

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.



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Monks and Nuns

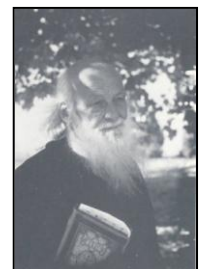
Monastics (monks and nuns) are people called by God to live the Christian life in a special way. They have answered this call to become closer to God by living a life of quiet solitude, away from the cares and busy life of the world. They live, pray and work in communities called **monasteries**. Monasteries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

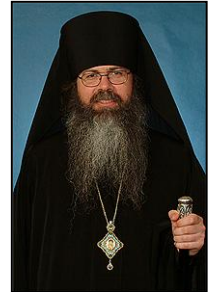
A person who desires to join a monastic community is first a **Novice**. This period of probation lasts for about three years. The Novice, called **Brother** or **Sister**, spends time in training,



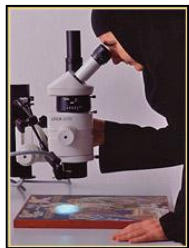
under the guidance of one of the experienced monastic **elders**. These men and women can then live and work in the monastery until they make a final decision to become a monk or nun. When they do, they become **tonsured** and can take the name **Father** or **Mother**. Their clothing is black, and each 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

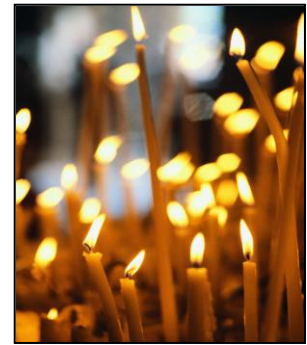
Session 2

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>)

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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

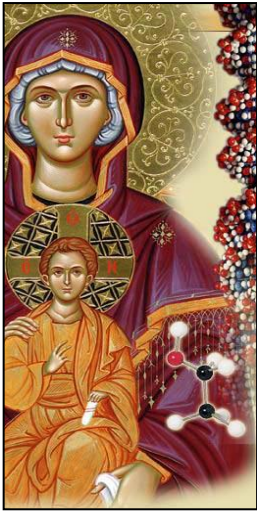
Further information: <http://www.inathos.gr/>

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

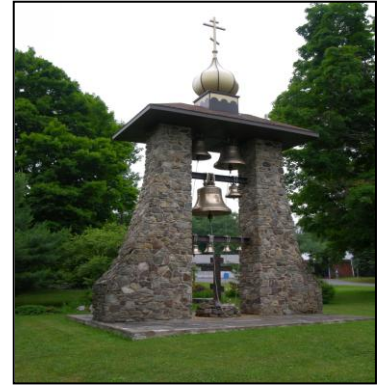


Whether simple or elaborate, monasteries are centers of faith. The monks and nuns are examples of Christian love and service to others. We look to those who seek God to be spiritual fathers and mothers, guiding us to the True Faith.



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)



