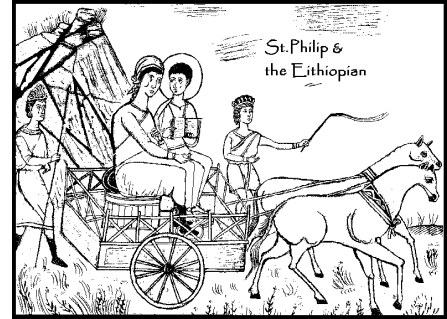


NEWS & NOTES FOR THE ORTHODOX CHRISTIAN EDUCATOR

Vol. XIX No. 2, Spring 2013

Phyllis Meshel Onest, M.Div., Editor
Director of the Office of Religious Education
Greek Orthodox Metropolis of Pittsburgh



Church School Directors / Clergy:

- **Please distribute copies of this Newsletter to each teachers.**
- **Give copies of the Packet pages to the age appropriate teachers**

Contents of the Spring 2013 Newsletter-Packet

- ❖ *Spring 2013 Newsletter (4 pages)*
- ❖ *"Stages of Faith and Family and Application" by the Orthodox Christian Education Commission (2)*
- ❖ *A Lesson Plan Outline - with our without a textbook (1)*
- ❖ *Resources for Great Lent (1)*
- ❖ *Adapting the "Pascha Egg" project for a better "Easter Egg Hunt." Request by Anglicans. (1)*
- ❖ *A Description of Jesus (1/2)*
- ❖ *Lazarus Race (1/2)*
- ❖ *Pascha Projects for Wee Folk (1)*
- ❖ *Journey with Jesus - 6 sites Jesus traveled between the Last Supper & the Crucifixion (1)*
- ❖ *Jesus Travels to Jerusalem - Who traveled with Jesus while He was with us? (1)*
- ❖ *Lenten Word Search (1)*
- ❖ *Learning Objectives for Preschool & Kindergarten [4 textbooks] are a separate file - 16 pages*

Editor's Note

The Fall and Winter Parish Visits took me to Lorain, Columbus, Rocky River & Massillon, OH; Ambridge, Erie, Monessen & New Castle, PA; Weirton & Morgantown, WV. Morgantown has one our smallest church schools with 7 students in one class. Erie, Monessen, Massillon and Weirton are not as small.

At the *Western and Central Teachers Seminars* in Rocky River and Monessen I shared my observations.

Upcoming visits will be to Pittsburgh-St Nicholas and Camp Hill, PA; Wheeling, WV; and hopefully Warren, OH.

I was surprised, and saddened, to learn that many of the church school teachers did not have or have not read the Fall Newsletter. The Newsletters are my primary contact with the teachers of our Metropolis. Both the priest and church school director receive copies and are expected to distribute copies to the staff. There may be articles or resources in the Packet that are for select grades,



but the 4-page Newsletter is for all teachers. If you are the priest or church school director, it's up to you to keep the communication flowing.

REMINDERS – Please Read

During the Parish Visits I observed teachers doing creative work, dedicated teachers, volunteers with limited time and erratic student attendance. I also observed teachers doing "their own thing," which is not Orthodox.

Since I do not get to meet or observe most of our teachers and only a sampling of teachers attend the Regional Teacher Seminars, I want to share my understanding of Christian Education with all of you. This has developed over the 40 years I've "been in the business."

Let me share with you as if we are sitting together drinking a cup of tea or coffee.....Here is a review of good teaching practices, lesson preparation and personal comments.

- **We are to be using the Archdiocese Curriculum...** refer to the Religious Ed Catalog or website.

- The Curriculum has been listed each year in the Fall Newsletter for your convenience and at www.phyllisonest.com.
 - Even though a teacher may want to share a meaningful book or subject with his/her students, it does not mean that students will find it meaningful! Check out the Curriculum.
 - The Orthodox Church has as part of its foundation, obedience and guidance. This goes for what is taught the Church School. It must be age appropriate. *Refer to “Stages of Faith and Family and Application” included in this Newsletter.*
 - **Who decides what should be taught?** That’s why we have an Archdiocese Department of Religious Education. Dr Tony Vrame is trained in both Orthodox theology and **educational techniques** and development and thus the qualified person.
 - This does not mean a teacher cannot add other areas of interest such as icons, church architecture, selected contemporary topics (using Orthodox sources for background material), lives of the saint, etc.
 - **Remember, the TEACHER is in charge of the lesson and the discussions.** If you do contemporary topics, plan the dates for discussion so you can *be prepared with* handouts, references, Bible verses, icons, quotes from the Church Fathers and contemporary theologians.
- **The Parish Priest and/or Church School Director are to approve materials used in classrooms.** The quality of our Orthodox sources vary and the authors are not always schooled in the faith. Some are not part of the consensus of the Faith and most teachers do not know those people. The resources I promote have been screened, and I am here to answer questions about authors and websites.
 - **Teachers need written lesson plans for each lesson.**
 - Lesson Plans list the OBJECTIVES for that lesson. What does the teacher want the students to be able to do at the end of the class? It must be measurable.
 - Lesson Plans enable the teacher to gather background information, check online sites for resources and collect materials and needed for the class.
 - Each lesson subsequently needs evaluation afterwards. Make notes for the next time that lesson is done. What went well? What, not so well? What else could be done?
- *Refer to the Sample Lesson Plan included in this Newsletter.*
 - **Not all Orthodox sites on the Internet are safe to use.** I have screened the ones I provide.
 - **Middle and Sr. High grades are to use the Zines for their curriculum.**
 - Refer to the Curriculum in the Fall 2012 Newsletters for coordinated units of study.
 - It’s time all the youth of the Archdiocese learn the same information from a trusted source. How can we have a viable Church in America if our youth have various bits and pieces of the Faith?
 - **As teachers, we are to pass down the Orthodox Faith as it has been handed down throughout the ages...**not necessarily as we have learned it.
 - This is especially true if we have studied using non-Orthodox sources, have not studied the faith, or are new to Orthodoxy.
 - We share in the teaching ministry of our parish priest, who receives permission from our Metropolitan, who is part of the Apostolic succession.
 - Always ask when you do not know.
 - Metropolitan Maximos has been the person “I asked” for more than half my life. This includes the three years he was my professor at Holy Cross.
 - **There are LEARNING OBJECTIVES for Grades 1-5 & Middle/Jr & Sr High.** When we combine classes use the Objectives for whichever book you are using.
 - If you have a small church school, refer to the Learning Objectives as a guide for when to teach certain hymns and prayers, etc.
 - **Included with this Newsletter** (as a separate file) are the **LEARNING OBJECTIVES FOR PRESCHOOL-KINDERGARTEN**, which cover 4 textbooks books. This is a new document.
 - **Go to the DRE’s WEBSITE** for articles and ideas about teaching, theology, parenting, etc. <http://www.goarch.org/en/archdiocese/departments/religious/>
 - **When using articles from www.goarch.org, made sure to adapt the language for your students’ age.** I visited classes where students were tripping over words there is no way they could have known. Review the new or difficult vocabulary first. Make a game of it. *Start an “Orthodox Word Book” and use it for games.*
 - **Read PRAXIS magazine – the articles will help you be a better teacher. Each parish**

