Religious Education Curriculum Units
with examples of teaching activities

Form 1

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012
Religious Education Curriculum
RELIGIOUS EDUCATION CURRICULUM UNITS – FORM 1

REL 7.1   My Journey
REL 7.2   The Power Within
REL 7.3   Choosing the Way
REL 7.4   The Haversack
REL 7.5   Challenges
REL 7.6   Never Alone
Strand: (1) Religious language (2) Spiritual Dimension (3) Word of God (4) Personal Catholic Worldview

Objectives:
The teacher will enable students to:
1. explore the concept of their life as a journey;
2. draw the connections between their own personal journey and that of others;
3. recognise the spiritual dimension of their life adventure.

LOOK

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<tr>
<td>Adventure</td>
<td>Early adolescents become more aware that life is characterised by change. They can all be invited to look at change as part of the journey of life. They can be challenged to recognise the spiritual dimension of the adventure of life and give this fundamental element the right priority in their lives.</td>
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<tr>
<td>Change</td>
<td>There are various passages in the Bible that point to the imagery of the journey as a symbol of human life. Moreover, various parts of the Bible develop the concept that God walks before his people. The concept of pilgrimage is present in the Law: every Israelite male has to journey to present himself before the Lord. The New Testament continues to develop these symbols of journey and pilgrimage.</td>
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<td>Growth</td>
<td>In this Unit the following values are to be promoted: Persons in community – students have the opportunity to reflect on their life as a journey and make connections with the journey of life of other persons, individually and in community. The culture of life – reflecting on life as a journey is basic to the concept of life as a story that goes back to the moment of conception. The students will have the opportunity to develop these skills and attitudes: a sense of reflection on their own life; openness to learn from the experience of others; analytic skills for identifying literary genre and contextual elements; openness to the inspired Word of God; openness to the Holy Spirit to let Him lead them in their lives’ journey.</td>
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<td>Choices</td>
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<td>History of Salvation</td>
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<td>Jerusalem</td>
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Resources

CCC: 163, 311, 430, 583, 854, 2691.
Photos/video/chart/pictures showing the different stages in the life of a person, face morph video, choose your path story, different food items, History of Salvation cards, access to information on Abraham/Ruth and Mary/Paul, map of Palestine, copies of the Bible, hiking staff, pictures of different places of pilgrimage, video on Jerusalem as a place of pilgrimage, candles, video-song “Footprints in the Sand.”
http://www.youtube.com/watch?v=sZ8ciisxWfK (face morph)
http://www.youtube.com/watch?v=XHb7ig3yPgI (face morph)
http://www.livestrong.com/article/41294-eating-unhealthy-foods-affects/(on effects of unhealthy food)
http://www.curriculumtv.com/religion/indexSacredPlaces.html (on Jerusalem as a place of pilgrimage)
http://www.damascuspath.org/?p=1163 (video on St Paul)
http://www.youtube.com/watch?v=GIVC7x4Wbl (footprints in the sand)
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<td>The teacher will enable students to:</td>
<td>Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class) The class will be divided in groups of five. Each group either make their own research or drawings/pictures will be presented to them and they have to arrange the process of growth. Each group will be given to explore and discuss the process of growth of (a) caterpillar; (b) tadpole; (c) man/woman from babyhood – adulthood; (d) seed – plant – tree (flower)...etc. Then each group makes a reflection of (a) the interrelated stages of growth; that growth takes time. Then they relate these to their life and reflect and discuss together how: (i) that life is a journey, full of different experiences – students can voluntarily relate some experience from their life; (ii) how they can develop responsibility towards themselves; (iii) what does it mean to be an authentic person, what does it entail to be an authentic person. After the group discussions and presentations in the classroom, the teacher will discuss with all the class the process of faith growth in a Christian life and what it means to be an authentic Christian in today’s milieu. Each group will make a display of their work in the classroom.</td>
<td>Students will: understand through dialogue with society that life is a journey and will analyse their choices so far in life. (Level 8) explore the concept of life as a journey and see this growth as part of their faith journey. (Level 7) identify areas of commitment in their daily lives and how relationships are amended through such commitments. (Level 6) discover and react to the virtues that make them fully human. (Level 5)</td>
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<tr>
<td>explore the concept of their life as a journey; (Personal Catholic Worldview)</td>
<td>The class will be divided in groups of five. The teacher will give magazines to each group. The magazines have to include in them pictures and possibly stories of people in different age groups. Students from the group have to cut pictures of different people in different age groups, other students will be sorting the pictures out chronologically, others may try to connect the different pictures with stages of their own life or of the life of their close relatives, others will be taking note of what their peers are saying. Finally they help each other to build up a chart representing the journey of life from birth (or even before) to old age. In the class reflection on this exercise, emphasis should be given to the different interrelated stages along the journey of life, which journey starts before birth, when life starts in the womb. A story including a number of different options which lead to different developments is to be prepared. The students will be asked to read the introduction and then progress along the story as they choose. If there are students that find it difficult to read, they can be paired up with those who can help them along the story. At the end of the story a class discussion is held on what they ended up as, according to their choices, bringing out the extent of the effects different choices have on the progress of life’s journey.</td>
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<td>The class will be divided in small groups. Two students from each group will use the internet to research the consequences of unhealthy food and the importance of a balanced diet. The other students are presented with a choice of food items including fruit, sweets, and fatty food. Alternatively,</td>
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The teacher will enable students to:

- explore the concept of their life as a journey;
- (Personal Catholic Worldview)

### Examples of teaching experiences and activities

Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class)

- The class will be divided in groups of five. Each group will make their own research or drawings/pictures will be presented to them and they have to arrange the process of growth. Each group will be given to explore and discuss the process of growth of:
  1. Caterpillar
  2. Tadpole
  3. Man/woman from babyhood to adulthood
  4. Seed – plant – tree (flower)

- Then each group makes a reflection of:
  1. The interrelated stages of growth
  2. How life is a journey, full of different experiences
  3. Responsibility towards themselves
  4. What it means to be an authentic person

- After the group discussions and presentations in the classroom, the teacher will discuss with all the class the process of faith growth in a Christian life and what it means to be an authentic Christian in today’s milieu. Each group will make a display of their work in the classroom.

### Indicators of Learning outcomes

- Students will:
  1. Understand through dialogue with society that life is a journey and will analyse their choices so far in life. (Level 8)
  2. Explore the concept of life as a journey and see this growth as part of their faith journey. (Level 7)
  3. Identify areas of commitment in their daily lives and how relationships are amended through such commitments. (Level 6)
  4. Discover and react to the virtues that make them fully human. (Level 5)
### The Lesson Plan

**A pre-prepared set of pictures of food can be referred to. The students have to make a list of the food they would prefer to eat. They then make a different list of the food they should eat to stay healthy. They are to discuss what the consequences of eating always what they prefer as opposed to what is healthy. The results of the discussion are then compared to those obtained by the students doing the internet research. At the end of the group exercise, the teacher draws the attention of the class to the importance of the decisions we take in our life by referring also to Mary’s decision to accept to do God’s will.**

**Draw the connections between their own personal journey and that of others; (Word of God)**

| The teacher prepares a number of cards representing the main episodes in the History of Salvation for each of the groups in which the class will be divided. Some of the students will be charged with the task to identify the characters or events shown on the cards. Other students will attempt to organise the cards in chronological order. When the group agrees on what the cards represent and on their order, they choose a representative that will compare the group’s results to those of the other groups in class. The lesson then continues by a teacher led sharing in class on what the students know of the particular event shown on the cards arranged in the correct order. The cards can then be used to form a timeline in the shape of a road – representing the journey of the People of God along the ages. | Students will:

- be able to discover how Jesus connects people with themselves, with others and with God. (Level 8)
- recognize the main events of the journey of the people of God in their history of salvation in the Old and New Testament and identify themselves as part of it. (Level 7)
- interpret and understand what commitment in its different aspects mean in their daily life. (Level 6)
- through the experiences of the first Christian community acknowledge and adopt the virtue that make them fully human. (Level 5) |

**The class is divided into four groups. Each group is entrusted with the task of representing one of the main events in the life of Abraham (leaving Ur to go to Canaan, the story of Hagar and Ishmael, the visit of the three men and the birth of Isaac, the test of Abraham when God asked him to sacrifice Isaac). Some students in the group will research the details of the story in the Bible, others will write down a simple sketch of the story, and the rest of the students will act it out in front of the class.**

| A pre-prepared simplified version of the story of Ruth is divided into parts (randomly numbered), according to the number of students in each group. Each student reads his part and an emoticon is drawn by someone in the group, showing the prevailing state of emotion in that part of the story. The group members collaborate to sort out the right order of the story. A representative from each group presents the findings of the group to the class and a common consensus is reached as to the correct order of the parts of the story and the best emoticons drawn for each part. |  |

| The students are each given a map of Palestine showing the main towns and villages mentioned in the gospels. They are also given a list of references from Luke’s Gospel (showing Jesus’ journey towards Jerusalem), which they will look up. They will write next to the place’s name on the map what Jesus did there. If there are students in the class who are unable to look up a reference in the gospels, these will be paired up with those who can. All the work will be then checked in class with the emphasis being put on Jesus’ journey to Jerusalem as the spiritual journey in fulfilment of his mission. If not used already, the exercise suggested for Ruth’s story can be used for Mary’s. Otherwise, a similar |  |
exercise, but this time using different pictures showing different episodes in Mary’s life can be used. A pre-prepared imagined interview with Mary can be recorded by some of the students who volunteer for the exercise and then used in class. As a whole class or divided in groups, the students discuss the interview with Mary. Alternatively, the interview can be developed by the students themselves working in groups, including either all or just one of the following episodes – when the Angel appeared to Mary, how she felt when Jesus was lost, Mary at the death of Jesus. Students are to present the interview in class, discuss it and then make reflections how these are related to their daily life.

The video on St Paul available here: http://www.damascuspath.org/?p=1163 can be shown in class. Students make a list of what they believe are four important facts in Paul’s life story. They may or may not refer to the material in the video which is not included in the interview. Students these together as a class make a discussion how these facts are related to them in their daily life especially in their faith journey.

A brief outline of the History of Salvation is presented through a power-point presentation. Students are then asked to write on the interactive whiteboard some important persons who were mentioned in the presentation. These people will include Abraham, Sarah, Jacob, Joseph, and David. The students are then asked to indicate who is the person they identify themselves with. The class is divided into groups according to the person chosen. The students in the group are asked to write a short episode showing how that particular person answered God’s call. Afterwards they are to point out the episode they admired most in that character and to identify ways and situations where they can live the same virtues as that person. Virtues like faith (in Abraham), courage (in David) and forgiveness (in Joseph).

The students are asked to mention some of their responsibilities as students. These are listed on the board. Responsibilities are explained and discussed. The teacher has to emphasize that every person is responsible in a way or other. Their responsibility to study in order to themselves and get a good job in the future is to be highlighted. In the meantime these responsibilities ask from us sometimes even to sacrifice ourselves. Here it will be pointed out that even Jesus was responsible. His main responsibility was to arrive at the peak of His stay on this earth – on the Cross – so that He will save us from our sins. The journey of Jesus from Nazareth to Jerusalem is presented through video clips. Miracles are highlighted. The point of arrival for this learning experience is that through His journey Jesus had to face difficulties but his determination was to arrive to the end of His mission.
| Recognise the spiritual dimension of their life adventure.  
(Spiritual Dimension) |  The teacher refers to fairy tale books which might be familiar to the students such as Gulliver’s Travels, Around the World in 80 days, Qrempucu f’Belt il-Gobon... or historical figures who made long journeys such as Marco Polo (can be demonstrated also by a short clip like http://www.youtube.com/watch?v=4_LPqGK2zPI), Columbus 1492 (see http://www.youtube.com/watch?v=EZEeBQ3hWmU) or modern adventures like Kilimanjaro or Everest mountain climbing experiences http://www.youtube.com/watch?v=STFb-aPYYM8

Students will discuss the different aims of different journeys and adventures. It’s important to highlight the feelings involved with the experiences. The main feelings that can be explored are anxiety, expectation, surprise, excitement, eagerness (more connected with the sense of adventure) and relaxation, enjoyment, peace, tranquillity, joy, happiness, fulfilment (more related to when a journey is completed).

The teacher shows a hiking staff and asks the class about what this represents (travel, journey, and adventure). In small groups the students share their experiences of travel and adventure. One of the students from each group lists the different kinds of travel and adventure mentioned. The lists are shared in class. The teacher draws attention to the different types of travel and adventure. The concept of pilgrimage is introduced as a particular form of journey that symbolises the personal spiritual journey of life. The students share their knowledge and perhaps experience of different places of pilgrimage in Malta and abroad.

Pictures of processions can be displayed. Students explore the nature of religious processions as a symbolic gesture representing our walk on earth to our final destination in heaven. The concept of pilgrimage then be introduced. The processions the students are familiar with are generally relatively short, a pilgrimage is much more demanding. At this point students can be shown examples of places of pilgrimage through video clips or images: Santiago of Compostela, Lourdes, Rome, Fatima, La Salette...

The importance of Jerusalem as a place of pilgrimage will then be highlighted. It is important to explore the emotions involved in pilgrimage like the search for fulfilment, the thirst for God...

A short video on Jerusalem as a place of pilgrimage for Jews or Christians or Muslims is shown. These may be useful: http://www.curriculumtv.com/religion/indexSacredPlaces.html; http://www.3disrael.com/jerusalem/.

The students are divided in small groups to research and prepare a chart/presentation on the importance of Jerusalem as a place of pilgrimage for Jews or Christians or Muslims. Emphasis needs to

| Students will: | be enabled to discern the different challenges in their life’s way and discover a sense of calling through their journey.  
(Level 8)  

discover the importance of self-dignity in the unity of the world in building up positive attitudes towards the various religions.  
(Level 7)  

manifest how religion foster good relationships.  
(Level 6)  

explore ways of self awareness which manifest who they are rather than what they have.  
(Level 5) |
be put on the concept of pilgrimage as a particular form of journey that symbolizes the personal spiritual journey of life.

In an atmosphere of prayer (using aids for spiritual reflection such as candles burning in front of a Bible) the students are shown the music video of “Footprints in the Sand”. After sharing their reflections on the words of the song, they look up Psalm 23 in the Bible and read it prayerfully in silence. The students will then be asked to write a poem, an email, or a letter to God in which they express their feelings about God’s offer to be there for them along their journey of life. Those unable to write can be asked to use colours to draw something which shows their feelings. The students will then be asked to voluntarily read out their piece of writing or explain their drawing.
Unit 7. 1 My Journey

Technology gives access to large amounts of information. Like any other subject that searches for information on the Web, teachers and students of Religion have to be critical in examining data and information. The ability to detect bias, prejudice and personal ideas in information is an important consideration across the curriculum. The Internet is a huge, unregulated resource that is used by groups wishing to convey their religious beliefs. Teachers need to be aware that while the Internet gives students access to a wealth of information, the Internet is also an unregulated resource where individuals or groups put forward their own beliefs or biased views. Each unit suggests a number of hyperlinks to different resources that can support teachers in preparing their lessons. This entitlement document supplements what has been suggested in the units by recommending digital technology that can be used by students to present, publish and share their work with others.

