Curriculum for Religious Education
RELIGIOUS EDUCATION CURRICULUM UNITS – FORM 2

REL 8.1  Caterpillar
REL 8.2  Network
REL 8.3  Hike
REL 8.4  Missteps
REL 8.5  Raw Diamond
REL 8.6  Steer / Guide
Subject: Religious Education
Unit code and title: REL 8.1 Caterpillar
Unit Duration: 9 sessions of 40 minutes: Total 6 hours

Form 2

Strand: (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

Objectives:
The teacher will enable students to:

1. discuss important steps in their faith journey and their meaning in their life. (RL)
2. underline from the Bible and other Catholic literature the meaning and importance of the sacraments of baptism and confirmation. (WG)
3. relate how the sacraments of baptism and confirmation enrich their spiritual life. (SD)
4. debate the challenges they encounter in trying to live their baptism and confirmation. (PCWV)

Key Words

<table>
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<th>Points to note</th>
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<td>Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in R E approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation. Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions. At this age students are to continue to discover the process of unfolding and becoming as a human-faith process; how the Sacrament of Baptism and Confirmation enable this process toward Christian and human (emotional) maturity.</td>
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Resources

Bible: Gen 1,1–3,24; Ex 12,1–4,21; Lq 1,26–28;2,52; Ef 1,1–22; 4,11-13; Col 1,15-20; 1Tim 2,4-7.
CCC: 830–856; 1066–1075.1077-1133; 1136-1156; 1200-1321.
For further elaboration of teaching/learning methodologies see: www.katekezi.org.mt
Begin your walk with Jesus:
Baptism:
http://www.youtube.com/watch?v=05YB2jdHLsY
http://www.educhurch.org.uk/pupils/interactive/baptism/baptism1.html
Confirmation videos:
http://www.youtube.com/watch?v=wHxOTVYvkmM
Jesus chose us:
http://faith-life.blogspot.com/2006/06/we-did-not-choose-jesus-jesus-chose-us.html
Plant story video:
http://www.youtube.com/watch?v= CXbhdBzx1Ag&feature=related + Bingo Virtue game:
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<th>Examples of Teaching Experiences and Activities</th>
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<td>The teacher will enable students to: discuss important steps in their faith journey and their meaning in their life.</td>
<td>Students take part in a treasure hunt called ‘Begin your walk with Jesus’ <a href="http://www.ehow.com/info_8148344_walking-jesus-vbs-ideas.html">http://www.ehow.com/info_8148344_walking-jesus-vbs-ideas.html</a> The class is divided in mixed ability groups and then taken to the school yard. The game gets difficult gradually and they are made aware that they need to keep going in order to reach their destination. The teacher compares this treasure hunt to our relationship with God which is a long journey through life. A class discussion takes place emphasizing the fact that through discovering the footprints of God, one’s relationship with God will deepen and one will experience the joy of knowing him better. Students perform a role-play and a discussion follows. The role play is about a Catholic religion class in which there is a student adhering to a different Religion – Buddhism, Islam, Hindusim, or Judaism. At first, the student is going to find it difficult to attend religion classes. The student’s mother is a Christian but his father no. In this role play, various issues such as values are discussed. Although this student seemed to be foreign for the fact that his/her religion is different, s/he starts to participate in class discussions because s/he understands that religion is beyond culture and that values are common to all religions. A video clip on Baptism is shown to the class: <a href="http://www.youtube.com/watch?v=05YB2jdHLsY">http://www.youtube.com/watch?v=05YB2jdHLsY</a> emphasizing the importance of the sacrament. As an activity the class is divided in groups and they have to discuss the reasons why Christians baptize their infants. The following handout can help <a href="http://www.educhurch.org.uk/pupils/interactive/baptism/baptism1.html">http://www.educhurch.org.uk/pupils/interactive/baptism/baptism1.html</a> The following video clip can help the students to continue discussing these points <a href="http://bustedhalo.com/video/baptism">http://bustedhalo.com/video/baptism</a>. Students are divided in mixed ability groups where each group is given a cardboard maze. Through this maze students have to find their way to God. Certain pathways will have obstacles which stop the student from reaching the final destination (God). However, in the maze one finds certain signs along the road such as footsteps or signs to help in reaching God. Students have to strive to arrive to the final destination and appreciate the meaning of God in life. Having God in life helps us to overcome our obstacles. The teacher starts the lesson with a brainstorming session. The words ‘God in life’ are written on the board. The students are left free to express themselves. The teacher leads a discussion by letting the students explain themselves on why they gave certain meanings and what does it mean to have God or to leave out God in one’s life.</td>
<td>Students will: discover religion as a way beyond culture towards connectedness. (level 8) discover the Footprints of God in their life as a process of unfolding and becoming as mature Christians. (level 7) be enabled to discover the meaning of God in their life. (level 6) indicate the many dimensions of their experience in their daily lives. (level 5)</td>
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</table>
The class is divided into four groups where a case study is given to each group. Each case study contains a set of inspiring questions which makes students think about different experiences in life and in turn their Christian attitudes. The students are given time to analyse the case study and then, each group shares his opinion in class.

The teacher brings in class: a raw potato, a pencil and a chair to perform a gravity activity. One of the students is asked to grip the potato in one hand and the pencil in the other, holding both arms the same level. The teacher asks the students what they think will happen if the potato and the pencil are dropped on the ground, which one will touch the ground first. Although some of the students may think that the potato will hit the ground first – because of its weight.

The teacher remarks that both will hit the ground at the same time. The teacher talks about the law of gravity and then points out that one of the principles of gravity states that the earth draws all items toward the centre of the earth with equal force, regardless of their weight. The teacher shows through differentiated questions that the Equivalence Principle is also well demonstrated in salvation. God loves us all the same and is willing to have a relationship with all kinds of people - tall, short, loud, shy, poor, rich, old and young. As gravity pulls everything towards earth equally, God draws us to Him equally. He is not bothered on how different we are from one another, He loves us the same. As stated in Galatians 3:28, ‘We are all one in Christ!’

The teacher shows different clips of different religions: Judaism, Hinduism, Buddhism, Christianity, Islam, Taoism. (http://www.youtube.com/watch?v=5W_PyVhOJTs, http://www.youtube.com/watch?v=nel1PkwRO_o&feature=relmfu, http://www.youtube.com/watch?v=jeslqDkKdyY&feature=fvwp, http://www.youtube.com/watch?v=N1DWegEe_c&feature=relmfu, http://www.youtube.com/watch?v=coRdpkfy7w, http://www.youtube.com/watch?v=LOmgb-RRNK) The teacher divides the class in six groups. Each group is given a handout related to what they have seen (values appertaining to each religion). Each member has to attach the information given on a barchart according to what have seen in the clip. An analysis of the results will be carried afterwards.

The teacher prepares a power-point presentation with pictures of various steps in life [(a) mother giving birth, (b) kids jumping and playing, pictures of baby animals, (c) flowers and rivers, (d) sacraments]. The teacher explains that each picture shows how much God cares for mankind [(a) miracle of God, (b) God’s love, (c) God’s power, (d) God’s giving.] Then the teacher draws a web on the whiteboard and in the centre writes: WHAT DOES GOD MEAN TO ME? The teacher divides the class in groups of 4. Each group is given a piece of cardboard. A member from each group will stick the answers written on the provided cardboard paper onto the
The teacher finishes the lesson with the song: “Kemm inti kbir”
(http://www.youtube.com/watch?v=BxOJU_QYOZo)

The teacher puts the students in a big circle. The teacher gives each student a strip of white paper. The teacher asks the students: “Why are you Christians? OR What makes us Christians? OR How do others recognise me as a Christian?” and they have to write the answer on that strip of paper. The teacher collects the strips of paper and put them in an envelope. Each student will be asked to pick up randomly a strip of paper and reads what’s on it. A discussion is followed.

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<th>relate how the sacraments of baptism and confirmation enrich their spiritual life. (SD)</th>
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| The teacher asks the students to say what one does in baptism. Those students who have younger brothers, sisters or other relatives are invited to describe and narrate what and how is celebrated during this sacrament. The teacher shows a short video clip on how the sacrament of Baptism is administered and a discussion follows. The following short video clips shows some of these signs: the Easter candle (http://www.youtube.com/watch?v=xtqRhFBSUM&feature=results_video&playnext=1&list=PLE7B15D7ED1471E55) and The Baptismal Font (http://www.youtube.com/watch?v=CQP0mvnfqfU&feature=channel&list=UL). Students are divided in groups. Students have to sort the cards in sequence according to the steps of the ritual as follows: naming of the child, the sign of the cross, the Liturgy of the word, the anointing with oil of catechumens, the renunciation of sin and profession of faith by parents and godparents, the pouring of water, the anointing with oil of chrism, the clothing with white garment and the lighting of candle from Easter candle. On each card the words with which each sign is made are written. The teacher can make use of this information to help in producing the flashcards (http://staloysiuscatholiccollege.com/resources/Baptism%20worksheet.pdf). Alternatively, the students have to put in sequence the steps done during baptism, at the same time grasping the meaning of the water, Easter candle, the lighting of the candle, white garment and anointing with oil. A rub & reveal activity can be used to teach the students the meaning of these symbols. (Matching sentences with the pictures)

The teacher asks the students to mention some presents they received for their Confirmation and these are listed on the board. Some of the items may be a laptop, an MP4, etc. The teacher asks the students whether they have used these things. The answer will surely be a positive one. The students are made aware that even if they do not use these things that were given to them they still own them. The teacher indicates that in the Sacrament of Confirmation we all receive the gifts of the Holy Spirit but then it is up to us to make good use of the gifts of the spirit. Students are encouraged to talk about their experiences on how we can live a life that confirms that we are truly Christians.

| be enabled to search for spirituality as a reading of the signs of God in their life. (level 8) |
| understand the role of the Holy Spirit in their lives in the search for the whole truth. (level 7) |
| learn to explain the symbols of their own religion as regards the Sacraments. (level 6) |
| experience and describe how they share community life. (level 5) |
The teacher shows students a video on the Sacrament of Confirmation [http://www.youtube.com/watch?v=5u6xdpGrnrQ&feature=related](http://www.youtube.com/watch?v=5u6xdpGrnrQ&feature=related) A discussion follows. The following information [http://weblist.me/symbols](http://weblist.me/symbols)-of-confirmation can help the teacher to explain the meaning of the symbols used in the Confirmation Rite. As a practical exercise, the class is divided into mixed ability groups. The teacher gives each group links and other resources explaining the meaning of the symbols used during the Sacrament of Confirmation. The groups are asked to prepare a Power-point Presentation.

Students are divided in groups to perform a project-based activity by exploring community life through voluntary work. At the same time, they research community issues and contribute their time and talent to assist those in need. This may include voluntary work in children’s homes. Students present their experience as a form of presentation in class.

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<th>familiarize with the meaning and relevance of baptism and confirmation through the biblical text and the teaching of the church. (WG)</th>
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| The teacher starts the lesson by a brainstorming session on Baptism. The teacher points out that Baptism is the first sacrament that is given to Christians – the sacrament that opens the way to Christian life. A video of Jesus’ Baptism in Jordan follows [http://www.youtube.com/watch?v=mglIAIdU3ik](http://www.youtube.com/watch?v=mglIAIdU3ik). Alternatively a video with the text from the Bible is presented to the class [http://www.youtube.com/watch?v=eHLwIHrzGZI](http://www.youtube.com/watch?v=eHLwIHrzGZI). A class discussion follows enabling the students to point out the most important parts of the video, mainly the words of God the Father. The teacher leads the class discussion emphasizing the point that because we are Christians we have to listen to the words of our Lord and strive to live them to the full. A crossword is given as an activity to be completed by the students [http://www.dltk-bible.com/t.asp?b=m&t=http://www.dltk-bible.com/crosswords/b-crossword-withwords-baptized.gif](http://www.dltk-bible.com/t.asp?b=m&t=http://www.dltk-bible.com/crosswords/b-crossword-withwords-baptized.gif) or a puzzle [http://www.dltk-bible.com/jesus/baptism_puzzle.htm](http://www.dltk-bible.com/jesus/baptism_puzzle.htm).

The teacher shows some photos of popular artists or football teams. Students have to identify the personalities and make a list of the qualities that they notice in the one they admire most. The teacher tells the students to choose their favourite Maltese personality. A discussion will be held where the following questions are asked: “How would you feel if you had to meet your favourite idol? What does following someone mean? Do you think that following Jesus is an easy thing to do nowadays? What does it mean to become a follower of Jesus?” Students listen to the song ‘Il-Mibghut’ from Iktus song number 263 or in Italian [http://www.youtube.com/watch?v=qVUpS7-VmV0&feature=related](http://www.youtube.com/watch?v=qVUpS7-VmV0&feature=related) to show that unlike idols, we did not choose Jesus, but Jesus chose us, that we might love others as He loved us first.

The teacher brings in class a toothpaste tube. A student is asked to open a toothpaste tube and press it until all toothpaste comes out. The students are told that who manages to put the toothpaste back in the tube, will be given a reward. The teacher challenges students to try.

| familiarise with stories of people who tried to live their baptism and confirmation. (level 8) |
| understand the Christian implications of baptism and confirmation. (level 7) |
| familiarise with the relevance of biblical texts in their life. (level 6) |
| demonstrate what it means to become followers of Jesus. (level 5) |
Alternatively the teacher presents a paper activity. The teacher gives them two papers that are stuck together with glue. The students have to detach the papers without leaving any mark that indicates that the papers were stuck together. When students fail both exercises, the teacher shows that certain decisions once taken and done cannot be reversed back. The students are to mention decisions that they made in their life – decisions which they are happy that they made and others that they feel sorry they have taken. The teacher leads a discussion where the students are made aware of the importance of knowing the difference between a decision for which they are proud that they have taken and others for which they will be sorry for throughout one’s life.

The teacher divides the class in groups of 5. Each group will be given a picture of various methods of baptism such as baptism in a river, baptism of infants, baptism of an adult, baptism in Orthodox tradition, baptism in an old baptistery. Each group has to discuss the pictures and answer relevant questions. Same exercise can be repeated for the sacrament of Confirmation. The teacher distributes various pictures related to the sacrament of Confirmation: (a) presents, (b) preparations, (c) celebration, (d) party, (e) receiving the sacrament, etc... The teacher asks the question: “What is important in the sacrament of Confirmation?”

Another interactive white board activity is used to show that with the sacrament of baptism we become children of God, brothers and sisters of Jesus and of each other, heirs of God, and temples of the Holy Spirit. (Matching sentences with pictures). The teacher starts the lesson by asking the students what is done in the sacrament of Confirmation. The teacher shows a video of the sacrament of Confirmation. The teacher highlights and explains the symbols used in Confirmation. The teacher emphasises the fruits of the Holy Spirit. Then the teacher asks the students if they know what the results of receiving the Holy Spirit are. This is carried out by using a power point presentation.

The teacher presents a video-clip: A Plant Story. [http://www.youtube.com/watch?v=CXbhdBzx1Ag&feature=related](http://www.youtube.com/watch?v=CXbhdBzx1Ag&feature=related) The teacher presents a set of questions so that students bring out these points after watching this video: Plants make their own food by reaching up towards the sun. They need water and nutrients from the soil and take in carbon dioxide from the air and use energy from the sun to make their own food. The sun and the moon play an important role in growing and photosynthesis. All these processes take place in the leaves. The leaf can be compared to humans. We all need God as our nutrient (guide) in our faith journey. This process can be compared to the change of heart by which we become children of God in our faith journey. Without God we cannot have a strong and healthy spiritual journey. The following song [God is my strength](http://www.youtube.com/watch?v=78A2OHILQWE&feature=related). can conclude this activity.

Students are divided into four groups. A handkerchief and a permanent marker are given to the

| debate the challenges they encounter in trying to live their baptism and confirmation. (PCWW) | The teacher presents a video-clip: A Plant Story. [http://www.youtube.com/watch?v=CXbhdBzx1Ag&feature=related](http://www.youtube.com/watch?v=CXbhdBzx1Ag&feature=related) The teacher presents a set of questions so that students bring out these points after watching this video: Plants make their own food by reaching up towards the sun. They need water and nutrients from the soil and take in carbon dioxide from the air and use energy from the sun to make their own food. The sun and the moon play an important role in growing and photosynthesis. All these processes take place in the leaves. The leaf can be compared to humans. We all need God as our nutrient (guide) in our faith journey. This process can be compared to the change of heart by which we become children of God in our faith journey. Without God we cannot have a strong and healthy spiritual journey. The following song [God is my strength](http://www.youtube.com/watch?v=78A2OHILQWE&feature=related). can conclude this activity. | describe how different choices affect their life. (level 8) | enabled to see growth as itself part of their faith journey. (level 7) | be enabled to understand that commitment is the basis of Christian witness. (level 6) | discover the virtues that make them fully human in relationship with others. (level 5) |
students. They are advised to write with a permanent marker on the handkerchief two words that describe Christian witness. The teacher collects the permanent markers and distributes some washable markers. Students are again advised to write two other words that describe 'Christian witness but this time using washable markers. When every student is ready from writing, the teacher asks the reason why they wrote those particular words. The teacher spreads a plastic tablecloth on the floor and place a bucket labelled with the word society in the middle. Students are advised to pick up their handkerchief and leave it for some time in the water. When the handkerchief is picked up they realise that the words they wrote using washable markers nearly vanished. The teacher asks the students about their feelings, now that the words that were written on the handkerchief nearly vanished. A discussion follows on how certain values of commitment are being affected in our society. After the explanation, each group will be given a hand-out on which they have to think and write down a list of examples from today’s society where certain values (values like tolerance, love) are fading away.