receives two copies [Priest & Church School Director]. Share the articles if you do not provide your teachers with their own copies. Back issues and articles are on the DRE's website.

- **Attend the Annual Orthodox Institute in early November at Antiochian Village, in Ligonier, PA.** You will learn so much and meet great teachers from all over the USA. Check the Antiochian Archdiocese's website for details.
- **The Antiochian Archdiocese and the Orthodox Church in America have Christian Education websites filled with lessons, resources, and ideas for small church schools. *Don't miss out!***
 - If you cannot use textbooks due to the composition of your church school, go to these & other sites I've listed for ready-to-go lessons.
- **The Online Resources in the Fall Newsletter are a fantastic tool ...according to other people who use my website ... for locating material to enhance your lessons ... but you need to look through the topics and check out the sites.**
- **FYI: www.phyllisonest.com gets "hits" from 5 continents,** including Africa, from Orthodox Christians of all ethnic backgrounds, and even from non-Orthodox Christians.
 - Refer to "How One Church is Adapting Pascha Eggs..." in this Packet.
 - Some of the ideas I have shared with you come from readers in Wyoming, Arizona and cities in Pennsylvania outside the Pittsburgh Metropolis.
 - We're all in this together and I have offered my website as a site to place others work.
- **Try to live an Orthodox life style as best you can.** Be an example for your students.
 - Attend the Divine Liturgy weekly and special services as often as possible.
 - Read books about the faith, spirituality, saints or history throughout the year, not just during Great Lent. It doesn't have to be every day.
 - Read the Bible, especially the assigned readings for each day, as often as you can. If your parish or Orthodox community offers retreats or speakers, go. I can almost promise that your life will be positively affected. I say almost because this depends on your being open to what you hear and what you will do with what you learned.
 - Pray for your students and their families during the week. Everyone has struggles. Everyone can use prayer.

Check Out These New Children's Books!

Available from the Department of Religious Education

"The Silent Way"

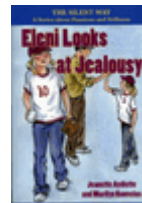
A Series about Passions & Stillness

by Jeanette Aydlette & Marilyn Rouvelas

This is the first series of books that addresses the concept of being still so we can hear God. Most important in a society with short attention spans and needs "noise" around it. These would make great Pascha gifts or since the chapters are short, a teacher can read one or two each week in class. For Teachers Guides, go to <https://sites.google.com/site/silentwayseries/>. pmo

Through the wisdom of Peter and Eleni's papou, children discover ways to confront the passions that distort God's image within them. **Peter Clashes with Anger** First it's the class pest, next it's his teacher, and then it's his mom. Peter is mad at everyone. He writes a letter about it to his Papou, who tells him a story about passions and stillness from his own childhood.

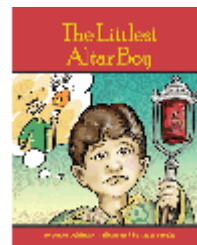
67 pages. (Ages 8–10) CB081 \$7.95



Eleni Looks at Jealousy

At home and on the team, everything's a competition for Eleni, Peter's older sister. Papou, who has learned to use e-mail, gently but directly shows her how to transform jealousy into love. 67 pages. (Ages 8–10) CB080 \$7.95

Available from Conciliar Press



The Littlest Altar Boy

It's the littlest altar boy's first day to serve, and he's a little nervous. What if he trips on his robe? What if his candle catches somebody's hair on fire?... \$18.95

Josiah and Julia Go to Church

Josiah and Julia love to go to church. They love to venerate the icons, light candles, and eat the blessed bread. Sometimes they behave very well—but sometimes they make mistakes. Little ones can follow Josiah and... \$13.95



**Available from authors
Rob, Vasiliki & Zach Fillmore**

GOODNIGHT BEAUTIFUL CHURCH is a delightful bedtime story about a child's visit to his beautiful church. He offers a very basic and tender explanation as he says hello to various things, and then as he goes back thru his day's events and says goodnight to everything in his church. Full color high quality 9x7 book.. \$7.50 each, 5.50 each for orders over 25 books (includes the 8x10 sales easel.) To purchase books or to order a custom book, go to www.costalLORE.com. Great drawings! Brought a smile to Metropolitan Savas' face as he leafed through the pages. pmo



**News from the Department of
Religious Education**

- A second craft book by Presvytera Georget Photos is coming soon for Fall crafts.
- The Department is working on a new 5th grade textbook in the "zine" format.
- The next zine for Jr & Sr High will be **"What is the Church?"**
- The Department is carrying new jewelry from All Saints Monastery in NY.
- The Department's 4-page Lenten flyer was sent separately. Check it out!

