



RERC

This Is Our Faith Planning Exemplars

S6

**Suggested Theme:
Revelation**

**Suggested Timescale:
8 weeks**

Dates:

Teacher:

Class:

THIS IS
— our faith —

TIOF Core Learning

REVEALED TRUTH OF GOD:

I can describe the terms *Divine Revelation*, *General Revelation* and *Special Revelation* and can give examples of each. (1)

I have completed an investigation into one experience of *Revelation*. (*Divine, General OR Special*) (2)

I can evaluate this example and describe its influence on my own and others' spiritual life and relationship with God. (3)

Signs of God (i)

I can evaluate my own willingness to answer God's call. (4)

Signs of God (ii)

Recalling my learning from S4, I can demonstrate an understanding of the meaning of the term 'Christian spirituality'. (5)

I have explored the term "Ignatian Spirituality", centred on 'seeing God in all things', and I have reflected on what this can mean in my own personal faith journey and vocation. (6)

I have explored some Church teachings on prayer and spirituality and I have reflected upon the faith practice which these teachings encourage. (7)

IN THE IMAGE OF GOD

I can recall that the human person, made in the image and likeness of God, has free will (21)

I have explored what it means for humanity to be endowed with the gift of free will and I have reflected upon how God calls us to freely choose Him. (8)

I understand how sin, temptation and ignorance can affect our ability to choose freely. (9)

WORD OF GOD

Having explored key scripture passages central to the Catholic faith, I can describe how these teach that God's self-revelation is interwoven in creation and that revelation culminates in Christ. (10) (*I understand that the order of creation demonstrates that life has a purpose and the chapters of Genesis occupy unique places in creation. (CCC 289)*)

(11) After reflecting on Genesis 1

- *I am aware that the mystery of creation is bound in the mystery of Christ.*
- *I understand that God creates with his word. (Gen. 1:3)*
- *I understand that God created from nothing. (Gen. 1:2)*
- *I know that humans are created male and female.*
- *I know that humans are created in the 'image and likeness of God'. (Gen. 1:26-28)*
- *I understand that humans are called by God to stewardship of the earth and to multiply. (Gen. 1:27)*
- *I know that humans are the pinnacle of creation.*

(12) After reflecting on Genesis 2

- *I can see the subtle differences in the story in Genesis 1.*
- *I am aware that the Garden was already created.*

- *God created Adam from the ground and breathed life giving breath in him.*
- *God created Eve from Adam's rib as there was no suitable help mate for Adam.*

I know that Creation is the foundation of all God's saving plans and revelation promises a future fulfilment. (Romans 8:19)(13)

Through this learning I have developed an understanding of the fundamental message of Creation, the Fall and the promise of Salvation.(14)

From reflecting on the Old Testament accounts of Creation I can explain the different language used in Genesis:

- **LITERAL** – the words of the text must have the same meaning as the words that are used in everyday life
- **SYMBOLIC** – words used to communicate ideas and invoke participation in the intended meaning, metaphors, models and myth.
- **MYTH and METAPHORS** help to make an argument clearer especially if something is unknown and difficult to understand

I understand that the use of symbolism, myth and metaphor are used to illuminate the scripture passages for readers and reveal God's nature and are not intended to be an historical or scientific account of creation(15)

From reading and reflecting of CCC286 and studying key scripture: Hebrews11:3, I am aware faith is important in reading the scriptures.(16)

I understand that God's revelation in history culminated in the once-for-all event of the person of Jesus Christ (cf CCC 65) and concluded with the end of the Apostolic era. (17)

- *No new public revelation is to be expected before the second coming in glory of Our Lord Jesus Christ (CCC 66).*
- *God continues to communicate his life to the world through the Holy Spirit who over the centuries guide the Church into all the truth.*
- *If revelation is complete, it is not yet completely explicit (CCC 66).*

Hours of God (i)

I am able to express ways in which my relationship with the living God has developed through my experience of Catholic education.(18)

I have participated in different forms of prayer and I can express the impact these have had on my personal practice of prayer.(19)

I have been introduced to the mystical tradition of prayer and I am increasing in my understanding of some of the elements involved.(20)

Experiences and Outcomes:

S6 Senior Phase

Revealed Truth of God

I have studied Scripture and Church Teaching which reveal the nature of God and I have considered how these influence my own and others' spiritual life and relationship with God.

Signs of God (i)

I have explored the understanding that the Sacraments are uniquely significant and efficacious encounters with Jesus and I have reflected upon the application of the term 'sacrament' to the church.

