN 1-888212-66-7)
- *The Abbot and I*, Sarah Elizabeth Cowie (ISBN 1-888212-25-X)
- *The Monks of Mount Athos*, Patrikia, St. Nectarios Press [stnectarios.press.com] (ISBN 0-913026-24-7)
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- *Song of the Talanton*, Claire Brandenburg (ISBN 978-1-888212-90-7)

**Teacher Background Reading:

- "History and Mission of St. Tikhon's Monastery"
<http://stots.edu/history1.html>
- "'Monastic Activities,' pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117
- Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.
- The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)

- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)
- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Monastery web site of choice, section on history and mission

Procedure:

Words in dark print are for the catechist to say to the children.

1. Opening Prayer: The Sign of the Cross and The Jesus Prayer

After the prayer show the children the prayer rope and ask if anyone has seen one. If someone has ask where he/she has seen it. Tell the children that many people use prayer ropes to pray the Jesus Prayer, especially monastics. Explain that a monastic is a man or a woman who follows God in a special way. One way they follow God is by praying. A man is called a monk and a woman is called a nun.

2. Activating Prior Knowledge

Say: **Has anyone ever been to a monastery? What did you see? Hear?**

Responses will vary but should include something about what they have previously experienced.

3. Teaching the Lesson

Tell the children that they are going to learn about monks and nuns. Pass out copies of the text handout to the students. Say: **I am going to read this story to you and together we are going to find out about monks and nuns.** Read the text handout aloud as the students look on their own copies. Since younger children cannot read, take a picture walk through the story and identify the things the monks and nuns are doing, as well as point out the signs of Orthodoxy on the page.

Say: **What are some of the things the monks and nuns do during the day?**

(prayed, listened to God, grew food, helped train dogs, raised bees for honey)

Say: **What do monks and nuns enjoy doing the most?**

(praying for us every day, and listening to God)

Say: **What are some ways you are like the monks and nuns in this story?**

(answers will vary)

Say: **One way that we are all like the monks and nuns is that we all pray. That means we all talk to God, and try to listen to God, so we can do what God wants us to do. When do you pray?** (in the morning, before and after meals, in church, on special feast and holy days, when the priest blesses our house, before going on a trip, when someone asks to pray for them, for people who are sick, etc)

4. **Activities:** Choose one or more activities, depending upon the ages levels, and time allotted. You can also give all activities to students, at their levels, and have them work simultaneously.

Activity 1: Draw a picture of a monk or nun (Younger children)

Say: **Let's draw a picture of a monk or nun, and show what they do every day.**

Activity 2: Word Search Puzzle (Ages 5-6, depending upon reading readiness)

Say: **We are now going to look at a Word Puzzle. We are going to look for words on the page in the letters.** Explain the directions, doing the first word search together. Students can work in pairs, or as a group. If time, have them draw a picture of a monk or nun on the back of the page.

Activity 3: Fill-in-the-blank worksheet (Ages 5-6, depending upon reading readiness)

Say: **We are now going to talk about some things we have learned about monks and nuns. We are going to look for words on the page and put them on the sentence lines.** Explain the directions, doing the first sentence together. Point out the pictures in the text handout for help. Students can work in pairs, or as a group. Those having difficulty can have the teacher write the words. If time, have them draw a picture of a monk or nun on the back of the page.

5. Closing

Say: **Let's all pray the way monks and nuns do, and let's also pray for all monks and nuns.**

Begin with the Sign of the Cross, and the Jesus Prayer. Have students add their own prayers for monks and nuns as the group prays together.

Who Are Monks and Nuns?

Monks and nuns are men and women who love God. They live in places called a monastery. They pray together in church every day. They pray for all of us. Monks and nuns also work together. Some monks and nuns grow food, bake bread, help train dogs, raise bees to make honey, and write books and music. Some even become saints. Most of all, monks and nuns love to pray for us. Isn't it nice to know that someone is always praying for us?



Words to know: monks nuns monastery pray church

Monastery Word Search

Can you find these words?

monk monastery church
nun pray saint



e g i m o n k j y d u s y t
t i l n w l m n u n a c b e
p r a y b q t s c x z t m i
b x i m o n a s t e r y f h
n w i v t u b r c h u r c h
e s a i n t n t e n l m b t



Name _____

Use the words from the Word Bank to fill in the blanks.

1. I can _ _ _ _ like a monastic.
2. A _ _ _ _ _ _ _ _ is a person who follows _ _ _ in a special way.
3. A man monastic is called a _ _ _ _ .
4. A woman monastic is called a _ _ _ .



Word Bank	
monk	pray
monastic	God
nun	



Monasticism

Session 2

Ages 4-6



Dear Parents,

This Ages 4-6 unit is designed to inform your child about monastics and monastic life. The information provided is from the Orthodox Church in America Department of Christian Education unit, *Monasticism*, available on the OCA DCE website (dce@oca.org). Session 2 contains a lesson based on the book, *The Monk Who Grew Prayer*. The activity is the Monastery Poem your child learned today. This poem contains various movements. At the end of this letter is a copy of the poem with movements included.

Listed at the end of this letter are books you can read to your child to learn more about monasticism. Unless otherwise indicated, these books are available through Conciliar Press (conciliarpress.com).

We encourage you to review the text handout and key words to help your child reinforce the lesson text, and to have an understanding of the special role monastics play in the life of the Church.

In Christ,
Dept. of Christian Education
Orthodox Church in America

A Monastery Poem

Monks and nuns are special people who pray. (Show praying hands.)
They give thanks to God each night (rest head on hands) and each day. (Make a sun with hands.)
They work hard (hand on forehead), and show kindness to others. (hand on heart)
They live in communities like sisters and brothers. (Join hands.)
They pray for all people to live with love. (hands over heart)
And they ask God to watch over us from Heaven above. (Look down and make a circle with your arms.)

Books:

The Monk Who Grew Prayer, Clair Brandenburg (ISBN 1-888212-66-7)

The Abbot and I, Sarah Elizabeth Cowie (ISBN 1-888212-25-X)

The Monks of Mount Athos, Patrikia, St. Nectarios Press [stnectoriospress.com] (ISBN 0-913026-24-7)

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Monasticism

Session 2

Ages 4-6 (25-30 minutes)

Theme: What: Monastics Daily Like

Identify what monastics do

Sub-Theme: Monastics are those chosen by God to live a life of prayer, work and community. God calls all of us to serve others. Some of us are called to pray and serve in a special setting. As monasteries are vital and important centers of prayer and service to others, we find people there who have chosen to live this earthly life, in closer communion with God. Under the guidance of the Abbot or Abbess, their daily lives center around praying, listening to God, and choosing daily activities to keep the monastery in running in proper order.



Note: Teachers will need to look over the materials and become familiar with them. Activities may be expanded to 40 minutes, depending upon age level of group. The older the children within the group, then more activities can be used.

Goals:

- Identify a monastic as someone who chooses to follow God by prayer
- Recall what monastics do during their daily lives
- Discover ways to be like a monastic

Objectives:

By the end of this session students should be able to

- Reinforce understanding of monastics
- Define what monastics do each day
- Describe ways in which they are like a monastic
- Act out how monastics pray

Materials:

- Book, *The Monk who Grew Prayer*
 - Clair Brandenburg, Conciliar Press [conciliarpress.com] (ISBN 1-888212-66-7)
- Copies of "A Monastery Poem"
- Prayer Rope
- Previous week's handout on Monk and Nuns
- Black Marker
- Large poster paper
- Optional book with CD: *Song of the Talanton*
 - Clair Brandenburg, Conciliar Press [conciliarpress.com] (ISBN 978-1-888212-90-7)
- CD player

Resources:

- *The Monk Who Grew Prayer*, Clair Brandenburg (ISBN 1-888212-66-7)
- *The Abbot and I*, Sarah Elizabeth Cowie (ISBN 1-888212-25-X)
- *The Monks of Mount Athos*, Patrikia, St. Nectarios Press [stnectarios.press.com] (ISBN 0-913026-24-7)
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**Teacher Background Reading:

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- "Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*,

- Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117
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 - Orthodox Monasteries of North America (<http://omna.malf.net>)
 - Monastery web site of choice, section on history and mission

Procedure:

Words in dark print are for the catechist to say to the children.

1. Opening Prayer: The Sign of the Cross and The Jesus Prayer

After the prayer, show the children the prayer rope and review what they learned in the previous lesson. Review that a monastic is a man or a woman who follows God in a special way.

2. Activating Prior Knowledge

Say: **Who can tell me about monks or nuns? What do they do?**

Responses will vary but should include something about what they have previously learned. (Monks and nuns are people who live in monasteries. They work and pray each day for all of us. They serve God in a special way.) You can write key words on poster paper, using large black marker. You can also refer to the previous lesson handout on Monks and Nuns.

3. Teaching the Lesson Text: *The Monk Who Grew Prayer*

Tell the children that they are going to learn more about monks and nuns. Say: **I am going to read this story to you and together we are going to find out about monks and nuns.** Take a picture walk through the story and identify the things the monk is doing and the signs of Orthodoxy on the page. Read the story. You can use the following guided reading questions or use your own.

Say: **What are some of the things the monks and nuns do during the day?**

(Pray and listen to God, grow food, help train dogs, raise bees for honey, drive a truck)

Say: **What do monks and nuns enjoy doing the most?**

(Praying for us every day, and listening to God)

Say: **What are some ways you are like the monk in this book?**

(Answers will vary.)

Say: **Remember that we are all like the monks and nuns because we all pray. That means we all talk to God, and try to listen to God, so we can do what God wants us to do. When did we say we like to pray?** (in the morning, before and after meals, in church, on special feast and holy days, when the priest blesses our house, before going on a trip, when someone asks to pray for them, for people who are sick, etc)

4. Activity

Say: **I am going to teach you a special poem that you can use to help you remember what monks and nuns do.** Pass out copies and teach the Monastery Movement Poem. See Activity.

Activity: "A Monastery Poem" (all age levels)

Monks and nuns are special people who pray. (*Show praying hands*)

They give thanks to God each night (*rest head on hands*) and each day (*make a sun with hands*).

They work hard (*hand on forehead*) and show kindness to others (*hand on heart*).

They live in communities like sisters and brothers (*join hands*).

They pray for all people to live with love (*hands over heart*).

And they ask God to watch over us from Heaven above (*look down and make a circle with your arms*).

Optional Activity: *Song of the Talanton* (If class has children who are able to listen to 2 stories, this story and the CD with the Talanton will be a good reinforcement of daily life in a monastery.)

Materials:

- Optional book with CD: *Song of the Talanton*
- Clair Brandenburg, Conciliar Press [conciliarpress.com] (ISBN 978-1-888212-90-7)
- CD player

Procedure:

Words in dark print are for the catechist to say to the children.

- Say: **Have you ever heard church bells? What do they sound like?** (Allow for answers. Point out that church bells are a way to call us to services and to come and pray together.)
- Say: **There is another way that we can be called to church to pray. Let's listen to it.**
- Play Track One of the CD.
- When finished, Say: **How was the sound different from church bells?** Allow children to make comments.
- Have students listen and try to imitate rhythm of the talanton.
- Either play Track Two, or read aloud the story, *Song of the Talanton*.
- Have students again listen to Track One and repeat imitation of talanton rhythm.

5. Closing

Say: **Let's all pray the way monks and nuns do, and let's also pray for all monks and nuns.**

Begin with the Sign of the Cross, and the Jesus Prayer. Have students add their own prayers for monks and nuns as the group prays together.

A Monastery Poem



Monks and nuns are special people who pray.
They give thanks to God each night and each day.
They work hard and show kindness to others.
They live in communities like sisters and brothers.
They pray for all people to live with love.
And they ask God to watch over us from Heaven above.

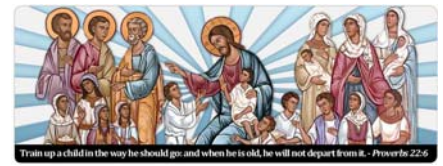


My Name: _____

Monasticism

Session 3

Ages 4-6



Dear Parents,

This Ages 4-6 unit is designed to inform your child about monastics and monastic life. The information provided is from the Orthodox Church in America Department of Christian Education unit, *Monasticism*, available on the OCA DCE website (dce@oca.org). Session 3 contains a lesson based on the book, *The Abbot and I*. The activities include drawing a picture of the main characters, The Abbot, Batiushka, and the monastery cat, Josie, as well as making a small replica of a monk.

Listed at the end of this letter are books you can read to your child to learn more about monasticism. Unless otherwise indicated, these books are available through Conciliar Press (conciliarpress.com).

We encourage you to review the text handout and key words to help your child reinforce the lesson text, and to have an understanding of the special role monastics play in the life of the Church.

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Editing: Fr. Daniel Kovalak

Monasticism

Session 3

Ages 4-6 (25-30 minutes)

Theme: What: Monastic Daily Life

Identify what monastics do

Sub-Theme: Monastics are those chosen by God to live a life of prayer, work and community. God calls all of us to serve others. Some of us are called to pray and serve in a special setting. As monasteries are vital and important centers of prayer and service to others, we find there people who have chosen to live this earthly life, in closer communion with God. Under the guidance of the Abbot or Abbess, their daily lives center around praying, listening to God, and choosing daily activities to keep the monastery in running in proper order.



Note: Teachers will need to look over the materials and become familiar with them. Activities may be expanded to 40 minutes, depending upon age level of group. The older the children within the group, then more activities can be used.

Goals:

- Identify a monastic as someone who chooses to follow God by prayer
- Recall what monastics do during their daily lives
- Discover ways to be like a monastic

Objectives:

By the end of this session students should be able to

- Reinforce understanding of monastics
- Define what monastics do each day
- Respond to reading through various art media
- Act out how monastics pray

Materials:

- Book, *The Abbot and I*
 -Sarah Elizabeth Cowie, Conciliar Press [conciliarpress.com] (ISBN 1-888212-25-X)
- Prayer Rope
- 1st session's handout on Monk and Nuns
- Large Black Marker
- Large poster paper
- 2nd sessions book, *The Monk Who Grew Prayer*
- Monk Figure instruction sheet and model
- Pencils and crayons
- Black Markers
- Empty toilet paper rolls
- Black construction paper
- Black yarn
- Black felt (4" x 6")
- Pink construction paper cut into 1" squares

Resources:

- *The Monk Who Grew Prayer*, Clair Brandenburg (ISBN 1-888212-66-7)
- *The Abbot and I*, Sarah Elizabeth Cowie (ISBN 1-888212-25-X)

- *The Monks of Mount Athos*, Patrikia, St. Nectarios Press [stnectarios.press.com] (ISBN 0-913026-24-7)
- *How the Monastery Came to Be on Top of the Mountain*, Alexei Currier (ISBN 1-888212-16-0)
- *Song of the Talanton*, Claire Brandenburg (ISBN 978-1-888212-90-7)

****Teacher Background Reading:**

- "History and Mission of St. Tikhon's Monastery" (<http://stots.edu/history1.html>)
- "'Monastic Activities,'" pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117
- Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.
- The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)
- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Monastery web site of choice, section on history and mission

Procedure:

Words in dark print are for the catechist to say to the children.

1. Opening Prayer: The Sign of the Cross and The Jesus Prayer

After the prayer, show the children the prayer rope and review what they learned in the previous lesson. Review that a monastic is a man or a woman who follows God in a special way.

Activating Prior Knowledge (Words in dark print are for the catechist to say to the children.)

Say: **Who can tell me what we have learned about monks or nuns? What do they do?**

Responses will vary but should include something about what they have previously learned.

(Monks and nuns are people who live in monasteries. They work and pray each day for all of us. They serve God in a special way.) You can write key words on poster paper, using large black marker. You can also refer to the previous lesson handout on Monks and Nuns.

2. Teaching the Lesson Text: *The Abbot and I*

Tell the children that they are going to learn more about monks and nuns. Say: **I am going to read this story to you and together we are going to find out about monks and nuns.** Take a picture walk through the story and identify the things the monk is doing and the signs of Orthodoxy on the page. Read the story. During your reading of the story explain, as needed, the key words identified in the glossary located in the back of the book: Abbot, Batiushka, cell, Compline, Epitrachelion, Jesus Prayer (said at beginning of each session) novice, pilgrim, Vespers

During the reading, say: **What are some of the things Batiushka/The Abbot and Josie do during the day?** Abbot: teach the novices, receive pilgrims and nuns, offer advice about God, reads his mail, naps, hears confession, feeds outside cats, leads services. Josie: catches mice, helps Abbot receive novices and pilgrims, keeps Abbot's seat warm, naps, plays in boxes, waits for Abbot to return from prayer, prays with him) **What do the monks and nuns in this story do?** (Pray, work [cook, garden, sew,

take care of pilgrims, print books]) **What do the Pilgrims or visitors do?** (Visit the monastery on special days, go to confession, talk to the Abbot about problems, receive advice from the Abbot.)

Say: **What did we say that monks and nuns enjoy doing the most?**

(Praying for us every day, and listening to God)

Say: **What are some ways you are like the monks and nuns in this book?**

(Answers will vary.)

Say: **We remember that we are all like the monks and nun because we all pray. That means we all talk to God, and try to listen to God, so we can do what God wants us to. When did we say that we like to pray?** (in the morning, before and after meals, in church, on special feast and holy days, when the priest blesses our house, before going on a trip, when someone asks to pray for them, for people who are sick, etc)

3. **Activities:** Choose one or more activities, depending upon the ages levels, and time allotted. You can also give all activities to students, at their levels, and have them work simultaneously.

Activity 1: Draw a picture of a monk or nun (Younger children)

Say: **Let's draw of The Abbot and Josie the cat doing something from the story.** Have students draw on plain paper, using markers and/or and crayons. As students draw, they can explain their pictures.

Activity 2: Monk Figure (May be for Ages 5-6. This activity can be done with assistance for Age 4)

Materials:

- Pencils and crayons
- Black Markers
- Empty toilet paper rolls **or** paper towel rolls cut into 6" lengths
- Black construction paper
- Black yarn
- Black felt (4" x 6")
- Pink construction paper cut into 1" squares

Procedure: Words in dark print are for the catechist to say to the children.

- Place materials in front of students
- Say: **We are going to make a monk just like this one.** Show model. **We will work together.**
- Have students put together monk figure, according to directions on sheet
- If possible, play Track One of the story, *Song of the Talanton* on CD player while students are working.
- If time, when finished with monk figure, have students imitate rhythm of the talanton as review.

4. Closing: Review

Say: **Who remembers our special poem about what monks and nuns do?** Review and recite the Monastery Movement Poem with movements. (See: 2nd Session Activity.)

Closing Prayer:

Say: **Let's all pray the way monks and nuns do, and let's also pray for all monks and nuns.**

Begin with the Sign of the Cross, and the Jesus Prayer. Have students add their own prayers for monks and nuns as the group prays together.

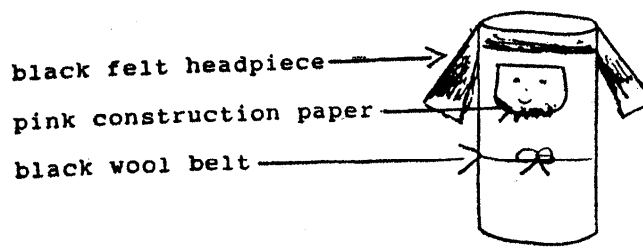
Monk Figure

Materials

- Fine black markers
- Empty toilet paper rolls
- Black construction paper
- Black yarn
- Black felt (4" x 6")
- Pink construction paper cut into 1" squares



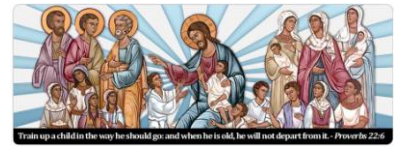
1. Paste the construction paper around toilet paper roll.
2. Paste the pink construction paper near the top of the roll.
3. Decorate a face on the pink paper.
4. Fold and paste the black felt headpiece on top.
5. Tie a piece of black yarn the middle of the roll for a belt.



Monasticism

Session 4

Ages 4-6



Dear Parents,

This Ages 4-6 unit is designed to inform your child about monastics and monastic life. The information provided is from the Orthodox Church in America Department of Christian Education unit, *Monasticism*, available on the OCA DCE website (dce@oca.org). Session 4 consisted of a story about a famous monk or nun. The activities are short information text handouts and coloring pages about famous monks and nuns.

Listed at the end of this letter are books you can read to your child to learn more about monasticism. Unless otherwise indicated, these books are available through Conciliar Press (conciliarpress.com).

We encourage you to review the text handout and key words to help your child reinforce the lesson text, and to have an understanding of the special role monastics play in the life of the Church.

In Christ,
Dept. of Christian Education
Orthodox Church in America

Books:

The Monk Who Grew Prayer, Clair Brandenburg (ISBN 1-888212-66-7)

The Abbot and I, Sarah Elizabeth Cowie (ISBN 1-888212-25-X)

The Monks of Mount Athos, Patrikia, St. Nectarios Press [stnectarios.press.com] (ISBN 0-913026-24-7)

How the Monastery Came to Be on Top of the Mountain, Alexei Currier (ISBN 1-888212-16-0)

Song of the Talanton, Claire Brandenburg (ISBN 978-1-888212-90-7)

Silent as a Stone, Mother Maria of Paris and the Trash Can Children, Jim Forest (ISBN 978-0-88141-314-4)

Text: Veronica Bilas, Myra Kovalak, Maria Proch

Illustrations: Timothy Macura, Kimberly Metz

Puzzles: Katherine Kessler, Veronica Bilas, Myra Kovalak, Maria Proch

Activities: Veronica Bilas, Maria Proch, St. Herman of Alaska Church, Edmonton, Alberta, Canada

Format: Natalia Kovalak

Editing: Fr. Daniel Kovalak

Monasticism

Session 4

Ages 4-6 (25-30 minutes)

Theme: Who: Famous Monastics

Identify monastics

Sub-Theme: Monastics are those chosen by God to live a life of prayer, work and community. God calls all of us to serve others. Some of us are called to pray and serve in a special setting. As monasteries are vital and important centers of prayer and service to others, we find people there who have chosen to live this earthly life, in closer communion with God. Some become well known for their examples of Christian love, or reach the highest rank of sainthood.

Note: Teachers will need to look over the materials and become familiar with them. Activities may be expanded to 40 minutes, depending upon age level of group. The older the children within the group, then more activities can be used.



Goal:

Identify a monastic as someone who is a saint or well-known for his or her example of Christian love.

Objectives:

By the end of this lesson students should be able to:

- Define a monastic
- Describe ways in which they are like a monastic
- Act out how monastics pray
- Understand the terms of monasticism
- Identify a well-known monastic/monastic saint

Materials:

- Books on famous monastic saints (Suggested readings):
 1. *The Boy, a Kitchen and His Cave*, Catherine K. Contopoulos, St. Vladimir Seminary Press
 2. *Under the Grapevine, A Miracle by St. Kendeas of Cuprus*, Chrissi Hart
 3. *Silent as a Stone, Mother Maria of Paris and the Trash Can Children*, Jim Forest
- "Who are Monks and Nuns?" text handout
- Prayer Rope
- Session 2 and 3 books, *The Monk Who Grew Prayer*, and *The Abbot and I*
- Coloring handouts of: Ss Tikhon, Raphael, Nicholas
- Coloring pages of monk and St. Tikhon Monastery
- Pencils and crayons

Resources:

- *The Monk Who Grew Prayer*, Clair Brandenburg (ISBN 1-888212-66-7)
- *The Abbot and I*, Sarah Elizabeth Cowie (ISBN 1-888212-25-X)
- *The Monks of Mount Athos*, Patrikia, St. Nectarios Press [stnectarios.press.com] (ISBN 0-913026-24-7)
- *How the Monastery Came to Be on Top of the Mountain*, Alexei Currier (ISBN 1-888212-16-0)
- *Song of the Talanton*, Claire Brandenburg (ISBN 978-1-888212-90-7)
- *The Boy, a Kitchen and His Cave*, Catherine K. Contopoulos, St. Vladimir Seminary Press (ISBN 0-88141-241-4)
- *Under the Grapevine, A Miracle by St. Kendeas of Cuprus*, Chrissi Hart, Conciliar Press (ISBN 1-888-212-84-5)
- *Silent as a Stone, Mother Maria of Paris and the Trash Can Children*, Jim Forest, St. Vladimir Seminary Press (ISBN 978-0-88141-314-4)

****Teacher Background Reading:**

- "History and Mission of St. Tikhon's Monastery" (<http://stots.edu/history1.html>)
- "Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117
- Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.
- The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)
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- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Monastery web site of choice, section on history and mission

Procedure:

Words in dark print are for the catechist to say to the children.

1. **Opening Prayer:** The Sign of the Cross and The Jesus Prayer
After the prayer show the children the prayer rope and review the use of prayer ropes.

2. **Activating Prior Knowledge (Words in dark print are for the catechist to say to the children.)**

Say: **Who can tell me what we have learned about monks or nuns? What do they do?**
Responses will vary but should include something about what they have previously learned. (Monks and nuns are people who live in monasteries. They work and pray each day for all of us. They serve God in a special way.) You can write key words on poster paper, using large black marker. You can also refer to the previous lesson handout on Monks and Nuns.

3. **Teaching the Lesson Texts: Choose one, or read excerpts from each.** (Suggested books)
The Boy, a Kitchen, and His Cave
Under the Grapevine
Silent as a Stone, Mother Maria of Paris and the Trash Can Rescue

Tell the children that they are going to learn more about some famous monks and nuns.

Say: **I am going to read this story to you and together we are going to find out about a famous monk/nun. As we read, notice how the monk/nun listened to God, and tried to do what God wanted him/her to do.** Take a picture walk through the story and identify the things the monk is doing and the signs of Orthodoxy on the page. Read the story. During your reading of the story explain, as needed, explain terms and key words. Further background and information are located in the back of these books.

