

BREL207 Connectedness with Myself, Others and God

ECTS Value: 5 ECTS

Module Description

Adolescence is a time during which the person or persons involved need to discover more their self-identity so as to know more themselves and thus will be in a better position to accept themselves and work on their strengths and weaknesses. For them to accomplish this, they need to have people around them who love them genuinely and who show them the way to self-awareness, self-discovery and to discover their talents as God-given for the service of humanity, the common good, and creation. For this reason, this module teaches Secondary teachers of Religious Education to help adolescents in our schools to explore the true meaning and sense of their life and explore how they are to be committed to God and to others in their daily lives, always being empathic and sensitive to others in their various individual life situations. As Christians, adolescent students need to have true Christian models who help them in making responsible choices under the guide of the Holy Spirit. Teachers need to be trained in helping students to speak honestly to God in prayer and to discover the meaning of living the Liturgy truly. Keeping a journal for their spiritual life development is of great help to their spiritual life.

Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

Competences

- a. express himself/herself about divergent matters concerning life and the world in general and in particular without losing his/her connectedness/relationship with others;
- b. discover how he/she can meet God through his/her daily experiences circumstances;
- c. critically explore how he/she can meet God through His Word and through the Sacraments;
- d. recognise that he/she can grows in faith through spiritual discernment in the various circumstances of his/her life;
- e. identify the fruit which he/she can acquire when making the daily examine of conscience.

Knowledge

- a. acknowledge the Psalms as prayerful expressions of man's quest for God;
- b. discover that faith bears fruit in the life of the Christian through prayer;
- c. recognize that he/she sustains his/her Christian life through the Sacraments, especially through the Eucharist.
- d. explain that the Holy Spirit is our Advocate who helps us overcome sin and do good in our lives;
- e. explain how he/she can grow in his/her faith by living the theological virtues and by doing so, he/she can really become another Christ for others.

Skills

- a. realize that God is the principal author of life because he has communicated his love to us;
- b. identify the characteristics of a true Christian life and the values, and principles which are necessary for this life;
- c. find meaning in the prayerful spirit of the Psalms and thus be able to find time to pray with Psalms in every circumstance and situations of one's life;
- d. integrate in his/her daily life the Christian values which are evident in the Prayer of Saint Francis, "Lord, make me a Channel of your peace";
- e. apply the Corporal Acts of Mercy in his/her everyday life; 6. apply the Spiritual Acts of Mercy in his/her everyday life.

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module will be assessed through: Reflective Tasks, Practical Assignment and Presentation

Suggested Readings

Core Reading List

1. Denton, D., Denton, D., & Ashton, W. (2004). *Spirituality, action, & pedagogy: teaching from the heart*. New York, P. Lang.
2. Draper, S. M. (2000). *Teaching from the heart: reflections, encouragement, and inspiration*. Portsmouth, NH, Heinemann.
3. Barnes, L. P., & Wright, A. (2008). *Learning to Teach Religious Education in the Secondary School: A Companion to School Experience*. London: Routledge.
4. Fontana, D. (1995). *Psychology for Teachers*. 3rd ed. New York: Palgrave.
5. Learning Outcomes Framework, (2015). Religion. [online] Available at: <http://www.schoolslearningoutcomes.edu.mt/en/dashboard> [Accessed 4 January 2018].
6. Paton, J. (2016). *I have not finished all my words: I have not finished all my words*.
7. Roehlkepartain, E. C. (2013). *The handbook of spiritual development in childhood and adolescence*. Thousand Oaks, Calif, SAGE Publications.

Supplementary Reading List

1. Barnes, L.P. ed., (2011). Debates in religious education. Routledge.
2. Chater, M. and E. Clive. (2013). Does Religious Education have a Future? Pedagogical and policy prospects. Routledge.
3. Creswell, J. W. (2014). Educational research: planning, conducting, and evaluating quantitative and qualitative research. Delhi, PHI Learning Private Limited.
4. Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching 2nd ed. Alexandria, Association for Supervision and Curriculum