Students are divided into mixed ability groups to play a matching game. Students are invited to name five qualities they have in common with the one next to them. Through the use of this game, students will focus on ten virtues: compassion, respect, enthusiasm, trust, friendliness, determination, responsibility, integrity, cooperation and thankfulness. In order to win the game, students have to earn five out of the ten virtues by completing the tasks described on each card they draw. For example, a "Thankfulness" card asks the player to hold their breath for as long as they can. When they finish, the card asks; "aren't you thankful to breathe again?" and reminds the player to be thankful for things that we sometimes take for granted. Tasks often have to be completed cooperatively and require respectful listening to other players.

The teacher presents different recorded life stories of saints and a discussion follows. A list of saints who died at a young age is found in http://www.catholicyouth.freeservers.com/saints/index.htm Alternatively the teacher gives every group a picture of a saint with objects related to his/her life. The teacher gives students a set of questions for discussion. Through picture interpretation students have to discuss those objects in the light of the saint’s life. To conclude each group representative would discuss how that particular saint lived his/her baptism and confirmation and how can we impersonate the good qualities of these particular saints in our daily lives.
**Subject:** Religious Education  
**Unit code and title:** REL 8.1 Caterpillar  
**Form 2**  
**Unit Duration:** 9 sessions of 40 minutes: Total 6 hours

**Strand:** (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

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<td>The teacher will enable students to:</td>
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<td>1. discuss important steps in their faith</td>
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<tr>
<td>journey and their meaning in their life. (RL)</td>
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<tr>
<td>2. underline from the Bible and other Catholic literature the meaning and importance of the sacraments of baptism and confirmation. (WG)</td>
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<tr>
<td>3. relate how the sacraments of baptism and confirmation enrich their spiritual life. (SD)</td>
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<tr>
<td>4. debate the challenges they encounter in trying to live their baptism and confirmation. (PCWV)</td>
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<th>Objectives at attainment levels 1,2,3,4</th>
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<tr>
<td>1.1 recognise steps and meaning in their life. (RL)</td>
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<td>2.1 and 3.1 recognise what the sacraments of baptism and confirmation are and their importance. (WG and SD)</td>
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<tr>
<td>4.1 encouraged to apply the sacraments of baptism and confirmation to their daily life. (PCWV)</td>
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| Changes   | Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in RE approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation. Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions. | For further elaboration of teaching/learning methodologies see: [www.katekezi.org.mt](http://www.katekezi.org.mt)  
Confirmation videos: [http://www.youtube.com/watch?v=wHxOTVVkmM](http://www.youtube.com/watch?v=wHxOTVVkmM) &feature=results_video&playnext=1&list=PLA10774F12D491994  
[http://www.youtube.com/watch?v=gsWMSNHyYt8](http://www.youtube.com/watch?v=gsWMSNHyYt8) &feature=related  
Plant story video: [http://www.youtube.com/watch?v=CBhdBzx1Ag](http://www.youtube.com/watch?v=CBhdBzx1Ag) &feature=related  
| Emotions | |  |
| Process | |  |
| Childhood | |  |
| Adolescence | |  |
| Adulthood | |  |
| Habits | |  |
| Practices | |  |
| Baptism | |  |
| Confirmation | |  |

At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.
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<td>The teacher will enable students to:</td>
<td>The students are supported to draw a long ‘road’ on a large A3 sheet and asked to draw or use symbols to stick along the road representing their life. They are encouraged to recognise the experiences in their life and the meaning of the experiences. The teacher will discuss these with the students and their work will be displayed.</td>
<td>Students will:</td>
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<tr>
<td>1.1 Recognize steps and meaning in their life. (RL)</td>
<td>Students are then divided in mixed ability groups where each group is given by the teacher a cardboard maze. A maze activity where students have to find their way to God. Certain roads have rocks (obstacles) which stop the student from reaching the final destination (God). However, in the maze one finds certain signs along the road such as footsteps or arrows to help in reaching God. Students have to find the final destination. The teacher will explain that having God in life helps us to overcome our obstacles and enrich our experience of life.</td>
<td>recognise the experience in their daily lives. (level 4)</td>
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<td>express their feelings and join in activities in different ways. (level 3)</td>
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<td>start to listen to and respond to explanations and religious stories and situations. (level 2)</td>
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<td>encounters activities and experiences. (level 1)</td>
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<td>2.1 and 3.1 recognise what the sacraments of baptism and confirmation are and their importance. (SD and WG)</td>
<td>This activity involves the teacher catching the attention and involvement of the whole class. The teacher brings in class a gift box (the Holy Spirit) that is wrapped up in brightly coloured paper and tied with a big red ribbon to present it to students. Two students are called to open the gift. The teacher will ask the students to indicate verbally or by using emotion cards, how they feel when they receive a gift. Prior to this lesson the students are asked to bring a photo of their baptism and another of their Confirmation. The teacher shows a short video clip on how the sacrament of Baptism is administered. The teacher will ask them to look at the photos of their baptism and then discusses baptism through differentiated questions and together they will go through the names of the gifts of the Holy Spirit. Students are divided in groups. Students are then given word cards; they will have words showing the gifts of the Holy Spirit and words containing names of other gifts. Students are asked to sort the cards according to the gifts of the Holy Spirit. The importance of these gifts in our lives will be highlighted and discussed. Then the teacher shows students a Sacrament of Confirmation video. The class is divided into mixed ability groups. Through the use of differentiated questions the teacher creates a discussion. Students are asked to draw or search for symbols using the internet for pictures related to the sacrament of confirmation and create a collage with them. Finally they will also stick the photo of their confirmation. Students are then divided into mixed-ability groups of 4 to find the match game through a grid containing pictures. Pictures are covered by round dots. Students have to uncover the pictures by removing the round dots to find pictures underneath associated with the implications of baptism &amp; confirmation. This can be done manually through the use of</td>
<td>recognise baptism and confirmation and the names of the gifts of the Holy Spirit. (level 4)</td>
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<td>encounter activities and experiences. (level 1)</td>
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cardboard/charts or computerised and projected through an interactive whiteboard.

4.1 encouraged to apply the sacraments of baptism and confirmation to their daily life. (PCWV)

The teacher presents a video-clip: A Plant Story. The teacher presents a set of differentiated questions so that students bring out these points after watching this video: Plants make their own food by reaching up towards the sun. They need water and nutrients from the soil and take in carbon dioxide from the air and use energy from the sun to make their own food. The sun & the moon play an important role in growing and photosynthesis. Concluding that: All these processes take place in the leaves. The leaf can be compared to humans. We all need God and the gifts of the Holy Spirit as our nutrients (guide) in our faith journey.

Ask students to think about everything they have that is worth something to them, for example games, iPods, TV and DVDs etc. Do these ‘gifts’/objects make them happy? The teacher can talk about the idea that the Holy Spirit gives us riches/gifts that we need and cannot do without. Ask pupils to make a list or to find pictures of the things that they have that are ‘riches’ and sort them into things that they want and things they need. What could they live without? Have a day of ‘no riches’ in class, where all things that we can live without are given away (maybe to another class) for the day. How does this make the pupils feel? Emotion cards are to be used in this activity.

are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. (level 4)

express their feelings and join in activities in different ways. (level 3)

start to listen to and respond to explanations and religious stories and situations. (level 2)

encounters activities and experiences. (level 1)
Unit code and title: REL 8.2 Network
Unit Duration: 9 sessions of 40 minutes: Total 6 hours
Strand: (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

Objectives:
The teacher will enable students to:
1. relate how the skill of communication enables them to express their religious phenomenon. (RL)
2. discuss some of the Psalms and their relevant messages. (WG)
3. discuss how the sharing of their religious experiences among themselves helps them in their spiritual journey. (SD)
4. describe how they can communicate values among themselves and in the community. (PCWV)

Key Words
Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in RE approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation.

Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions.

Through the introduction of the skill of communication even on religious basis students be enabled to construct and to share their values. Here students are introduced to the Book of Psalms and its messages. These enable them to enter into a religious experience with God, with themselves and with others, thus they continue the process of unfolding and becoming.

Methodologies that could be used within these objectives are: concept formation, presentation and correlation of new information/knowledge, discussion, new data presentation, case study and other type of methodologies.

Resources
Bible: Gen 7,1-8; 12,1-4; 15,1-19; Ex 20,1-25; 1K 1,9-18; 2K 7,18-29; Ezek 36,1 – 37,26; Lk 1,29-30; Gal 4,4-7; Heb 1,1-3; 11,1-39; 1 Cor 15,24-28; Apoc 21,124.
CCC: 51-67; 75-141; 142-197; 299-305; 1619-1729; 1874-1904; 2568-2642.
For further elaboration of Teaching/Learning Methodologies see:
www.katekezi.org.mt
http://www.biblewise.com/ (Book of Psalms)
http://www.biblestudy.org/ (Structure of the Book of Psalms)
http://www.loyolapress.com/ (Prayer – praying in emotions)
http://catholiceducation.org/ (Human acts as good / bad)
http://www.dltk-bible.com/ (Sharing our feelings and emotions)
http://www.youtube.com/ (Tribute to David, Psalm 21, Procession of Our Lady of Sorrows)
http://www.youth.org.mt/?m=content&id=213 (Voluntary work in Malta)
http://newapologia.com/who-wrote-psalms/ (Authors of the Psalms)
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<th>Teaching objectives</th>
<th>Examples of Teaching Experiences and Activities</th>
<th>Indicators of Learning Outcomes</th>
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<td>The teacher will enable students to: relate how the skill of communication enables them to express their religious phenomenon. (RL)</td>
<td>In order to introduce the Psalms to the students, the teacher starts the lesson with a brainstorming session. What is a song? What is a song used for? From the students’ answers the teacher will elicit the conclusion that a song is used to express the feelings of the author or to relate a story. Alternatively the teacher should familiarise herself with songs that are popular with the students and asks them what the songs are about. Here the teacher introduces the book of Psalms <a href="http://biblestudy.pppst.com/psalms.html">http://biblestudy.pppst.com/psalms.html</a> and asks the students why they think that psalms are part of the Bible. From the students’ opinions the teacher leads to the fact that the psalmist wanted to express himself to God in a different way. As an exercise to help the children understand that the psalmist used the psalms in order express his emotions and praise to God, one can present to them the different psalms in order for them to analyze them. In this way they are helped to realise that through the poem the author manages to express his feelings and emotions. Alternatively one can do the same exercise with two different contemporary paintings. The children are brought to reflect and think what was behind the painting when it was created. Another point to consider is that the Psalmist used different instruments in order to play the Psalms. An activity including these instruments can be found in <a href="http://www.biblewise.com/archives/2004/september/kids_korner/fun_games/the_psalms.htm">http://www.biblewise.com/archives/2004/september/kids_korner/fun_games/the_psalms.htm</a> This activity includes instruments that are mentioned in the Book of Psalms such as trumpets, bells, rams' horns, lutes, lyres, harps, cymbals, tambourines, flutes, and pipes. The students have to find their way through the maze. As part of their work the students are to express themselves in any form such as poetry, drawing or dance so as to call it ‘My Psalm’. As a guide the teacher can access <a href="http://www.biblewise.com/character/psalms/psalms_projects.html#writing">http://www.biblewise.com/character/psalms/psalms_projects.html#writing</a> Alternatively the teacher can use the following site to help the students <a href="http://www.biblewise.com/images/kids_korner/fun_games/2007/november/psalm_117.pdf">http://www.biblewise.com/images/kids_korner/fun_games/2007/november/psalm_117.pdf</a> This gives a practical example on how one can write up his Psalm. The class is divided into groups and two pictures showing a person talking to an ancient god like Apollo and Aphrodite and two people talking together is given to each group. In each group the students discuss what each picture represents. Alternatively some groups will have a picture of Jesus and say why they talk about certain things with God. Each group is to relate to the class what was discussed.</td>
<td>Students will: be enabled to understand how dialogue with society is an effective tool of communication which enhances a bridge between faith and culture. (level 8) familiarise with different religious means of communication. (level 7) be able to understand what religion means for them and how they can communicate it with themselves and others. (level 6) demonstrate respect and tolerance for all those different from them. (level 5)</td>
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Alternatively a short video [http://www.youtube.com/watch?v=43Nzlb_kzrQ](http://www.youtube.com/watch?v=43Nzlb_kzrQ) or [http://www.youtube.com/watch?v=GxA4VHkxjSw&feature=relmfu](http://www.youtube.com/watch?v=GxA4VHkxjSw&feature=relmfu) indicate that even in olden times man always felt the need to communicate with supreme beings can be used. The teacher points out the different conversations that are held between friends and between persons and supreme beings. The class discussion leads to the point that every person needs to communicate, both with other human beings and with a supreme being. Human beings feel the need to communicate with God. Our religious aspect in life cannot be fulfilled unless it is communicated to God.

The students can write or draw their own prayer to God. They can choose different methods like essay, poetry, collage, drawing, PowerPoint presentation, etc.

discuss some of the Psalms and their relevant messages. (WG)

The students are asked to express themselves by writing about an experience which they will never forget. The students are to be left free to write in the form they wish. After some time the students are asked what they wrote about and what form of writing they used to express themselves. The students are then introduced to the Psalms as experiences and feelings that the writers wished to communicate to God and among themselves.

A Bible is given to each student. The students are made aware of the fact that the different situations that the Psalmists wrote about are the same situations that most probably they themselves expressed themselves about in their writings. Every person has his own way of expressing himself and so did the Psalmist. He wrote these poems or songs to express himself. In this case Psalm 23 is taken as an example [http://www.youtube.com/watch?v=e93ifRvDIUY&feature=fvst](http://www.youtube.com/watch?v=e93ifRvDIUY&feature=fvst) or [http://www.youtube.com/watch?v=y4WCRsvlq1o](http://www.youtube.com/watch?v=y4WCRsvlq1o). Some time is left for reflection. The students are shown the text again on a PowerPoint presentation and certain words are emphasized. Words like fear, goodness and guide are pointed out showing that the Psalmist is emphasizing the fact that he is having the Lord as His guide. A written activity as to conclude can be found here: [http://www.dltk-bible.com/p.asp?b=m&p=http://www.dltk-bible.com/word-search/pwordsearch-psalmtwentythree.asp](http://www.dltk-bible.com/p.asp?b=m&p=http://www.dltk-bible.com/word-search/pwordsearch-psalmtwentythree.asp)

The class is divided into groups. Each group is given a different Psalm. Different types of Psalms are chosen: Psalms of praise, wisdom, royal, thanksgiving and lament. [http://www.biblewise.com/archives/2004/september/overview/overview.htm](http://www.biblewise.com/archives/2004/september/overview/overview.htm) The students are to discuss the aims of the Psalmist, the place where it is written, the situation that the Psalmist is experiencing and to whom it is written. This link can help the teacher to direct the students by giving them a set of questions as a guide. [http://www.biblestudy.org/basicart/psalm-construction.html](http://www.biblestudy.org/basicart/psalm-construction.html)

Every group is to present the work discussed to the class.

| | be enabled to discover the importance of psalms in the Catholic Religion and in other religions. (level 8) | discover psalms as spiritual-biblical companions in their journey of life. (level 7) |
| | learn the relationship between prayer and commitment. (level 6) | be enabled to understand that praying together enhances a sense of community. (level 5) |
The teacher points out that every Psalm has a particular message for the person living in a particular situation, so in different situations we can find the Psalm that most fits our prayer. Students are encouraged to find the Psalm that fits them most on that particular day, a Psalm that can be their prayer for that particular situation.

Alternatively the students can choose a particular psalm and do their own psalm book. This can be done at home or else as an activity at school. This can be done individually or in groups. Different forms of presentations are encouraged such as Power Points, poetry, song, etc. The students are encouraged to present their work and thus form what is referred to as the ‘first aid kit’ of the Psalms. http://www.biblewise.com/character/psalms/psalms_projects.htm#explore

The authors of the Psalms, http://newapologia.com/who-wrote-psalms/ especially David, is introduced to the class. A short video can help http://www.youtube.com/watch?v=90baXpHNoU The students are to point out what they like most about David. A class discussion takes place and important points about David are mentioned like David the good shepherd, chosen by God to be the King of Israel, David and Goliath and David – the converted sinner.

The teacher continues the lesson by helping students realise the circumstances in which David used to write these Psalms to pray. For example: to ask forgiveness Psalm 143 (142) http://www.youtube.com/watch?v=Uv6fkGMMXUY, in need of help Psalm 121 (120) http://www.youtube.com/watch?v=f1KYQrE2t28

The class is presented with a role play where one of a group of friends has successfully passed her final exams and they are invited to a party. These students will talk together about the preparations for the party (dressing up, present given, etc.) The second part of the role play presents the same group of friends talking about the party the day after. The students are only guided but left free to express their feelings in such a situation.