Say: **What are some of the things the monk/nun did after praying and listening to God?**

-*The Boy, a Kitchen, and His Cave:*

- As a young man, St. Euphrosynos became the cook of the monastery on Mt. Athos
- He listened to God in his cave by the sea
- The Abbot's dream about St. Euphrosynos in Paradise
- The apple branch and healing power of St. Euphrosynos' apples
- St. Euphrosynos leaving the monastery rather than face fame and adoration.

-Under the Grapevine:

- Christina became very ill
- Her parents prayed to God every day for her to get well
- God hears their prayers
- St. Kendeas visits her, takes her to his church, and prays with her
- Christina's miraculous cure

-Silent as a Stone, Mother Maria of Paris and the Trash Can Rescue

- Mother Maria prays to God for help and guidance as her city of Paris suffers during World War II
- She listens to God and helps rescue children in Paris by having them escape in trash cans

Say: **What do monks and nuns enjoy doing the most?**
(praying for us every day, and listening to God)

Say: **What are some ways you are like the monks and nuns in this story?**
(answers will vary)

Say: **One way that we are all like the monks and nuns is that we all pray. That means we all talk to God, and try to listen to God, so we can do what God wants us to do. When do you pray?** (in the morning, before and after meals, in church, on special feast and holy days, when the priest blesses our house, before going on a trip, when someone asks to pray for them, for people who are sick, etc)

4. Activity: Coloring pages of famous monks and nuns:

St. Raphael

St. Elizabeth

St. Nicholai

St. Tikhon

Mother Alexandra

Coloring pages of monk and monasteries

Students can listen to each of the stories, then choose one of the coloring pages to color. Several or all remaining pages can be taken home to reinforce what they learned. Coloring pages can be displayed with the activities from Sessions 1-3 as reminders of what they have learned.

Say: **Let's look at some coloring pages about some famous monks and nuns. We can read the short story and color the picture.**

Read the stories and have students choose their picture to color. Students can work singly, in pairs, or in groups.

Optional Activity: Draw pictures of what happened in story read to class

Say: **Who can tell me what happened in today's story?**
(Allow time for answers)

Say: **Let's draw a picture of our favorite part of the story.**

Students can work singly, in pairs, or in groups. Pictures can be displayed with other activities from Sessions 1-3 as reminders of what they have learned.

During Activities:

- If possible, play Track One of the story, *Song of the Talanton* on CD player while students are working.
- If time, when finished with activities, have students imitate rhythm of the talanton as review.

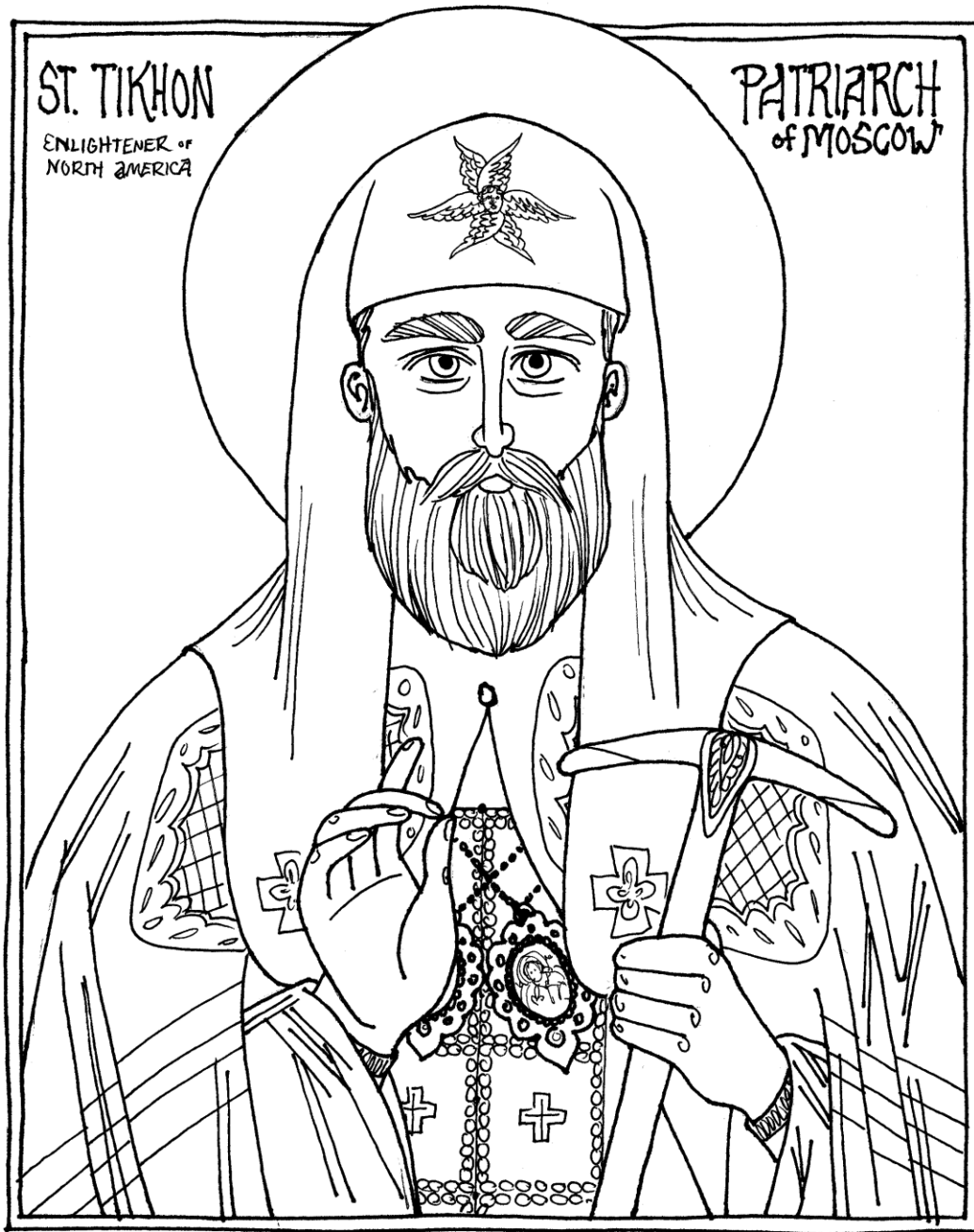
5. Closing: Review

Say: **Who remembers our special poem about what monks and nuns do?** Review and recite the Monastery Movement Poem with movements. (See: 2nd Session Activity.)

Say: **Let's all pray the way monks and nuns do, and let's also pray for all monks and nuns.**

Begin with the Sign of the Cross, and the Jesus Prayer. Have students add their own prayers for monks and nuns as the group prays together.

Saint Tikhon



St. Tikhon was a monk from Russia. He became a bishop in America. He started many churches. He helped start St. Tikhon Monastery and Seminary. He was made a saint in 1989.



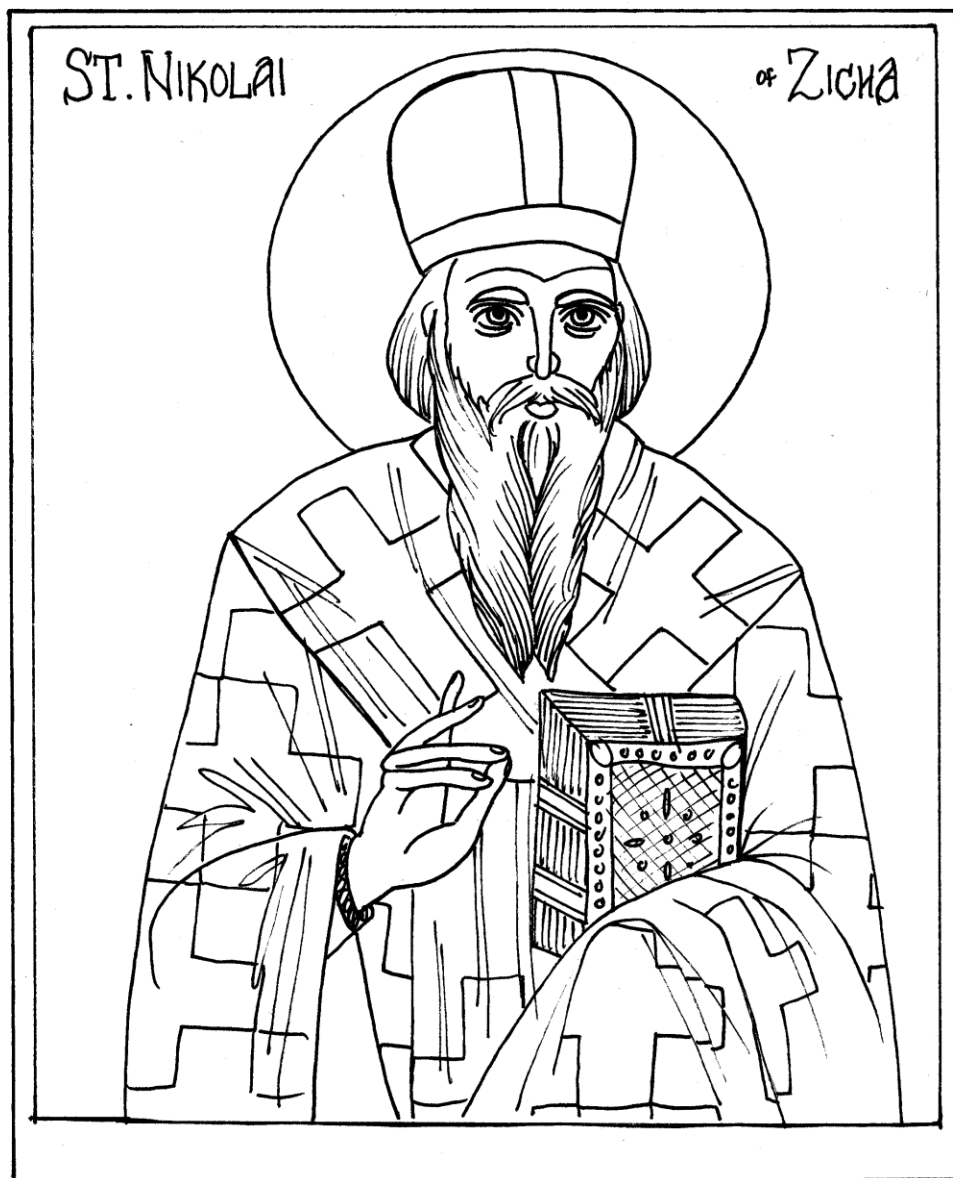
Saint Raphael



Saint Raphael was a monk from Syria. He became a bishop and started many Orthodox churches in America. He wrote many books. He helped start St. Tikhon Monastery. He was made a saint in 2000.

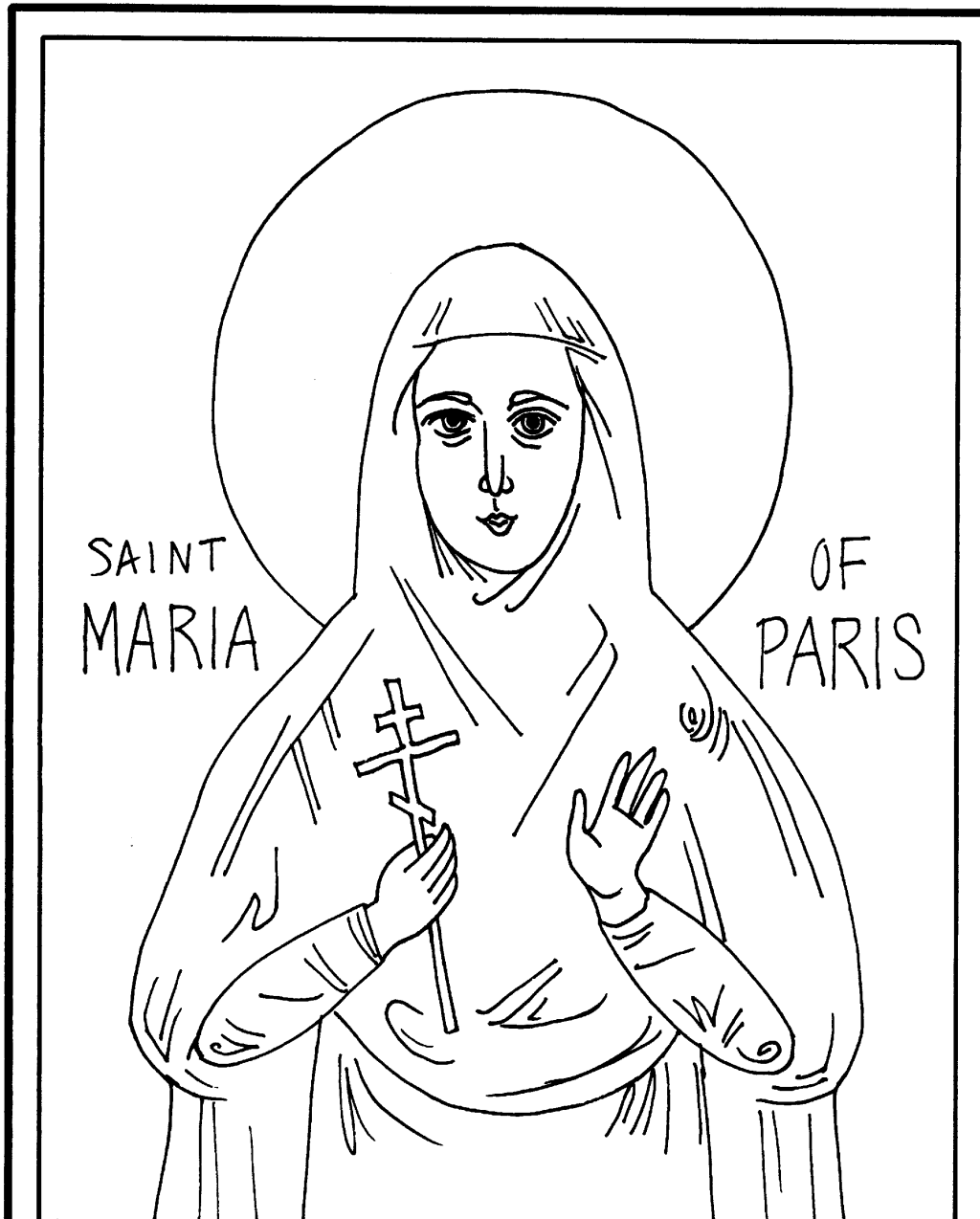


Saint Nicholai



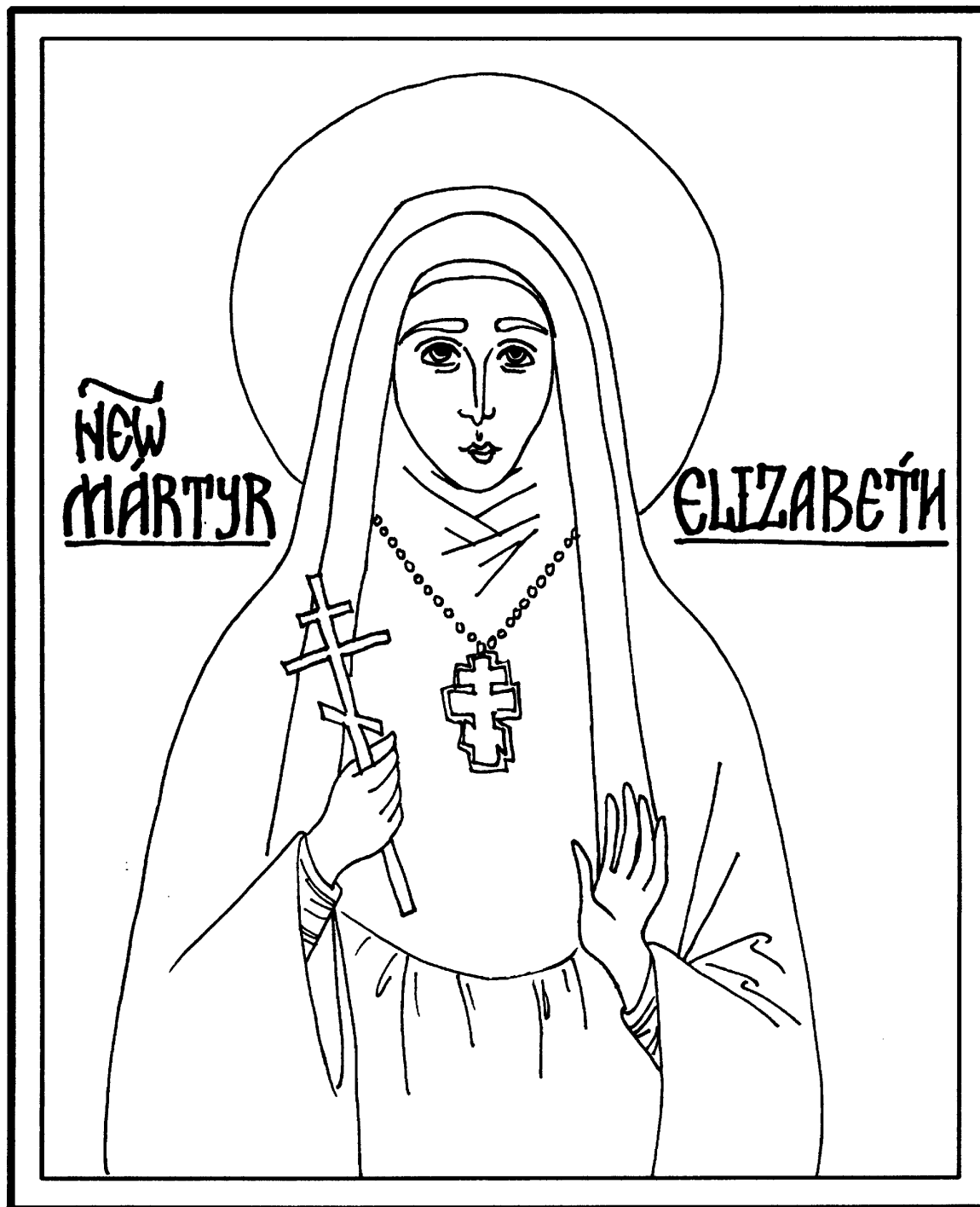
Saint Nicholai was a monk from Serbia. He became a bishop and started Orthodox churches in America. He wrote many books. He was a teacher at St. Tikhon Seminary. He was made a saint in 1987.





Saint Maria of Paris was born in Russia. She moved from Russia and settled in Paris. She became a nun and helped many Jewish people during World War II. She even helped children escape by putting them in trash cans and driving them to safety! She became a saint in 2004





Saint Elizabeth was born in Germany. She became a duchess in Russia. After her husband died, she became a nun and opened a hospital. She helped soldiers and the poor. She became a saint in 1992.

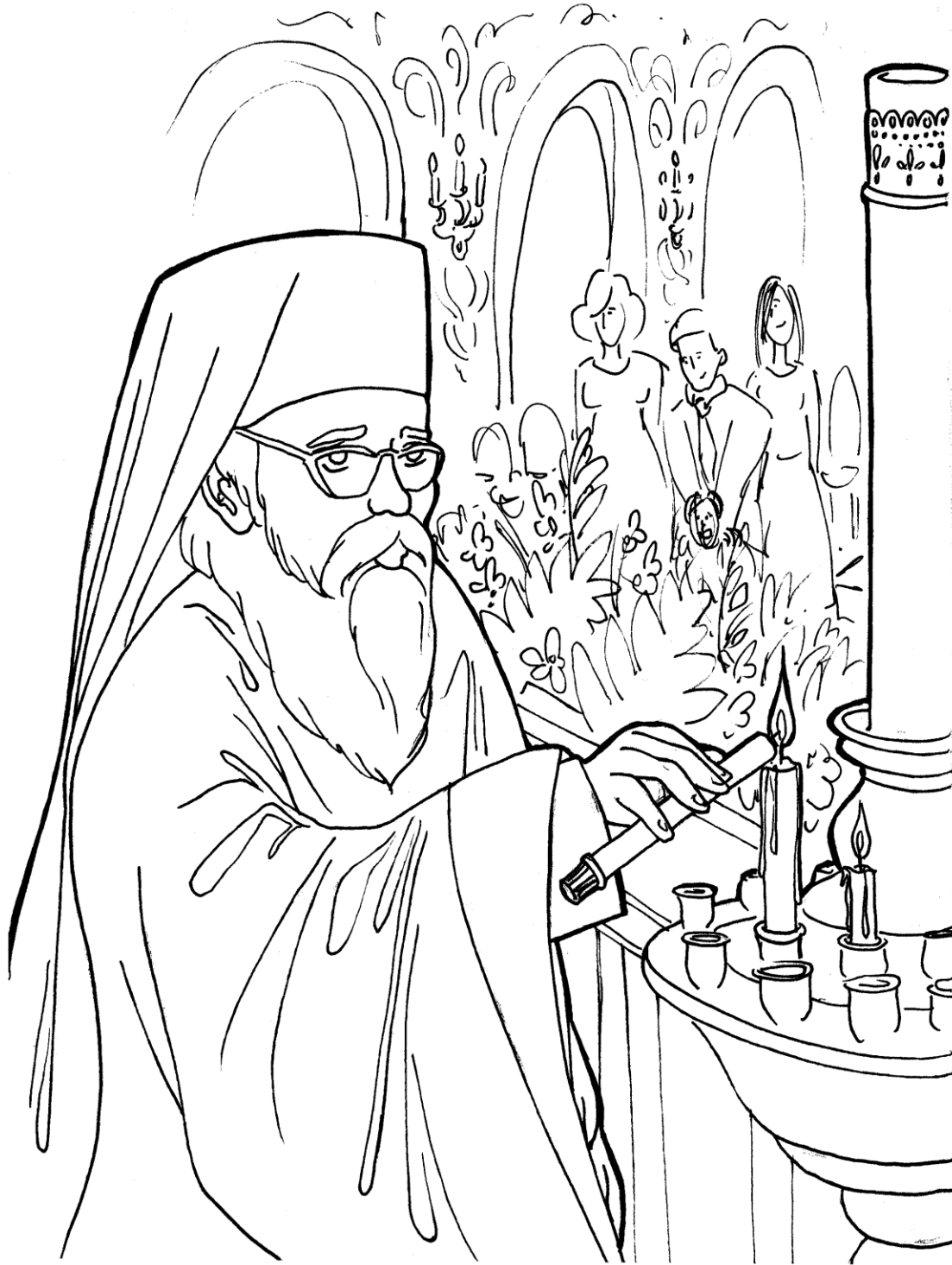


Photo courtesy of Wikipedia



Mother Alexandra was a princess in Romania. Her name was Ieanna. She came to America and became a nun. She started a monastery for women in Ellwood City, PA. Many nuns live and work there.

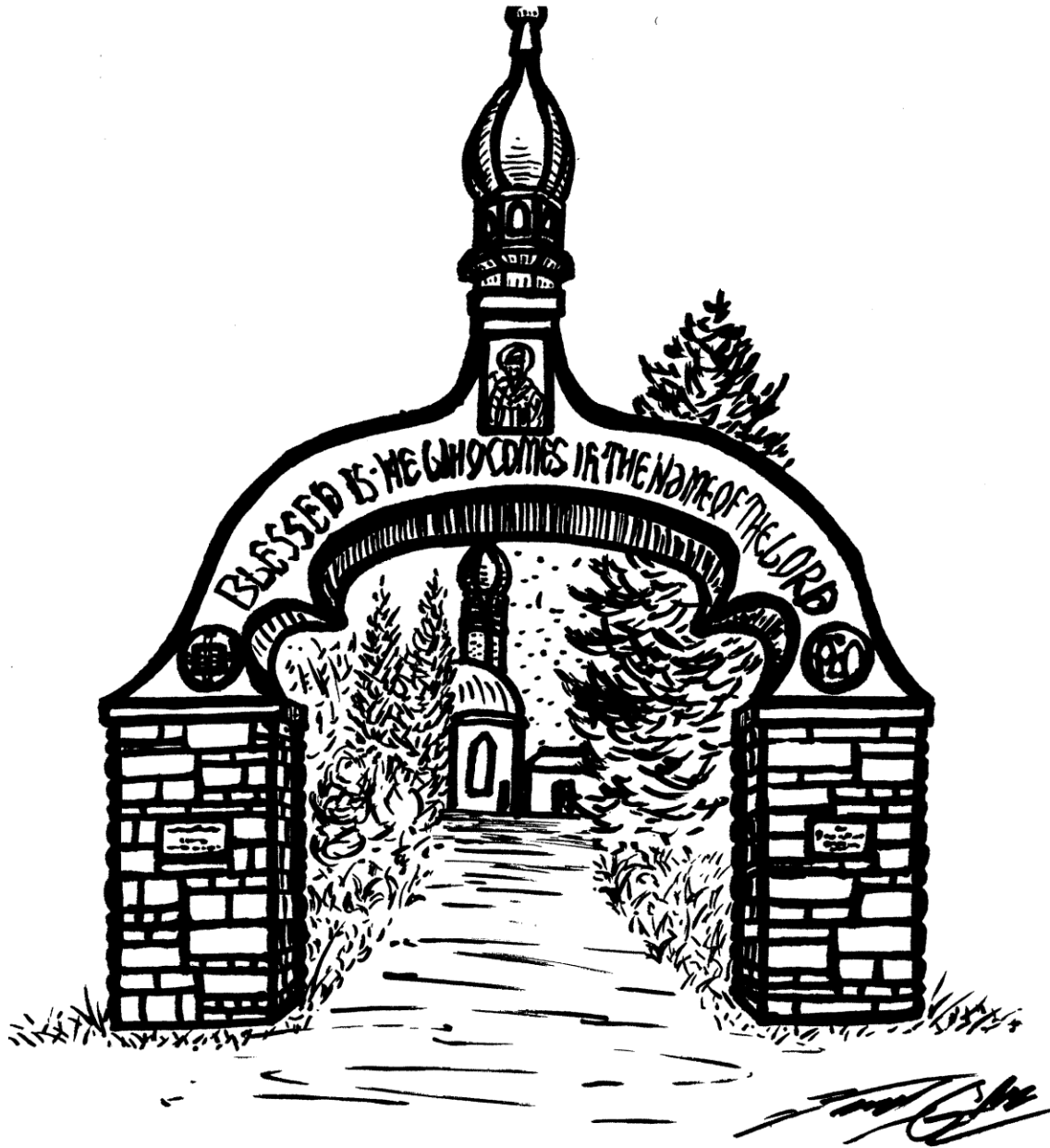




Monks and nuns pray for us.