Signs of God (ii)

I can describe how the holy spirit unites the Church to the life and mission of Christ and how the gift of Communion can bear fruit in the world through the Church.

In the Image of God

I can describe how the Christian vision of the dignity of the human person, made in the image and likeness of God, is grounded in humanity being relational, rational, creative and having free-will.

Hours of God

I have explored how prayer, ritual and worship are a part of the human response to life and can explain their importance within the life of a Christian in building a relationship with the living God.

Word of God

I have studied, prayed and reflected upon aspects of scripture and I can describe how these can deepen my relationship with God and others.

Learning Intentions:

I am learning:

1. what the term revelation means.
2. how revelation effects peoples belief in God.
3. to reflect on how my learning is influencing my faith.
4. why prayer is important for building a relationship with God.
5. how my relationship with God and others is deepened through study, prayer and reflection upon Scripture
6. what it means to be specially created.

Success Criteria:

1. I can explain the term revelation clearly with examples.
2. I can evaluate how I can answer God's call
3. I can express why prayer is important for building a relationship with God.
4. I can describe how my relationship with God and others is deepened through study, prayer and reflection upon Scripture
5. I know I am created Imago Dei with an individual purpose
6. I have participated in opportunities for prayer and reflection based upon my learning

Planning Outline (including what pupils could write /say/make/do as a result of learning):

Context and Prior learning:

This learning includes the opportunity for an S6 retreat which will be concluded with a lesson exploring each pupils' individual journey through God's call.

Planned Learning and Teaching:

This unit explores how revelation impacts on our belief in God.

At the beginning of each unit the teacher introduces the learning intentions, success criteria and key vocabulary. (Key words from this unit- Divine Revelation, General Revelation and Special Revelation)

Starter Question: What do Christians understand by Revelation? [PowerPoint Title Screen displayed on white board]

The unit begins with a discussion to start pupils considering how Christian understanding of revelation may differ from secular understanding. Pupils begin by thinking about revelations that they have heard in the media. They consider how these were 'revealed' and how people confirm that they are true. (e.g. new celebrity couple, royal baby, football manager sacked)

The teacher then moves the discussion on to considering how we know other things to be true such as that someone loves us, what science teaches us is accurate, it is cold/hot. Pupils then begin to think about the ways in which 'truth' is defined and 'revealed'.

In groups pupils try to make a check list that could be used to confirm a truth.

These check lists are then debated with the whole class and changed if any point does not help confirm/deny a truth.

Pupils are asked to return to the question of how do we know we are loved- what happens (apart from being told) to 'reveal' love. Pupils are asked to discuss if we would be able to use the check list to know that the love we feel is real? Pupils are asked to remember their thoughts on this and return to it later – (i.e. does human experience help us to know revealed truths?)

Pupils are then asked to think about any examples from past learning where God has revealed himself, his plan, his love to humanity. These are listed on the board and will be used in the next section.

(16) Pupils are asked to think about whether or not 'faith' played a part in the people involved in the experience understanding what was going on- (for example if Moses has not already believed in God would he have known it was God talking to him? Would the burning tree have helped him to believe is he didn't already? Would they have been able to conclude that it was God just by using human reason? Ccc286)

Pupils are then asked to complete the sentence: What is Christian Revelation? (it is not important if pupils cannot fully express their thoughts at this point as this is the main focus of the unit)

Divine, General and Special? [Power point slides with information] (1, 17)

Using a power point presentation, pupils are introduced to 3 different forms of revelation, as understood by people of faith.

The teacher explains that Divine Revelation is the theological term used to describe all revelation from God.

General and Special are both forms of Divine Revelation. These terms were first used by St. Thomas Aquinas and have been used since as a helpful way of understanding forms of revelation.

After a comprehension check that pupils understand the difference between the three terms, the pupils deepen their learning.

Pupils put the heading "God comes to meet man" (ccc 50) in their jotter as they begin to explore Divine Revelation further. (A brief discussion about the heading can take place as this one line offers a good summary of what Divine Revelation is)

The teacher displays the text from ccc53 **"God communicates himself to man gradually. He prepares him to welcome by stages the supernatural Revelation that is to culminate in the person and mission of the incarnate Word, Jesus Christ"**.

Through a class discussion the teacher breaks down this statement into chunks to help pupils understand what it is saying.

e.g. **"God communicates himself to man gradually"**- how does God communicate? Is it important that it says to man (humanity) and not 'the earth/world'- implications that it is humankind and not animals who God reveals himself to. What does gradually mean – how can a building up information a little at a time help aid understanding (think about complex maths that they can now do, if they had been presented with this in primary one instead of simple addition and subtraction, could they have coped?)