The unit suggests a number of videos and games that can be used during the lesson to enable students to embark on a journey of discovery. Blogging by students with Wordpress [http://wordpress.org/](http://wordpress.org/) (or any other of the suggested blogging sites in Table 6) can focus on the educational processes of this unit. Blogs are one of the best tools for students to use to describe their journey, be it spiritual, mythological, life, or mind. [http://edu.glogster.com/](http://edu.glogster.com/) is a similar tool to the blog except that students can now describe their journey with pictures rather than words. Students are empowered with the technology to create online multimedia posters - with text, photos, videos, graphics, sounds, drawings, and data attachments.

[http://www.halfbakedsoftware.com/quandary_download.php](http://www.halfbakedsoftware.com/quandary_download.php) can also be used to create simple journeys with different decisive points that can show a cause and effect on the possible choices one makes in life’s journey. Students using a Quandary in groups can create a web-based journey with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options. Working through this branching tree is like negotiating a real life journey where the path is never one straight line. [https://bubbl.us/](https://bubbl.us/) and [http://cmap.ihmc.us/](http://cmap.ihmc.us/) are simple tools that can also be used to plot out a journey which does not run in one straight line. This tool combines the power of the word with the strength of the image as the final product is a visible plan of one’s journey.

Each of the above tools can be enhanced by inspirational movie clips from many of the students’ favourite films. [http://www.wingclips.com/themes/community](http://www.wingclips.com/themes/community) WingClips can be downloaded to use in school by selecting a desired theme and picking a short clip which would fit a chosen theme.

1 License available from CMeLD.
2 Public cloud. Signing up required.
3 Public cloud. No signing in required.
4 Downloadable program.
**Subject; Religious Education**

**Unit code and title:** REL 7.1 My Journey  
**Form 1**  
**Unit Duration:** 9 sessions of 40 minutes: Total 6 hours

**Strand:** (1) Religious Language, (2) Spiritual Dimension, (3) Word of God, (4) Personal Catholic Word View

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<td>The teacher will:</td>
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<tr>
<td>1. enable the students to explore the concept of their life as a journey;</td>
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<tr>
<td>2. empower students to draw the connections between their own personal journey and that of others;</td>
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<tr>
<td>3. help students recognize the spiritual dimension of their life adventure.</td>
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<th>Objectives: at attainment Levels 1,2,3,4</th>
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<td>1. enable the students to understand themselves and the passage of time</td>
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<tr>
<td>2. give the students an opportunity to understand themselves and the feelings of others</td>
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<tr>
<td>3. help the students to acknowledge spiritual values in their life.</td>
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**Key Words**  
Me, feelings, change, growth, choices, consequences, Spiritual, Catholic, Christians, Jerusalem

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<td>Through a student-centred teaching/learning process (method) of exploration/inquiry, of imagination of self-awareness, of self-reflection, creativity and a readiness towards assessment, religious education enables an increasing broader understanding of personal feelings and thoughts enriched also by the experiences of others. Such an 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. In this Unit the values are to be promoted are ‘Persons in community’ and ‘The culture of life’. For students working within Level 1 to 4, it is important to note that at all times during activities students are encouraged, prompted and given time to react and participate. It is also 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.</td>
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**Resources**  
Biblical references, Photos/video/chart/pictures showing the different stages in the life of a person, face morph video, choose your path story, candles, relaxing instrumental music, video-song “Footprints in the Sand.”

http://www.youtube.com/watch?v=sZ8ciisxWFk  
http://www.youtube.com/watch?v=XHb7lg3yPgl  
http://www.livestrong.com/article/41294-eating-unhealthy-foods-affects/ (on effects of unhealthy food)  
http://www.damascuspath.org/?p=1163 (video on St Paul)  
http://www.youtube.com/watch?v=GIVC7x_4Wbl (Footprints in the Sand)
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</table>
| The Teacher will 1.1 enable the students to understand themselves and the passage of time (3 lessons) | Start the lessons with a suitable introduction that promotes recollection (e.g. use background instrumental music as the students walk into class)  

The teacher will show pictures to each student and with assistance they have to arrange the process of growth. Examples are: (a) caterpillar; (b) tadpole; (c) their own photos or of a man/woman from babyhood – adulthood; (d) seed – plant – tree (flower). Then the teacher together with the student makes a reflection of (a) the interrelated stages of growth; that growth takes time. Then they relate these to their life and reflect and discuss together how: (i) that life is a journey, full of different experiences – students can voluntarily relate some experience from their life; (ii) how they can develop responsibility towards themselves; (iii) what does it mean to be an authentic person, what does it entail to be an authentic person.  

The teacher will give magazines to each group. The magazines have to include in them pictures and possibly stories of people in different age groups. Students from the group have to cut pictures of different people in different age groups, other students will be sorting the pictures out chronologically, others may try to connect the different pictures with stages of their own life or of the life of their close relatives, others will be taking note of what their peers are saying. Finally they help each other to build up a chart representing the journey of life from birth (or even before) to old age. In the class reflection on this exercise, emphasis should be given to the different interrelated stages along the journey of life, our journey starts before birth, when life starts in the womb.  

The teacher asks each student to identify their own body parts by singing in a group a song that names body parts with actions. The teacher shows the students a set of large facial photographs of each student and ask them to select their own and then to select each others. The teacher gets the students to lie on a large piece of paper on the floor and draw around their body shape. The student then colours these in. The teacher emphasises that this is who they are and to talk about themselves and their possessions. | Students will desire to understand and explore themselves and their world. (Level 4)  

Start to understand that they have changed over time and that animals and plants change too (Level 3)  

recognise that they are growing and that we change over time (Level 2)  

cooperate with shared exploration and supported participation development of operational causality (Level 1) |
| 2.1 give the students an opportunity to understand themselves and the feelings of others (4 lessons) | The teacher prepares a number of flashcards showing youngsters with various responsibilities, explaining what each is doing. The students are presented with these cards and they have to try to choose the ones which depict themselves the most. The teacher can discuss with them the different flashcards and why they chose the ones they did.  

The teacher will show video clips and pictures of people in different jobs and roles and they will be | Begin to discover their responsibility towards themselves, others and the world around them (Level 4) |
discussed. The teacher will pick the pictures which show the roles of people known to the students for example their mother’s job, and each job will be explained. The students are then encouraged to try to pick a picture which they prefer and relate to. The teacher can explain that when we are older we can go to work and find a role and job which suits us best.

The teacher will go on to explain that through the ages all people have set a journey for themselves and were faced with various roles and responsibilities, and that each person should do their utmost to perform in the best way that they can. Here the teacher shows pictures of people across the ages carrying out different responsibilities. To reinforce this and to make it easier for the students to understand, the teacher will show the class a video on St Paul available here: http://www.damascuspath.org/?p=1163 The teacher can discuss with the students what are the four important facts in Paul’s life story. The teacher will explain how these facts are related to the students in their daily life and changes in their life as they grow and go through different experiences. The teacher will also lead the discussion onto discussing how the students can develop their faith journey. The teacher will show objects and pictures and explore what they like or dislike. For some students this may relate to food. For more able students the teacher can look at pictures and ask reasons for their choices. They indicate if others in the class are happy or upset.

3.1 help the students to acknowledge spiritual values in their life (3 lessons)

The teacher shows a hiking staff and asks the class about what this represents (travel, journey, and adventure). The students are encouraged to share their experiences of travel and adventure. The teacher will show the students pictures of different modes of travel. The teacher draws attention to the different types of travel and adventure. The teacher will explain reasons why one may choose to travel, whilst doing so she will show them pictures of different people travelling for different reasons; e.g. for work, for a holiday. Examples from the bible will also be shown e.g. a picture of Mary travelling on the donkey to give birth to Jesus.

The concept of pilgrimage is introduced as a particular form of journey that symbolises the personal spiritual journey of life. The students with assistance search for different places of pilgrimage in Malta and abroad, using the internet in class. In an atmosphere of prayer (using aids for spiritual reflection such as candles burning in front of a Bible) the students are shown the music video of “Footprints in the Sand”.

The teacher discusses basic emotions and even acts them out and asks the students to role play in the same way. The teacher asks the students to use appropriate colours to colour in line drawings of emotions e.g. red for angry and blue for sad. The teacher should encourage the students to respond and gives time for them to express themselves. The teacher can play different music such as church organ or pop and ask they can identify which is which and how the music affects their mood.

Start to recognise themselves with roles and responsibilities (Level 3)

Start to show interest in jobs and religious activities (Level 2)

cooperate with shared exploration and supported participation development of operational causality (Level 1)

begin to recognise changes in their life, and develop their self-esteem and self-confidence (Level 4)

recognise their life as a spiritual journey (Level 3)

participate in religious activities and start to communicate their feelings (Level 2)

participate in shared activities (Level 1)
Subject: Religion  
Unit code and title: REL 7.2 The Power Within  
Strand: (2) Spiritual Dimension, (3) Word of God,  
Form 1  
Unit Duration: 9 sessions of 40 minutes: Total 6 hours

| OBJECTIVES: | 1. recognise themselves as persons in search of fulfilment;  
|         | 2. discover their innate call to be one with their Creator;  
|         | 3. understand how being true living temples of the Holy Spirit is the true way of fulfilment. |

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</table>
| Power     | At this age students start becoming more self-conscious and self-focused. They start worrying about what others think of them. They become more aware of both their qualities and their limitations. Students can be invited to reflect on what the Bible says on who they are as human beings and what constitutes true fulfilment. They can be challenged to accept God’s gratuitous offer to be always there for them through the Holy Spirit.  
| Fulfilment| The message of the Bible rests on the vision of God’s love for humankind who he created in his own image and likeness, destined to be one with him. The Babel narrative shows what happens to human beings when they try to do away with God and see themselves as the measure of all things. The Pentecost story, on the other hand, shows that what we need is to let ourselves be filled with the Holy Spirit, the power within us that drives us along our quest for fulfilment.  
| Image    | In this Unit the following values are to be promoted: Love — students will explore the meaning of Christian selfless love as expressed by Christian martyrs and Christian witness.  
| Creator  | Persons in community — the students will reflect on the fundamental importance of union with God for the quest of building community among people.  
| Pentecost | The culture of life — the reflection on the body as the temple of the Spirit of God will help students appreciate the dignity of the human person, a dignity that demands respect. The virtues — students will realise the essential role of respecting the beauty of the body. The role of the Holy Spirit in cultivating Christian virtues.  
| Holy Spirit| The students will have the opportunity to develop a sense of reflection on their own life; openness to learn from the experience of others; analytic skills for identifying literary genre and contextual elements; openness to the inspired Word of God; openness to the Holy Spirit to let Him lead them in their lives’ journey.  
| Temple   |  
| Baptism  |  
| Confirmation |  
| Heroes   |  
| Witnesses | |

<table>
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| The Bible: Gn 1-3; 11:1-8; Ac 2; Gal 5, 22-23.  
| Blindfolds, objects to be identified, adverts, information on the Maltese megalithic temples, “Fingerprints of God” — song and lyrics, the story of Charles de Foucauld, recording of a word in different languages, online translator, video of Acts 2, picture or video of baby in the womb, video of a baptism, access to chapel or church, virtual tour of a church, candles, sets of pictures related to wind, fire, and dove, balloons, videos on bullying.  
| http://whc.unesco.org/en/list/132 (Maltese temples)  
| http://www.youtube.com/watch?v=CPPkXe8Kug0 (baby in womb)  
| http://www.youtube.com/user/catholicHeroes (St Perpetua)  
| http://www.youtube.com/watch?v=XWhlK21bKB8 (St Laurence)  
| http://www.youtube.com/watch?v=opcOyhbVNgk (Irena Sendler)  
<p>| <a href="http://www.youtube.com/watch?v=6KCply-HqWM">http://www.youtube.com/watch?v=6KCply-HqWM</a> (D. Bonhoeffer) |</p>
<table>
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<th>Teaching objectives</th>
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| The teacher will enable students to:  
recognise themselves as persons in search of fulfilment; (2 lessons) | **Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class).**  
The class is divided into groups. In each group, one of the students is blindfolded. The teacher explains that the blindfolded students are playing the part of a blind person. The blindfolded student will be asked to move around the class with the help of other colleagues. Then the blindfolded student is asked to sit. Several objects are put in front of him and he has to identify the objects. When in difficulty, the blindfolded student can ask questions to his friends in the group, who can use words to describe the object without saying directly what it is. When the exercise is finished, students will ask the blindfolded student what he felt during the activity. Others will jot down the main points that this particular student encountered during the blindfold exercise. Finally, students have to share the experience encountered during such an exercise. They have to come up that we need the help of others in our life.  
The students are invited to list or draw at least three things they would want to have and which they believe would make them happier. They are asked to volunteer to share their wants. These are analysed and sorted into groups such as relationships (matters related to friends, parents, etc.), achievements (matters related to success in sport, in education, etc.), self-image (beauty, height, slimmness, etc.), objects (such as a new computer, new clothes, new games, etc.). The students are guided to critically analyse how far the satisfaction of these wants truly results in everlasting happiness. They can also be helped to learn to distinguish between true needs (that are indeed needed in life) and wants (that are what they would like to be or have, but are in fact ephemeral). This could be also an occasion for drawing their attention to the tendency of advertisements to make people confuse their wants and their needs. | Students will:  
reflect on their choices so far in life. (Level 8)  
recognise that they are in a process of growth and change and explore the concept of their life as journey. (Level 7)  
recognise religion as part of their own personal fulfilment in catering for a philosophy of life. (Level 6)  
recognise the world around them in its various ways and understand their relation to it as persons. (Level 5) |
| discover their innate call to be one with their Creator; (3 lessons) | **The students are asked to use the internet to research about the megalithic temples of Malta. They are to produce a list of at least five such sites and one piece of information on each of them. When the findings are shared in class, they are asked to think about what would have made our forefathers build such temples. This should link to what had been done in the previous lesson/s on the sense of limitation experienced by human beings and their search for fulfilment. Reference would then be made to the basic Judeo-Christian belief that humans are created in the image of God and therefore they naturally searching for God, albeit often indirectly and in different ways. Use can be made of Steven Curtis Chapman’s song “Fingerprints of God.” [http://www.lyricstime.com/steven-curtis-chapman](http://www.lyricstime.com/steven-curtis-chapman) search for reading of the signs of the times in their lives and in the world. (Level 8)  
discover the footprints of the Holy Spirit in their lives in their search for the whole truth. (Level 7)** |
fingerprints-of-god-lyrics.html; http://www.youtube.com/watch?v=2gvf8ZrD-o. Alternatively one may use the life story of Charles de Foucauld as an example of a person who did not find true meaning in life before turning to God.

The students listen to the same word being spoken in different languages (French, Spanish, Arabic, Russian…). They try to repeat the word in one or more of the languages and attempt to say what it means. The students will then be divided into pairs and asked to find the meaning of the word by using an online translator (the list in the different languages is supplied by means of a hand out). They will be asked to reflect on their feelings when they could not understand the meaning of the word and their feeling once they could understand. This will provide the stage for the narration of the Babel narrative which shows the confusion and frustration brought about by the people’s choice to do away with God and take his rightful place.

