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TAKE AND READ

Volume One

A Proposed Grade One Textbook
in
Christian Living Education
at
Colegio San Agustin
Makati

A Thesis
Presented to
The Religious Studies Faculty
of the Graduate School
De La Salle University
Manila

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Religious Education

by

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DEDICATION

This study is heartily dedicated to my three children, Lanie, Louie Jeff and Karol Leif who inspired me to study how to be effective in my teaching of young children by studying and experimenting on techniques in methodology with them. My husband, Louie, who gives me moral and financial support, brothers and sisters, to my fellow Augustinian teachers, to the Augustinian Fathers, and to the Grade One students of Colegio San Agustin whom this work is intended for.



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Summary and Conclusion

Enriched with the findings of the different authors and encouraged by the Church's endorsement on making religious education relevant to the learners, the writer is challenged to design a textbook that would give consideration to the intellectual, moral, social and religious background of the Filipino learners. There is, indeed, a call for a sound catechesis that would bridge the gap between content and method, truth and life, doctrine and experience.

Religious education must truly be concerned with the totality of human experience. It must touch not only the person's mind, but also his physiological and emotional being. Subject-matter content should be tailored to the learners, and not vice-versa. In religious instruction, the learner is the point of the departure and the constant axis - the lessons must be learner-centered in objectives, learner-centered in pedagogical operations, and learner-centered in evaluation (Lee, 1977).

The students' lives are precisely a growing-up, and it is within the context of this growing-up that teachers and catechists help them discover the dimension of salvation. Unless the student is aware of the importance and relevance of what he is learning, and realize his faith in his concrete situation, the religion teacher cannot expect



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an authentic response. Furthermore, a person cannot give a response beyond his ability.

