

Lay Carmelite Formation Program



“Brothers on Fire”



Formator Guide

Written by:
Penny-Jude Watkins, T.O.Carm.
Province of St. Elias

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Dedication

This Guide is dedicated to my Phase I Formation Director,

Jim Lancellotti, T.O.Carm.

Jim has taught me many things, not the least of which includes:

1. Jesus prayed before he began his work.
2. Future Community leaders need to be developed.
3. To avoid frustration, remember that “Things around here happen in Carmelite Time.”

MARIA

July 27, 2005

To All On Our Formation Team:

In initiating and formation program, Jane E. Regan in her work Toward an Adult Church: A Vision of Faith Formation, says there are two core elements, remote and immediate planning.

Remote planning involves establishing the need and structure for those to be formed. It also includes a program format and a program focus. (We did that.)

In July 2004, in a room in a Chicago hotel, six members of the Province of St. Elias Regional Directors and Regional Formation Coordinators team prayed to the Holy Spirit to guide us as we discussed plans for the Phase III Level Formation Program for newly professed Lay Carmelites throughout our Province. A few hours of lively, provocative discussion resulted in a plan to develop our own new material.

We suggested several Carmelite works, then back-to-back, Prophet of Fire and Carmelite Mysticism: Historical Sketches were brought up.

Titus Brandsma is my Carmelite role model, and I always wanted to learn more about Elijah, so I volunteered to lay something out for review. I prepared a few chapters for local review, and these chapters were brought to the Inter-Provincial Commission for review. We got a green light to continue with the project. This program, "Brothers on Fire" is a gift from me, an old, retired director of training and development, to the Carmelite family that has filled my life fuller than my wildest expectations.

The second core element in faith formation is immediate planning. This is the element where the environment and details, that make for a comfortable, effective learning session are managed. Jane E. Regan tells us that "All learning is rooted in experience. It is through experience, understood as engagement with one's social and cultural environment, that learning takes place." (TAC p.77)

I see a third element. That's where you come in. God has chosen you for a special task, the formation of our new Carmelite family members. If we put all of the above elements together, there can be no other result but success.

Here's what is in your Formator Guide package:

- Learning Facilitation Notes

- Participant Materials (Study Notes/Study Questions)

- Lesson Plans (Lesson Objectives, Lesson Resource citations, and Instructional Plan)

- Make-Up Session Worksheets (for use in answering the question "What do I do if a member misses a formation session?") It is my recommendation that over the 12-month program, a learner shouldn't miss (then make-up) more than two sessions. It is also clear that the missed sessions MUST be made up.

Appendices: I have listed many of the additional sources that I used over the last eight months. Those that are available on the internet are listed with a citation source only. Many of these sources are quite lengthy and therefore expensive to reproduce. If you want them, internet access has made that process more cost-effective.

What I haven't included are the answers to the workbook and make-up questions. Reason? That's for you! To be prepared for the formation sessions, complete the lesson yourself. There's an old trainers' saying: "If you really want to learn something, teach it."

Working on this program was, for me, a tremendously goose-bump, provoking experience. I had known and loved Father Titus since we "met". By the third paragraph in Prophet of Fire, I knew the pairing of these two Elijahs was indeed the work of the Holy Spirit.

By the completion of this twelve-month program, the Elijan spirit of the Carmelite Order will be more fully and personally understood, hence it will be simpler to live.

Enjoy!

Penny-Jude Watkins, T.O.Carm.
Province of St. Elias

Any questions or comments, please feel free to contact me at
pjwlmg@gmail.com

Lesson Schedule

Book(s)	Lesson	Chapter/Lecture	Chapter/Lecture Title	
<u>Prophet of Fire</u>	1	Introduction and Chapter 1	Elijah Confronts King Ahab	
		Chapter 2	Elijah Hides in the Wadi Cherith	
		Chapter 3	Elijah and the Widow of Zarephath	
		Chapter 4	Elijah's Victory on Mount Carmel	
		Chapter 5	Elijah's Flight to Horeb	
		Chapter 6	The Zeal of Elijah	
		Chapter 7	The Call of Elisha	
		Chapter 8	Naboth's Vinyard	
		Chapter 9	Elijah and King Ahaziah	
<u>Prophet of Fire</u> <u>Carmelite Mysticism:</u> <u>Historical Sketches</u>	8	Chapter 10	The Assumption of Elijah	
		Introduction and Lecture I	In the Spirit and Strength of Elias	
<u>Carmelite Mysticism:</u> <u>Historical Sketches</u>	9	Lecture II	The Hermits of Carmel	
		Lecture III	The Order Flourishing in the Holy Land	
Book(s)	Lesson	Chapter/Lecture	Chapter/Lecture Title	
<u>Carmelite Mysticism:</u> <u>Historical Sketches</u>	10	Lecture IV	The Brothers of Our Lady	
		Lecture V	A New Dawn: The Carmelite Nuns Blessed John Soreth	
		Lecture VI	St. Theresa: The Growth of the Mystical Life	
		Lecture VII	The Marian "Doctor Mysticus"	
		VIII	Lecture	New Blooming on Old Stock
			Lecture IX	The Apostolate of Carmelite Mysticism

Brothers on Fire References and Reference Abbreviations

Abbreviation	Source
AA	<i>Apostolicam actuositatem</i> (Decree on the Apostolate of the Laity); Vatican II Document
BTB	<u>The Beatification of Father Titus Brandsma</u> ; Prepared by Redemptus Maria Valabeck, O.Carm.; Carmelite Institute; 1986
CCC	<u>Catechism of the Catholic Church</u> ; Ligouri Publications (English Translation); 1994
CD	<u>The Carmelite Directory of the Spiritual Life</u> ; Carmelite Press; (1951 Translation); 1940 Original
CL	<i>Cristifideles laici</i> (The Lay Members of Christ’s Faithful People); Pope John Paul II; Pauline Media; 1988
CMHS	<u>Carmelite Mysticism Historical Sketches</u> ; Blessed Titus Brandsma, O.Carm.; Carmelite Press; 2002
CS	Carmelite Spirituality, Joseph Chalmers, O.Carm.
DC	<i>Dominicae cenae</i> (On the Mystery and Worship of the Eucharist); Post Conciliar Document
EP	<u>Elijah the Prophet</u> ; Jane Ackerman; ICS Publications; 2003
ETB	<u>Essays on Titus Brandsma</u> ; Edited by Redemptus Maria Valabeck, O.Carm.; Carmel In the World Paperbacks; 1985
FE	<u>At the Fountain of Elijah: The Carmelite Tradition</u> ; Wilfrid McGreal, O.Carm.; Orbis Books; 1999
GS	<i>Gaudium et spes</i> (Pastoral Constitution on the Church in the Madern World); Vatican II Document
JFA	Justice for All; “Pastoral Letter of U.S. Catholic Bishops”; 1986
LCRRM	Lay Carmelite Resource Reference Manual, gathered together by Brocard Connors, O.Carm
LP	<i>La plenaria</i> (The Contemplative Dimensions of Religious Life); Post Conciliar Document
LG	<i>Lumen gentium</i> (Dogmatic Constitution on the Church)
LPMC	A Loving Presence: Mary and Carmel; Christopher O’Donnell, O.Carm.; Carmelite Spirituality Project; 2000
MVC	<i>Mas virgines consecrandi</i> (Rite of Consecration to a Life of Virginity); Post Conciliar Document; May, 1970
PC	<i>Perfectae caritatis</i> (Decree on the Adaptation and Renewal of Religious Life); Vatican II Document
PF	<u>Prophet of Fire</u> ; Kilian Healy, O.Carm.; Edizioni Carmelitane; 2 nd Printing; 2004
PPG	<u>The Practice of the Presence of God</u> ; Brother Lawrence of the Resurrection, O.Carm. (d. 1691); Critical Edition; ICS Publication; 1994
RA	Rule of St. Albert
SC	<u>Springs of Carmel</u> , Peter Slattery, O.Carm.
SOLMCCR	The Scapular of Our Lady of Mount Carmel: Catechesis and Ritual; North American Provincials of the Carmelite Order; 2000
STJ	“St. Teresa of Jesus”, Papal Document, John Paul II, 1982
TAC	<u>Toward an Adult Church: A Vision of Faith Formation</u> ; Jane E. Regan; Loyola Press; 2002
TDM	<u>True Devotion to Mary</u> , St. Louis de Montfort

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Learning Facilitation Techniques

Adults require material that is relevant to their lives. If that is true (and all experts in adult-learning theory agree that it is), then we must clearly express why this Phase of formation is important.

In *Ratio Institutionis Vita Carmelitanae*, the fundamental document on formation for friars of the First Order throughout the world, Prior General, Joseph Chalmers may have written for his Priests and Brothers, but this document is just as applicable to Lay Carmelites in the Third Order, simply because we ARE Carmelites.

Here are a few of his quotes.

“The Carmelite is ... transformed on every level of his personality if he consents to the will of God.”

“The formative process lasts a lifetime with many twists and turns.”

“We journey with others who have received the same gift, and the same call.”

“Formation is a lifelong process which involves individuals at every level and stimulates their conversion.”

And finally, from paragraph #14:

“Formation must be presented in such a way that individuals can understand and embrace it as a dynamic process which is to continue throughout their lives, and not merely as a way of attaining membership in the Order.

The formative process can never be said to be completed; growth to human, spiritual, religious and Carmelite maturity progresses along with the unfolding of the lives of those who, having encountered Christ, answer his call and follow him in the Carmelite life, allowing themselves to be grasped and transformed by his love.”

We know from scripture that Jesus took great care in teaching his disciples. He spoke with them. He showed them. He reminded them, and beyond that, He lived the life He wanted them to live.

Scary isn't it? It's amazing just how responsible the task of formation really is.

Fear not! If I've done my task....

- #1. The material is sound.
- #2. The Study Questions assist the learning process.
- #3. The Formator Guide has useful information in it.

In this section of the Guide, I have included several techniques that I used during my 20+ years in staff training and development. I've added a little Carmelite twist because...we always start and end a lesson with a prayer.

