

Unit Design Highlights
My Church, Our Home
All American Council- 2002

Introduction to Design Format

In this design, one starts with the end, the desired results, and then identifies the evidence necessary to determine that the results have been achieved. (Understanding By Design, Wiggins and McTighe)

The Understandings help us to determine what students should know, understand and begin to internalize. What is worthy of understanding: What concepts and ideas do we want to be enduring and not learned and quickly forgotten?

The Essential Questions help students and teacher to discover the big ideas we want student to come to understand. We want to create students who actively think an essential question through to a logical conclusion, and then are able to personalize the information. This provides a more meaningful learning experience for the student. Using the essential questions with the students *before* the lessons begin helps the student use previous knowledge, and determine the focus/topic of the lesson.

The Skills section is designed for the teacher's specific use, to enable the students to understand and respond to the content. This can include, but is not limited to, vocabulary, reading, debating, research skills, key facts, journal writing skills, writing process skills etc.

The Activities should be learning experiences that will engage students in exploring the big ideas and the Essential Questions. The first activities can be designed as a hook that point toward the Understandings and the Essential Questions. They should be thought provoking, challenging and exciting. There should also be a time set aside at the end of each lesson to allow the students to reflect and rethink their learning. These activities are usually the ones that have "staying" power. They can be whole group reflections in which all students participate, but it could also include a time for personal reflection in a journal, a diary etc.

My Church, Our Home

Program Goal: The children, pre-teens, teens and young adults attending the sessions of the All American Council, 2002, will be given the opportunity to think about, explore, and develop their relationship with Jesus Christ and understand their parish as their experience of “heaven on earth, and path to salvation.”

Session I: Introduction

1. Begin with introductions of the staff. Everyone will have a nametag.
2. Give an overview of the week. Introduce the titles of the sessions, The Household of God, Our Life in Christ, Our Path to Salvation and In Deed in Truth.
3. Play icebreaker games- Bath Tissue Game, M&M Game, Bingo Game. We will play one or more depending on the time remaining.
4. We will discuss the outings for the week. We will discuss the rules and regulations for expectations on the outings. * This will occur before each session, as each outing will be different. Place participants and chaperones together with colored bracelets. Give any pertinent material to all chaperones assisting on the trips.
5. If time allows, each participant will receive their copy of their journal. They will prepare them by decorating the cover to reflect the theme for the week. They will be sure to write their name on the journal, and then turn it in to their “teacher for the week”.

Session II – The Household of God

This session is all about the meaning of home. It is in, it's completeness, a place where we feel connected, loved, welcomed, supported, nurtured, encouraged, and challenged. It is our safe place where we can feel at rest, and is a base from which we sojourn and always return. We will begin with discussions of our own homes, the gifts each member contribute to their homes, and the significance of our homes in our lives. We will also begin to discover our parish as our home, the importance of the gifts we bring to the church and their meaning to our salvation.

These are the understandings we will teach in this session.

Understandings:

1. We, as human beings, are created to be 'at home' with God.
2. We all bring gifts to our homes that contribute to our family life.
3. God offers us a "home", the Church, that is full, complete and whole in which He wants us to live.
4. We are expected to bring our "gifts" to be offered up to God and these gifts contribute to the structure of the Orthodox parish. It's organization, administration, finances, properties, activities, as well as it's theological and moral teachings and practices and it's liturgical and sacramental rites and services, **MUST** be of God.
5. God expects us to live in His "home" all the time, so that we may learn the way to life in Christ.

These questions, when answered and discussed, will lead back to the understandings for this session.

Activity Session

All sessions begin and end with a prayer.

1. To prepare the participants for the format of these sessions, it is best to have the Understandings written on lined butcher paper, and placed in the room where everyone can see them. Then the essential questions should also be written and posted. (This should be done for each subsequent lesson following) A great introduction to the lessons is to ask the questions, define words that need to be defined, and then explain that you will be on a learning journey together, and that together you will discover the answers to these somewhat difficult questions.

Explain that there will be many ways to discover the answers. Some might include discussions, reading, role-playing, and creating pieces of art, constructing things, and even singing.

Essential Questions

1. How does the phrase, "home is where the heart is" relate to our homes and God's home? Should there be a difference? Is there a difference?