A class discussion takes place. Important facts like why we feel that we have to celebrate together and the importance of accepting such invitation are emphasized. The teacher points out the importance of sharing our feelings in a group.

An activity on the importance of sharing our feelings and emotions is found in http://www.loyolapress.com/praying-your-emotions-with-the-psalms-activity.htm. This activity helps to show that the Psalms are prayers that express to God many of the emotions that we experience in everyday situations.

Facebook statues... A student is chosen amongst the others and he has to pretend that something has happened to him (good or bad). He writes something on the white board and the others, one by one, have to comment on what he wrote. (similar to what they do on Face book) A class discussion here be enabled to discover what makes them authentic as human persons. (level 8)

demonstrate that as human beings they are in search of fulfilment. (level 7)

discover worship as the deepest expression of spirituality. (level 6)

understand the meaning of worshiping God. (level 5)
takes place. The important facts like why we write comments and why we would like the others to comment are emphasized. We always want to express ourselves with others. This exercise will help the students realise that the Psalms are prayers that express to God many emotions that we experience in everyday life. This exercise will help them also to realise that sharing their religious experiences amongst themselves helps them in their spiritual growth. I will grow in my spiritual life when others express their feelings because they will serve as an encouragement for me.

From the religious point of view the students are to mention occasions when we as Catholics join together to share our beliefs. Occasions such as the procession of Our Lady of Sorrows and Good Friday processions are presented with pictures or video clips http://www.youtube.com/watch?v=bv_Aa8QWqe8 and http://www.youtube.com/watch?v=QPqTsOopU showing the crowds that take part in these processions. The students are helped to express their feelings on such occasions and to say why we Maltese involve ourselves so much on these occasions. We as human beings feel the need to express our faith and feelings in a group.

<table>
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<th>describe how they can communicate values among themselves and in the community. (PCWV)</th>
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| The teacher asks the students to list names of persons who are famous because in their lives they helped society. They are encouraged to mention people like Pope John Paul II http://www.youtube.com/watch?v=yJWqShI3tdI, Mother Theresa, Martin Luther, Mahatma Gandhi http://www.youtube.com/watch?v=gM61HhWso60, Nelson Mandela http://www.youtube.com/watch?v=mk8G3KeTBrl, Joan of Arc. Another list of evil men is to be listed on the other side of the board, people like Stalin http://www.youtube.com/watch?v=otX9rSaun5U and Hitler http://www.youtube.com/watch?v=yJWqShI3tdI. (If time permits the students can search the internet to know more on their lives.) A class discussion points out what makes a person good or evil. What makes you consider a person good or evil? Our natural religiosity moves us to decide whether a person is good or bad. In every person there is this capacity of being religious. It depends so much on how each individual develops himself through life. A guide for the teacher to lead the class discussion on what is good and bad is found in http://catholiceducation.org/articles/religion/re0912.htm

The students are brought to realise that religion in life helps you define an action from good or bad. We are able to do so if we develop ourselves in life. Here the students will be given some old magazines and they are asked to choose those images which for them represent the good and those that represent the evil. Here the students will be guided so that they can realise that in life the more we develop ourselves spiritually, the more we are able to make better choices and to live a better life. As Christians we are then also able to transmit our values to the whole community.

A short video showing the Hebrews on their way to Jerusalem singing the Psalms is shown to the students. http://www.youtube.com/watch?v=U62iusIsmKQ The students are asked to state the reasons why they think that the Hebrews are singing and why they are so happy. Singing the Psalms, is discuss how they can transmit Christian values and beliefs to the community. (level 8)

discover the tradition of values and beliefs embedded in the Tradition to which they belong. (level 7)

understand themselves in relation to others. (level 6)

experience and describe the meaning of living in a community. (level 5)
a way of expressing oneself, showing one’s inner feelings or those of the community to God. The class is divided in groups and they are to choose one of the Psalms from 120 to 134 which are Psalms of pilgrimage and to highlight the parts which they feel that by them they can express their feelings. The work done in groups is then communicated to the class. Alternatively to reading, these videos can be considered: Psalm 121 [http://www.youtube.com/watch?v=JHzszi53ss]; Psalm 122 [http://www.youtube.com/watch?v=03Cj5sewe0]; Psalm 129 [http://www.youtube.com/watch?v=PmxIGaOyqWk]

The video inviting youths for voluntary work is shown to the class [http://www.youtube.com/watch?v=_mN_Ctbpdfg]. A question is asked: What moves youths and other adults to spend their holidays working with these people abroad? A discussion is held emphasizing that the love for one another moves these people to use their money and their time to help these people in third world countries. Voluntary work is done because these people believe that they can be of help to the needy. It is love that motivates these people to volunteer. To help in the discussion another video can be shown [http://www.youtube.com/watch?v=_mN_Ctbpdfg]

At this point institutions that carry out this kind of work are introduced emphasizing those who ask for volunteers in Malta. This list can help [http://www.youth.org.mt/?m=content&id=213]. Alternatively a person who did voluntary work is invited and after his speech, the students will be given time to make their questions or else as an activity students are asked to interview a person who did voluntary work.

Voluntary work is encouraged especially during the holidays. Students are encouraged to visit Old Peoples’ Homes or Child centres and give some of their time to these people.
Objectives at attainment levels 5, 6, 7, 8
The teacher will enable students to:
1. relate how the skill of communication enables them to express their religious phenomenon. (RL)
2. discuss some of the Psalms and their relevant messages. (WG)
3. discuss how the sharing of their religious experiences among themselves helps them in their spiritual journey. (SD)
4. describe how they can communicate values among themselves and in the community. (PCWV)

Objectives at attainment levels 1, 2, 3, 4
1.1 recognise ways in which we can communicate with each other. (RL)
2.1 listen to some Psalms and discuss them. (WG)
3.1 recognise the need of sharing feelings and emotions in their lives. (SD)
4.1 recognise what it is like to belong to a community and distinguish between good and evil people. (PCWV)

Key Words Points to note
Psalms Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in RE approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation. Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. Methodologies that could be used within these objectives are: concept formation, presentation and correlation of new information/knowledge, discussion, case study and others.
Values At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.
Community
Celebration
Human experience
Religious experience

Resource
For further elaboration of Teaching/Learning Methodologies see:
www.katekezi.org.mt
http://www.biblewise.com/ (Book of Psalms)
http://www.biblestudy.org/ (Structure of the Book of Psalms)
http://www.loyolapress.com/ (Prayer – praying in emotions)
http://catholiceducation.org/ (Human acts as good or bad)
http://www.dltk-bible.com/ (Sharing our feelings and emotions)
http://www.youtube.com (Tribute to David, Psalm 21, Procession of Our Lady of Sorrows)
### Teaching Objectives

**The teachers will:**

1.1 recognise ways in which we can communicate with each other. (RL)

### Examples of Teaching Experiences and Activities

In order to introduce the Psalms to the students, the teacher starts the lesson with a brainstorming session. What is a song? What is a song used for? From the students’ answers the teacher will elicit the conclusion that a song is used to express and communicate the feelings of the author or to relate a story.

Alternatively the teacher should familiarise herself with songs that are popular with the students and asks them what the songs are about. Here the teacher introduces the book of Psalms [http://biblestudy.pppst.com/psalms.html](http://biblestudy.pppst.com/psalms.html) and asks the students why they think that psalms are part of the Bible. From the students’ opinions the teacher leads to the fact that the psalmist wanted to express himself to God in a different way.

Another point to consider is that the Psalmist used different instruments in order to play the Psalms. An activity including these instruments can be found in [http://www.biblewise.com/archives/2004/september/kids_korner/fun_games/the_psalms.htm](http://www.biblewise.com/archives/2004/september/kids_korner/fun_games/the_psalms.htm) This activity includes instruments that are mentioned in the Book of Psalms such as trumpets, bells, rams' horns, lutes, lyres, harps, cymbals, tambourines, flutes, and pipes. The students have to find their way through the maze. Some students here can use picture flashcards to select musical instruments.

The teacher can use the following site to help the students [http://www.biblewise.com/images/kids_korner/fun_games/2007/november/psalm_117.pdf](http://www.biblewise.com/images/kids_korner/fun_games/2007/november/psalm_117.pdf) This gives a practical example on how one can write up his Psalm.

The teacher points out the different conversations that are held between friends and between persons and supreme beings. The class discussion leads to the point that every person needs to communicate, both with other human beings and with a supreme being. Human beings feel the need to communicate with God. Our religious aspect in life cannot be fulfilled unless it is communicated to God.

With support some students can create their own prayer to God. They can choose different methods like poetry, collage, drawing, power point presentation.

2.1 listen to some Psalms and discuss them. (WG)

Some students are asked to express themselves by talking about an experience which they will never forget. The students are then introduced to the Psalms as experiences and feelings that the writers wished to communicate to God and among themselves.

A Bible is shown to the students and the teacher explains that the book of Psalms is found in the Bible. The students are made aware of the fact that the different situations that the Psalmists wrote about are the same situations that most probably they themselves expressed themselves about in their writings. Every person has his own way of expressing himself and so did the Psalmist. He wrote these poems or songs to express himself.

In this case Psalm 23 is taken as an example [http://www.youtube.com/watch?v=e93ijFvDIUY&feature=fvst](http://www.youtube.com/watch?v=e93ijFvDIUY&feature=fvst) or [http://www.youtube.com/watch?v=y4WCrs1q1o](http://www.youtube.com/watch?v=y4WCrs1q1o). Some time is left for reflection. The students are

### Indicators of Learning Outcomes

**Students will:**

- recognise the need to communicate with others and start to understand ways in which we can. (level 4)
- express their feelings, communicate and join in activities in different ways. (level 3)
- start to listen to and respond to religious situations. (level 2)
- encounter activities and experiences. (level 1)
shown the text again on a PowerPoint presentation and certain words are emphasized. Words like fear, goodness, guide are pointed out showing that the Psalmist is emphasizing the fact that he is having the Lord as His guide.

The class is divided into groups. Each group is given a different Psalm; the teacher will read out each psalm to each group. Different types of Psalms are chosen: Psalms of praise, wisdom, royal, thanksgiving and lament.

http://www.biblewise.com/archives/2004/september/overview/overview.htm The students are to discuss the aims of the Psalmist, the situation that the Psalmist is experiencing and to whom it is written. This link can help the teacher to direct the students by giving them a set of questions as a guide. http://www.biblestudy.org/basicart/psalm-construction.html Every group is to present the work discussed to the class. Most students will need full support for this activity in these levels.

The teacher points out that every Psalm has a particular message for the person living in a particular situation, so in different situations we can find the Psalm that most fits our prayer.

| 3.1 recognise the need of sharing feelings and emotions in their lives. (SD) | The class is presented with a role play where one of a group of friends are invited to a birthday party. These students will talk together about the preparations for the party (dressing up, present given, etc.) The second part of the role play presents the same group of friends talking about the party the day after. The students are guided but if possible left free to express their feelings in such a situation. A class discussion takes place. Important facts like why we feel that we have to celebrate together and the importance of accepting such invitation are emphasized. The teacher points out the importance of sharing our feelings in a group. Emotion and feelings cards should be used throughout this activity. An activity on the importance of sharing our feelings and emotions is found in http://www.loyolapress.com/praying-your-emotions-with-the-psalms-activity.htm. This activity helps to show that the Psalms are prayers that express to God many of the emotions that we experience in everyday situations.

From the religious point of view the students are to mention occasions when we as Catholics join together to share our beliefs. Occasions such as the procession of Our Lady of Sorrows and Good Friday processions are presented with pictures or video clips http://www.youtube.com/watch?v=by_Aa8QWo8e and http://www.youtube.com/watch?v=Q--PqTsOopU showing the crowds that take part in these processions. |
| encounter activities and experiences. (level 1) | begin understand the meaning of feelings and emotions and how to express them. (level 4)

start to share feelings and emotions. (level 3)

start to listen to and respond to explanations and religious situations and start to recognise some emotion cards. (level 2)

encounter religious activities and experiences. (level 1) |
4.1 recognise what it is like to belong to a community and distinguish between good and evil people. (PCWV)

The teacher lists names of persons who are famous because in their lives they helped society. They are encouraged to mention people like Pope John Paul II [http://www.youtube.com/watch?v=yJWqSht3tdl](http://www.youtube.com/watch?v=yJWqSht3tdl), Mother Theresa, Mahatma Gandhi [http://www.youtube.com/watch?v=gM61HhWsB60](http://www.youtube.com/watch?v=gM61HhWsB60), Nelson Mandela [http://www.youtube.com/watch?v=mkBG3KeTBrI](http://www.youtube.com/watch?v=mkBG3KeTBrI), and Joan of Arc. Another list of evil men is to be listed on the other side of the board, people like Stalin [http://www.youtube.com/watch?v=otX9r5aun5U](http://www.youtube.com/watch?v=otX9r5aun5U) and Hitler [http://www.youtube.com/watch?v=yJWqSht3tdl](http://www.youtube.com/watch?v=yJWqSht3tdl). (Some students can search the internet to know more on their lives.) A class discussion points out what makes a person good or evil. What makes you consider a person good or evil?

Students can have an activity using pictures cards showing people doing different activities and they can select the ‘good’ or ‘bad’ symbol and place them next to each picture.

recognise the meaning of living in a community and what makes a person good or evil. (level 4)

start to share feelings and recognise pictures of good vs evil people. (level 3)

start to listen to and respond to explanations and religious situations. (level 2)

encounter religious activities and experiences. (level 1)
Unit code and title: REL 8.3 Hike

Unit Duration: 9 sessions of 40 minutes: Total 6 hours

Strand: (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

Objectives:
The teacher will enable students to:

1. describe the religious history of humanity from primitive religions to the monotheistic faith. (RL)
2. express positive attitudes towards monotheistic religions. (SD)
3. identify the journey in the writing of the Sacred Texts and the meaning of Sacred Tradition in the Catholic Faith. (WG)
4. discuss their Christocentric views and attitudes as they ‘hike’ in their daily life experiences. (PCWV)

Key Words | Points to note | Resources
--- | --- | ---
Humanity | Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in RE approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation. Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions. | Bible: Gen 1,1-31; 6,9-22; 12,1-17; Mt.6,7-15; 19:18-30; 20:1-16; 22,34-40; Jn 1,1-20; 4,1-42; Rm 1,18-32; Ef1,1–6,32. CCC: 1-49; 74-141.823-829; 864; 898-933; 1303-1305; 2052-2055; 2083-2093; 2196-2556; 2566-2570; 2658; 2759-2865. Further elaboration of different methodologies and educational techniques see: www.katekezi.org.mt

Strand: (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View


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<th>Teaching objectives</th>
<th>Examples of Teaching Experiences and Activities</th>
<th>Indicators of Learning Outcomes</th>
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<td>The teacher will enable students to: describe the religious history of humanity from primitive religions to the monotheistic faith. (RL)</td>
<td>The teacher distributes different pictures of people in different periods from different periods of time – Palaeolithic, Mesolithic, Neolithic, Bronze Age, Stone Age, etc. <a href="http://en.wikipedia.org/wiki/Prehistoric_Religion">http://en.wikipedia.org/wiki/Prehistoric_Religion</a>. Each group is given a blank timeline sheet with dates. The teacher reads a story depicting information about man and different religions through history. In groups of four, students have to choose the right pictures and stick them on the timeline sheet according to the dates mentioned by the teacher in the story. The class is divided into mixed ability groups. After viewing various short video clips of Maltese feasts students are invited to open a group discussion through the use of challenging questions provided on flashcards. Then groups share the material discussed as a whole class. A clip <a href="http://www.youtube.com/watch?v=CaTtlUlbtUU">http://www.youtube.com/watch?v=CaTtlUlbtUU</a> of the life of Gianna Beretta Molla is presented. Through class discussion students discover that Gianna, a paediatric and a married woman, amidst all difficulties always kept Christ in her life journey and became a saint. Group work is the ideal set-up of the class for the following activity. Students are presented with a History Game from Primitive Religion to Monotheistic. The game should be prepared beforehand; printed and laminated. The teacher explains the game. Students will be asked to place cards in their proper place and order. Thus, students will trace history and progress of Religion. The class is divided into heterogenous groups. The teachers will then present some pictures of Exvoto that are found in sanctuaries to the various groups. Students are then asked to describe the pictures and what the pictures are about. After all the groups present to each other what they will have just discussed in groups, a challenging class discussion will then follow so that students will be able to compare and contrast present and past attitudes that christians hold towards God, highlighting the fact that Maltese still carry the bargaining attitude with God and avoid entering in a relationship with him. Students can be given a copy of the Ggantija t’Għawdex by Gorg Pisani and while reading the poem, reflections of the sacrifices towards gods and idols were held in order to bargain prosperity and fertility of lands. The students are divided in pairs and are given the Different Religious Traditions. A Domino Game will be used. (Game can be found on the RE Web-site: <a href="http://www.skola.religion.edu.mt">www.skola.religion.edu.mt</a> ). Through this game students will become aware of the different religious traditions. When all groups have completed the game, a hand out is filled up with information derived from game.</td>
<td>Students will: discover religion as a way beyond culture towards connectedness. (level 8) reflect on the religious history of humanity from primitive religious to the monotheistic faith. (level 7) learn about primitive religions and the three monotheistic religions. (level 6) become aware of the different religious traditions. (level 5)</td>
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As a remote preparation to the lesson about the 12 gods and goddesses of Olympus, the teacher can project a videoclip with the in order to highlight the evolution from primitive gods to polytheistic society, [http://www.youtube.com/watch?v=oM8rPLOfhoo&feature=related](http://www.youtube.com/watch?v=oM8rPLOfhoo&feature=related). In the following lesson, the teacher will divide the class into homogenous groups, whereby one group will find pictures of the various gods or goddesses. Another group will find some information and will work on a power point presentation which will then be showed to the whole class. Another group will be asked to find on the internet some story/stories about these gods or goddesses and will role play them to the whole class.