Environment

Since the charism of the Carmelite Order is prayer, a prayer-full atmosphere is important. This might include the exposition of the Bible, a statue of Our Lady of Mount Carmel, a statue of the patron saint of your Chapter, a lit candle... this will help us to remember that we are in God's presence.

In the General Directory for Catechesis, from the Congregation for the Clergy in Rome, and published by the United States Catholic Conference in 1998 tells us:

“When catechesis is permeated by a climate of prayer, the assimilation of the entire Christian life reaches its summit.”

As formation continues, this climate spreads far beyond a meeting area. The learner begins to change. That's how you know that learning has taken place.

Expectations

At the beginning of the program, make the expectations clear to the learner. In the case of “Brothers in Fire”, expectations include reading the assigned material and completing the Study Questions. There is no option available at this level. Phase III is a level of serious commitment.

Our expectations for you, the Formator, include that you will have the Study Questions completed long before the learners do. It will help you to learn. You also should read as much of the Required Reading as you can get your hands on. It can only help your level of confidence and preparedness. Bring the references to class with you, particularly the Catechism of the Catholic Church and the Vatican II Documents. If you don't have a copy of them already, you might want to get them. They will be referred to in other Phase III Level programs.

We also know that there is a lot of material in this program. You might not get to it all in class. Just remember that the Holy Spirit also has a role in learning.

Reinforce the required attendance at all learning sessions. Life being what it is, there will always be absences. In the Formator Guide you will find a make-up worksheet that provides an option to YOU. You make the decision on whether a learner can make up the lesson using this method. In addition to the make-up worksheet, the learner has to complete the lesson's Study Questions as well, and then hands both documents in to you by the deadline you establish.

Groundrules

Groundrules are a part of expectations, but they work better if you have the group help set them. Here are a few essentials:

1. Begin on time. End on time.
2. One speaker at a time.
3. No personal attacks

About the Adult Learner

Learning involves the amount of information, facts, or concepts that a person knows, the skills that a person is able to use, and the attitudes a person develops and imparts to others.

Let us look at the terms Learning and Teaching.

TEACHING	LEARNING
Brings about learning	Involves change
Structured sequence of experiences	Concerned with gaining habits, knowledge, and skills
Series of opportunities to learn	Assists change to take place
Is done TO the learner	Is done BY the learner
Ends when the class is over	Continues on the ride home, and sometimes for a week.

Learning is what we want. St. Teresa of Avila and St. John of the Cross agree. To paraphrase... You understand with your heart what you have learned with your mind. Learning is the basis of good formation.

Questions?? About Them and How to Ask Them

Each lesson plan includes a few question suggestions that you may consider using during a given lesson. Study Questions help to reinforce the learning process. They aren't tests. They are tools.

No doubt you will come up with many more of your own. A few suggestions when developing and asking your own questions:

1. Start them with... Who...What...When...Where...Why...How
 2. When you ask a question, wait at least 10 seconds before you answer it yourself, or ask another question. Some learners need time to think about your question.
- When questions are of a more personal nature, such as the Personal Reflection Questions:

3. Try Paired Sharing (only useful when you have several members going through the same material) Have two learners share their responses to the question to each other. Allow about 10 minutes, no more. At the end of the time, bring the group back together and then ask for volunteers to share with the group at large.

Reviewing Study Questions: Sometimes “order” is over-emphasized. Doing a “round-robin” of going from one person to the next, and the next, and the next is too predictable, and it’s boring. What is worse, and very important to think about, is that when using a round-robin, the “next” person is thinking about the question they will be answering, and not paying attention to what the speaker is saying. That is a missed opportunity for learning. Here’s another way to do it.

4. Names in a Basket. In some type of container (basket, hat, bowl, etc.) place one card, ping-pong ball, etc with a name on it for each learner in the group. Pull a name out of the basket, and say “Jane, how about taking #4?” It might be a little nerve-wracking at first, but if everyone come in prepared, there won’t be many problems. Do this technique **ONLY WHEN THE LEARNERS ARE PREPARED**. Otherwise you might put someone on the spot and create too much stress.

This technique works well in all groups, but particularly well in smaller groups.

5. Ask...”Jack, which question stands out the most to you?” Then ask, “Why?”

Other Helpful Hints

1. Take a deep breath your first time out, and any time you get asked a question you are unsure of. A little extra oxygen going to the gray matter helps you think.
2. If a learner says something way off track, and it will happen, as “I see your point. How can we connect that with this topic?”
3. Allow, encourage, assist, etc., but **don’t insist that a person speak** out loud in front of a group. People have a right to listen and learn silently.
4. Stay focused. Your focus will help the group focus.

And Lastly...

There’s one thing about helping someone else learn. You learn even more.

Lesson Plan -1 Introduction, Chapter 1 - Elijah Confronts King Ahab

Lesson Objectives:

1. Identify the importance of studying the prophet Elijah
2. Identify the historical actions of Elijah and the significance of his actions in that time of history
3. Describe the connection of Elijah to the Carmelite Tradition
4. Identify and describe the characteristics of Elijah that speak to us today (faith, courage)
5. Identify a “Modern Elijah” and describe his/her “Elijan” characteristics

Required Readings:

<u>Prophet of Fire</u>	Pages 11-38
Scripture	1 Kings 17-19, 21; 2Kings 1-2:17; Malachy 3: 23-24; Sirach 48:1-12; Ps 123:2; Ps. 69:10; Mt 11:14; Mt. 17: 1-13; Mt. 15 : 28 Mk 9:2-13; Mk 1:40; Mk 5:34; Mk 10:52; Lk 1:17; Lk 9:28-36; Lk7:9; Lk 7:50; Jn 15:16; Jas 5:17-18
Rule of St. Albert	Chapter 7
Living the Carmelite Way	Paragraph 35
Carmelite Authors	<u>Carmelite Mysticism Historical Sketches</u> , Bl. Titus Brandsma, O.Carm pp. 4-5
Vatican II Documents	Decree on the Appropriate Renewal of the Religious Life, Section 7
Catechism of the Catholic Church	Paragraphs 2581 2584

Other Readings of Interest:

Elijah Prophet of Carmel, Jane Ackerman

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Welcome the program	Welcome Opening Prayer Explanation of expectations Review of materials to be used	Lecture, distribution of materials, visual explanation of the materials Point is to be made that all reading and all workbook experiences must be completed before class. There will not be time during class.	<u>Prophet of Fire</u> Bible Rule of St. Albert Living the Carmelite Way Catechism of the Catholic Church Documents of Vatican II “Brothers on Fire” Workbook
Introduction	Importance of the study of Elijah for Lay Carmelites	Advance Reading Completion of Workbook	For Lesson 1, read pages 11-38 in <u>Prophet of Fire</u> , and scripture quoted in readings. Read Study Notes pp 1 3 Complete Study Questions pp.3 4
Historical Elijah	Elijah’s threat to King Ahab	<u>Discussion Questions to ask:</u>	
Carmelite Tradition	Jacques Vitry Philip Ribot Daniel of the Virgin Mary Brother Lawrence Titus Brandsma	1. How are WE seen as one who stands in God’s Presence? 2. What is the difference between the terms ‘founder’ and ‘model’ of Carmel?	
Elijah Today	Faith Courage	3. How do we allow miracles to happen?	
Application	Titus Brandsma, a Modern Elijah	4. How do we witness as prophets?	
Personal Reflection	“As a Lay Carmelite, how do I witness faith and Courage?”	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month’s Assignment Closing Prayer		

Lesson Plan 2 Elijah Hides in the Wadi Cherith

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Describe Elijah's connection to the Carmelite Tradition as told with the *Institution*.
3. Identify the four steps of the journey first taken by Elijah.
4. Define purity of heart (as it relates to Christian perfection)
5. Define the practice of prayer.
6. Adapt the above four steps to Christians in family life.
7. Describe how Elijah's Wadi Cherith experiences relate to us today: Contemplatives in action; Urban desert; Fruits of contemplation; prayer and contemplation
8. Identify the three rules of centering prayer as updated by Thomas Merton

Required Readings:

<u>Prophet of Fire</u>	Pages 39-68
Scripture	1 Kings 17: 2-6 Exodus 16: 8, 12; Dt 6:5 Ps 24:3-4; Mt 5:8; Mt 11:1; 1Tim 1:5
Rule of St. Albert	Chapters 10, 20, 21
Living the Carmelite Way	Paragraphs 14, 22, 28, 31, 32, 33, 39
Carmelite Authors	<u>Carmelite Mysticism Historical Sketches</u> , Bl. Titus Brandsma, O.Carm pp.19, 69 <u>At the Fountain of Elijah: The Carmelite Tradition</u> , Wilfrid McGreal, O.Carm. pp. 47-48
Vatican II Documents	<i>Apostolicam Actuositatem</i> (Decree on the Apostolate of the Laity) <i>Gaudium et Spes</i> , (Pastoral Constitution on the Church in the Modern World)
Catechism of the Catholic Church	¶2744, 2745

Other Readings of Interest:

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Any questions from last session	Advance Reading Completion of Workbook	For Lesson 2, read pages 39-68 in <u>Prophet of Fire</u> , scripture quoted in readings. Read Study Notes pp 5 7 Complete pp.7 9
Historical Elijah	Elijah's response to Gods request Christian Interpretation of the request	<u>Discussion Questions to ask:</u>	
Carmelite Tradition	Picture of Elijah standing at the opening of a cave along the Wadi Cherith (see cover of Study Book) Importance of the 14 th Century <i>Institution of the First Monks</i> Mystical interpretation of Elijah's time alone with God	1. How do we live out the ideals of Elijah? 2. What moments have you experienced when you felt that you had a "drink from the stream"? 3. What do you do to prepare yourself for contemplation?	
Elijah Today	Carmelite return to the spirit of Elijah Our actions show that God dwells within us. We need a life of prayer to sustain our activities in the world.		
Application	The 4-run Ladder of the Monks Centering Prayer Contemplation as "Gift"		
Personal Reflection	What would your response be to "Go and hide.!"	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Next Month: Lessons 3 and all its components: Prophet of Fire: pp 69-94; Study Notes: pp 10-13; Study Questions : pp 13-14

