









FOLLOWERS – LESSON PLAN

Age	Term	Mod.	Module Theme	Module Title	Lesson Number and Title
14	2	4	CELEBRATIONS	Russian Saints	58: Saint John of Kronstadt

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

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

Prayer: Trisagion Prayers

Starter: Group reflection – ask students with what they associate “followers” in their daily lives. Suggest Twitter if they don’t mention it. How many of them are on Twitter and what do they do there? Do they follow other members and why?

Learning objectives: learning about the life and teaching of Saint John of Kronstadt

Core Activities and Learning

- In 19th century Russia there was of course no Twitter, yet St. John of Kronstadt had thousands of followers (in the most literal sense of the word, given details about his life). People liked him because he explained spiritual matters and prayer in simple words, using analogies (explain what an analogy is).

Separate students into groups, hand them Example1 from the Resource Sheet, and ask them to match each sentence from the right column with one from the left, bearing in mind the analogies.

Once they obtained the full quotations from “My Life in Christ”, introduce the work and discuss one or two fragments.

- Activity: give students two sheets of paper and coloured pencils. Ask one group to represent in a drawing (can be a symbol, a situational drawing, or a portrait) a time when they have been in conflict with somebody else. The other group will “tell” in a drawing about a positive experience with somebody else.

When they finish, switch the tasks. Make sure that both drawings reflect experiences related to the same person.

At the end, read quote 2. on Resource Sheet 58. Discuss: which of their two drawings precedes the other and why? Which image is the True one?

Discuss the meaning of “a chance misfortune, an illness, a devilish reverie”.

Resources: Resource Sheet 58, pencils, paper

Review: St. John of Kronstadt became well-known because his teachings, inspired by the Holy Spirit, benefited many on their spiritual path.

Follow Up: Give students plastic glasses and wheat. Ask them to water the wheat every day, keep it on the window sill, and see what happens. Next week, ask them what kind of analogy this was, alluding to St. John’s quotations in Example 1 on Resource Sheet 58.

If the students have social media accounts, encourage them to follow pages dedicated to quotations from saints and ask them to make a note of anything they liked in particular.