

## FOLLOWERS – LESSON PLAN

| Age | Term | Mod. | Module Theme | Module Title | Lesson Number and Title           |
|-----|------|------|--------------|--------------|-----------------------------------|
| 17  | 3    | 6    | Monasticism  | Mission      | 17T3M6S71<br>Modes of Monasticism |

Use the syllabus framework to complete above. Infants: 20 minutes; Juniors: 30 minutes; Middles & Seniors: 45 minutes  
(Mod. = Module Number, Module Theme - in the heading, Module Title - uppercase in the cell, Lesson Num [NO. column] and Title)

|   |              |              |                   |              |  |  |              |
|---|--------------|--------------|-------------------|--------------|--|--|--------------|
|   |              |              |                   |              |  |  |              |
| Verbal<br>V <input checked="" type="checkbox"/> | Logical<br>L | Spatial<br>S | Kinaesthetic<br>K | Musical<br>M | Intra - personal<br>P1 <input checked="" type="checkbox"/> | Inter - personal<br>P2 <input checked="" type="checkbox"/> | Natural<br>N |

Tick the appropriate box(es) above [ copy this: ☒ ] for the modes of learning being used in this session.

**Prayer:** Lord Jesus Christ, Son of the living God, have mercy on me a sinner.

**Starter:** Consider how best to organise a community whose sole purpose was to grow closer to God in silence and solitude.

### Learning objectives:

To learn about the purposes of Christian monasticism.

To learn about the difference between Coenobitic, Idiorhythmic and Eremitic monasticism.

To reflect on which mode of monasticism one would prefer.

### Core Activities and Learning

- The starter activity could be developed into a more thorough discussion. Hopefully, there will be lots of ideas about how a community could be organised for silence, solitude and prayer. Some pupils will probably have considered monasticism in response to the starter question and maybe even visited a monastery. Talking about their ideas and experiences would be a fruitful way to start.
- In the discussion, pupils might have begun to consider the importance of having some sort of rule of life. Now read to the pupils the extract from the rule of St. Benedict. If the leader of the session has a preference for another rule, St Basil for example, that may be used, but the focus of the extract ought to be upon how community life is organised. The Rule of Saint Benedict can be found here: <https://www.archive.osb.org/rb/text/toc.html#toc> Other chapters may be of interest.
- The example from the monastic rule ought to draw attention to the way that monks, or nuns, live together in community. Known as coenobitic monasticism, this is the most common form of monasticism. Discuss what some of the advantages and disadvantages may be of such a mode of life.
- Now discuss what other sorts of modes of life may lead to silence, solitude and prayer.
- Introduce pupils to the idea of idiorhythmic and eremitic modes of monasticism

| Coenobitic  | Idiorhythmic   | Eremitic  |
|---|--|---|
| Life in a community with other monks or nuns.<br>The community follow one rule under one abbot/abbess | An individualized form of monastic life. The term <i>idiorhythmia</i> (ἰδίο <ρ> ρυθμία), meaning “following one's own devices,” Monks live separately<br>Work individually<br>May hold some property | A hermit, also known as an eremite or solitary, is a person who lives in seclusion. |

- Pupils can discuss which mode of monasticism they think they would prefer and why.

**Resources:** Handout of chapter 63 from ROSB

**Review:**

**Follow Up:**