After discussion the class rewrite ccc53 in their own words in their jotter.

Pupils are then given the text from the Catechism that describes the stages of Divine Revelation ccc54-64 and Jesus as the fullness of revelation ccc65-67. In 6 groups pupils are asked to use the 'headlines' from the Catechism and summarise the teaching. (pupils may find the summary at the end of the chapter helpful).

Pupils are then re-shown the definitions of Special and General revelation from the initial power point. After a

class check of comprehension of these two terms, they then return to the list of examples that they made of where God revealed himself, his plan, his love and try to put each into one of the 3 categories.

Having learned about the 3 kinds of revelation and having looked at their own list, pupils are asked to think of any others that they have learned about from P1 until now. (depending on the breadth of answers the teacher may want to guide pupils with some suggestions. For example, have they mentioned Jesus? Creation of the world? The Tradition of the Church?)

On post it notes pupils are asked to imagine how they would feel and respond if they had experienced revelation the way the examples previously mentioned had. (e.g. Terrified – I'd have said No!. Humbled – I'd have questions to ask)

These can then be displayed on the board and discussed as a class. After discussion the sticky notes are stuck into their jotters.

A deeper look at revelation:

The teacher helps pupils to understand that Creation itself is a form of revelation. The class then moves on to considering God's ultimate revelation, his Son, Jesus.

Genesis[Genesis 1 passage and highlighters] (10,11,12,13,14,15)

Pupils are given a copy of Genesis 1 & 2. They are asked to individually read the passage and to highlight where they find answers to/evidence of :

- *I am aware that the mystery of creation is bound in the mystery of Christ.*
- *I understand that God creates with his word.*
- *I understand that God created from nothing.*
- *I know that humans are created male and female.*
- *I know that humans are created in the 'image and likeness of God'.*
- *I understand that humans are called by God to stewardship of the earth and to multiply.*
- *I know that humans are the pinnacle of creation.*

Ask pupils to look at the passage again and find what God created the world out of. (This may lead on to an explanation of the term 'ex nihilo'. The teacher may wish to explain The First Cause Argument and The Design Argument here.)

Discussion then takes place to understand the different language and genre used in Genesis.

The explanations of Literal; Symbolic; Myth & Metaphor are displayed.

In groups, pupils are asked to identify where they see examples of each in Genesis 1 and 2. (this can be done through class discussion or each group can be given a large sheet of paper with the 3 headings)

A class discussion then takes place of why Genesis is written in this way. The teacher leads pupils to the conclusion that this is not an historical or scientific piece of writing but is intended to reveal something of God's nature to us. The Genesis narratives have been placed at the beginning of Scripture to highlight God's saving plan- that is why the narrative shows that everything begins and ends in God; that there is order and goodness in creation; that the call of Man is intentional and that while sin is introduced, there is the promise of salvation (Romans 8:19 and ccc289)

Pupils then return to Genesis 2 and reflect upon the key points:

- *I can see the subtle differences in the story in Genesis 1.*
- *I am aware that the Garden was already created.*
- *God created Adam from the ground and breathed life giving breath in him.*
- *God created Eve from Adam's rib as there was no suitable help mate for Adam.*

The teacher poses the question- How does Creation reveal God?

The one point that pupils may not have been able to find evidence of is bullet 1: *I am aware that the mystery of creation is bound in the mystery of Christ.*

The teacher explains that they will explore this further later on.

Creation- My Creation: [[‘My Creation’ Worksheet](#)]

The pupils are asked to imagine their idea of the perfect human. In the centre box they should write down what this human would look like and what qualities their perfect human would have.

Group work: Paper talk [[‘My Creation’ Worksheet](#)]

Pupils are placed into groups of 4 or 5 and each pupil passes their worksheet to the person next to them in a clockwise direction. This pupil must read their peers description of their ‘perfect human’ and should then comment in box 1 the problems that would be involved if every single person in the world was created that way. Worksheets should be passed on again and box 2 should be filled in by the next pupil who should not repeat anything already outlined in box 1. This format continues until the Worksheet is back with its ‘creator’.

General class discussion should follow about why it is important that we are all different. Pupils are then challenged to consider why they think that God created us with free will.

Imago Dei- In his image and likeness(8,9,21)

Remind pupils that the term image here does not refer to how we appear on the outside.

Ask pupils in pairs to write down what they understand already by free will and conscience. A discussion should follow about how this makes us special and unique.