The teacher then shows a video of the story of Pentecost like this http://www.youtube.com/watch?v=nOmm1DMZjiTs. The students are asked to think about the feelings the people coming from different places and speaking different languages must have felt when they realised that they all understood what the apostles were saying. They are asked to compare and contrast these feelings with those they experience in the previous exercise. They are helped to realise what the reason for this difference was: exclusion of God at Babel which leads to confusion and division, acceptance of God (the Holy Spirit) in Pentecost which leads to harmony and communion.

It is explained to the students how the baptismal font is the womb of the Church, then they are divided into groups each presenting a small presentation on what are the main characteristics received by the Christian through Baptism. Students will make a write-up of their presentation and display it in the classroom.

The students are then taken to the school chapel or shown a virtual tour of a church (like http://www.vatican.va/various/basiliche/san_giovanni/vr_tour/index-en.html). They are asked to notice what makes the place special and different from other places (altar, tabernacle, candles…). Some of the students will list the suggestions made by their peers. Others will discuss and try to agree on why this place is so different. The conclusion should be that because in a chapel or a church there is the special
In the presence of God we show a special veneration for this place. Similarly, then, since thanks to Baptism the Holy Spirit dwells in us, we should take special care of ourselves as living temples of God.

Another possible activity is to light a large candle and have the students light their own smaller candles from the large candle (health and safety regulations should be consulted before this exercise is carried out). The students will then discuss the meaning of this gesture and relate it to Baptism, when the small candle is lit from the Paschal candle, representing the Risen Lord. In Baptism the Holy Spirit shapes us in the image of Christ (see the use of the oil of chrism) and allows us to share in his life, empowering us to live as true disciples of Christ.

All activities are intended to underscore the role of the Holy Spirit in allowing us to fulfil our innate need and call to be one with God.

| Understand how being true living temples of the Holy Spirit is the true way of fulfilment. (5 lessons) | The teacher prepares a set of pictures related to each of the following symbols: wind (cannot be seen but its effects are clearly visible), fire (the baking of clay, baking of food, the burning of impurities), dove (peace, especially with God as in the story of Noah). In small groups some of the students describe what is in the pictures while others classify them according to the symbol they represent. Other students try to use the pictures to relate the symbols to the role of the Holy Spirit in their lives (like the wind we do not see the Holy Spirit, but we can experience his work in our lives – he moves us into action, gives us the courage to do what is good...; like fire changes the qualities of clay or of uncooked food, the Holy Spirit changes us from within; like the dove which is a symbol of peace, the Holy Spirit is God in our life, the source of inner peace and true peace in the world). Back as a class they share their findings with an emphasis on the role of the Holy Spirit in their lives. Here the teacher will link this to the sacrament of Confirmation, helping the students understand the meaning of the sacrament as confirmation and as chrism. The class is divided into groups. Each groups will read from the New Testament the Letter of St Paul to the Galatians chapter 5 and choose those fruits of the Spirit with which they can identify most with and relate why. If some of the Fruits of the Spirit are not chosen by the group the teacher will open a class discussion and discuss, finally each group will make a short presentation of the Fruits of the Spirit chosen by their respective group and how these relate to them in their daily life. |
| Understand and celebrate how the Holy Spirit acts in human history as well as in their own lives. (Level 8) | Understand that with the help of the Holy Spirit they recognise that Jesus is the way, the truth and the life. (Level 7) | Learn the relationship between the Sacraments and a life of prayer and commitment. (Level 6) | Acknowledge the meaning of their Christian vocation through Baptism and Eucharist. (Level 5) |
A short video showing a case of bullying is shown (like http://www.youtube.com/watch?v=1j6YA03hm4k for girls and http://www.youtube.com/watch?v=v4AkClnJDJI for boys, includes rude words). The students are asked to share what their feelings about such a situation are – they are asked to take different points of view: that of the perpetrator, that of the victim, that of an onlooker... They are asked about which of the positions they might think St Gorg Preca as a boy would have gone through. The teacher then proceeds with the story of St Gorg Preca and the difficulties he faced as a young boy and later on even in adult life (this can be done either by means of storytelling or by the use of videos like http://www.youtube.com/watch?v=NV5eDLtIt60; http://www.youtube.com/watch?v=miaMDSNcP2g; http://www.youtube.com/watch?v=SzQcY3ipSNw. A discussion ensues as to what made Gorg Preca act as he did and stay faithful to his call. While the help of others is noted, emphasis should be made on the power from within, coming from the Holy Spirit.

In small groups the students will make a list of their favourite cartoon superheroes. Some will identify what makes them heroes. Other students will mark which of these characteristics would be found in a real life hero. A poster entitled “What makes a real life hero can be produced.” The posters will then be shown to the rest of the class and discussed upon. This work will serve as a preparation to either of the following.

The stories of St Perpetua and St Laurence martyrs are presented either through storytelling, through videos, or by some other means. The students will identify what in their stories shows that these two martyrs had qualities that make them real life heroes (reference is to be made to the posters produced in the previous lesson.

The stories of Dietrich Bonhoeffer and Irena Sendler are presented either through storytelling, through videos, or by some other means. Alternatively, the students might be asked to form groups and research the lives of these persons to write a newspaper report about their heroic deeds. The students will identify what in these stories shows that Bonhoeffer and Sendler had qualities that make them real life heroes (reference is to be made to the posters produced in the previous lesson.

The students are asked to mention the people whom they admire most. They are encouraged to mention people like their parents, teachers but also characters whom they admire on Television or DVD's. The students are divided according to the person they really admire and in their group they are
given a set of questions from which they have to point out their characteristics they admire most in these persons. These characteristics are then shared with the rest of the class and written on the board. The class discussion evolves around the fact that persons are admired because they have ‘special qualities’ like determination, love, commitment, and other good qualities. Here the teacher introduces St. Perpetua and St. Felicitas and Irena Sendler. A short video is shown. The class is divided in groups and each group is asked to point out the main characteristics of these people. From the answers given by the students, they are helped to understand that what made these people ‘special’ is their commitment towards God and others. Their life was sustained by continuous prayer, thus making them strong and ready even to give their lives to God – St. Perpetua and St. Felicitas - and to others – Irena Sendler. The idea that prayer helps us to commit ourselves to our beliefs can also be mentioned.
**Unit 7. 2 The Power Within**

A number of excellent videos and online lyrics are again suggested in this unit. In the first lesson students may go on a WebQuest (WQ) about the megalithic temples in Malta. At this Level, a WQ can be created by the teacher to help students focus on the given topic. Examples of WQ about megalithic temples can be found at [http://www.webkwestie.nl/stonehenge/SCG_OUB_Introduction_Stonehenge.htm](http://www.webkwestie.nl/stonehenge/SCG_OUB_Introduction_Stonehenge.htm), [http://www.zunal.com/webquest.php?w=65519](http://www.zunal.com/webquest.php?w=65519) where zunal.com offers free space to create WQ.

In lesson 2, students at this Level can use the Google translator for different words and then hear the words in [http://www.loquendo.com/en/demo-center/interactive-tts-demo](http://www.loquendo.com/en/demo-center/interactive-tts-demo). They can then share their experiences with classmates on edublogs [http://edublogs.org](http://edublogs.org) or any other blog (see table 5).

For lesson 3 students can use the following virtual tours:


For the Heroes lesson, there are a number of video clips from [http://www.wingclips.com](http://www.wingclips.com) which students can embed in their blogs while commenting and sharing their feelings on the chosen clips. Examples: [http://www.wingclips.com/movie-clips/october-sky/my-hero](http://www.wingclips.com/movie-clips/october-sky/my-hero), [http://www.wingclips.com/movie-clips/tangled/wanted-hero?play=1](http://www.wingclips.com/movie-clips/tangled/wanted-hero?play=1).

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1 License available from CMeLD.
2 Public cloud. Signing up required.
3 Public cloud. No signing in required.
4 Downloadable program.
Unit code and title: REL 7.2 The Power Within

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

**Strand:** (2) Spiritual Dimension, (3) Word of God,

**Objectives:** at attainment Levels 5,6,7,8
The teacher will:
1. enable the students to recognise themselves as persons in search of fulfilment;
2. help students to discover their innate call to be one with their Creator;
3. empower students to understand how being true living temples of the Holy Spirit is the true way to fulfilment.

**Objectives:** at attainment Levels 1,2,3,4
1.1 encourage students to begin to understand themselves and their emotional needs
2.1 teach students to understand that there is a God who can help them
3.1 encourage them to make choices in the context of moral right and wrong

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<td>Self control</td>
<td>At this age students start becoming more self-conscious and self-focussed. They start worrying about what others think of them. They become more aware of both their qualities and their limitations. Through a student-centred teaching/learning process (method) of exploration/inquiry, of imagination of self-awareness, of self-reflection, creativity and a readiness towards assessment, religious education enables an increasing broader understanding of personal feelings and thoughts enriched also by the experiences of others. Such an 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. In this Unit the values are to be promoted are ‘Persons in community’ and ‘The culture of life’. For students working within Level 1 to 4, it is important to note that at all times during activities students are encouraged, prompted and given time to react and participate. It is also 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.</td>
<td>The Bible: Blindfolds, objects to be identified, adverts, information on the Maltese megalithic temples, picture or video of baby in the womb, video of a baptism, access to chapel or church, virtual tour of a church, pictures of items found in a church, candles, sets of pictures related to wind, fire, and dove, balloons, videos on bullying, virtual tour of a church, <a href="http://www.vatican.va/various/basiliche/san_giovanni/vr_tour/index-en.html">http://www.vatican.va/various/basiliche/san_giovanni/vr_tour/index-en.html</a>. Bullying: <a href="http://www.youtube.com/watch?v=1j6YA03hm4k">http://www.youtube.com/watch?v=1j6YA03hm4k</a> for girls <a href="http://www.youtube.com/watch?v=v4AkClnJDJ">http://www.youtube.com/watch?v=v4AkClnJDJ</a> for boys,</td>
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<td>The teacher will 1,1 encourage students to begin to understand themselves and their emotional needs (3 lessons)</td>
<td>The teacher starts the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class). The class is divided into mixed ability groups. In each group, one of the students is blindfolded. The teacher explains that the blindfolded students are playing the part of a person who is blind in order to empathise with a person who is blind. The blindfolded student will be asked to move around the class with the help of other colleagues. The students are made aware of what obstacles are in the way. Then the blindfolded student is asked to sit. Several objects are put in front of him and he has to identify the objects. When in difficulty, the blindfolded student can ask questions to his friends in the group or by guided by the teacher, who can use words to describe the object without saying directly what it is. When the exercise is finished, the students will ask the blindfolded student what he felt during the activity if the student can answer he will, if not the student will still carry out the activity to experience what a person who is blind might feel. Finally, students have to share the experience encountered during such an exercise. They have to come up that we need the help of others in our life. The teacher can choose a different physical disability such as being in a wheelchair. It is important to be sensitive towards any physical disabilities of students in the classroom. The teacher divides the students into mixed ability groups and invited to draw at least three things they would want to have and which they believe would make them happier. These can be discussed by the teacher and some students would require more prompting. These are analysed and sorted into groups such as relationships (matters related to friends, achievements (matters related to success in sport,), self-image (height, slimness,), objects (such as a new computer, new clothes, new games, etc.). The students are guided to They a are helped to learn to distinguish between true needs (that are indeed needed in life) and wants (that are what they would like to be or have). The teacher asks the students how they feel i.e. their emotions, when they see different pictures or even after they have seen short clips of video about emotional events such as a wedding or the end of a major sports activity or a funeral procession. The teacher gives the students symbols with pictures of emotions and discusses them before asking the student to hold up the symbol that reflects the video passage they have just seen again.</td>
<td>Students will: start to acquire a new understanding of the world and begin to discover their responsibility towards themselves and the world around them (Level 4) begin to identify and reflect on the wants they have (Level 3) experience and react towards the activity of empathy (Level 2) begin to show interest in events, people and objects development of visual pursuit and object permanence (Level 1)</td>
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<tr>
<td>2.1 teach students that there is a God</td>
<td>The teacher takes the students to the school chapel or shown a virtual tour of a church, like <a href="http://www.vatican.va/various/basiliche/san_giovanni/vr_tour/index-en.html">http://www.vatican.va/various/basiliche/san_giovanni/vr_tour/index-en.html</a>. They are asked to discover their Christian vocation through appreciation of what the church of God</td>
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who can help them to notice what makes the place special and different from other places (altar, tabernacle, candles. The conclusion should be that because in a chapel or a church there is the special presence of God which we should respect. Pictures of items found in a church and pictures of items which we do not normally find in a church are then presented to the students and they are asked to point to the pictures of items we find in church. The Teacher explains that in the same way we take good care of a church, we should take special care of ourselves. Being baptised means that we are all in one holy community. The students can draw pictures of themselves and then collectively paste them into a larger picture of a church. This can be repeated using photographs of their family. The teacher can then explains that the symbol of the church building relates to a house in which God protects everyone within it. The teacher lights a large candle and have the students light their own smaller candles from the large candle. The students will discuss the meaning of this gesture and relate it to Baptism, when the small candle is lit from the Paschal candle, representing the Risen Lord. In Baptism the Holy Spirit shapes us in the image of Christ (see the use of the oil of chrism) and allows us to share in his life, empowering us to live as true disciples of Christ. The teacher plays church music and shows an edited video of a church service and outside procession. Then the teacher allows the students to hold examples of the symbols used in the service and procession such as a cross or a chalice.

| 3.1 encourage them to make choices in the context of moral right and wrong | The teacher together with the students will create a puppet show. Spend time talking about the puppet and making them together. Ask the pupils to control the puppet. Ask the pupils if a puppet has feelings. If the puppet does something wrong, who is responsible? Can the puppet make decisions? Who is in control? Develop the idea by setting it up on another occasion so one child is puppet and another puppeteer. The teacher will explain that the puppet can be us and the puppeteer is the Holy Spirit guiding us at times in our lives. The teacher will also try to explain that even though we might be guided towards doing what is right we might still choose to do as we please and then we will be responsible for our own actions. The teacher will then go on to speak about experiences in life which may be unpleasant and where we will need guidance in order to overcome them. A short video showing a case of bullying is shown (like http://www.youtube.com/watch?v=1j6YA03hm4k for girls and http://www.youtube.com/watch?v=v4AkClvJDjI for boys) The students are asked to share what their feelings are: that of the perpetrator, that of the victim, that of an onlooker. While the help of others is noted, emphasis should be made on the power from within, coming from the Holy Spirit who is there to guide us in difficult times. |

| can offer them (Level 4) | Begin to understand why the church and its serves are important (Level 3) |
| | Discover that a church or chapel is different because of the presence of someone special (Level 2) |
| | React to new activities and experiences Construction of object relations in space (Level 1) |

| 3.1 encourage them to make choices in the context of moral right and wrong | The teacher together with the students will create a puppet show. Spend time talking about the puppet and making them together. Ask the pupils to control the puppet. Ask the pupils if a puppet has feelings. If the puppet does something wrong, who is responsible? Can the puppet make decisions? Who is in control? Develop the idea by setting it up on another occasion so one child is puppet and another puppeteer. The teacher will explain that the puppet can be us and the puppeteer is the Holy Spirit guiding us at times in our lives. The teacher will also try to explain that even though we might be guided towards doing what is right we might still choose to do as we please and then we will be responsible for our own actions. The teacher will then go on to speak about experiences in life which may be unpleasant and where we will need guidance in order to overcome them. A short video showing a case of bullying is shown (like http://www.youtube.com/watch?v=1j6YA03hm4k for girls and http://www.youtube.com/watch?v=v4AkClvJDjI for boys) The students are asked to share what their feelings are: that of the perpetrator, that of the victim, that of an onlooker. While the help of others is noted, emphasis should be made on the power from within, coming from the Holy Spirit who is there to guide us in difficult times. |

| can offer them (Level 4) | Begin to understand why the church and its serves are important (Level 3) |
| | Discover that a church or chapel is different because of the presence of someone special (Level 2) |
| | React to new activities and experiences Construction of object relations in space (Level 1) |
**Subject:** Religion  
**Form 1**

**Unit code and title:** REL 7.3 Choosing the Way  
**Unit Duration:** 9 sessions of 40 minutes: Total 6 hours

**Strand:** (1) Religious Language, (2) Spiritual Dimension, (3) Word of God, (4) Personal Catholic Word View

### Objectives:
The teacher will enable students to:
1. analyse the influence relationships have on their choices and actions;
2. understand that Jesus influenced the people around him through his relationship with them;
3. consider Jesus as the Way, the Truth and the Life and identify their relationship with God through Jesus as the source of making the right choices in their lives.