Included with this Newsletter

1. **RESOURCES FOR GREAT LENT**
 - Besides the Lenten and Pascha Resources available on my website, different departments of the Archdiocese offer downloadable brochures for use with Teens and Adults.
 - We received the new translation of CHRIST IS RISEN during Holy Week last year. Now's the time to practice. Go online.
 - Make sure your teens have used one or both Zines for this season: *Journey to Pascha* and *Journey through Holy Week*.
2. An Anglican Church in Florida asked to use the **PASCHA EGG project** for its annual **"Easter Story Egg Hunt."** Read the email with their plan. It's a great way



to teach the Resurrection story in a "relaxed" fashion. This could be used as a Retreat modeled *HANDBOOK FOR PLANNING A HOLY FRIDAY RETREAT* (\$15.00, DRE)

3. In my files, I found **A DESCRIPTION OF JESUS** dating back to the time of Tiberius Caesar, Emperor of Rome. 
4. How fast can a team of students wrap "Lazarus" in toilet paper? How quickly can "Lazarus" undo his wrappings? Do THE LAZARUS RACE and find out.
5. **PASCHA PROJECTS FOR WEE FOLK** - How about making edible – Rice Krispie treat-nests and fill them with green coconut and jelly beans or chocolate eggs! OR Have your students plant flower seeds in egg shells (real or plastic). Will they sprout by Pascha? 
6. Jesus traveled to different parts of Jerusalem before He was crucified. **JOURNEY WITH JESUS** is a Bible study of John 18 & 19. It also has a map of the area.
7. Jesus also traveled with a number of Disciples and friends while He was on earth. **JESUS TRAVELS JERUSALEM** offers Bible verses with their names.
8. **LENTEN WORD SERCH** is fun way to talk about 29 words related to Great Lent and the preparation for Pascha.

**Learning Objectives for
Preschool-Kindergarten**

In a separate file sent with this Newsletter are **THE LEARNING OBJECTIVES FOR PRESCHOOL – KINDEREGARTEN** for the following textbooks:

- **God Loves Us** – Preschool
- **Reaching for Jesus** – Preschool, Alternate Curriculum
- **Happy with God** – Kindergarten
- **What We See and Do in Church** – Kin – 2nd Grade, Alternate Curriculum

The guideline provides information on the following topics at each grade level.

1. Feast days
2. Hymns
3. Prayers
4. Mysteries / Sacrament & Other Services
5. Saints
6. Scripture
7. Vocabulary

Recommendations are provided to the teachers for lesson planning, resources, parent involvement, resources for parents and more.

STAGES OF FAITH and FAMILY and APPLICATION (*OCEC)

STAGES OF FAITH

Birth to Toddler

- **The quality of mutuality and strength of trust, autonomy, hope and courage developed at this time underlies all that comes later in faith development.**
- Transition to next stage begins with convergence of language and thought.

+++++

Early Childhood (Age 2-6)

This is the fantasy filled imitative phase in which the child can be powerfully influenced by examples, moods, actions and stories of visible faith of significant adults.

- Relative fluidity of thought patterns.
- Stage of first self-awareness.
- Child is egocentric.
- First awareness of death and sex differences.
- Preoccupying fear of death around 3rd or 4th year
- *Strength at this stage is birth of imagination and ability to unify and grasp world in powerful images and as presented in stories.*
- Appreciate long stories but have limited ability to retell them.
- *Useful realism of biblical narratives provides indirect yet effective ways for children to externalize inner anxieties and order images and stories by which to begin to shape their lives.*
- Literal-minded.
- Sense of community.

Transition to next stage begins with emergence of concrete operational thinking.

Childhood (Age 7-12)

This stage gives way to the rise of narrative and the forming of stories of faith. The child begins to take on the stories, beliefs and observances that symbolize belonging to his/her community. **Their spiritual development will be largely determined by making sense out of actions around them.**

- *Beliefs are appropriated with literal interpretations, as are moral rules and attitudes. Symbols are taken as one-dimensional and literal in meaning.*
- *Story becomes major way of giving unity and value to experience.*

FAMILY SKILLS & APPLICATION

Birth to Toddler

- Focus on the adult around the child as meeting his need and being present to him. Single parents should seek special assistance, associating with a larger community such as a Christian parish.
- Begin in the crib with religious behavior and symbolism. Make the sign of the cross on the children as you would on yourself. Say your evening prayers in their room as they go to sleep. As they develop verbal skills, 12-18 months, begin to say their evening prayers with them.

+++++

Early Childhood

- **Teach the prayers by rote, without trying to explain meaning. The important thing is to have them go into behavior and experiences that they will later come to understand.**
- Use bible stories and personal stories to provide models of courage and virtue as well as "conviction-awakening" stories showing that goodness and resourcefulness triumph over evil and sloth.
- **Provide a variety of activities to reinforce story and encourage imagination and creativity of child.**
- Answer questions simply and clearly and use words that mean what they say.
- Child should attend Divine Liturgy each Sunday; amount of participation increases with age; i.e., saying prayers, sign of cross, signing, standing at Little and Great Entrance and censuring, etc.
- **Add the Creed to evening prayers to make it easier to memorize when they enter church school. Add seasonal prayers, such as the Prayer of St. Simeon, "Christ is Risen," and the troparion of their name's day.**
- They look for reliable and predictable behavior.
- They play by rules and are particularly attuned to the rules of the church.
- They learn to play socially and this enables them to begin to 'think about' their relationships with others. Begin to learn sharing and develop a sense of community.
- **Morality still primitive, avoiding punishment, achieving satisfaction but moving into the stage of trying to please others as a 'good boy' or 'nice girl.' They can begin to go to confession and moral development becomes more formal with the ability to role project.**
- Sense of presence of parents is important whom they look to as role models copying what parents do and say.

Childhood (Age 7-12)

- **Use bible stories, lives of the saints and church history stories to give "unity and value" to experience.** (For example, use story of *Restoration of Icons* to explain Orthodoxy Sunday procession; relation of Entrance into Jerusalem to Palm Sunday, etc.).
- **Use bible stories, especially parables, to teach moral rules and attitudes. Choose stories that say what they mean.** (Good Samaritan vs. Sower and the Seed. Children will remember details of the Sower and the seed but will not see the meaning behind it.)