Lesson Plan - 3 Chapter 3 - Elijah Stays with the Widow

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Identify at least 7 reasons why the story of Elijah and the Widow of Zarephath is important.
3. Describe how this story served as an example for Carmelite reform
4. Describe the message that this story gives us today
5. Identify how we can modify our environment to assist in “living in God’s presence”

Required Readings:

<u>Prophet of Fire</u>	Pages 69-94
Scripture	1Kings 17:7-24; 2Kings 4: 8-11; 2Kings 4:34; Mt 10: 41-42; Mt 11: 28; Lk 4: 24-26; Lk 7: 16; Lk 7: 14; Acts 20: 9-10; Heb 2: 18; Heb 3: 1-2; Heb 7: 25
Rule of St. Albert	Chapters 10, 19, 20
Living the Carmelite Way	Paragraph 19
Carmelite Authors	Beatification of Father Titus Brandsma, edited by Redemptus Maria Valabek, O.Carm. (p. 33) The Practice of the Presence of God, by Brother Lawrence of the Resurrection, (p. 43, ¶37)
Vatican II Documents	<i>Perfectae caritatis</i> , Decree on the Adaptation and Renewal of Religious Life, ¶12 <i>La Plenaria</i> , The Contemplative Dimensions of Religious Life (Post Consiliar Document)
Catechism of the Catholic Church	¶2616

Other Readings of Interest:

Elijah, Prophet of Carmel, Jane Ackerman

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Any questions from last session	Advance Reading Completion of Workbook	For Lesson 3, read pages 69-94 in <u>Prophet of Fire</u> , scripture quoted in readings.
Historical Elijah	Elijah Stays with the Widow; raising the son of the widow from the dead	<u>Discussion Questions:</u> 1. The legends around Jonah are just that, legends. Why are legends still useful in our lives as Carmelites?	Read Study Notes pp 10 13
Carmelite Tradition	The Carmelite Spirit described as “A hermit at heart while living in the city.”	2. What challenges do you experience in maintaining that “inner solitude”?	Complete pp. 13 14
Elijah Today	The challenge of living in a 21 st Century desert Techniques of living in the presence of God: 1. Being attentive 2. Fixing our eyes on Jesus		
Application	The environment as a source of nourishment: * at home * at Lay Carmelite meetings		
Personal Reflection	How do I fix my eyes on Jesus?	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month’s Assignment Closing Prayer		For Next Month: Lesson 4 and all its components: Prophet of Fire: pp 95-123 Study Notes: pp: 15-18 Study Questions: pp 19-20

Lesson Plan - 4 Chapter 4 - Elijah's Victory over Carmel

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Explain the spiritual interpretation of the legend of Mary in the cloud.
3. Identify the source of the Elijan/Marian tradition.
4. Explain the difference between chastity and celibacy.
5. Explain how chastity is experienced in the life of a single and married life.

Required Readings:

<u>Prophet of Fire</u>	Pages 95-124
Scripture	Ex 22:19; Dt 13: 13-17; 1 Kings 18; 2 Kings 4: 23, 25; 1Cor 6: 19-20; James 5: 17-18; Rev 12:1
Rule of St. Albert	Chapters 4, 19
Living the Carmelite Way	Paragraph 14
Carmelite Authors	Carmelite Mysticism Historical Sketches, Bl. Titus Brandsma, pp. 19-20
Vatican II Documents	<i>Christifideles Laici</i> , (The Lay Member of Christ's Faithful People) ¶156 (Post Conciliar Document, 12/30/88) <i>Mas Virgines Consecrandi</i> , Rite of Consecration to a Life of Virginity, (Post Conciliar Document, May 1970)
Catechism of the Catholic Church	¶928-929

Other Readings of Interest:

Elijah, Prophet of Carmel, Jane Ackerman, pp. 211-213

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Any questions from last session	Advance Reading	For Lesson 4, read pages 95-124 in <u>Prophet of Fire</u> , scripture quoted in readings. Read Study Notes pp15 18 Complete pp. 19 20
Historical Elijah	Rain would come, but according to God's Plan: Preparation The Contest The Consequences	Completion of Workbook <u>Discussion Questions:</u> 1. What do you think about the brutality on Mt. Carmel over Baal?	
Carmelite Tradition	Legend of Mary in the cloud: Spiritual interpretation; The oldest known Carmelite Shield; The Scapular; Origin of the Elijan/Marian Devotion	2. Why do you think the cloud became linked to Mary? 3. How do we demonstrate friendships in community?	
Elijah Today	Mary brings us to her Son; Chastity/Motive for Chastity; Renunciation; No half-love; Celibacy and friendship; Voice of Experience; Chastity is productive;		
Application	How chastity applies in the state-in-life of a Lay Carmelite		
Personal Reflection	Am I chaste? Do I really understand what chastity is?	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Next Month: Lessons 5A and 5B and all components: Prophet of Fire: pp 125-148; and pp. 149-176; Study Notes: pp. 21-23 and 25-28; Study Questions: pp 23-24 and 28-31

Lesson Plan - 5A Chapter 5 - Elijah's Flight to Mount Horeb

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Identify the 2 concepts in this story of Elijah.
3. Identify the message in this section of the Carmelite Tradition: "God may be hidden from us, but He is never absent."
4. Explain the quote: "The disciple is no better than the Master."
5. Define stress.
6. Identify 4 causes of stress.
7. Identify Carmelites who didn't give in to stressors.
8. Identify methods for responding to stress.
9. Define the spiritual attitude required for a balanced life.

Required Readings:

<u>Prophet of Fire</u>	Pages 125 - 148		
Scripture	1 Kings 18: 13; Gn 26: 23-24; Ps 86: 15-18;	1 Kings 19: 1-8, 18; Sm 17: 11ff; 2 Cor 7: 5-6;	2 Kings 10: 28 Ps 22: 15-16; Lk 22: 43
Rule of St. Albert	Chapter 18		
Living the Carmelite Way	Paragraphs 21, 35, 48		
Carmelite Authors	Essays on Titus Brandsma, edited by Redemptus Maria Valabeck, O.Carm., pp 291 - 295		
Vatican II Documents	<i>Christifideles Laici</i> , (The Lay Member of Christ's Faithful People) ¶13 (Post Conciliar Document, 12/30/88)		
Catechism of the Catholic Church			

Other Readings of Interest:

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Any questions from last session	Advance Reading Completion of Workbook <u>Discussion Questions:</u> 1. How do we respond to a sense of failure? What picks us back up? 2. What stressors have an impact on living our Carmelite spirituality? 3. How do you manage these stressors?	For Lesson 5, read pages 125 - 148 in <u>Prophet of Fire</u> , scripture quoted in readings. Read Study Notes pp 21 23 Complete pp. 23 24
Historical Elijah	Two concepts: 1. Sense of failure 2. Assurance of God's presence		
Carmelite Tradition	Fallible side of Elijah Presence of God in times of trouble Carmelite literature, art, and liturgy of the flight to Horeb		
Elijah Today	Stress/distress of Elijah 4 causes of today's stress: 1. Environment 2. Lack of support 3. Poor health 4. Weak/superficial spiritual life Stress response of: Titus Brandsma St. Thérèse		
Application	Suggested response of the laity today		
Personal Reflection	How do we experience being "puffed up" and assuming that we alone are responsible for the success or failure of a project	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Lesson 5B and all its components: Prophet of Fire: pp. 149-176; Study Notes: pp. 25-28; Study Questions: pp. 28-31

Lesson Plan - 5B Chapter 6 - The Zeal of Elijah

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Identify the 3 noises Elijah heard before the whisper.
3. Identify 3 interpretations of God's question to Elijah, and his response.
4. List the 3 steps in Elijah's new mission.
5. Explain the contrast of Moses' meeting with God on Mt. Sinai, and Elijah's meeting God on Mt. Horeb (Sinai)
6. Describe the interpretation of the 1499 coat of arms/emblem.
7. Describe the interpretation of the 1595 coat of arms.
8. Identify one aspect of zeal demonstrated by St. Thérèse of Lisieux, Bl. Titus Brandsma, Hilarion Januszewski, and Bartholomew Maria Xiberta.

Required Readings:

<u>Prophet of Fire</u>	Pages 149 - 176
Scripture	1 Kings 19: 1-18 2 Kings 9: 1-13; 10: 28; 8: 12-15 Ex 22: 19 Rv 12: 1
Rule of St. Albert	Chapter 11
Living the Carmelite Way	Paragraphs 22, 35, 48
Carmelite Authors	Essays on Titus Brandsma, edited by Redemptus Maria Valabeck, O.Carm., pp 291 - 295
Vatican II Documents	<i>Cristifidelis laici</i> (The Lay Members of Christ's Faithful People), Chapter 3
Catechism of the Catholic Church	¶ 897-913

Other Readings of Interest:

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Any questions from last session	Advance Reading	For Lesson 6, read pages 149-176 in <u>Prophet of Fire</u> , scripture quoted in readings. Read Study Notes pp 25 28 Complete pp. 28 31
Historical Elijah	“I have been zealous for the Lord of hosts.” Conversation with God on Mt. Horeb . Interpretation New Mission: . Elisha as his successor . Anoint Hazael . Anoint Jehu Comparison of Elijah’s and Moses’ conversations with God	Completion of Workbook <u>Discussion Questions:</u> 1. What ideas do you have relating to “Elijah feels himself a failure.” When have we felt like a failure? 2. How do you live and spread the faith? 3. What do you see as the greatest problem for Lay Carmelites today?	
Carmelite Tradition	Carmelite Interpretation of the conversation on Mt. Horeb Evolution of motto “I am most zealous for the Lord God.” Changes in the Carmelite Escutcheon Reasons for the changes Marian identity in 1595 escutcheon		
Elijah Today	Is there zeal in Carmel today? . St. Thérèse . Bl. Titus Brandsma . Hilarion Januszewski . Bartholomew Maria Xiberta		
Application	In the lives of Lay Carmelites today, how do they demonstrate their zeal in serving God?		
Personal Reflection	“Why are you here?”	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month’s Assignment Closing Prayer		

Lesson Plan - 6 Chapter 7 - The Call of Elisha

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Describe the significance of Elisha's response to the "Call"
3. Describe the comparison between the calls of Elijah and Elisha
4. Describe the Carmelite traditions in reference to Elijah and Elisha
5. Identify the liturgical references to the Carmelites and their traditions
6. Identify and define the three branches of the Carmelites
7. Identify modern Carmelite role models, highlighting zeal and generosity.
8. Identify the three manifestations of human wickedness cited by Cardinal Hume
9. Identify the 4 courses of action suggested by Father Falco Thusi.