### Key Words
- Friendship
- Relationships
- Influences
- Priorities
- Disciple
- Sinner
- Change
- Conversion
- Teacher
- Parable
- Witness

### Points to note
Early adolescence is an important definitional stage in human development during which one’s personal value system and behaviour code is shaped. Students will be invited to look at Jesus, his life and his teachings as their primary source for choosing right from wrong. They can be challenged to embark on a moral life based on their personal relationship with God, in and through Jesus Christ.

The Bible is packed with examples of calls God made to different people. God’s call requires a choice that needs constant commitment and renewal. Special attention will be given in this Unit to the life-changing encounter with Jesus of a number of close disciples and public sinners.

In this Unit the following values are to be promoted:
- Living in a community – students have the opportunity to discuss the influence of meaningful relationships on choices and actions.
- Worshipping God as the People of God.

The students will have the opportunity to develop these skills and attitudes: a sense of reflection on their own life; an approach to the gospels as a source of encounter with Jesus; openness to learning from the experience of others; openness to God as the source of making the right choices in life.

### Resources
- CCC: 459, 520, 561, 994, 1694, 2233, 2466.
- Case studies, magazines, video clips, the story of the king who tested his servants, access to information about Martha of Bethany and Simon Peter, the story of Zacchaeus, sets of cards with words of Jesus and corresponding cards with deeds of Jesus, access to information about the parables of Jesus, the story of Iqbal Masih, song and lyrics “One Way Jesus” or “Għanja lil Kristu.”
- http://www.youtube.com/watch?v=_H9lXKNCuk (Lion King – We are one)
- http://www.youtube.com/watch?v=PL0cE5r8M4 (World Youth Day)
- http://www.youtube.com/watch?v=t0D6K1w8gq8A or http://www.youtube.com/watch?v=bLxtkXdtTos (Iqbal Masih)
- http://www.youtube.com/watch?v=0thDNHI3mBM (One Way Jesus)
- http://www.popeyouthchoir.org/music/ghanja-lil-kristu (Ghanja lil Kristu)
- http://www.youtube.com/watch?v=A0evVkJdGak (Jesus bearing witness to the truth)
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<td>The teacher will enable students to: analyse the influence relationships have on their choices and actions; (Religious Language)</td>
<td>Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class)</td>
<td>Students will: understand the language of sin as disconnectedness within themselves, with others and with God and reflect on their choices so far in life. (Level 8) discover the footprints of God in their life and are enabled to have the true vision of life. (Level 7) understand themselves in relation to others as in a process of faith growth. (Level 6) describe the characteristics of the many dimensions of human experience. (Level 5)</td>
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<td>The class is divided into small groups. In the group, students mention the different people they communicate with in their everyday lives. People we communicate with are the ones we build relationships with. A student writes down an agreed list of ten of these people. The list is analysed and numbers are put against the people according to how important they are in their life. Alternatively they can be organised in concentric circles to form a sociogram where the “I” stands in the middle and these people are put in order from the closest to the furthest. The students thus acknowledge that the way they relate with the persons close to them is different from the way they relate to others who are more distant, e.g. their best friend vis-à-vis the local shopkeeper. In the process, it would be a good idea to touch upon the place of virtual friends in this list or in the sociogram (with a reference to the dangers that there might be in this area). Students will then be invited to write a letter to some person close to them, expressing the way they look at him/her and the way he/she influences them.</td>
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<td>Students will be presented with different case studies. Some from each group read the case studies to their group mates. Students will be asked to illustrate the case studies by finding/cutting out pictures from the magazines provided. The stories will present situations where different kinds of relationships are involved, including one dealing with virtual friendship. The various relationships presented affect the people involved in different ways. Students will discuss the ways the people involved are affected by the relationships they have in their lives. Students write short stories which happened to them in which they show the influence the people around them have on them. Some other students will write short stories which show how they affected the people around them.</td>
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<td>The teacher will show the class the visual animation for The Lion King 2 “We are one.” In their group, students will list the characters involved in the video clip. Some other students will explain to the whole group the relationship between the characters in the video. Others will explain the meaning of the whole song and what it means to be “one”.</td>
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Students will present their various relationships in which they feel to be “one” with others. They will be invited to write a short paragraph how different people influence them and the way they take decisions, depending on the bond/unity they have with these people.

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<th>Understand that Jesus influenced the people around him through his relationship with them; (Word of God)</th>
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<td>The teacher tells the story of the King who tested his servants. In pairs the students discuss what they give most importance to when they choose their friends. Do they look first at what material benefits they’ll get from the friend? In class they then make a list of people they know of from the gospels who sought Jesus for personal benefit (like the rich young man who wanted a guaranteed place in heaven). They make a parallel list of people who sought Jesus as a friend for the sake of their relationship with him, giving him the first priority in their life (like John, Peter, and Mary Magdalene). They then ask themselves with which of the groups they would place themselves and why. They reflect: how important it is to give Jesus the first priority in their life and what does this really mean in their daily life as young students?</td>
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In a group, students distribute a copy of the Holy Bible to the members of their group. Students will list people in the New Testament who met Jesus and had a kind of relationship with him. Students will give a number, from 1 to 5, to the Level of relationship these people had with Jesus, 1 being the number indicating the strongest relationship. Students will discuss Jesus’ attitude towards the people he met during his life. At the end of the exercise they will write a short paragraph about what kind of relationship they have with Jesus, possibly stating the number from 1 to 5 that best reflects the priority they give him in their lives (1 being the highest and 5 the lowest). They then conclude by writing what they expect Jesus would tell them in response to all this.

In groups, the students will brainstorm what they know about Jesus’ relationship with Mary (the sister of Martha and Lazarus) and Peter. They will then decide which of the two sets of stories they would dramatise and how. The students will discuss the relationship that Jesus had with these people and how it affected their lives. They will then discuss what it means to meet Christ. Finally they will write a paragraph how they can too change to be closer followers of Christ. (An alternative possible activity here is a bible quest where instead of the brainstorming exercise, the students are given a list of references from Luke where information about Jesus’ relationship with Mary of Bethany)

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<th>Students will:</th>
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<td>Formulate how Jesus is the connecting person between God and the people themselves. (Level 8)</td>
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<td>integrate the idea that Jesus is the way, the truth and the life with their lives. (Level 7)</td>
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<tr>
<td>discover that the object of our faith is the person of Jesus Christ. (Level 6)</td>
</tr>
<tr>
<td>understand what it means to become followers of Jesus in their daily lives. (Level 5)</td>
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**Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – Religious Education – 2011**
The students read from the Bible the story of Zacchaeus (Lk 19:1-10). They are then asked to join groups to discuss how to best present the story in a five-frame comic strip. Some will think of the different parts of the story they will present in the different frames. Others might draw a rough sketch of the frames, while others will suggest the words that will be included in the comic strip. Some of the students will then look up Lk 5:27-32 to compare and contrast what they find there with the story of Zacchaeus. All the students will be helped to apply the message behind these stories to their own lives.

Three students are asked to take part in a role play. These students are to imagine that they went out together to watch a film. When they were waiting to buy the tickets one of them opened her bag to take out her mobile and accidentally her purse fell off without noticing. One of her friends without letting the other notice decided to pick it up and keep it for herself. The role play is repeated, but during this second time, the one who picked it up gives it back to its owner. The students are asked to give their reaction of how they felt. The student who lost her purse is also asked to react. The students are to be made aware about the qualities that we look for in friendship, qualities like loyalty, sincerity, etc. The students involved are helped to express their feelings of how they felt in relation to the person concerned, both those who decided to keep the purse and also the one who decided to give it back. As a conclusion, the learners are helped to become aware that our relationship with others is a reflection of our relationship with God. As part of this activity a word-search is given to the students to find words which express real friendship.

| spiritual_dimension | The students are asked to think about the best teacher they’ve ever had since they started school. Some students will tell anecdotes they remember from their experience with this teacher. Most students will be able to identify and list the qualities that made him/her a good teacher. The students’ work is then shared in class. Emphasis is made on the importance of not only the knowledge of the content, but of connecting with the students. Also a good teacher is one who is not bound by space or time... he/she teaches anywhere, anytime. Above all, a good teacher teaches by way of example. The discover the sense of calling in their life. (Level 8) | consider Jesus as the Way, the Truth and the Life and identify their relationship with God through Jesus as the source of making the right choices in their lives. (Spiritual Dimension) | realise that every choice has its consequences on the progress along life’s journey. (Level 7) |
students will then be asked to form groups where they will match cards showing words of Jesus with cards showing things he did. A variant of the exercise suitable for the more able students would involve the looking up of passages in the gospel where Jesus teaches and matching them with passages where he does what he teaches.

In small groups the students share the parables of Jesus they already know of. They choose one to write down in their own words and retell to the class. After all the parables are retold, the teacher asks the students to identify what’s common in all the parables. The students note that the greatness of Jesus as a teacher as he is making use of everyday things and events to teach something important for life.

The students are shown a short video with a World Youth Day theme. A class discussion ensues on what makes so many young people take part in such events. Emphasis will be given to the important place of Jesus in the lives of these people. The lesson will then move to what the choice of Jesus will imply in the everyday life of a person. The story of Iqbal Masih is recounted (use can be made of a relevant video clip) and then further discussion ensues on what it means to be young followers of Jesus in today’s world. The lesson can end with pairs of students choosing to draft a poster either to promote the next World Youth Day or to put pressure against child labour.

Students will be presented with the clip from the film Jesus of Nazareth where Pilate asks Jesus “What is Truth?” Students will discuss what truth in itself is. They also discuss when people do not abide in truth. Students will present to others anecdotes from their own personal lives when they did not do or said what is true and the effect this had on their lives and following decisions. Students will list people who help them abide in truth and what should be their attitude towards them. They will then read the story of Jesus’ Transfiguration and mull over the words “This is my Son, whom I have chosen; listen to him.”

discover worship as the deepest expression of spirituality in a community. (Level 6)

experience what it means to share community life in class. (Level 5)
Students are invited to follow the song “One Way Jesus” or “Għanja lil Kristu.” Students will then be asked to list words which indicate the way the author of the song looks at Jesus. Students will then try to explain how Jesus can be our Way, the Truth and our Life and in what circumstances this will affect our attitudes and behaviour. Students will be invited to take note in their spiritual journal of the moments when choosing Jesus as the Way, the Truth and Life will be changing the way they act during the coming week.
Subject: Religion
Unit code and title: REL 7.3 Choosing the Way
Unit Duration: 9 sessions of 40 minutes: Total 6 hours

Strand: (1) Religious Language, (2) Spiritual Dimension, (3) Word of God, (4) Personal Catholic Word View

Objectives: at attainment Levels 5, 6, 7, 8
The teacher will:
1. guide the students to analyse the influence relationships have on their choices and actions;
2. help students to understand that Jesus influenced the people around him through his relationship with them;
3. invite students to consider Jesus as the Way, the Truth and the Life and identify their relationship with God through Jesus as the source of making the right choices in their lives.

Objectives: at attainment Levels 1, 2, 3, 4
1.1 encourage the students to identify relationships and why they matter
2.1 encourage the students to appreciate who Jesus was and his messages
3.1 encourage the students to make the right choices according to their morally acceptable needs

Key Words
Points to note
Friendship, Relationships, Love, Influences, Disciple, Sinner, Change, Teacher, Parable, Witness
Early adolescence is an important definitional stage in human development during which one’s personal value system and behaviour code is shaped. Through a student-centred teaching/learning process (method) of exploration/inquiry, of imagination of self-awareness, of self-reflection, creativity and a readiness towards assessment, religious education enables an increasing broader understanding of personal feelings and thoughts enriched also by the experiences of others. Such an 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. In this Unit the values are to be promoted are ‘Persons in community’ and ‘The culture of life’.

For students working within Level 1 to 4, it is important to note that at all times during activities students are encouraged, prompted and given time to react and participate. It is also 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.