St. Tikhon Monastery
Can you draw yourself in this picture?



St. Tikhon Monastery Entrance
Can you draw yourself in this picture?

Monasticism

Session 1

Junior Level (45-50 minutes)

Theme: Who: Monastics

Sub-Theme: Monastics serve God by living a life of prayer and service in a special setting—either a monastery community or a secluded place in which they live alone.

Note: The *Resources* and *Teacher Background Reading* listed below will be useful throughout the unit of study. Teachers are encouraged to use any of the suggested background materials that they can.

Objectives: *At the end of this lesson students should be able to:*

1. Define monastics, monks, nuns as those who live a life of prayer and service in communal monasteries or secluded places in which they live alone.
2. State that prayer/worship, work and serving guests are part of the life of most monastics today. (Note to teacher: the exception would be those who live alone and do not receive visitors and guests, as many monasteries do.)
3. State the correct reason why monastics wear black (see below)

Materials:

-Information handouts (attached)

-A napkin and fork, a small prayer book, a small tool such as a pair of pliers or screwdriver, a small piece of black cloth.

-Two sets of **nine** small cards or pieces of colored paper (these will be used by students in two groups.) On the cards, the following words: **IRELAND, ANIMALS, PEOPLE, SEVEN, GREAT LENT, KIND, MONASTERY, ABBOT, GENTLE ONE**. Each set should be in an envelope, mixed and not in any particular order.

-Pictures of monastics and monastic life (within the text of the General Introduction provided at the beginning of the unit)

-2 copies of the page “The Story of Saint Kevin” (attached)

Resources:

- “Mount Athos,” pp. 32-33, **Katie Visits a Monastery**, Seattle, St. Nectarios Press.
- Monk of St. Tikhon’s Monastery, ed. **These Truths We Hold**. South Canaan, PA. St. Tikhon’s Seminary Press, 1986.
- Video: **St. Tikhon’s Monastery, America’s Holy Mountain**, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)
- Video: **Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration**, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)

Teacher Background Reading:

“History and Mission of St. Tikhon’s Monastery”

(<http://stots.edu/history1.html>)

“Monastic Activities,” pp. 17-19, **Life Transfigured, A Journal of Orthodox Nuns**, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117

Metropolitan Anastassy, **In Defence of Monasticism**, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.
The Monks of New Skete, **In the Spirit of Happiness**, \$14.95 Monastery of New Skete
(www.newskete.com)

(MONASTICISM Lesson 1 Junior -2-)

Procedure:

1. **Opening Prayer** (Sung/recited together) 1 minute

In the name of the Father and of the Son and of the Holy Spirit. Amen.
O heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things; Treasury of Blessings and Giver of Life: Come and abide in us and cleanse us from every impurity and save our souls, O Good One.

2. **Discussion Starter-Bridge** 7 minutes

Ask students to think about kinds of work they might do when they get older. Pose these questions:

--What could you do if you wanted to help sick people get better? (*Nurse, doctor.*)

--What could you do if you wanted to cook good food for people to eat? (*Cook, chef,*)

--What might you do if you love to be around animals? (*Veterinarian, zoo worker, circus worker, animal scientist, etc.*)

--What might you do if like ships and the sea? (Sailor, shipbuilder, join Navy, etc.)

--What might you do if you wanted to spend a good deal of your time praying and coming closer to God? (*Let students give their own answers. Some might say that many people pray a lot, and try to be close to God. Tell them that MONASTICS are people who give up many other things in life in order to live a life of prayer and service to God. Ask students to tell what they know about monastics. Then continue): Monastics live in monasteries and spend much time praying and worshipping. Put the word MONASTCS on the chalkboard, and underneath it put MONKS and NUNS. Tell students that "monastics" refers to both men and women. Ask them to tell you which word, MONKS or NUNS, refers to women monastics, and which one refers to men monastics.*)

3. Discussion 8 minutes

Using some of the pictures from the General Introduction to this unit, talk about who monastics are and what they do. First, ask students to tell you what they know about monastics. Then talk together, making the following points:

Monastics are men and women who come from many different places and backgrounds. Some monastics were born as princes and princesses. Others came from poor families. Some did not have much time in school, but others were very well educated.

Some monastics live alone, in places far from other people. But most live in monasteries. (Show pictures of monastery buildings.) There are monasteries for monks, who are men, and separate monasteries for nuns, who are women. All monasteries have chapels where the monks or nuns pray and worship together. They also do many kinds of work. Most monasteries have gardens, and often the monastics make and sell things like bread or cheese to support the monastery. One monastery raises beautiful dogs for people to have as well-trained pets. (Show pictures of some of the kinds of work monastics do to support themselves.)

Monastics dress in black, not because they are sad, but to show that fancy clothes are not important. When they don't have to worry about clothes, hairstyles and dressy shoes, (MONASTICISM Lesson 1 Junior -3-)

they have more time to pray and to think about God. (Show monks and nuns in their typical dress.) They eat simple, plain food, and they do not spend time watching TV.

Monastics do not get married. But they live like a family together in the monastery, and share meals, work, and prayer. (Show monastics in prayer together, and in various kinds of activities.) As in any family home, they have bills to pay, rooms to clean, and groceries to buy. But they also spend much time praying, either alone or together, for everyone in the world. This kind of prayer may not seem like a "job," but it is very hard because it takes energy to put your mind and heart completely on God.

Many monasteries welcome visitors. Families, or married couples, or people on their own can come and stay in guest houses to have a quiet time for prayer and thought. They can take part in the worship services in the chapel. They can talk with the monks or nuns about their lives. (Show a picture of visitors to a monastery.)

Here is something we can all remember, all the time: In our monasteries, monks and nuns are always praying for us. They pray for everyone in the

world. They hope that even if we are not monastics, we also will try to come closer to God and pray more. They know that God loves every person. They know that God hears all our prayers.

4. A Song 9 minutes

As a review of what you have talked about, help the children first learn and then sing this song together. The tune is the children's hymn "I Sing a Song of the Saints of God." (*Note: The music for this hymn can be found at HymnSite.com. Go to "Hymn Search" in the menu on the left, and type in the title "I Sing a Song of the Saints of God." The title will come up in the larger box at right. Click on it, and the tune will play.*)

**LET'S SING A SONG ABOUT MONKS AND NUNS
WHO SERVE GOD WITH WORK AND PRAYER.
SOME LIVE TOGETHER, SOME LIVE ALONE;
THEY ALL KNOW GOD IS NEAR.
A PRINCESS, A BISHOP, A MOTHER, A BOY
THEY WASH DISHES, THEY CUT GRASS, THEY SING WITH JOY,
YOU CAN VISIT THEM, TOO, AND SING, WORK OR PRAY:
A GOOD MONASTERY DAY.**

5. Story and Review 15 minutes

Divide the class into two groups, labeling them ONE and TWO. Have both groups read "The Story of Saint Kevin" (from the text attached.) When they have finished, let each of the groups tell one thing they found interesting about Saint Kevin. (These answers should be their own. It's likely that some will be drawn to Kevin as a lover of animals. Or they may be surprised to find that a future saint was a boy who had trouble getting along with other people and wasn't always a "good boy.")

To review the story, give each group an envelope containing a set of cards or papers. Read the following partial sentences aloud, slowly and more than once if necessary, and let each group work together to choose the card with the correct word to fit in. (It's fine for t

(
MONASTICISM Lesson 1 Junior -4-)

hem to look back at the story text.) Group members should take turns bringing their chosen cards to you. You can make the activity fun by dramatically announcing, "Group One's answer is.....correct!" or "Group One's answer is.....incorrect!" Or you might read one group's answer and ask the other, "Do you agree?"

Of course, review the correct answers by reading the completed sentences. Answers as follows:

1. Saint Kevin was born in the country of **(Ireland)**
2. Saint Kevin loved **(animals)**
3. Saint Kevin went to a monastery at the age of **(seven)**
4. Saint Kevin had trouble getting along with **(people)**
5. The other monks sent Kevin away to be by himself during **(Great Lent)**
6. Kevin prayed hard, and God taught him to be **(kind)**
7. When Saint Kevin had been a monk for many years, he started a new **(monastery)**
8. The head of a men's monastery is called an **(abbot)**
9. Saint Kevin's name means **(gentle one)**

6. **Review and Wrap-Up; Closing** 5-10 minutes

Go over the meanings of the words **monastic, monk, nun**. Then remind the class that you have learned some things about what monastics do. As a review, hold up, one at a time, each of the four objects (prayer book, fork and napkin, tool, black cloth) and let students recall that monastics pray, receive guests, work, and wear black.)

Sing the song together again, and close with the Lord's Prayer.

The Story of Saint Kevin

A baby boy was born to a loving Christian family in the country of Ireland many hundreds of years ago. He was given the name Kevin, which means “gentle one.”

But Kevin was not always gentle. He had trouble getting along with other children. They stayed away from him. They did not want to be hit with stones that he threw at them. They covered their ears with their hands so that they would not hear the names he called them.

How do you think Kevin treated animals? Well, it was different from the way he treated people. With animals, Kevin really was the “gentle one.” He loved animals and took care of them. They trusted him and came when he called them. Kevin and the forest creatures were truly friends.

Many loving parents sent their children to monasteries in days long ago. They did this so that their children could learn to read and write in the monastery schools. They wanted their children to learn the Christian faith by worshipping in the monastery chapel.

Kevin was sent to a monastery when he was seven years old. He was still the same boy, not easy to get along with. The monks had a lot of trouble with this wild boy!

Finally, the monks decided that Kevin needed to spend some time alone with God. They sent him off to be by himself during Great Lent.

During the forty days of Great Lent, Kevin was a kind, loving friend to the animals of the forest. He prayed hard during those long days and nights, too.

When the great feast of Pascha came, Kevin was ready. His prayers had taught him something. God wanted him to be kind to people, not just to animals. God wanted him to be a friend to other people.

Kevin went back to the monastery. He sang “Christ is Risen!” with his brother monks in the chapel. They welcomed him and shared the Paschal meal with him. What a wonderful time it was!

Kevin lived for many more years as a monk. He started a new monastery, and became its abbot. (An abbot is the head of a monastery for men.) When he died, he was buried next to the monastery church.

Monasticism

Session 2

Junior Level (45-50 minutes)

Theme: Where: Monasteries in the United States

Sub-Theme: Monasteries, both for men and for women, are found throughout the US. They are of different sizes, have different programs, and are supported in various ways.

Note: The *Resources* and *Teacher Background* listed in the first lesson of the unit are useful as preparation for this lesson and those that follow.

Objectives: At the end of this lesson students will be able to:

1. Locate men's and women's monasteries throughout the US.
2. Define the words **monastic, monastery, monk, nun, abbot, abbess**.
3. Tell a few specific facts about two American monasteries (see below).

Materials:

-A napkin and fork, a small prayer book, a small tool such as a pair of pliers or screwdriver, a small piece of black cloth.

-A large wall map of the United States, mounted so that students can mark the locations of monasteries on it.

-Various colors of thick and thin markers (including red and blue thick)

-4 puzzles you have cut from card stock, each with one of the following verses in large colorful thick-marker letters. Cut puzzles into pieces and put each set of pieces into a clear plastic bag (ziptop are easy to handle.) You may want to add simple, colorful borders to the puzzles. (Note: The verses, in order, are adapted from Titus 3:1, Ephesians 6:18, Romans 15:7 and Matthew 6: 28.)

-Paper and pencils

BE READY TO DO ANY HONEST WORK

PRAY AT ALL TIMES IN THE SPIRIT

WELCOME ONE ANOTHER AS CHRIST HAS WELCOMED YOU

DO NOT WORRY ABOUT WHAT YOU WILL WEAR

-Computer with internet (If this is not available to you, you can go on the internet before class and copy out the pages noted in the lesson text below)

-Two large pieces of chart paper/butcher paper with the following headings and questions, ready to be mounted on the wall so students can write answers. Leave lots of room for answers. Mount the charts only when students are doing their research, not earlier.

Chart Number One: St. Tikhon's Monastery

1. When was the monastery founded?

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2. What is the schedule of services?
3. Read the Troparion for St. Tikhon of Zadonsk. List here seven ways the Troparion tells us he is an example for us:
4. St. Tikhon's is not only a monastery. It is also an important kind of school. What kind of school is it?

Chart Number Two: Monastery of the Holy Myrrhbearers

1. Who is the abbess of the monastery?
2. When was it founded?
3. Who were the "myrrhbearers" after whom the monastery is named?
4. Name one way in which the monastery supports itself:

Procedure:

1. **Opening Prayer** (sung or recited together) 1 minute
In the name of the Father and of the Son and of the Holy Spirit. Amen.
O heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things; Treasury of Blessings and Giver of Life; Come and abide in us and cleanse us from every impurity and save our souls, O Good One.
2. **Review Activity** 15 minutes
Review the meanings of the words **monastic, monastery, monk, nun, abbot**. Put them on the board, and add one new word: **abbess**, the head of a women's monastery. Go over all the words together.
Sing together "Let's Sing a Song about Monks and Nuns" which the class learned in last week's session. Bring out, from last week, the four objects (napkin and fork, prayer book, tool and black cloth) that tell us about the life of monastics—offering hospitality to guests, prayer, work, and the wearing of black. Review the meanings of the objects.
Go over, particularly, the meaning of monastics' black clothing: it's a way of showing that the monastic is concentrating on God and on prayer, and not on the things of the world, especially fancy or eye-catching dress.
Tell the class: *Monastics take the Bible very seriously. Each of the things we've talked about as part of their lives comes from the Bible. I have four puzzles.*

Let's take turns with them, and match up some verses from the Bible with these four things we talked about. (Hold up each object again, and leave the four objects in plain sight.)

Divide the class into four groups, and give each group a puzzle to solve, along with pencil and paper. They should put the puzzle together, write down which of the four objects it goes with, and pass it on to the next group till all the groups have finished. Go over the answers together:

Be ready.... (work) **Pray....**(prayer) **Welcome....**(guests) **Do not worry....**(black clothing)

3. Discussion and Discovery Activity

20 minutes

Bring the class back together, and ask: *What countries do you think most Orthodox monasteries are in? Are there any here in the United States? Have any of you visited a monastery? (If so, let those who have visited tell a little about what it was like, and what they did.)* Put the two charts with questions on the wall, and have students share/take turns with the following activities:

-Go to <http://omna.malf.net>.

-Under "Listings by State" identify the states in which Orthodox monasteries are found

-Mark these (approximate locations) on the US map, women's monasteries in red and men's in blue.

-Under "Listings by Jurisdiction" go to Orthodox Church in America, and then to "Stavropigheal" and find St. Tikhon. This is the name of the men's monastery in South Canaan, PA. (Note: A "stavropigheal" monastery in the OCA is one that is under the jurisdiction of Metropolitan Herman rather than a diocesan bishop.) Have students find answers to the questions on the home page, and under the links "History and Mission" and "St. Tikhon of Zadonsk." Note that the left side of the home page shows links both for the St. Tikhon's Seminary (this is the answer to the "school" question and, below that list, the Monastery.

-Record the answers on the chart.

-Go back to "Stavropigheal" and find "Holy Myrrhbearers" which is a women's monastery in upstate New York. Once again, have students find the answers and put them on the chart. The very first page gives the abbess' name and the founding date. This page has a section called "Monastery Links" with an icon to get to the home page, which tells about the first myrrhbearers. Then, to find out one important and interesting way the monastery supports itself, have students click on the box at the top of the home page marked "Zoar Farms." Students will

(MONASTICISM Lesson 2 Junior -4-)

enjoy finding out about the monastery's sheep raised for wool to be sold, and other animals.

5. Writing Activity

8 minutes

Give each student pencil and paper. Ask them to write about, or draw, one reason why they think monasteries are important for our Christian life. (For example, they might write about the monastics' constant prayer being a good example for the rest of us, or they might draw someone talking with a monastic as a spiritual counselor. Let them come up with their own ideas.)

If you have time, and if some students wish to, they may share what they have written with the class.

6. Closing

1 minute

Say the Lord's Prayer together. Ask students to include the monastics all over the world in their prayers, and remind them of the wonderful truth that monks and nuns pray for everyone in the world, all during the day and night.

Monasticism

Session 3

Junior Level (45-50 minutes)

Theme: Monastic Communities, in history and now
Monastics

Objectives: At the end of the session students will be able to:

1. Locate several countries on the globe where there are Orthodox monastic communities.
2. Name several Orthodox monastics both from history and alive today

Materials:

- Globe, Atlas of the world or map of the world with continent and country names.
- A copy of an outline map of the world for each student (a flat map of the world is available for download at: <http://www.nationalgeographic.com/xpeditions/atlas/>. This map can be used for educational purposes and the .pdf prints on one sheet. Thanks to National Geographic for providing this site for downloadable maps for educational purposes. (There are no country names on the map.)
- Pencils or markers.
- The names: ALBANIA, AUSTRALIA, BULGARIA, CANADA, ENGLAND, ETHIOPIA, FINLAND, GREECE, GUATEMALA, ISRAEL, JORDAN, LEBANON, ROMANIA, RUSSIA, SERBIA, TURKEY, UNITED STATES, written on the board. (There are many additional countries where there are Orthodox monastics. Be sure to include countries the students might be familiar with, or have relatives from. Choose 8 or 10 as time permits.)
- Icons of St. Anthony the Great, St. Herman of Alaska and St. Maria (Skobtsova). Icons are available for download at www.oca.org, under Feasts and Saints. An icon of St. Maria is available from www.incommunion.org.
- Copies of the worksheets on Sts. Anthony, Herman and Maria for each student.

Procedure:

Opening Prayer (Sung or recited together): 1 minute

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere present and fillest all things. Treasury of Blessings and Giver of Life, come and abide in us and cleanse us from every impurity and save our souls O Good One.

Review Activity: 5 minutes

(Teachers: If photographs of monasteries discussed the session before are available use them to remind students about life in the monastic communities.) Say: *Last time we learned about the different monasteries in the United States. We talked about what the daily life at some of our monasteries is like. Where were some of the Monasteries we found last time? (Holy Myrrhbearers, St. Tikhon) Do you remember what the monastics did at the monasteries? (Pray, work, provide hospitality, raise sheep, garden, etc.) Today*

we are going to discuss some of the Orthodox monks and nuns from around the world and the different places that they live. Some monastics lived a long time ago, and some are still living and praying today.

Activity: Orthodox Monastics All Over the World. 10 minutes.

Pass out copies of the flat world map to each student. Using a pointer and globe or a large world map, point to as many of the countries listed above as possible noting that Orthodox monastics live in all of these countries. Suggest that the students find those places on their own maps and make a dot or a cross on those countries. Make sure to tell the students that Orthodox monastics live either in a community or by themselves in North America, South America, Europe, Asia, Africa and Oceania. Ask them if they know anyone from any of these other countries, or mention names of parishioners who have come to North America from these other countries.

LIVES: St. Anthony, St. Herman and St. Maria. 18 minutes

(Teacher note: Before beginning to read the life of St. Anthony point on the map to Egypt. Have the students put an A on Egypt on their map. Note that St. Anthony lived a long time ago. Show the icon of the saint.)

St. Anthony the Great

Saint Anthony was born in Egypt in the year 251. His parents were Christians and Anthony loved to go to church. When he was about 20 years old both of his parents died leaving Anthony to care for his younger sister.

One day, during a church service, Anthony heard the Gospel passage where Christ speaks to the rich young man: "If you would be perfect, go, sell what you possess and give it to the poor, and you will have treasure in heaven; and come follow Me" (Mt.19:21). Anthony wanted to follow Christ in this way so he sold the large home and land his parents had left him and gave most of the money to the poor. He asked some Christian women that he knew to care for his sister.

Anthony went to live alone, in a hut not far from his village. He made baskets, ropes and sandals and spent his time praying and learning the Bible by heart. There were times when he missed his former life, and worried about his sister. Many times the devil tempted Anthony and tried to frighten him, but the saint continued to pray and fast.

Anthony moved further and further away from the village, way out into the desert, where no one else lived. There he continued his life of prayer, work and fasting. He fought bravely with the devil. Soon others began to join Anthony in the desert, living in caves nearby and coming to Anthony with questions about how to be better Christians. Eventually they built monasteries and lived, worked and prayed together.

Twice Anthony left the desert and traveled to Alexandria, a large city in Egypt. First Anthony went to encourage the Christians who were being mistreated by the Emperor Maximian. He cared openly for the Christians there, and although many were killed because they were Christians, Anthony survived. Another time some of the leaders of the church asked Anthony to come to Alexandria to help them convince the Christians not to follow those who taught that Christ was not God. Anthony defended Christ, and many people came to believe in Him after listening to Anthony.

Anthony died in the desert, at the age of 105.

(More on the life of St. Anthony, including a downloadable icon of him, is available on www.oca.org in the Feasts and Saints section. His life is also included in the book *Great Monks of the Desert*, distributed by Orthodox Christian Publications Commission [OCPC].)

(Teacher note: When reading the life of St. Herman be sure to show the students where Finland/Northern Russia is on the globe or world map and trace the route that St. Herman walked through Siberia and by boat to Alaska. Have the students put an H on Alaska on their map. Show the icon of the saint.)

St. Herman
Wonderworker of All America

Monk Herman was born in 1756 to a merchant class family in Serpukhov, Russia, part of the Moscow Diocese. As a young boy, he had a very prayerful life. At the age of sixteen, he decided to go to Holy Trinity Sergius Hermitage about twelve miles from St. Petersburg, Russia to study about the church.

From the time he was a young monk at the Monastery, many miracles began to occur in his life. He found a large sore on his neck that grew larger and larger and made it very difficult for him to swallow. His face became disfigured. He decided to lock himself inside his cell, a small room, and pray before the icon of the Theotokos. During the night, he dreamt the Theotokos healed him. When he awoke the next morning, the sore had disappeared.

He lived at the Hermitage for about five years and then decided to go to the Valaam Monastery near Finland. While Monk Herman was at the Monastery, he was chosen, along with nine other men, to go to Kodiak Island in North America. They walked across Russia and Siberia and then went by boat to Alaska. In 1794 his life on Kodiak Island began as he ministered to the Russian fur traders who had settled there.

About a mile and a half by water from Kodiak Island is Spruce Island. Monk Herman loved Spruce Island. It reminded him of Valaam. Spruce Island was covered with trees and for the first summer on the island Monk Herman lived in a cave he had dug by himself. After that summer, the Russian American Company built him a cell in which he lived for the next forty years.

He planted potatoes, cabbage, and many other vegetables and ate fish from the little river that ran through the middle of the island. Whether it was summer or winter, Monk Herman wore the same clothes. This included a deerskin shirt without sleeves, shoes, klobuk, and a cassock. He slept on a wooden bench and his blanket was a wooden board.

While he was on the island, he loved to feed the animals by hand, especially the bears. He enjoyed giving advice to people that were having a hard life, and was especially concerned about the children.

One day there was a flood on the island and everyone was frightened. The people asked Father Herman for help. He took the icon of the Theotokos, placed it on the ground and asked the people to pray. The water never went past the icon.

Another time, there was a forest fire on the island where Father Herman lived. He and his friend Ignatius dug a ditch and covered it with moss. The fire roared up the hill and stopped as soon as it reached the moss.

These are just some of the miracles that happened during Father Herman's long life. On December 13, 1837, at the age of 81, he died in his cell on Spruce Island. On August 9, 1970, the Orthodox Church in America canonized Father Herman as the First American Saint.

(This life was taken from the Activity Book *The North American Saints*, available for download at <http://dce.oca.org>. More on the life of St. Herman, plus several icons of him, is available at www.oca.org.)

(Teacher note: When reading the life of St. Maria point to Russia, France and Germany, the places that she lived, worked and prayed. Have the students put an M on France. Show the icon of the saint.)

St. Maria Skobtsova

Mother Maria was born in 1891. She lived in Russia and loved to write poetry as a young girl. When she was 32 years old war broke out in Russia. By this time she was married and had two children. Maria and her family traveled to France to escape the war and there she had another child. One of her young children became ill and died. She was very sad and she turned to God and the church for comfort.

Maria began to help other people who had been forced to move. She searched out those who were sick, poor and alone and cared for them. She knew that all people are created by God, in His image, and she wanted to love and care for them. Her bishop convinced her to become a "working nun" and she rented a home where she took in and cared for the poor and homeless. Mother Maria slept on a cot in the basement.

Many people came to visit Mother Maria, and her home became a lively place. Eventually war came to France, and the Jewish people were being sent off to work camps and many of them were killed. Mother Maria tried to help as many Jewish people, especially children, as she could. Others helped her. Some garbage collectors even hid children in garbage bins to save their lives.

Mother Maria was arrested and sent to prison for helping the Jewish people. In prison she and those with her, including her son Yuri, managed to pray and serve the Liturgy every day. Later, Mother Maria was sent to a terrible work camp for women in Germany. There she cared for others, as she had done for many years, and she collected bits of thread from which she embroidered icons. On Great and Holy Friday, in 1945, even though she was to be freed soon, she took the place of a young Jewish woman and Mother Maria was killed. Beginning in 2004 the church began to celebrate her saintly life.