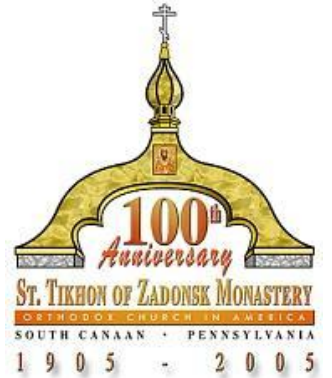
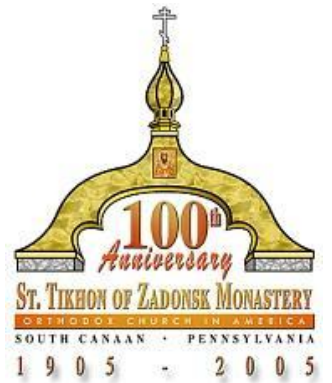
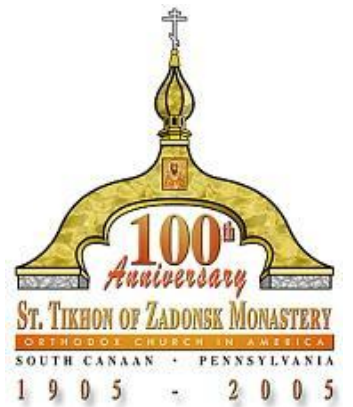
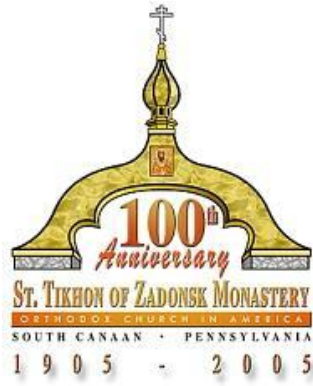
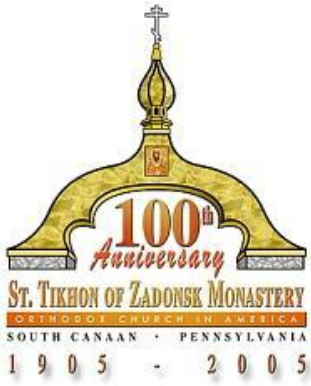
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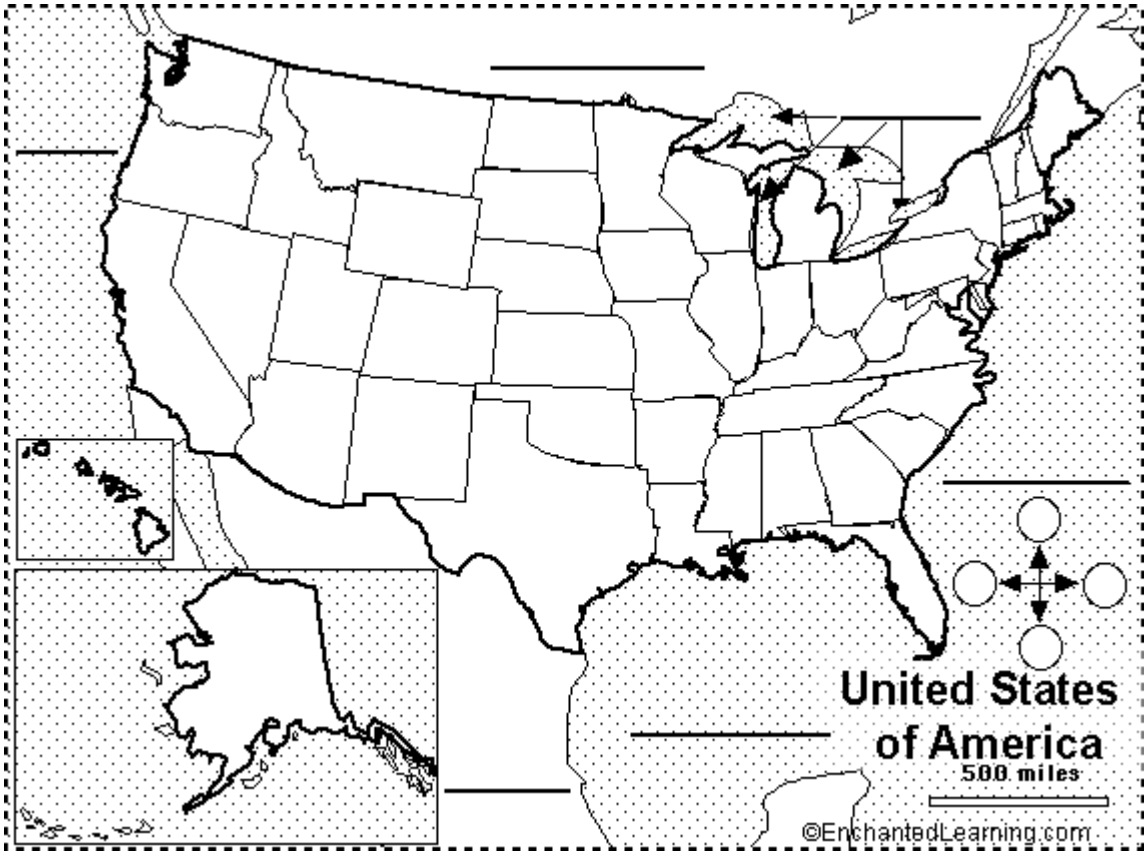
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Monasticism

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.

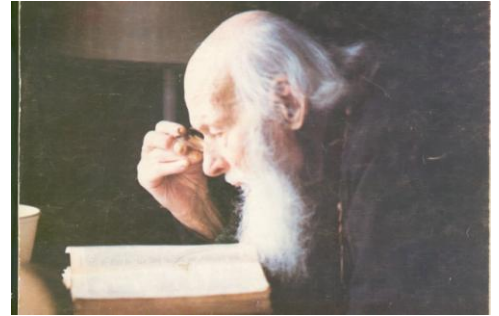
5. These can be displayed in class, in designated areas, or the parish fellowship hall.