Required Readings:

<u>Prophet of Fire</u>	Pages 177-202
Scripture	1 Kings 19: 19-21 2 Kings 1:8 2Kings 2:12
Rule of St. Albert	Chapter 18
Living the Carmelite Way	Paragraphs 44, 46, 47
Carmelite Authors	Carmelite Mysticism Historical Sketches, Bl. Titus Brandsma
Vatican II Documents	<i>Lumen Gentium</i> , Dogmatic Constitution on the Church <i>Christifideles Laici</i> (The Lay Members of Christ's Faithful People (Post Synod)
Catechism of the Catholic Church	¶ 898

Other Readings of Interest:

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	<p>Opening Prayer</p> <p>Any questions from last session</p>	<p>Advance Reading</p> <p>Completion of Workbook</p> <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. How have you acted as a prophet? 2. How does the Rule of St. Albert, "Let each remain in his cell or near it.", relate to Lay Carmelites? 	<p>For Lesson 7, read pages 177-202 in <u>Prophet of Fire</u>, scripture quoted in readings.</p> <p>Read Study Notes pp 32 ÷ 36</p> <p>Complete pp. 35÷ 37</p>
Historical Elijah	<p>The "Call of Elisha"</p> <p>Actions of Elisha after the call</p> <p>Comparison of the vocations of Elijah and Elisha</p>		
Carmelite Tradition	<p>Carmelite Shield;</p> <p>Early authors: John of Chemineto Lezana Daniel of the Virgin Mary;</p> <p>Art and Liturgical references to the call of Elisha</p>		
Elijah Today	<p>Three Branches of the Carmelites;</p> <p>Modern Zealous Carmelites as role models for all of us;</p> <p>Three manifestations of human wickedness: Arms race Disparity of wealth Man's inhumanity to man</p>		

Application	Four courses of action: Pledge ourselves Central place for the Bible Live in the presence of God Share our experience of God in our lives		
Personal Reflection	Describe your call to Carmel	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Next Month: Lessons 7A and 7B and all the components: Prophet of Fire: pp. 203-230; and 231-276; Study Notes: pp. 38-41 and 43-46; Study Questions: pp. 41-42 and 47-48

Lesson - 7A Naboth' Vineyard

Lesson Objectives:

1. Identify the historical significance of the incident of Naboth's Vineyard.
2. Identify the three-fold mission of the Prophet Elijah in the incident.
3. Compare Elijah's first two meetings with King Ahab and the third meeting.
4. Identify why early Carmelites in Europe were not known for social action.
5. Describe Naboth's Vineyard according to Daniel of the Virgin Mary.
6. Identify and describe the 19th and 20th Century contributions of: Joachim Luch y Garriga, John Sprat, Edith Stein, Titus Brandsma.
7. Describe how Vatican II has impacted on Carmelite action regarding social justice.
8. Identify questions we can ask ourselves to assess where we are in relation to our conversion of heart.
9. Identify the seven steps in the plan for developing spirituality

Required Readings:

<u>Prophet of Fire</u>	Pages 203-230
Scripture	1 Kings 21 Mt 8:2; 26:6 Mk 1:40; 14:3 Lk 5:12
Rule of St. Albert	Chapters 18 and 20
Living the Carmelite Way	Paragraphs 22, 23, 24, 26, 28, 29
Carmelite Authors	<u>Into the Land of Carmel</u> , Joseph Chalmers, O.Carm. (available through www.ocarm.org) <u>At the Fountain of Elijah</u> , Wilfred McGreal, O.Carm. Chapter VI of Carmelite Constitutions, paragraphs 91-96 <u>The Carmelites: The Province of St. Elias</u> , Alfred Isaacson, O.Carm. Minutes, October 2003, Carmelite Justice and Peace Commission (available through www.ocarm.org)
Vatican II Documents	<i>Lumen Gentium</i> , Dogmatic Constitution on the Church, Ch. 4 and 5 <i>Christifideles Laici</i> (The Lay Members of Christ's Faithful People)(Post Synod), par. 14 <i>Apostolicam actuositatem</i> ; nn 2.3 "Reconciliation and Penance", Post-conciliar document (available at www.ewtn.com/library)
Catechism of the Catholic Church	¶ 545, 1036, 1426, 1439

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Any questions from last session	Advance Reading	For Lesson 9, read pages 203-230 in <u>Prophet of Fire</u> , scripture quoted in readings. Read Study Notes pp 38 41 Complete pp. 41 42
Historical Elijah	The third interaction between Elijah and King Ahab; Three-fold mission of Elijah; Defense of Naboth's family; Remorse of King Ahab; Equality of ALL	Completion of Workbook <u>Discussion Questions:</u> 1. What are the qualities of a Christian life?	
Carmelite Tradition	Story's limited relevance; Limited preparation of early Carmelites for defending causes; Limited public involvement in social causes until mid-20th Century: . Edith Stein . Titus Brandsma	2. What are some examples of "spiritual flabbiness"? 3. What are the characteristics of a lifestyle of genuine poverty?	
Elijah Today	Conversion of the heart; Conversion and reconversion; Mysticism definition;		
Application	How generous are we? 7-Step Plan for developing a spiritual life: 1. Daily prayer to the Holy Spirit. 2. Fidelity to daily Mass 3. Prayerful recitation of liturgical prayer 4. Daily mental prayer and reading, and study of the Holy Spirit 5. Life-style of genuine poverty 6. Tender devotion to the Blessed Virgin Mary 7. Frequent reception of the Sacrament of Reconciliation.		
Personal Reflection	What are my "Utopian Hopes?"	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For 7B and all its components: Prophet of Fire: pp. 231-276; Study Notes: pp. 43-46; Study Questions: pp. 47-48

Lesson Plan - 7B Chapter 9 - Elijah and King Ahaziah

Objectives Lesson 7B

1. Identify the significance of the confrontation between Elijah and King Ahaziah.
2. Explain the significance of fire in Elijah's actions.
3. Describe the relationship between Yahweh and Elijah in this incident.
4. Compare the fire used by Elijah with the fire used by Jesus.
5. Identify the conflicts in ourselves in the Church, and in society.
6. Describe "purity of heart".
7. Define poverty, and our mandated response to it.
8. Identify the source for this mandate.

Required Readings:

<u>Prophet of Fire</u>	Pages 231-276
Scripture	1 Kings 22: 52-54
Rule of St. Albert	Chapters 12, 13, 18, 19
Living the Carmelite Way	Paragraphs 21, 23, 25, 26, 27, 46
Carmelite Authors	John Benninger, <u>Carmelite Directory of the Spiritual Life</u>
Vatican II Documents	<i>Gaudium et Spes</i> , (Pastoral Constitution on the Church in the Modern World)
Catechism of the Catholic Church	¶ 2426 - 2436

Other Readings of Interest:

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Any questions from last session		
Historical Elijah	Confrontation between Elijah and King Ahaziah; Anger and punishment by a just God; The three contingents; Three theories on the reasons for such harsh treatment of the first two contingent	Advance Reading Completion of Workbook <u>Discussion Questions:</u> 1. Who are the chosen messengers of God today?	For Lesson 7B, read pages 231-276 in <u>Prophet of Fire</u> , scripture quoted in readings. Read Study Notes pp.44 46 Complete pp. 47 48
Carmelite Tradition	Obadiah, and legend; Elijah/Jesus, and the use of fire; Elijah's example shows us that we need to: <ul style="list-style-type: none"> . be defiant . strike out for good over evil . worship truth over falsehood . choose justice over injustice 	2. The God of the New Testament is a God of love. How can we be God's faithful servants? 3. Since Vatican II, what conflicts have you seen regarding Church teachings?	
Elijah Today	Three Conflicts: <ol style="list-style-type: none"> 1. In ourselves 2. Within the Church 3. Within society Five concerns: <ol style="list-style-type: none"> 1. Dignity of the human person 2. Marriage 3. The family 4. Culture 5. Social and economic life 	Brainstorming	
Application	Reviewing the statistics: The Lay Carmelite role in applying Carmelite Spirituality to the problem; where is the fire in the 21 st Century?		
Personal Reflection	Where do I stand in this confrontation with evil?	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Next Month: Lesson 8A and 8B and all its components: Prophet of Fire: pp.277-304; CMHS: pp. 1-11; Study Notes: pp. 49-51, and pp.54-56; Study Questions: pp. 52-53 and 56-58 Appendix: "A Dangerous Little Friar"

Lesson - 8A
Chapter 10: The Assumption of Elijah

Lesson Objectives:

1. Describe the significance of the “journey”.
2. Describe Elisha’s “birthright”.
3. Explain the contingency related to the gift of “double spirit”.
4. Identify the importance of the assumption of Elijah, and its place in Carmelite tradition.
5. Identify common content of debate regarding Elijah’s assumption.
6. Define the two-fold goal of Elijah’s life.
7. Identify the way we prepare ourselves for the gift of contemplation.
8. Explain why Father Kilian compares Blessed Titus Brandsma to Elijah the Prophet.