Resources
The Bible; Case studies, magazines, video clips, the story of the king who tested his servants, access to information about Martha of Bethany and Simon Peter, the story of Zacchaeus, sets of cards with words of Jesus and corresponding cards with deeds of Jesus, access to information about the parables of Jesus, song and lyrics “One Way Jesus” or “Għanja lil Kristu.”
http://www.youtube.com/watch?v=_H9iIXKNCuk (Lion King – We are one)
http://www.youtube.com/watch?v=PLOcEsR8M4 (World Youth Day)
http://www.youtube.com/watch?v=0thDNHi3mBM (One Way Jesus)
http://www.popeyouthchoir.org/music/ghanja-lil-kristu (Għanja lil Kristu)
http://www.youtube.com/watch?v=A0EvVkJdGak (Jesus bearing witness to the truth)
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<th>Teaching objectives</th>
<th>Possible teaching experiences and activities</th>
<th>Learning outcomes</th>
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<tr>
<td><strong>The teacher will:</strong> &lt;br&gt;1.1 encourage the students to identify relationships and why they matter (2 lessons)</td>
<td>Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class) &lt;br&gt;The teacher encourages the students to name the different people they communicate with in their everyday lives. Flashcards with photos of familiar people to the student can be used, and the teacher can see in what ways the student respond to the familiar people. The teacher will then encourage the students to think of the person closest to them and try to express the way they look at him/her and the way he/she influences them. &lt;br&gt;The teacher presents the students with different case studies. Some from each group read the case studies to their group mates. Students will be asked to illustrate the case studies by finding/cutting out pictures from the magazines provided with assistance. The stories will present situations where different kinds of relationships are involved. The various relationships presented affect the people involved in different ways. Students will discuss and explore the ways the people involved are affected by the relationships they have in their lives. &lt;br&gt;The teacher will show the class the visual animation for <em>The Lion King 2</em> “We are one.” With assistance and prompting, students will list or name the characters involved in the video clip. Some students will explain the meaning of the song and what it means to be “one”. The teacher will give examples of when we can feel ‘one’ with someone we know and love. If possible they will be invited to say how different people influence them and the way they take decisions, depending on the bond/unity they have with these people. The teacher plays a game such as pass the parcel where they all have to join in but take their turn to respond and wait for others.</td>
<td>Students will: &lt;br&gt;start to understand themselves in relation to others and are increasingly able to communicate their ideas and feelings (Level 4) &lt;br&gt;express their feelings about others in different ways (Level 3) &lt;br&gt;be able to greet known people and respond consistently to familiar people (Level 2) &lt;br&gt;begin to respond to familiar people around them and begin to greet them development of visual pursuit and object permanence (Level 1 )</td>
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<td><strong>2.1 encourage the students to appreciate who Jesus was and his messages (4 lessons)</strong></td>
<td>The teacher tells the story of the King who tested his servants. With guidance the students discuss what they give most importance to when they choose their friends. Do they look first at what material benefits they’ll get from the friend? In class they then make a list or name people they know of from the gospels who sought Jesus for personal benefit (like the rich young man who wanted a guaranteed place in heaven). They make a parallel list of people who sought Jesus as a friend for the sake of their relationship with him, giving him the first priority in their life (like John, Peter, and Mary Magdalene). The teacher will then ask them to think and reflect upon with which of the groups they would place themselves and why.</td>
<td>Begin to appreciate the Church to which/whom they belong (Level 4) &lt;br&gt;Start to communicate ideas they have about religion and Jesus (Level 3)</td>
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With assistance, the students will use the internet to search for relationships Jesus had with various people in the Bible e.g. Peter. They will then search for the story on the internet of the friendship Jesus had with the chosen person, and the teacher will read it. In mixed ability groups the students will discuss the relationship that Jesus had with this person and how it affected his life. They will discuss what it means to meet Christ.

The teacher reads the story of Zacchaeus from the Bible (Lk 19:1-10). The teacher should try to animate this story by making it a sensory story, including sounds and visuals. The students listen to the story and participate in the story several times so as to build on anticipation skills and awareness. They are then asked to join mixed ability groups to discuss how to best present the story in a picture. Students are assisted to draw a picture about the story encouraged to bring out the moral of the story. Some students can use the computer to paint a picture. All the students will be helped to apply the message behind these stories to their own lives.

| 3.1 encourage the students to make the right choices according to their morally acceptable needs (4 lessons) | The teacher asks the students to think about the best teacher they've ever had since they started school. Draw out that a good teacher teaches by way of example. The students will then be asked to look at pictures of Jesus showing things he did throughout his life.

The teacher will read out parables of Jesus and prepare them as sensory stories including sounds, visual and tactile stimuli to enhance participation and understanding. The teacher asks the students to reflect on / identify what is common in all the parables. The students note that the greatness of Jesus as a teacher as he is making use of everyday things and events to teach something important for life.

The teacher shows different video clips of good things (such as a Simpsons comedy section) or bad things (such as a fight or an argument) and ask them which is right and which is wrong. Students are encouraged to give reasons for their choice.

The teacher sets out a number of different items to taste and asks the students to taste them all. They are then asked to select which one they would like to try again ie to make the right choices. |
| Listen to and follow religious stories (Level 2) | Show emerging awareness of activities and experiences development of visual pursuit and object permanence (Level 1) |
| **Listen to and follow religious stories** | **Level 2** |
| **Show emerging awareness of activities and experiences development of visual pursuit and object permanence** | **Level 1** |
| **Level 2** | **Level 1** |
| **Level 4** | **Level 3** |
| **Level 2** | **Level 1** |
| **Level 4** | **Level 3** |
| **Level 2** | **Level 1** |
**Subject:** Religion  
**Form 1**  
**Unit code and title:** REL 7.4 The Haversack  
**Unit Duration:** 9 sessions of 40 minutes: Total 6 hours  
**Strand:** (1) Religious Language, (2) Spiritual Dimension, (3) Word of God,  

### OBJECTIVES:

The teacher will enable students to:

1. identify God’s message in Sacred Scriptures and Sacred tradition as an essential guide and reference in their life adventure;
2. help them recognise Jesus as the incarnation of this message of love, salvation and fulfilment;
3. identify the real presence of Jesus in the Eucharist as an unlimited resource for the adventure of life.

<table>
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<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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| Responsibility             | Pre-adolescence is a time when girls and boys begin to reflect upon their current responsibilities and their future ones. We all need guidance and support in taking responsibility for our decisions and their consequences. Here students will be invited to take seriously and with responsibility the task to examine what will really help and guide them along the right path of life. They will be challenged to consider the Bible and more specifically their relationship with Jesus as the main items in their life journey’s haversack. Throughout the Bible, the main message is that God loves humankind so much that he not only redeems us from our iniquity but makes us sharers in his divinity. The promise made to the first parents is reiterated through the whole of Salvation History until it finds its fulfilment in the Incarnation of the Son of God and his Death and Resurrection for our Redemption. While the Decalogue is God’s gift to guide humankind away from the slavery of sin, Jesus’ Great Commandment summarizes the Decalogue and, seen in the light of the New Commandment, puts him, the Incarnate Word of God, as the ultimate guiding light of our moral choices. In this Unit the following values are to be promoted: Love – students will explore the meaning of love as total self-giving by looking at how Jesus loved to the end. Persons in community – students will reflect on the importance of responsibility, a key value for living with others. The family – the concept of love as self-giving is at the basis of Christian marriage and family life. The students will have the opportunity to develop these skills and attitudes: a sense of personal moral responsibility; basic Bible research skills; an openness to the inspired Word of God; a positive attitude to the Law of God as a guide for true freedom; openness to Jesus as the incarnation of God’s message of love, salvation and fulfilment; deeper regard for the importance of the Holy Eucharist in their life. | The Bible: Gn 3:15; Ex 20:2-17; Dt 5:6-21; Is 54:7-8. 54:10; Jr 31:3; Mk 12:29-31; Jn 10:10. 13:34, 15:12.  
Haversack, picture of desert island, bag with items to take on a desert island (including battery torch, food items, bottle, box of matches, ...), access to school library or a number of different books, copies of the Bible, colours and drawing papers, DVD The Gospel of John, chart papers, different types of bread, information on St Tarcisius.  
http://www.biblegateway.com/ (online Bible and search engine)  
http://www.youtube.com/watch?v=66ihy4_YatY (the first part of the Gospel of John)  
http://www.youtube.com/watch?v=_ZJpCINtfrk (chapter 6 – Gospel of John)  
http://www.youtube.com/watch?v=A9q4kfFpm1w (St Tarcisius) |

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<td>The teacher will enable students to: identify God's message in Sacred Scriptures and Sacred tradition as an essential guide and reference in their life adventure; (Religious Language)</td>
<td>Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class) The teacher takes a haversack into the classroom. The lesson will start with a fantasy exercise. The students will be asked to imagine that they have been chosen to take part in a reality TV show for which they will have to live alone on an island for one whole week. They have the haversack to fill with the items they believe will be essential for survival. The students will be asked to order their list of objects according to their priority. They will then join in groups of five to discuss their lists and priorities. After the group discussion, some of the students would realise that they may have missed some important items. This would be the ideal moment to draw attention to the importance of one's responsibility in taking the right decisions when preparing the haversack. Alternatively, the class will be divided in groups of five. The teacher will present a picture representing a desert island. The teacher will give a bag with different items to each group. Students from the group will have to choose which items from the bag are useful to take with them in a desert island and discard the other items. Students will then be asked to choose a particular item and tell how this can be used in their adventure on this desert island. Students will have to write a short paragraph by combining all the different ideas that their friends mentioned. Finally they will have to come in front of their class to read the story of how they chose and used these items when being on the desert island. The teacher will take the class to the school library. The class will be divided into groups of five. They will be given a handout stating that they need to look up different books that will help students perform different tasks. For example, they will be asked to find a book that will help a student do a project on renewable sources of energy, to produce a presentation on volcanoes, to prepare a lesson on Maltese folklore, to enjoy a visit to the Museum of Archaeology, to do a chart on the different sections that form an orchestra, to enjoy three days in Gozo (or Malta for the Gozitans)… Among the list there will also be to find a book that will help one live the journey of</td>
<td>Students will: be able to describe how through a language of love, religion can help them build connectedness with themselves, others and (Level 8) view this journey as a great human divine adventure with Jesus Christ as its fulfilment. (Level 7) reflect on and describe how in Sacred Scriptures Abraham is their father in faith. (Level 6) acknowledge the common of the faith they adhere to. They may be aware of different faiths in their class. (Level 5)</td>
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life as a Christian. The teacher should adapt the list according to the books available in
the library. A possible, less preferable, alternative to the activity (should access to the
school library be a problem) is for the teacher to bring over to the class a number of
different books and do the whole exercise in class. The lesson will then continue with
a discussion on why and how the Bible is a necessary item to put in life’s “haversack”.
Emphasis will be given to the Bible as the inspired Word of God with a message that is
personally relevant to each and every person.

The students will be given copies of the Catholic Bible, unless they have their own
which they can take out. Otherwise they use the internet to look up which are the
books that make up the Catholic Bible and how they are organized. Whatever the
source of the information, the students will be asked to either (i) draw a library with
two main shelves, one representing the Old Testament and one the New Testament.
Each will have four subdivisions, one for each of the groups therein or (ii) present the
different books of the Bible presented in collapsed file folders format. This work can
be done either individually or in small groups. The work of the students will then put
on display.

In this lesson the students will be guided by their teacher to learn how to look up a
passage in the Bible. This exercise can be done as a whole class under the guidance of
the teacher or, if there are enough students who have already mastered this skill, in
small groups each led by a skilled student. Copies of the Bible (ideally one per student,
but not necessarily the same edition) and internet access are needed. The students
will be asked to find 2 Tess 3, 10-13. First the students will be asked to open the
contents page of their Bible to locate 2 Thessalonians in their copy of the Bible, noting
that 2 before the name of the book means that it is the second book with that name.
Then they will find the third chapter of that book. Then they proceed to find verses 10
to 13. The students will be given a list of at least five different references to look up on
their own, asking for assistance when needed. When it is evident that a student has
mastered the skill, they are directed to learn to find Bible references online from
websites such as http://www.biblegateway.com/.

The students will left free to decide whether they prefer to work on their own, in
pairs, or in triads. Each student, pair or triad will need a blank A4 paper and some
colours. The students have to decide to write a letter showing appreciation to someone they really love and care for. They will choose to write a short letter (about ten lines) to their best friend, mother, sister, brother, uncle, aunt, friend, etc. The students will decorate the letter as they like with the use of colours. They will then be asked to read the letter and choose key words/phrases which really show that they wrote the letter to a person they love and care for. These words/key phrases will be read aloud in front of the whole class. The teacher will then explain that the Bible can be compared with a letter of love from God. The students can be guided to view the different stories in the Bible (such as that of Abraham, David, Nehemiah...) as evidence of God’s love for humankind.

The Students are asked before the lesson to bring some local magazines with them for the lesson. The teacher will also bring with her some extra local magazines, some blank A4 papers and pictures of various biblical figures. At the beginning of the lesson, the students are divided into groups. The teacher asks the students to prepare a brochure for a group of tourists in order to show the various aspects which make Malta such a beautiful place. The students will then enlist the advantages and disadvantages of a brochure thus distinguishing between a person or a book who guides you during a short holiday somewhere. In this way this lesson can be used either as an introductory session for the next objective or so as to enforce the idea that the Bible is the best guide for life. In the case of the latter, the students are told to create another leaflet, which will seek to depict the bible as a guide to a better life. The students are asked to include in the brochure pictures of Biblical figures (such as Moses, Abraham, David, Elijah, Jesus, Peter, Mary and Paul) enlisting those qualities which make them unique and thus should be imitated. When they finish the brochure, The teacher should ask why they chose to leave out some of the Biblical figures (it is important that you give more figures than they actually need). The centrality of Jesus as the one who incarnates all the Word of God to be highlighted.

Help them recognise Jesus as the incarnation of this message of love, salvation and fulfilment; (Word of God)

The students are asked to discuss in pairs the difference it makes when they are abroad in a foreign country to have a friend that acts as a guide rather than just to have a guidebook. The ideas mentioned are then shared in class. The part of the video the Gospel of John (Jn 1, 1-18) is shown. Emphasis is made on the point that Jesus is the Word of God made flesh. He is the incarnation of the message of love God has for us and its fulfilment. Therefore he can be the friend who guides us through the journey of life, with all the advantages this gives us over just having a guidebook. The students will then be asked to open randomly the Gospel according to Luke and read a be able to narrate and describe qualities of Jesus and how these could be contextualised in their daily life. (Level 8)

describe and interpret the timeline through the history of salvation and its parallelism with our life journey in Christ (Level 7)
paragraph or two in which Jesus is teaching something. They will try to see what Jesus is telling them with those words at this moment in their life.

A fantasy exercise similar to the one of the first lesson is carried out, but this time instead of being alone on the desert island, it will be in a group. The students will be asked to think about the advantages and disadvantages of this. They will be helped to realise that life in a group will imply certain things like the division of labour and the setting of ground rules. This will lead the teacher to explain about the importance of the Ten Commandments as rules which allow for orderly life in a society of people who want to show respect for God and for each other. The students will then be invited to look at the Decalogue through the perspective of the Great Commandment of Jesus and his New Commandment of Love. The students, in small groups of five, will then be asked to choose to either draw a chart of the Ten Commandments showing how Jesus grouped them into two (the Great Commandment) or to write a list of the Commandments from a positive perspective, what is to be done in that area to love as Jesus did (the New Commandment). The students’ work can be embellished according to their preferences.

be able to discover that the person of Jesus Christ is the object of our faith. (Level 6)
learn from experience that Jesus is their best friend and try to become his followers in their daily lives (Level 5)

identify the real presence of Jesus in the Eucharist as an unlimited resource for the adventure of life. (Spiritual Dimension)

The teacher brings to class different types of bread – the Maltese loaf, a French sliced loaf, brown bread, roll, unleavened bread... The students may be asked to taste the different kinds of bread and state their preferences. They are then asked why bread is so important for people, bringing out that it’s been the staple food of many people of different cultures and of different ages. The discussion can then move on to why food is so important for us... we need it to stay alive and to grow. What is our spiritual food/bread? Jesus’ proposal to be our food (Jn 6, 51-56) is read and reflected upon (alternatively, the relevant part of The Gospel of John can be shown). The students are then asked to share in small groups what their attitudes towards the Eucharist are and how far they believe it is important for their spiritual development. The story of St Tarcisius is then recounted and the outcome of the small group sharing is confronted with this story.