2. What is a cornerstone? How does it work? Why is Christ called the cornerstone of the Church? How can we respond to the words, nothing in a parish can be merely “human” or “secular”?
3. How does temple architecture relate to the words of St. Paul, “We are the temple of the living God?”
4. How does the story of Adam and Eve explain how we are meant to be at home with God?
5. What gifts has God given us to help us to return home to Him?
6. Why must a parish be *the* Church of Christ and not simply, *a* church community? What are significant differences between these two phrases?
7. How do we prioritize our time between Church and other activities (sports, music, jobs, etc.)?

Introduction

For this session, you will be developing the concept of home and how our church, our parish is a home that is provided for us by God. We can begin by asking the question, what is a home? What is your home like? What does it mean to you? These can be answered in a group session, or even in a private journal. The participants may then share if they wish. Then ask the question, what does “home is where the heart is” mean? How does this relate to our parish as our home?

Ask the question, what is a cornerstone? If it is not defined, then explain that they will be participating in an activity that will help them to understand the term. Then pass out blocks to each small group of four, or less, (working in pairs is the best way to do this if there are enough materials) and have them build a structure. Explain that it should be a tower, a house, an office building, a church etc. Then ask them to identify the cornerstone. What happens when you try to take it out? How does the cornerstone support the whole structure? How do we relate this activity to our understanding of Christ as the cornerstone of the church?

Review the structure of the church. How is an Orthodox Church built? How is the inside structure set up? Even though all churches come in different sizes, shapes, colors etc., what do they all have in common? They all should have a narthex, a nave, and an altar. Some may say, iconostas, windows, choir lofts or bays etc., but we are first seeking the understanding of the structure of the building. There will be a handout for the students and they will fill in the areas with labels to identify the parts of the church structure.

Activities

*Not all activities will be done in one session. Some will overlap into other sessions, and some may not be done at all. It will all depend on the amount of time we will have with the participants in each session.

1. **Journal Writing** – In the participant’s journal, answer the prompt- *IMAGINE*- you have just come home from a very hard day at school, or play, and you need to

- find a place where you can rest and feel comforted. Where will you go in your home? Describe the place, explain what you see, hear, and feel in this place?
- **Teacher's note:** *prepare students with the information that you will be asking volunteers to share some of this information with the group.*
2. **Heart Activity-** Using a flat, thin, wooden heart, etch, draw, paint, one side of the heart with a simple picture of home. Try to encourage students to create a picture that is similar to the home in which they live. Pictures from home, or even from magazines may be used as models. Then, on the other side of the heart, etch. Draw, paint,, a simple picture of your church. These may also be taken from pictures brought from home, or from pictures provided by the teacher. This may be made into a wall hanging, a door hanger, window ornament etc. Holes may be pre- punched into the top, and ribbon may be provided to use for hanging. The words, "home is where the heart is" should be inscribed somewhere on the heart.
 3. **Building a Church** - Have each participant begin the building of his/her church using the materials provided. Each model will include a narthex, nave, and altar, and its details will depend upon the age and interest of the participant. (See attached information on this project).

Closure

- To end this session, following the directions on the Think and Write Prompts, and the Journaling questions, have each participant respond to an essential question, or to a question that may have come up in the discussions. * The questions suggested in the Think and Write prompts are meant to be used with material that is written or read. Today's question can come from the Essential Questions, or from another question that the teacher puts up for everyone to answer. These can be private reflections, or they may be used as a basis for further discussions.
- End this session with a prayer. Collect all journals, and be sure to collect all the finished and unfinished projects. We will be keeping them until the end of the week for each participant, and will be creating a display for the council toward the end of the week.

Think and Write Prompts

These prompts may be used in a few different ways. They can be passed out to the participants at the beginning of their journal writing, and they may choose which one(s) they would like to address, based on their own individual experiences with the material they have just studied.

They may be given directions to choose one or two prompts, and choose to write to them, or they may be directed by the teacher to very specific questions for a specific response that the teacher wants to elicit from them. (ie. What made you "wonder" in this session?

(could be from a reading, discussion, project etc.) Why? What confused you about the session? Why?

Most participants love to choose their own questions, because they are not being asked to respond to something they have not experienced, but ARE responding to thoughts, emotions, feelings, etc. that they HAVE experienced. It also is a private communication that should remain private. This is not meant as a whole group sharing, but a time for personal reflection. These should however, be responded to by the teacher before the next session.

QUESTIONS TO DIRECT JOURNAL WRITING

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

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

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

14. How have you changed after today's lessons? Did anything you read, heard, or learned help that change? Explain.
15. What questions would you like to have answered after today's lessons?
16. Who else do you know who could benefit from learning this information? Why? Do you think you know someone who shouldn't? Why?
17. Compare two people or characters you have learned about in this lesson(s). How are they alike? How are they unlike?