(Information on St. Maria was taken from the In Communion website. There an icon and additional information on her life can be found.)

Activity: 10 minutes

After reading the lives of St. Anthony, St. Herman and St. Maria hand out the following worksheets with the word banks. If time permits have the students do the worksheets individually. If not do them together as a class or in small groups.

Name: _____

Alexandria monasteries 105 Anthony work
Egypt God Christians desert

St. _____ was born in _____, in Africa. He loved God. When he was a young man he moved to the _____ to pray, _____ and fast. There he grew closer to _____. He visited _____ twice and there he helped the _____. People loved him and came to him to learn more about God. They started _____ where they lived, worked and prayed together. He died when he was _____ years old.

Name: _____

Spruce boat Alaska Herman walked

Finland flood icon children

St. _____ was born in northern Russia, and when he was a young monk he went to live at a Monastery that was very close to _____ . He _____ across Russia and Siberia and traveled by _____ to _____ . He moved to _____ Island, where he prayed, worked and fasted. He loved caring for the people and especially loved the _____. Once, when there was a strong _____ he put an _____ of the Theotokos on the beach and the tide water did not rise above it.

Name: _____

France nun children icons prison

 Maria poor war Friday

St. _____ grew up in Russia, but because of the war she and her family moved to _____. There she began to care for others, especially those who were _____. Eventually she became a _____ and rented a house where she welcomed many people. During the _____ she tried to help many Jewish people, especially _____. She was sent to _____ and there she also tried to help others. She prayed and embroidered _____ there. She died there on Great and Holy _____.

Wrap up: 1-2 minutes

As students are cleaning up ask:

Can anyone name a country where Orthodox monastics have lived? (Allow a number of answers.)

Can anyone name an Orthodox monk or nun who we now know as a saint? (Allow for answers.)

Closing Prayer (Sung or recited together): 1 minute

The Lord's Prayer. Remind the students that monastics all over the world are praying for the world, for the church and for all of us and that we should remember them in our prayers as well.

Monasticism

Session 4

Junior Level (45-50 minutes)

Theme: A day in the life of an Orthodox monk or nun.

Objectives: At the end of the session students will be able to:

1. Explain that monks and nuns pray for the world and help care for others.
2. Identify daily activities of a monk or nun
3. Review words learned in the Monasticism unit.

Materials:

- Candle, prayer book, prayer rope, robe (dark if possible), Bible.
- Papers for students to write lists of children to be sent to the nuns at Holy Transfiguration Monastery, Ellwood City.
- An envelope addressed to The Monastery of the Holy Transfiguration, 321 Monastery Ln, Ellwood City, PA 16117-6531 and a note telling the sisters that this was part of a lesson on Monasticism and asking them to include these names at the Akathist that they pray for youth on Friday afternoons.
- CD or tape player with a copy of Orthodox hymns or Psalms being chanted (or some liturgical selections may be downloaded at: <http://dce.oca.org/Sections/Resources/Resources.asp?category=Music>)
- One copy of the Word Search for every student

Monasticism Word Search

C R A F H C E T M H G G P Y T
E B E O A L E O V O A U E R O
S V L T D T N L H S R E E G B
S Y R N S A H O L P D S H N B
E T A E S I U E E I E T S I A
B C N T S R S N R T N G N H H
B K E E S C I T S A N O M T V
A R R Y M L B N P L V E E O E
Y L M O P T U T N I A S V L S
G M I M W N S V C T H I B C P
B R O T H E R E E Y S S Z C E
D C C H U R C H V I I N R U R
M R E Y A R P F T K N O M O S
B L A C K E G O E M O C L E W
Y B V L C F R Y K W A T E R C

ABBESS
ABBOT
BLACK
BROTHER
CANDLE
CELL
CHURCH
CLOTHING
COMPLINE
FATHER
GARDEN
GUEST
HOLY
HOSPITALITY
HOURS
LITURGY
MONASTERY

MONASTICS
MONK
NOVICE
NUN
PRAYER
SAINT
SERVE
SHEEP
SISTER
VESPERS
VESTMENTS
VISITOR
WATER
WELCOME
WORK
WORSHIP

Monasticism Word Search Solution

+ R + F H C E + M H G G P + T
 E + E O A L E O + O A U E + O
 S V L T D T N L H S R E E G B
 S Y R N S A H O L P D S H N B
 E T A E S I U E E I E T S I A
 B C N T S R S N R T N + N H +
 B K E E S C I T S A N O M T V
 A R R + M L + N P L V + + O E
 Y L + O P T U T N I A S V L S
 + + I M W N S + C T H I + C P
 B R O T H E R E + Y S S + + E
 + C C H U R C H V I + + R + R
 + R E Y A R P + T K N O M O S
 B L A C K + G O E M O C L E W
 + + + + + R Y + W A T E R +

(Over, Down, Direction)

ABBESS (1, 8, N)

ABBOT (15, 5, N)

BLACK (1, 14, E)

BROTHER (1, 11, E)

CANDLE (2, 6, NE)

CELL (6, 1, SE)

CHURCH (3, 12, E)

CLOTHING (14, 10, N)

COMPLINE (2, 12, NE)

FATHER (4, 1, SE)

GARDEN (11, 1, S)

GUEST (12, 1, S)

HOLY (5, 1, SW)

HOSPITALITY (10, 1, S)

HOURS (9, 3, SW)

LITURGY (2, 9, SE)

MONASTERY (9, 1, SW)

MONASTICS (13, 7, W)

MONK (13, 13, W)

NOVICE (13, 6, SW)

NUN (6, 10, NE)

PRAYER (7, 13, W)

SAINT (12, 9, W)

SERVE (5, 6, NW)

SHEEP (13, 5, N)

SISTER (7, 6, NW)

VESPERS (15, 7, S)

VESTMENTS (9, 12, NW)

VISITOR (13, 9, SW)

WATER (10, 15, E)

WELCOME (15, 14, W)

WORK (5, 10, NW)

WORSHIP (15, 14, NW)

Procedure:

Opening Prayer (Sung or recited together): 1 minute

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere present and fillest all things. Treasury of Blessings and Giver of Life, come and abide in us and cleanse us from every impurity and save our souls O Good One.

Review Activity: 5 minutes

(Teachers: If the map from the session before is available ask the children to identify countries where Orthodox monastics live. Particularly note Egypt, Alaska and France where Sts. Anthony, Herman and Maria lived. Also if the icons of the three saints are available refer to them as well.) *Last time we learned about the different countries where Orthodox monks and nuns live. Can anyone show us where any of those countries are? (Have the students come up and point to them and name the country.) We also talked about three saints that were monastics. Who were they? (Sts. Anthony, Herman and Maria.) Does anyone remember anything about their lives, what they did and how they lived?*

Activity: A Day in the Life of an Orthodox monk and nun. 15 minutes

(Teacher note: As you read the following stories allow children to see the photos. Additional photos are available at the websites of the monasteries. At the end of each story discuss the different activities the photos depict.)

A Day in the Life of a Monk

The bell rings at 3:30am. Fr. Herman awakes and quickly washes himself in the bathroom down the hall from his **cell**, or room. He and his brother monks do the same, returning to their cells to pray morning prayers by themselves. He cleans his room and walks quickly across the garden to the Monastery church with its blue domes and gold crosses that people can see for miles around. There are 30 monks at St. Andrew Monastery, and each one has duties to perform. Besides his regular duties, this week Fr. Herman is in charge of preparing for the **Midnight Office** and **Divine Liturgy**. He hurries into the dark church, turns on the lights, venerates the relics and icons, and begins lighting the candles.

As the monks file into church, they take their places. Some will serve at the altar. Others are assisting in the altar, singing the responses, taking care of candles, putting out the **prospora** (church bread used for Holy Communion) at the daily Divine Liturgy following Matins, as well as smaller loaves of prospora given to people who have asked for prayers. Other monks organize name lists of people the monks were asked to pray for, and greet any guests who arrive for services. Some monks leave church early to prepare the morning meal after Liturgy. The monks take turns at these duties so that they can attend Liturgy several times a



week. After Liturgy they gather in the **refectory** or **trapeza** for breakfast. Then, at about 8:00am, they all go to their regular duties: office work, or care of the gardens, building maintenance such as carpentry and plumbing, beekeeping or icon painting. Fr. Herman works on the monastery web site where names to be prayed for and announcements of upcoming events are listed.

As noon approaches, the monks gather together for a lunch of mushroom soup, cabbage stuffed with rice, bread with the monastery's famous honey, fruit and tea. The head of the monastery, or abbot, is Fr. Anastasy. He leads the monks in prayer and blesses them to do their tasks.

In the afternoon most continue with their work, while others take time to rest or read before the bell is rung for **Vespers** and

Compline (evening prayer services) at 4:00pm. At 6:00pm the monks again gather in the refectory for the evening meal of soup and bread, with leftovers from the main noon meal. As the monks gather for this meal, there is

fellowship, as they share the events of the day. After this, all walk to the church to share **Evening Prayers**. Fr. Anastasy gives the final blessing to each monk to mark the end of the day. After prayers Fr. Herman and some of the brothers walk the grounds together, taking in the beauty of the setting sun on the gardens and cemetery. They talk of the events of the day, the visitors,

and future events. They walk back to their cells, with the moon shining brightly above them, and retire to pray their private evening meditations before sleep. Fr. Herman spends time writing in his journal, reading, and meditating upon the day before he finally turns out his light and rests in satisfied comfort, looking forward to the next day, just a few hours away!



Words to Remember:

abbot
cell
Midnight Office
Trapeza
Refectory

Evening Prayers
Compline
prospora
brother
Divine Liturgy

DID YOU KNOW?

Did you know that the English tutor to the children of Tsar Nicholas II, became an Orthodox monk? Charles Sydney Gibbs came to love the Orthodox Faith so much, that he converted and became Archimandrite Nicholas.



Photo courtesy of Christine Benaugh



A Day in the Life of a Nun

Sister Ann is a **novice**, or woman who has not taken the final vows of a nun. She was once a computer company manager. About two years ago she decided that, although she loved her job and her life, she wanted to live a life closer to God. She had visited Holy Ascension Monastery for a weekend, and knew this was what she was looking for. Mother Maria, the **abbess**, was kind and responded to her enthusiasm with a caution to spend time in prayer, visit often, and look seriously at her life before making a final decision to enter the monastery. Now, she loves her life at Holy Ascension, and knows this is the life she was called to live.



Early in the morning Sister Ann leaves her **cell**, or room, at 6:00am. She has the wooden **simandron** (see picture) ready to clap to awaken the other nuns to Morning Prayers. As she walks down the hallway a nun who is in charge of the morning meal joins her. Together they make



their way to the chapel, which is attached to the main monastery building.

This morning, there is an **Akathist** (special service of praise) at 7:00am, served by Fr. Thomas, a retired priest who lives about 2 miles from the monastery. He also serves Divine Liturgy three mornings a week, including Sunday, which is attended by many local Orthodox faithful, as well as visitors. Holy Ascension thrives on visitors; its main mission is to provide hospitality. Faithful may spend time on the grounds, staying in one of three guesthouses. The nuns love to care for those who visit. The guesthouses are fully furnished; there are even toys for children.



As the Akathist service begins, the other nuns and novices arrive. Mother Elizabeth is serving in the altar today.



Yes, serving in the altar! She has received a special blessing from Mother Maria to serve the priest and see that all preparations are taken care of in the altar.



After the Akathist, the **Third and Sixth Hours** (prayers of watch and preparation), are read by the nuns. This

is followed by breakfast. During the day some of the nuns will work in the kitchen baking **prospora** (special bread used for Holy



Communion during Divine Liturgy). Other nuns sew **vestments** (special robes worn by priests for services) and **cassocks** (black robes worn by priests, monks and nuns). These are sold to provide income for the monastery.



Others will work at cleaning and preparing the guesthouses for visitors. This is Sister Ann's

task, and she loves working to make the guests feel welcome. Other tasks include cleaning the monastery chapel and buildings, speaking to guests, preparing music for services, sewing monastery clothing, gardening, and office and library work. Though these jobs take up most of the day, the nuns are also encouraged to spend time in private study and prayer.



The main meal of the day is at 1:00pm, with special readings during the meal, followed by discussion and announcements. Work continues until 5:00pm, when the nuns once again gather in the chapel for **Ninth Hour, Vespers and Compline** (evening worship services). A light supper and free time follow this.



Sister Ann likes to walk the grounds as the sun sets behind the green hills. Sometimes there are children of guests playing in the specially built playground. They like to talk to Sister Ann and ask

questions about life in the monastery. Sometimes the children want to help with the gardening, or reading in church and lighting candles. They often help read the names of people the nuns have been asked to pray for.



At 9:45pm Sister Ann claps the simandron for the final services of the day. **Matins and First Hour** (the final evening services) are read before the nuns receive a blessing from Mother Maria and retire across the beautifully groomed grounds of the monastery courtyard to their cells. Sister Ann quietly makes her way

across, listening to the sounds of the country, praying to herself and bidding her fellow sisters a good night. As she enters her cell, she kisses the icon on her wall, and kneels to pray her final evening prayers before she washes and falls to a peaceful sleep.



Words to Remember:

cell
simandron
novice
abbess
Akathist

First Hour
Third Hour
Sixth Hour
Ninth Hour
prospora

vestments
Vespers
Compline
Matins
cassocks



DID YOU KNOW?

Did you know that Romanian Princess Ileana became a nun in the United States? Mother Alexandra founded Holy Transfiguration Monastery In Ellwood City, PA



Activity: 4 minutes

Pass out pieces of paper and pens. Have the envelope addressed to the Monastery ready. Say: *The nuns at Holy Transfiguration Monastery, in Ellwood City Pennsylvania, pray for children and young people every Friday afternoon at an Akathist. They read names sent to them by people like us. Please write your first name on this paper so that the nuns can also pray for you, and include the first names of other young people you would like the nuns to pray for. When you finish put your list in this envelope and I will send it to the nuns.* The teacher should also make a list and include it with the note. A list of all the church school children could be included if one is available.

Activity: 7 minutes

Pass out the candle, prayer book, prayer rope, cassock (or a dark robe), bowl and spoon and Bible. Ask the students: *How might a monk or nun use these items?* (Candle: They are used in the Church, cell, refectory, and the monastery might make and sell them. Prayer book: Church, cell, the monastery might print and sell them. Prayer rope: Monastics all carry one of these and the monastery might also make them for others or sell them at the monastery. Cassock(Robe): Monks all wear them and they might also sew them for others. Bowl and spoon: They are used in the kitchen to cook the meals to serve the monks or guests in the Refectory or make the Prospora with. Bible: They are in the church, the monastics all have one to read from daily.)

Activity: 15 minutes

Pass out copies of the Word Search and allow the students time to work on it. If they remember other names for the prayer list while they are working invite them to add those names to their lists. Tell them it is all right if more than one person lists the same names.

Wrap up: 1-2 minutes

As students are cleaning up ask: *How do you think that our monks and nuns remember us?* (In their prayers, at the Akathists.) *How can we remember them?* (By keeping them in our prayers.)

Closing Prayer (Sung or recited together): 1 minute

The Lord's Prayer. Remind the students that monastics all over the world are praying for the world, for the church and for all of us and that we should remember them in our prayers as well.

Monasticism

Session 1

Ages 10-12 (45-50 minutes)

Theme: Who: Monastics

Identify monastics

Sub-Theme: Monastics are those chosen by God to live a life of prayer, work and community.

God calls all of us to serve others. Some of us are called to pray and serve in a special setting. As monasteries are centers of prayer and service to others, we find people who have chosen to live this life, in closer communion with God.



Note: Teachers will need to look over the materials and become familiar with them.

Objectives:

By the end of this session students should be able to:

- Identify a monastic and his or her role in the Church
- Define a monk as being a man or woman called to live a Christian life in a special way of prayer, community and service to others
- Recognize the attributes of monastics as the foundations of Orthodox Christianity

Materials:

- KWL Chart (attached)
 - This is a reading strategy used to anticipate about a subject, before reading and/or studying it. Students will use this to set their motivation for reading (also known as anticipatory set). The first 2 columns are labeled KNOW and WANT TO KNOW. These stand for what a student may already know about the subject, and what they would like to know about it. The teacher will have students fill in these first 2 columns about what they know and would like to know about monks and monasteries. Then, as they research and study about them, they may fill in the third column, LEARNED, with what they have learned about monks and monasteries.
- Chart paper (optional)
- Information handouts (attached)
- Worksheets (attached)
- Markers
- Pencils
- Scissors
- Tape
- Lined paper
- Journals

Resources:

- "Mount Athos," pp. 32-33, *Katie Visits a Monastery*, Seattle, St. Nectarios Press.
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)
- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117

- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Monastery web site of choice, section on history and mission

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"
<http://stots.edu/history1.html>

"Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*,
 Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration,
 321 Monastery Lane, Ellwood City, PA 16117

Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of
 monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete
www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following: **Who can tell me about monks?** (Answers should reflect any prior knowledge of monastics.) Point to KWL Chart. Say: **We are going to make a list of things we know about monks. Let's begin.** Have students list what they know about monastics in the first column, labeled, **Know**. This stands for what students know about monks and monasteries. Then have students list questions they would like to ask about the subject. Say: **What have you always wondered about monks and nuns?** As students think of questions, have another student write them down. You may wish to have students use their own **KWL Charts** and share their answers. These can be written on a large sheet of chart paper, with columns set up and labeled. Point out that their questions should begin with:

Who? What? Where? When? Why? How? You may also wish to make a chart with just those questions listed, and use this as an ongoing record when answers are given. Answers later given should recall the research and discussion of who monastics are, their purpose, how they look and why. Answers should recall: monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world, yet remembering the world by praying for others and for the world; different roles of Christians; how we all choose a path in life to follow in our spiritual and worldly lives, such as marriage, single life, careers, service to our parishes and other church institutions (charity, love and caring for others). Point to the reflections written on the chart paper. (Allow students to recall what they know, or ask what they would like to know.) Ask: **Do you think monasteries are important? Why?** Then, say: **Today we are going to learn about monks and nuns, as well as the places they live, called monasteries. Let's begin.**

3. Lesson Handouts (15 minutes)

The lesson handout and activities can be done in the *Cooperative Learning Style*. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. As each person is assigned, they should set about a plan and work it to completion.

- One student places chart paper on table or tape to wall for discussion notes.
- One or two students get supplies (markers, pencils, paper to write information and sketch, etc.--See above, Materials).
- Students can take turns reading aloud sections of handouts and discussing each section, pictures and captions.

3. Activities: Worksheet/Journal (15 Minutes)

Materials:

- Worksheet
- Puzzles
- Pencils/pens
- Journals

Procedures:

1. Students will fill in the worksheet and word puzzles pertaining to monasticism handouts. They may all work in pairs, in cooperative style, or individually
2. Students may also keep a journal for reflection on what they have learned.

FlashPaper: *Journaling*

Journals: See Flashpaper

Materials:

- Sewn-in notebooks
- Chart paper and markers, if students choose to write on a chart and display
- Pencils, markers,
- Worksheet for guidance

Procedures:

- Students may choose to journal answers to the questions above
- Can also write on chart paper
 - Students may choose to make display on wall and also at Coffee Hour

4. Wrap-Up (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following: (Have chart/butcher paper or KWL chart tacked to a wall or bulletin board and be ready to add any further answers.)

Say: ***What did we learn about monastics in the Orthodox Church?*** (Answers should reflect student understanding of special calling of men and women to pray for others, work and live in community, and serve others.) ***How have we been changed in our thoughts and ideas about monks and nuns?*** (Answers should reflect insight into how people should strive to live as early Christians, showing that oneness of mind and fullness of heart, loving and helping one another. There are those who have a special calling which they answer, choosing this type of closeness with God.)

Say: ***Next session we will examine some monasteries and see how they live and function as special communities with God.***

5. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
 Grant victories to the Orthodox Christians over their adversaries;
 And by virtue of Thy cross, preserve Thy habitation.
 In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

Monasteries, Monks and Nuns

KWL Chart



Know	Want to Know	Learned

Who Are Monks and Nuns?

Introduction

Did you know there are women altar servers in the Orthodox Church? Did you know there is a monastery where the monks train German Shepherd dogs and the nuns make and sell cheesecakes all over the United States? Did you know it takes years for a person to become a monastic? Did you know that all Orthodox bishops are also monks? Did you know that a monk or nun is praying for you all the time? Not all monks are priests. St. Herman was not a priest. These are only some of the facts about monastics (monks and nuns) of the Orthodox faith. Curious? Then read on.



Did you know it takes years for a person to become a monastic? Did you know that all Orthodox bishops are also monks? Did you know that a monk or nun is praying for you all the time? Not all monks are priests. St. Herman was not a priest. These are only some of the facts about monastics (monks and nuns) of the Orthodox faith. Curious? Then read on.

Monks and Nuns

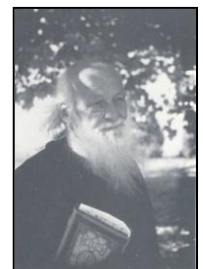
Monastics (monks and nuns) are people called by God to live the Christian life in a special way. They have answered this call to become closer to God by living a life of quiet solitude, away from the cares and busy life of the world. They live, pray and work in communities called **monasteries**. Monasteries have been around since the earliest centuries of



Christianity. Monasteries grew throughout the **Holy Lands**, when St. Anthony decided to live alone in the desert. Monasteries grew in the Middle East and Mediterranean, spreading through Europe, and the world. Some of the most beloved saints of the Church are monks and nuns, such as: St. Herman, St. Innocent, St. Raphael, St. Tikhon, St. Sergius, St. Elizabeth, and many others.

Becoming a Monastic

A person who desires to join a monastic community is first a **Novice**. This period of probation lasts for about three years. The Novice, called **Brother** or **Sister**, spends time in training,



under the guidance of one of the experienced monastic **elders**. These men and women can then live and work in the monastery until they make a final decision to become a monk or nun. When they do, they become **tonsured** and can take the name **Father** or **Mother**. Their clothing is black, and each item such as their robe, called a **riasa**, or hat, called a **skouphos**, or **kamilavka**, represent their vows to become closer to God.



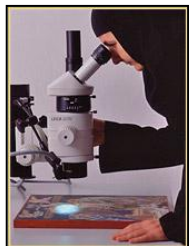
It takes several years to become a full member of a monastery. Some monastics remain **brothers** or **sisters**. Brothers can become **priests**. Some monks can even become **bishops**. The head of a men's monastery is an **Abbot**, while in the women's monastery it is the **Abbess**.



Monastics live very simply, without many of the luxuries we take for granted. They worship, live, and work together every day. They choose not to marry. They spend many hours in **prayer**, in the daily cycle of services of the **monastery church**, as well as in private prayer. They spend the rest of their time working to help support



the monastery. Some work at jobs like gardening and cooking. Others clean the church, monastery and grounds. Some take care of the services. Still others work at the jobs which help support the monastery, like baking goods to sell, making jams and honey, writing and binding books, scientific research and help for the poor, and even training special dogs!





Monastics are loving people, whose main wish is to pray for the world, and provide hospitality to those who seek it. Monasteries are places for people to visit and refresh their spiritual lives. Monastics help people achieve this by opening their



monasteries to them, providing spiritual guidance, and allowing them to be moved by the presence of God. No matter where we are in our lives, they are always praying for us.

Words to remember:

Monks

nuns

monasteries

monastic

Holy Lands

mother

father

abbot

abbess

elder

novice

riasa

skouphos

kamilavka

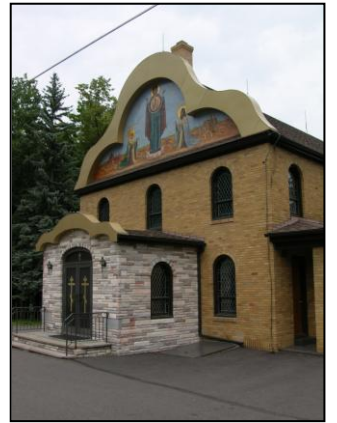
tonsure

priests

bishops



MONASTIC QUESTIONS



1. What is a monastery?

2. Who are monks and nuns?

3. Why do they become monks and nuns?

4. What is a monastery's mission?

5. Who are some of the most famous monks?

6. What do monks and nuns wear?

7. What are the names of some famous monasteries?

8. Are there saints associated with this monastery? Name them.

Monasticism

Session 2

Intermediate Level (45-50 minutes)

Theme: Monasteries of North America

Becoming familiar with monasteries

Sub-Theme: Monasteries are located in many parts of North America. God calls all of us to serve others. Some of us are called to pray and serve in a special setting. Monasteries are centers of prayer and service to others, and we find people have begun monasteries all over the United States and North America.



Note: Teachers will need to look over the web site used as reference for this lesson, *Monasteries of North America*, to screen for canonical jurisdictions when allowing students to research. If not sure, consult your pastor.

