**Setting up the RE Classroom**



**A Suggested Weekly Time Table**

**Term 1**

* 30 Minutes per day
* Prayer

**Week 1**

**Monday**

**Set Up Prayer Space**

*Each of these items should be kept somewhere else, so that they can be brought “in procession” to the prayer table, and placed there solemnly.*

*Give children something to bring. Preferable, have the children walk together to the place of the prayer table.*

* Small, low table.
* Cloth according to the liturgical season (or changeable napkin in liturgical colours)
* Crucifix
* Statue/ Image of Our Lady
* Stand for displaying seasonal images/ hymn cards
* CD player
* Bible
* Candle (matches should not be kept at the prayer table)
* Candle Snuffer
* Prayer Cards

**Tuesday**

**Set up supply shelf**

* Sets of coloured pencils
* Textas
* Large marking pens
* Pencils
* Erasers
* Sharpeners
* Variety of paper sheets and card
* Glue
* Scissors
* Vinyl mats (for protecting desk tops)
* Clip boards

**Wednesday**

**Set Up Practical Life Stations**

* Dusting cloths and brushes
* Dustpan and brush
* Cleaning fluid in spray bottle (eg. Orange oil)
* Cleaning cloths
* Flower arranging equipment (vases etc)
* Leaf washing sponges
* Plant watering vessels
* Wax scraping equipment
* Polishing equipment – polishing oil and cloths

**Thursday**

**Set Up Art Responses Stations**

* Drawing – Small pieces of paper, rubbers, pencils, sharpeners
* Painting – Water Colours
* Tracing – Line drawings and tracing paper
* Book Making – Two hole punch, ribbon.
* Collage – Glue & Paper
* Cutting – Have pictures or cards that need cutting up for everybody
* Play-dough/ Modelling clay
* Reading material – including the Bible, saints lives and other religious books
* Quiet prayer in the prayer corner

**Friday**

* *Practise using each of the above appropriately.*

**For the Rest of Term 1**

* Present a new material every second day (this will take about 15 minutes). On the other days, continue practising how to use the different areas and allow them time to use and respond to the materials already presented.
* *After the material has been presented, make it available to be used – designate a place for it; it will be available for the rest of the year.*
* After each presentation, suggest responses that the children might like to choose for this particular work. (One of the responses can be to use the material)
* If all goes to plan, by the end of the term, the children will have experienced many presentations, and will be desperate to begin making their own choices about what they want to use.
* During this time, the season of Lent will proceed. You should be aware of presenting materials that allow the children to begin focusing on the Paschal Mystery.
  + In preparation for Lent, you should have at least one lesson where you talk about “Ashes” indicating efforts and sacrifices they will need to make to come closer to God.

(If they are old enough, you can begin talking about the four traditional practices that people try to undertake during Lent: Prayer, Fasting and Abstinence, Almsgiving and Self-denial.)

* + Often, they will be attending Mass on Ash Wednesday – prepare them for this beforehand.
  + Good activity for Ash Wednesday include:
    - Solemnly changing the cloth on the prayer table to purple.
    - “Burying the Alleluia” i.e. Make a large card with the word “Alleluia”. Tell the children that this special word of celebration will not be heard for the whole of Lent.
    - Planting seeds. By Easter, the seeds you have planted should have become plants. (Plant new seeds each week so that they will be able to see the progression – this is a good preparation for the Resurrection: the seed is transformed into a new and better form of life.)

**Term 2, 3 and 4**

* On Mondays, make a new presentation in the same way that you have done for the first term.
* For the rest of the week, combine the time allocated to Religious Education into one hour blocks instead of 30 minute blocks.
  + During these times, the children should be left free to work with any material that has already been presented. They should be required to complete at least two and no more than four activities during this time.
  + You can begin the session by drawing attention to some of the materials that they may not have seen for a while.
  + They should be free either to work with concrete materials or with responses.
  + As they are working, you should keep a check on what they are working on. In the long term, you need to ensure that they work through all of the required materials that you have for them.
* In organising the one hour sessions, children should begin with these guidelines:
  + 15 minutes of using the materials
  + 15 minutes of quiet reading/ prayer
  + 15 minutes of artistic response
  + 15 minutes of practical life activities or further investigation using computer or other material on hand.