Skills :

- Explain the term journaling. How do you respond in a journal? Do you have to write in complete sentences all the time? Do you have to spell everything correctly? A journal is a place to write your thoughts, ideas, dreams, fears etc.
- Go over vocabulary words that children might not be familiar with: (for appropriate age levels) Examples: Parish, significant, secular, temple, architecture, society, cornerstone.
- Develop the understanding of a temple as the building where the Church assembles and experiences God.
- Develop the understanding that the church is a group of people who include the world-wide Orthodox Church and the saints, with Christ as it's Head.
- Develop the understanding that living in "God's home" is not just about attending church on Sundays and Holy Days - but that it is a way of life for an Orthodox Christian.

Useful Texts:

1 Tim 3:

15: if I am delayed, you may know how one ought to behave in the household of God, which is the church of the living God, the pillar and bulwark of the truth.

19: Do you not know that your body is a temple of the Holy Spirit within you, which you have from God? You are not your own;

"My soul is restless until it finds its home in God"

Ephesians 2:19-22

19: So then you are no longer strangers and sojourners, but you are fellow citizens with the saints and members of the household of God,

20: built upon the foundation of the apostles and prophets, Christ Jesus himself being the cornerstone,

21: in whom the whole structure is joined together and grows into a holy temple in the Lord;

22: in whom you also are built into it for a dwelling place of God in the Spirit.

The teachers can use this quote in a session as a discussion starter or journal prompt.

Quotes:

"You never find God asking persons to dream up what they want to do for Him"

Session III - Our Life in Christ

This session is for the purpose of helping participants discover that through our parishes we encounter and discover Jesus Christ, and come to know Him as our Savior. It is in the church that we receive the framework by which we develop our relationship to Jesus Christ. It is through the church that we are able to embrace Christ and His teachings and come to experience our salvation through Him.

These are the understandings we will teach in this session.

Understandings:

1. We, as God's children/people, need salvation.
2. Our parish is where we encounter and discover Jesus Christ as our Savior.
3. We have the promise of a relationship with God through Jesus Christ and it is in our parish that we receive the framework to develop that relationship.
4. Prayer is a relationship, not just a religious activity.

These questions, when answered and discussed, will lead back to the understandings for this session.

Essential Questions

1. Should promises always be kept? How does it feel when they are not kept?
2. What must someone do to develop and maintain a relationship? What are some things that must be taken into consideration?
3. How does the church represent "heaven and earth"? Does the "spiritual" explanation differ from the "physical" explanation.?
4. Why and when do we pray? How do prayers help us develop our relationship with Christ?
5. How do people handle different relationships? Should it be difficult to keep healthy, important relationships? Does it take work?
6. Why do we work harder at maintaining our "human relationships" than we do with our relationship to Christ?
7. Shouldn't understanding that Christ wants us to have a relationship with Him, make it an easy thing to do? Why or why not?
8. If God is love, and love is good, why are we called "to fear God?"

Introduction

Define the word "relationship" and have a discussion about different relationships we all encounter and try to maintain. They could be those between parents and child, husband and wife, teacher and student, sister and brother, and friend to friend. There are many others, so encourage the students to brainstorm as many as they can. All answers may be written down on butcher paper to display. Talk in pairs or small groups about what makes these relationships alike and what makes them different? What do they have in

common, how do they contrast? What makes each relationship unique? What makes each one special?

Discuss these different relationships. How do we keep these relationships special? How hard do we work on our friendships? What do we do when we have a falling out with someone we care about? How do we mend those relationships? Does having a relationship take work? Why? What kind of “work” do we have to do?

Ask the question- do we work as hard on our relationship to Christ as we do with all of our other relationships? How do we do that? What are some ways that we can nurture and care for this relationship? (some ways children might answer are- through prayer, attending the services of the church, feeding the hungry, attending to the aged, reading the bible, attending church school, attending church camps and retreats). What would our lives be like without this special relationship?