Required Readings:

<u>Prophet of Fire</u>	Pages 277-304
Scripture	Mt 17:11-13
Rule of St. Albert	Chapters 20
Living the Carmelite Way	Paragraphs 25, 26, 27
Carmelite Authors	Bl. Titus Brandsma, <u>Carmelite Mysticism, Historical Sketches</u>
Vatican II Documents	
Catechism of the Catholic Church	¶ 2004

Other Readings of interest

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Any questions from last session	Advance Reading Completion of Workbook	For Lesson 8A, read pages 277-304 in <u>Prophet of Fire</u> , scripture quoted in readings.
Historical Elijah	Elijah and Elisha begin their “journey”; Elisha remains faithful; Elisha asks for his right as “first born”; Contingency for the gift of double-spirit; Assumption of Elijah;	<u>Discussion Questions:</u> 1. To this day, Jewish homes, during the Passover meal, pour a cup of wine for Elijah. If he came to one of our homes today, what message from God would he bring to you? 2. What challenges do we experience in our active/contemplative calling? 3. How do we live a life of penance and mortification?	Read Study Notes pp 49 51 Complete pp. 52 53
Carmelite Tradition	Controversy: Did Elijah die? Two-fold goal of Elijah’s life: . To offer God a pure and holy heart; . To achieve a taste of the Divine Presence; A pure and holy heart		
Elijah Today	Titus Brandsma: The New Elijah		
Application	How do I compare to Elijah and Titus Brandsma?		
Personal Reflection	“A Prayer Before a Picture of Christ”	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month’s Assignment Closing Prayer		For Lesson 8B and all its components: CMHS: pp.i-11 Study Notes: pp.54-56 Study Questions: pp. 56-58 Appendix: “A Dangerous Little Friar”

Lesson Plan -8B
Carmelite Mysticism Historical Sketches
Introduction and Lecture 1, In the Spirit and Strength of Elias

Lesson Objectives:

1. Identify similarities between Bl. Titus Brandsma and prophet Elijah
2. Explain the importance of having a role model.
3. Identify the historical highlights of the period from Elijah to the Crusades
4. Explain the double spirit of the Carmelites
5. Explain the three-fold sense of the double spirit.
6. Describe the three-fold basis of Elias' life of prayer.
7. Define and explain Liturgical and Contemplative prayer.
8. Describe the Eucharistic tradition of the Carmelites.
9. Explain Bl. Titus Brandsma's description of the Vision in the Cloud.
10. Compare the two visions: The Cloud and Elias on Mt. Horeb
11. Explain the Carmel's Garden analogy of St. Elias.

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages i611
Scripture	1Kings 19:9-18; 1Kings 18:41-46; 1 Kings 19: 1-3; 2Kings 2:11-13; Luke 9: 28-36
Rule of St. Albert	Chapter 7
Living the Carmelite Way	Paragraph 35
Carmelite Authors:	Teresa of Avila, John of the Cross (several of their books)
Vatican II Documents	Dominican cenae (On the Mystery and Worship of the Eucharist), ¶ 5
Catechism of the Catholic Church	¶ 2581 2584; ¶ 1391-1396

Other Readings of Interest:

Appendix 1 - A Dangerous Little Friar, Penny Watkins, T.O.Carm.

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
	Opening Prayer Review of materials to be used	Lecture, distribution of materials, visual explanation of the materials; Point is to be made that all reading and all workbook experiences must be completed before class. There will not be time during class.	<u>Carmelite Mysticism Historical Sketches</u> Bible; Rule of St. Albert Living the Carmelite Way Catechism of the Catholic Church; Documents of Vatican II; “Brothers on Fire”, Study Notes
Introduction	Introduction to the life of Bl. Titus Brandsma; Importance of a role model; Similarities between Titus and Elias	Advance Reading Completion of Workbook <u>Discussion Questions:</u>	For Lesson 1, read pages i611; Appendix 1: A Dangerous Little Friar
Carmelite History	Quick journey from Elias through the Crusades	1. Where is our place of peace and solitude?	Read Study Notes pp 54 56
Carmelite Spirit	Double Spirit; Three-fold sense of the Double Spirit; Three-fold basis of Elias’ life of prayer; Liturgical/Contemplative prayer	2. Why is detachment from the world so important in Carmelite spirituality? 3. How are we fed by God?	Complete pp.56 58
Growth in the Eucharist	Spirituality as a growing thing; The Mystical Contemplative; The Eucharistic life	4. The number of Carmelite priest ans sisters has lessened over the years. The laity have become the “red-rambling roses” of the present and the future. How are you a “rambling rose”?	
Eucharistic Tradition	Eucharist as the center of Carmelite life; The Rule and the Eucharist		
Marian Tradition	Vision of the Cloud; The Sanctuary built on Mt. Carmel		
The Visions	The two visions: the Cloud and on Mt. Horeb; Intellectual - Affective; Apostolic character of Elias		
Carmel’s Garden	The Red Rambling Rose		
Application	The Lay Carmelite Rule and the Eucharist		
Personal Reflection	Is the Eucharist the center of you life? How could you make it so?	Voluntary discussion of Personal Reflections	

Closure	Q & A Next Month's Assignment Closing Prayer		For Next Month: Lessons 9A and 9B; CMHS: pp.12-30 Study Notes: pp. 59-62 and 66-68 Study Questions: pp 63- 65 and 68-69
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Lesson - 9A
Carmelite Mysticism Historical Sketches
Lecture II - The Hermits of Carmel

Lesson Objectives:

1. Identify the contributions of the historical figures in the early Carmelites: St. Albert of Jerusalem; Nicholas Gallus; St. Brocard.
2. Describe the Carmelite life of solitude and detachment.
3. Define the “cell” in physical terms, and spiritual.
4. Define the Carmelites as a “Mendicant Order.”
5. Explain the active/contemplative life.
6. Identify how Carmelites strive towards the gift of Mystical Life.
7. Explain the two-fold end of the Carmelite way of life.
8. List the 4 demands of the School of Carmel.
9. Explain the 3 characteristic virtues demanded by the Carmelite Rule.
10. Define the 6 pieces of armor required by the Carmelite Rule.

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages 136-22
Scripture	1 Kings 19:9-18; Luke 10: 38-42
Rule of St. Albert	Chapters 6, 7, 8, 10, 14, 18, 19, 20, 21
Living the Carmelite Way	Paragraphs 27, 28, 31, 33
Carmelite Authors	Foundations by Teresa of Avila, Chapter 5 Interior Castle, Teresa of Avila, 5 th Mansion
Vatican II Documents	Apostolicam actuositatem (Decree on Laity) ¶ 4 Christifidelis laici (The Lay Members of Christ’s Faithful People) ¶ 32
Catechism of the Catholic Church	¶ 2713

Other Readings of Interest:

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Follow-up questions from previous session	Q & A	
Carmelite Crusaders	Formal beginnings of the Carmelites: St. Brocard Albert of Jerusalem Nicholas Gallus Early community life of hermits	Advance Reading Completion of Workbook	For Lesson 9A, read pages 13-22; Read Study Notes pp.59 62 Complete pp. 63 65
Necessity of Active Life	From a hermitage to an active apostolate; the mendicants; Teaching of St. Thomas Aquinas; Vat. II: call of the Laity	<u>Discussion Questions:</u> 1. How do you impart the fruits of contemplation?	
Difficulty of Drawing Dividing Line	Role Model: Teresa of Avila John of the Cross	2. What does it mean when we 'leave God' to work for God?	
Apostolate of Contemplative Life	Prayers and sacrifices of Contemplatives as an apostolate: Teresa of Avila; Mary Magdalen de Pazzi, Thérèse of Lisieux	3. How do we place ourselves in the disposition for the reception of the mystical life?	
Love for Mystic Life Characteristics	Mystic life: hallmark of Carmelites; Elias, Teresa of Avila, John of the Cross	4. Silence and recollection are necessary conditions for prayer. How do we keep distractions at bay?	
Double End of Contemplative Life: Ascetical and Mystical	Mysticism: a gift; Asceticism: hard work necessary to prepare ourselves for mysticism		
Oratio Infusa/Acquisita: Happy Mean	Two-fold end of the Carmelite Life: 1. obtained by toil and virtuous efforts aided by grace; 2. Communicated to us by a free gift from God Demands of the School of Carmel: 1. Preparation; 2. Exercise of virtue; 3. Ordered lives; 4. Lives according to the focus of the Order		

Characteristic Virtues: Purity, Recollection, Spiritual Armor	Mary: Model of Purity; Silence and recollection: a necessary condition of prayer; Spiritual Armor: Cincture of Chastity Breastplate Cuirass Shield of Faith Helmet of Salvation Sword		
Carmelite Busy Bees	The flower bud: the desired (honey) The bees (the Carmelites) on the quest for the honey; Carmelites are drawn to the desert in search of the flowers for honey		
Personal Reflection	I describe my cell as	Voluntary discussion of Personal Reflections	
Closure	Q & A Closing Prayer		For Lesson 9B: CMHS: pp. 23-30; Study Notes: pp.66-68; Study Questions: pp. 68-69

Lesson Plan - 9B

Lecture III - The Order Flourishing in the Holy Land

Lesson Objectives:

1. Identify the historical challenges faced by the early Carmelites on Mount Carmel
2. Identify the first five Generals of the Carmelite Community according to Titus Brandsma (Berthold, Brocard, Cyril, Simon Stock, Nicolas Gallus)
3. Describe the importance of St. Simon Stock relative to Carmelite spirituality.
4. Describe the “apostolic character” of Carmelite spirituality.
5. Identify at least three characteristics of the Rule of Pope Innocent IV.
6. Explain the “abstinence” discussion: wine or meat
7. Identify the warning of Nicholas the Frenchman (Gallus) and his successor, Theodoric.
8. Identify the six degrees of the soul’s ascent to God according to Henry de Hanna.
9. Explain the “Old Tree” analogy

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages 23-30
Scripture	Mt5: 4-8 Eph 5:3
Rule of St. Albert	Chapters 12, 16, 17, 20
Living the Carmelite Way	Paragraphs 18, 22, 46, 47, 49
Carmelite Authors	Adrianus Staring, O.Carm, Ch. 6, <u>Essays on Titus Brandsma</u> Wilfrid McGreal, O.Carm., <u>At the Fountain of Elijah</u>
Vatican II Documents	<i>Lumen Gentium</i> ¶ 39-40
Catechism of the Catholic Church	¶ 2014