Objectives:

By the end of this session students should be able to:

- Explain the mission of a monastery as a center of prayer, fasting, and service
- Locate 10 monasteries in North America (if possible, in different states)
- Research 1 monastery in North America, or from around the world.
- Demonstrate and apply research skills using internet
- Work cooperatively in their research
- Retell results of research

Materials: [FlashPaper: Push pins clip art](#)

[FlashPaper: Student maps](#)

[FlashPaper: Homepage of Monasteries of North America](#)

- Computer
- Internet connection
- Student map of U.S. (attached) [FlashPaper: See attached file](#)
 - Map can be enlarged to place on wall.
- Push Pins (red for women's monasteries, blue for men's)
 - Can use the attached clip art
- Chart paper (optional)
- Monastery Search Worksheet (attached)
- Sheet with web site listings (attached)
- Markers
- Pencils
- Scissors
- Tape
- Lined paper (for notes)
- Worksheets with research questions
- Journals

Resources:

- "Mount Athos," pp. 32-33, *Katie Visits a Monastery*, Seattle, St. Nectarios Press.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)

- Video: ***Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration***, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Monastery web site of choice, section on history and mission

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"

(<http://stots.edu/history1.html>)

"Monastic Activities," pp. 17-19, ***Life Transfigured, A Journal of Orthodox Nuns***, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117

Metropolitan Anastassy, ***In Defence of Monasticism***, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, ***In the Spirit of Happiness***, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following:

- Who can tell us about the things we learned about monks in Session 1?*** (Point to chart paper with KWL chart from Session 1, "Who?") Answers should recall the research and discussion of who monastics are, their purpose, how they look and why. As students answer, interject any missed facts, pointing to the **KWL Chart**.
- Ask questions such as: ***Who are monastics? What do monastics do?*** (Answers should recall that monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world [monos/alone], yet remembering the world by praying for others and for the world.)
- Continue by asking students to recall what has been discussed about the different roles of Christians. Say: ***We all choose a path in our spiritual and worldly lives: marriage, single life, careers, service to our parishes and other church institutions, charity, love and caring for others*** (Point to reflections written on the chart paper.
Allow students to recall what they know, or ask what they would like to know.)
- Ask: *What do you think this means for us? What should we do to follow in the right path of Christ?* (Allow time for students to react and give their predictions.) *How is this difficult for us?* (Allow time for students to elaborate. Answers should reflect the difficulties of being a prayerful, caring person in today's world; how, through peer pressure, it is difficult to be the one to take the initiative when someone needs help.) Ask prompting and open-ended questions to continue the discussion such as: *When did this happen to you? Have you ever been in a situation (like seeing someone alone in the cafeteria, or someone being made fun of) and you were afraid to speak up? Have you ever thought about your prayer life? Do you think you pray enough? Have you ever thought about where monasteries are located? How they exist? What do monastics do at a monastery?*
- Ask, *Have you ever wondered what a monastery is like?* (Allow students time to reflect and answer.) Ask, *Do you know there are monasteries located all over the*

U.S. and Canada? Do you know of any? Where? Give students a chance to respond.

- F. Then, say: *Today we are going to look up some of the monasteries located in America and find out:*
- 1. Where they are located*
 - 2. Who lives there*
 - 3. Their mission and daily lives*
 - 4. How they sustain themselves*
- Let's get our materials together and begin.*

3. Research (15 minutes)

The research and activities can be done in the *Cooperative Learning Style*, in pairs or as a group. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. They should set about a plan and work it to completion.

- One or two students read aloud from: ***Katie Visits a Monastery***, pp. 32-34, "Mt. Athos," and/or Chapter 4, pp. 17-19 to class.
- One or two students locate supplies: markers, pencils, Monastery Information worksheets, map, push pins, etc. (See above, Materials).
- One student is the computer operator.
- Two students act as the researchers, reading information aloud.
- One or two students are recorders, filling in worksheets and marking map. Students should try to locate 10 monasteries in various states.
- One or two students can also write interesting facts on butcher/chart paper
 - List name and location of monastery
 - Fact(s)

Procedures: Students in various roles will:

1. Read from pp. 32-34, "Mount Athos," and/or Chapter 4, pp.13-16, ***Katie Visits a Monastery***.
2. Log onto Orthodox Monasteries of North America (<http://omna.malf.net>).
 - *Another interesting site to supplement the chapter, "Mount Athos," is St. Philanthropia Women's Monastery in Greece, which is a Susan Komen Cancer Research center. (http://www.ormyliacenter.gr/index_fr.html)
3. Examine monastery sites listed by states, while others locate states on U.S. map
4. Researchers choose a monastery from a location listed in state listing, and go to the monastery's web site.
 - Note:** Site should be approved by teacher before proceeding.
6. Students will fill in the Monastery Search worksheet they have chosen. They may all work on the same site, or work individually with their own choice.
7. Students may choose to further list interesting information on chart paper by:
 - Identifying name and location of monastery
 - Listing fact(s) under each
8. Students may use push pins (red for women's and blue for men's) or attached clip art to locate monasteries on U.S. map.

FlashPaper: *Journaling*

over

4. Journals: See Flashpaper

Materials:

- Sewn-in notebooks
- Chart paper and markers, if students choose to write on a chart and display
- Pencils or pens
- Name(s) of monasteries(s) they wish to write about
- Worksheet ([Flashpaper](#)) for guidelines

Procedures:

- Students may choose to journal answers to the write thoughts on what they learned from their research about monasteries
- Students may also wish to share and add to facts on chart paper

5. Wrap-Up (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following:
(Have chart/butcher paper with written facts to add any further comments or insight.)

1. *What were some interesting things you learned while researching your monastery?*
(Answers should reflect student research on monastery web sites, as well as discussion from reading of text—***Katie Visits a Monastery***)
2. *Why do you think monasteries are important to Orthodox Christians?* (Answers should reflect insight on how monasteries are centers of worship and service, where monastics live a simple life, away from the world, moving closer to God.)
3. *Where were some of the locations of monasteries we found today?* (Answers should reflect the number of monasteries students were able to locate and research.)

6. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
Grant victories to the Orthodox Christians over their adversaries;
And by virtue of Thy cross, preserve Thy habitation.

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

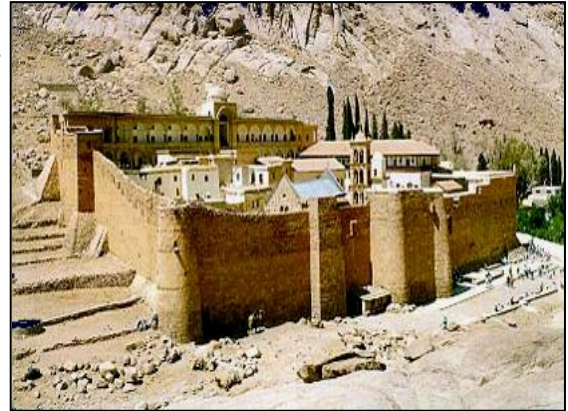
Suggested Supplemental Activity:

Students may decide to display their research on foam board or display triptychs. They can be creative, downloading or copying from the web sites they have researched. This could be displayed in the church hall or coffee hour area.



Famous Monasteries around the World

Monasteries began in the 4th century. St. Anthony the Great is considered the father of monasticism. Monasteries spread from **Egypt** and the **Holy Lands**, and eventually throughout the Christian world. The oldest functioning monastery in the world is St. Catherine in Mt. Sinai, Egypt. It was built around the Burning Bush, from which God spoke to Moses! Orthodox monasteries grew in Europe and parts of Asia and Africa, as well as nearly 100 in North America.



St. Catherine Monastery
Established in 527

Further information: <http://www.tourgypt.net/Catherines.htm>



Monasteries can have only one person! They are called **sketes**. Other monasteries are made up of smaller ones put together. These are called **lavras**. There are many famous monasteries around the world. The most famous is an entire country called Mount Athos, in Greece. There are 20 lavras and hundreds of smaller monasteries there.



Mount Athos
Established in 963

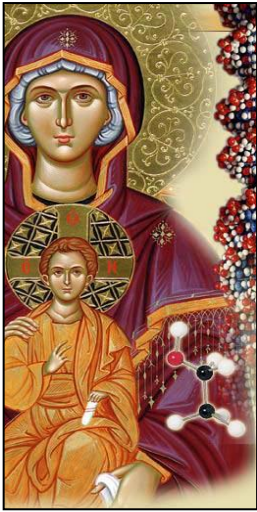
Further information: <http://www.inathos.gr/>

Another famous monastery is St. Sergius/ Holy Trinity Monastery near the capital city of Moscow in Russia. It is also made up of many monasteries. It also has a seminary. It has withstood wars, revolutions, and near-destruction, before being re-established as a world-renown center of Orthodoxy.

Further information: www.sacredsites.com/asia/russia



HolyTrinity/St. Sergius Monastery/Lavra
Established 1340



Monasteries can be simple or elaborate. Many house priceless Christian documents and art treasures as well as relics of saints. Others are centers of learning and even research. Did you know there is a women's monastery near Mt. Athos which is a major cancer research center? Visit Panagia Philanthropini Center on your monastery search.



Panagia Philanthropini

Further Information: http://www.ormyliacenter.gr/description_en.html

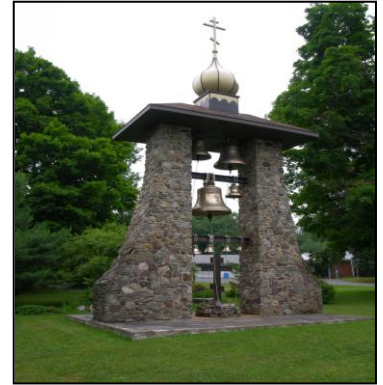


Whether simple or elaborate, monasteries are centers of faith. The monks and nuns are examples of Christian love and service to others. We look to those who seek God to be spiritual fathers and mothers, guiding us to the True Faith.



Name: _____

MONASTERY SEARCH



1. What is the name of the monastery?

2. Where is the monastery located?

3. What is the monastery's web site address?

4. What is the monastery's mission?

5. About how many monastics are located there?

6. What is the source of income for the monastery?

7. What is some of the historical background of the monastery?

8. Are there saints associated with this monastery? Name them.

List of Monastery Web Sites:

1. St. Tikhon's Monastery (<http://stots.edu>)
2. Monasteries of North America (<http://omna.malf.net>)
3. Panagia (Saint) Philanthropini Women's Monastery, Greece (http://www.ormyliacenter.gr?index_fr.html)



List of Monastery Web Sites:

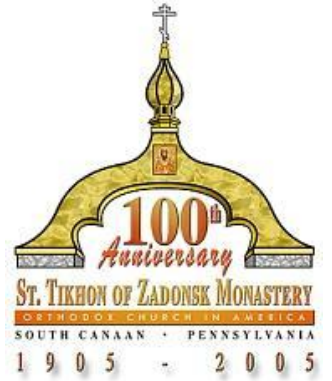
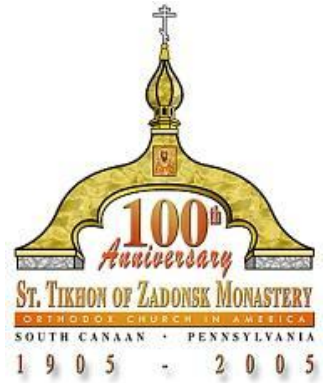
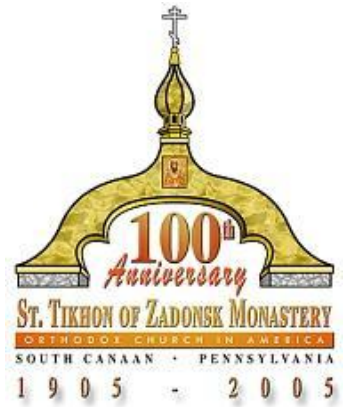
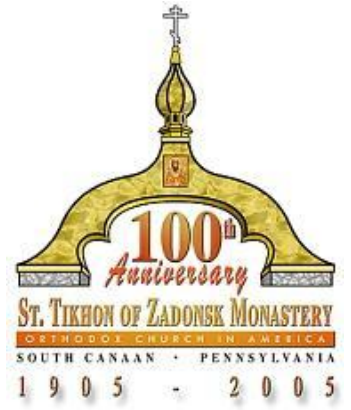
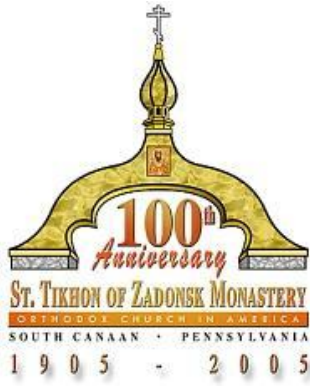
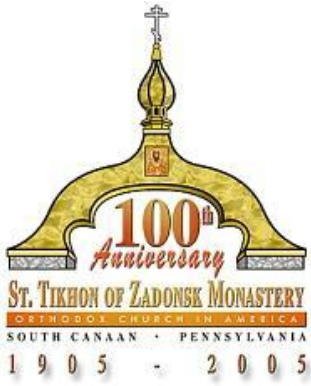
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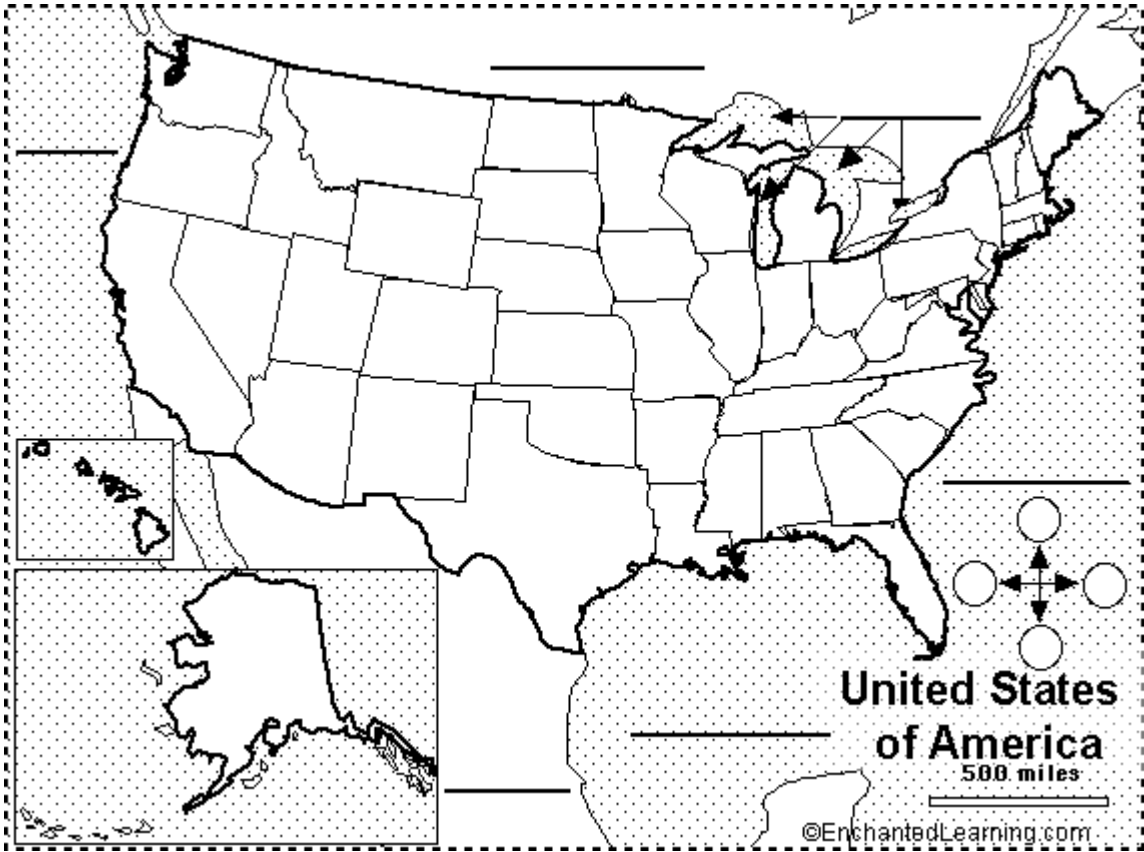


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Monasticism

Session 4

Ages 10-12 (45-50 minutes)



Theme: How: Daily Life of a Monastic

Identify and explain the life of a monastic

Sub-Theme: Monastic communities have been established all over the world. These communities serve people as well as the monastics who live there. As God calls all of us to serve others, some of us are called to pray and serve in a special setting. Monasteries are centers of prayer and service to others. All over the world people have chosen this life, in closer communion with God, for over 1600 years. Their daily life serves as an inspiration for us to live a more prayerful life and to help others in need.

Note: Teachers will need to look over the attached materials and become familiar with them.

Objectives:

By the end of this session students should be able to:

- Describe the monastic community as one of prayer and service.
- Examine the daily life of monastic communities.
- Become familiar with several monastics and monastic saints from around the world. (Mother Alexandra, Ss Herman, Tikhon, Raphael, Nicholai, and Elizabeth)
- Construct a *Triorama* or Story Frames on the daily life of a monastic.
- Compose a character cluster of a monastic saint.
- Journal the daily life of a monastic.

Materials:

- Chart/butcher paper
- Heavy paper cut into 11"x11" squares
- 11"x16" paper
- Information handouts (attached)
- Worksheets (attached)
- Markers
- Pencils
- Scissors
- Glitter glue
- Glue sticks
- Modeling clay
- Construction paper
- Plain and lined white paper
- Tape
- Journals
- Instructions for Triorama, Story Frames, and Character Cluster



Resources:

- Saxild, Elizabeth: *Katie Visits a Monastery*, Seattle, St. Nectarios Press, pp.13-28
- "Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*,
- Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986. pp. 211-213.
- Benagh, Christine, *An Englishman in the Court of the Tsar, The Spiritual Journey of Charles Sydney Gibbs*, Ben Lomond, Conciliar Press, 2000.

- Tobias, Maria: ***Ella's Story, The Duchess Who Became a Saint***. Ben Lomond, CA, Conciliar Press, 2004 (ISBN 1-888212-70-5)
- Video: ***St. Tikhon's Monastery, America's Holy Mountain***, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)
- Video: ***Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration***, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Orthodox Monasteries and Monasticism (<http://aggreen.net/monasteries/monastic.html>)
- Links to Other Orthodox Monasteries (<http://www.balamandmonastery.org.lb/monasterieslinks.htm>)

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"

(<http://stots.edu/history1.html>)

Metropolitan Anastassy, ***In Defence of Monasticism***, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, ***In the Spirit of Happiness***, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following: ***Who can tell some of the things we learned last session about the history of monasteries?*** Answers should reflect prior knowledge of a basic history of monasticism through monasteries and communities researched and studied. Students may refer to their worksheets from the previous session, as well as the **Time Lines** and enrichment reports, and journal entries from Sessions 2 and 3. Point to **Time Lines**. Say: ***What were some of the things we listed here?*** Have students recall what was listed about the history of monasticism. Answers may also recall the research and discussion of monastics, their purpose, when monasteries began, as well as who was involved in their establishments. Allow students to recall what they know, or ask what they would like to know. These questions can be springboards for further discussion and research. Say: ***Over the past few weeks we've discussed what monastic communities mean for us. We have examined where, when, why monasteries have been established and that they are centers of Orthodox Christianity around the world. Who can tell me some of the things we talked about?*** Answers should recall that monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world, yet remembering the world by praying for others and for the world, as well as the different roles of Christians. Remind students we all choose a path in life to follow in our spiritual and worldly lives: marriage, single life, careers, service to our parishes and other church institutions, charity, love and caring for others, pointing to the reflections written on the chart paper. Answers should also reflect students' understanding of when and why certain monasteries were established, and how they serve as examples for us that our lives should be one of prayer and service, even when our lives seem to prevent us from

doing this. Say: ***Most of us probably think of monastics as people far away from our lives, people we would probably never come in contact with. Yet, monastics are like us in many ways. They grew up in the same ways we did, they went to school, college, had jobs; some were married at some point in their lives. We know little about them. What do you think monastics do each day?*** Have students think and write their answers or ideas/butcher paper. After they have discussed their ideas, Say: ***Today we will look at the everyday life of those who live in monastic communities, as well as learn about a few who have become saints of the Church.***

3. Research (15 minutes)

The research and activities can be done in the *Cooperative Learning Style*. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. As each person is assigned, he or she should set about a plan and work it to completion.

- One student places chart paper on table or tape to wall for discussion notes.
- One or two students get supplies (handouts, markers, pencils, worksheets, paper for notes, etc.--See above, Materials).
- Two students should then act as the reader/researchers, reading aloud the Reading Handouts. These students should feel comfortable with oral reading.
- Students designated as researchers will fill in the Worksheet with information taken from the handouts on the daily life of a monastic and the lives of the selected monastics and monastic saints. This may also be done on large butcher/chart paper.

Note: Students may also decide to continue work on the Time Line from information they gathered in Lesson 2, as well as surf the net to find further information (See Resources above).

4. Activities: (15 Minutes)

Note: The teacher may wish to present these activities and have students choose, or expand your session(s), and use several.

A. Triorama See attached instructions (15 Minutes)

This is a reading comprehension strategy designed to retell a story plot in four segments. Students are asked to give four of the most important parts of the story, with guidance from the teacher. Students ideally would recall the setting, problem, climax and conclusion of the story. Students who enjoy drawing and using varied art media will enjoy responding to their research in this manner. This activity would be ideal for both the daily life of a monastic, as well as the life of a monastic saint.

Materials:

- 4 pieces of heavy paper, cut into 11" x 11" squares
- Markers
- Scissors
- Lesson handouts and worksheets
- Construction paper
- Modeling clay
- Glitter glue
- Glue sticks
- Crayons
- Pencils



Procedures: (See attached Triorama worksheet)

1. Each square is folded in half diagonally, then opened and folded again diagonally, in the opposite direction.
2. Unfold the square and cut $\frac{1}{4}$ of one corner of one of the diagonal folds to the center of the square.
3. Students fold their diagonals under each other until they form an inverted triangle. This becomes a "stage" for a scene from the story of one of the monastic saints. (See attached directions sheet)
4. Students color their picture or icon clip art of monastic saints (Ss Herman, Tikhon, Raphael, Nicholai, Elizabeth, or any of their choice) as well as Mother Alexandra, and glue them to the back of each *Triorama* stage.
5. Students may create a scene from the life of the monastic on one of the *Triorama* stages, using construction paper, modeling clay and/or any of the above materials.
6. Continuing, the students may choose to do the same with three more episodes in the life of the monastic, or one episode from three other monastics. This may also be done cooperatively, with a student in charge of one stage, and coordinating to prevent duplication.
7. Students can then glue the four stages together, back-to-back, to form an inverted pyramid. These can be displayed in class, in designated areas, or the parish fellowship hall.

B. Story Frames (15 minutes)

This is a reading comprehension activity designed to retell either a story (fiction), as well as a content area (non-fiction) informational article. Students are to retell the important parts within four or five large frames by either writing or drawing and/using art media. This activity is ideal for both the daily life of a monastic, as well as the life of a saint.

Materials:

- Lesson handouts
- Story Frame Worksheet (attached)
- Chart/butcher paper
- Rulers
- Markers
- Scissors
- Glitter glue
- Glue sticks
- Crayons
- Pencils, pens



Procedures: (See attached blank worksheet)

1. Using the attached Story Frame worksheet, students will write about an episode in the daily life of a monastic or saint or retell each episode, using the above art media.
2. Using chart/butcher paper students may choose to draw large, rectangular Story Frames, similar to those on the Story Frame worksheet.
3. Students may cut out and use photos and icons from Lesson Handout to decorate their Story Frames.
4. Students may work individually or cooperatively, with each student in charge of a Story Frame.

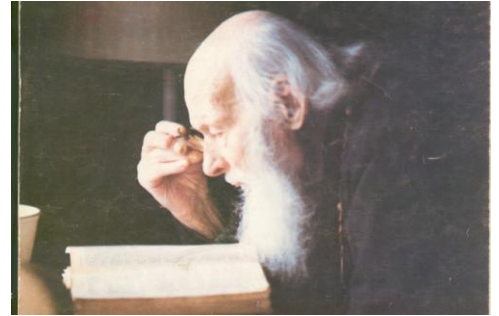
5. These can be displayed in class, in designated areas, or the parish fellowship hall.

C. Character Cluster (15-20 Minutes)

This reading comprehension strategy is used to study the physical and personality traits of story characters. It utilizes art and writing skills. This activity would be ideal for the study of one of the monastic saints. (See attached blank worksheet)

Materials:

- Character Cluster blank worksheets (attached)
- Large 11"x16" poster paper
- Lesson handouts
- Markers
- Scissors
- Glitter glue
- Glue sticks
- Crayons
- Pencils, pens



Procedures: (See attached blank worksheet)

1. Students may mount icons or photos of monastic saints and place them on the center of the Character Cluster.
3. Students write descriptive adjectives of the saints on the line provided on their character clusters.
4. Students write examples from the stories to support their descriptive adjectives on the lines under each adjective.
5. Students write a short paragraph of each saint using the descriptive web they have created.
6. Students can continue decorating their character clusters to take home.

Enrichment Activity: Students may enhance their research by using the class worksheet to write a report on one of the saints in the handout, or one of their choice.

FlashPaper: *Journaling and Personal Value Inventory*

5. Journals: See Flashpaper (5 minutes)

Materials:

- Sewn-in notebooks
- Chart paper and markers, if students choose to write on a chart and display
- Pencils, markers,
- Name(s) of person(s) they wish to write about
- Worksheets, Trioramas, Story Frames, Character Clusters, and notes



Procedures:

1. Students will reflect on the daily life of a monastic, or one of the saints researched and discussed.
2. Students will role-play a monastic and write a journal entry of the day's activities, using the Lesson Handout as a guide.

6. Wrap-Up (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following: (Have chart/butcher paper with questions and answers tacked to a wall or bulletin board.)

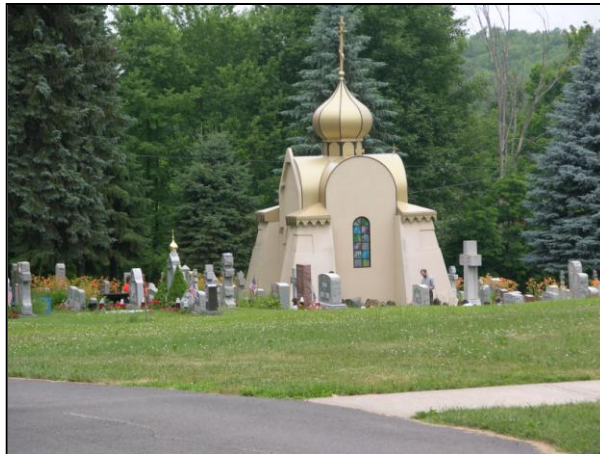
When were you surprised to learn about how monastics live? Answers should reflect student understanding of the daily life of monastics, and how they are filled with prayer, work, and activity. ***What were some of the things we learned about some of the more famous monastics?*** Answers should reflect insight into how, when and where various monasteries began, how monastics lived a life close to God, serving others, and how this helped spread to other countries.

9. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
Grant victories to the Orthodox Christians over their adversaries;
And by virtue of Thy cross, preserve Thy habitation.

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

See Attached Pages



A Day in the Life of a Monk

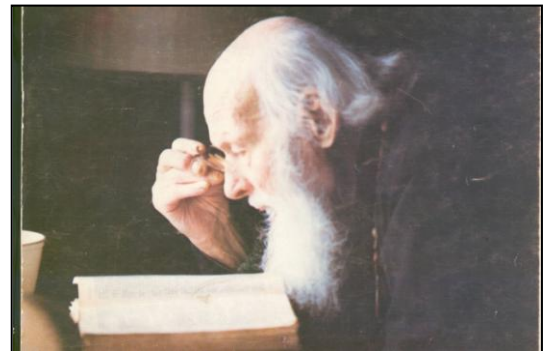
The bell rings at 3:30am. Fr. Herman awakes and quickly washes himself in the bathroom down the hall from his **cell**, or room. He and his brother monks do the same, returning to their cells to pray morning prayers in solitude. As he finishes, Fr. Herman cleans his room and makes his way outside and across the flower and herb garden. It is a quick walk from the monastery building housing the monks' cells to the beautiful brick monastery church, with its blue domes and gold crosses, seen from miles around. There are 30 monks at St. Andrew Monastery, and each one has duties to perform to keep the monastery running smoothly. Besides his regular duties, this week Fr. Herman is in charge of preparing for the **Midnight Office** and **Divine Liturgy**. He hurries into the dark church, turns on the lights, venerates the relics and icons, and begins lighting the candles. **Brother** Thomas, a monk who is not an ordained priest, enters quickly to venerate and take his place at the readers' stand. He will read the Midnight Office before the Matins service.

DID YOU KNOW?

Did you know that the English tutor to the children of Tsar Nicholas II, became an Orthodox monk? Charles Sydney Gibbs came to love the Orthodox Faith so much, that he converted and became Archimandrite Nicholas.



Photo courtesy of Christine Benaugh



As the monks file into church, they take their places. Fr. Anastasy, the **abbot**, is serving today, along with Fr. Sebastian. The other priest monks are assisting in the altar, singing the responses, taking care of candles, **prospophora** (church bread used for Holy Communion) at the daily Divine Liturgy following Matins, as well as smaller loaves of prospophora given to people who have asked for prayers. Other monks organize name lists of people the monks were asked to pray for, and greet any guests who arrive for services. Some monks leave church after Matins to prepare the morning meal after Liturgy. This is done on a rotating basis, so all the monks will be able to attend Liturgy several times a week. Several monks sing the responses, also rotating with those



who are working the kitchen and assisting in church. Still others are also rotating the early morning duties, such as feeding the animals, baking bread, and tending the bee hives. When Liturgy has ended, all the monks gather in the common dining hall, called a **refectory** or **trapeza**, where they pray and share the morning meal. At about 8:00am, all depart for the morning's round of duties. Each monk is assigned tasks which he works on a permanent basis, from office work to tending the vegetable and flower gardens.

Some are cleaning the grounds, cemetery, and buildings, while others work in the library, kitchen, and on carpentry, plumbing, and repairs. Still others use their talents for writing books and icons. There is much to do to keep the monastery running smoothly, with talents and interests put to good use. Fr. Herman works the computer in the monastery office, as well as the library. He works on the monastery web site where prayer names and announcements of upcoming events are listed, and orders are taken for honey and bread (the two products the monastery is famous for, and which provide income to help keep St. Andrew's running smoothly). Today he is working with Brother Thomas in the office, who answers phone calls, and greets visitors.

As noon approaches, all monks gather together to wash and prepare for the main meal of the day. As abbot, Fr. Anastasy is in charge of leading all to prayer and to bless the monks, and one monk each day takes charge of reading about the saints of the day. Today's meal consists of mushroom soup, cabbage stuffed with rice, home baked bread with the monastery's famous honey,



and fresh fruit. Tea is the main drink, cold or hot. As the monks listen to the readings they eat quietly until Fr. Anastasy addresses them. He gives comments on the saints' lives as well as announcements for the day. Fr. Herman also adds



any news or information and then the monks depart for the afternoon duties. Most continue with their work, while others, like Fr. Herman (who have been up and working earlier in the day), are taking time to rest or read before the bell is rung for **Vespers** and **Compline** (evening prayer services) at 4:00pm. At 6:00pm the monks again gather in the refectory for the evening meal, a

simple combination of soup and bread, with leftovers from the main noon meal. As the monks gather for this meal, there is fellowship, as they share the events of the day. After this, all walk to the church to share **Evening Prayers**. A quiet peace settles in as Fr. Herman listens to Fr. Sebastian lead the prayers and Fr.



Anastasy give the final blessing to each monk to mark the end of the day. Fr. Herman and some of the brothers take advantage of the free time to walk the grounds together, taking in the beauty of the setting sun on the gardens and cemetery. They talk of the events of the day, the visitors, and the tasks at hand, especially the preparations necessary for their annual pilgrimage on St. Andrew's Day in a few months. Fr. Herman is

happy that the novices are excited about the idea of so many



visitors. They walk back to their cells, with the moon shining brightly above them, and retire to pray their private evening meditations before a much-deserved sleep. Fr. Herman spends time writing in his journal, reading, and meditating upon the day before he finally turns out his light and rests in satisfied comfort, looking forward to the next day, just a few hours away!



Words to Remember:

abbot
cell
Midnight Office
Trapeze
Refectory

Evening Prayers
Compline
prospora
brother
Divine Liturgy



A Day in the Life of a Nun

Sister Ann leaves her **cell**, or room, at 6:00am. She has the wooden **simandron** (see picture) ready to clap to awaken the other nuns to Morning Prayers. As she walks down the hallway, she is followed by Sister Susanna, who is in charge of preparing the morning meal in the refectory, or dining hall. Together they make their way to the chapel, which is attached to the main monastery building. Sister Ann, a **novice**, or woman who has not taken the final vows of a nun, is a woman who was once a computer company manager. About two years ago she had decided that she



wanted to live a life closer to God. She loved her job and her life, but felt there was something missing. She had visited Holy Ascension Monastery for a weekend, and knew this was what she was looking for. Mother Maria, the **abbess**, was kind and responded to her enthusiasm with a caution to spend time in prayer, visit often, and look seriously at her life before making a final decision to enter the

monastery. Two years later, Lisa Morris, now Sister Ann, made her decision. However, it will be a few years before she will be able to take her final vows. She loves her life at Holy Ascension, and knows this is the life she was called to live. This morning, there is an **Akathist** (special service of praise) at 7:00am, served by Fr. Thomas, a retired priest who lives about 2 miles from the monastery. He also



serves Divine Liturgy three mornings a week, including Sunday, which is attended by many local Orthodox faithful, as well as visitors. Holy Ascension thrives on visitors; its main mission is to provide hospitality. Faithful may spend time on the grounds, staying in one of three guest houses provided for this purpose. The nuns all take great pride in caring for those who visit; no accommodation is too much for them to handle. Families are provided with all necessities as well, and clergy families are encouraged to visit and relax.

As the Akathist service begins, the other nuns and novices arrive. Mother Elizabeth is serving in the altar today. Yes, serving in the altar! She had received a special blessing from Mother Maria to



serve the priest and see that all preparations are taken care of in the altar. After the Akathist, the **Third and Sixth Hours** (prayers of watch and preparation) are read by the nuns. This is followed by breakfast, where all the nuns gather to address the day's activities. Some will work in the kitchen baking **prosphora**



(special bread used for Holy Communion during Divine Liturgy). Other nuns sew **vestments** (special robes worn by priests for services) and **cassocks** (black robes worn by priests, monks and nuns). These are sold to provide income for the



monastery. Others will work at cleaning and preparing the guest houses for visitors. This is Sister Ann's task, and she loves



working to make the guests feel welcome. Other tasks include cleaning the monastery chapel and buildings, speaking to guests, preparing music for services, sewing monastery clothing, gardening, and office and library work. Though these jobs take up most of the day, the nuns are also



encouraged to spend time in private study and prayer.



The main meal of the day is at 1:00pm, with special readings during the meal, followed by discussion and announcements. Work continues until 5:00pm, when the nuns once again gather in the chapel for **Ninth Hour, Vespers and Compline** (evening worship services). This is followed by a light supper and free time.

DID YOU KNOW?

Did you know that Romanian Princess Ileana became a nun in the United States? Mother Alexandra founded Holy Transfiguration Monastery In Ellwood City, PA



Sister Ann especially likes this time to walk the grounds as the sun sets behind the green hills which

surround the monastery grounds. Sometimes there are children of guests playing in the specially built playground. They like to talk to Sister Ann and ask all sorts of interesting questions about life in the monastery. Sister Ann is only too happy to play with them and answer their questions. Sometimes the children want to help with the gardening, or reading in church and lighting candles. Sister Ann allows them to read the names of people the nuns have been asked to pray for. The children especially like to read the names of young people.



At 9:45pm Sister Ann claps the simandron for the final services of the day at 10:00. **Matins and First Hour** (the final evening services) are read before the nuns receive a blessing from Mother Maria and retire across the beautifully groomed grounds of the monastery courtyard to their cells. Sister Ann quietly makes



her way across, listening to the sounds of the country, praying to herself and bidding her fellow sisters a good night. As she enters her cell, she kisses the icon on her wall, and kneels to pray her final evening prayers before she washes and falls to a peaceful sleep.

Words to Remember:

cell
simandron
novice
abbess
Akathist

First Hour
Third Hour
Sixth Hour
Ninth Hour
prosphora

vestments
Vespers
Compline
Matins
cassocks



Five Facts about Five Famous Monastics

St. Herman

1. Born in Russia, St. Herman entered the Trinity- Sergius Hermitage (near the Gulf of Finland) in 1772, at the age of 16.
2. After praying to the Theotokos, he was miraculously healed from a deadly abscess.
3. Called Fr. Herman (even though he was never ordained a priest) St. Herman was transferred to Valaam Monastery, where he lived until called with nine other men to serve in Alaska as missionaries in 1793. The missionaries opened schools and orphanages, and ministered to the natives who lived there.
4. After the deaths of all the other missionaries (including Bishop Joasaph) Fr. Herman continued his missionary work, and built a cell and chapel on Spruce Island (near Kodiak Island), calling it New Valaam.
5. Fr. Herman was an example of love to the natives of Alaska, helping and ministering to them, healing when there was an epidemic, holding back a flood by placing an icon along the shore, feeding many animals, including bear, and converting many native Aleuts to the Orthodox faith. He died in 1837, and was canonized in 1970.



St. Tikhon

1. Born in Russia, Vasily Belavin graduated St. Petersburg Theological Academy, and taught at Pskov Seminary. Tonsured a monk in 1891 at the age of 26, he was given the name Tikhon, after St. Tikhon of Zadonsk.
2. In 1892 Fr. Tikhon was consecrated Bishop of Lublin, and in 1898, was made bishop of the Aleuts and Alaska (later North America), and was elevated to Archbishop.
3. Archbishop Tikhon, along with Bishops Innocent and Raphael, did much to establish the Orthodox Church in America by building many churches throughout the U.S., and founding St. Tikhon's Monastery, the first in America.
4. In 1907 Archbishop Tikhon was called back to Russia where he became Metropolitan of Moscow and Patriarch of Russia in 1917.
5. During the Russian Revolution years. Patriarch Tikhon defended the Orthodox Church, to the point of house arrest and illness. St. Tikhon died in 1925, and was glorified in 1989.



St. Raphael

1. Born in Syria in 1890, Raphael Hawaweeny was an excellent student who was chosen to attend the Patriarchal school to prepare for the priesthood, while teaching Arabic and Turkish. He was tonsured a monk in 1879.
2. Ordained a deacon in 1885, Fr. Raphael studied in Russia at the Theological Academy in Kiev. In Moscow he was ordained a priest, and was the representative of the Antiochian Orthodox Church there, where he was responsible for bringing students to be educated.
3. While still teaching and writing in Russia, he was invited to America to begin work in establishing churches for Arabic Orthodox immigrants.
4. Beginning in 1896, under the guidance of Bishop Nicholas of the Russian Orthodox Church in America, Fr. Raphael traveled across the United States, establishing parishes, appointing pastors, and publishing prayer books. In 1907 he was consecrated the first Orthodox bishop in America by the newly established American Orthodox Bishop Tikhon.
5. Bishop Raphael helped found St. Tikhon's Monastery and Orphanage, and continued his work in establishing over 35 Arabic Orthodox parishes serving some 25,000 faithful across the United States. St. Raphael died in 1915, and was canonized in April, 2000.



St. Elizabeth

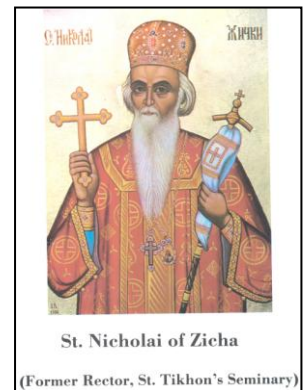
1. Elizabeth, Grand Duchess of Russia, sister of Empress Alexandra of Russia, and grand-daughter of Queen Victoria of England, was born in 1864.
2. After the assassination of her husband, Grand Duke Sergei Alexandrovich, Elizabeth visited the assassin in prison to help him repent for his sin.
3. Grand Duchess Elizabeth took the vows of a nun, and established Ss Mary and Martha Monastery in Moscow; where a hospital, orphanage and homeless shelter served as a training station for Red Cross nurses during World War I as well as treating war wounded.
4. The monastery and hospital were operating until her arrest and imprisonment in 1918 by the Communists after the Russian Revolution. Abbess Elizabeth and one other nun, Sister Barbara were taken to Ekaterinburg, where they were to be with the imprisoned Tsar and his family.
5. On July 18, 1918 (the day after Tsar Nicholas and his family were



assassinated) Abbess Elizabeth, Sister Barbara and other members of the Royal family were thrown down a mine shaft. Abbess Elizabeth forgave her assassins, treated those who were wounded, and sang Psalms and hymns, until she died. St. Elizabeth was canonized in 1982. Her relics were later found and repose in the Church of St. Mary Magdalene in Jerusalem.

St. Nicholai of Zicha

1. Born in Serbia in 1880, Nicholai Velimirovich was a gifted student who studied and taught in Belgrade Yugoslavia, Bern, Switzerland, Russia, and Oxford University in England.
2. In 1909 he was tonsured a monk, ordained a priest, and taught at St. Sava Theological Seminary in Belgrade, Yugoslavia.
3. In 1919, after teaching and receiving doctorate degrees at Oxford and Cambridge Universities in England, Fr. Nicholai was consecrated Bishop of Zicha and Ochrid. He was sent to America in 1921, where he established the Serbian Orthodox Diocese of America and Canada, founding many parishes.
4. Bishop Nicholai returned to Serbia, and during World War II was sent to Dachau Concentration Camp, where he was tortured, along with other bishops, priests and faithful.
5. Returning to America, Bishop Nicolai taught at Serbian Orthodox Seminary, St. Vladimir Seminary, and St. Tikhon Seminary, where he was Dean. He spent his final years at St. Tikhon's, where he lectured, wrote his famous books, and earned doctorate degrees from Columbia University, Halle in Germany, and the Sorbonne in Paris, France. St. Nicholai died in 1956, and was canonized in 1987.



CHAMPIONS OF FAITH

Educational Materials for the 2005 OCA/Holy Synod Theme

INSTRUCTIONS FOR EDUCATIONAL ACTIVITIES

TRIORAMA

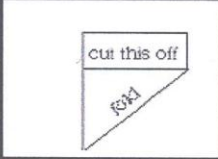
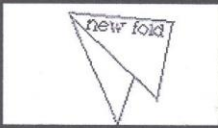

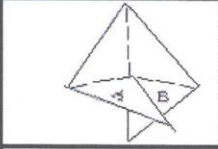
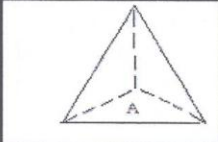
Materials Needed

- 11 x 14 paper, cut into squares, 4 or 8 per child
- Arts and crafts materials
- Markers
- Glitter glue
- Construction paper
- Scrap material
- Scissors
- Crayons
- Molding clay

Procedure

Each section is done with each session as saint and hero/champion is presented.

1. Fold each square diagonally, then open
2. Fold in opposite diagonal direction, then open
3. Cut $\frac{1}{4}$ of diagonal fold to middle of square
4. Fold 2 diagonals under each other until you form an inverted triangle. This is the triangular "stage" for a scene from the story of saint/champion
5. Can color, decorate as you would a diorama
6. When four scenes are completed, you can tape them together to form an inverted triorama pyramid with all four scenes.
7. Can do one triorama for saints Champions of Faith and one for Champions or 2 and 2 in one triorama

	1) Fold and cut
	2) Fold again
	3) Cut solid line
	4) Overlap A over B and glue or staple
	5) Finished Triorama

For a comprehensive resource on the lives of the saints visit the OCA web site at www.oca.org, and follow the link to the Lives of the Saints section.

Character Clusters

You can learn a lot about a person or saint by what he or she, does, says, and thinks. One way to list the qualities of a character is to write them in a character cluster.

Create a word picture or character cluster of your favorite saint.

1. Draw a picture or paste and icon of your saint in the center of this page. Then draw lines from the picture.
2. On these lines, write a descriptive word (adjective) about him or her.
3. Underneath each descriptive word, draw two more lines. On these lines, give examples of each trait.

Before you begin, think of all the describing words about your saint. For example:

Caring

Visited many parishes

St. Tikhon

(Other Side)

Now try one of your own. Remember to think of all the describing words you can and then give an example.

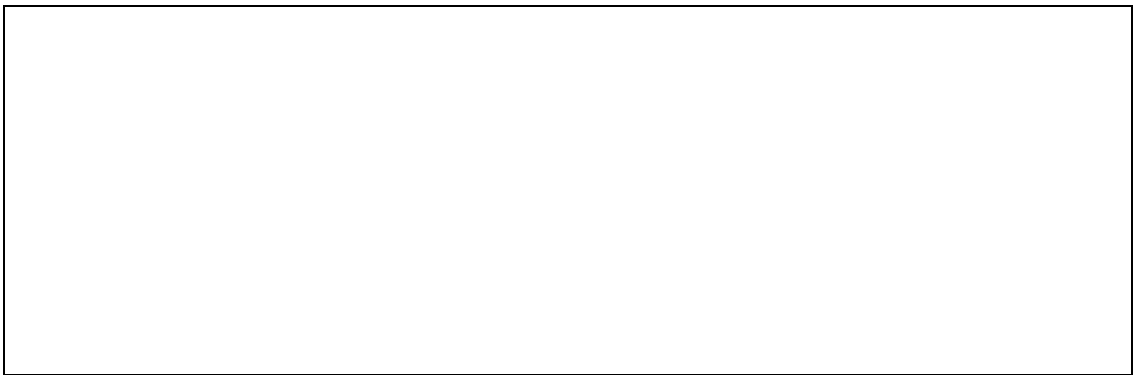
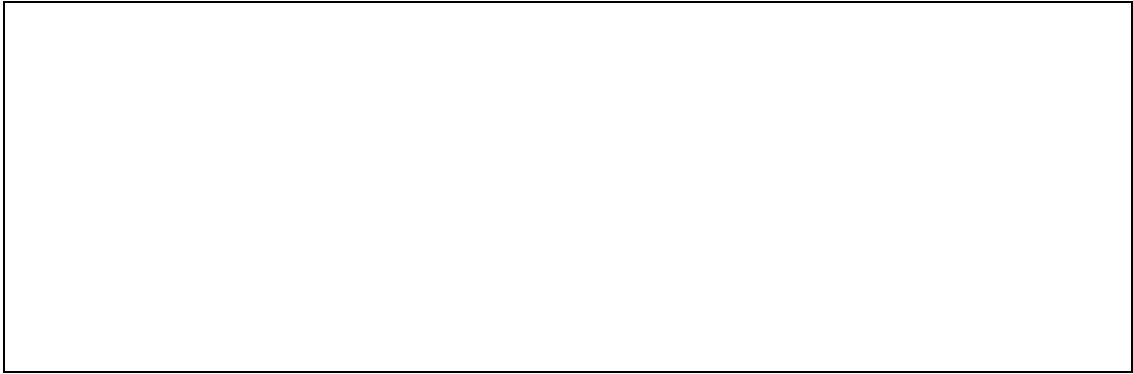
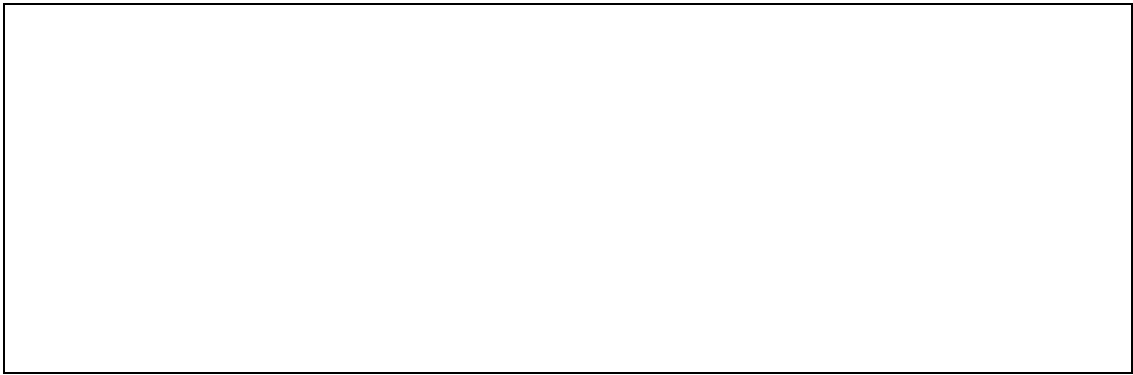
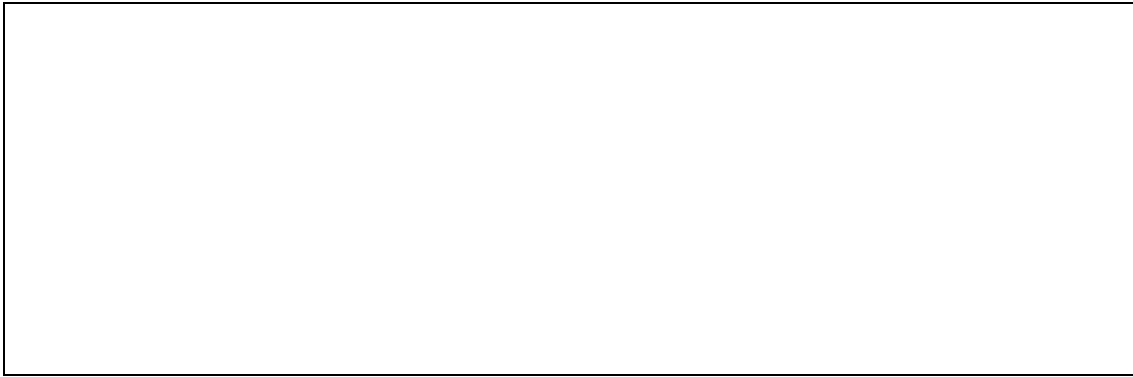
Name of Saint: _____

Country: _____

Lived: _____

This is my favorite saint because...

Story Frames



Picture Matching Game

Can you match the picture to the person?

Saint Nicholai

This saint was a duchess.



Mother Alexandra

This saint was from Syria.



Saint Herman

This nun was a Romanian Princess.



Saint Elizabeth

This saint was a bishop from Serbia.



Saint Raphael

This saint was a patriarch.



Saint Tikhon

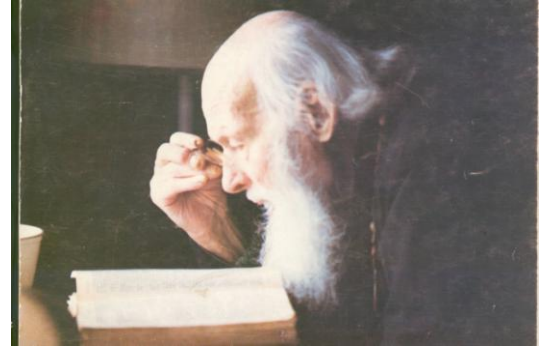
This saint helped Native Alaskans.



Journal Prompts

Prompt 1

Monks and nuns keep to a strict schedule of prayer, work and other duties. Describe a day in the life of a monastic. What was your reaction to the schedule that monastics keep? What surprised you the most?



Prompt 2

Would you consider becoming a monastic? Why or why not? Has your opinion of monastics changed? If so, in what way?



Monasticism

Session 1

High School Level Ages 13-17 (45-50 minutes)

Theme: Who: Monastics

Identify monastics

Sub-Theme: Monastics are those chosen by God to live a life of prayer, work and community.

God calls all of us to serve others. Some of us are called to pray and serve in a special setting. As monasteries are vital and important centers of prayer and service to others, we find people who have chosen to live this life, in closer communion with God.



Note: Teachers will need to look over the materials and become familiar with them.

