



Greek Orthodox Metropolis of San Francisco
Moms, Pops & Tots Program

PROGRAM OVERVIEW
(including master lesson)

Primary goals of the Moms, Pops & Tots Program

1. Form a relationship between adults and children in the community.
2. Provide the children with songs, a project and snacks at each lesson
3. Include a brief lesson on Orthodoxy.
 - a. Teach the children how to make the sign of the cross.
 - b. Tell the children about feast days –
 - i. Plan a lesson for each of the twelve feast days.
 - ii. Use the Icons for each feast day
 - c. Tell the children about the Sacraments (Holy Mysteries)
 - i. Plan a lesson on each of the seven sacraments
 - d. Teach the children about appropriate church behavior
 - i. Entering the church
 - ii. Trying to speak softly and proper behavior
 - e. Tour the children through the church
 - i. Explain the narthex (light candles, venerate Icons)
 - ii. Explain the Solea (communion, vigil candles, Bishop throne, canter stand)
 - iii. Explain the Iconostasis (Icons, position, royal door)
 - iv. Explain items on the Holy Altar (ask priest to do a show & tell)
 - v. Explain role of an Altar boy and Myrrh bearers
 - vi. Expose the children to some of the Saints of the church
 - f. Teach the children about prosforo and Holy things from the church
4. Provide one hour of quality time at the Church
5. Pray and Grow together

Method

1. Each one hour session is divided
 - a. Circle time (song and prayer)
 - b. Music& Movement (bells or tambourine)
 - c. Lesson& Picture review
 - d. Craft or project
 - e. Snack
 - f. Free time for parents & students

Each school will need

1. Some musical instruments (either bells, tambourines or shakers)
2. *Come Bless the Lord Icon Packet* (use Feast day/saint Pictures)
3. Mary Hallick, *Reaching for Jesus* (use pictures from this book – may be reproduced and colored)
4. Shirley Dobson, *The Lord's Prayer Coloring Book* (use pictures from this book)
5. Egle-Ekaterine Potamitis , *Christmas: The Nativity of Christ* (read this pamphlet in class)
6. Written lessons – for a two year period available at the website
7. Craft descriptions. -This age group is good with stickers, markers, glue and crayons but needs help with cutting, tying and folding.
 - a. Most crafts taken from *The Encyclopedia of Bible Crafts for Preschoolers*
 - b. Some from pinterest (web site)
 - c. Substitutes may be coloring if supplies are too costly or unavailable.
 - d. Patterns for cut out crafts available at the website
8. Snacks may be provided by a parent or kept simply to cookies & juice/water.

The Material

1. Each lesson has
 - a. the same starting song and circle movement (a la Pasadena)
 - b. A written lesson
 - i. Available on the web site as a single lesson or the 104 page book.
 - ii. Sixty six lessons have been provided
 - c. A specific picture from:
 1. Dobson ,Shirley, *The Lord's Prayer Coloring Book* , Menasha,WI: Gospel Light, 2011

2. Hallick, Mary, *Reaching for Jesus* Brookline MA: Greek Orthodox Archdiocese of America 1986
 3. Manettas, C.S. and Sons, *Come Bless the Lord Icon Packet* Pittsburgh, PA: God with Us Publications, 1976
 4. PDFs from the website.
 5. *Christmas: The Nativity of Christ-* Egle –Ekaterine Potamitis Publishing
2. Craft or project– do preparation for each craft to keep it simple
 - a. some communities may wish to keep costs down by having the children color pages from the books (there is a feast day coloring book available from the Archdiocese catalog)
 3. Snack & free time & closing prayer
 - a. Snacks may be eliminated

Location/ Equipment

1. Use a preschool room at the church or some central location
 - a. Circle time may be on a rug or in chairs
 - b. Space for children to move with their “instruments”
 - c. Children tables and chairs for craft
 - d. Snack space
2. CD player or computer
 - a. Noise maker for children
 - i. Maracas, bells, tambourines or shakers
 - b. Scarves to wave with the music
3. Toys to share during free time
 - a. Parents may bring these
 - b. Church may have some available in the preschool room

Schedule

1. Determine a fixed day and time each week
 - a. Typical class times are one to one and one half hours
 - b. Most parents prefer a 10AM start (children go for naps early afternoon)

Master Lesson

Each lesson begins with Circle time & Music, followed by a lesson, picture and a craft (changes each week) and finally ends with a snack, social time & a prayer. The first lesson is complete. All others are just the lesson, picture and craft. (Use this page at each session)- The lesson may be sharing the picture and/or explaining the lesson for the day.

Circle Time:

Good Morning Song: *Hello _____ (repeat for each child), We're glad that you could come! (use the tune to tick tock, tick tock, the mouse ran up the clock)listen to mp3*

Prayer: *repeat how to cross yourself (forehead, belly, shoulder, shoulder)*

Say: Tick tock, tick tock, this is the way we pray. We thank the dear Lord Jesus for bringing us here today. In the name of the Father, the Son, and the Holy Spirit. Amen.

Music & Movement: (give each child an instrument – shakers, bells or a tambourine)

“Magic Words” for musical instruments:

*Wait: on floor (so we know you are ready)

*Stop: on cheeks

*Forte: noisy & loud

*Piano: quiet & soft

BELLS: (Have the children sit on the floor for this song)*Shake and shake and shake (repeat 3X)...and STOP! sing: “We’re shaking Our Shakers” (Song “We’re shaking on our shakers, we’re shaking on our shakers, hi-ho-the-derry-o, we’re shaking on our shakers (X2)*

We’re shaking real high (X2), high-ho...

We’re shaking real low (X2), high-ho...

We’re shaking to the side (X2), high-ho...

We’re shaking in a circle (X2), high-ho...

(Have a child suggest a place on their body –legs, arm, head...)

We’re shaking on our (suggested body part) (X2), high-ho...) continue asking children for places to “shake

Sing along: *play a couple songs from the CD and have the children play along with their instruments. (have the children standing, moving around for these songs)*

Begin the lesson (have the children sit in a circle show the picture introduce the topic)

Story time/Religion/Lesson/Picture including the Arts & Crafts/Hands-on Activity(see the lesson of the day)

(Use this page at the end of each session)- (after the project – **Part 2**)

Snack/Play/Dismissal w/ goodbye Song/ Closing prayer:

Toys may be brought out now. Children should be allowed to play in a safe area while the parents get to know each other. Some children might want to color or play with their completed projects.

Ask a parent to approach another parent in the room and ask them to share something about themselves (their likes, where they are from, how many children they have) Allow the parents free time.

Return to the circle for the goodbye song (play the You Tube version or sing it)

See you later, alligator!
After while, crocodile!
In an hour, sunflower!
Maybe two, kangaroo!
Gotta go, buffalo!
Adios, hippos!
Chow, chow, brown cow!
See you soon, baboon!
Adieu, cockatoo!
Better swish, jellyfish.
Chop chop, lollipop.
Gotta run, skeleton!
Bye-bye, butterfly!
Better shake, rattle snake.
Our school day now ends.
So, good-bye, good friends!

http://www.youtube.com/watch?v=K-UJ65tjWmQ&feature=player_detailpage

Closing prayer. “Dear God be with us today and every day. Keep us safe and teach us to do Your will. Show us Your love (do your cross and say) In the name of the Father, Son and Holy Spirit. Amen.