**Processes for a Montessori Approach**

**Kindergarten Class**

* ***Movement around the class.***

Demonstrate to the children yourself how you want them to move. Don’t speak more than you absolutely have to – your movement itself will do the teaching. Be aware that you are using two languages in this kind of instruction – gestures and words. The gestures are more effective. Too many words will blunt the effect.

You will need to move more slowly than a normal walking pace. These children learn by imitation. Once you have shown them, ask one child to show you how to do the same. Warmly congratulate them when they succeed, then move on to some other children.

When you are satisfied that they know what to do, invite the children to move around the room at the same time, challenging them to go slowly enough not to bump into each other or anything else in the room. Let them practise a little and then tell them how well they have done.

Return to this activity often during the first few weeks. Safe movement is indispensable for an independently functioning classroom.

In order to maintain the standards that you set in the first week, you must insist on them (gently) every time. If the standard noticeable slips, you need to return to “practice sessions”. Sometimes you may even need to begin these reminder sessions close to the time they are due to go to play or out to lunch. This will make them keen to achieve it well, and it will encourage them not to let the standard slip.

***Work Stations***

Eventually, you will be setting up “work stations” in the classroom, and you will already know where these will be located. Sometimes it is a good idea to practise having children collecting something you have left in the work station and taking it quietly to their table/desk.

Part of practising how to use work stations is the skill of taking turns. Demonstrate this so that they know how to step back and allow someone else to go before them… This is by no means a natural skill.

***Organisation of materials – personal and shared***

Children will have arrived at school with a set of materials which need to be organised. They are not generally capable of doing this kind of organisation themselves… you need to show them. The same principle applies here as applies to movement – demonstrate with the smallest number of words possible, and avoid moving and speaking at the same time. You will give them two languages to process instead of one.

Allow them to keep only the materials that they actually need, and put the rest away. Give it back to them as they need it.

You are also advised to set up a common store of materials in association that the children will use. These will be of three types:

1. Art response materials
2. Practical life materials
3. Preliminary developmental materials

Each one of these will need to be demonstrated in detail before the children are allowed to use them. (Refer to the files you have been given if you want a process to follow.)

If you notice that these materials are not being used correctly, calmly tell the child that he/she seem to have forgotten how to use the material properly, and they will not be allowed to use them for the time being. They will need to be shown again (through gestures rather than words if possible). Once they demonstrate that they can do it independently, they will be allowed to use them again.

***Levels of noise***

The most effective way of communicating your expectations about noise is to speak very quietly yourself. (This will also protect your own voice.) You will generally be able to make yourself heard, even when speaking very softly, if you articulate each word in a slow deliberate manner – that is, pronounce every consonant, and leave a short space of time between every word.

Allow the children to practise speaking quietly, and then return to this practice often during the first couple of weeks. If the noise levels rise, take them back to structured practice until you get the behaviour you want.

***Signals***

All children (young ones especially) find it very difficult and personally upsetting to be shouted at. There will be occasional exceptions – serious emergencies, for example, in which you have to attract their attention.

There will often be times when you need to attract their attention to do certain things, and the best way of doing this is through gestures rather than words. For example:

Play a “Do this/ Do that” game, where they must copy you when you say “do this” but not when you say “do that”. Even if you speak quietly, the game will quickly spread through the classroom until you have their attention.

A bell can be very useful, especially if you have different ringing routines when you require different routines. The bell should only be used in cases where they are unlikely to hear or see you clearly.

Signals have limited but effective uses – they are only there to attract attention in a non-threatening way: they are not a replacement for personal communication.

If it proves difficult to gain the attention of the children, select one child and tell them what to do, congratulate them and move on to another. The majority will soon notice that something is happening.

***Creating an atmosphere for RE time***

Mostly, it will be relatively easy to create the right atmosphere of quiet for a religious education lesson if the rest of the classroom management approach is conducted in a calm and quiet way, with respect and courtesy expressed for the children.

There is one particular moment that should always be more special than any other – reading from the Scriptures. For this activity, it is recommended that you slowly and deliberately light a candle, read from the Scriptures slowly and clearly, and then extinguish the candle when you have finished.

Sometimes, if you are changing directly from a vigorous activity (eg. Phys. Ed., music, drama etc) to the Religious Education class, it may be helpful to have all of the children go outside the room, and call them in by name, making eye contact with and smiling at each one, and pointing to the place where you want them to sit.

***Class and school rules***

Every school will have its own set of rules which should be brief, and should be referred to directly whenever you are called upon to correct a child. These rules must be set up and known in the first week of school – probably on the second day rather than the first, which should be reserved for the establishment of the class procedures described above.