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

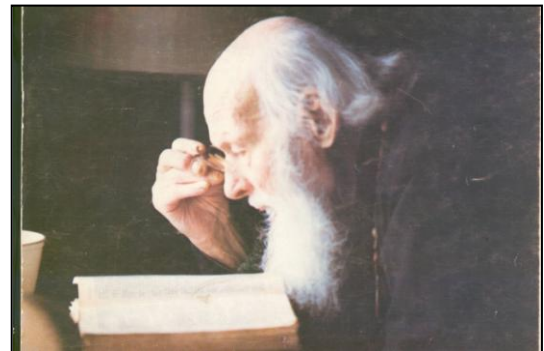
The bell rings at 3:30am. Fr. Herman awakes and quickly washes himself in the bathroom down the hall from his **cell**, or room. He and his brother monks do the same, returning to their cells to pray morning prayers in solitude. As he finishes, Fr. Herman cleans his room and makes his way outside and 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
prospora

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

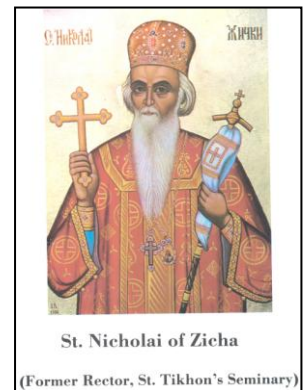
1. Elizabeth, Grand Duchess of Russia, sister of Empress Alexandra of Russia, and grand-daughter of Queen Victoria of England, was born in 1864.
2. After the assassination of her husband, Grand Duke Sergei Alexandrovich, Elizabeth visited the assassin in prison to help him repent for his sin.
3. Grand 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

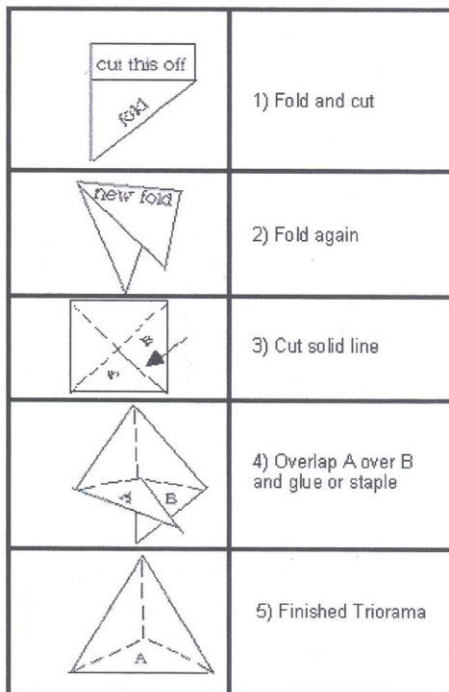
Materials Needed

- 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



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.