Activities

1. **Collage Activity** - The students will then create a collage on individual pieces of poster board.. They will use pictures taken from magazines, books etc. that will show different people, in different relationships. After the collage is created, have the students write labels describing what relationships are shown and a sentence or two about what makes those relationships unique.
2. **Prayer Books and Prayer Ropes**- After the discussion about why and when we pray (to help us develop our own special relationship to Christ), create prayer ropes and prayer books that each child will have to bring home etc. The prayer books may be made from nice white paper stapled between construction paper covers, they may be made with hard covers and real bindings. Materials and time will determine the nature of the books. Prayers for children this age can include, The Lord’s Prayer, The Trisagion Prayers, Prayers before and after meals, and any others that might have special meaning to themselves and their families. The prayer ropes can be made with beads and thicker thread. Directions are on the attached sheet.

Session IV - Our Path to Salvation

This session is to help the participants make the direct connection between church and their path to salvation. The gifts of the sacraments, the guide to the way we must live as Christians, and the participation in the fullness of parish life are all explored.

These are the understandings we will teach in this session.

Understandings

1. Our parish is our “heaven on earth” and we need to participate in the fullness and the wholeness of the church of the living God.
2. God has established certain “house rules” by which we should live (laws, commandments) to lead us on the path to our salvation.
3. God gives us the sacraments as gifts to connect us with Him, to bring us closer to Him, and to give us what we need to do His Will and live forever.

These questions, when answered and discussed will lead back to the understandings for this session.

Essential Questions

1. What would our lives be like without rules and regulations to follow? How would our lives be different? Would this have a positive or negative effect on our lives?
2. What are the “rules” that God expects us to live by? What are the two greatest “rules?”
3. How does the teaching of St. Paul, “whatever you do, do all to the glory of God” direct us toward following these rules?
4. Can we have a spiritual life in the church without participating in the sacraments?
5. Which sacrament is “the completion of all of the church’s sacraments? Is the term, there are seven sacraments offered to us by the church, correct?
6. How do we prepare for Holy Communion? What do we do? What should we be thinking and feeling?
7. Why are the sacraments referred to as “holy mysteries?”
8. If the sacrament of penance is so difficult for many people, why is it considered a gift from God? Are gifts usually hard to deal with?
9. Can prayer be considered a sacrament? Why or why not?

Introduction

The introduction to this session will include the beginning paragraphs of the activity session. Begin with the question what are the sacraments of the church, and if possible, have an icon depicting as many of the sacraments as possible. The Last Supper, The

Wedding in Cana, The Baptism of Christ, etc. Let the participants explore them and identify what each icon is showing.

Activities

Tableau Activity

Creating tableaus for the study of the sacraments.

- Begin by asking the question: What are the sacraments of the Orthodox Church? Write the sacraments sheets on butcher paper/white board. In the discussion, mention that the sacraments are sometimes also called Holy Mysteries. You can use the icons when reading the biblical texts. (please see the following page with a brief description of each sacrament.)

Tell the students that they will be broken into seven groups. Each group will be responsible for creating 3 freeze-frame tableaus about their assigned sacrament. A tableau is creating a still picture with your bodies using simple props to explain the most important parts of the story. Use the story of The Three Bears to explain a tableau.

1) The three bears leave the house. 2) Goldilocks comes in and does her damage. 3) The bears confront Goldilocks and she realizes that she should not have intruded in their home.

In our case the students will show 1) the sacrament done liturgically, 2) the story from the life of Christ which applies to the sacrament, and 3) an instance where the fact that we have these sacraments can affect the outcome of a situation*.

*Example for teacher clarification only. Do not give more than one example to children since you want them to be as creative as possible. This could be one example for the sacrament of Penance: one. A child going to confession two. Christ forgives His disciple Peter for denying Him 3. a friend promises you he will play with you after school and he breaks his promise. You get angry, realize the anger is not right, and confess it. Then you are able to forgive your friend.

*Note: If you anticipate the participants having difficulty with this activity you can put the following on note cards. This will include the Biblical reference as well as related themes and give the appropriate card to each group with a copy of the Bible. Having the participants use the bible to look up the passages is always recommended when time permits.

Holy Baptism - Theophany. Remember the Exodus.

Our birth into the family of God through our baptism. Read the story of Theophany Matt. 3:13-17. Include ideas about the properties of water: cleanses, maintains life but also destroys. In Baptism water destroys the old man in each of us, cleanses us and gives us the possibility of eternal life with Christ.

Holy Chrismation - Pentecost. The gift of the Holy Spirit.