***Care of the classroom***

Children like to feel like they “belong” and the best way of doing this is to give them a job. This is best done one-to-one while they are working on something else. Call them aside and ask them if they would do something for you… then give them responsibility for the job.

This is not quite the same as setting up the “practical life” activities. You may need to show them again what you want, but it is a personal activity rather than a group one.

There are some tasks that all of them need to do together in common. Show them (with the smallest number of words possible, and none at all if you can manage it) how to tidy up their work space at the end of an activity or at the end of the day.

Also show them how to set up their work space at the beginning of the day… eg.

* How to put the bag in the rack
* How to put any notes or notices in the “office box”
* Where to put their reader; homework etc.
* Where to put their canteen order… etc.

***Relating and working with other children***

Children need to be shown how to work courteously with others. The variety of these procedures is too great to go into here, but there are some basic ones:

* They need to respect the “personal space”, so you can show them how close they may come.
* If they need to attract the attention of another child without disturbing them, they might touch them once on the shoulder and wait for a response.
* There should be no sharing of personal property – the shared stock should be sufficient.

***How will you sustain the learning?***

The learning is sustained by allowing children to return to whatever you present in your RE lessons during the year, especially through making the concrete materials available.

* + Much of the RE time can be handed over to the choice of the children – they may choose to work on any of the presentations you have made through the year to date.

How will you ensure that you are covering the basic content required in the RE curriculum?

* Check with the “doctrinal overview” to ensure that you know the “essential learning” that ought to take place in association with the material you have presented. The children should hear you repeat these phrases often.

***Assessment***

The simplest process for assessing Kindergarten children is to collect a folio of their own response materials,

* Each child should have a document wallet of some description for keeping the materials that they are working one. Take the time while they are working to speak to children individually and ask them to explain to you what they are working on.
  + You can make anecdotal notes directly on their work, and keep it as a sample assessment piece.
  + You should also ask them to explain to you what they think the “doctrinal statement” means.
  + As you are speaking to them, you may discover insightful things that they tell you – this can be recorded.
  + Digital photos of the child working intently with some materials go very well in a portfolio. You should ask permission from parents at the beginning of the year if you can have their permission to take photos of their children working in this way.

**Year 2 Class**

Most of the processes required for Year 2, 3, and 4 children are identical to those you need to establish with Kindergarten children, with these differences – you cannot rely on the simple process of demonstrating and then expecting them to imitate.

* 6 – 9 year old children have progressed to a reasoning, rather than an absorbent, mind.
  + They need to be given reasons why they are setting up the processes. They will willingly cooperate with you if you explain things to them.
  + These children also have a sense of wanting to be together (the “herding instinct”). If you encourage them to think of themselves as a “team” in which all of them need to cooperate to get things done, they will normally respond very well.
  + You can also tap into their desire to understand the “rules”. They are expecting that their class will be organised in a way that is fair and safe, so you can expect their cooperation if you appeal to them in this way.

***Movement around the class***

Even though the children at this level have progressed beyond the need for very careful and explicit modelling on the part of the teacher, they will continue to see you as the basic model for their own behaviour, and so it continues to be necessary for you to move slowly and calmly yourself as you are establishing this routine.

By this stage, they are more competent with words, so you can explain yourself if you wish, but it remains the case that a smaller number of words, and clear modelling will be helpful – especially if the children have never experienced this approach before, or they are developmentally delayed.

You will need to move more slowly than a normal walking pace – this remains so at every level. When you are satisfied that they know what to do, invite them to move around the room at the same time, expecting the best from them.

* + Some are likely to exaggerate their movements to amuse their peers. Immediately call them to order, and separate them from the group (courteously!).
  + You need to establish, calmly, that this is the standard you expect, and you will not accept anything else from them.
  + If you notice a slackening off in this procedure, return to practising it. It is essential to sustain safe movement if the children are working on a variety of activities in the classroom.

***Organisation of materials – personal and shared***

Most (but not all) students at this level tend to go through a shift towards focusing on mental organisation, and there is generally a noticeable decrease in their capacity to keep things tidy.