STAGES OF FAITH

Childhood (Age 7-12) cont'd

- Increasingly able to take perspective of others and compose a world based on reciprocal fairness.
- Can be affected deeply and powerfully by symbolic and dramatic material.
- **Can describe in endless detail what has occurred but cannot form reflective, conceptual meanings.**
- Actors in their stories are often anthropomorphic.
- Strength - rise of narrative and emergence of story, drama and myth as ways of finding and giving coherence to experience.
- Gender identification.

Later childhood is still dependent on family as adolescence approaches. They also learn that other people affect their lives in addition to parents. It is a transition period that carries its own excitement and difficulties.

Transition - Implicit clash or contradictions in stories that lead to reflection on meanings. The transition to "formal operational" thought makes reflection possible and necessary. This leads to disillusionment with previous teachers and teachings (for e.g. Genesis vs. Evolution). **The emergence of mutual interpersonal perspective taking creates the need for a more personal relationship with God.**

Adolescence - (Age 13-21)

A person's experience of the world now extends beyond the family. **Faith must provide a coherent orientation in the midst of that more complex range of involvement. Faith must synthesize values and information; it must provide a basis for identity and outlook.**

- **Abstract reasoning, introspection, idealism, and empathy make them ideally suited to a flexible curriculum.**
- It is believed that the adolescents should be expected to behave as the Gospel expects (feed the hungry, visit the sick clothe the naked) even if they are questioning the faith. **Emotional emphasis should focus on their doing the *right* thing, which will appeal to their growing sense of idealism, introspection and abstract reasoning.**
- Structures the environment in interpersonal terms.
- Acutely tuned to the expectations and judgments of significant others.
- Beliefs and values deeply felt but typically tacitly held.
- Possesses ideology but has not objectified it for examination and in a sense unaware of having it - clustering of values and beliefs.
- **Strength -forming of identity and shaping of personal faith.**
- **Danger - expectations and evaluations of others can be so compellingly internalized that later autonomy of judgment and action can be jeopardized, etc.**
- Differences of outlook with others experienced as differences in "kind" of person - question and evaluate different parts of view in search of own convictions.
- **Need a sense of belonging.**

FAMILY SKILLS & APPLICATION

Childhood cont'd

- **Involve child in retelling of the story.**
- Lessons and stories should allow child to take perspectives of others as in role-playing and making choices.
- **Increase discussion of and participation in worship, i.e.** expect child to begin to recite prayers, participate and observe more during Divine Liturgy.
- **When making points, be sure to make them as *concrete* as possible and related to their experience.**
- **Use bible stories carefully since many are not understood by the child in the way adults are feeling them.**
- Gender identification: girls identify with mothers and boys with fathers. Here accessibility is important.
- **Ready to understand "intention," role projection, and the affects of their actions on other people.** Here use a copy of *Children's Literature for the Christian Home* from the Department of Christian Education of the Antiochian Archdiocese for secular books that correlate with the curriculum material.
- **Games, social play and, for Christian developmental purposes, confession.**

Adolescence (Age 13-21)

- Family should expect that the adolescent is primed for rebellion, devotion to peer group, rejection of adults, moodiness and isolation. **It is a period of searching for independence and identity.**
- **Provide interesting activities in learning and interpreting the faith.**
- Allow freedom to question and doubt; help them seek answers to questions.
- Provide experiences in which they can discover the relevance of Scripture and beliefs to their decisions.
- Provide historical background and cultural setting for events and people in the story of Christian faith.
- Provide an atmosphere of trust, understanding, and acceptance in which they feel free to express problems and concerns; listen.
- **Provide opportunities for interpersonal interaction; group activities.**
- Continue to expect Christian behavior from the adolescent, even if they question their faith. **Their sense of idealism will allow you to involve them in the church's social services, shopping for neighbor, and so forth.**
- Peer group takes on importance and this can be positive or negative, depending on nature of group. The Church School or Church youth group will play a greater or lesser role depending on leadership and ability to meet needs.
- Parents must begin to let go and encourage responsible behavior.
- **Values conflicts are common as they experiment with different roles and belief systems.**
- **Clearly defined moral standards must be available and mirrored in the parent's own integrity.**

*OCEC= Orthodox Christian Education Commission

Offered by Phyllis Meshel Onest, M.Div. Director of Religious Education, Metropolis of Pittsburgh

Bolding by PMO to highlight and for emphasis.

A LESSON PLAN OUTLINE

With or Without a Textbook

- I. **PLANNING CALENDAR** – The Planning Calendar helps schedule lessons. It lists the Major Feast Days, Triodion Sundays, Major Saints, and a few Secular holidays. Available online www.phyllisonest.com.
- II. **PRAYER** – Start with Trisagion Prayers, add Lord's Prayer, Creed, Pre and Post-Communion Prayers, Lenten or other Orthodox prayers.
- III. **GOSPEL READING**
 - A. "Let Us Attend" Sunday's Gospel for Children <http://www.antiochian.org/taxonomy/term/1055>
 - B. 10 Q&A for Gospel Readings <http://www.orthodox.net/questions/index.html>
- IV. **SAINT OF THE DAY** – *Sources for the lives of Saints*
 - A. God Is Wonderful In His Saint <http://www.abbamoses.com/> User Friendly
 - B. Greek Archdiocese <http://www.goarch.org/chapel/>
 - C. Orthodox Church in America <http://www.oca.org/FSIndex.asp?SID=4>
- V. **LESSON** – Sources for Lessons
 - A. Textbooks
 - B. **Online Units of Study.** The Units can be used even if you are using Textbooks.
 1. **Focus Units & Resources** <http://dce.oca.org> (Orthodox Church In America)
Pascha, Nativity, Theotokos, My Family
 2. **Church Architecture** <http://www.aroundomaha.com/sschool/>
 3. **Divine Liturgy** <http://www.aroundomaha.com/sschool/>
 4. **10 Q&A on each Stanza of the Creed** <http://www.orthodox.net/questions/index.html>
 5. **Stewardship** <http://www.antiochian.org/>
 6. **Missions** http://www.ocmc.org/resources/sunday_schools.aspx
 7. **Project Mexico** <http://www.projectmexico.org/GetInvolved.aspx>
 8. **Orthodox Education Center** <http://www.aroundomaha.com/sschool/> (David Elfering)
 9. **Printable Weekly Lessons** (Eve Tibbs) <http://www.orthodoxonline.com/>
 10. **10 Q&A on the Gospel Readings: Sundays, Feast Day, Lenten, Saints**
<http://www.orthodox.net/questions/index.html>
 11. Other sites listed in my Newsletters – "Online Resources"
 - C. **Published materials**
 1. **Feast Day Tract Masters** Contact OCPC at ocpc@oca.org
Published by the Orthodox Christian Publications Center. Thirteen leaflets for the Major 12 Feasts plus Pascha. Format: Scriptures of the day, Hymns, Background Information, and Family Activities. Once you purchase a set, you are permitted to make unlimited copies for parish/personal use. Suggestion: One set per teacher for classroom reference (Place in Teachers' Notebook). \$21.00 includes shipping.
 2. **LITTLE FALCONS children's magazine** - Order form at www.phyllisonest.com
Each issue focuses on a one topic. Suggestion: A small church school entire student population meets for the lesson, then breaks into smaller groups to talk more and do hands-on activities. For example, if the lesson is Candles, everyone makes candles & lights them the following Sunday.
- VI. **CRAFT RELATED TO THEME [Optional]**. Consider doing a craft that takes several weeks.
- VII. **CLOSING PRAYER** – Troparion of Patron Saint / Feast Date; English & Greek Phonetics [opt]