The teacher shows a short video clip of Abraham. Abraham is the father figure of the three main Monotheistic Religions namely Islam, Judaism and Christianity. The video clip should emphasise the qualities Abraham had. Students are divided into groups. Each group is presented with different human qualities (good and bad). Students have to choose the qualities which match those of Abraham which led him to be a faithful person to God.

<table>
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<tr>
<th>express positive attitudes towards monotheistic religions. (SD)</th>
<th>The Class is divided into 5 Groups. Every group is presented with a pack of 8 photos. The photos should represent violence/tolerance/love between religions. Groups are encouraged to analyse the photos and write comments. Class discussion will follow emphasizing the attitudes we should have towards different religions. Students are presented with the Video Clip entitled “Different Religion Songs” (<a href="http://www.youtube.com/watch?v=QmFa90NajH4">http://www.youtube.com/watch?v=QmFa90NajH4</a>) Then the class is divided into heterogeneous groups of 5 and each group is provided with a hand-out having prayers from Islam / Judaism / Buddhism / Christianity. The students are to analyse the prayers and discuss the common beliefs found in the different religions. The class is divided in pairs. Each group is given a data sheet about major feasts (preferably pictures are distributed) in the 3 Monotheistic Religions. They are given some time to discuss the feasts and study them. Students are encouraged to fill in the main characteristics of the feasts in their respective column. The class is divided in pairs. A data sheet on different religious beliefs is given to each group. A container filled with strips of papers with the name of the Religion and its belief on the back is prepared. The teacher picks up a strip of paper from a container and reads out the belief. The students highlight the word that matches the belief. The first group to get bingo wins the game. The teacher encourages students to study and review different Religious beliefs. At the end of the game students will be divided into groups and present the statistics of Different Religious beliefs in Malta through the use of a Power Presentation.</th>
</tr>
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<td>be able to describe the many ways one can enhance or destroy the authenticity of the human person through different attitudes towards other religions. (level 8) discover how they can build positive attitudes towards other religions. (level 7) discover the major feasts of the three monotheistic religions. (level 6) become aware of the various differences that exist in their community, as regards religious beliefs. (level 5)</td>
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An exercise which shows the links that exist within the different religions can be carried out as follows: The class will be divided in mixed ability groups. By the use of the internet. Students will discover what a family tree is and what the purpose of creating one is. The task in the groups which will then follow will be by students linking religions in a family tree. Emphasis should be given to the fact that it is a sign of respect to show awareness of knowledge about a particular religion. e.g. Orthodox, Catholics, Protestants are all Christian based faiths, while Shiites and Sunnis are part of the Muslim Islamic Religion.

| identify the journey in the writing of the Sacred Texts and the meaning of Sacred Tradition in the Catholic Faith. (WG) | The Teacher starts by showing a video clip of a relay race. [http://www.youtube.com/watch?v=9bNZNJ6SwFc&feature=related](http://www.youtube.com/watch?v=9bNZNJ6SwFc&feature=related) Students should assimilate the baton of the relay race with handing down of tradition from one generation to the next. Things that have been passed on from our parents. The teacher divides the class into groups and make some group work using any relevant material about the following:
  - a) The way we celebrate national holidays
  - b) The way we celebrate religious feasts
  - c) The way we use cooking (such as the figolli and the kwarezimal) to celebrate particular seasons during the year (such as Lent and Easter).
  - d) Historical customs like regatta, qucija, gostra

It is important to address the question of ‘why do we do things the way we do’.

The teacher has to present a National or a Local Community event (E.g. L-Istrina, il-ħżejjer ta’ San Gwann, il-laned li kienu jkaxkru fil-Karnival, Good Friday’s Procession, etc.) Students will be provided with old newspaper cuttings including historic information on these events. The class is divided into differentiated groups. Each group is given time to trace the time-line showing when and how long the particular event takes place. The students will have to identify the particular tradition as the beginning of an event which is re-lived from generation to generation and from time to time.

Four Gospel picture scenes (Jesus forgiving; Jesus Praying; Jesus institutes the Eucharist; Jesus as the Good Shepherd) are placed in a shoe box for each group. The students are divided in various groups. All groups are presented with the box containing the gospel scenes. Students have to properly discuss the pictures and choose proper words to interpret the pictures. Each group has to write down an explanation for each scene and then read them aloud to the whole class.

Students are given a sheet entitled “SURVIVAL”. The students use their PC and search for the following website: [http://dsc.discovery.com/survival/games/life-death-sea/life-death-sea.html](http://dsc.discovery.com/survival/games/life-death-sea/life-death-sea.html). Start the game by guiding students to write their answers on the sheet provided. Now ask questions and discuss the answers given with students. When the interactive game is finished students should have discovered that in order to KEEP ALIVE they had to choose the right items. Now the class is divided into differentiated groups and each group is presented with a case.

| be able to understand and to describe the meaning and relevance of Catholic Tradition as distinct from cultural tradition. (level 7) | familiarize with the relevance of biblical texts in their life. (level 6) |
| understand that people living in a community build their own traditions. (level 5) | be enabled to understand the connection between Sacred Texts and Catholic Tradition. (level 8) |
study. (Each group is given 3 flash cards with 3 different suggestions of how to deal with each case)

In order to reach the aim that tradition is the way of how people live the way the live, students will listen to the song ‘Tradition’ from the film Fiddler on the Roof. Afterwards, a class discuss about the lyrics of the song will be held. The students will be helped to understand the meaning of the word ‘custom’ as opposite or different from Tradition. The students will then be helped to understand that people holding different traditions can still live together, thus the teacher will pinpoint out the way Jews and Orthodox live together with different customs.

http://www.youtube.com/watch?v=gRdfX7ut8gw

Divide the class into 2 groups. Two containers are placed in front of each group. These are labelled as follows: 1) Catholic Tradition and 2) Cultural Tradition. Give one person from each team a set of 12 Cards (Cards showing different Catholic and Cultural Traditions). Then as a team students have to choose and put the cards in the respective containers. The winning group is the group which gives the most correct answers.

A video clip named “I am everyone” is presented to the whole class. This can be found on: http://www.youtube.com/watch?v=fI_cRXoBaoY. After the clip a discussion is encouraged to bring out conclusions about different relationships. Students are divided into heterogeneous groups and are asked to create a hand-out to support the previous discussion.

At this time and age our students face ‘peer-pressure’ issues, and therefore their choices will be influenced by the relationships they have. The following links can stimulate the awareness of the rate of influence that they expose themselves for when they relate with their friends: http://www.youtube.com/watch?v=lcMJ62DTwAg and http://www.youtube.com/watch?v=BGhuua5K1bc&feature=related. After discussing these themes, the teacher will turn the discussion on positive peer pressure and how young people are influenced by people of high value standards, especially Christian standard.

The class is divided into mixed ability groups. Students are invited to watch a case-study taken from “Kelmagħall-Ħajja” or “Pay it Forward”: http://www.youtube.com/watch?v=Mqm-E9s8zos. The case study has a set of challenging questions about how to live a good Christian life. Groups are given time to analyze the case study and discuss it within the group. Group sharing with the whole class follows.

An image of Jesus with various blank boxes is projected on the Interactive White Board. A container with cards of sayings from Jesus’ teachings and contemporary world religion teachings is passed around the class. Each student in turn has to choose a card and see if it can be attributed to Jesus. Each student will come in front of the whole class and write the saying from the card in the

| discuss their Christocentric views and attitudes as they ‘hike’ in their daily life experiences. (PCWV) | discuss how various relationships influence their choices and actions. (level 8) |
| discuss how various relationships influence their choices and actions. (level 8) | be able to understand how amidst today’s culture, they still can nurture Christocentric views and attitudes. (level 7) |
| understand the meaning of Christocentric views and attitudes. (level 6) | describe the characteristics of the virtues which entitle them to live together. (level 5) |
proper box on the Interactive White Board. Through this activity students discover the views and attitudes of Jesus Christ through his teachings. As a home activity students are asked to draw or to write some sentences about one of Jesus’ sayings discussed in class.

Students can listen to the song ‘Jesus is my life’ or ‘Jesus Christ you are my life’ by Marco Frisina which are found in the following links:
Jesus is my life ([http://www.youtube.com/watch?v=DUSh0tzgsI0](http://www.youtube.com/watch?v=DUSh0tzgsI0))
Jesus Christ you are my life: ([http://www.youtube.com/watch?v=sHkjm4ImVw](http://www.youtube.com/watch?v=sHkjm4ImVw) and [http://www.seeklyrics.com/lyrics/Marco-Frisina/Jesus-Christ-you-Are-My-Life.html](http://www.seeklyrics.com/lyrics/Marco-Frisina/Jesus-Christ-you-Are-My-Life.html)).

With the help of the lyrics, in a mixed group, students will elicit what makes Jesus the person he is and why it is worth it to follow him. Students should assimilate the attitude of Jesus’ love towards others as the primary motivation of love.

The class is divided into two teams. Every group is given four small boxes (ideally shoe boxes). Boxes are made up before hand in a “deal or no deal” style. Every box contains the name of a virtue written on the inside of the lid. In the box a flash card with the meaning of the virtue can be found. The box has a number written on the outside. Now group A shouts a number corresponding to a box. Group B opens the chosen box and the name of the virtue is revealed. Group A gives the meaning of such virtue. Group B checks if the answer given by the other group is correct or not through the help of the flashcard found inside the box.

Students are divided into different groups. They are asked to prepare a power point presentation or a hand-out about virtues and their meaning by using all the information given during the above activity.
Unit code and title: REL 8.3 Hike

Unit Duration: 9 sessions of 40 minutes: Total 6 hours

Strand: (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

**Objectives at attainment levels 5, 6, 7, 8**

The teacher will enable students to:

1. describe the religious history of humanity from primitive religions to the monotheistic faith. (RL)
2. identify the journey in the writing of the Sacred Texts and the meaning of Sacred Tradition in the Catholic Faith. (WG)
3. express positive attitudes towards monotheistic religions. (SD)
4. discuss their Christocentric views and attitudes as they ‘hike’ in their daily life experiences. (PCWV)

**Objectives at attainment levels 1,2,3,4**

1. identify and begin to describe the similarities and differences within and between religions. (RL)
2. use and interpret information about religions from a range of sources. (SD)
3. be aware of the various differences that exist in their community, with regards to religious beliefs. (WG)
4. to develop their sense of curiosity about life and relationships and express personal opinions. (PCWV)

### Key Words

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<td>Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in R E approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation. Keeping in mind spirituality, RE should also focus on student-centered teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions. At this age, students are to discover and reflect on the religious history of primitive religions up to the monotheistic faith ones; the journey of the wiring of the Sacred Texts and the meaning of Tradition in the Catholic Faith and how one can hike through life guided by the wisdom of the Sacred Texts. At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.</td>
<td>Further elaboration of different methodologies and educational techniques see: <a href="http://www.katekezi.org.mt">www.katekezi.org.mt</a> Maltese Feasts: <a href="http://www.youtube.com/watch?v=dAkuejUAmD1">http://www.youtube.com/watch?v=dAkuejUAmD1</a> <a href="http://www.youtube.com/watch?v=xSN_fpBWD9s&amp;feature=related">http://www.youtube.com/watch?v=xSN_fpBWD9s&amp;feature=related</a> <a href="http://www.youtube.com/watch?v=nPQ1JxLLSAS8&amp;feature=related">http://www.youtube.com/watch?v=nPQ1JxLLSAS8&amp;feature=related</a> The 3 Monotheistic religions Islam: <a href="http://www.youtube.com/watch?v=TYI3Fya8aVc">http://www.youtube.com/watch?v=TYI3Fya8aVc</a> Judaism: <a href="http://www.youtube.com/watch?v=hNasMJj-reU">http://www.youtube.com/watch?v=hNasMJj-reU</a> Christianity: <a href="http://www.youtube.com/watch?v=Ut-UOhY0s8E">http://www.youtube.com/watch?v=Ut-UOhY0s8E</a> <a href="http://www.youtube.com/watch?v=fi_cRXoBaoY">http://www.youtube.com/watch?v=fi_cRXoBaoY</a></td>
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<td>The teacher will enable students to:</td>
<td>The class is divided into mixed ability groups. After viewing various short video clips of Maltese feasts, students are invited to open a group discussion through the use of challenging questions provided on flashcards. Some one/two-word answers will also be prepared on flashcards and some students can select correct answers from choice given. Then groups share the material discussed as a whole class. A clip <a href="http://www.youtube.com/watch?v=CaTtlUlbUU">http://www.youtube.com/watch?v=CaTtlUlbUU</a> of the life of Gianna Beretta Molla is presented. Through a class discussion students discover that Gianna, a paediatric and a married woman, amidst all difficulties always kept Christ in her life journey and became a saint. The students are divided in pairs and are given the Different Religious Traditions. A Domino Game will be used. (Game can be found on the RE Web-site: <a href="http://www.skola.religion.edu.mt">www.skola.religion.edu.mt</a>). With support, through this game, students will become aware of the different religious traditions.</td>
<td>Students will:</td>
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<td>identify and begin to describe the similarities and differences within and between religions. (RL)</td>
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<td>start to become aware of the different religious traditions and identify some differences. (level 4)</td>
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<tr>
<td>use and interpret information about religions from a range of sources. (SD)</td>
<td>Four Gospel picture scenes (Jesus forgiving; Jesus Praying; Jesus institutes the Eucharist; Jesus as the Good Shepherd) are placed in a shoe box for each group. The students are divided in heterogeneous groups. All groups are presented with the box containing the gospel scenes. Students have to properly discuss the pictures and choose proper words to interpret the pictures. Each group has to write down an explanation for each scene and then read them aloud to the whole class. The teacher shows the class pictures showing different catholic and cultural traditions. The difference between the two is explained. Then the teacher divides the class into 2 groups. Two containers are placed in front of each group. These are labelled as follows: 1) Catholic Tradition and 2) Cultural Tradition. Give one person from each team a set of 12 Cards (Cards showing different Catholic and Cultural Traditions). Then as a team students have to choose and put the cards in the respective containers. The winning group is the group which gives the most correct answers.</td>
<td>be aware of different Catholic and cultural traditions. (level 4)</td>
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<td>be aware of the various differences that exist in their community, with regards to religious beliefs. (WG)</td>
<td>The Class is divided into 5 small Groups. Every group is presented with a pack of 8 photos. The photos should represent violence/tolerance/love. Groups are encouraged to analyze the photos. The teacher encourages the students to show their feelings towards each situation presented in the photos, emotion/feelings cards can be used at this stage. The teacher will then emphasize the attitudes we should have towards different religions. Students are presented with a Video Clip entitled “Different Religion Songs”</td>
<td>become aware of the differences that exist in their community, with regards to religious beliefs. (level 4)</td>
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<td>start to become aware of various religious situations and participate in group discussions (level 3)</td>
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<td>start to listen to and respond to explanations and religious situations. (level 2)</td>
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<td>encounter religious activities and experiences. (level 1)</td>
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Then the class is divided into heterogeneous groups of 5 and each group is provided with pictures showing people practicing different religions and pictures of feasts: Islam / Judaism / Buddhism / Christianity. The students are to analyze the pictures and discuss the common and different aspects in the pictures. Then the students can be asked to label the pictures according to the Religion. Some students can choose one Religion and search for more information using the internet in class.

| to develop their sense of curiosity about life and relationships and express personal opinions. (PCWW) | A video clip named “I am everyone” is presented to the whole class. This can be found on: [http://www.youtube.com/watch?v=fI_cRXoBaoY](http://www.youtube.com/watch?v=fI_cRXoBaoY). After the clip a discussion is encouraged to bring out conclusions about different relationships. Students and then encouraged and supported to find or create a picture/drawing which signifies relationships. The class is divided into heterogeneous groups. Students are invited to watch a case-study taken from “Kelma għall-Ħajja” or “Pay it Forward”: [http://www.youtube.com/watch?v=Mqm-E9s8zos](http://www.youtube.com/watch?v=Mqm-E9s8zos). The case study has a set of challenging questions about how to live a good Christian life. Groups are given time to analyze the case study and discuss it within the group. Group sharing with the whole class follows, picture or word cards can be used for students who are non-verbal. An image of Jesus with various blank boxes is projected on the Interactive White Board. A container with cards of sayings from Jesus’ teachings and contemporary world religion teachings is passed around the class. Each student in turn has to choose a card and see if it can be attributed to Jesus. Each student will come in front of the whole class and write the saying from the card in the proper box on the Interactive White Board. Through this activity students discover the views and attitudes of Jesus Christ through his teachings. As a home activity students are asked to draw or to write some sentences about one of Jesus’ sayings discussed in class. The class is divided into two teams. Every group is given four small boxes (ideally shoe boxes). Boxes are made up before hand in a “deal or no deal” style. Every box contains the name of a virtue written on the inside of the lid. In the box a flash card with the meaning of the virtue can be found. The box has a number written on the outside. Now group A shouts a number corresponding to a box. Group B opens the chosen box and the name of the virtue is revealed. Group A gives the meaning of such virtue. Group B checks if the answer given by the other group is correct or not through the help of the flashcard found inside the box. For this activity students need to be supported and guided. |
| group discussions. (level 3) start to listen to and respond to explanations and religious situations. (level 2) encounter religious activities and experiences. (level 1) | be aware of the characteristics of relationships and the virtues help us lead a good life. (level 4) start to become aware of various positive situations and participate in group discussions. (level 3) start to listen to and respond to explanations and religious situations. (level 2) encounter religious activities and experiences. (level 1) |
Unit code and title: REL 8.4 Missteps  
Unit Duration: 9 sessions of 40 minutes: Total 6 hours