Objectives:

By the end of this session students should be able to:

- Identify a monastic and his or her role in the Church
- Define a monk as being a man or woman called to live a Christian life in a special way of prayer, community and service to others
- Recognize the attributes of monastics as the foundations of Orthodox Christianity
- Write a reaction paragraph about monastics

Materials:

- KWL Chart (attached)
 - This is a reading strategy used to anticipate about a subject, before reading and/or studying it. Students will use this to set their motivation for reading (also known as anticipatory set). The first 2 columns are labeled KNOW and WANT TO KNOW. These stand for what a student may already know about the subject, and what they would like to know about it. The teacher will have students fill in these first 2 columns about what they know and would like to know about monks and monasteries. Then, as they research and study about them, they may fill in the third column, LEARNED, with what they have learned about monks and monasteries.
- Chart paper (optional)
- Information handouts (attached)
- Worksheets (attached)
- Markers
- Pencils
- Scissors
- Tape
- Lined paper
- Journals

Resources:

- "Mount Athos," pp. 32-33, *Katie Visits a Monastery*, Seattle, St. Nectarios Press.
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)

- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Monastery web site of choice, section on history and mission

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"

(<http://stots.edu/history1.html>)

"Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117

Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following: *Who can tell me about monks or nuns?* (Answers should reflect any prior knowledge of monastics.) Point to KWL Chart. Say: *We are going to make a list of things we know about monks. Let's begin.* Have students list what they know about monastics in the first column, labeled, **Know**. This stands for what students know about monks and monasteries. Then have students list questions they would like to ask about the subject. Say: *What have you always wondered about monks and nuns?* As students think of questions, have another student write them down. Point out that their questions should begin with: **Who? What? Where? When? Why? How?** You may use this as an ongoing record when answers are given. Answers later given should recall the research and discussion of who monastics are, their purpose, how they look and why. Answers should recall: monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world, yet remembering the world by praying for others and for the world; different roles of Christians; how we all choose a path in life to follow in our spiritual and worldly lives, such as marriage, single life, careers, service to our parishes and other church institutions (charity, love and caring for others). Point to the reflections written on the chart paper. (Allow students to recall what they know, or ask what they would like to know.) Ask: *Do you think monasteries are important? Why?* Then, say: *Today we are going to learn about monks and nuns, as well as the places they live, called monasteries. Let's begin.*

3. Lesson Handouts (15 minutes)

The lesson handout and activities can be done in the *Cooperative Learning Style*. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. As each person is assigned, they should set about a plan and work it to completion.

- One student places chart paper on table or tape to wall for discussion notes.
- One or two students get supplies (markers, pencils, paper to write information and sketch, etc.--See above, Materials).
- Students can take turns reading aloud sections of handouts and discussing each section, pictures and captions.

3. Activities: **Worksheet/Journal** (15 Minutes)

Materials:

- Worksheet
- Puzzles
- Pencils/pens
- Journals or white lined paper

Procedures:

1. Students will fill in the worksheet and word puzzles pertaining to monasticism handouts. They may all work in pairs, in cooperative style, or individually
2. Students may also keep a journal for reflection on what they have learned.

FlashPaper: *Journaling*

Journals: See Flashpaper

Materials:

- Sewn-in notebooks or white lined paper
- Chart paper and markers, if students choose to write on a chart and display
- Pencils, markers,
- Worksheet for guidance

Procedures:

- Students may choose to journal answers to the questions above
- Can also write on chart paper
 - Students may choose to make display on wall and also at Coffee Hour

4. **Wrap-Up** (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following: (Have chart/butcher paper or KWL chart tacked to a wall or bulletin board and be ready to add any further answers.)

*Say: **What did we learn about monastics in the Orthodox Church?*** (Answers should reflect student understanding of special calling of men and women to pray for others, work and live in community, and serve others.) ***How have we been changed in our thoughts and ideas about monks and nuns?*** (Answers should reflect insight into how people should strive to live as early Christians, showing that oneness of mind and fullness of heart, loving and helping one another. There are those who have a special calling which they answer, choosing this type of closeness with God.)

*Say: **Next session we will examine some monasteries and see how they live and function as special communities with God.***

5. **Closing Prayer** (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
 Grant victories to the Orthodox Christians over their adversaries;
 And by virtue of Thy cross, preserve Thy habitation.
 In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

Monasteries, Monks and Nuns

KWL Chart



Know	Want to Know	Learned

Who Are Monks and Nuns?

Introduction

Did you know there are women altar servers in the Orthodox Church? Did you know there is a monastery where the monks train German Shepherd dogs and the nuns make and sell cheesecakes all over the United States? Did you know it takes years for a person to become a monastic? Did you know that all Orthodox bishops are also monks? Did you know that a monk or nun is praying for you all the time? Not all monks are priests. St. Herman was not a priest. These are only some of the facts about monastics (monks and nuns) of the Orthodox faith. Curious? Then read on.



Did you know it takes years for a person to become a monastic? Did you know that all Orthodox bishops are also monks? Did you know that a monk or nun is praying for you all the time? Not all monks are priests. St. Herman was not a priest. These are only some of the facts about monastics (monks and nuns) of the Orthodox faith. Curious? Then read on.

Monks and Nuns

Monastics (monks and nuns) are people called by God to live the Christian life in a special way. They have answered this call to become closer to God by living a life of quiet solitude, away from the cares and busy life of the world. They live, pray and work in communities called **monasteries**. Monasteries have been around since the earliest centuries of



Christianity. In fact, the Old Testament tells us about many prophets who spent long periods of time in solitude to be closer to God. Moses is an example. In the New Testament, St. John the Baptist and even Christ Himself, spent time alone in the wilderness, in closeness to God, and away from the world. Monasteries grew throughout the **Holy Lands**, when St. Anthony decided to live alone

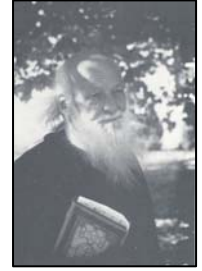
in the desert. Monasteries grew in the Middle East and Mediterranean, spreading through Europe, and the world. Some of the most beloved saints of the Church are monks and nuns, such as: St. Herman, St. Innocent, St. Raphael, St. Tikhon, St. Sergius, St. Elizabeth, and many others. The head of a men's monastery is an **Abbot**, while in the women's monastery it is the **Abbess**.



Becoming a Monastic



A person who desires to join a monastic community is first a **Novice**. This period of probation lasts for about three years. The Novice, called **Brother** or **Sister**, spends time in training, under the guidance of one of the experienced monastic **elders**. During this period the Novice spends time in lay clothing, and then is permitted to wear the **Inner Riasa**, which is a simple black robe with narrow sleeves, and a **Skouphos**, which is a monastic cap.



Nuns may wear a white or simple head covering. These men and women live, pray and work in the monastery until they make a final decision to become a monk or nun. These monastics learn poverty, chastity (meaning they do not marry), humility, repentance, and solitude. After a period of time, the Novice will be elevated to **Riasophor** monastic, who is still a Novice, taking the solemn vows when ready. The Novice is tonsured (hair cut in the form of a cross), and is vested in an **Outer Riasa** and **Kamilavka**, or flat topped hat.



After another period of time, if the Riasaphor wishes, he or she may take the next step to **Lesser Schema**, which is the Tonsure and taking of solemn vows, called the Monastic Tonsure. These vows, similar to those of baptism, renounce worldly life, and promise faith and obedience to God for life. The monastic answers questions to prove his obedience and intentions. The candidate receives a new name, his or her hair is shorn (just like at Baptism) and a cross is given, as well as a candle. He or she is then vested in the monastic habit. Monks wear a square cloth called a **Paraman**, to remind him of his taking



up the yoke of Christ, the Inner Riasa, a leather belt, the **Mantiya** (a long, sleeveless cloak), and a **Klubok**, or Kamilavka with a veil, guarding him or her from all vanity. He or she is then given sandals and a Prayer Rope. The **Schema monk** is now called **Father** and the **Schema nun** is called **Mother**.



It takes several years to become a full member of a monastery. Some monastics remain **brothers** or **sisters**. Brothers can become **priests**. An **Archimandrite** is the step leading to becoming the highest level of **Lesser Schema**, and possibly becoming a **bishop**.



A very small number of monastics who spend many years of struggle and prayer in a monastery achieve the ultimate state of **Great Schema**, or Angelic Habit. They receive a special vestment called the **Analavos**, and head covering called the **Cowl**. They spend the rest of their lives in seclusion and silence with the monastic community.



Monastics live very simply, without many of the luxuries we take for granted. They worship, live, and work together every day. They choose not to marry. They spend many hours in **prayer**, in the daily cycle of services of the **monastery church**, as well as in private prayer. They spend the rest of their time working to help support



the monastery. Some work at jobs like gardening and cooking. Others clean the church, monastery and grounds. Some take care of the services. Still others work at the jobs which help support the monastery, like baking goods to sell, making jams and honey, writing and binding books, scientific research and help for the poor, as well as training special dogs!



Monastics are loving people, whose main wish is to pray for the world, and provide hospitality to those who seek it. Monasteries are places for people to visit and refresh their spiritual lives. Monastics help people achieve this by opening their



monasteries to them, providing spiritual guidance, and allowing them to be moved by the presence of God. No matter where we are in our lives, they are always praying for us.

Words to Remember:

Monks
nuns
monasteries
monastic
Holy Lands
mother
father
abbot
abbess

elder
novice
riasa
skouphos
kamilavka
tonsure
priests
bishops
klubok

paraman
mantiya
Lesser Schema
Greater Schema
Schema monk or nun
Archimandrite
Analavos
Cowl
Riasophor



MONASTIC QUESTIONS



1. What is a monastery?

2. Who are monks and nuns?

3. Why do they become monks and nuns?

4. What is a monastery's mission?

5. Who are some of the most famous monks?

6. What do monks and nuns wear?

7. What are the names of some famous monasteries?

8. Are there saints associated with this monastery? Name them.

Monastic Journal Prompts

Choose one prompt and enter answers in your journals or on white lined paper. Remember to include ideas from the prompt in your answer.

Prompt 1

When did monasteries begin? Who are monastics? What makes them different from other Christians? How long does it take to become a monastic? Do you think that it is a good idea to take years to decide to become a monastic?



Prompt 2

Do you think it is a good idea to have monasteries? Why or why not? Why do you think someone decides to become a monastic? Have you ever wondered what it would be like to be a monastic? What do you think life would be like in a monastery?



Monasticism

Session 2

High School Level Ages 13-17 (45-50 minutes. This lesson can be expanded to as many sessions as teacher and students wish.)

Theme: Monasteries of North America

Becoming familiar with monasteries

Sub-Theme: Monasteries are located in many parts of North America. God calls all of us to serve others, and some of us are called to pray and serve in a special setting. Monasteries are centers of prayer and service to others, and we find people have begun monasteries all over the world, including the United States and North America.



Note: Teachers will need to look over the web site used as reference for this lesson, *Monasteries of North America*, to screen for canonical jurisdictions when allowing students to research. If not sure, consult your pastor.

Objectives:

By the end of this session students should be able to:

- Explain the mission of a monastery as a center of prayer, fasting, and service
- Locate 10 monasteries in North America (if possible, in different states)
- Research 1 monastery in North America, or from around the world
- Demonstrate and apply research skills using internet
- Work cooperatively in their research
- Retell results of research
- Journal conclusions about research

Materials: [FlashPaper: Push pins clip art](#)
[FlashPaper: Student maps](#)
[FlashPaper: Homepage of Monasteries of North America](#)

- Computer
- Internet connection
- Student map of U.S. (attached) [FlashPaper: See attached file](#)
 - Map can be enlarged to place on wall.
- Push Pins (red for women's monasteries, blue for men's)
 - Can use the attached clip art
- Chart paper (optional)
- Monastery Search Worksheet (attached)
- Sheet with web site listings (attached)
- Markers
- Pencils
- Scissors
- Tape
- Lined paper (for notes)
- Worksheets with research questions
- Journals or white lined paper and Journal Prompt sheet (See attached)

Resources:

- "Mount Athos," pp. 32-33, *Katie Visits a Monastery*, Seattle, St. Nectarios Press.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)

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- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Monastery web site of choice, section on history and mission

****Teacher Background Reading:**

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(<http://stots.edu/history1.html>)

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Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following:

- A. *Who can tell us about the things we learned about monks and nuns in Session 1?*** (Point to chart paper with KWL chart from Session 1, "Who?") Answers should recall the research and discussion of who monastics are, their purpose, how they dress and why. As students answer, interject any missed facts, pointing to the **KWL Chart**.
- B. Ask questions such as: *Who are monastics? What do monastics do?*** (Answers should recall that monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world [monos/alone], yet remembering the world by praying for others and for the world.)
- C. Continue by asking students to recall what has been discussed about the different roles of Christians. Say: *We all choose a path in our spiritual and worldly lives: marriage, single life, careers, service to our parishes and other church institutions, charity, love and care for others*** (Point to reflections written on the chart paper.
Allow students to recall what they know, or ask what they would like to know.)
- D. Ask: *What do you think this means for us? What should we do to follow in the right path of Christ?*** (Allow time for students to react and give their predictions, looking over journal entries from first lesson.) ***How is this difficult for us?*** (Allow time for students to elaborate. Answers should reflect the difficulties of being a prayerful, caring person in today's world; how, through peer pressure, it is difficult to be the one to take the initiative when someone needs help.) Ask prompting and open-ended questions to continue the discussion such as: ***When did this happen to you? Have you ever been in a situation (like seeing someone alone in the cafeteria, or someone being made fun of) and you were afraid to speak up? Have you ever thought about your prayer life? Do you think you pray enough? Have you ever thought about where***

monasteries are located? How they exist? What do monastics do at a monastery?

- E. Ask, **Have you ever wondered what a monastery is like?** (Allow students time to reflect and answer.) Ask, **Do you know there are monasteries located all over the U.S. and Canada? Do you know of any? Where?** Give students a chance to respond.
- F. Then, say: **Today we are going to look up some of the monasteries located in America and find out:**
- 1. Where they are located**
 - 2. Who lives there**
 - 3. Their mission and daily lives**
 - 4. How they sustain themselves**
- Let's get our materials together and begin.**

3. Research (15 minutes)

The research and activities can be done in the *Cooperative Learning Style*, in pairs or as a group. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. They should set about a plan and work it to completion.

- Students read over text about monasteries aloud (See attached text).
- One or two students read aloud from: **Katie Visits a Monastery**, pp. 32-34, "Mt. Athos," and/or Chapter 4, pp. 17-19 to class, or choose portions of the videos: **Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration**, or **St. Tikhon's Monastery, America's Holy Mountain** to show to all students or selected groups (See Resources).
- One or two students locate supplies: markers, pencils, Monastery Information worksheets, map, push pins, etc. (See above, Materials).
- One student is the computer operator.
- Two students act as the researchers, reading information aloud.
- One or two students are recorders, filling in worksheets and marking map. Students should try to locate 1-2 monasteries in various states.
- One or two students can also write interesting facts on butcher/chart paper
 - List name and location of monastery
 - Fact(s)

Procedures: Students in various roles will:

1. Read from pp. 32-34, "Mount Athos," and/or Chapter 4, pp.13-16, **Katie Visits a Monastery**, or view portions of videos: **Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration**, or **St. Tikhon's Monastery, America's Holy Mountain**
2. Log onto Orthodox Monasteries of North America (<http://omna.malf.net>).
 - *Another interesting site to supplement the chapter, "Mount Athos," is St. Philanthropia Women's Monastery in Greece, which is a Susan Komen Cancer Research center. (http://www.ormyliacenter.gr/index_fr.hlmi)
3. Examine monastery sites listed by states, while others locate states on U.S. map.
4. Researchers choose a monastery from a location listed in state listing, and go to the monastery's web site.
 - Note:** Site should be approved by teacher before proceeding.
6. Students will fill in the Monastery Search worksheet they have chosen. They may all work on the same site, or work individually with their own choice.
7. Students may choose to further list interesting information on chart paper by:
 - Identifying name and location of monastery

- Listing fact(s) under each
8. Students may use push pins (red for women's and blue for men's) or attached clip art to locate monasteries on U.S. map.

FlashPaper: *Journaling*

4. Journals: See Flashpaper

Materials:

- Sewn-in notebook or white lined paper
- Chart paper and markers, if students choose to write on a chart and display
- Pencils or pens
- Name(s) of monasteries(s) they wish to write about
- Worksheet ([Flashpaper](#)) for guidelines

Procedures:

- Students may choose to journal answers to the write thoughts on what they learned from their research about monasteries or answer prompts.
- Students may also wish to share and add to facts on chart paper.

5. Wrap-Up (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following:
(Have chart/butcher paper with written facts to add any further comments or insight.)

1. ***What were some interesting things you learned while researching your monastery?***
(Answers should reflect student research on monastery web sites, as well as discussion from reading of text, and book, *Katie Visits a Monastery*, or videos, *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, or *St. Tikhon's Monastery, America's Holy Mountain*.)
2. ***Why do you think monasteries are important to Orthodox Christians?***
(Answers should reflect insight on how monasteries are centers of worship and service, where monastics live a simple life, away from the world, moving closer to God.)
3. ***Where were some of the locations of monasteries we found today?***
(Answers should reflect the number of monasteries students were able to locate and research.)

6. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
Grant victories to the Orthodox Christians over their adversaries;
And by virtue of Thy cross, preserve Thy habitation.

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

Suggested Supplemental Activity:

Students may decide to display their research on foam board or display triptychs. They can be creative, downloading or copying from the web sites they have researched. This could be displayed in the church hall or coffee hour area.



Famous Monasteries around the World



Monasteries began in the 4th century. St. Anthony the Great is considered the father of monasticism. Monasteries spread from **Egypt** and the **Holy Lands**, and eventually throughout the Christian world. The oldest functioning monastery in the world is St. Catherine in Mt. Sinai, Egypt. It was built around the Burning Bush, from which God spoke to Moses! Orthodox monasteries grew in Europe and parts of Asia and Africa, as well as nearly 100 in North America.



St. Catherine Monastery
Established in 527

Further information: <http://www.tourgypt.net/Catherines.htm>



Mount Athos
Established in 963

Monasteries can have only one person! They are called **sketes**. Other monasteries are made up of smaller ones put together. These are called **lavras**. There are many famous monasteries around the world. The most famous is an entire country called Mount Athos, in Greece. There are 20 lavras and hundreds of smaller monasteries there.



Further information: <http://www.inathos.gr/>

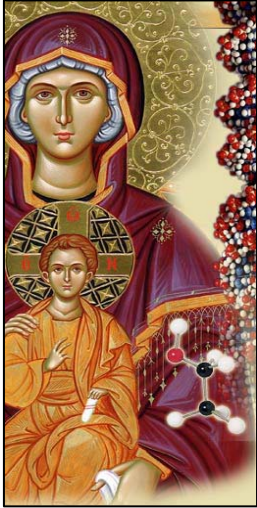
Another famous monastery is St. Sergius/Holy Trinity Monastery near the capital city of Moscow in Russia. It is also made up of many monasteries. It also has a seminary. It has withstood wars, revolutions, and near-destruction, before being re-established as a world-renown center of Orthodoxy.

Further information: www.sacredsites.com/asia/russia



HolyTrinity/St. Sergius Monastery/Lavra

Established 1340



Monasteries can be simple or elaborate. Many house priceless Christian documents and art treasures as well as relics of saints. Others are centers of learning and even research. Did you know there is a women's monastery near Mt. Athos which is a major cancer research center? Visit Panagia Philanthropini Center on your monastery search.



Panagia

Philanthropini

Further Information: http://www.ormyliacenter.gr/description_en.html



Whether simple or elaborate, monasteries are centers of faith. The monks and nuns are examples of Christian love and service to others. We look to those who seek God to be spiritual fathers and mothers, guiding us to the True Faith.



Two American Monasteries

St. Tikhon Monastery

Established in 1905



The oldest Orthodox Monastery in North America is St Tikhon Monastery, in South Canaan, Pennsylvania. It was named for St. Tikhon of Zadonsk, Russia. Known as the “Center of Orthodoxy, where saints have walked,” the monastery is home to relics of many saints, including: St. Raphael, who served at the first pilgrimage, St. Herman, St. Nicholai, who taught at St. Tikhon Seminary, and St. Alexis of Wilkes-Barre. Each year thousands of people visit this monastery on Memorial Day.

For Further information: www.sttikhonsmonastery.org



Holy Transfiguration Monastery

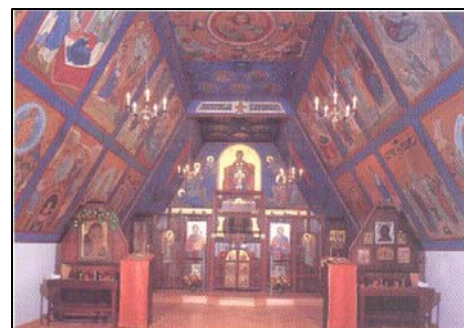
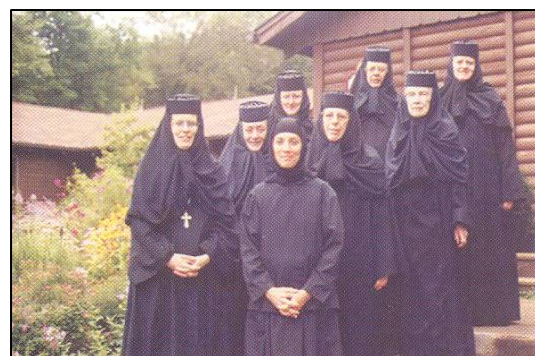
Established 1967



Holy Transfiguration Monastery was founded by Mother Alexandra, who was formerly Princess Ileana of Romania. This beautiful women’s monastery is located in Ellwood City, near Pittsburgh, PA. Holy Transfiguration is a monastery whose mission is prayer and hospitality. Each year many people visit this monastery on the feast of the Transfiguration (August. 6).). It is here, and in other women’s monasteries, where you will find women who are specially chosen by the abbess to assist the priest in the altar.

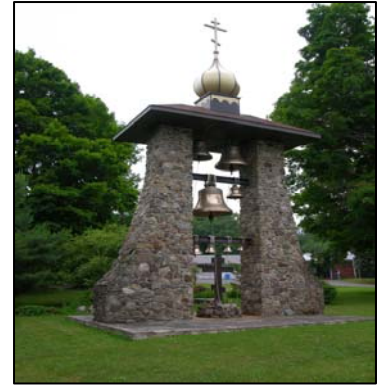
Further information:

[www.orthodoxwiki.org/Monastery_of_the_Transfiguration_\(Ellwood_City,_Pennsylvania\)](http://www.orthodoxwiki.org/Monastery_of_the_Transfiguration_(Ellwood_City,_Pennsylvania))



Name: _____

MONASTERY SEARCH



1. What is the name of the monastery?

2. Where is the monastery located?

3. What is the monastery's web site address?

4. What is the monastery's mission?

5. About how many monastics are located there?

6. What is the source of income for the monastery?

7. What is some of the historical background of the monastery?

8. Are there saints associated with this monastery? Name them.

List of Monastery Web Sites:

1. St. Tikhon's Monastery (<http://stots.edu>)
2. Monasteries of North America (<http://omna.malf.net>)
3. Panagia (Saint) Philanthropini Women's Monastery, Greece (http://www.ormyliacenter.gr?index_fr.html)



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List of Monastery Web Sites:

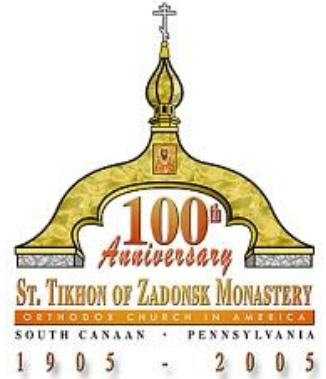
1. St. Tikhon's Monastery(<http://stots.edu>)
2. Monasteries of North America (<http://omna.malf.net>)
3. Panagia (Saint) Philanthropini Women's Monastery, Greece(http://www.ormyliacenter.gr?index_fr.html)



Journal Prompts

Prompt 1

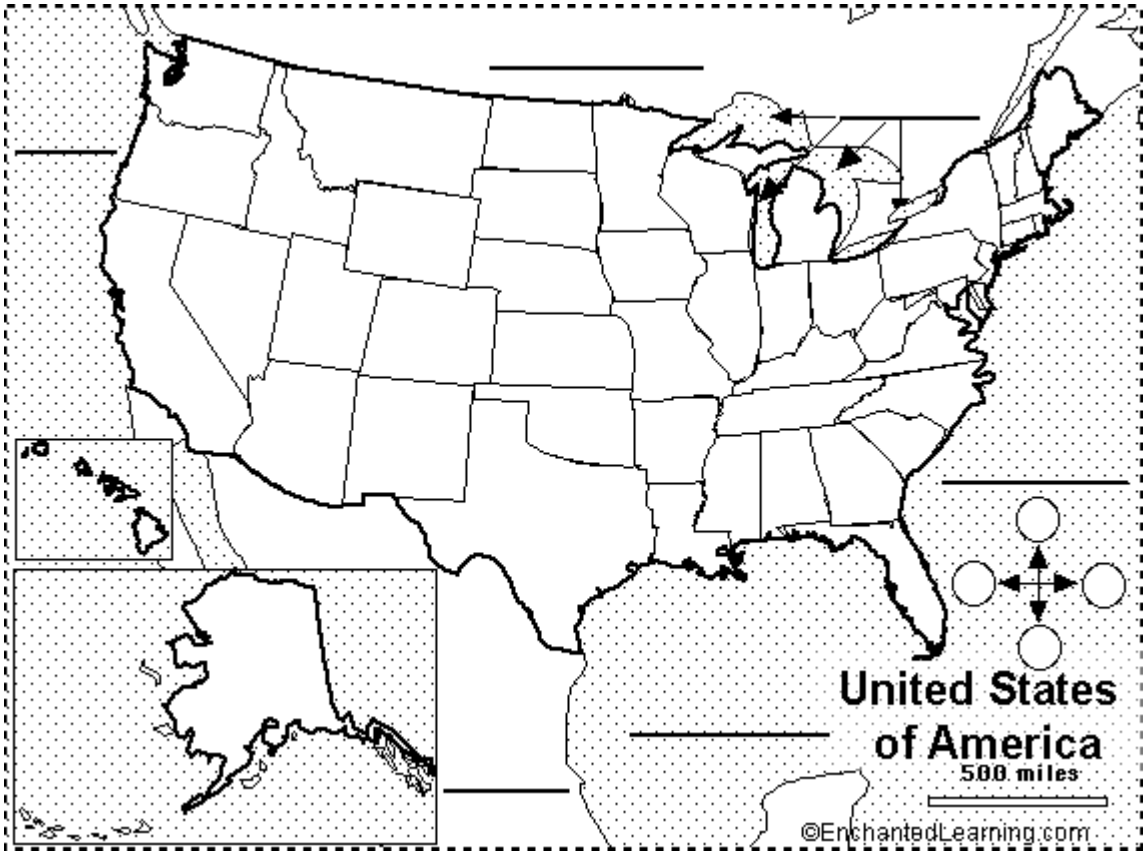
Where were some of the locations of the monasteries you researched? What were some of the things you learned about these monasteries that you found surprising?