A reading from Jn 6: 1-15 (multiplication of the loaves) can be projected on ppt and read out at the start of the lesson. After some reflective silence students may be asked about the passage and why bread is necessary in life. A short discussion may appreciate and describe the depth of the Christian liturgy. (Level 8)
through the Eucharist celebration they understand the process of growth and change. (Level 7)
discover that worship the real presence of Jesus Christ is the deepest expression of spirituality (Level. 6)
be introduced to the experience of living in a community in order to understand the mystery of the Eucharist (Level 5)
follow about who is the ‘Word of God’ and the ‘Bread of Life’ and their connection. This is then followed by a projection of Jn 6: 30-35. Divided in groups, students will then be asked to put in order cards representing the grain chain (i.e. the process of grain growing, harvesting and processing to flour and bread – see http://blog.grainchain.com/). Jn 12: 24: “unless a kernel of wheat falls to the ground and dies, it remains only a single seed. But if it dies, it produces many seeds” may then be linked to this process and how Jesus gives himself to us in the Eucharist, where students can point out what their attitudes towards the Eucharist are and how far they believe it is important for their spiritual development. As a conclusion a song video of ‘Jesus, the Bread of Life’ will be shown (http://www.youtube.com/watch?v=o2gQawQ7F0A).
Digital Technology Enhanced Learning - Religion eLearning Entitlement

Unit 7.4 The Haversack

A wiki http://docs.google.com[^3] is an ideal tool to compliment lesson 1 where students, in groups or as a class, can interact on a single topic and collaborate to create a single piece of work contributing different ideas. Blogs on the other hand remain a favourite tool for this unit where students can share their work which can be enhanced with text, pictures video and sound.

In the lesson, “Exploring the Bible as a book of Faith in our life” students can download a free matching-game-maker and create their own game with questions and answers as suggested in lesson 1. [http://www.education.vic.gov.au/languagesonline/games/matching/][4] Students can then share each others’ work as the resulting game can be saved as an executable file, a zip file or as a web page.

The suggested writing of a love letter can be created online and then shared among classmates and other friends by subscribing to [http://smilebox.com/][^3]. This is a free online multimedia repository where students can create their own multimedia scrapbook from pictures or videos they collect and combine these with text on the given topic.

In the lesson, “promoting the life of Jesus…” it is suggested that students use the Internet to list qualities of a number of chosen famous personalities. This exercise can make full use of “glogster” [http://edu.glogster.com/][2] as described on previous pages. To compare the resulting lists, students can then use [http://www.teach-nology.com/web_tools/graphic_org/venn_diagrams/][2]. The resulting venn diagram or glogster can be integrated in the suggested PowerPoint or in a Prezi presentation at [http://prezi.com/][2].

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[^1]: License available from CMeLD.
[^2]: Public cloud. Signing up required.
[^3]: Public cloud. No signing in required.
[^4]: Downloadable program.
Subject: Religion
Unit code and title: REL 7.4 The Haversack
Strand: (1) Religious Language, (2) Spiritual Dimension, (3) Word of God

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

**Objectives:** at attainment Levels 5, 6, 7, 8
Teachers will
1. enable the students to identify God’s message in Sacred Scriptures and Sacred Tradition as an essential guide and reference in their life adventure;
2. help them recognise Jesus as the incarnation of this message of love salvation and fulfilment;
3. support them to identify the real presence of Jesus in the Eucharist as an unlimited resource for the adventure of life.

**Objectives:** at attainment Levels 1, 2, 3, 4
1.1 encourage the students to appreciate biblical stories
2.1 encourage the students to appreciate why Jesus can be important in their lives
3.1 encourage the students to understand what the Eucharist represents

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<tr>
<th>Key Words</th>
<th>Points to note</th>
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<tr>
<td>Responsibility</td>
<td>Pre-adolescence is a time when girls and boys begin to reflect upon their current responsibilities and their future ones. We all need guidance and support in taking responsibility for our decisions and their consequences. Early adolescence is an important definitional stage in human development during which one’s personal value system and behaviour code is shaped. Through a student-centred teaching/learning process (method) of exploration/inquiry, of imagination of self-awareness, of self-reflection, creativity and a readiness towards assessment, religious education enables an increasing broader understanding of personal feelings and thoughts enriched also by the experiences of others. Such an 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. In this Unit the values to be promoted are ‘Persons in community’ and ‘The culture of life’. For students working within Level 1 to 4, it is important to note that at all times during activities students are encouraged, prompted and given time to react and participate. It is also 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.</td>
<td>The Bible: Haversack, picture of desert island, bag with items to take on a desert island (including battery torch, food items, bottle, box of matches, ...), access to school library or a number of different books, copies of the Bible, colours and drawing papers, DVD, papers, different types of bread, power point presentation. <a href="http://www.max7.org/resource.aspx?id=2defafcc-c191-4314-81c4-78ce0d07526a&amp;creatinguser=1">http://www.max7.org/resource.aspx?id=2defafcc-c191-4314-81c4-78ce0d07526a&amp;creatinguser=1</a> (Good Samaritan animated story)</td>
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<td>Guidebook</td>
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<td>Inspiration</td>
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<td>The New Testament</td>
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<td>Eucharist</td>
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<td>Possible teaching experiences and activities</td>
<td>Indicators of Learning outcomes</td>
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<td>The teacher will: 1.1 encourage the students to appreciate biblical stories (6 lessons)</td>
<td>Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class) The teacher takes a haversack into the classroom. The lesson will start with a fun activity. The students will be asked to imagine that they are going to live alone on an island for one whole week. They have the haversack to fill with the items they believe will be essential to take with them. The teacher will assist the student to think of items he/she might want to put in the haversack, by asking them questions to guide them with their thoughts, such as; what clothes will you need? Ideally pictures of various items they might need will be shown, especially to students who are non-verbal so they can point to the pictures. The teacher will present a picture representing a desert island. The teacher will give a bag with different items to each group. Students from the group will have to choose which items from the bag are useful to take with them in a desert island and discard the other items. Some students will then be asked to choose a particular item and tell how this can be used in their adventure on this desert island. The teacher will take the class to the school library. The class will be divided into groups of five. They will be given a handout stating that they need to look up different books that will help students perform different tasks. For example, they will be asked to find a book that will help a student do a project on renewable sources of energy, on what to look out for when on a visit to the Museum of Archaeology, to create a chart on the different sections that form an orchestra, how to create a model boat. The lesson will then continue with a discussion on why and how the Bible is a necessary item to put in life’s “haversack”. Emphasis will be given to the Bible as the inspired Word of God with a message that is personally relevant to each and every person. The teacher will choose a variety of stories from the bible that have big picture illustrations. They will also select stories in which Jesus teaches us something about life, e.g. the story of the Good Samaritan. To engage the students further an animated version of his story will then be shown on a computer. The teacher will explain to the students that they have to think of a person they love and care about, and think of ways in which they can show their appreciation towards them. Some students who may be able to write can write down some words of appreciation in a form of a letter, with guidance and they can then decorate the letter as they like with the use of colours. The students can be guided to view the different stories in the Bible (such as that of Abraham, David, Nehemiah...) as evidence of God's love for humankind.</td>
<td>Students will: start to understand themselves in relation to others and are increasingly able to communicate their religious understandings and feelings (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)</td>
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The students who cannot write, can still decorate a card for the person they love and care about using paints or colours and be guided to think of loving words they can say to their loved ones. Flashcards with the words might be used and the student will point to the appropriate word they want to choose. The teacher may write the words down for them on the card they decorated.

The teacher encourages the students to act out a biblical story that they have first been read such as ‘the good Samaritan’ and asked to discuss who was wrong and did not care and who was right and did care. The students are given costumes to help the story come to life. The teacher will encourage some students to watch the dramatisation and observe what is happening.

| 2.1 encourage the students to appreciate why Jesus can be important in their lives (3 lessons) | The teacher will start off by asking the students to think of ways we show we love and enjoy being with others. They will be invited to draw, or mime all the different ways that we show love to others, and following this, using magazine pictures students cut out/collage pictures of people who are showing love for others. The teacher will go on to describe Jesus and his life. As the Gospel narratives about Jesus unfold his human qualities are revealed. Jesus is patient with his disciples who are so slow to learn. Jesus weeps at the death of a friend. He feels compassion for a widow deprived, through death, of her only son. Parts of these stories may be read from the Bible. Following this, the teacher and the students will create a concept map with what is known about Jesus’ life that shows him as a friend. Pictures will be used, and some students can use the internet to search for pictures from Jesus’ life. The teacher will go on to discuss that Jesus had all types of friends who he guided and helped. Therefore he can be the friend who guides us through the journey of life. At this point the teacher can play a song of friendship. | Begin to appreciate that Jesus is their best friend and the son of God (Level 4)  
Start to communicate ideas they have about religion and Jesus (Level 3)  
Listen to and follow religious stories (Level 2)  
This Level of leaning outcome cannot be assessed from this activity (Level 1) |
|---|---|---|
| 3.1 encourage the students to understand what the Eucharist represents (1 lesson) | The teacher brings to class different types of bread – the Maltese loaf, a French sliced loaf, brown bread, roll, unleavened bread... The students may be asked to taste the different kinds of bread and state their preferences. They are then asked why bread is so important for people, bringing out that it’s been the favourite food of many people of different cultures and of different ages. The discussion can then move on to why food is so important for us… we need it to stay alive and to grow. A PowerPoint presentation can be used at this time to reinforce the importance of food for us. What is our spiritual food/bread? Jesus’ proposal to be our food (Jn 6, 51-56) is read and reflected upon (alternatively, the relevant part of *The Gospel of John* can be shown). | Explain the significance of Eucharist (Level 4)  
Express their feelings and join in activities in different ways (Level 3)  
Listen to and follow religious stories (Level 2)  
This Level of leaning outcome cannot be assessed from this activity (Level 1) |
The teacher will enable students to:
1. reflect on the problem of evil and suffering in the world and in their own personal life;
2. examine the response given to the problem of evil and suffering in Judaism, Islam and especially in Christianity;
3. identify at the Resurrection as the source of Christian hope and how it can inspire them to be God’s active agents in the world.

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<td>Good Evil Suffering Selfishness Sin Holocaust Genocide The Suffering Servant Resurrection Hope</td>
<td>Even though early adolescents often believe that they are invulnerable to negative events, as they grow up and go through new experiences, they cannot avoid becoming more and more aware of the problem of suffering in their own life and in the world around them. Most of them are able to see the connection between a good proportion of the suffering around them and the evil rooted in human selfishness. Students can, therefore, be invited to reflect further on the problem of evil and suffering and they will be challenged to evaluate the Christian response to this problem. From the story of Adam and Eve down right to the suffering and death of Jesus the connection between human suffering and human sinfulness is obvious. Besides this, however, according to the Bible, suffering is not without meaning. Isaiah’s image of the suffering servant who suffers for the sinfulness of humanity finds its fulfilment in the passion and death of Jesus the Christ. Here the link between love and suffering is evident, too. Christ gave his own life out of love for God the Father and for all humankind. But this is not the end of the story. Jesus’ expiates us from our sins not only thanks to his suffering and death but above all through the definite victory over death by his resurrection. In this Unit the following values are to be promoted: Love – students have the opportunity to explore and evaluate the consequences of the absence of love. Equality in diversity – students will reflect on the repulsive effects of the denial of equal respect due to all human beings. The culture of life – students will reflect on the evil behind any lack of respect for the dignity of human life. The students will have the opportunity to develop these skills and attitudes: a sense of reflection on their own life and attitudes; research skills for investigating images in society that highlight the contrast between good and evil; analytic skills for evaluating different situations of suffering caused by human selfishness; respect for other religious traditions; a sense of hope based on faith in the Resurrection. Bible: Is 52:13-53:12; Ps 109:1-5; Job; Mt 8:17; Mt 11:28; Lk 22-24; Jn 18:1-20:10; Rv 21:1-4. CCC: 396-409, 638-658, 988-1014, 1373, 1502, 1505. Photos for photo-language, newspaper reports involving suffering, Holocaust resources, info about Anne Frank, info on the Rwandan genocide, cards (suffering in Judaism), text for comprehension on evil and suffering in Islam, large crucifix, info on voluntary organisations.</td>
<td>Bible: Is 52:13-53:12; Ps 109:1-5; Job; Mt 8:17; Mt 11:28; Lk 22-24; Jn 18:1-20:10; Rv 21:1-4. CCC: 396-409, 638-658, 988-1014, 1373, 1502, 1505. Photos for photo-language, newspaper reports involving suffering, Holocaust resources, info about Anne Frank, info on the Rwandan genocide, cards (suffering in Judaism), text for comprehension on evil and suffering in Islam, large crucifix, info on voluntary organisations.</td>
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<td>The teacher will enable students to: reflect on the problem of evil and suffering in the world and in their own personal life; (Personal Catholic Worldview)</td>
<td>Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class)</td>
<td>Students will:</td>
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<td>The lesson will start with a photo-language exercise. A number of photos, each showing the contrast between good and evil, are shown. The images could include a bad apple among a number of good apples, a soldier saving someone from death with battle raging in the background... (see for e.g. <a href="http://www.starstore.com/acatalog/spider-man-3-split-l.jpg">http://www.starstore.com/acatalog/spider-man-3-split-l.jpg</a>; <a href="http://www.hayleydimarco.com/wp-content/uploads/2011/02/bad_apple.jpg">http://www.hayleydimarco.com/wp-content/uploads/2011/02/bad_apple.jpg</a>; <a href="http://thetheoryblog.files.wordpress.com/2010/12/soldier-carrying-child.jpg">http://thetheoryblog.files.wordpress.com/2010/12/soldier-carrying-child.jpg</a>)</td>
<td>Reflect on and consider what makes them authentic as a human person and discuss how different choices affect their life. (Level 8)</td>
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<td>The students will then choose one of the photos and enough time is given to allow for personal reflection. After this, they share their reflections in pairs or triads. Class discussion is then held on what from that which happens around us shows us that there is both good and evil at work in the world. There should also be a reflection on the internal struggle human beings feel between good and evil... this is to be pitched at the Level of the students. At the end of the class discussion, the students will read Rv 21, 1-4 and will be asked to write about what they feel when they read this promise of God that there will be a time when evil and suffering will end.</td>
<td>Realise that failure and mishaps as opportunities for growth and that every choice has its consequence on the progress along life’s journey (Level 7) understand how religion affects one’s spirituality and their responsibility towards others. (Level 6)</td>
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<td>The class will be divided in groups of five. Every group will be given pictures (or reports from newspapers/magazines) about experiences of suffering from the news. On the board, the teacher writes these three questions. “Why?” “Who is responsible?” “What was the result?” The children discuss these three questions with reference to one of the pictures or reports. They are encouraged to include other experiences they know of. Then, they classify these pictures/reports into two categories. The first is the category of incidents of suffering brought about by disasters, sickness and natural causes. The second is the category of suffering brought about by evil or lack of attention, such as war, terrorism, crime, negligence. The students add other stories, find similar pictures and reports and discuss in which category to place each incidence of suffering. Every group will present a chart with one of the two categories.</td>
<td>describe their Christian vision of a peaceful. (Level 5)</td>
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<td>The lesson starts by showing a picture related to the Holocaust, such as that showing Jews liberated from Nazi concentration camps (like <a href="http://upload.wikimedia.org/wikipedia/commons/d/dc/Buchenwald_Slave_Laborers_Liberation.jpg">http://upload.wikimedia.org/wikipedia/commons/d/dc/Buchenwald_Slave_Laborers_Liberation.jpg</a>. The teacher asks students to share in class their prior knowledge of the Holocaust. The teacher then</td>
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<th>Students will:</th>
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<td>Reflect on and consider what makes them authentic as a human person and discuss how different choices affect their life. (Level 8)</td>
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<td>Realise that failure and mishaps as opportunities for growth and that every choice has its consequence on the progress along life’s journey (Level 7) understand how religion affects one’s spirituality and their responsibility towards others. (Level 6)</td>
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builds on the students’ prior knowledge and gives a brief outline of the main features of the Holocaust. The students will then join in small groups and use the internet to find answers to some questions about the story of Anne Frank, a young victim of the Holocaust (see the Anne Frank Museum website [http://www.annefrank.org/](http://www.annefrank.org/)). Discussion can ensue on the effects of evil on both the victims as well as the perpetrators.