What would happen if God did not give us free will? Why did He give us the ability to choose? Would it not be better that your friends chose to be your friend rather than being forced to be your friend?

Pupils then explore the implications of the words “Sin”, “Temptation” and “Ignorance” when it comes to making choices and decisions ‘freely’. Pupils are asked in pairs to come up with a scenario and 4 different responses – for example: **You are in a shop and the woman in front of you drops money what do you do?**

Sin-Deliberately choose to pick it up and keep it

Temptation – think about taking it (you might then sin by taking it or resist and hand it back)

Ignorance – you believe that ‘finders keepers’ is a legitimate reason to keep it

God’s likeness- You pick it up and give it back to the lady

The discussion can go on the exploring if ignorance is an excuse for doing the wrong thing?

Can you be blamed if you are tempted?

Why is the right thing so hard sometimes?

Free Will and Stewardship

Teacher should explore this God given role with the class explaining that it covers everything in the world including animals and each other.

Scenario should be given to pupils to show how difficult this role can be. Example: Nuclear plant causing harm to the environment but employing 1,200 people. Closing it saves the environment but may cause problems for many families due to unemployment, keeping it open causes long term damage to the environment. What should be done and why?

Jesus (16,17)

Teacher should remind pupils of their learning about Jesus our redeemer- that God sent his only son to save us from our sins, to restore our relationship with God so that we could be his people. We are now waiting for Jesus, following his teachings, so that we can witness the final revelation as God’s specially chosen people.

The teacher displays the quotes from the Core learning:

- **“No new public revelation is to be expected before the second coming in Glory of our Lord Jesus Christ”**
- **“God continues to communicate his life to the world through the Holy Spirit who over centuries guides the Church into all the truth.”**
- **“If revelation is complete, it is not yet completely explicit”**

Through discussion the teacher helps pupils to understand these quotes, which initially can seem quite complex. In a similar way to the ‘chunking’ of ccc53, the teacher takes each quote and pupils try to explain it in their own terms.

The teacher reminds pupils of the conversation earlier in the unit about whether faith is important for understanding Divine Revelation. The pupils are reminded of CCC286 (faith confirms and enlightens reason). Hebrews 11:3 is displayed and the class discuss how this passage helps to 'confirm' what we know from human experience about the creation of the world (and the rest of Hebrews 11 if there is time to extend the conversation to other moments of revelation from Salvation History)

The teacher applies this question of whether faith is important in understanding revelation to the life, passion, death and resurrection of Jesus – without faith what does his life, death and resurrection reveal to us? Through this process pupils should gain an understanding of the fact that Jesus is the ultimate revelation of God, his love and his plan. God continues to communicate with the world, but nothing new is being revealed, the Holy Spirit is helping us to understand what has already been revealed.

Note: The people who we will investigate in the next task have not had anything *new* revealed to them, but through the Holy Spirit they are able to express Revelation in light of a human experience.

TEACHER NOTES:

Since the end of the Apostolic era there has been no new revelation – we have been learning how to understand what God already revealed.

Jesus promised us that the Holy Spirit would continue to guide us (the Church) in to all truth – the example Pope John Paul II gives with respect to this guiding is the reality of the Paschal Mystery, which the Apostles witnessed but only after the guiding of the Spirit truly understood.

The first people guided by the Holy Spirit in understanding what had been revealed to them were the Apostles. The Apostles as eye witnesses to Jesus life, teaching and actions play a unique role in passing on Revelation: "Apostles were the direct eyewitnesses. They "have heard" and "have seen with their own eyes," "have looked upon" and even "touched with their hands" Christ"- 1 Jn 1:1-3; 4:14

John Paul II explains how the Holy Spirit guides us to an understanding of what Christ revealed:

"The Holy Spirit comes after him and because of him, in order to continue in the world, through the Church, the work of the Good News of salvation"

"The Holy Spirit is to be man's supreme guide and the light of the human spirit. This holds true for the Apostles, the eyewitnesses, who must now bring to all people the proclamation of what Christ did and taught, and especially the proclamation of his Cross and Resurrection."