Prompt 2

Which monastery would you like to visit and why? Many of these monasteries need our support to continue their work. What could you do to support the monastery you chose?





Monasticism

Session 3

High School Level Ages 13-17 (45-50 minutes)



Theme: When: The beginning of monastic communities

Identify where and when monasteries were established.

Sub-Theme: Monastic communities have been established all over the world. These communities serve other people as well as the monastics who live there. As God calls all of us to serve others, some of us are called to pray and serve in a special setting. Monasteries are centers of prayer and service to others. All over the world, people have chosen this life, in closer communion with God, for over 1600 years.

Note: Teachers will need to look over the attached materials and become familiar with them. The text is an expansion of Lesson 2.

Objectives:

By the end of this session students should be able to:

- Identify the monastic community as begun in the Holy Lands
- Cite the founders of monastic communities
- Become familiar with several monastic communities around the world
- Compose a time line of history of monasteries from information in handouts
- Journal conclusions about establishment of monasteries around the world

Materials:

- Chart/butcher paper
- Information handouts (attached)
- Worksheets, including Time Line (attached)
- Markers
- Pencils
- Scissors
- Tape
- Lined paper
- Journals or white lined paper



Resources:

- "Mount Athos," pp. 32-33, *Katie Visits a Monastery*, Seattle, St. Nectarios Press.
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)
- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Orthodox Monasteries and Monasticism (<http://aggreen.net/monasteries/monastic.html>)
- Links to Other Orthodox Monasteries (<http://www.balamandmonastery.org.lb/monasterieslinks.htm>)
- Sacred Sites of Russia (<http://www.sacredsites.com/asia/russia/russia.htm>)
- Mt. Athos (<http://www.inathos.gr/athos/en/>)
- St. Tikhon Monastery (www.sttikhonsmonastery.org)
- St. Catherine Monastery (<http://www.tourgypt.net/Catherines.htm>)
- Holy Transfiguration Monastery
[www.orthodoxwiki.org/Monastery_of_the_Transfiguration_\(Ellwood_City,_Pennsylvania\)](http://www.orthodoxwiki.org/Monastery_of_the_Transfiguration_(Ellwood_City,_Pennsylvania))
- Holy Trinity/St. Sergius Monastery (www.sacredsites.com/asia/russia)

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"

(<http://stots.edu/history1.html>)

"Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117

Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following: ***Who can tell some of the things we learned last session about the monasteries we researched?*** Answers should reflect any prior knowledge of monasteries and communities researched and studied. Students may refer to their worksheets from the previous session, as well as the **KWL chart** and journal entries from Sessions 1 and 2. Point to **KWL Chart**. Say: ***What were some of the things we listed here?*** Have students recall what they was listed about monastics. Students may refer to and use their own **KWL Charts** and share their answers. Answers later given should recall the research and discussion of who monastics are, their purpose, how they look and why. Answers should recall that monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world, yet remembering the world by praying for others and for the world. There are different roles of Christians, and we all must choose a path in life to follow in our spiritual and worldly lives: marriage, single life, careers, service to our parishes and other church institutions, charity, love and caring for others (point to the reflections written on the chart paper). Allow students to recall what they know, or ask what they would like to know. Ask: ***What do you think this means for us? What should we do to follow in the right path of Christ?*** Allow time for students to react and give their predictions. ***How is this difficult for us?*** Allow time for students to elaborate. Answers should reflect the difficulties of being a caring person in today's world; how, through peer pressure, it is difficult to be the one to take the initiative when someone needs help. As students discuss this, write reflections on chart paper. When finished ask: ***Who do you think was the first monastic?*** Have students think and write their answers or ideas. (Prophets, John the Baptist are possible answers). Say: **Today we will examine when and where monasteries began, and also the history of some monasteries around the world.**

3. Research (15 minutes)

The research and activities can be done in the *Cooperative Learning Style*. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. As each person is assigned, he or she should set about a plan and work it to completion.

- One student places chart paper on table or tape to wall for discussion notes.

- One or two students get supplies (handouts, markers, pencils, worksheets paper for notes, etc.--See above, Materials).
- Two students should then act as the reader/researchers, reading aloud the attached expanded texts. These students should feel comfortable with oral reading.
- Students will take turns reading for the selections above, answering the questions on the attached worksheet.
- Students may also view portions of videos: *St. Tikhon's Monastery, America's Holy Mountain or Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration* (See Resources).
- Students will be designated as researchers to fill in the blank Time Line Worksheet with information taken from the worksheets on the history of monasticism and the selected monasteries. This may also be done on large butcher/chart paper.

Note: Students may also decide to continue work on the Time Line from information they gathered in Lesson 2, including web sites listed above and those researched in Lesson 2.

4. **Activity: Time Line** (15 Minutes)

Materials:

- Worksheet
- Blank Time Line
- Pencils/pens
- Butcher Paper

Procedures:

1. Using the cooperative method, students will examine the notes, worksheets and rough Time Lines (see above).
2. Students will fill in a class worksheet.
3. Students will fill in a class Time Line.
4. Students may chose to compose a Time Line on chart/butcher paper, decorating with sketches of monasteries from handouts and Time Line.

Enrichment Activity: Students may enhance their research by using the class worksheet to write a report on one of the monasteries in the handout, or one of their choice.

FlashPaper: *Journaling and Personal Value Inventory*

5. **Journals: See Flashpaper**

Materials:

- Sewn-in notebooks or white lined paper
- Chart paper and markers, if students choose to write on a chart and display
- Pencils, markers,
- Name(s) of person(s) they wish to write about
- Worksheets, Time Lines, and notes
- Journal Prompts sheet (See attached)

Students may write their reflections on the histories of monasteries using prompts.

6. **Wrap-Up** (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following: (Have chart/butcher paper with questions and answers tacked to a wall or bulletin board.)

How and when did monasteries start? Answers should reflect student understanding of when monasteries began (300 years after Christ with St. Anthony, wanting to live away from others, from persecution, live closer to God, began in Egypt).
What were some of the things we learned about where and when some

monasteries began? Answers should reflect insight into how, when and where various monasteries began, how monasticism spread to other countries, and who began some of the monasteries and why.

9. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
Grant victories to the Orthodox Christians over their adversaries;
And by virtue of Thy cross, preserve Thy habitation.

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

See Next Page



History of Monasticism

Have you ever thought of when the first monastery was established? Actually, the idea of living alone to be closer to God started in the Old Testament. Think of Moses and his days on Mount Sinai. How about the prophets, St. John the Baptist, or St. Mary of Egypt? They all spent time alone, in the desert, for this is where our faith began, with God's Chosen People, the Israelites.

The idea of living in a solitary way to be closer to God began in the 4th century in the Middle East. Those desiring this life

went to the desert. St. Anthony the Great (who lived until 356) is considered to be the Father of monasticism. He began his journey in Egypt as a **hermit** (one who lives alone) and eventually began a monastic community of hermits who lived under his guidance. St. Pachomius (who lived until 348) began a monastic community where all lived, worked and prayed together. Monasteries began to spread from the Holy Lands into Egypt, and eventually throughout the Christian world. Orthodox monasteries grew in Europe and parts of Asia and Africa, as well as the nearly 100 in North America.

For further information: www.monachos.net/monasticism/introduction.shtml



Monasteries around the World

St. Catherine Monastery

Established in 527

Located at the foot of Mount Sinai, where Moses spoke with God, St. Catherine Monastery (actually named Transfiguration Monastery) was established in 527 by Emperor Justinian and St. Helena. A chapel was built to surround the Burning Bush, which is still alive today! It is the oldest continually functioning monastery, and houses some of Christianity's oldest and most valuable writings and manuscripts. Saint Catherine



of Alexandria, Egypt was a 4th century scholar whose words of wisdom converted many people to Christianity. She was martyred for her faith, and her relics miraculously made their way to Mt. Sinai, where they are housed to this day.

For further information: <http://www.tourgypt.net/Catherines.htm>

Mount Athos

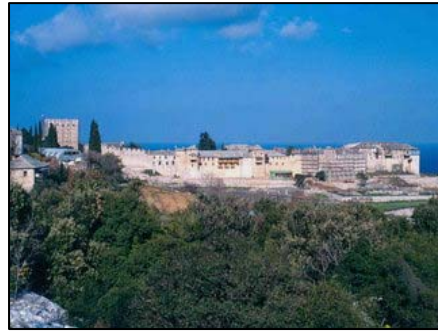
Established in 963

Perhaps the most famous of all Orthodox monasteries is not a monastery, but an entire “country” of them! Mount Athos, known as the Holy Mountain, is a sacred community of monasteries on a self-governing peninsula in Greece. Established in the 10th century, there are 20 major monasteries known as **lavras**, with many monastics living in these large



communities, as well as hundreds of smaller monasteries, called **sketes** (where monastics live like St. Anthony—alone but part of a community), and **hesicaterons** or **hermitages**, which are similar to sketes. There are tens of thousands of monastics (male only), and male visitors must receive special permission and visas to visit this holy Christian site.

Further information: <http://www.inathos.gr/>



Holy Trinity/St. Sergius Monastery/Lavra

Established 1340

Located near Moscow, Russia, Holy Trinity Monastery was established in 1340. A complex of monasteries, cathedrals, it is considered to be the center of Orthodoxy in Russia. First named Trinity Monastery, it began with the building of a small church by St. Sergius of Radonezh. It has had a long and tumultuous history, with many political and spiritual chapters. It has withstood wars, invasions, fire, and near destruction. Peter the Great lived there for a time. Under communism the complex lost its land and control. After the fall of communism, both land and control were returned to the Church. Visited by thousands of pilgrims year-round it is home to over 200 monastics, as well as the Moscow Theological Academy and many holy relics, manuscripts, and art treasures.

Further information: www.sacredsites.com/asia/russia



St. Tikhon Monastery

Established in 1905



The oldest Orthodox Monastery in North America, St Tikhon Monastery, South Canaan, in northeastern Pennsylvania was named for St. Tikhon of Zadonsk, Russia. Under the guidance of St. Tikhon of Moscow (who was then bishop of America) this monastery and orphanage opened with a pilgrimage in July, 1905, lead by St. Raphael (bishop of Brooklyn), and St. Alexander Hotovitsky, as well as founder, Hiermonk Arseny Chagotsev. The monastery's rich history has earned it the name Center of Orthodoxy in America "where saints have walked." St. Alexis of Wilkes-Barre (PA) was buried and canonized there, and his relics are entombed in the monastery church. St. Nicholas of Zhicha (Serbia) spent his last years there, where he wrote, taught, and served as Dean of St. Tikhon Seminary. Each Memorial Day, thousands of faithful continue the annual pilgrimage, participating in the many services on beautiful grounds, large cemetery, shrines, and museums. Visitors are welcome by the



monastic staff, headed by His Grace, Bishop Tikhon, of Philadelphia and Eastern, PA.

For Further information: www.sttikhonsmonastery.org



Holy Transfiguration Monastery

Established 1967

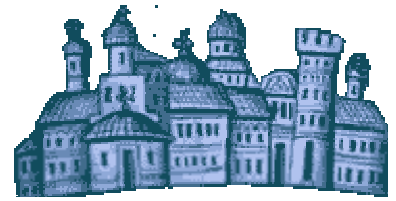


Founded by Mother Alexandra, former Princess Ileana of Romania, this beautiful women's monastery is located in Ellwood City, near Pittsburgh, PA. Holy Transfiguration is a monastery whose mission is prayer and hospitality. Under the guidance of the abbess, Mother Christophora, the immaculate grounds include a chapel and several guesthouses where visitors pray, stay, and refresh. One can dine in the fully equipped guesthouses or with the nuns in the refectory, as well as walk the scenic acreage, which includes shrines, gardens, gazebos, and a cemetery where its founder is buried. Annual pilgrimages take place on the Transfiguration of Our Lord (August 6). Pilgrims come from all over to partake of the many services and activities. Further information:

[www.orthodoxwiki.org/Monastery_of_the_Transfiguration_\(Ellwood_City,_Pennsylvania\)](http://www.orthodoxwiki.org/Monastery_of_the_Transfiguration_(Ellwood_City,_Pennsylvania))



Monastic Review



1. Who is considered the father of monasticism?

2. Who is a hermit?

3. What is a lavra?

4. Where is Mount Athos located?

5. What is the name of the monastery located near Mt. Sinai?

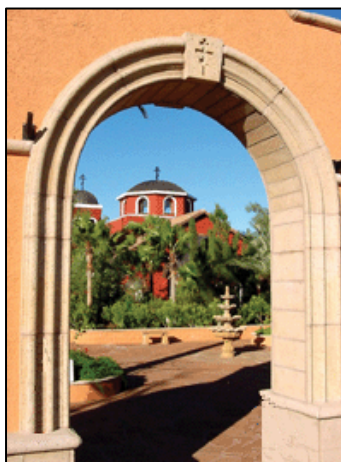
6. Which is the oldest monastery in the United States?

7. Which United States women's monastery was founded by a Romanian princess? _____

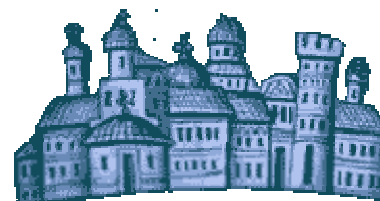
8. Approximately how many monastic communities are there in the United States and Canada? _____

9. In which monastery is the Moscow Theological Academy located?

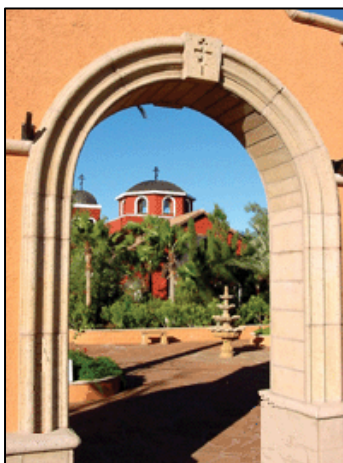
10. What is a skete?



Monastic Review Answers

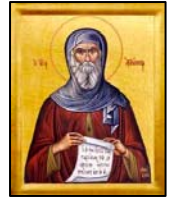


1. Who is considered the father of monasticism?
Saint Anthony the Great
2. Who is a hermit?
A monastic who lives alone
3. What is a lavra?
A large monastery or group of monasteries
4. Where is Mount Athos located?
On a peninsula in Greece
5. What is the name of the monastery located near Mt. Sinai?
St. Catherine Monastery
6. Which is the oldest monastery in the United States?
St. Tikhon Monastery
7. Which United States women's monastery was founded by a Romanian princess?
Holy Transfiguration Monastery
8. Approximately how many monastic communities are there in the United States and Canada?
About 100 monasteries
9. In which monastery is the Moscow Theological Academy located?
Holy Trinity/St. Sergius Monastery/Lavra
10. What is a skete?
Where a monastic lives alone, but still is part of a monastery community



Monastic Time Line

4th Century---



527---



963---



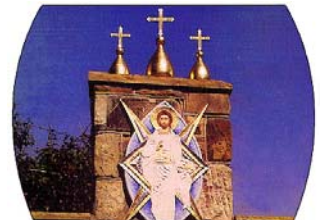
1360---



1905---

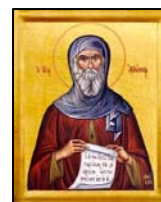


1967---



Monastic Time Line **Answers**

4th Century---**St. Anthony the Great
begins monastic movement**



527--- **St. Catherine Monastery
established near Mt. Sinai**



963--- **Mount Athos founded**



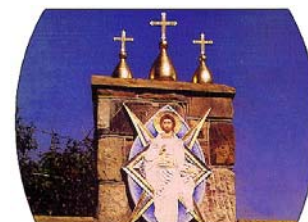
1360--- **Holy Trinity/St. Sergius
Monastery built near Moscow**



1905--- **First pilgrimage to
St. Tikhon Monastery**



1967--- **Holy Transfiguration Monastery
established by Mother Alexandra**



Journal Prompts

Prompt 1

When did monasteries first become established? What were some of the locations of these monasteries and why? What are the different types of monasteries? Which do you think you would find interesting to visit and why?



Prompt 2

Put yourself in the place of St. Anthony, St. Sergius, St. Tikhon, or Mother Alexandra. What do you think some of the difficulties were in establishing a monastery? What do you think it was like to begin a monastery during these times? What would you have done differently?



Monasticism

Session 4

High School Level Ages 13-17 (45-50 minutes)

Theme: How: Daily Life of a Monastic

Identify and explain the life of a monastic

Sub-Theme: Monastic communities have been established all over the world. These communities serve people as well as the monastics who live there. As God calls all of us to serve others, some of us are called to pray and serve in a special setting. Monasteries are centers of prayer and service to others. All over the world people have chosen this life, in closer communion with God, for over 1600 years. Their daily life serves as an inspiration for us to live a more prayerful life and to help others in need.



Note: Teachers will need to look over the attached materials and become familiar with them.

Objectives:

By the end of this session students should be able to:

- Describe the monastic community as one of prayer and service.
- Examine the daily life of monastic communities.
- Become familiar with several monastics and monastic saints from around the world. (Mother Alexandra, Ss Herman, Tikhon, Raphael, Nicholai, and Elizabeth)
- Construct a Story Frame on the daily life of a monastic.
- Compose a character cluster of a monastic saint.
- Journal the daily life of a monastic.

Materials:

- Chart/butcher paper
- 11"x16" paper
- Information handouts (attached)
- Worksheets (attached)
- Markers
- Pencils
- Plain and lined white paper
- Tape
- Journals or white lined paper
- Instructions for Story Frame, and Character Cluster



Resources:

- Saxild, Elizabeth: *Katie Visits a Monastery*, Seattle, St. Nectarios Press, pp.13-28
- "Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*,
- Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986. pp. 211-213.
- Benagh, Christine, *An Englishman in the Court of the Tsar, The Spiritual Journey of Charles Sydney Gibbs*, Ben Lomond, Conciliar Press, 2000.
- Tobias, Maria: *Ella's Story, The Duchess Who Became a Saint*. Ben Lomond, CA, Conciliar Press, 2004 (ISBN 1-888212-70-5)
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)

- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Orthodox Monasteries and Monasticism (<http://aggreen.net/monasteries/monastic.html>)
- Links to Other Orthodox Monasteries (<http://www.balamandmonastery.org.lb/monasterieslinks.htm>)

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"
(<http://stots.edu/history1.html>)

Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following: ***Who can tell some of the things we learned last session about the history of monasteries?*** Answers should reflect prior knowledge of a basic history of monasticism through monasteries and communities researched and studied. Students may refer to their worksheets from the previous session, as well as the **Time Lines** and enrichment reports, and journal entries from Sessions 2 and 3. Point to **Time Lines**. Say: ***What were some of the things we listed here?*** Have students recall what was listed about the history of monasticism. Answers may also recall the research and discussion of monastics, their purpose, when monasteries began, as well as who was involved in their establishments. Allow students to recall what they know, or ask what they would like to know. These questions can be springboards for further discussion and research. Say: ***Over the past few weeks we've discussed what monastic communities mean for us. We have examined where, when, why monasteries have been established and that they are centers of Orthodox Christianity around the world. Who can tell me some of the things we talked about?*** Answers should recall that monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world, yet remembering the world by praying for others and for the world, as well as the different roles of Christians. Remind students we all choose a path in life to follow in our spiritual and worldly lives: marriage, single life, careers, service to our parishes and other church institutions, charity, love and caring for others, pointing to the reflections written on the chart paper. Answers should also reflect students' understanding of when and why certain monasteries were established, and how they serve as examples for us that our lives should be one of prayer and service, even when our lives seem to prevent us from doing this. Say: ***Most of us probably think of monastics as people far away from our lives, people we would probably never come in contact with. Yet, monastics are like us in many ways. They grew up in the same ways we did, they went to school, college, had jobs; some were married at some point in***

their lives. We know little about them. What do you think monastics do each day? Have students think and write their answers or ideas/butcher paper. After they have discussed their ideas, Say: ***Today we will look at the everyday life of those who live in monastic communities, as well as learn about a few who have become saints of the Church.***

3. Research (15 minutes)

The research and activities can be done in the *Cooperative Learning Style*. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. As each person is assigned, he or she should set about a plan and work it to completion.

- One student places chart paper on table or tape to wall for discussion notes.
- One or two students get supplies (handouts, markers, pencils, worksheets, paper for notes, etc.--See above, Materials).
- Two students should then act as the reader/researchers, reading aloud the Reading Handouts. These students should feel comfortable with oral reading.
- Students designated as researchers will fill in the Worksheet with information taken from the handouts on the daily life of a monastic and the lives of the selected monastics and monastic saints. This may also be done on large butcher/chart paper.



Note: Students may also decide to continue work on the Time Line from information they gathered in Lesson 2, as well as surf the net to find further information (See Resources above).

4. Activities: (15 Minutes)

Note: The teacher may wish to present these activities and have students choose, or expand your session(s), and use several.

A. Story Frames (15 Minutes)

This is a reading comprehension activity designed to retell either a story (fiction), as well as a content area (non-fiction) informational article. Students are to retell the important parts within four or five large frames by either writing or drawing and/using art media. This activity is ideal for both the daily life of a monastic, as well as the life of a saint.

Materials:

- Lesson handouts
- Story Frame Worksheet (attached)
- Chart/butcher paper
- Rulers
- Markers
- Scissors
- Glitter glue
- Glue sticks
- Crayons
- Pencils, pens



Procedures: (See attached blank worksheet)

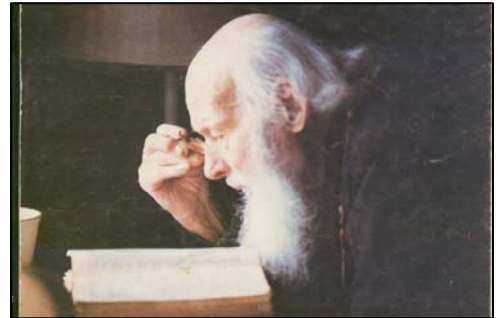
1. Using the attached Story Frame worksheet, students will write about an episode in the daily life of a monastic or saint or retell each episode, using the above art media.
2. Using chart/butcher paper students may choose to draw large, rectangular Story Frames, similar to those on the Story Frame worksheet.
3. Students may cut out and use photos and icons from Lesson Handout to decorate their Story Frames.
4. Students may work individually or cooperatively, with each student in charge of a Story Frame.
5. These can be displayed in class, in designated areas, or the parish fellowship hall.

B. Character Cluster (15-20 Minutes)

This reading comprehension strategy is used to study the physical and personality traits of story characters. It utilizes art and writing skills. This activity would be ideal for the study of one of the monastic saints. (See attached blank worksheet)

Materials:

- Character Cluster blank worksheets (attached)
- Large 11"x16" poster paper
- Lesson handouts
- Markers
- Scissors
- Glitter glue
- Glue sticks
- Crayons
- Pencils, pens



Procedures: (See attached blank worksheet)

1. Students may mount icons or photos of monastic saints and place them on the center of the Character Cluster.
3. Students write descriptive adjectives of the saints on the line provided on their character clusters.
4. Students write examples from the stories to support their descriptive adjectives on the lines under each adjective.
5. Students write a short paragraph of each saint using the descriptive web they have created.
6. Students can continue decorating their character clusters to take home.

Enrichment Activity: Students may enhance their research by using the class worksheet to write a report on one of the saints in the handout, or one of their choice.

FlashPaper: Journaling and Personal Value Inventory

5. Journals: See Flashpaper (5 minutes)

Materials:

- Sewn-in notebooks or white lined paper
- Chart paper and markers, if students choose to write on a chart and display



- Pencils, markers,
- Journal prompts
- Worksheets, Story Frames, Character Clusters, and notes

Procedures:

1. Students will reflect on the daily life of a monastic, or one of the saints researched and discussed.
2. Students will write a journal entry, using the Lesson Handout as a guide.

6. Wrap-Up (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following: (Have chart/butcher paper with questions and answers tacked to a wall or bulletin board.)

When were you surprised to learn about how monastics live? Answers should reflect student understanding of the daily life of monastics, and how they are filled with prayer, work, and activity. ***What were some of the things we learned about some of the more famous monastics?*** Answers should reflect insight into how, when and where various monasteries began, how monastics lived a life close to God, serving others, and how this helped spread to other countries.

9. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
Grant victories to the Orthodox Christians over their adversaries;
And by virtue of Thy cross, preserve Thy habitation.

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

See Attached Pages