The teacher together with the class will hold a discussion about the human rights, the role of the international community in the defence of human rights, and the role of organisations such as the Red Cross. Groups of students will research, then discuss, following up by a write-up on how these can help people suffering in different ways. The write-ups can be displayed in the classroom.

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<th>Examining the response given to the problem of evil and suffering in Judaism, Islam and especially in Christianity; (Religious Language)</th>
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<td>The students are given five cards, each with one of the different perspectives of the problem of evil and suffering that are present in Jewish traditional and modern thinking, namely suffering as retribution for sins, suffering as a form of expiation for the sins of the world, suffering as a sign that God cannot be both omnipotent and omniscient as well as beneficent, that God merely permits evil and suffering out of his respect for human liberty, and, finally, suffering and evil as an opportunity for humanity to counteract with doing good. Each student will sort the cards according to how much sense they see in the particular argument. They then contrast their choice with that of other students in pairs or triads, discussing the reasons behind their choices. Class sharing will follow. Finally the students will use the internet to research the fate of the Jews in Maltese history and take note of their own personal reflections on this in their journal.</td>
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Information about what is believed in Islam on the problem of evil and suffering is given to the students and comprehension test style questions are asked. Pupils first work out the answers on their own and then do peer correction of the work. Students will then research the meaning of “zakat” and try to explain what this has to do with the way Muslims face the problem of evil and suffering.

The students are presented with the story of the Exodus. Emphasis is to be made on the suffering of the Jewish people under the Egyptians, their cry to God for help and God’s reply when he called Moses from the burning bush. The students are asked to join different groups according to the task they would like to perform – one group will present the suffering of the Jews by drawing a picture, another by preparing a skit, while a third by writing a psalm to God. The work will then be shared in

understand the language of sin as disconnectedness with themselves, with others and with God (Level 8)

reflect on the philosophy of suffering and evil through Christianity, Judaism and Islam (Level 7)

discover that though different, students can worship one God and so they became aware of what is common among the three monotheistic religions (Level 6)

acknowledge the differences around them and show respect and tolerance for all those around them who are different from them. (Level 5)
class. The point is made that in the Bible we can see that suffering is part of human life. God is always there, however, to assist us and help us overcome life’s hardships. The students will be asked to read Psalm 109, 1-5 and be given questions to guide them in their reflection and prayer using this Psalm.

An image of Jesus on the cross is to be projected in class (alternatively a large crucifix can be used) and a prayerful atmosphere is to be created. Isaiah 52, 13-15 and 53, 4-9 are read out slowly and solemnly. The students will then be asked to form triads and list the different types of suffering Jesus experienced in his life, starting from his birth in the stable of Bethlehem. The students will be asked to write in the form of a slogan what Jesus told us through his suffering (like “This is how much I love you…”). The final part of the lesson would consist of a time of reflection during which the students mull over Jesus’ words “Come to me, all you who are weary and burdened and I will give you rest” (Mt 11:28). They will be invited to think of something that is or has been causing them to suffer and use their journal to write a letter to Jesus in which they open up to him with their thoughts and feelings.

The teacher distributes a set of pictures showing instances of Christ’s passion and death. These pictures are mixed up. The class is divided in groups and each group will be given a set. Some of the students will put the pictures according to the sequence in the Gospel. Others will make a list of the sufferings Jesus endured during the passion, such as fear in Gethsemane, disappointment from a friend’s betrayal, ingratitude, humiliation, pain, unjust treatment, watching the suffering of his mother, weight of the cross, discomfort on the cross, loneliness, death. The students will then discuss “Why?” “Who is responsible?” “What was the result?” As a class, the students will then discuss “Can suffering be a proof of love?” They are asked to give examples of persons who proved their love through suffering.

| look at the Resurrection as the source of Christian hope and how it can inspire them to be God’s active agents in the world. | The students will be invited to take on in their imagination the role of the apostle John in the passion and resurrection narratives. They will be guided by the teacher to go through the experience of John during those fateful three days from the Last Supper to the experience of the Risen Lord on Easter Sunday. After that the students will be asked to reflect and write down notes on their changing feelings along the whole narrative while thinking of themselves as John. Some students might prefer to represent these feelings by drawing corresponding emoticons. They will share their notes or drawings in small groups and discuss the change in John and the other disciples after their experience of the Risen Lord. They also discuss how this event affects the way Christians look at evil and suffering. When the results of the group discussions are shared in class, the emphasis should be on the Resurrection as the source of the Christian hope. | become aware of the mark of the divine in their own being as a sign of God’s love and will to empower them to live fully. (Level 8) understand their identity as part of Tradition with values and beliefs engrained in Resurrection. (Level 7) |
| Worldview) | The students are asked to share in class exciting experiences they had which they felt they wanted to share with others. The disciples’ experience of the Risen Lord was far beyond their expectations and they wanted to share it with the entire world, willing to even risk their lives to do so. The people in today’s world can share in this real experience too. Those who do will want to share it with the entire world as well. They will do so not only by what they say, but especially by what they do. They will join Christ in the struggle against evil and suffering and will do their best to create a better world. Divided into small groups the students will brainstorm ways they can help in this struggle through individual as well as through organized voluntary acts of charity. Some students will use the internet to learn more about voluntary organisations especially those that involve children (like Children Helping Children: [http://chc.missio.org.mt/](http://chc.missio.org.mt/)). The more able students can be asked to discuss how Christ’s disciples can fight evil and suffering through various ways. They can then research the life of Robert Schuman to tell their classmates how this person brought positive change in the lives of many through his political commitment.

Students are divided in groups and each group is to listen to a selected set of contemporary songs, following the corresponding lyrics prepared on a handout. Students are to analyse whether the songs they are listening to have Christian values embedded in them. They will discuss the power of song and music in the creation of a better world. The findings and conclusions of the groups are then shared with the class as a whole. In line with the call to be active agents of God in the world, the students will be invited to make a pledge to listen to and promote song and music that is positive and avoid song and music with a negative message.

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The students are asked to share in class exciting experiences they had which they felt they wanted to share with others. The disciples’ experience of the Risen Lord was far beyond their expectations and they wanted to share it with the entire world, willing to even risk their lives to do so. The people in today’s world can share in this real experience too. Those who do will want to share it with the entire world as well. They will do so not only by what they say, but especially by what they do. They will join Christ in the struggle against evil and suffering and will do their best to create a better world. Divided into small groups the students will brainstorm ways they can help in this struggle through individual as well as through organized voluntary acts of charity. Some students will use the internet to learn more about voluntary organisations especially those that involve children (like Children Helping Children: [http://chc.missio.org.mt/](http://chc.missio.org.mt/)). The more able students can be asked to discuss how Christ’s disciples can fight evil and suffering through various ways. They can then research the life of Robert Schuman to tell their classmates how this person brought positive change in the lives of many through his political commitment.

Students are divided in groups and each group is to listen to a selected set of contemporary songs, following the corresponding lyrics prepared on a handout. Students are to analyse whether the songs they are listening to have Christian values embedded in them. They will discuss the power of song and music in the creation of a better world. The findings and conclusions of the groups are then shared with the class as a whole. In line with the call to be active agents of God in the world, the students will be invited to make a pledge to listen to and promote song and music that is positive and avoid song and music with a negative message.

appreciate and cultivate a sense of stewardship. (Level 6)

describe different ways of Christians peaceful living and demonstrate how they can help people in need in the community. (Level 5)
Digital Technology Enhanced Learning - Religion eLearning Entitlement

**Unit 7.5 Challenges**

These units can again make use of the already suggested tools to present information in an interesting and organised way. The suggested tools offer the possibility of including clips from recent disasters or occurrences of suffering. A WebQuest, as suggested in Unit 2, can help students focus on areas that the teacher wants to highlight during discussions. Since students are asked to reflect on and write about the challenges faced by the Christian in today’s world, the read-write web tools are a helpful way to share the reflections with a closed or open community.
Subject: Religion
Unit code and title: REL 7.5 Challenges
Unit Duration: 9 sessions of 40 minutes: Total 6 hours
Strand: (1) Religious Language, (2) Spiritual Dimension, (4) Personal Catholic Word View

**Objectives:** at attainment Levels 5,6,7,8
Teachers will:
1. invite the students to reflect on the problem of evil and suffering in the world and in their own personal life;
2. help them examine the response given to the problem of evil and suffering in Judaism, Islam and especially in Christianity;
3. enable them to look at the Resurrection as the source of Christian hope and how it can inspire them to be God’s active agents in the world.

**Objectives:** at attainment Levels 1,2,3,4
1.1 invite students to understand suffering and bad deeds
2.1 know that there are religions other than Christianity
3.1 Understand the notion of forgiveness and forgiving

**Key Words**
Points to note

<table>
<thead>
<tr>
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</table>
| Good      | Even though early adolescents often believe that they are invulnerable to negative events, as they grow up and go through new experiences, they cannot avoid becoming more and more aware of the problem of suffering in their own life and in the world around them. We all need guidance and support in taking responsibility for our decisions and their consequences. Early adolescence is an important definitional stage in human development during which one’s personal value system and behaviour code is shaped. Through a student-centred teaching/learning process (method) of exploration/inquiry, of imagination of self-awareness, of self-reflection, creativity and a readiness towards assessment, religious education enables an increasing broader understanding of personal feelings and thoughts enriched also by the experiences of others. Such an 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. In this Unit the values are to be promoted are ‘Persons in community’ and ‘The culture of life’.
| Suffering |
| Sin       |
| Holocaust |
| The Suffering Servant Resurrection Hope |

For students working within Level 1 to 4, it is important to note that at all times during activities students are encouraged, prompted and given time to react and participate. It is also 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

**Resources**

Bible: Photos for photo-language, newspaper reports involving suffering, Holocaust resources, info about Anne Frank, info on the Rwandan genocide, cards (suffering in Judaism), text for comprehension on evil and suffering in Islam, large crucifix, info on voluntary organisations.
http://www.treca.org/treca/lib/treca/HolocaustLessons.pdf (Holocaust resources)
http://www.patheos.com/Library/Judaism/Beliefs/Suffering-and-the-Problem-of-Evil.html (Judaism on evil and suffering)
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Possible teaching experiences and activities</th>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>1.1 invite students to understand suffering and bad deeds (4 lessons)</td>
<td>Start the lessons with a suitable activity that promotes recollection (e.g. use background instrumental music as the students walk into class) Give the students picture cards with examples of suffering situations on them. For example, earthquake, tsunami, flood, murder, cancer, war, pollution, holocaust. Ask pupils to categorise the suffering into man-made and natural. Ask if they have criteria for deciding which goes where. Discussion may follow on how different groups have sorted their cards. With assistance the students are asked to create a collage of pictures depicting man-made and natural suffering. Ask pupils to choose images to represent each heading. Display in classroom. Discuss current news stories about suffering. Which global suffering can pupils remember? Discuss feelings about suffering. Use flashcards depicting different feelings and encourage the students to match the feeling with the situation mentioned and shown on pictures and videos.</td>
<td>Students will: respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings (Level 4) They show concern and sympathy for others in distress (Level 3) They treat living things and their environment with care and concern (Level 2) This Level of learning outcome cannot be assessed from this activity (Level 1)</td>
</tr>
<tr>
<td>2.1 know that there are religions other than Christianity (4 lessons)</td>
<td>The teacher shows the students pictures about the different religious festivals that are celebrated at this time of year. In the spring this might include: Easter (Christianity); Holi (Hinduism); Mawlid an Nabi (Islam, the Prophet Muhammad’s birthday); Pesach (Judaism) and Baisakhi (Sikhism).The children discuss the pictures with the teacher and start to understand that they represent different religions. The teacher then chooses two festivals to celebrate as a group, preferably from two religions represented by pupils in the class. The teacher brings in some food that are traditionally prepared at these festivals. The teacher and the student talk about how they are prepared. The teacher shows the students the raw ingredients. Then the teacher involves pupils in the preparation of the food, remembering to handle and prepare food in the ways prescribed by that particular religion. If possible, enlist the help of members of that religion from the local community.</td>
<td>Communicate facts about religion and important people in religions (Level 4) Begin to identify some of the features of the culture of different religions (Level 3) Understand that different religions have different festivals (Level 2)</td>
</tr>
<tr>
<td>3.1 Understand the notion of forgiveness and forgiving (2 lessons)</td>
<td>Invite guests to the feast, creating and sending out invitations. These might be students and staff from another part of the school, family members or people from the community known to the students. Create an environment for the festival using fabrics, decorations, music, etc. In this way the students are encouraged to experience the culture of different religions and from here the teacher can talk about the values that the festivals represent.</td>
<td>This Level of leaning outcome cannot be assessed from this activity (Level 1)</td>
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<td>The teacher will tell the story of the last week of Jesus’ life. Use a DVD to tell the story. Even though Jesus suffered in the way that he did, Christian’s believe that he forgave his enemies as he was dying. Ask pupils to draw a story board of what happened. The teacher will give them picture cards to sort out into the correct order to tell the story. The teacher then shows the students examples of artwork depicting Jesus’ suffering. Discuss feelings of the characters in the picture. How do the students feel on looking at the picture? The teacher will ask them to create their own pictures of someone suffering. Students might require prompting and assistance. The teacher will then ask some students to decide what forgiveness is. Give them examples of definitions to choose from or examples of how we might forgive. The teacher can also ask some students to think and reflect about something that they have forgiven. Ask pupils to identify an act that they think they would not be able to forgive. Why could they not forgive it? Picture cards depicting various situations would ideally be used for this activity.</td>
<td>Be increasingly able to communicate ideas, feelings or responses to experiences or to re-tell religious stories (Level 4) Listen to, and begin to reflect and respond to, familiar religious events or stories and start to make their own contribution (Level 3) Join in activities and become more aware of what is presented to them (Level 2) This Level of leaning outcome cannot be assessed from this activity (Level 1)</td>
</tr>
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</table>
Subject: Religion
Form 1
Unit code and title: REL 7.6 Never Alone
Strand: (1) Religious Language, (3) Word of God,

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

OBJECTIVES:
The teacher will enable students to:
1. explore the fundamental Christian belief that God actively and lovingly cares for each and every human being;
2. respond to Jesus’ offer to be their faithful companion throughout their life journey.