Strand: (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

**Objectives:**
The teacher will enable students to:
1. identify the meaning of liberty and freedom and their condition factors through religious education. (RL)
2. debate the implications of liberty in view of the challenges they encounter in their choices. (PCWV)
3. relate how their faith and spiritual challenges can become opportunities for growth. (SD)
4. discuss how Biblical and non-Biblical persons became wiser and holier through their missteps. (WG)

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<td>Plans</td>
<td>Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in RE approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation.</td>
<td>Bible: Gen 3,1 – 24; 1K 3,7-14; Sir 5,1 – 6,4; 37,27-31; Ps 118; 51,1-21; Mt 5,1 - 7,28; Lk 6,31; Rm 1,32; 2,14-16; 6,4 - 8,39; 1Cor 13,1-13; 2Cor 5,11-21; Ef 2,12-15; Col 3,14-16; 1Jn 2,12-17; Pt 3,13; Ap 21,1-27. CCC: 79-281; 411-421; 654-656,1042-1055; 1720-2016; 1803-1876; 1987-2016. Further elaboration of different methodologies and educational techniques see: <a href="http://www.katekezi.org.mt">www.katekezi.org.mt</a> Fun with Dick and Jane (select robbery scene): <a href="http://www.youtube.com/watch?v=9GWLbTgQsI">http://www.youtube.com/watch?v=9GWLbTgQsI</a> Setup: <a href="http://www.youtube.com/watch?v=DLDFbZ041k">http://www.youtube.com/watch?v=DLDFbZ041k</a> The Mission: <a href="http://www.youtube.com/watch?v=vzhhFRqiF_o&amp;feature=related">http://www.youtube.com/watch?v=vzhhFRqiF_o&amp;feature=related</a> St. Ignatius of Loyola: <a href="http://www.youtube.com/watch?v=upMN3vd1WSM">http://www.youtube.com/watch?v=upMN3vd1WSM</a> Linkin Park “What I’ve Done” <a href="http://www.youtube.com/watch?v=pMePM9y7bYk&amp;ob=av3n">http://www.youtube.com/watch?v=pMePM9y7bYk&amp;ob=av3n</a> Chris Daughtry “What about Now” <a href="http://www.youtube.com/watch?v=roDXSHSEuo&amp;ob=av2e">http://www.youtube.com/watch?v=roDXSHSEuo&amp;ob=av2e</a> The Good Thief <a href="http://www.youtube.com/watch?v=Z2p8wL_oWeE">http://www.youtube.com/watch?v=Z2p8wL_oWeE</a> Nick Vujicic: <a href="http://www.youtube.com/watch?v=y_MCwlY6zg">http://www.youtube.com/watch?v=y_MCwlY6zg</a> Spiderman trailer: <a href="http://www.youtube.com/watch?v=mtfYmWb9FQA">http://www.youtube.com/watch?v=mtfYmWb9FQA</a> Robin Hood trailer: <a href="http://www.youtube.com/watch?v=aMcDeNo6KUs">http://www.youtube.com/watch?v=aMcDeNo6KUs</a> Lq 15, 11-32 – The Prodigal Son Lq 23, 39-43 – The Good Thief 1Tim 1, 12-17 – St. Paul praising the Lord for his conversion.</td>
</tr>
<tr>
<td>Changes</td>
<td>Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions.</td>
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<td>Emotions</td>
<td>At this age students are to continue to discover the process of unfolding and becoming as a human-faith process; how the Sacrament of Baptism and Confirmation enable this process toward Christian and human (emotional) maturity.</td>
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<td>Process</td>
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<td>Rites of passage</td>
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<td>Childhood</td>
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<td>Adolescence</td>
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<td>Adulthood</td>
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<td>Baptism</td>
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<td>Confirmation</td>
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<tr>
<td>Teaching objectives</td>
<td>Examples of Teaching Experiences and Activities</td>
<td>Indicators of Learning Outcomes</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>The teacher will enable students to: identify the meaning of liberty and freedom and their condition factors through religious education. (RL)</td>
<td>Two students are to come out in front of the class. The teacher ties the hands of both students with one of them having also his legs tied up. Both students are asked to walk from one point to another. Four other students are asked to put obstacles around the passage way. This is done so as to see how liberty/lack of liberty can affect one’s journey. Two groups of students record what is observed and performed during the activity. Another group have to recount what was observed. Afterwards, the witnesses and the teacher are to compare the experience; mainly underlining the advantages and difficulties encountered by both students who did the walk. The aim is to see how liberty can change the whole situation. The walk represents one’s life journey and the obstacles are the difficulties that hinder us from having an easy journey. The teacher may also choose to deliver this activity by having one student blindfolded rather than being tied up. The student is then to recall what he experienced and what it feels like to be walking without seeing the next step. Our life in a way is like this, no one actually knows what is to happen next.</td>
<td>Students will: be able to relate various experiences related to freedom and liberty. (level 8) be able to discover and describe the conditioning factors related to liberty and freedom. (level 7) be able to understand the concepts of freedom and liberty and their inter-relationship. (level 6) discover and celebrate their commonalities. (level 5)</td>
</tr>
</tbody>
</table>

The lesson starts with an activity that shows the idea of liberty as opposed to confusion. This activity involves various students. *(Remote preparation, a group of students have to prepare 2 designs of traffic lights).* During the activity:

(a) 2 students are asked to hold these designs. One has to pretend that his/her traffic lights are working while the other one has his/her traffic lights out of order. (Students are to change the colours of the traffic lights accordingly)

(b) A group of students are asked to act as car drivers while another group has to act as pedestrians. They have to move around according to the colours displayed by the traffic light controller.

Students have to compare both situations (situation when lights are not working vs. situation when lights are working properly). The teacher correlates liberty with confusion. The teacher explains that:

(a) Traffic lights = word of God

(b) When traffic lights are out of order = pedestrians and drivers have more liberty to act freely, but there’s more risk and confusion.

(c) When traffic lights are working = pedestrians and drivers seem to have lack of liberty but traffic is more controlled with less confusion.

The teacher prepares a set of images depicting different situations one encounters in life. Through class discussion, students will elicit the fact that in every situation, one has to make choices. Every choice has a consequence. Some examples:
Students are to identify the meaning of liberty and freedom and their effect in shaping oneself and our lives.

The teacher asks the students to read the play “Ħallini nagħmel li rrid” (the play will be uploaded on www.religion.skola.gov.mt. A discussion on the attitude of the main characters in this story follow. Then the teacher shows the following video clip: A Christian Short Film Seeds of Faith – YouTube (??to provide link??). The teacher gives each student a worksheet corresponding on what they have seen in class (worksheet to be uploaded on www.religion.skola.gov.mt) The teacher concludes the lesson with the song by the group Casting Crowns “East to West”.

<table>
<thead>
<tr>
<th>Image 1 - situation</th>
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<th>Image 3 - consequence</th>
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<tbody>
<tr>
<td>person tempted to take drugs</td>
<td>person taking drugs</td>
<td>overdose - death</td>
</tr>
<tr>
<td>person in a supermarket</td>
<td>person stealing</td>
<td>person in prison</td>
</tr>
<tr>
<td>person walking around poor people</td>
<td>Person helping poor people</td>
<td>satisfaction</td>
</tr>
<tr>
<td>person in an angry situation</td>
<td>person fighting</td>
<td>abandoned</td>
</tr>
</tbody>
</table>

Students are to debate the implications of liberty in view of the challenges they encounter in their choices. (PCWV)

The teacher starts the lesson with a short-video clip that enables the students to reflect upon the choices they have to make in life and how these different choices may also affect the life of others (one can choose short clips from: Green Mile, Fun with Dick and Jane, Setup). Through these clips students are encouraged to become aware of the implications of living in a community and how our choices may affect the life of others. Students are helped to be aware how one can learn from own mistakes and grow (challenges in films: unemployment, peer pressure, innocent suffering, etc.) and that no one escapes from the challenges in life but has to understand how challenges can either weaken or make us stronger.

Remote preparation: The students are asked to bring with them a leaflet / poster showing a list with the responsibilities that they as students / youths have towards the world around them. These responsibilities are gathered on one big chart and the teacher is to put the chart available to all. If possible, with the help of the music teachers, students compose a song and write the lyrics with the theme: “Our responsibilities towards the community”. This will be recorded and used in class.

The teacher shows a video clip from the film Spiderman / Robin hood; focusing on the effect of someone acting either responsibly or irresponsibly. After the presentation, students are given flash cards depicting the characters seen in these video-clips. In groups, students have to make a list of the characteristics behind that particular movie-character. Both Spiderman & Robin Hood feel responsible for the community they live in. They chose to live their own way of life with a behaviour that for some may seem responsible and for others reckless or even foolish. We are not superheroes. Nevertheless as Mother Theresa says, with great love we can come to do great things. The teacher can compare this reflect on choices so far in life and how different choices affect their life. (level 8)

be able to see this growth as itself part of their faith journey. (level 7)

discover their responsibility towards themselves, others and the world around them. (level 6)

learn what enables them to live together in the community. (level 5)
fact to the daily lives of students in class. (What is the difference in their actions if they are acting responsibly / irresponsibly at different places like: home / school / with friends?)

The teacher sets the class in groups of five. Each group is given a number of newspapers and/or magazines. The teacher instructs the students to cut out those articles / headlines depicting any form of ‘Responsible and Irresponsible Actions done by mankind’. Two other students from each group are asked to browse on the internet material which shows such an attitude. Finally, a student from each group has to present a powerful story which the group agrees to present to their peers. Together with the teacher, the stories presented are to be discussed in class. Each and every story is printed and put in a specific file titled “Missteps”.

<table>
<thead>
<tr>
<th>Spiritual challenges of social nature</th>
<th>Spiritual challenges of sexual nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>Teenage pregnancy</td>
</tr>
<tr>
<td>Rebellion towards authority</td>
<td>One night stands</td>
</tr>
<tr>
<td>Swearing</td>
<td>Misuse of their sexuality</td>
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<tr>
<td>Peer pressure</td>
<td>Masturbation</td>
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<tr>
<td>Playing truant</td>
<td>Pornography</td>
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<tr>
<td>Not studying</td>
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</table>

Students will discuss how these spiritual challenges affect them as individuals and how they also affect people around them. This is very important as it clarifies the point that giving up to spiritual challenges (committing sin) has both a personal and a social dimension. It is also necessary to learn from the experience of others, not necessarily your own.

An image of St. Ignatius of Loyola is to be projected in class. The teacher does a brainstorming exercise to elicit information from students about the saint. Afterwards the students will be presented with a video clip of the life of St. Ignatius of Loyola – his spiritual journey. Later, the class will be divided into different groups where students have to reinvent a role play with different episodes from the life of St. Ignatius of Loyola.

<table>
<thead>
<tr>
<th>Level 8</th>
<th>Level 7</th>
<th>Level 6</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Be familiarised and analyse the different types of spirituality.</td>
<td>Reflect on the changes in their life as different stages along their journey of life.</td>
<td>Discover how the Sacred Texts lead them to God/Spirituality.</td>
<td>Discover themselves as spiritual beings and this will lead them to pray for themselves, for the world and for others.</td>
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</tbody>
</table>
Ignatius and re-enact what they saw in the video – e.g.: how he was in hospital, how he was before he came to know God, etc… (Teachers can make use of other Saints which were able to overcome difficulties through Christ).

The teacher shows a video clip from the movie: “The Mission” (the part where Robert De Niro refuses to let go of his belongings but in the end cries out the voice of freedom) to see how the challenge of letting go the earthly things can become an opportunity for spiritual growth and maturity. The teacher stops the clip half way through outlining the meaning of Rodrigo Mendoza’s (De Niro) belongings and why he’s carrying that heavy task behind him. Freezing this video-clip half way through will allow students to be questioned about their thoughts or actions one would take if he’s playing the part of Mendoza. This may also help them to think upon rediscovering themselves as spiritual beings, in a relationship with Jesus, which eventually will lead them to talk with God and pray for themselves, for the world and for others.

Students are presented with the parable of the Prodigal Son: Use this clip www.youtube.com/watch?v=pgODZUMsc2B and citation from the Bible: Luke 15, 11-32. Students have to understand that:

- The prodigal son caused a lot of suffering, not only to himself, but also to his father. He squandered his father’s hard earned money causing a lot of anger in his brother.
- The prodigal son learned from his mistakes. He realised that in his father’s house he was happier and his life was better. He asked for pardon and so he could grow in his intimacy with his father.
- Spiritual challenges can become opportunities for growth if one realises that he/she needs God and that one cannot make it alone.
- The Christian is like an athlete who does not perform well enough, and realises that he/she needs harder training and the guidance of the coach. The Christian needs to strive for a closer relationship with God in a life of prayer.

Students are presented with Psalm 51 (David’s song of Repentance). Students can use the Bible to read Psalm 51. They can watch and hear the song on Psalm 51: www.youtube.com/watch?v=BGPmMcDeRpM&feature=related. Students will see that David realises his mistakes and asks for God’s forgiveness. For the Christian this is equivalent to the sacrament of Reconciliation. Students come to understand that the sacrament of Reconciliation, not only forgives sins, but also strengthens the Christian against temptations. Students go through the five steps for a good use of the sacrament of Reconciliation:

- Think carefully which sins you committed.
- Repent from them.
- Promise God that you will try your best not to commit the same sins again.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Level</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Confess them all. Perform the act of penance given to us by the confessor.</td>
<td>Discuss how Biblical and non-Biblical persons became wiser and holier through their missteps. (WG)</td>
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<tr>
<td>The teacher discusses with students a famous mistake done by a popular person. It could be a football player/athlete/actor/singer or refer to a mistake which happened in a popular teleserial. Can make use of a clip which shows a famous mistake, example: <a href="https://www.youtube.com/watch?v=vxf6cEVIEOW">www.youtube.com/watch?v=vxf6cEVIEOW</a></td>
<td>The teacher discusses the personal and social aspects of sin, the effects of the individual and the persons around him. Discuss St. Paul’s teaching: “Now you are the body of Christ, and each one of you is a part of it.” (1 Cor, 12,27).</td>
<td></td>
<td>Be able to describe how the struggle between good and evil is still part of today’s culture. (level 8)</td>
</tr>
<tr>
<td>The students will be invited to listen to and to see the Music Video of either one of these two songs “What I’ve Done” (Linkin Park) or “What about now” (Chris Daughtry). In these videos the students will come to see the daily struggle between good and evil which is a part of today’s culture. These videos will give a taste of the evil occurring in the present world. The teacher divides the class into groups. Each group will be assigned to make an account of the good and evil clips used in the music video. Afterwards, students have to (a) browse through the internet, magazines and newspapers, (b) cut out the headlines and articles illustrating the good and evil, and finally (c) these will be attached on a board to be displayed in the classroom / foyer / corridor of the school. This could be part of a school project.</td>
<td>The students are invited to listen to and to see the Music Video of either one of these two songs “What I’ve Done” (Linkin Park) or “What about now” (Chris Daughtry). In these videos the students will come to see the daily struggle between good and evil which is a part of today’s culture. These videos will give a taste of the evil occurring in the present world. The teacher divides the class into groups. Each group will be assigned to make an account of the good and evil clips used in the music video. Afterwards, students have to (a) browse through the internet, magazines and newspapers, (b) cut out the headlines and articles illustrating the good and evil, and finally (c) these will be attached on a board to be displayed in the classroom / foyer / corridor of the school. This could be part of a school project.</td>
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<td>Research the life of a New Testament character to discover his/her life as a journey with God. (level 7)</td>
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<tr>
<td>The students are presented with the life of a person from the New Testament, for example: “The life of the Good Thief” (or the life of St.Paul). Students are asked to prepare some questions they would have asked if they had the chance to meet him. After a reading of the episode from a bible, some of the students come out in front of the others and pretend to interview the good thief who was crucified with Christ. The teacher has to act as ‘The Good Thief’. The teacher can ask someone else to act as ‘The Good Thief’, but this needs more remote preparation and co-ordination.</td>
<td>Case Studies in small groups - Use the lives of Zacchaeus, Mary Magdelene, St. Matthew and David and discuss their conversion. Class can be divided into small groups. If needed more than one copy of each story is made. Each group discusses the following questions: 1. What kind of life was the person living before his/her conversion? 2. What were the effects of his/her behaviour on him/herself? 3. What were the effects of his/her behaviour on the people around him/her? 4. What did he/she learn from his/her mistakes?</td>
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<td>Be enabled to understand the ‘necessity’ of missteps in their life. (level 6)</td>
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<td>Be able to understand what it means to have missteps in life. (level 5)</td>
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</tbody>
</table>
5. How did he/she change his/her life?

