

BREL210 Community Life, Relationships and Roles

ECTS Value: 5 ECTS

Module Description

Being a social animal, while every human being matures and develops through the different phases and stages of life, s/he feels a strong need to build relationships with other people in different social contexts and situations. Throughout this module, the learners reflect on the importance of community in their own lives, and on the different groups and communities that influence their lives since the moment of birth. In the end the learners will be gradually led to understand that God's love to mankind, and to each and every human being, can only be experienced, transmitted, celebrated and expressed in communities of faith that together make up the Catholic Church, and give it its true meaning. Learners will also be guided to gradually understand the relationship between authentic leadership and authority in Christian Churches, particularly in the Catholic Church. They will be able to reflect upon and discuss how this leadership can have an impact on their own lives. Learners will also be able to analyse and discuss the impact of sectarianism and fundamentalism on the society in which they live, as well as on their own values and attitudes.

Overall Objectives and Outcomes

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

Competences

- a. advise SMT and Pastoral Team members on how a sense of community can be fostered among students, both in class during the CRE class, and through other school and extra-curricular activities;
- b. collaborate with SMT and Pastoral Team members on how to successfully implement and assess the effectiveness of such activities;
- c. guide students in understanding and appreciating the importance and practical everyday life implications of a sense of community in their own lives;
- d. ensure that students would have had opportunities to discuss and experience through different activities the love of God for human beings that is expressed and celebrated in community;
- e. create the appropriate learning climate that helps and motivates students come up with different ways and initiatives that can strengthen a sense of community among themselves as a classroom, and in the other groups and communities they form a part of.

Knowledge

- a. define what is meant by the word 'community' and the term 'sense of community';
- b. identify the different groups and communities they are a part of;
- c. identify different faith communities and religious groups that exist in Malta;
- d. list the different characteristics of such groups and communities;
- e. determine what the role of authentic leadership and authority in Christian Churches is, particularly in the Catholic Church;
- f. describe the vision and mission of two communities, and their contribution to society;
- g. define sectarianism and fundamentalism, and describe how they affect one's values and attitudes.

Skills

- a. show their understanding of why and how God's love is celebrated in communities of faith in a broad variety of ways;
- b. demonstrate how groups and communities, including religious communities, can have a positively significant impact people's lives, and on Christian Churches, especially the Catholic Church;
- c. apply their appreciation of the value of religious communities to an understanding of what the Catholic Church should really mean to every Catholic;
- d. apply their understanding of the role and contribution of specific communities to the Church, to how they could fit in and contribute themselves to the Church and to society through one or more of these groups / communities;
- e. create different educational activities and initiatives through which students can explore God's and care love for them in the communities they form part of;
- f. demonstrate through practical examples how authentic leadership and authority are related in Christian Churches, especially in the Catholic Church;
- g. use their understanding of sectarianism and fundamentalism to bring forth practical examples of how these affect people's lives, the structures and members of the Church, and society in general.

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: Fieldwork, Presentation, Assignment

Suggested Readings

Core Reading List

1. Chester, T. & Timmis, S. (2008). *Total Church: A Radical Reshaping around Gospel and Community*. Wheaton, Illinois.
2. Minear, P.S. (2004). *Images of the Church in the New Testament*. Westminster John Knox Press, Louisville, Kentucky.
3. Cowan, S.B. (Ed.). (2004). *Who Runs the Church?: 4 Views on Church Government*. Grand Rapids: Michigan.
4. Dever, M. (2012). *The Church: The Gospel Made Visible*. B&H Publishing Group, Nashville, Tennessee.
5. *Lumen Gentium*. Constitution of the Vatican Council II.
6. *Gaudium et Spes*. Constitution of the Vatican Council II.

Supplementary Reading

1. Karkkainen, V-M. (2002). *An Introduction to Ecclesiology: Ecumenical, Historical & Global Perspectives*. InterVarsity Press: Madison, WI.
2. Ratzinger, J. (1996). *Called to Communion: Understanding the Church Today*. Ignatius Press, San Francisco.
3. Horton, M.S. (2008). *People and Place: A Covenant Ecclesiology*. Westminster John Knox Press, London.