Other Readings of Interest:

Topic	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Follow-up on any questions	Advance Reading	For Lesson 9B, read CMHS pp. 23-30;
Menaced by Mussulmen	Initial success of the Crusades; Spread of the Order throughout the Holy Land and Syria; St. Cyril	Completion of Workbook <u>Discussion Questions:</u> 1. Why has the life of prayer remained the spirit of the Carmelites?	Read Study Notes pp 66 68 Study Questions: pp. 68-69
Difficult Position	Attacks continued; The East was no longer safe for the Brothers	2. How can we practice abstinence?	Appendix B: Other Carmelites
Growth in Europe	Move west: Aylesford new center of Carmelite Governance; Simon Stock elected General; Rapid growth of the Order in Europe; Unique contemplative character in the mendicant Order; Increase in the apostolic character of the Order		
Mitigation of Solitude, Abstinence, and Poverty	Papal Advisory Committee; Discussion of abstinence		
Struggle to Maintain Contemplative Life	The Flaming Arrow; Nicholas the Frenchman; Theodoric		
Five Great Carmelite Figures	Simon Stock; Angelus; Albert of Trapani; Andrew Corsini; Peter Thomas Henry de Hane (Hanna) - Six degrees of the Soul's Ascent to God; Henry Hanna ans St. Teresa of Avila		
Old Tree Flourishing Again	Transition from the Middle East to Europe		
Personal Reflection	How do I handle the struggle of living an active/contemplative life?	Voluntary discussion of Personal Reflections	

Closure	Q & A Next Month's Assignment Closing Prayer		For Lessons 10A & 10B: CMHS: pp 31-47 Study Notes: pp 70-73 and 75-78; Study Questions: pp 73-74; 78-79
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Lesson Plan - 10A
Carmelite Mysticism Historical Sketches
Lecture IV- The Brothers of Our Lady

Lesson Objectives:

1. Understand the legend of the “little cloud”
2. Identify early historical signs of the Carmelites’ devotion to Mary
3. Explain the historical challenges experienced during the Carmelite spread throughout Europe.
4. Explain the Scapular Vision of St. Simon Stock
5. Define the Sabbatine Privilege and its status in the Church
6. Explain the two-fold devotion to Mary as described by Titus Brandsma
7. Identify at least four comparisons made by Baconthorpe between Mary in Scripture and our Rule
8. Define descending and mediation of Mary.

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages 31-37
Scripture	Mt1:18-25; 2: 1-23 Luke 1: 26-56 John 2: 1-12; 19: 25-27
Rule of St. Albert	Chapter 14
Living the Carmelite Way	Paragraphs 5-8, 34
Carmelite Authors	Christopher O’Donnell, “A Loving Presence: Mary and Carmel: A Study of the Marian Heritage of the Order” from the Carmelite Spirituality Project North American Provincials of the Carmelite Orders, “The Scapular of Our Lady of Mount Carmel: Catechesis and Ritual”
Vatican II Documents	<i>Lumen Gentium</i> ¶ 60, 67
Catechism of the Catholic Church	¶ 697, 969, 1670

Other Readings of Interest: St. Louis de Montfort, True Devotion to Mary

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Follow-up on any questions.	Advance Reading Completion of Study Questions	For Lesson 10A, read pages 31-37
Cloud Seen By Elias, Symbol of the Mother of God	Tradition based upon legend; Long-held devotion to Our Lady; Brothers of Our Lady of Mount Carmel	<u>Discussion Questions:</u> 1. What challenges do we face as a Chapter? 2. Why is it so important to have the correct information on the Scapular vision? 3. John Baconthorpe imagines Mary passing out graces like spiritual jewels. What jewels has she passed to you?	Read Study Notes pp 70 73
Name “Brothers of Mary” Transpired to Devotion	Lady’s Chapel; Local people saw the devotion; St. Brocard’s Admonition		Study Questions: pp 73-74
Devotion to Mary Confirmed in Europe	Mitigation of Rule, and the official naming of the Order; Simon Stock: Poems and Songs; Challenges in Europe; Scapular Vision; Current teachings on Scapular		Appendix B: Other Carmelites
Our Lady Venerated as the Mother of God	Two-fold devotion: Imitation of Mary Union with Mary		
Mary as Example	John Baconthorpe - Carmelites take obedience, poverty, living apart, from their example, Mary;		
Mary in Us as Living Through Us	Be other Marys; Louis Grignion de Montfort: True Devotion to Mary; Michael of St. Augustine: Mary as Mediatrix; Pope John Paul II: Maternal Mediation		
Carmelite Another Mary	Becoming another Mother of God; Incarnation is a gift		
Sunflowers in the Garden of Carmel	Characteristics of a sunflower; Significance to Carmelites		
Personal Reflection	When I was received as a Lay Carmelite, and I was given the Scapular, it meant.....		Voluntary discussion of Personal Reflections

Closure	Q & A Next Month's Assignment Closing Prayer		For Next Month: For Lesson 10B: CMHS pp 39-47; Study Notes: pp 75-78; Study Questions: pp 78-79
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Lesson - 10B
Lecture V: A New Dawn: The Carmelite Nuns - John Soreth

Objectives:

1. Identify the contributions of John Soreth.
2. Explain the viewpoints regarding the introduction of women into the Carmelite Order.
3. Identify the contributions of the Carmelite Sisters - the Second Order - focusing on contemplative spirit and Partnership with the First Order.
4. Explain Solitude in the Interior Cell, and in the Exterior Cell.
5. Describe John Soreth's Three-Fold Subject of Meditation.
6. List the 6 Steps of Meditation on Scripture.
7. Identify 5 Steps for practice of *Lectio Divina*.
8. List the 6 Steps of Meditation on Ourselves.
9. Explain how prayer is integrated into our lives.

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages 39-47
Scripture	Luke 24: 45
Rule of St. Albert	Chapter 10
Living the Carmelite Way	Paragraph 15
Carmelite Authors	Brocard Connors, O.Carm., "Mental Prayer, The Long Form" Robert E. Lee, O.Carm., "The Lectio Divina" Wilfrid McGreal, O.Carm., <u>At The Fountain of Elijah</u>
Vatican II Documents	<i>La Plenaria</i> (The Contemplative Dimension of Religious Life), ¶ 1-3, 1981
Catechism of the Catholic Church	

Other Readings of Interest:

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Follow-up on any questions.	Advance Reading Completion of Workbook	For Lesson10B , read CMHS pages 39-47
Foundation of Carmelite Nuns Increasing Number of Vocations	John Soreth: <ul style="list-style-type: none"> . Exemplified Carmelite life; . Brought 'new life', the Carmelite Sisters, into the Carmelite community; . Growth in the number of nuns was related to the extent of their fervor . Focus of the 2nd Order on Contemplation; . Partnership between priests and nuns 	Discussion Questions: 1. In the 15 th Century women became a powerhouse in the Carmelite family. How does the laity fill that role today? 2. What is the practice of virtue?	Read Study Notes: pp 75 78 Complete Study Questions: pp 78-79
Example of Observance	Frances D'Amboise; House in Geldern; House in Les Couets		
Explanation of the Rule: Interior and Exterior Cell	Solitude in: Interior Cell and Exterior cell Living in the presence of God		
Three-Fold subject of Meditation	Devotion to contemplation; Three-fold Meditation: <ul style="list-style-type: none"> . Admiration of nature . Reading of Scripture . Introspection into our own lives 		
Six-Steps of Meditation on Holy Scripture Books	Scripture, writings of the early Fathers of the Church, writings of Carmelites; Six Steps <i>Lectio Divina</i> , Five steps		
Six Steps of Meditation on Ourselves	Six steps		
Methodical Spiritual life	Structure established by John Soreth; Soreth brings disorderly lifestyle into a spiritual life; Integrate prayer into our life.		

Personal Reflection	How do you contribute to the Carmelite Community?	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Next Month: CMHS pp 49-66 Study Notes: pp 80-82; 85-87 Study Questions: pp 83-84; 87-88

Lesson - 11A
St. Teresa: the Growth in the Mystical Life

Objectives:

1. Define mysticism.
2. Describe each of the seven mansions.
3. Explain: When called by God, the soul follows the call.
4. Describe the practice of virtues
5. List the infused (theological) virtues
6. Identify the 'starting point' of the mystical life.

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages 49-56
Scripture	Titus 3:5; 1Peter 1:3-8
Rule of St. Albert	Chapter 21
Living the Carmelite Way	Paragraphs 32, 34, 36
Carmelite Authors	Writings of St. Teresa of Avila Peter Slattery, O.Carm., <u>Springs of Carmel</u>
Vatican II/Papal Documents	“St. Teresa of Jesus”, Pope John Paul II, November 1982
Catechism of the Catholic Church	¶ 363, 1804, 1827, 2014, 2022

Other Readings of Interest: I Consider the Labor Well Spent, Joel Giallanza, CSC, Edizione Carmelitane, Rome 2001

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Follow-up on any questions.	Advance Reading Completion of Workbook <u>Discussion Questions:</u> 1. What characteristics of mystics do we have? 2. What helps us from moving through the mansions of the Interior Castle? 3. What does it mean that the soul “signifies the spiritual principal in man”	For Lesson 11A, read pages 49-56; Read Study Notes pp 80 82 Complete Study Questions on pp 83-84
Doctrine of St. Teresa	Definition of Mysticism; Acclamation of St. Teresa of Avila; Character of the first three mansions; Character of the last four mansions		
The Law Four Degree of the Mystical Life	4 th Mansion: recollection and quiet 5 th Mansion: Slumber and spiritual sleep 6 th Mansion: Passage and death; 7 th Mansion: resurrection and new life		
Necessity of Recollection for Finding God in the Soul	Trust in God/Happiness for the soul		
Indescribable Beauty of the Soul and our Lamentable Indifference	Soul created in His image; Soul: the spiritual principal of man		
Affective Prayer Based On Exercise of the Intellect	Scripture as a guide for meditation; Experiencing with love what we read with the mind;		
Her Whole Philosophy Effort Essential	Use of common, everyday examples; Active practice of virtues; Infused theological virtues (faith, hope, charity)		
Positive View of Spiritual Life: Resurrection Must Follow Death	The journey from one castle to another; Goal: Union with Christ; The Gardener provides rain and energy for growth		
Solitude of God-Spiritual Chess	Practical spirituality: <ul style="list-style-type: none"> . God is our helper . God will send what we need . We still have to do the work 		

Mary	Mary is our role model in bringing the re-birth of Christ		
Personal Reflection	How do I reflect the image of God?	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Lesson 11B: CMHS pp 57-66 Study Notes: pp 85-87 Study Questions: pp 87-88

Lesson - 11B The Marian “Doctor Mysticus”

Objectives:

1. Identify the importance of St, John of the Cross as a role model.
2. Describe the evidence used in claiming John of the Cross as having a Marian character.
3. Describe the Marian image of “the window.”
4. Describe the ‘overshadow’ concept.
5. Explain our role in the Incarnation ‘again’.
6. Describe the Marian image of the Living Treasure.
7. Describe the Marian image of the Mystical Rose.
8. Identify today’s message in Mary’s participation in the Visitation, at Cana, at the cross, and in the Upper Room.