Key Words

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<tr>
<td>Early adolescents are undergoing a period of transformation – they are embarking onto a phase of physical and emotional development that brings with it considerable challenges. Their self image and their relationship with others (both those considered in authority and their peers) are affected greatly by these changes. The image of God as the always present caring companion along their life journey and the one who is always ready to forgive and help them recover from their failures can be very appealing to young people in their struggle to make sense of who they are and what they are to become.</td>
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<td>The beautiful imagery of God walking in the garden, the constant guidance provided to Israel, the warnings and pledges made through the prophets and especially so the Incarnation of the Word of God, demonstrate God’s will to be present in human History in a loving and accompanying way. The presence of God in the world is there for all who want to open their hearts to him. Accepting God in one’s life means building a personal relationship with him, in which prayer has a central role. Jesus’ relation with the Father through prayer is evident in the Gospels. Jesus also taught his disciples to pray.</td>
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<td>In this Unit the following values are to be promoted:</td>
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<tr>
<td>Living in community – students will reflect on the importance of the support and solidarity of those in the community who can act as their spiritual companions.</td>
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<td>The family – the realisation that life is a journey undertaken with other human persons in the presence of God is a basic prerequisite to the vision of marriage as a God-sponsored covenant of love.</td>
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<td>The virtues – students will explore the importance of virtues in the journey of life towards God. The students will have the opportunity to develop these skills and attitudes: a sense of reflection on their own life and that of others; a positive attitude to prayer; a sense of the presence of God in daily life; a deeper regard for the importance of Reconciliation in their life; openness to spiritual companionship; openness to develop virtues.</td>
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Resources

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<tr>
<td>Access to the natural environment (either concretely or virtually); emoticon pictures; colours to draw with; flashcards/pictures of a hurricane, an earthquake, fire and a gentle breeze, a fishbowl with a goldfish, foot/basket/volleyball, internet access, video St Therese of Lisieux, kitchen paper rolls and kitchen paper wipes, music video “When God ran”, video clip “What is Heaven?”; information on Chiara Luce Badano, T-shirts, strips of paper or cardboard, tape.</td>
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<tr>
<td><a href="http://www.youtube.com/watch?v=2L5USf5lxSl&amp;NR=1">http://www.youtube.com/watch?v=2L5USf5lxSl&amp;NR=1</a> (video “When God ran”)</td>
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<tr>
<td><a href="http://www.gloria.tv/?media=94349">http://www.gloria.tv/?media=94349</a> (Chiara Badano)</td>
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<tr>
<td>Teaching objectives</td>
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<tr>
<td>The teacher will enable students to: explore the fundamental Christian belief that God actively and lovingly cares for each and every human being. (Religious language)</td>
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“water” is projected/written on the board. Other anecdotes from the life of St George and quotes/anecdotes from the life of other persons who experienced the presence of God can be referred to.

The students will be helped to realise that it is possible to experience God in everyday life if we are receptive to him. A short video about St Therese of Lisieux (like [http://www.gloria.tv/?media=100929](http://www.gloria.tv/?media=100929)) is shown or a short story of her life is read. The students then discuss in small groups what they think it meant for St Therese to consider herself a little girl in the hands of God and to will to become a saint through the way of simplicity. After sharing their thoughts in class, the students use the internet to research the life of Jennifer Strickland and find out how she found God in her life and what changes this brought about.

The teacher will use a piece of play dough to form a basket. On purpose she will make the handle not strong enough. First she will carry it from the handle and consequently the base of the basket will fall apart. Then she will stick again the handle but this time lifting up the bag while supporting it from underneath. Through questioning techniques the teacher helps the students to arrive at the conclusion that since she created the bag she knew that she had to make up for its weakness and support it from underneath. Likewise, since it is God who created us, he knows us well and so he knows the best way to handle all our humanity. He knows and wants to grant us with what is best for us. That is why he created heaven and earth for us and gave us his own Son to save us. The song “You are my all in all” can then be used – [http://www.youtube.com/watch?v=zC617kE1maU](http://www.youtube.com/watch?v=zC617kE1maU). The teacher will then ask some students to form fruits with the play dough and fill up the basket. She will then go on explaining that these fruits represent the graces, talents and miracles that God wants to give each one of us only if we are willing to receive them. The students watch the parable of the lost sheep [http://www.max7.org/download.aspx?fileid=3391&s=1](http://www.max7.org/download.aspx?fileid=3391&s=1). On the interactive white board the teacher will draw the basket and the students are to fill the basket with the material gifts such as shelter, food and water and psychological gifts like care, a sense of belonging ...that this shepherd gave to this lost and found again sheep. By way of conclusion, it is explained that these are the same gifts God wants to give to us because he cares for each and every human being he created on his own image.

| The teacher brings to class a football, a basketball or a volleyball and asks the students what is | respond to Jesus’ | discover Jesus as role model and faithful |
offer to be their faithful companion throughout their life journey (Word of God)

the best way to learn that particular game and excel in it – just watch it being played on TV, teach yourself the game, or training under the guidance of a coach? The importance of prayer as communication with God and openness to his presence is emphasised. Jesus is the coach from whom we can learn why and how to pray. The students are given a handout directing them to look up passages from the gospel that tell about when and how Jesus prayed. They then list a number of different occasions when Jesus prayed and a number of things that Jesus did when he prayed. Finally the students are introduced to the five forms of prayer listed by the Catechism of the Catholic Church and they are asked to join in small groups to write an example of each. In the group who do not manage to come up with good examples can do their part by embellishing the examples with colours or some sort of decoration.

The students would have been asked beforehand to bring over kitchen paper rolls and some kitchen paper wipes. Each pair of students is asked to clog one of their pipes with the paper and try to communicate by whispering through the clogged pipe. They then do the same with the unclogged pipe. The difference will be obvious. They are asked what clogs our communication with God and conclude that this is sin. The sacrament of Reconciliation unclogs our communication lines with God. God is always there ready to unclog these lines, only if we let him. The song video “When God ran” is shown and following that the parable of the prodigal son is read (Lk 15: 11-32). In small groups the students attempt to continue the story of the prodigal son after the feast... How did the reconciliation experience change his life?

In small groups the students discuss the advantages (or even necessity) of going on adventure (like mountaineering, hitchhiking, travelling abroad, scuba diving, caving, etc) accompanied by somebody else, more experienced than you are. Some of the students will list situations where a companion will be essential. Others might say what will happen if one is alone in those situations. There might be students who have anecdotes from their own experiences or those of their significant others to recount. The whole class is then introduced to the idea of spiritual companionship through the biblical story of Samuel and Eli (1S 3: 1-9) and that of Timothy and Paul (for e.g. 1Tm 4:12-16). There will then be a class discussion of how a spiritual companion can be of benefit and what qualities they need to have for this.

As a starter show the short video clip from kidstalkaboutgod.org – “What is heaven?” Alternatively you can prepare your own vox-pop video (or maybe involve some of the students

| companion throughout their journey of life. (Level 8) |
| research the life of New Testament characters to discover their life as a journey with God. (Level 7) |
| be able to familiarize themselves with texts from the New Testament to discover more the person of Jesus Christ. (Level 6) |
| demonstrate what it means to become followers of Jesus in their daily life as their Christian vocation. (Level 5) |
in the task) asking the same question to young children. A class discussion will follow on what the students themselves believe Heaven to be. The teacher will help them realise that above all else Heaven is eternal communion with God. The story of Chiara Luce Badano will then be read (alternatively a short video clip about her life can be shown). The students will be asked to research further the life of Chiara and write in their journals what they feel about what they learn and how this can impact their own life.

The students are told beforehand to bring with them a T-shirt for this lesson. The teacher prepares strips of paper or cardboard on which the students will be asked to write the name of one of the virtues that will be dealt with during the lesson. The lesson starts with an explanation by the teacher on what virtues are. The analogy between clothes and virtues is made by referring to the Latin word *habitus* that can mean both a piece of clothing as well as a quality (bad or good) one acquires. To be able to move on along the journey of life towards God we need to acquire virtues and avoid vices. The students will explore the meaning of various virtues: prudence, courage, justice, temperance (moderation), commitment, humility, sincerity, etc. Then they are divided in groups and each group will take three different virtues and students discuss the importance of these virtues and how they can live them in their daily life.

The students will share in small groups their experiences trying to live out the virtue of their choice. They are then given a number of case studies for which they try to individuate the virtue that would be needed in the particular circumstance.

The teacher will start the lesson by showing the following video on the interactive white board http://www.youtube.com/watch?v=Gt0WluTpFTg – “My Saviour My God”. A class discussion will then follow on the lyrics of the song through which the following ideas will come out, that is: we do not always understand the plans God has for us simply for us, simply because God does not underestimate us; if we respond to his love we will be able to love; God loves me even if I have sinned. The teacher will then ask the students to mention people who they think experienced God’s love in their lives and thus they were able to give it to others. One of these persons is Mother Teresa. The teacher will then show the students the video clip whereby Mother Teresa is presented in one of her speeches about loving one’s neighbour: http://www.youtube.com/watch?v=yFzCBIK-PY. Before starting watching the video clip, the teacher will tell the students to pay careful attention to Mother Teresa’s speech and try to pick a word or phrase that impacts them most. The class will be divided into groups. The chosen words or phrases will be written on a chart. After being presented to the whole class, the
children will hang the charts in the classroom.

The teacher will start the lesson by asking the students to recall what was done during the previous lesson, concluding that they spoke about Mother Teresa. This time instead of them pointing out the phrases which they chose from her speech. The teacher will supply the students with a handout whereby the following quote will be presented: *The fruit of Silence is prayer. The fruit of Prayer is faith. The fruit of Faith is love. The fruit of Love is service. The fruit of Service is peace.* A reflection on the above quote will follow through class discussion. On the same handout the students will have a plan of a bookmark showing the picture of Mother Teresa and a place where they can write the above mentioned quote. The students will be given the time to make their own bookmark.
Digital Technology Enhanced Learning - Religion eLearning Entitlement

**Unit 7.6 Never Alone**

These units can again make use of the already suggested tools to present information in an interesting and organised way. The suggested tools offer the possibility of including clips from recent disasters or occurrences of suffering. A WebQuest, as suggested in Unit 2, can help students focus on areas that the teacher wants to highlight during discussions. Since students are asked to reflect on and write about how God actively and lovingly cares for each and every human being, the read-write web tools are a helpful way to share the reflections with a closed or open community.

In this Unit, a number of URLs are suggested as resources, these can be used by the students to embed in their own presentations or individual blogs or collaborative wikis. Students, individually or in groups, can also produce short video clips of their reflections and then share them with classmates for discussion or peer review.
**SUBJECT** Religious Education.

Unit code and title: REL 7.6 Never Alone

Strand: (1) Religious Language, (3) Word of God,

<table>
<thead>
<tr>
<th>Objectives: at attainment Levels 5,6,7,8</th>
<th>Resources</th>
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<tbody>
<tr>
<td>1. help students explore the fundamental Christian belief that God actively and lovingly cares for each and every human being</td>
<td>The Sacred Scriptures: Access to the natural environment (either concretely or virtually); emotion pictures; powerpoint presentation, colours to draw with; flashcards/pictures of a hurricane, an earthquake, fire and a gentle breeze, foot or basket or volleyball, internet access, , music video “When God ran”, video clip “What is Heaven?”, <a href="http://performancemkt.files.wordpress.com/2010/07/shutterstock_53875858.jpg">http://performancemkt.files.wordpress.com/2010/07/shutterstock_53875858.jpg</a> (emoticons)</td>
</tr>
<tr>
<td><strong>Objectives:</strong> at attainment Levels 1,2,3,4</td>
<td><a href="http://www.youtube.com/watch?v=2L5USfSISl&amp;NR=1">http://www.youtube.com/watch?v=2L5USfSISl&amp;NR=1</a> (music video “When God ran”)</td>
</tr>
<tr>
<td>1.1 help students explore the fundamental Christian belief that God lovingly cares for us all</td>
<td><a href="http://www.kidstalkaboutgod.org/Home/KidTVInterview/tabid/823/Default.aspx">http://www.kidstalkaboutgod.org/Home/KidTVInterview/tabid/823/Default.aspx</a> (video clip “What is Heaven?”)</td>
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<tr>
<td>2.1 help students to appreciate that they can go to church for God’s help</td>
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**Key Words**

- Beauty
- Mystery
- God
- Presence
- Prayer
- Heaven
- Holiness

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<td>Through a student-centred teaching/learning process (method) of exploration/inquiry, of imagination of self-awareness, of self-reflection, creativity and a readiness towards assessment, religious education enables an increasing broader understanding of personal feelings and thoughts enriched also by the experiences of others. Such an 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. In this Unit the values are to be promoted are ‘Persons in community’ and ‘ The culture of life’.</td>
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<td>For students working within Level 1 to 4, it is important to note that at all times during activities students are encouraged, prompted and given time to react and participate. It is also 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.</td>
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<td>Teaching objectives</td>
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<tr>
<td>The teacher will:</td>
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<tr>
<td>1.1 help students explore the fundamental Christian belief that God lovingly cares for us all (3 lessons)</td>
</tr>
<tr>
<td>2.1 help students to appreciate that they can go to church for God’s help (7 lessons)</td>
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The students would have been asked beforehand to bring over kitchen paper rolls and some kitchen paper wipes. Each pair of students are asked to clog one of their pipes with the paper and try to communicate by whispering through the clogged pipe. They then do the same with the unclogged pipe. The difference will be obvious. They are asked what clogs our communication with God and conclude that this is sin. The sacrament of Reconciliation unclogs our communication lines with Jesus. Jesus is always there ready to unclog these lines, only if we let him. The song video “When God ran” is shown and following that the parable of the prodigal son is read and seen through a power point presentation (Lk 15: 11-32). The teacher will describe how the reconciliation experience changed the life of the prodigal son.

In small groups the students discuss the advantages (or even necessity) of going on adventure (like mountaineering, hitchhiking, travelling abroad, scuba diving, caving, etc) accompanied by somebody else, more experienced than you are. Some of the students will mention situations where a companion will be essential. Others might say what will happen if one is alone in those situations. There might be students who have anecdotes from their own experiences or those of their significant others to recount. The whole class is then introduced to the idea of spiritual companionship through the biblical story of Samuel and Eli (1S 3: 1-9) and that of Timothy and Paul (for e.g. 1Tm 4:12-16). There will then be a class discussion of how a spiritual companion can be of benefit and what qualities they need to have for this.

As a starter show the short video clip from kidstalkaboutgod.org – “What is heaven?” Alternatively you can prepare your own vox-pop video asking the same question to young children. A class discussion will follow on what the students themselves believe Heaven to be. The teacher will help them realise that above all else Heaven is eternal communion with God. The story of Chiara Luce Badano will then be read and a short video clip about her life can be shown. The students will be encouraged to reflect and /or talk about what they feel about how this can impact their own life.

Take the children to church to walk around and up to the alter. Identify some the key pictures and statues. The teacher it’s the students at the front aisle of the church and lets them hear the organ music and talk with the priest. Talk with the students that this a peace of peace, refuge and help

they treat living things and their environment with care and concern (Level 2)

This Level of leaning outcome cannot be assessed from this activity (Level 1)