Each group chooses a representative to report their findings to the whole class.


Watch the story of Mary Magdalene (John 8, 1-11): www.youtube.com/watch?v=2kOR2hVJSxE&feature=related and www.youtube.com/watch?v+MFDO2cOrCvE

The life of non-Biblical characters can be used to set the example of how a person can become holier through his/her missteps. Students can be presented with the life of some saints who had a drastic conversion in their life, for example, St. Vladimir of Kiev, St. Moses the Black (listverse.com/2011/01/30/top-10-truly-badass-saints/) Bl. Angela of Foligno (en.wikipedia.org/wiki/Angela_of_Foligno) and St. Augustine.

All these people committed very serious sins in their lives, but they realised that they needed God in their life. They repented and started a closer life with God. Eventually they became saints.

As a conclusion, one may invite an ex-convict or an ex-satanist who is able to give his/her experience and highlight that s/he became wiser through their missteps.
Unit code and title: REL 8.4 Missteps

Unit Duration: 9 sessions of 40 minutes: Total 6 hours

Strand: (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

Objectives at attainment levels 5, 6, 7, 8
The teacher will enable students to:
1. identify the meaning of liberty and freedom and their condition factors through religious education. (RL)
2. debate the implications of liberty in view of the challenges they encounter in their choices. (PCWW)
3. relate how their faith and spiritual challenges can become opportunities for growth. (SD)
4. discuss how Biblical and non-Biblical persons became wiser and holier through their missteps. (WG)

Objectives at attainment levels 1, 2, 3, 4
1.1 identify and begin to understand what liberty and freedom are. (RL)
2.1 to develop a sense of responsibility for their actions. (PCWW)
3.1 be aware of the Christian faith and what makes a person good and helpful. (SD)
4.1 be aware of good vs evil and what missteps are. (WG)

Key Words

<table>
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<tr>
<th>Points to note</th>
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<td>Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in RE approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation. Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions. At this age students are to continue to discover the process of unfolding and becoming as a human-faith process; how the Sacrament of Baptism and Confirmation enable this process toward Christian and human (emotional) maturity. At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.</td>
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Resources

Further elaboration of different methodologies and educational techniques see: [www.katekezi.org.mt](http://www.katekezi.org.mt)
Fun with Dick and Jane (select robbery scene): [http://www.youtube.com/watch?v=9GWt9gQsl](http://www.youtube.com/watch?v=9GWt9gQsl)
Setup: [http://www.youtube.com/watch?v=DLDfbz0O41k](http://www.youtube.com/watch?v=DLDfbz0O41k)
Linkin Park “What I’ve Done” [http://www.youtube.com/watch?v=pMePM9QbyK&ob=av3n](http://www.youtube.com/watch?v=pMePM9QbyK&ob=av3n)
Chris Daughtery “What about Now” [http://www.youtube.com/watch?v=roDXSHSEuoo&ob=av2e](http://www.youtube.com/watch?v=roDXSHSEuoo&ob=av2e)
The Good Thief [http://www.youtube.com/watch?v=F2p8wl_oWeE](http://www.youtube.com/watch?v=F2p8wl_oWeE)
Spiderman trailer: [http://www.youtube.com/watch?v=mFtYmWb9FQA](http://www.youtube.com/watch?v=mFtYmWb9FQA)
Robin Hood trailer: [http://www.youtube.com/watch?v=aMcDeNo6KUs](http://www.youtube.com/watch?v=aMcDeNo6KUs)
Lq 15, 11-32 – The Prodigal Son
### Teaching objectives

The teacher will enable students to:

1.1 identify and begin to understand what liberty and freedom are. (RL)

### Examples of Teaching Experiences and Activities

2 students are to come out in front of the class. The teacher ties the hands of both students with one of them having also his legs tied up. Both students are asked to walk from one point to another. Four other students are asked to put obstacles around the passage way. This is done so as to see how liberty/lack of liberty can affect one’s journey. The witnesses and the teacher are to compare the experience; mainly underlining the advantages and difficulties encountered by both students who did the walk. The aim is to see how liberty can change the whole situation. The walk represents one’s life journey and the obstacles are the difficulties that hinder us from having an easy journey. The teacher may also choose to deliver this activity by having one student blindfolded rather than being tied up. The student is then to recall what he experienced and what it feels like to be walking without seeing the next step. Our life in a way is like this, no one actually knows what is to happen next. Emotion cards can be used together with this activity. The teacher prepares a set of images depicting different situations one encounters in life. With this activity the teacher has to explain that in every situation, one has to make choices. Every choice has a consequence. Some examples:

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</tr>
</tbody>
</table>

Students are to identify the meaning of liberty and freedom and their effect in shaping oneself and our lives.

2.1 develop a sense of responsibility for their actions. (PCWV)

Start the lesson with a short-video clip that enables the students to reflect upon the choices they have to make in life and how these different choices may also affect the life of others. E.g. one can choose short clips from: Green Mile. Through these clips the teacher highlights the implications of living in a community and how our choices may affect the life of others. The idea is to 1) see how free choices affect one’s life and that of others; 2) how one can learn from own mistakes and grow (challenges in films: unemployment, peer pressure, innocent suffering, etc.); 3) no one escapes from the challenges in life but has to understand how challenges can either weaken or make us stronger.

Remote preparation: The students are asked to bring with them a leaflet / poster showing a list with the

### Indicators of Learning Outcomes

<table>
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<th>Students will:</th>
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<tbody>
<tr>
<td>start to become aware of obstacles and what liberty is. (level 4)</td>
</tr>
<tr>
<td>start to become aware of various religious situations and participate in group activities and discussions. (level 3)</td>
</tr>
<tr>
<td>start to listen to and respond to explanations and religious situations. (level 2)</td>
</tr>
<tr>
<td>encounter religious activities and experiences. (level 1)</td>
</tr>
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| learn what enables them to live responsibly. (level 4) |
| start to become aware of various responsibilities and participate in group activities and discussions. |

responsibilities that they as students / youths have towards the world around them. These responsibilities are gathered on one big chart using pictures and words. The teacher shows a video clip from the film Spiderman / Robin hood; focusing on the effect of someone acting either responsibly or irresponsibly. After the presentation, students are given flash cards depicting the characters seen in these video-clips. In groups, students have to make a list of the characteristics behind that particular movie-character. Both Spiderman & Robin hood feel responsible for the community they live in. Accordingly they chose to live their own way of life with a behaviour that for some may seem responsible and for others reckless or even foolish. We are not superheroes however as Mother Theresa says, with great love we can come to do great things and thus the teacher can compare this to the daily lives of students in class. (What is the difference in their actions if they are acting responsibly / irresponsibly at different places like: home/ school / with friends).

<table>
<thead>
<tr>
<th>3.1 be aware of the Christian faith and what makes a person good and helpful. (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students are presented with the inspirational video of Nick Vujicic. This video shows how challenges can become opportunities for growth and for helping others. As an alternative, the teacher can ask someone from the community who can share her/his experiences with students of how s/he, through faith and spirituality, was able to overcome difficulties and change them into opportunities. Ask the question ‘what can we do to be helpful?’ Some pupils may be able to make suggestions which can be put onto the Interactive Whiteboard. Some pupils may need some images or symbols to prompt – you could show a variety of different images, some showing people helping others not being helpful. Can pupils identify what is helpful? Ask a further question ‘what can we do to help in class?’ Pupils could discuss what they can do to help in class and around the school – making drinks, taking messages, looking after class pet, clearing away, washing up after snack time, taking little jobs and responsibilities. Other pupils may need to have some images or symbols of these things so that they can see how they can help people around them. As a class you could have a roster for a couple of weeks so that everyone has a chance to be helpful. Pupils could make hands prints or cut out hand prints and make a ‘Helping Hands’ display, where you put on a ‘hand’ for every helpful act they do in class, or at home.</td>
</tr>
<tr>
<td>(level 3) start to listen to and respond to explanations. (level 2) encounter religious activities and experiences. (level 1)</td>
</tr>
<tr>
<td>be aware of the Christian faith and what makes a person a good helpful person. (level 4)</td>
</tr>
<tr>
<td>start to become aware of what it means to be helpful towards others and participate in group activities and discussions. (level 3)</td>
</tr>
<tr>
<td>start to listen to and respond to explanations. (level 2) encounter religious activities and experiences. (level 1)</td>
</tr>
<tr>
<td>4.1 Be aware of good vs evil and what missteps are. (WG)</td>
</tr>
</tbody>
</table>
Unit code and title: REL 8.5 Raw Diamond

Unit Duration: 9 sessions of 40 minutes: Total 6 hours

**Key Words**

- Plan
- Divine plan
- Sign
- Dialogical
- Centring prayer
- Situations
- Acceptance
- Worship

**Points to note**

Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in RE approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imagining, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation.

Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions.

At this age students are to continue to discover the process of unfolding and becoming as a human-faith process; how the Sacrament of Baptism and Confirmation enable this process toward Christian and human (emotional) maturity.

**Objectives**:

- The teacher will enable students to:
  1. describe the concept of God in their life. (RL)
  2. relate how various Biblical personages and other non-biblical persons accepted God in their life and his divine plan. (WG)
  3. express the meaning of prayer in their life and to form a dialogical form of prayer. (SD)
  4. debate the meaning and implications of reading the signs of God’s plan in their life. (PCWV)

**Resources**

- Bible: Acts 17,26; Rm 1,19—15,13; Gen 39,13; 8,20—9,17; 15,6—19; Ex 3,1-10; 33,11; 34,5; 17,8-13; 33,19-23; 1K 1,9—18,18,20-39; 19,1-14; 2K 7,18-29; Ezra 9,6-15; Neh 1,4-11; Tob 8,11-16; Jdt 9,2-14; Mt 5,23-24; 7,7-21; 9,27; Mk 10,48;11,25-27; Lk 1,46-55; 2,19; 3,21 — 5,16; 9,28; 11,5 — 18,14; 10,21-22; 22,41-44; 22,32 - 23,46; Jn 11,41-32; 17,1-26; Ac 2,42-47; Heb 5,7-9. CCC: 28-48; 62-73; 142-147; 263-269; 2559-2598; 2623-2649; 2663-2751.
- For further elaboration of teaching methods and educational techniques see: www.katekezi.org.mt
- The Bible: Prov 31, 30; Mk 10, 6; 13, 19; Mt 19, 4, 5, 45; 6, 26-30; Lk 12, 6.
- True beauty of woman/Beauty of nature — www.authostream.com
- http://www.youtube.com/watch?v=2jggARGvBnc
- The Revolution of Love — Clip — Mother Teresa “the joy of loving is in the joy of sharing”:
  - http://www.youtube.com/watch?v=RYex8kpB-oy
- Mother Teresa’s Love: http://www.youtube.com/watch?v=82QPIQXV3lo (background — You Raise Me Up — Josh Groban)
- The Cracked Pot: http://spiritclips.com/films/tcp
- Esther can be downloaded from: http://archive.org/details/BibleStoriesEsther
- Games and puzzles about Esther: http://www.dltk-bible.com/old_testament/esther-activities.htm
  - http://www.youtube.com/watch?v=bxynqy1MLtw&feature
- The story of Esther in 10 minutes (Cartoons):
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<th>Indicators of Learning Outcomes</th>
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<td>The teacher will enable students to: describe the concept of God in their life. (RL)</td>
<td>An initial brainstorming activity which enables the teacher to become aware of the knowledge, understanding, attitude and experience of the students as regards the concept of God in their lives can be: The teacher prepares a large triangle out of cardboard and pins it on the board. (This can also be done using the Interactive White Board). Some smaller triangles cut from coloured papers are given to each student. The teacher tells the students to close their eyes for some seconds and imagine what they think or imagine about God. The students have to draw and/or write something (even one word) about: WHO IS GOD FOR YOU? In the meantime, some background music is used to help students to reflect on the given question. Examples given can be: everything, church, creation, family, prayer, love, etc. Students are asked one by one what they have drawn and/or written and then they place their small triangle on the big one on the board. The teacher reads out aloud the students’ answers and the conclusion would be that God is all of these and much more! Students are given a small coloured piece of paper. They are asked to close their eyes and imagine what they think about God. They are to write or draw something on this piece of paper. When everyone is ready, they are asked one by one to say something about it and then these are put in an open box. Using this box for a different activity would be to have flashcards prepared with words or pictures on them. These are divided among all students. One by one they have to say something about the word and/or picture and what they see about God in that word and/or picture. Pictures may include: plants, trees, butterflies, a woman carrying a baby, a baby crying, an old man, a car, animals, sick children, clouds, buildings, etc. Photo language: The teacher tells students to bring a picture that for them reflects God. Students are divided in groups of 5 and they ask each other questions related to the pictures they found about God: What does God mean? Why do you believe in him? Students are invited to ask their own questions about God to their classmates which, in turn, they will answer. Students are taken on an outing – possibly somewhere in the countryside and they take a notebook and a pencil with them. The place has to be a safe place for students to run</td>
<td>Students will: be able to describe how through a language of love they can build connectedness within themselves, others and God. (level 8) discover the footprints of God in their daily life. (level 7) be enabled to discover the meaning of God in their life. (level 6) acknowledge the common Christian heritage. (level 5)</td>
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about. An ideal place would be Buskett Gardens or San Anton Gardens. They are given some time – around 10/15 minutes and they go about the place and write things which remind them of God. Another outing would be in a Church – ideally an old church with many paintings in it and students are left to go about and observe the paintings they see in the Church.

Students can be shown video clips with relation to the beauty of nature which reminds them about the existence of God. A discussion in mixed ability groups will follow.

Students are divided into groups and they are either given the following citations from the Bible:
- Jesus affirmed the Scripture teachings that God created all things. (Mk 10, 6; 13, 19; Mt 19, 4).
- Nature reflects the activity of God and does not operate independently (Mt 5, 45; 6, 26-30; Lk 12, 6)
- God gives life to all beings and provides food for animals, birds and plants (Mt 6, 26-30; Lk 12, 6)

or have to look for them themselves. They read the citations and answer to the question: What does Jesus say in the quotes about God and nature?

The teacher can ask students: Can we see God in other people? The teacher leads the students to be aware that it is very easy to love someone whom you can see and to love someone who is your friend and treats you well while it is hard to love someone whom you do not know or see or even who hurt you.

Many saints of today (like Mother Teresa) have loved, lived with and helped people whom they did not know, who were sick, homeless, emarginated, etc.

Students are given sticky notes in the shape of a heart. Each student has to write on it one way in which s/he can help the one sitting next to him/her or a good deed s/he’ll do for that particular day. These sticky notes are then stuck on a big chart and hung in class so that the students will remember to do a good deed every single day. In this way the students are trying to build connectedness with others and with God. The Beatitudes may be introduced as well. John Paul II could be another good example.
| relate how various Biblical personages and other non-biblical persons accepted God in their life and his divine plan. (WG) | The teacher introduces the story of the Cracked Pot. The teacher then shows them that when a water-bearing pot slips from a ledge and cracks, it fears it has lost its value.

Clip Processing: What did you notice in this clip? What happened to the pot? Was the pot happy with its crack? What did it do about it? If we apply this to our lives, with what would you relate yourself to in the story: the cracked pot, the old (wise) man, the truck, the water? Why? We may have different characters, different skin colour, different languages, different styles, but God has a plan for each one of us and we must be wise enough to listen to God’s plan and obey it. “Every individual has a role to play. Every individual makes a difference.” - Jane Goodall.

Alternatively to introduce the students with the subject matter, an activity could be to show a picture of a piece of clay or plasticene, or to actually bring a piece of clay or plasticene in class and relate a story about this piece of clay which is chosen by the potter. The following site can help [http://www.cabajar.com/id25.html](http://www.cabajar.com/id25.html)

The idea is that what seems to be ugly or useless could eventually turn out to be unique and relevant in the end, if left in the hands of a professional. The students are urged to participate by trying to shape a piece of clay according to their imagination. These shapes are then left to dry out.

We resemble this piece of clay. Sometimes we de-value ourselves, but God has other plans and out of a simple, seemingly unimportant person, He transforms us according to His Divine Salvific Will. The teacher then concludes the activity by showing a video clip demonstrating the process of making a vase.