* + This means first of all that you accept this as normal behaviour, not something that you need to spend a lot of time modifying. They will improve as time goes on.
  + The best way of dealing with it is to limit the amount of materials they have to deal with to what is essential. If they bring extra personal materials, put it away for them, and allow them to use it as needed.
  + The “organisation” of their personal materials needs to be externally imposed – by you, the teacher. This should not be done in a heavy-handed way. You simply structure into the day and into your week a time for organising their materials.
  + This is best done at the end of the activity. You will need to tell them (or show them if you have the opportunity) how to tidy their space and make it ready for the next person.
  + This process also applies to the tidying up of the shared materials. Have regular updating, re-stocking and tidying up of these materials as you go. Taking small amounts of time frequently will serve two purposes; it will keep things organised, and it will give them a mental break between activities that will prepare them for the next activity.

***Work Stations***

As with the younger students, you should set up work stations to house the materials you want them to work with independently. The basic stations that you need will include:

1. Materials for artistic responses (paper, scissors, water-colour sets, coloured pencils, crayons, modelling clay etc.)
2. Equipment for cleaning up after themselves (dustpan and brush; dusters and cleaning cloths; supply of tissues; safe cleaning agents – eg. Orange oil; broom or small vacuum cleaner.
3. Work stations related to the materials you want to support your learning programme, together with appropriate task cards indicating various ways and levels in which the materials can be used. (For the less able students, you may need to include simple illustrations as part of your instructions.)

If you notice that these materials are not being used correctly, you need to address it with the child as soon as possible. If necessary, show them individually how it should be used. You may like to get the assistance of one of the other students to complete this task.

***Levels of noise***

Most children at this level learn best when they work together. An effective classroom management strategy at this level requires more collaboration and group work.

* + You will need to accept that collaboration is a little noisy and this is fine.
  + Nevertheless, the noise level should not be “loud” – more a low “hum”.
  + To work effectively, children at this level need a lot of training in speaking softly. This will not come naturally; it will need practice.
    - This practice will need to go on – a little at the beginning of every day, and often during the group work that they are doing in the first term.
    - Studies indicate that the imprinting of a habit takes about eight to ten weeks of regular practice.
    - It may be possible to isolate those with very loud voices, and have them practise with you about what level of noise you want.

***Signals***

The signals needed at this level are more important than those at the prior level, because the children are more likely to be engaged in work that is noisier.

* + Bells, musical instruments, clapping routines, visual cues like holding up a sign… all of these possibilities will serve you well
  + Children at this level may also like to be a little creative, and make suggestions for what the signals may be… this use of a “secret language” just for their own class contributes to their sense of being a team and working together.

***Creating an atmosphere for RE time***

At this level, the children should readily settle if they have been familiar with the processes at the earlier stage. If not, use the same basic techniques used for younger children…

Speak quietly; move slowly and deliberately; establish benign and encouraging eye contact with individuals etc.

***Class and school rules***

Every school will have its own set of rules which should be brief, and should be referred to directly whenever you are called upon to correct a child.

At this level, it will involve a little more than just telling them the rules. You should explain that the rules are there so that all of you can function well as a “team”. The justification for the rules does not need to be long, but it does need to engage their “reasoning” faculty; they need to see the reasons.

***Relating and working with other children***

6 – 9 year old children are learning to get along with each other as part of their development. They will want very “black and white” rules to begin this process. This is the starting point.

* + As situations come up which demonstrate that the rules need to be tempered, introduce this as the circumstances arise. Nevertheless, the starting point should

***Content***

For this level, there are two basic starting points:

1. *Morality*. The establishment of class rules and procedures will nourish this level’s need to know that there are rules and that someone is in charge. The organisational setup of the class is the essential foundation for what follows in Religious Education. The setting up of the prayer table, with their help, should also be done at the very beginning.
2. *Big Picture*. The second major need is for a sense of the “big picture”, particularly, very basic *Timelines*, and some work on the way in which things are related in an overall system.

In the general running of the class, the five Montessori “Great Lessons” are an excellent starting point. In Religious Education, the materials for “Creation, Redemption and Parousia” will help them to get their bearings… you can refer back to it often when you are presenting different aspects of Religious Education.

The different chapters of “To Know Worship and Love” contain elements of all of these things, but an over-arching introduction will work best.

***Sustaining the Learning***

As with other levels, learning is sustained in three basic ways:

1. Unobtrusive repetition – particularly the brief doctrinal summaries found in the “Doctrinal Overview” or the “To Remember” section of “To Know, Worship and Love”.
2. Leaving materials that have been presented for them to use again.
3. Creating opportunities for them to continue using what they have learned in other contexts.