Do not forget www.phyllisonest.com for resources.

Resources for Great Lent

These are great resources for our youth! Let's challenge them to grow in knowledge and spirit.
Share them with Parents and other Adults in the Parish.



"Christ is Risen from the Dead...."

[Official English Translation of "Christ is Risen"](#)

National Forum of Greek Orthodox Church Musicians

JOURNEY TO PASCHA



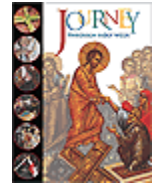
[Journey To Pascha](#) from the Greek Orthodox Archdiocese of America

A bulletin insert to be copied and distributed to your parishioners/students as a Holy Week meditation and study guide. <http://lent.goarch.org/bulletins/>

[Journey Through Holy Week - Children's Guide](#) from Religious Education, Greek Orthodox Archdiocese of America; \$2.95.

Follow Christ and the Church through each stage of Holy Week from the Saturday of Lazarus to the Agape Vespers service with this full-color guide.

http://www.orthodoxmarketplace.com/index.php?dispatch=products.view&product_id=19202



Pascha vs. Easter by Phyllis Meshel Onest, M.Div.

<http://www.theologic.com/oflweb/lentpask/estmyth.htm>

PASCHA PASSPORT (*NEW*)

Pascha Passport is a record of your journey through Lent and Holy Week and is available on the web site of St. Spyridon Church in Loveland, CO. We hope you will enjoy your journey and that you will discover new things along the way. Pascha Passports are intended to help you along your journey to Pascha.

They are used as a means of enrichment and education about the Lenten season.

<http://www.stspyridons.org/lentenmaterials/>

BROCHURES – Adult Education, Teachers & Teens

[Our Lenten Journey](#) from Outreach & Evangelism, Greek Orthodox Archdiocese of America

This brochure has been compiled to assist you on your Lenten Journey, guiding you in fasting, prayer, repentance & confession, Bible reading and in receiving Holy Communion. A color version is available in quantity by request from outreach@goarch.org

http://www.goarch.org/archdiocese/departments/outreach/greatlent/brochures/our-lenten-journey_msword_rev_2012.pdf

[Holy Week](#) from Outreach & Evangelism, Greek Orthodox Archdiocese of America

Examines the major theme and meaning behind the resurrection of our Lord Jesus Christ. Christ rose on the third day after his voluntary passion which has brought a radiant light to all. Let us be radiant!

http://www.goarch.org/archdiocese/departments/outreach/greatlent/brochures/resurrection-service-handout_brochure_color.pdf

[Fasting In The Orthodox Church - Faith & Life Brochure Series](#), Greek Orthodox Archdiocese of America

Fasting, or abstaining from food, was a discipline practiced by our Lord himself. It was after forty days of prayer and fasting in the wilderness, that Jesus victoriously faced the temptations of the devil...

<http://www.goarch.org/ourfaith/faithandlife/fasting.pdf>

[Dating Pascha In The Orthodox Church - Faith & Life Brochure Series](#)

One of the most frequent questions asked by and to Orthodox Christians is "Why does the Orthodox Church celebrate Easter on a different day than other Christians?"

<http://www.goarch.org/ourfaith/faithandlife/pasch.pdf>

[Holy Week - Faith & Life Brochure Series](#)

Examines the major themes and meanings of each day of Holy Week and serves as a wonderful introduction to the varied services that take place during the Great and Holy Week.

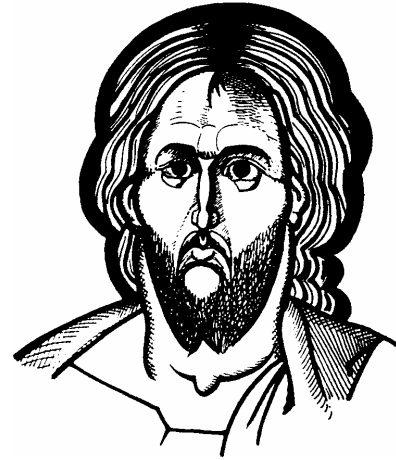
<http://www.goarch.org/ourfaith/faithandlife/holyweek.pdf>

A Lenten Study Program

http://www.goarch.org/archdiocese/departments/outreach/greatlent/brochures/Lenten_study.pdf

A DESCRIPTION OF JESUS

by Publius Lentulus, Governor of Judea, addressed to Tiberius Caesar, Emperor of Rome. Found in an excavated city written in Aramaic on stone.