[http://www.youtube.com/watch?v=R_vf7D_n-4o&feature=related](http://www.youtube.com/watch?v=R_vf7D_n-4o&feature=related) or [http://www.youtube.com/watch?v=xDAITpJXO1I&feature=related](http://www.youtube.com/watch?v=xDAITpJXO1I&feature=related)

**Persons from the Bible: Hadassa’s (Esther) story.**

Esther is an important person in history because of her devotion to God. Esther was a woman of great faith and courage. She showed love towards God and the Jewish people. Without her knowing it, she was an instrument in the hands of God. Through her, God saved the Jewish people. She accepted God’s will and his plan for her. She never abandoned her love for God even when she was Queen of Persia. (Prov. 31, 30). The story of Esther shows us that God has a plan in our lives and he is always working for the good of his people. It is also important to know that students at their age can be brave too. It is familiarise with non-biblical persons who sought God and accepted him in their life. (level 8)

research the life of an Old Testament character to discover his/her life as a journey with God. (level 7)

be able to understand the relationship between accepting God and His divine plan in one’s life. (level 6)

discover that with the help of Biblical text they will be able to understand God’s divine plan. (level 5)
nice to have students in the classroom look up to a biblical person they might identify themselves with. An activity for Level 5 of the levels of indicators of level outcomes can be to sort out the story of Esther in order. This can be done through pictures of scrambled sentences.

For Levels 6/7 students are to read the story of Esther from the Bible and given a hand-out with questions as regards the said story. Questions might include: What secret did Esther keep? How did Esther save the Jews? What could have happened to Esther? For Level 8, students are given this quotation: Queen Esther and how God helped her to be brave. They are to perform an interview to each other or with family members at home about when it is important to be braver (ask God for help, talk to the parents to help them with their problems, etc.) and when it is important to get help from an adult, parent or teacher. We don’t always have to be brave, it’s always okay to ask for help from someone you trust, but if there is some reason you have to be brave, God will be there to help if you ask Him.

WITH THE HELP OF GOD WE CAN BE BRAVE.

A non biblical figure is presented to the class. Domenico Savio was a teenager, so the students can identify themselves directly with this experience. The teacher starts the lesson with a brainstorming exercise: What is a saint? The idea is to explain that saints are normal persons who choose to follow God’s plan. The students are then introduced to the life of St Domenico Savio and his social background with the help of a short video clip.

At such a young age, Domenico proves his TEEN SAINTHOOD. He sustained a life of prayer, sacrifices and also had a wonderful sense of humour. The students are led to the notion of what loving others, really entails. A chart entitled: How can I follow God’s Will at my age? Is also prepared, showing examples of teens helping other teens. An additional task is to let the students relate to the whole class instances when teens can help other teens (example: attend to bullied students, sharing, visiting other teens who...
are in hospital, etc...). Such a task could also be handed out as homework. Emphasis lies on the fact that you don’t need to be an adult or an elderly person to experience holiness and sainthood. Love is an ingredient fit for all ages.

| express the meaning of prayer in their life and to form a dialogical form of prayer. (SD) | Students are presented with a short story using pictures of a caterpillar, a butterfly, a cactus and a flower. The story is about a man who prayed God to give him a flower and a butterfly. Instead God gave him a caterpillar and a thorny cactus. The man was not pleased with these and lamented to God. Time went by and the man decided to have a look at the cactus and the caterpillar and instead he found a beautiful butterfly and the cactus produced a lovely flower. The teacher explains the meaning of this example whereby God does not always give us what we expect from him but we have to accept God’s will. At times God gives us unexpected signs like as we saw the caterpillar which turns into a beautiful caterpillar.

A brainstorming activity would be to write the word ‘PRAYERS’ on the whiteboard and the students form a web with the meaning of the word. Students are encouraged not to say positive words only (for example, praise, peace, thanksgiving, communication) but also to say negative words (like for example, boring, learning prayers by heart without knowing the true content of the prayer, waste of time). Afterwards these are all discussed with the students.

The classroom is set in a circle. These words are given to the students on flashcards: PRAISE, CONFESS, READ, ASK, THANKSGIVING, GLORIFYING. A student is chosen at random and given one of these flashcards. The student has to mime the word given in relation to prayer. Example: the word READ – Reading God’s word helps us see ourselves as in a mirror. It helps us understand who God is and who we are. It helps us to pray because we know who we’re praying to. (Mimic turning pages or holding up a mirror.) Another example would be: THANKS – God has done so much for us. What can you be thankful for today? (Invite students to list items. Lead the students to a worship song of praise/thanksgiving such as ‘Lord I lift your name on high!’ Have them clap their hands in thanks.

At the end of the activity, the prayers can be remembered by using a game and motion. |

be enabled to appreciate and describe the depth of the Christian Liturgy as the highest form of prayer. (level 8)

familiarise with the different forms of prayer. (level 7)

discover worship as the deepest expression of spirituality. (level 6)

acknowledge that they are able to pray for themselves. (level 5)
<table>
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<tr>
<th>Topic</th>
<th>Description</th>
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<tr>
<td>Have students demonstrate the hand motions for each of the words given to cue their memory. Close the lesson by making a dark atmosphere, lighting up a candle (battery operated) and while holding hands and remaining in a circle, they say a prayer at random.</td>
<td>Centring prayer (silent prayer - <a href="http://www.centeringprayer.com/">http://www.centeringprayer.com/</a> is not meant to replace other kinds of prayer. Rather, it adds depth of meaning to all prayer and facilitates the movement from more active modes of prayer – verbal, mental or affective prayer – into a receptive prayer of resting in God. A Prayer-focused Journal can also be organized. The journal could include a daily Bible reading plan, a space to recall those whom one wants to pray for, a space to write their own random prayer. Ideas to compile this Journal would be to look up these citations from the Bible which show different kinds of prayer: PEACE: Phil 4, 6-7; Ps. 94, 12-13; Jn 16, 33; PROTECTION: Prov 4, 11-12; Psalm 118, 16-19; Phil 4, 6-7. They can also write the meaning of prayer / definition of prayer.</td>
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<tr>
<td>debate the meaning and implications of reading the signs of God’s plan in their life. (PCWV)</td>
<td>In our daily lives, we encounter many road signs and we must obey them otherwise we have to pay the consequences to our negligence and accidents happen. Applying these road signs to our spiritual lives, the teacher can prepare an activity by designing different road signs on flashcards and these are applied to our daily lives. While showing one flashcard (including a particular sign) at a time, students come up with different situations in their lives. Examples: NO ENTRY SIGN – closing our hearts to God; TURNING RIGHT – thinking positive; TURNING NEGATIVE – thinking negative; TRIANGLE – giving way to the Holy Trinity. Alternatively The teacher can start by demonstrating the effects of reckless driving, (an accident, a destroyed vehicle, a person crying, a funeral etc.). a brainstorming session is then held, dealing with initial reactions to such effects. Flash cards showing safety signs can help. The teacher must encourage the students to analyze and reflect on the consequences of obeying or disregarding important rules. <a href="http://www.youtube.com/watch?v=3Xjdc2DkQfU">http://www.youtube.com/watch?v=3Xjdc2DkQfU</a> or <a href="http://www.youtube.com/watch?v=hhmiJl5caA">http://www.youtube.com/watch?v=hhmiJl5caA</a> The same principle applies to the decision of following or disregarding God’s Will.</td>
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<tr>
<td>reflect and be able to describe the role of suffering as a road map towards maturity. (level 8)</td>
<td>be enabled to see growth – through analysis and the reading of the signs of God’s plan as part of their faith journey. (level 7) discover their responsibility towards themselves, others and the world around them. (level 6) discover how family, the school, the local community provide the context for social interaction. (level 5)</td>
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</table>
A group work session helps the students to analyse some of God’s signs: love, life, the Church, the family, our faith, happiness, suffering and death. All this is God’s Will. Rapporteurs are chosen by the groups.

The teacher can show the students the clip: Take me out of the Dark (http://www.youtube.com/watch?v=vkLCiLthKAU&feature). The students are given a small piece of coloured paper and they are to write some key words from this clip. Afterwards these are discussed with the whole class. When faced with difficult problems, man tends to run away instead of turning towards the signs God gives us to be able to make the right decisions.
Unit code and title: REL 8.5  
Unit Duration: 9 sessions of 40 minutes: Total 6 hours

Strand: (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

**Objectives** at attainment levels 5, 6, 7, 8  
The teacher will enable students to:

1. describe the concept of God in their life. (RL)
2. relate how various Biblical personages and other non-biblical persons accepted God in their life and his divine plan. (WG)
3. express the meaning of prayer in their life and to form a dialogical form of prayer. (SD)
4. debate the meaning and implications of reading the signs of God’s plan in their life. (PCWV)

**Objectives** at attainment levels 1, 2, 3, 4

1.1 describe and express who is God. (RL)
2.1 be aware of courage and of being brave. (WG)
3.1 and 4.1 express the meaning of prayer in their life and to participate in periods of stillness and quiet thought and where appropriate to express personal reflections and emotions. (SD) and (PCWV)

<table>
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<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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| Plan Sign prayer Situations Courage Brave | At this age students are to continue to discover the process of unfolding and becoming as a human-faith process; how the Sacrament of Baptism and Confirmation enable this process toward Christian and human (emotional) maturity. Within the realm of methodology, the above four objectives can be dealt with through the following methodological guidelines which could be used as group work and/or with the whole class. Various educational techniques could be used throughout these methodologies.  
1. Brain storming activity: This activity also known as self/class assessment enables students to measure their strengths and weakness with regard to the particular issue, it enables the teacher to become of the knowledge, understanding, attitude and experience of the students with regard to that particular issue.  
2. Concept Formation and Case Study: This method enables students to inquire/to investigate/to explore to become aware, to form an attitude towards the different facades of an issue/case study and/or a concept. It also enables students to correlate faith with culture through experience.  
3. Interview: through an interview with their cohorts students explore and become aware of different perspectives to the same issue at hand, they be able to focus on the essential elements of issue under study.  
At levels 1-4, students have to be encouraged to respond. This can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally. | For further elaboration of teaching methods and educational techniques see: [www.katekezi.org.mt](http://www.katekezi.org.mt)  
The Bible:  
Prov 31, 30; Mk 10, 6; 13, 19; Mt 19, 4; 5, 45; 6, 26-30; Lk 12, 6;  
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Games and puzzles about Esther: [http://www.dltk-bible.com/old_testament/esther-activities.htm](http://www.dltk-bible.com/old_testament/esther-activities.htm)  
[I love You](http://www.youtube.com/watch?v=bgytnpXVDk0&feature)
### Teaching objectives

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<td>Students will: acknowledge belief in God and communicate their ideas about God. (level 4) start to become aware of various religious situations and participate in group activities and discussions. (level 3) start to listen to and respond to explanations and religious situations. (level 2) encounter religious activities and experiences. (level 1)</td>
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<td>be aware of courage and of being brave. (WG)</td>
<td>An initial activity could be the story of the Cracked Pot. When a water-bearing pot slips from a ledge and cracks, it fears it has lost its value. “Every individual has a role to play. Every individual makes a difference.” - Jane Goodall. Clip Processing: What did you notice in this clip? What happened to the pot? Was the pot happy with its crack? What did it do about it? If we apply this to our lives, with what would you relate yourself to in the story: the cracked pot, the old (wise) man, the truck, the water? Why? We may have different characters, different skin colour, different languages, different styles, but God has a plan for each one of us and we must be wise enough to listen to God’s plan and obey it.</td>
<td>discover what courage is and how one can be brave. (level 4) start to become aware of various religious situations and participate in group activities and discussions. (level 3) start to listen to and respond to explanations and religious situations. (level 2) encounter religious activities and experiences. (level 1)</td>
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### Persons from the Bible: Hadassa’s (Esther) story.

Esther is an important person in history because of her devotion to God. God was able to use her as an instrument to save the Jews at that time. The
The story of Esther shows us that God has a plan in our lives and he is always working for the good of his people. It is also important to know that students at their age can be brave too. It is nice to have students in the classroom look up to a biblical person they might identify themselves with. An activity for Level 5 of the levels of indicators of level outcomes can be to sort out the story of Esther in order. This can be done through pictures of scrambled sentences.

Esther was a woman of great faith and courage. She showed love towards God and the Jewish people. Without her knowing it, she was an instrument in the hands of God. Through her, God saved the Jewish people. She accepted God’s will and his plan for her. She never abandoned her love for God even when she was Queen of Persia. (Prov. 31, 30)

| 3.1 and 4.1 express the meaning of prayer in their life and to participate in periods of stillness and quiet thought and where appropriate to express personal reflections and emotion. (SD and PCWV) | An introduction to enable the students to express the meaning of prayer in their life would be: creating a calm, still atmosphere with some instrumental music and presenting a short story to the students and using pictures of a caterpillar, a butterfly, a cactus and a flower. The story is about a man who prayed God to give him a flower and a butterfly. Instead God gave him a caterpillar and a thorny cactus. The man was not pleased with these and lamented to God. Time went by and the man decided to have a look at the cactus and the caterpillar and instead he found a beautiful butterfly and the cactus produced a lovely flower. The teacher explains the meaning of this example whereby God does not always give us what we expect from him but we have to accept God’s will. At times God gives us unexpected signs like as we saw the caterpillar which turns into a beautiful caterpillar.

A brainstorming activity would be to write the word ‘PRAYERS’ on the whiteboard and the web is formed with the students’ meaning of the word, using words or pictures. Afterwards these are all discussed with the students.

Another activity would be to set the classroom in a circle. These words are given to the students on flashcards: PRAISE, CONFESS, READ, ASK, THANKSGIVING, GLORIFYING. A student is chosen at random and given one of these flashcards. The student has to mime the word given in relation to

| Be aware of prayer and that they are able to pray. (level 4) | Start to appreciate periods of stillness and become aware of prayer and participate in group activities and discussions. (level 3)

start to listen to and respond to explanations and religious situations. (level 2)

encounter religious activities and experiences. (level 1) |

prayer. Example: the word READ – Reading God’s word helps us see ourselves as in a mirror. It helps us understand who God is and who we are. It helps us to pray because we know who we’re praying to. (Mimic turning pages or holding up a mirror.) Another example would be: THANKS – God has done so much for us. What can you be thankful for today? (Invite students to list items. Lead the students to a worship song of praise/thanksgiving such as ‘Lord I lift your name on high!’ Have them clap their hands in thanks.

At the end of the activity, the prayers can be remembered by using a game and motion. Have students demonstrate the hand motions for each of the words given to cue their memory. Close the lesson by making a dark atmosphere, lighting up a candle (battery operated) and while holding hands and remaining in a circle, they say a prayer at random.
**Unit code and title:** REL 8.6 Steer / Guide  
**Unit Duration:** 9 sessions of 40 minutes: Total 6 hours

**Strand:** (a) Religious Language, (b) Spiritual Dimension, (c) Word of God, (d) Personal Catholic Word View

### Objectives:
The teacher will enable students to:

1. underline key concepts that enable them to build a Christocentric philosophy of life. (RL)

2. identify Biblical and non-biblical persons, from different religious and Christian denominations who through the discovery of God’s plan in their life, left an imprint in the world. (WG)

3. discuss how spirituality enables them to build and sustain a good philosophy of life. (SD)

4. debate key issues that they consider as challenging in trying to live their values within their philosophy of life. (PCWV)

### Key Words

<table>
<thead>
<tr>
<th>Personality</th>
<th>Philosophy of life</th>
<th>Culture</th>
<th>Imprint</th>
<th>Fullness</th>
<th>Reflect</th>
<th>Maturity</th>
</tr>
</thead>
</table>
| Each subject has its own unique approach to teaching and learning. Religious Education lends itself into the spiritual development. With the notion of ‘spirituality’ ingrained in the different forms of methodologies the student develops confidence and self-beliefs, resilience and perseverance, conviction and compassion, self-questioning and integrity. Spirituality in RE approach should be rooted in a creative and dynamic process i.e. life-giving through attention being paid to ‘thinking, creating, imaging, becoming’ [Priestley 1997:29]. The subject helps students to experience directly prayer, meditation and contemplation. Keeping in mind spirituality, RE should also focus on student-centred teaching/learning process of exploration/inquiry, of imagination, of self-awareness, of self-reflection and creativity. Readiness towards assessment enables an increasingly broader understanding of personal feelings and thoughts enriched also by the experiences of others. This attitude engages students in the knowledge and skills of a meaningful dialogue with the different ethnic and ethics realities including a thorough understanding and openness towards those who harbour different opinions.

At this age students are to continue to discover the process of unfolding and becoming as a human-faith process; how the Sacrament of Baptism and Confirmation enable this process toward Christian and human (emotional) maturity.