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages 57-66
Scripture	Luke 1:35-45; John 2: 1-12; John 19: 25-27; Acts 1: 12-14
Rule of St. Albert	Chapter 6, 10
Living the Carmelite Way	Paragraphs 34, 36, 39
Carmelite Authors	Bl. Titus Brandsma, O.Carm., “The Heart of the Mystical Life; St. John of the Cross and Mary’s Motherhood of God” , 1931 Christopher O’Donnell, O.Carm. “A Loving Presence: Mary and Carmel”, Carmelite Spirituality Project John Welch, O.Carm., “Seasons of the Heart”, Carmelite Spirituality Project Peter Slattery, O.Carm., <u>Springs of Carmel</u>
Vatican II/Papal Documents	<i>Cristifidelis laici</i> (The Lay Members of Christ’s Faithful People) ¶58
Catechism of the Catholic Church	¶ 217, 495

Other Readings of Interest: Leonard Doohan, The Contemporary Challenge of John of the Cross, ICS Publications, 1995

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Follow-up on any questions.	Advance Reading Completion of Workbook	For Lesson 11-B: Read Study Notes pp 85-87; Study Questions pp 87-88
A Marian Mystic	John of the Cross: Role of Mary in his life; Marian character of his spirituality	<u>Discussion Questions</u>	
Marian Images	1. Window through which light passes; 2. Overshadowed; 3. Living treasure; 4. Mystical Rose	1. In all of the Marian images, which one hits home with you, and Why? 2. Since we share in the role of the Incarnation, how do we bring Christ into the world today?	
Spiritual Marriage	Bridegroom and the bride; Mary, the enclosed garden; An embrace between God and the soul; Union only available through effort		
Knowledge of Incarnation	The Christ-bearer; Mary, the Mystical Rose		
Mary's Life: Four Incidents	Visitation; Wedding feast; Foot of the cross; The Upper Room on Pentecost		
Living Lantern in a Murky Night	Living Light is burning within us; The role of the Christ-bearer		
Personal Reflection	Why is the imagery of John of the Cross difficult to follow:	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Next Month, Lessons 12A and B: CMHS pp 67-85 Study Notes: pp 89-91; and 93-96 Workbook: pp 91 and 92; and 96-97

Lesson - 12A New Blooming on Old Stock

Objectives:

1. Explain the significance of St. Teresa of Avila and John of St. Samson in Carmelite reform.
2. Identify the contributions of John of St. Samson in the Reform of Touraine.
3. Identify the contributions of Prior Peter Behourt and Philippe Thibault in the Reform of Touraine.
4. Define the mystical life according to John of St. Samson.
5. Define the School of Carmelite Mysticism.
6. Describe “aspirations”.
7. List the 4 steps to aspirations.
8. Define “scintilla anima”.
9. Explain the statement “one and the same lovely wood”.

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages 67-74
Scripture	Luke 24: 32
Rule of St. Albert	Chapter 20
Living the Carmelite Way	Paragraphs 42-44
Carmelite Authors	Wilfrid McGreal, <u>At the Fountain of Elijah</u>
Vatican II/Papal Documents	
Catechism of the Catholic Church	¶ 2709, 2728, 2742-2745

Other Readings of Interest:

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Follow-up on any questions.	Advance Reading	For Lesson 12A: CMHS pp 67-74
John of St. Samson A New Mystic of the Old Observance	O. Carm./ O.C.D.; John of St. Samson: the flame that nourished; the weighty exponent of the Mysticism of Carmel; Peter Behourt; Philippe Thibault	Completion of Workbook <u>Discussion Questions:</u> 1. Why do you think the Reform of Touraine didn't get as much notoriety as the Reform of Teresa and John?	Read Study Notes pp 89 91; Study Questions pp 91-92
Stricter Observance Spread Over Many Provinces	St. Samsom and the novices; Rennes - a house of strict observance	2. How do we keep ourselves open to the Holy Spirit? 3. How do we put "new bloom" on our old stem?	
All are called to the Mystical Life	We are all called; We need to be open to it; Work and study; Mystical Life is a gift from God		
The Order is a School or Family	The Order is a place to learn how to practice virtue; Carmelite School of Mysticism; Importance of the young members of a family		
Splendor of God's Wisdom	God wishes to share; We inhibit the reception of His graces; The less focused, the more received		
Special Form of Prayer	Definition: Aspiration; Four steps: Sacrifice Request Making oneself similar to God; Unite oneself to God		
Scintilla Anima	Innermost recess of the soul; Spark of the soul		
The Breach Spanned	New bloom on old stock		

Personal Reflection	What do I have to prune so that new growth will happen in my living Carmelite spirituality?	Voluntary discussion of Personal Reflections	
Closure	Q & A Next Month's Assignment Closing Prayer		For Lesson 12B: Study Notes: pp 93-96; Study Questions pp 96-97

Lesson - 12B
Lecture IX
The Apostolate of Carmelite Mysticism

Objectives:

1. Identify the five main characteristics of the life of St. Thérèse.
2. Describe the Carmelite School as one of simplicity.
3. Define prayer according to the Catechism of the Catholic Church.
4. Identify similarities between St. Thérèse and St. Mary Magdalen de Pazzi.
5. Explain St. Thérèse's apostolate of prayer.
6. Identify the Ultimate End of our efforts.
7. Describe St. Thérèse as a role model.

Required Readings:

<u>Carmelite Mysticism</u> <u>Historical Sketches</u>	Pages 75-85
Scripture	Luke 1: 38 Acts 1: 13-14 Ephesians 4:4
Rule of St. Albert	Chapter 18
Living the Carmelite Way	Paragraphs 36, 47
Carmelite Authors	Wilfrid McGreal, O.Carm., <u>At the Fountain of Elijah</u> Peter Slattery, O.Carm., <u>Springs of Carmel</u>
Vatican II/Papal Documents	Apostolicam actuositatem (Decree on the Apostolate of the Laity) Cristifidelis laici (The Lay Members of Christ's Faithful People) ¶ 58 Lumen gentium (Dogmatic Constitution of the Church) ¶ 41
Catechism of the Catholic Church	¶ 898, 900

Other Readings of Interest: Armando Maggi (Translator), Maria Maddalena de' Pazzi

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Introduction	Opening Prayer Follow-up on any questions.	Advance Reading Completion of Workbook <u>Discussion Questions:</u> 1. How would you work on emulating these characteristics of Thérèse? Bring these characteristics into the 21 st Century.	For Lesson Read Study Notes pp 3
Characteristics of St. Thérèse's Life	<ol style="list-style-type: none"> 1. Presence of God Conversed daily Devotion to the Holy Face 2. Love of God Vocation was love Notice and appreciate gifts of God's nature 3. Humility and Simplicity Be as a little child; Foundation of prayer; Call to silent introversion to God; Trust 4. Conformity to the will of God Emulated Mary Magdalen de Pazzi; Ever-present willingness to Accept God's will 5. Mary, Her Ideal Mary, the role model for the Little Way; Surrendered herself to Mary; Like Mary, she performed acts Of charity 		
Apostolate of Prayer	Desire to be a missionary; Found out that her work was love; Each of us has a role to play.		

TOPIC	Curriculum Content	Instructional Method	Materials/Assignment
Her Role Models	<p>St. Teresa of Avila Practiced the apostolate of love; Did everyday little things; Focus on God</p> <p>Mary Magdalen de Pazzi From the Ancient Observance Mystic Prayed to bring all people to God</p>		
Contemplative Convents Aids to Missions	<p>Role is to pray for people in the missions; Patroness of the missions; Missionary work is sponsored by those praying for them</p>		
Imitate the Little Flower	<p>Role model for Carmelites; Exemplified the dual spirit of Carmel</p>		
Continued apostolate after death	<p>Made a promise to spread roses on the earth after she died</p>		
Personal Reflection	<p>What can you do to improve the practice of living in Carmelite simplicity?</p>	<p>Voluntary discussion of Personal Reflections</p>	
Closure	<p>Q & A</p> <p>Closing Prayer</p>		

MISSED LESSONS

Self-Study Worksheet
Missed Lesson -1
Lesson Title : Introduction, Elijah Confronts King Ahab

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the importance of studying the prophet Elijah
2. Identify the historical actions of Elijah and the significance of his actions in that time of history
3. Describe the connection of Elijah to the Carmelite Tradition
4. Identify and describe the characteristics of Elijah that speak to us today (faith, courage)
5. Identify a “Modern Elijah” and describe his/her “Elijan” characteristics

I have met all of the above 5 objectives by:

OVER

St. Thérèse of Lisieux is an example of a Carmelite who lived in faith, and exemplified courage. Explain this “Little Elijah.”

