	Unfolding	Tabestav	of Tife
TT TOO		Tabana	

Stages of Faith	Preschool – Grade 2	Grades 3-5	Grades 6-8	High School	Adult
When you were in:					
"Place" Geographic/Socio-					
Economic					
Key Relationships					
Family, Teachers,					
Leaders, Bosses,					
Self-image					
\V/la a /\V/la a+ \\\as					
Who/What was important to you?					
Marker Events –					
turning points					
(death, moving,					
change in status)					
Images of God					
(feelings and					
thoughts, presence					
or absence of God)					_
Events and					
conditions in Society and the					
World					
World					
What did you					
worry about?					
What religious					
questions did you					
have?					
What did you like/ dislike about					
religion classes?					
- englori classes:					
How did you like to					
pray?		977			a
					,

1.	What do I believe about God, Jesus, the Church and the meaning of human life	?
2.	Why do I believe what I believe?	
3.	How do I feel about questioning and doubting my beliefs?	
4.	How have I struggled to understand what I believe?	

Implications of Faith

To believe in God, the only God, and to love God with one's whole being has immense consequences for every part of our life:

- It means knowing the greatness and majesty of God.
- It means living out our thanksgiving.
- It means knowing the unity and the true dignity of all.
- It means the proper use of created things.
- It means trusting God in all circumstances, even in times of adversity.

How does this implication of faith and its consequences shape your life? How have the implications of faith been tested in your life?

Talking About God With Children

In Rabbi Marc Gellman and Monsignor Thomas Hartman's book, Where Does God Live?, they outline these five principles for talking about God with children. How can you incorporate these principles into your personal catechetical setting?

- 1. Let your child watch you do religious things.
- 2. Tell your children what you believe while making it clear that they must decide what they believe.
- 3. Don't be afraid to say, "I don't know" when talking to your child about God.
- 4. Try to relate God to how we live and not just what we believe.
- 5. Don't give answers about God that are too simple.
- 1. How should you respond when the students ask a question about God?
- 2. What situations in your student's lives cause them to encounter and struggle with mystery? How can you assist them in their struggle?
- 3. As a catechist how can you create an environment where faith can grow?

How Matuure is Your Faith?

To better understand the nature of mature faith, researchers from the Search Institute conducted a survey among the mainline Protestant traditions. From their research, they arrived at eight dimensions that make up a mature faith. As you examine and reflect on each of the dimensions, determine how you currently meet these criteria in your own life. Write the appropriate number on the line that follows, using the following scale:

10

Rarely	Often	Always
A per	son with mature faith:	
1.	Trusts in God's saving grace and believes firmly in the humanity and divinity of Jesus	
2.	Experiences a sense of personal well-being, security and peace.	
3.	Integrates faith and life, and sees work, family, social relationships, and political choices as part of religious life.	
4.	Seeks spiritual growth through study, reflection, prayer, and discussion with others.	
5.	Seeks to be a part of a community of believers in which people witness to their faith and support and nourish one a	inother.
6.	Holds life-affirming values, including a commitment to racial and gender equality, an affirmation of cultural and rel diversity, and a personal sense of responsibility for the welfare of others.	gious
7.	Advocates social and global changes to bring about greater social justice.	
8.	Serves humanity consistently and passionately through acts of love and justice.	

(From Benseon, Peter and Carolyn H. Eklin. *Effective Christian Education: A National Study of Protestant Congregations – A Summary Report on Faith, Loyalty, and Congregational Life.* Minneapolis, MN: Search Institute, 1990.)