### Resources

- Bible: Jn 13:34–17,22; Ac 2:1–12, 9,1–28,30; 1Cor 12:1-29; Gal 4:4-7; 5,22-26. CCC 683-701; 731-741; 774-801; 811-870; 1767-1794; 2652; 2672-2675; 2690.
- For further elaboration of teaching methods and educational techniques see: [www.katekezi.org.mt](http://www.katekezi.org.mt)
- Parable of the Unforgiving Servant: [http://www.youtube.com/watch?v=vNS_Ng6Hdpw](http://www.youtube.com/watch?v=vNS_Ng6Hdpw)
- [http://www.youtube.com/watch?v=JfgFghH3XOc](http://www.youtube.com/watch?v=JfgFghH3XOc)
- [http://www.youtube.com/watch?v=x99xbaGlMek](http://www.youtube.com/watch?v=x99xbaGlMek)
- Joshua: [http://www.youtube.com/watch?v=fQA1m1TiMJg&feature=related](http://www.youtube.com/watch?v=fQA1m1TiMJg&feature=related)
- Mandela: [http://www.youtube.com/watch?v=UqoYmx_LXs](http://www.youtube.com/watch?v=UqoYmx_LXs)
- Heal the world: [http://www.youtube.com/watch?v=BWf-eARnf6U&ob=av3e](http://www.youtube.com/watch?v=BWf-eARnf6U&ob=av3e)
<table>
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<tr>
<th>Teaching objectives</th>
<th>Examples of Teaching Experiences and Activities</th>
<th>Indicators of Learning Outcomes</th>
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<tbody>
<tr>
<td>The teacher will enable students to: underline key concepts that enable them to build a Christocentric philosophy of life. (RL)</td>
<td>The class is divided into groups, preferably not more than five. The teacher gives each group pictures and newspaper cuttings with real life situations showing vicious and immoral activities, for example: (a) a student sharing pornographic material with friends, (b) someone is stealing, (c) unethical behaviour between football/rugby/volleyball/netball players, (d) someone doing vandalism, (e) someone being cruel to animals, etc. Then through the use of role plays and/or miming, the groups have to play the given situations in front of the others. Each situation leads to a discussion: (i) do you empathise with such situations? (ii) what would you do and how would you feel in such situations? (iii) would you behave in a different way? The teacher links these situations with the battle between virtues and vices together with a reference to the life of Macaulay Culkin and/or Lindsay Lohan which can be presented in various ways (presentation, charts, pictures or a video.) Students are asked to close their eyes and the teacher asks them to picture what they encounter when they go around the village they live in. Some background music helps the students with their thinking. Then a brainstorming session follows about what the students were thinking. The teacher can help students by asking questions about what are the most important events that take place during the year in the village. The students are divided in groups and shown certain pictures. Each group has to write 5 sentences using the key words on the board that were written on the board during the brainstorming session. Then each group leader presents his work to the class while the teacher takes note of these sentences. As a home activity students are asked to prepare a chart showing how the Maltese culture leads to a Christocentric philosophy of life. The students are divided in groups and they have to work on an activity which leads them to see who Christ is with the help of certain case studies of people who have difficulties in everyday life like poor people, sick people, abused people and broken families. Each group will discuss a particular situation and then with the help of a role play they will describe this situation to the whole class. A video clip of the story of St Martin follows to strengthen the point that what we do with others, we do it with Christ himself. A piece of paper is attached with tape to the back of each student. His peers are called out to jot down on this piece of paper good qualities this student has. The aim of this task is to</td>
<td>Students will: be able to understand the meaning of building a Christocentric way of life. (level 8) be able to understand the importance of building a solid philosophy of life. (level 7) be enabled to understand the importance of being familiar with key concepts of their religion. (level 6) be enabled to discover the importance of being familiar with important concepts of their religion. (level 5)</td>
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</table>
enhance a positive attitude in students and to learn to appreciate each other more. When the task is ready ask the students what was written down on their paper to the rest of the class. Then the teacher reads Acts 20, 7. As a conclusion a loaf of bread is distributed among all students, to stress out the point that eating together shows closeness. Closeness means love and respect. Jesus asked us to show love towards each other. This attitude clearly indicates that we are all children of God because God is love.

An activity outside the school is held to make the students aware of things in their locality which remind them of Christ. A detailed map of the locality the school is in is provided. Together with their teacher the students go around the town to see things which remind them of Christ. On the map they mark down the things they see and take pictures of these things. Back in class, students are divided in groups and as an activity they have to produce a chart with the things they found. The chart should include both information and pictures.

The teacher prepares short clips from the film “Joshua” http://www.youtube.com/watch?v=fqA1m1TiMjg&feature=related illustrating Joshua’s behaviour with others in different situations, (for example: Joshua helping a youth playing the guitar.) The teacher may choose to proceed with one of the two following options: Option 1: After watching the chosen video clips, the students are asked to put themselves in Joshua’s position; and describe if they would have behaved differently or similarly to Joshua and why. Option 2: The teacher presents to students with the characters from the chosen clips and they have to associate themselves with one of them. Students need to discuss what would they do if they find themselves in such situations. After delivering the above activity, students have to discuss: “if Jesus was playing the part of Joshua, would he have acted differently?” For this question, the students are presented with different coloured cards, each highlighting different actions that one would have taken. Students have to choose that particular card illustrating an action they think Jesus would have done. One set will be deposited into a treasure box while the others will be discarded into a dustbin. This activity can be linked with the cardinal virtues and the parable of the seed (Mk4, 26-29). With this activity the students will be more able to understand the importance of building a solid philosophy of life.
The class is divided into five different groups. Each group is given a different jigsaw puzzle showing a moment from the life of: Gandhi, Nelson Mandela, Helen Keller, Mother Theresa and Pope John Paul II. After finishing the puzzle, students from the same group have to present a list with some information about the person they revealed in their jigsaw puzzle. Students can do so by the use of internet. Afterwards, the teacher chooses one of the above persons and by the use of a video clip; s/he shows the main episodes and characteristics of the person. The aims are: (1) to show how this non-biblical person lead a good life (even though he/she came from a different religion) and (2) to highlight the influence a person living a good life can leave on others. Love and kindness are two words which describe best these personalities. The information collected together with the pictures of these personalities will be attached to the boards in class. With this activity students familiarize themselves with the key issues that can leave an imprint in their life as part of their faith journey.

The teacher introduces the lesson by showing a short DVD on Mother Teresa’s life. Then the class is divided into four different groups. Each group is given a set of instructions in order to carry out the work provided by the teacher. Students are going to work on Mother Teresa. Two groups are going to work out on a PowerPoint presentation after being given some information and pictures by the teacher. Another group is going to express itself by writing some information and drawing the picture of Mother Theresa. Students are given the space to express themselves. The other group of students has to work out a multiple choice quiz on a computer. At the end of the lesson, all students present their work to the other students. The teacher then concludes the lesson by showing both PowerPoint presentations of students and the drawings will be attached to the boards in class. The aim is to identify and outline the major parts of Mother Theresa’s life, they get to know what Mother Teresa did with the sick and the poor and to be able to compare Mother Theresa’s life with their life.

The class is divided into five groups. Each group is given a puzzle picture of The Blind Man of Silwam and also jumbled sentences on this miracle. Students have to sort out the jumbled sentences first, then the picture, because the miracle has to lead them to the picture puzzle. After, the teacher shows the class the video clip of Nick Vujicic: ‘Fully Living for Jesus Christ’. Nick Vujicic is a man without legs and no arms. Then each group is given some questions related to the clip shown where students have to discuss what they think about Nick Vujicic, evaluate the fact of how Nick Vujicic is living with his disability, highlight
the influence a person such as Nick Vujicic can leave on others, and make certain observations with how they are living their life with God. A class discussion follows after the group work.

The teacher gives jumbled sentences from the story of the *Centurion of Capernaum*: “Mulej ma jisthoqlx…” The students have to place the words in order. Then the class is divided into five groups. Two groups will be given the task to prepare simple props (helmet, sword, bed, etc...) Two other groups will be assigned with the task to select the text for the role play and the last group is to act the episode in front of all the students. The teacher engages students in the simulation. The teacher keeps the simulation moving and introduces refinements where appropriate. The teacher is to follow up with a discussion on the behaviour of this personality. The teacher may also opt to go for a female Biblical character: “The Widow who gave up everything.”

<table>
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<tr>
<th>discuss how spirituality enables them to build and sustain a good philosophy of life. (SD)</th>
<th>The teacher shows a PowerPoint or a video clip depicting different voluntary work carried out by Maltese youths (Bike Marathon organized by the St. Gorg Preca College, Boys Secondary Hamrun, in aid of Dar il-Providenza and Djar tal-Ursolini; Missionary Work carried out by the Mission Fund and Living Waters; etc...) The idea behind showing such material is to make students aware that they can also make a difference in this world. The teacher engages students in the simulation. The teacher keeps the simulation moving and introduces refinements where appropriate. The teacher introduces with a discussion on the behaviour of this personality. The teacher may also opt to go for a female Biblical character: “The Widow who gave up everything.”</th>
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<tr>
<td>be able to describe the many ways one can either enhance or destroy the authenticity of the human person. (level 8)</td>
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<tr>
<td>realise that every choice has its consequences on the progress along life’s journey. (level 7)</td>
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<tr>
<td>be enabled to understand the key tools to build a philosophy of life – human/Christian. (level 6)</td>
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</tr>
<tr>
<td>be aware and make use of their talents so that they will participate in a better world for themselves and for others. (level 5)</td>
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The teacher brings out the point that love and forgiveness for our neighbour helps us to build a better world for ourselves and for others. Another video regarding forgiveness treating the forgiveness by a young adult to his father who is in prison can be shown. A reference to the parable of the Unforgiving Servant can be carried out in the form of movie clips so as to see that even forgiveness contributes a great deal for a better world.

Another video regarding forgiveness treating the forgiveness by a young adult to his father who is in prison can be shown. A reference to the parable of the Unforgiving Servant can be carried out in the form of movie clips so as to see that even forgiveness contributes a great deal for a better world.

The teacher then asks the students: “What was the children’s nationality? How were they different? What did the boy choose to do? What could he have done? How did his choice affect the girl? What could have been challenging to the boy’s attitude and choice?” This will help the students to realize that sometimes when making a choice, one has to go against the majority’s attitude. Every choice one makes influences oneself and those around us. Everything one says and does affects the lives of others. This can be joined with one’s conscience which prompts the human person to do good rather than follow the popular attitude that hinders the good values in life.

The teacher distributes a set of pictures to students in class: pictures of people with tattoos, prisoners, drug addicts, pregnant young girls, etc. Students are to discuss what they are seeing in these pictures. The teacher writes the following statements on the board and students have to argue whether such statements are correct: (1) People with tattoos tend to be aggressive and have poor social background. (2) Drug addicts are disgusting people. (3) Prisoners should be given much more severe punishments. Prisoners are people one should be afraid of. (4) Pregnant young girls do come from a low social background. Afterwards, students have to give their views whether there is a link between the results and the effects of such decisions taken during adolescence: “How do these decisions affect our relationships with others, our lives, school, family, work, society, the world?” “What effect does it have on one’s identity?” This activity brings the students to get familiar with the meaning and interconnectedness of the human values.

<table>
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<tr>
<th>Level</th>
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<tbody>
<tr>
<td>8</td>
<td>Become aware of the mark of the divine in their own being as a sign of God’s love and his will to empower them to live fully.</td>
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<tr>
<td>7</td>
<td>Be enabled to have the true vision of life.</td>
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<tr>
<td>6</td>
<td>Be familiar with the meaning, formulation and interconnectedness of a human and of a Christian value.</td>
</tr>
<tr>
<td>5</td>
<td>Be able to identify human values.</td>
</tr>
</tbody>
</table>
Objectives at attainment levels 5, 6, 7, 8
The teacher will enable students to:
1. underline key concepts that enable them to build a Christocentric philosophy of life. (RL)
2. identify Biblical and non-biblical persons, from different religious and Christian denominations who through the discovery of God’s plan in their life, left an imprint in the world. (WG)
3. discuss how spirituality enables them to build and sustain a good philosophy of life. (SD)
4. debate key issues that they consider as challenging in trying to live their values within their philosophy of life. (PCWV)

Objectives at attainment levels 1, 2, 3, 4
1. Learn Christian teaching on values and on Jesus’ life and teachings. (RL)
2. identify Biblical and non-biblical persons, from different religions. (WG)
3. and 4. debate key issues in identifying human values. (SD) and (PCWV)

Key Words
Personality
values
Fullness
Reflect
Maturity

Points to note
At this age students are to continue to discover the process of unfolding and becoming as a human-faith process; how the Sacrament of Baptism and Confirmation enable this process toward Christian and human (emotional) maturity. Within the realm of methodology, the above four objectives can be dealt with through the following methodological guidelines which could be used as group work and/or with the whole class. Various educational techniques could be used throughout these methodologies.
1. Brain storming activity: This activity also known as self/class assessment enables students to measure their strengths and weakness with regard to the particular issue, it enables the teacher to become of the knowledge, understanding, attitude and experience of the students with regard to that particular issue.
2. Concept Formation and Case Study: This method enables students to inquire/to investigate/to explore to become aware, to form an attitude towards the different facades of an issue/case study and/or a concept. It also enables students to correlate faith with culture through experience.
3. Interview: through an interview with their cohorts students explore and become aware of different perspectives to the same issue at hand, they be able to focus on the essential elements of issue under study.

At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.

Resources
For further elaboration of teaching methods and educational techniques see:
www.katekezi.org.mt
Porcelain unicorn:
http://www.porcelainunicorn.com/
Parable of the Unforgiving Servant:
http://www.youtube.com/watch?v=vNS_Ng6Hdpw
http://www.youtube.com/watch?v=JfgFghH3XOc
http://www.youtube.com/watch?v=x99xbaGImek
Mandela:
http://www.youtube.com/watch?v=UqoYmx_L-Xs
Heal the world:
http://www.youtube.com/watch?v=BWfeARIf6U&ob=av3e
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| The teacher will enable students to: 1.1 Learn Christian teaching on values and on Jesus’ life and teachings. (RL) | The class is divided into groups, preferably not more than five. The teacher gives each group pictures and newspaper cuttings with real life situations showing vicious and immoral activities, for example: (a) a student sharing pornographic material with friends, (b) someone stealing, (c) unethical behaviour between football/rugby/volleyball/netball players, (d) someone doing vandalism, (e) someone being cruel to animals, etc. Then through the use of role plays and/or miming, the groups have to play the given situations in front of the others. Each situation leads to a discussion: (i) do you empathise with such situations? (ii) what would you do and how would you feel in such situation? (iii) would you behave in a different way? The teacher links these situations with the battle between virtues and vices together with a reference to the life of Macaulay Culkin and/or Lindsay Lohan which can be presented in various ways (presentation, charts, pictures or a video.) The teacher will discuss: WHAT WAS IMPORTANT TO JESUS? (1:1, 1:13) How do we know what was important to Jesus? Where can we look to find the answers? Explain that the Bible is a special book for Christians that contains lots of stories about Jesus’ life. The stories help Christians to understand what was important to Jesus. The following stories are good examples to choose from: How he healed people-the story of Blind Bartimeaus. His care for people-the story of Zacchaeus. How he met people needs-the feeding of the 5000. His care for his friends-the story of the Calming of the Storm. The stories could be explored through for example, art, drama, mime, role play, freeze frames, using a story bag. | Students will:  
be enabled to discover Jesus’ teachings. (level 4)  
start to become aware of various religious situations and participate in group activities and discussions. (level 3)  
start to listen to and respond to explanations and religious situations and stories. (level 2)  
encounter religious activities and experiences. (level 1) |
| 2.1 identify Biblical and non-biblical persons, from different religions. (WG) | The class is divided into five different groups. Each group is given a different jigsaw puzzle showing a moment from the life of: Gandhi, Nelson Mandela, Helen Keller, Mother Theresa and Pope John Paul II. After finishing the puzzle, students from the same group have to present a list with some information about the person they revealed in their jigsaw puzzle. Students can do so by the use of internet. Afterwards, the teacher chooses one of the above persons and by the use of a video clip; s/he shows the main episodes and characteristics of the person. The aims are: (1) to show how this non-biblical person lead a good life (even though he/she came from a different religion) and (2) to highlight the influence a person living a good life can leave on others. Love and kindness are two words which describes best these personalities. The information collected together with the pictures of these personalities will be attached to the boards in class. With this activity students familiarize themselves with the key issues that can leave an imprint in their life as part of their faith journey. |

| 3.1 and 4.1 debate key issues in identifying human values. (SD and PCWV) | The teacher shows a short video clip titled “Porcelain Unicorn”. The teacher then asks the students: “What was the children’s nationality? How were they different? What did the boy choose to do? What could he have done? How did his choice affect the girl? What could have been challenging to the boy’s attitude and choice?” This will help the students to realize that sometimes when making a choice, one has to go against the majority’s attitude. Every choice one makes influences oneself and those around us. Everything one says and does affects the lives of others. This can be joined with one’s conscience which prompts the human person to do good rather than follow the popular attitude that hinders the good values in life. The teacher distributes a set of pictures to students in class: pictures of people with tattoos, prisoners, drug addicts, pregnant young girls, etc. Students are to discuss what they are seeing in these pictures. Emotion cards can be used. The teacher writes the following statements on the board and students have to argue whether such statements are correct: (1) People with tattoos tend to be aggressive and have poor social background. (2) Drug addicts are disgusting people. (3) Prisoners should be given much more severe punishments. Prisoners are people one should be afraid of. (4) Pregnant young girls do come from a low social background. Afterwards, students have to give their views whether there is a link between the results and the effects of such decisions taken |

|  | identify images and information about biblical and non-biblical persons. (level 4) start to become aware of various religious situations and participate in group activities and discussions. (level 3) start to listen to and respond to explanations and religious situations. (level 2) encounter religious activities and experiences. (level 1) |

|  | be aware of human values. (level 4) start to become aware of various religious situations and participate in group activities and discussions. (level 3) start to listen to and respond to explanations and religious situations. (level 2) encounter religious activities and experiences. (level 1) |
during adolescence: “How do these decisions affect our relationships with others, our lives, school, family, work, society, the world?” “What effect does it have on one’s identity?” This activity brings the students to get familiar with the meaning and interconnectedness of the human values.