***Assessment***

You should use a variety of assessment instruments to collect information.

* + Simple quiz questions at the end of a unit, and more generally as a preparation for reports will be useful.
  + Children who do not do well on the “written test” should be given the chance to answer orally – this usually makes a big difference, and encourages them to see RE as something they are “good at”.
  + Art responses and other completed work should be collected for a portfolio to give a more rounded picture of what is actually happening.
  + Observations about the way in which children participate in Religious activities should also form part of the assessment process.

***Going On/ Going Back***

* + Materials from a more advanced level should be available to all – even though they will not be chosen by those who cannot do them competently. The intrinsic desire for success will drive children to select materials at the most appropriate level.
  + You also need to avoid telling the students what is advanced and what is not… children at this level often prefer not to be “different” and you risk making them feel “strange” if you single them out for advanced work… You may also find that parents will want to know why their child is not in the “advanced group”.
  + Similarly, materials from an earlier level should be left “in the mix” to allow the “less able” to participate without being demeaned.

**Year 4 Class**

* The approach used for children at this level is not substantially different from that used at Year 2. The range is likely to be wider, and some materials from the levels above and below will continue to be necessary.
* In a multi-aged class, it is even more important to have a variety of materials available, and it is likely that much of the teaching that you do will be in focus groups rather than whole class sessions. In Religious Education, however, it will usually be the case that the whole class will be working from the same RE text on a two year cycle.
* Parents who want their children to be “challenged” will be satisfied if you can demonstrate the way in which you are meeting this need. You will need to accept the fact that some will never be satisfied, no matter what you do.
  + In this circumstance, never act alone. Let the principal or level coordinator know of the difficulties you are facing, and ask for help. If you are doing your job and making attempts to implement what has been asked of you, things will be fine. If you try to *cover up complaints of this kind, it will eventually cause you grief later on.*
* If children are not familiar with hands on materials, you may need to present some major works from the level below in order to get them started effectively.

**Year 6 Class**

In general, this is a very happy time for children, but it is very likely that by the end of the year, they will be moving on to a different “plane of development”.

* + They will also suffer the loss of the stable social environment that they have known. This should not be underestimated, and it should cause you to think carefully about the way you structure the learning experiences within the year.
  + The strongly “intellectual” content should be the major focus of the first part of the year; the second half should see an increasing emphasis on social and other kinds of learning.

***Setting Up Procedures***

There is a different way in which procedures should be set up at this level in contrast with those that went before – children at the first level are interested in imitating, and need only be shown what you want. At the next level, they want to understand how the rules and procedures contribute to their participation as a “team” within the class.

* + By the time children reach this stage, they have already had experience of school, and have formed their own opinions on how the class could work.
  + You should have in mind all of the safe procedures that will make the class operate properly, but instead of telling them, ask the children to tell you, and record what they say in full view. Prompt them by asking them about how you should do certain things if they don’t come up with it spontaneously.
  + There should be some room for negotiation in these procedures, but there can be no compromise on the standards you want operating. Once the procedures have been set, make sure that they are practised and consistently implemented.
* Remember at all times – you are the adult; maintain a courteous “distance”. You should be courteous but not familiar, particularly at this level. The will resent it if you seem to be giving them permission for them to treat you as a peer, and then suddenly withdraw. Be consistently professional.

***Movement around the class***

At every level of the primary school, movement around the room needs to be an established routine, and it must be “practised”.

* Once the children have given you what they consider to be the range of circumstances that will need to be dealt with in the classroom, ask them to demonstrate what they mean, and then get others to practise it to “see if it works effectively.

***Organisation of materials – personal and shared***

A greater range of personal materials should be permitted for children at this level – but not so much that they cannot be neatly stored.

Some shared materials should also be available, and these will be similar to those used for the level below – with modifications based on what children of this age need…

In terms of religious education activities, it is valuable to have a variety of “spiritual reading” available to them – lives of the saints, the Bible, articles of interest etc.

***Levels of noise***

There can be no lessening of insistence on proper standards in the area of noise level. Children at this level are likely to “test the boundaries”; it is always best to identify the individuals who are doing this, and have them practise before they go to recess or lunch.

***Signals***

Signals continue to be important, but you will need to have the children identify which activities need signals, and what the signals should be. Check with the kinds of signals needed at the previous level as a guide to what may be needed at this level.