There lives, at this time in Judea, a man of singular virtue whose name is Jesus Christ, whom the barbarous esteem as a prophet, but his followers love and adore him as the offspring of the immortal God. He calls back the dead from the graves, and heals all sorts of diseases with a word or a touch. He is a tall man, and well shaped of an amiable and reverend aspect; his hair of a color that can hardly be matched, the color of chestnut full ripe, falling in waves about his shoulders. His forehead high, large and "imposing; his cheeks without spot or wrinkle, beautiful; his nose and mouth formed with exquisite symmetry; his beard thick and of a color suitable to his hair, reaching below his chin. His eyes, bright blue, clear and serene, look innocent, dignified, manly and mature. In proportion of body, most perfect and captivating, his hands and arms most delectable to behold. He rebukes with majesty, counsels with mildness, his whole address, whether in word or deed, being eloquent and grave. No man has seen him laugh, yet his manner is exceedingly pleasant; but he has wept in the presence of men. He is temperate, modest and wise; a man, for his extraordinary beauty and divine perfections, surpassing the children of men in every sense.

Reprinted from ON THE UPBEAT, Vol. 16, No. 6, March/April 1983



Lazarus Race

BIBLE GAMES FOR 6 – 9 YEARS

It was Vacation Church School. We were doing "Summer Pascha." I'll never forget walking into the classroom and seeing this little guy wrapped in toilet paper. Guess who? Yes, he was Lazarus. Neither he nor I will forget this lesson. While surfing Children's Ministry's website, I came across a game that involves more than one Lazarus. Here how it is done. Phyllis

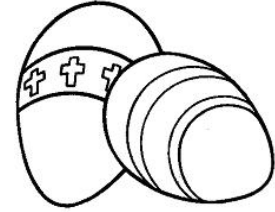


Materials needed: 1 roll of toilet paper per team of 4 students. [Consider doing a test run to determine how long it takes to wrap someone. If it is more time than your wish to spend, remove some of the toilet paper from the roll.]

1. Form four teams.
 - Have each team stand in a circle and pick one person to be Lazarus.
 - Have Lazarus stand in the middle of the circle. [The article did not state the number of students in each group. It seems if there are 2-3 students surrounding Lazarus, they could pass the roll of toilet paper from one to another around him.]
2. On "go," have each team use one roll of toilet paper to wrap Lazarus.
 - The first team to finish wrapping up Lazarus with the entire roll wins in round one.
 - Have each Lazarus stand still until all four Lazaruses are wrapped up.
3. Then call out, "Lazarus, come forth!"
 - The first Lazarus to free him or herself of all the toilet paper is the winner in round two.
4. Play as many times as time and toilet paper supplies allow.

Adapted from *Children's Ministry Website, Bible Activities, 6-4-11, Dwight Mix, Lowell, Arkansas*

How one church is adapting
"PASCHA EGGS: The Resurrection Story for Orthodox Christian Children" for a better "Easter Egg Hunt"



In February I received the following email.

*Good morning,
 I found your information (stellar!) online when searching for ideas for a community outreach for our church. Last year **we invited members and neighbors to come and they wound there way through booths collecting egg items and hearing explanations.** It was well-received, but I realize we could have done a better job. And after seeing your site, I know we can. **We are ordering cartons with flat tops in hopes of inserting a booklet like yours that gives details and references that can be revisited by thirsty hearts.** I would very much appreciate permission to utilize the tremendous amount of work that you have already done in ordering and presenting the basic information so clearly. Would you be so kind as to share the document with me? I would be happy to add an acknowledgment to your ministry.*

*A Fellow Pilgrim,
 Sandy Justin
 New Covenant Anglican Church, Winter Springs, FL*

Needless to say I was excited about the idea of a parish adapting something I've created for use by a larger group. I gladly gave permission and asked for the details so I could share it in this Newsletter.

*New Covenant Anglican Church had a great experience last year adding what we called "Easter Story Eggs" to an annual Easter Egg Hunt. First, **hundreds of kids hunt for empty eggs.** They turn in the empty eggs for a bag of candy and an empty egg carton. **The empty plastic eggs are distributed at each of twelve booths. Parents and kids go to each of the booths where youth group members are teamed up to present an empty egg, a sequential item and an explanation of its meaning.** As time allows, younger kids are encouraged to guess about the object, older kids are challenged to repeat the key verse. We see it as a key way to develop comfort doing evangelism in our young people and value the 1:1 exchange between people. We serve a simple free lunch during the time so there isn't an unbearable crowd and people can mingle on our campus, experiencing THE CHURCH in ways that might expand their notions of the building they pass.*

If I could get the word file for your document it would be very helpful for adapting it. We are in the process of tweaking our objects this year, partly for variety in presenting different parts of the gospel, and partly because we had parents who weren't excited about our nails and thorns!

*Thanks again for your help!
 Sandy Justin*

~ ~ ~ ~ ~

Interested in this activity? Go to www.phyllisonest.com, click onto **Teachers / Lent & Pascha Resources / Games / "PASCHA EGGS: The Resurrection Story for Orthodox Christian Children"**. The booklet provides a one-page description of each of 11 items that go in 11 eggs - the 12th egg is empty, representing the empty tomb. A Bible verse is included. The booklet is ready to reprint. The items that are needed are a Palm Cross, silver coins, chalice, soap, praying hands, leather strip, crown, 4 nails, spear, cloth and stone. Some items can be purchased from craft stores; others cut some from "foamie" material or laminate pictures of the items. The Goyans can be the storytellers at each booth or room. Let me know how it works out for you. *Phyllis*

PASCHA PROJECTS FOR WEE FOLK

EDIBLE PASCHA / EASTER BASKETS..... *a Rice Krispies Treat*

These ideas are taken from ORTHODOX SPIRITUAL RESOURCES FOR LENT AND EASTER published by the Commission on Religious Education, Romanian Episcopate, Orthodox Church in America. The recipe needed updating so I checked Kellogg's website and found this recipe. Enjoy giving these to your students!