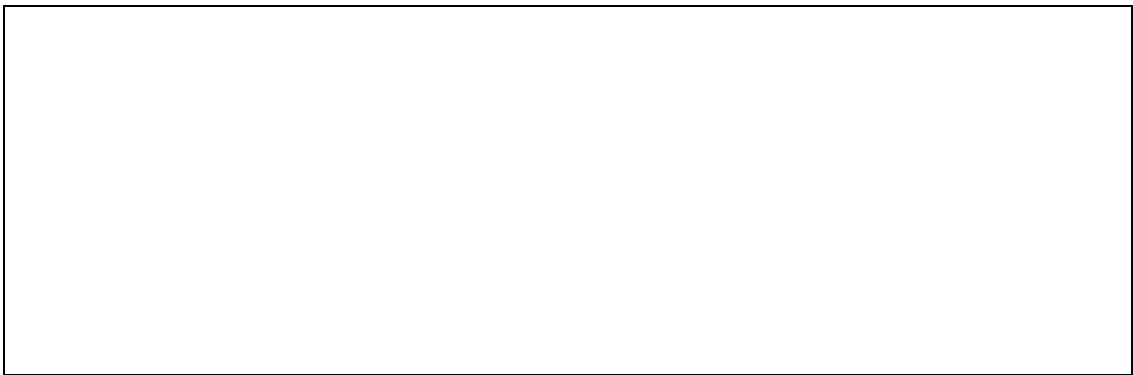
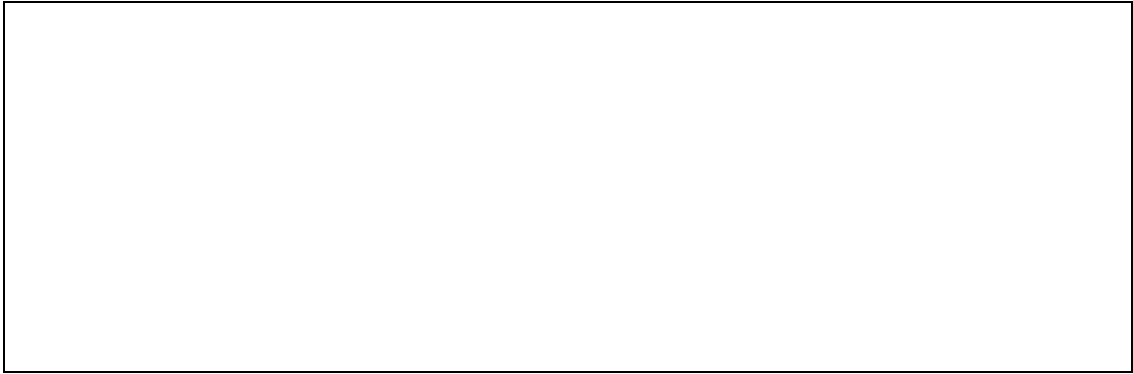
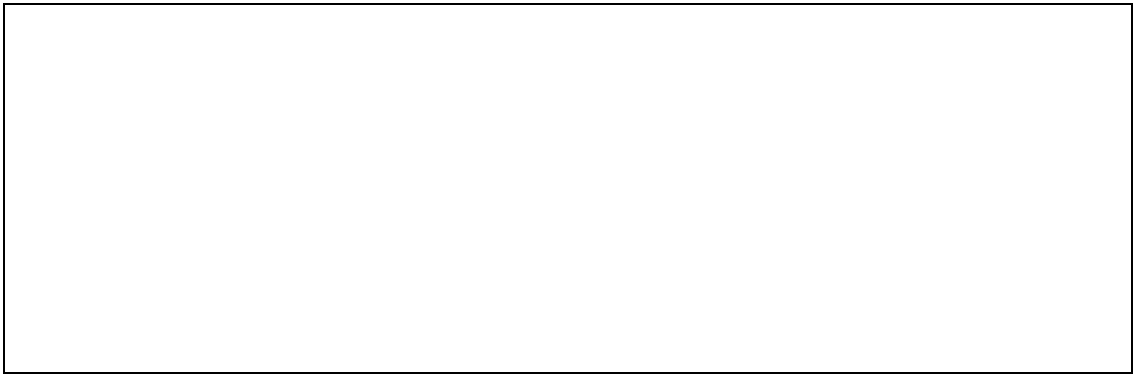
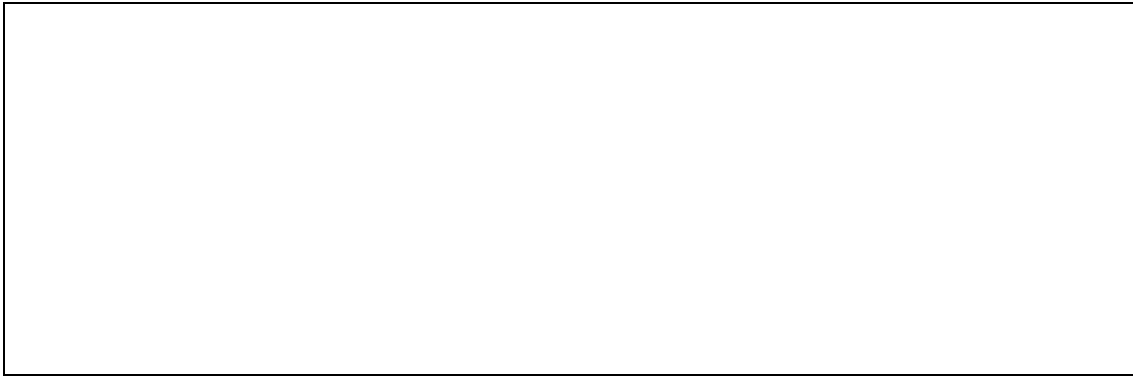
Name of Saint: _____

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

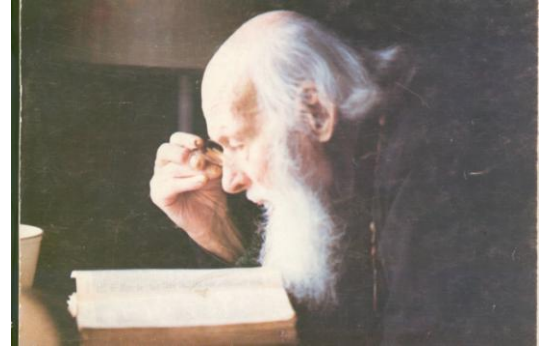
This saint helped Native Alaskans.



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?