"That he (Holy Spirit) will help people to understand the correct meaning of the content of Christ's message; they mean that he will ensure continuity and identity of understanding in the midst of changing conditions and circumstances. The Holy Spirit, then, will ensure that in the Church there will always continue the same truth which the Apostles heard from their Master." **DOMINUM ET VIVIFICANTEM** On the Holy Spirit in the Life of the Church and the World

http://www.vatican.va/holy_father/john_paul_ii/encyclicals/documents/hf_jp-ii_enc_18051986_dominum-et-vivificantem_en.html

Research Task- Revelation and Me: [skeleton for project displayed, paper & pens] (2,3,4)

Pupils continue by individually researching a revelation experience. This can be done in a format of their choice but they must address all points. (The teacher may have a pre selected list of examples for pupils to choose from)

- Choose a focus (General/ Special)
- Choose a witness
- Explain what was revealed
- Describe their response to God
- Reflect on their response in light of your life
- Evaluate how their experience has made an impact on your life.

(It is important to remind pupils that the purpose of the task is NOT to re-tell the story of what happened but to describe the response to God by the person and how that influences your understanding and your response to God.)

The research tasks can then be presented to the class and a wall display of 'Revelation' is started.

The following learning can be done as a day retreat for pupils, or over several lessons. If planning the learning for core R.E. it may be helpful to consider using the oratory or rearranging the classroom to allow for prayer and reflection.

In class prior to the retreat allow pupils to watch the following video:

<http://www.ignatianspirituality.com/what-is-ignatian-spirituality/the-ignatian-way/finding-god-in-all-things/>

Retreat- Finding God in all things: Seeing, Listening and Answering God's Call: [Ice Breakers, Paper and Pens and research tasks] (4, 5,6,7, 11,12)

Introduction

Explain to pupils the outline of the retreat.

Pupils are given a prayerful introduction to the retreat by either the school chaplain or by using a power point with music, scripture, images and words. This introduction is a gentle reminder of what pupils have learned about revelation, vocation and Christian Spirituality. It then develops into an introduction to Ignatian Spirituality (reminding pupils of the video they have seen in class) and challenges pupils to "see God in all things". The conclusion of this time links "seeing God in all things" and Divine Revelation and leaves pupils with the question- "Is it easy to see God in all things?" This video clip may help to stimulate conversation:

(<http://www.ignatianspirituality.com/what-is-ignatian-spirituality/god-in-all-things-video/>)

They pupils divide into working groups and are given contrasting images of war/aid, richness/poverty, health/illness etc and asked to chat about how we can see God in all of these things.

It may be helpful to give pupils key questions to help them to think deeply about the question.

Is it easier to see God in difficult things, because we are actually looking for him?

Do we miss God everyday because we are so busy?

Is God in the person I dislike?

Do I hear God as well as see him? Do I answer him or ignore him?

Is it sometimes easier for me to pretend God is not in everything, because then I don't need to treat it with respect? (our bodies, our world, those around me)

Etc

Personal Reflection

1. How does revelation shape our Christian Spirituality?
2. How has my Catholic education helped form me?
3. How does seeing God in all things encourage me to live a Christian life?
4. How do/can I respond to God's call and be part of Christian service?

(If using this learning as part of a retreat programme pupils will use all 3 modes of personal reflection, within a class it may be that not all are possible.)

Pupils use the 4 questions above to reflect and respond to this learning.

They begin by reflecting with one other by taking part in an 'Emmaus Walk'. (This is a model where pupils are given an allocated time to go for a walk with one other person and discuss the questions.)

On return from the walk the Church or hall is set up to allow for personal reflection. The use of Icons, candles and artefacts to create a peaceful, reflective atmosphere will help pupils to stay focussed. Pupils return from their walk and use 'journaling' as a way of reflecting on what they have heard and recording their own thoughts.

Finally each group takes one question and creates a collective answer using what they have thought about and transforming it into a visual display using words and images.

This display can be added to the revelation display.

Prayer

Each group is then asked to write a prayer(s) based on the following themes.
the impact of faith practice on our lives,
help to see God in all things,
help answering God's call
encouragement to be part of the Christian service.

Pupils can use any form of prayer style that they want. (examples may be needed to remind them of what forms of prayer they know about)

These prayers are used during a final prayer service at the end of the retreat.

Looking back [\[completed post it notes\]](#)

Pupils are asked to look at the post it notes that they wrote near the beginning of the unit. Reflecting upon their learning on revelation and Ignatian Spirituality, would they use the same words to express how they would feel and react if they experienced revelation the way their chosen witness had? If they would change anything it should be written on a new Post it or in a different colour.

Future learning:

This unit can link with The Reign of God, looking at how Social Justice is an example of stepping up to our call as stewards of God's earth. It also has possibilities to link with the Caritas Award.

Resources:

Revelation PowerPoint
Post Its
Retreat outline
'My Creation' Worksheet
Genesis 1 Creation Passage