Robin's Egg Nest Treats

Prep Time: 20 minutes • **Total Time:** 40 minutes • **Servings:** 16

INGREDIENTS

- 1/4 teaspoon water
 - 2 to 4 drops green food coloring
 - 1/2 cup flaked coconut
 - 3 tablespoons butter or margarine
 - 1 package (10 oz., about 40) regular marshmallows
- OR
- 4 cups miniature marshmallows
 - 6 cups **Kellogg's® Rice Krispies®** cereal
 - Miniature marshmallows
 - Jelly beans
 - Chocolate eggs [opt]

DIRECTIONS

1. In a small bowl stir together water and green food coloring. Add coconut. Stir until coconut is tinted. Spread on baking sheet to dry.
2. In large saucepan melt butter over low heat. Add marshmallows and stir until completely melted. Remove from heat.
3. Add KELLOGG'S RICE KRISPIES cereal. Stir until well coated.
4. Divide warm mixture into sixteen 2 1/2" muffin-pan cups coated with cooking spray. Shape mixture into individual cups. Cool. Remove from pans.
5. Fill cooled nests with coconut, marshmallows, jelly beans or chocolate eggs. Best if served the same day.

Note

- For best results, use fresh marshmallows.
- 1 jar (7 oz.) marshmallow crème can be substituted for marshmallows.
- Store no more than two days at room temperature in airtight container.
- To freeze unfilled cups, place in single layer on wax paper in airtight container. Freeze for up to 6 weeks. Let stand at room temperature for 15 minutes before filling.



PLANTING PROJECT

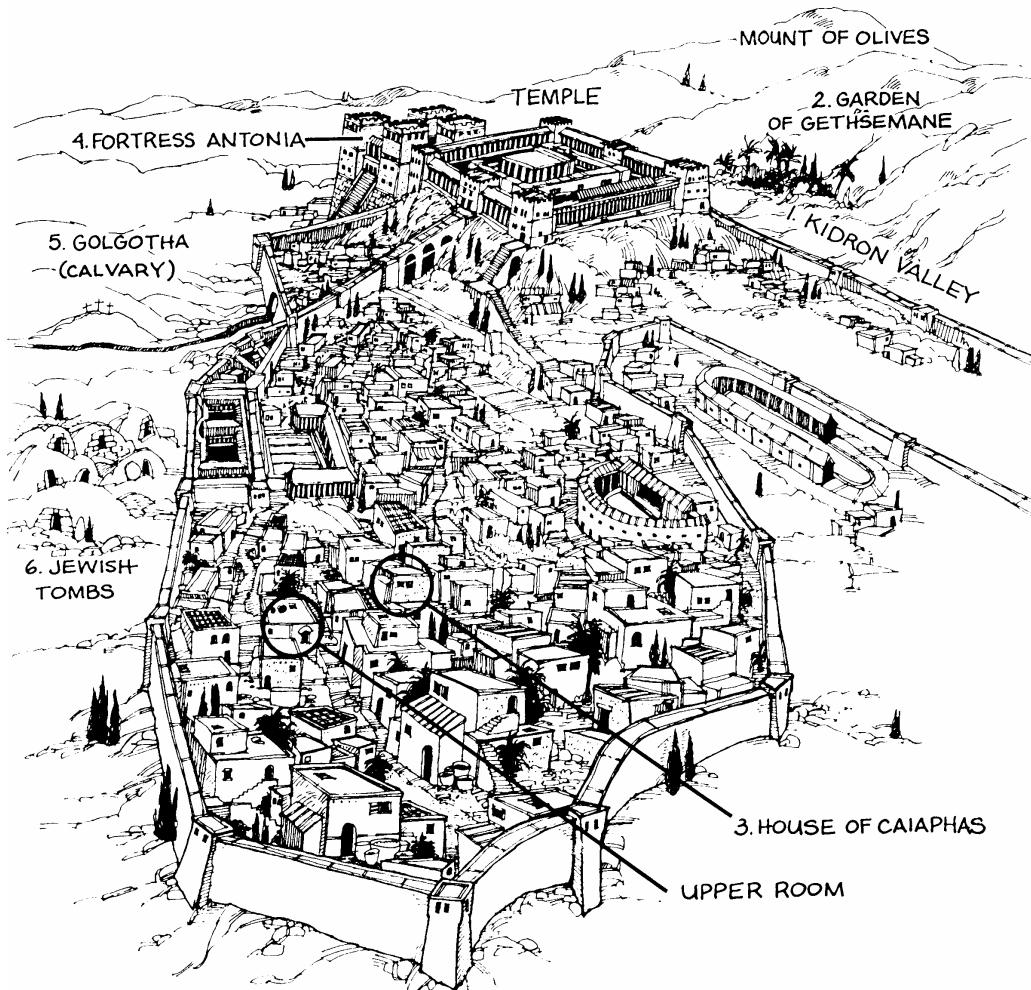
Materials: egg cartons, egg shells, potting soil, seeds

1. To heighten anticipation of Pascha/Easter, save egg shell halves. [Consider using plastic eggs.]
2. Fill with soil and set in a carton.
3. Moisten soil with a spoonful of water and plant a seed: marigold, petunia or whatever. You may even sprinkle grass seed.
4. Place in a sunny window and watch for the shoots.

JOURNEY WITH JESUS: On Holy Thursday evening we come to church to listen to the reading of the 12 sections of the Gospels. These sections tell the story of Jesus Christ's Passion and Death. Journey with Jesus by completing the following activity based on the Gospel written by St John.

The map on this page shows all the places St. John mentions that Jesus went or was taken during the 24 hours between the Last Supper and His hasty burial on Good Friday. Each of the places where Jesus went in Jerusalem or outside its walls has a number. The quotations from St. John's Gospel have the place names missing. Look up the quotations in chapters 18 and 19 of St. John's Gospel. Fill in the missing words. The number of the quotation corresponds to the number of the place on the city plan to which it refers.

1. "Jesus went out with His disciples across the _____." (18:1)
2. "Where there was a _____, which He and His disciples entered." (18:1)
3. "Then the detachment of troops and the captain and the officers of the Jews arrested Jesus and bound Him. And they led away Him to Annas first, ... Then Annas sent Him bound to _____ the high priest." (18:12-13, 24)
4. "Then they led Jesus to the Praetorium, and it was early in the morning." They brought Jesus to the Roman governor, _____.(18:29)
5. "And He, bearing His cross, went out to a place called the *Place of the Skull*, which is called in Hebrew _____." (19:17)
6. "Now in the place where He was crucified there was a _____ and in it a _____ where no one had yet been laid." (19:41) They buried Jesus there.