We become truly what God intended us to be as human beings. We are full and complete when we are anointed with the Holy Spirit. Act 2. Some of us come to the Orthodox Church through Chrismation. This anointing sets us apart. In the

Old Testament only the great prophets, judges and kings were anointed, but in the Church we are all anointed giving us the opportunity to be apostles. In this story the promise of Christ to send the Holy Spirit, the Comforter, is fulfilled. We are empowered by the gifts of the Holy Spirit: to teach, preach, prophesy, (I Cor. 12:4-12)

Holy Eucharist - The Last Supper. The center of the Church's life. It is at this banquet that we are reunited with Christ in the Church and that we give thanks to God. Christ is the food that nourishes us. Here bread and wine are transformed into the living body and blood of Christ. We are invited to draw near in faith and love. I Cor. 11:23-26.

Penance - Christ forgives His disciple Peter who betrayed Him and puts Him as the leader of the apostles. (Matthew 26:31-35, 69-75, John 21:9-15). We sin, we are sorrowful, we confess, we repent, we are forgiven. We take responsibility for our sins. We are capable of change in our lives. God recognizes this.

Holy Unction - The Commission of the Twelve Disciples (Mark 6:7-13) Healing - spiritually, physically mentally. We participate in the wounds of Christ by carrying our own cross in the form of illness, sadness or pain. We can be healed by our faith and action and God's will and action in cooperation.

Marriage - The Wedding at Cana. John 2:1-11. A relationship can change your life. We bring all aspects of our life to the Church, to be blessed by God. This includes our love for a husband or wife. We begin this bond in the midst of the Church, surrounded by the Church, consecrating this new life to God in the Church.

Holy Orders - Christ teaches the elders in the temple at 12. Luke 2: 41-52. Our clergy carry on the work of Christ, through the Holy Spirit, in God. They preach, teach, pray, and work among us, keeping order in the Church and our lives.

Split the students into seven groups. Place pieces of paper with the name of each sacrament into a bowl/hat. Have someone from each group pick one paper and **NOT TELL THE OTHER GROUPS WHAT THEY HAVE CHOSEN!** Send each group to different locations with an adult to prepare their tableaux. This should be done by looking up the bible passages, understanding the three pieces that need to be reflected, (liturgical, life of Christ, and practical application) and then deciding, in the group, how to set it up. Remember, there is going to be **NO** talking during the tableau. The groups will have to show what they learned by using their bodies, some props and maybe some hand written signs if applicable. After about 20 minutes, bring them back together. Give each child a scorecard (piece of paper) and pencil and have them guess the sacrament as described by the tableau. After each group has had the opportunity to perform their tableau, and everyone has guessed them correctly, review with the students what these sacraments mean to us as Orthodox Christians. How are they gifts from God given to us by the church? Why are they important to us? How do they help us be prepared for our journey toward salvation?

Interview Activity: Interview a Bishop, a Priest, a Deacon, a lay church leader, a married couple, someone who has experienced recovery from a serious illness, an adult convert, a cradle Orthodox Christian, etc. about how the sacraments have affected their lives, and for those who perform the sacraments, how they have seen the sacramental life

of the Church affect others. These interviews may be compiled into a book similar to the CHICKEN SOUP Books found in print today. This will be the Chicken Soup Book for Orthodox Christian life. Interview sheets (see attached) and willing candidate assignments will be made available. Teachers should try to make themselves available for their students whenever possible. Please encourage the participants to interview their parents, friends etc. if time is short.

Useful Text

(I Cor 11:27-32)

27: Whoever, therefore, eats the bread or drinks the cup of the Lord in an unworthy manner will be guilty of profaning the body and blood of the Lord.

28: Let a man examine himself, and so eat of the bread and drink of the cup.

29: For any one who eats and drinks without discerning the body eats and drinks judgment upon himself.

30: That is why many of you are weak and ill, and some have died.

31: But if we judged ourselves truly, we should not be judged.

32: But when we are judged by the Lord, we are chastened so that we may not be condemned along with the world

Session V – In Deed and In Truth...

This session will develop the understanding in the participants, that we are called by Christ to “love our neighbors”. We should live our lives in our homes, our schools, and our places of business, etc. as messengers who reflect Christ’s teachings. Participants should explore ways they may be part of outreach as a member of their parish and family.

These are the understandings we will teach in this session.

Understandings

1. Our lives should reflect God’s “house rules” in our deeds towards our neighbors, our families and for those who hate and oppose us.
2. Our parishes provide opportunities for outreach in which we should take Our own homes should be a reflection of our life in “God’s home”

These questions, when answered and discussed, will lead back to the understandings for this session.