***Creating an atmosphere for RE time***

As with every other level, your own manner and tone will set the scene for religious education lessons.

***Class and school rules***

By this stage, children will be ready to see the connection between the rules they have at school and those of the broader society (Natural Law). They should also begin to recognise the basis of the Natural Law in the Ten Commandments.

***Care of the classroom***

By this stage, children are not particularly interested in the care of the classroom, but they still need to do it. Make sure that all of the necessary cleaning materials are available, and structure regular cleaning times into the day and the week. Make it seem “matter of fact” and keep it brief.

***Relating and working with other children***

This is a time when significant disagreements and problems arise. As part of the process of working out what it means to be human, they are likely to need more complex input that what was offered previously.

Input on the nature of friendships at different levels can be very useful.

**Content**

The ideal starting point for this age group in Religious Education for this age group is a further development of “Big Picture” ideas, whereby the children locate themselves in the context of a more complicated time-line. An example of this can be found in the materials for 9-1accompanying the –12/ adolescent lecture. It is called the Plan of God.

Generally speaking the RE programme for Yr 6 will follow a tight timetable, based around the Sacrament of Confirmation. Very early in the year, it will be helpful to get the children started on activities that will help them prepare of this…

* Reading lives of the saints
* Work on the Virtues and the Gifts of the Spirit
* Biblical studies centring around the operation of the Holy Spirit
* Challenge them to take responsibility for their own schedule of regular spiritual exercises.
* Study the actual rite of Confirmation and identify its mystagogy, form and matter.

***Sustaining the Learning***

As with other levels, students of this age need time to reflect and think about things. Leave available the materials about the work that you have done for them to go back over.

You will also need to focus their attention on the doctrinal/ “To Remember” statements form the “To Know, Worship and Love” texts.

***Assessment***

You should use a variety of assessment instruments to collect information.

* Simple quiz questions at the end of a unit, and more generally as a preparation for reports will be useful
* Children who do not do well on the “written test” should be given the chance to answer orally – this usually makes a big difference, and encourages them to see RE as something they are “good at”.
* Art responses and other completed work should be collected for a portfolio to give a more rounded picture of what is actually happening.
* Observations about the way in which children participate in Religious activities should also form part of the assessment process.

**Background for Planning…**

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| --- |
| **General Principles for All Levels** |
| 1. Need for Movement |
| 1. Need for Choice and Perceived Control |
| 1. Stimulating Interest – Varying Levels of Complexity |
| 1. Success as the Intrinsic Reward |
| 1. Learning From Peers |
| 1. Acting On The Environment |
| 1. Warmth/ Sensitivity In Adult Interactions |
| 1. Freedom At A Macro-level; Order At A Micro-Level. |
| **Specific 3-6 Year Old Characteristics** |
| 1. *Absorbent Mind* |
| 1. *Sense of Wonder* |
| 1. *Focus on the Real World* |
| 1. *Need for Order, Routine, Repetition* |
| 1. *Spontaneous Vs Systematic* |
| 1. *Imitation Leading to Independence* |
| **Specific 6-9 Year Old Characteristics** |
| 1. Reasoning Mind |
| 1. Need for the Big Picture |
| 1. Imagination/ Creativity |
| 1. Mental Vs Physical Order |
| 1. Need for Repetition/ Dislike of Repetition |
| 1. The Moral Dimension/ Justice Vs Equality |
| 1. The Age of Rudeness/ Need for Grace and Courtesy Structures |
| 1. The Herding Instinct/ Desire for Communication |
| 1. Seeking Independence |
| **Additional 9-12 Year Old Characteristics** |
| 1. Like to make own discoveries – avoid too much direct instruction of the group. |
| 1. Three mysteries are of particular interest: Time (Window of Eternity);Relationships; Life and Death |
| 1. Salvation History – Plan of God – one way of addressing the interest in “time”. |
| 1. Scriptural Typology (Shadow, Image, Reality) also helpful way of addressing “time”. |
| 1. Timelines are of particular interest to this age group. |
| 1. Work on the levels of friendship can begin at this time. |
| 1. Avoid excessive technology and pre-digested handouts: Need to become human by pondering the realities of time and history… leading to life and death. |
| 1. Teachers should be very aware of the Church’s teaching on “life and death”   This will come up again and again. Address the matter once in a “matter-of fact” way.  Necessary information: *Catechism paragraphs 1020-1050.* |