Adapted from Young Life Magazine, April 1986, published by the Orthodox Christian Education Commission.

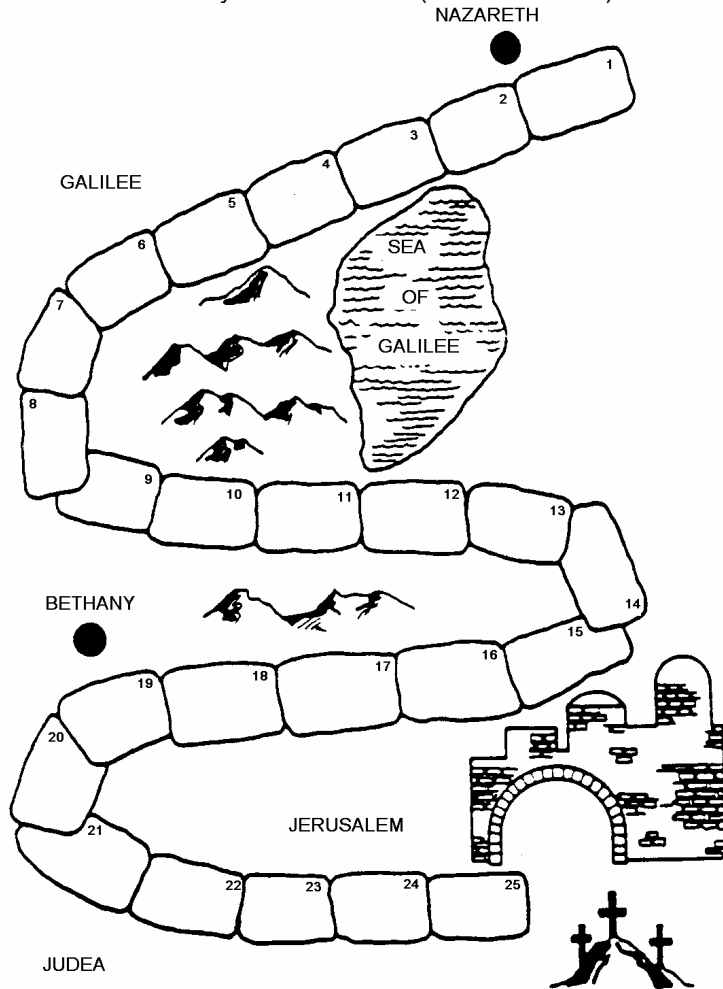
JESUS TRAVELS TO JERUSALEM

DO YOU KNOW SOME OF JESUS' FRIENDS WHO TRAVELED WITH HIM DURING HIS LIFE ON EARTH?

On this page are cobblestones from Nazareth to Jerusalem.

- Write the name of each person next to number of his/her cobblestone, using the answers to the statements below.
- Use your Bible to find some of the answers.
- After you complete the answers, check your work with the answers given on the bottom of this page.

1. The mother of Jesus.
2. Jesus' guardian (earthly father).
- 3 - 4. The twelve apostles. (Luke 6:12-16).
- 15 - 17. The three apostles who were with Jesus on the mountain when a wonderful experience happened. (Luke 9:28-36)
- 18 - 20. The two sisters and their brother whom Jesus loved. They lived in Bethany. (John 11:1-4)
21. The apostle who said, "Let us also go, that we may die with Jesus." (John 11: 6)
22. A Pharisee who came at night to see and talk with Jesus. (John 3:1-15)
23. The apostle who said at the Last Supper, "Lord, show us the Father, and we shall be satisfied." (John 14:8-11)
24. The apostle who betrayed Christ. (Luke 22:47-48)
25. The friend who asked Pontius Pilate for Jesus' body, then buried Jesus in a rock-tomb where no one had yet been buried. (Luke 23: 50-56)



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

ANSWERS

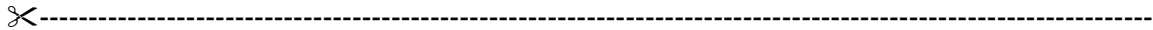
1 - Mary; 2 - Joseph; 3 - Peter; 4 - Andrew; 5 - James; 6 - John; 7 - Phillip; 8 - Bartholomew; 9 - Matthew; 10 - Thomas; 11 - James; 12 - Simon; 13 - Jude; 14 - Judas; 15 - Peter; 16 - James; 17 - John; 18 - Martha; 19 - Mary; 20 - Lazarus; 21 - Thomas; 22 - Nicodemus; 23 - Phillip; 24 - Judas; 25 - Joseph of Arimathea

LENTEN WORD SEARCH

In this Word Search Puzzle there are 29 words relating to Great Lent. The words are written across, down, diagonally, backwards and bottom-to-top. How many can you find?

- | | | | | | | |
|--------|---------|----------|---------|------------|---------|------------|
| Canon | Cheese | Christ | Confess | Cross | Death | Ephrem |
| Fast | Forgive | Forty | God | Great Lent | Gregory | Icon |
| Jesus | Jews | Judgment | King | Life | Love | Meat |
| Pascha | Passion | Prayer | Prepare | Saint | Sins | Son You |

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



KEY TO THE "LENTEN WORD SEARCH"

	F	C	P	A	S	C	H	A	
G	O	H							
R	R	E	P	R	E	P	A	R	E
E	G	E	R	J	E	S	U	S	
G	I	S	A					C	
O	V	E	Y					H	P
R	E	C	E					R	A
Y	F	O	R	T	Y			I	S
K	I	N	G					S	S
L	I	F	E	S	A	I	N	T	I
		E							O
		S			C	A	N	O	N
F	A	S	T	E	P	H	R	E	M

									T
G		H	I	A	E	D	O	G	A
	R								E
		E			E	S	U		M
			A		V	N	O	C	I
				T	O	I	Y		
				S	L	S	J		
					E				
					W		N		
				S				T	
I	N	E	M	G	D	U	J		
	S	S	O	R	C				

First letter is bolded. Across & down.

Backwards, Diagonal, Bottom-to-top

Taken from *Young Life* magazine, March 1978, published by the Orthodox Christian Education Commission.