Essential Questions

1. How can we make our own homes like “God’s house?”
2. How are we expected to act and behave in our own homes? Should it be different than the way we are expected to act in Church? In our communities?
3. How can we take the teachings of the church and live them at home?
4. When Jesus teaches us to “love our neighbor,” to whom is He referring?. Can we take the teachings of the church and share them with others who are not of our faith? How do we do this?
5. Have you ever hurt anyone, or have you ever been mean towards a person?
6. What was it that made you behave this way?
7. Should we practice intercessory prayer for all people? Why or why not?
8. What does Jesus teach us about how to do for others? Why do you think it is taught this way?
9. Is it difficult to love the people who treat you poorly?
10. Why are you expected to “love your enemies and pray for those who persecute you, so that you may be sons of your Father who is in heaven?”. (Matthew 5:44-48)
11. When we do something good for others, and it makes us “feel good,” is this a bad thing or a good thing?

Introduction

Using the understandings and the essential questions, begin a discussion about how we are expected to act and behave in different circumstances. How is our behavior a reflection on who we are? What are we expected to be like as Orthodox Christians? What is it that Christ calls us to do for our fellow man? How do we see Christ reflected in the faces of our friends, our neighbors, our enemies? When the discussion is finished,

have the students brainstorm ways that Christ calls on us to minister to one another. Then when the lists are written, post them up for all to see, and have them work on the activities listed.

Activities

Triptych – Create a triptych, a tri-fold, free standing poster that depicts three different outreach activities in which we may become involved. They can be activities we may participate in our own homes, they may be something we do at school for others, and they may include something we might participate in at our own parishes. Each scene may be drawn; the participants may use the collage approach, or may even use a symbol to represent what they might do. (For example-, the picture of a plate of food could symbolize feeding the hungry).

Newspaper – Create a “Good News” newspaper or magazine. You are the editor of this publication, and it is your job to make sure it is filled with “interviews” of people who are doing good works for others. You may interview other participants, teachers, staff, parents etc. and ask them to describe one time when they did a good work. Be sure to ask them why they did it, and then ask them how it felt to be a participant in this activity. Be sure to write one interview about yourself in this publication. The newspaper or magazine may be constructed from newsprint, or white construction paper, and should also include some illustrations of the editor’s choosing. These may be hand drawn, cut out and pasted, or copied from another source.

Skills:

Define the word outreach- should be defined for each group- How do we participate ourselves, how do we participate in outreach at home, and how do we participate in outreach as a parish?

Session VI: Conclusion:

This session will most likely begin with some last journal writing reflecting on everything we have discussed and learned this week. A discussion can follow with the different points we have tried to cover this week. The journal question can include a part when participants are asked to reflect on the things they can begin to do in their homes, their parishes and in their own lives to bring back what they have learned at the council. What are some ways they can bring their gifts to God?

Activities will most likely be the finishing of projects not yet completed, or an introduction of one activity that was not introduced at the sessions because of time restraints. There will only be about one and a half to two hours before we enter the plenary session- so it will also be a time for collecting material to bring home, and to say our good-byes.

We will have a ceremony to hand out certificates of participation to everyone.

Supply List

- Journals- one per participant
- One roll of lined butcher paper
- Masking tape to hang butcher paper
- Colored pencils- one box per four participants
- Colored markers- one box per four participants
- 3-4 thick, black markers
- Scissors- at least one per every two participants
- Glue sticks- at least one per every four participants
- Tacky glue or craft glue- at least one bottle per every four participants
- Construction paper- about 6 sheets per participant
- Glitter- at least four bottles of varied colors
- Pencils- at least two per participant
- Pencil sharpener
- 2 Packages of Index Cards
- Thin, multi-colored ribbon- at least 12-14 inches per participant
- White paper- unlined, about 2-3 reams
- Bags of beads for prayer rope- about 20 per participant
- Rope for prayer beads- about 16 inches per participant
- Sheets of newsprint- 2-3 sheets per participant
- Half sheets of poster board- one per participant
- Highlighters- 2-3 packages of mixed colors
- Thin, flat, wooden hearts- at least 8-10 inches in diameter- found at craft stores
- (should have a hole punched in the top for ribbon- to hang hearts if possible)
- Black and white, or colored pictures of Orthodox Churches
- Magazines- appropriate for this age to browse through- to use for collage
- (these can be donated by area people- and will be cut up and throw away)
- RSV Bibles- at least one for every 8 participants
- Directions for Prayer Ropes
- Icons depicting the sacraments (paper icons are fine)
- Copies of daily prayers in large print for participants to copy
- Certificates for each participant