This Worksheet, along with workbook pages 3 and 4, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 2
Lesson Title : Elijah Hides in the Wadi Cherith

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Describe Elijah's connection to the Carmelite Tradition as told with the Institution.
3. Identify the four steps of the journey first taken by Elijah.
4. Define purity of heart (as it relates to Christian perfection)
5. Define the practice of prayer.
6. Adapt the above four steps to Christians in family life.
7. Describe how Elijah's Wadi Cherith experiences relate to us today: Contemplatives in action; Urban desert; Fruits of contemplation; prayer and contemplation
8. Identify the three rules of centering prayer as updated by Thomas Merton

I have met all of the above 8 objectives by:

Over

As a Lay Carmelite, regarding contemplative prayer, how do you live Titus Brandsma’s saying: “..content with what the good God may send”?

This Worksheet, along with workbook pages 7-9, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 3
Lesson Title : Elijah Stays with the Widow

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Identify at least 7 reasons why the story of Elijah and the Widow of Zarephath is important.
3. Describe how this story served as an example for Carmelite reform
4. Describe the message that this story gives us today
5. Identify how we can modify our environment to assist in “living in God’s presence”

I have met all of the above 5 objectives by:

OVER

Elijah stayed with the Widow of Zaraphath of Sidon. There were many widows in Israel, but God chose to send Elijah to Zaraphath. What is the significance of God's choice?

This Worksheet, along with workbook pages 13 and 14, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 4
Lesson Title : Elijah's Victory Over Carmel

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Explain the spiritual interpretation of the legend of Mary in the cloud.
3. Identify the source of the Elijan/Marian tradition.
4. Explain the difference between chastity and celibacy.
5. Explain how chastity is experienced in the life of a single and married life.

I have met all of the above 5 objectives by:

OVER

As a Lay Carmelite, as you work, participate in community activities, or participate in church community activities, how do you reflect/could you better reflect chastity as modeled by the Blessed Virgin?

This Worksheet, along with workbook pages 19 and 20, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 5A
Lesson Title : Elijah's Flight to Horeb

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Identify the 2 concepts in this story of Elijah.
3. Identify the message in this section of the Carmelite Tradition: "God may be hidden from us, but He is never absent."
4. Explain the quote: "The disciple is no better than the Master."
5. Define stress.
6. Identify 4 causes of stress.
7. Identify Carmelites who didn't give in to stressors.
8. Identify methods for responding to stress.
9. Define the spiritual attitude required for a balanced life.

I have met all of the above 9 objectives by:

OVER

As a Lay Carmelite, how do you balance your family, Church community, and Lay Carmelite vocation?

This Worksheet, along with workbook pages 23 and 24, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson -5B
Lesson Title : The Zeal of Elijah

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Identify the 3 noises Elijah heard before the whisper.
3. Identify 3 interpretations of God's question to Elijah, and his response.
4. List the 3 steps in Elijah's new mission.
5. Explain the contrast of Moses' meeting with God on Mt. Sinai, and Elijah's meeting God on Mt. Horeb (Sinai)
6. Describe the interpretation of the 1499 coat of arms/emblem.
7. Describe the interpretation of the 1595 coat of arms.
8. Identify one aspect of zeal demonstrated by St. Thérèse of Lisieux, Bl. Titus Brandsma, Hilarion Januszewski, and Bartholomew Maria Xiberta.

I have met all of the above 8 objectives by:

OVER

On page 153, Father Healy writes: “Yahweh is in command, not Elijah.” How have you seen the intervention of God when it comes to plans you’ve made for yourself?

This Worksheet, along with workbook pages 28 and 31, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Notes
Missed Lesson -6
Lesson Title : The Call of Elisha

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the historical actions of Elijah and the significance of his actions in that time of history
2. Describe the significance of Elisha's response to the "Call"
3. Describe the comparison between the calls of Elijah and Elisha
4. Describe the Carmelite traditions in reference to Elijah and Elisha
5. Identify the liturgical references to the Carmelites and their traditions
6. Identify and define the three branches of the Carmelites
7. Identify modern Carmelite role models, highlighting zeal and generosity.
8. Identify the three manifestations of human wickedness cited by Cardinal Hume
9. Identify the 4 courses of action suggested by Father Falco Thisis.

I have met all of the above 9 objectives by:

OVER

Self-Study Worksheet
Missed Lesson -7A
Lesson Title : Naboth's Vineyard

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the historical significance of the incident of Naboth's Vineyard.
2. Identify the three-fold mission of the Prophet Elijah in the incident.
3. Compare Elijah's first two meetings with King Ahab and the third meeting.
4. Identify why early Carmelites in Europe were not known for social action.
5. Describe Naboth's Vineyard according to Daniel of the Virgin Mary.
6. Identify and describe the 19th and 20th Century contributions of: Joachim Luch y Garriga, John Sprat, Edith Stein, Titus Brandsma.
7. Describe how Vatican II has impacted on Carmelite action regarding social justice.
8. Identify questions we can ask ourselves to assess where we are in relation to our conversion of heart.
9. Identify the seven steps in the plan for developing spirituality

I have met all of the above 9 objectives by:

OVER

Define "Conversion of the Heart" _____

Describe the characteristics of one who might be in the state of "spiritual flabbiness."

I am called to be a prophet, and as a prophet, I:

This Worksheet, along with workbook pages 41 and 42, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson -7B
Lesson Title : Elijah and King Ahaziah

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify the significance of the confrontation between Elijah and King Ahaziah.
2. Explain the significance of fire in Elijah's actions.
3. Describe the relationship between Yahweh and Elijah in this incident.
4. Compare the fire used by Elijah with the fire used by Jesus.
5. Identify the conflicts in ourselves in the Church, and in society.
6. Describe "purity of heart".
7. Define poverty, and our mandated response to it.
8. Identify the source for this mandate.

I have met all of the above 8 objectives by:

OVER

Explain your understanding of the fire of love in Carmel. _____

How do we minimize our mediocrity? _____

This Worksheet, along with workbook pages 47 and 48, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 8A
Chapter 10 - The Assumption of Elijah

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Describe the significance of the “journey”.
2. Describe Elisha’s “birthright”.
3. Explain the contingency related to the gift of “double spirit”.
4. Identify the importance of the assumption of Elijah, and its place in Carmelite tradition.
5. Identify common content of debate regarding Elijah’s assumption.
6. Define the two-fold goal of Elijah’s life.
7. Identify the way we prepare ourselves for the gift of contemplation.
8. Explain why Father Kilian compares Blessed Titus Brandsma to Elijah the Prophet.

I have met all of the above 8 objectives by:

OVER

“To know the spirit of the Order, one must first live it.” It can be seen that I live the spirit of Carmel when I

I can improve the way I live in the spirit of Carmel by _____

This Worksheet, along with workbook pages 52 and 53, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 8B
Carmelite Mysticism Historical Sketches
Introduction and Lecture I, In the Spirit and Strength of Elias

Name: _____ Date: _____

Reason Session was missed: _____

Lesson Objectives:

1. Identify similarities between Bl. Titus Brandsma and prophet Elijah
2. Explain the importance of having a role model.
3. Identify the historical highlights of the period from Elijah to the Crusades
4. Explain the double spirit of the Carmelites
5. Explain the three-fold sense of the double spirit.
6. Describe the three-fold basis of Elias' life of prayer.
7. Define and explain Liturgical and Contemplative prayer.
8. Describe the Eucharistic tradition of the Carmelites.
9. Explain Bl. Titus Brandsma's description of the Vision in the Cloud.
10. Compare the two visions: The Cloud and Elias on Mt. Horeb
11. Explain the Carmel's Garden analogy of St. Elias.

I have met all of the above 11 objectives by:

OVER

Father Titus said “Prayer is life, not an oasis in the desert of life.” How would you interpret that quote?

At Scheveningen, while waiting on an inspection line, he and the others had to wait quite a long time. One of his prisoners asked him why they were waiting for so long. Father Titus responded “ I don’t know, but we can wait a little longer.” How would that quote help us when we attempt to get to the point of contemplative prayer?

Father Titus said “Light passes through a crystal without breaking or tarnishing it. However, there is need for the crystal to be clean.” What can we do to clean our crystal, and put ourselves in the disposition to receive God’s gift of grace?

This Worksheet, along with workbook pages 56-58, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 9A
Lecture II, The Hermits of Carmel

Name: _____ Date: _____

Reason Session was missed: _____

1. Identify the contributions of the historical figures in the early Carmelites: St. Albert of Jerusalem; Nicholas Gallus; St. Brocard.
2. Describe the Carmelite life of solitude and detachment.
3. Define the “cell” in physical terms, and spiritual.
4. Define the Carmelites as a “Mendicant Order.”
5. Explain the active/contemplative life.
6. Identify how Carmelites strive towards the gift of Mystical Life.
7. Explain the two-fold end of the Carmelite way of life.
8. List the 4 demands of the School of Carmel.
9. Explain the 3 characteristic virtues demanded by the Carmelite Rule.
10. Define the 6 pieces of armor required by the Carmelite Rule.

I have met all of the above 10 objectives by:

OVER

How do you build up “your spiritual store”?

“Obedience is a virtue that implicitly implies all others.” Explain.

This Worksheet, along with workbook pages 63-65, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 9B
Lecture III - The Order Flourishing in the Holy Land

Name: _____ Date: _____

Reason Session was missed: _____

Objectives:

1. Identify the historical challenges faced by the early Carmelites on Mount Carmel
2. Identify the first five Generals of the Carmelite Community according to Titus Brandsma (Berthold, Brocard, Cyril, Simon Stock, Nicolas Gallus)
3. Describe the importance of St. Simon Stock relative to Carmelite spirituality.
4. Describe the “apostolic character” of Carmelite spirituality.
5. Identify at least three characteristics of the Rule of Pope Innocent IV.
6. Explain the “abstinence” discussion: wine or meat
7. Identify the warning of Nicholas the Frenchman (Gallus) and his successor, Theodoric.
8. Identify the six degrees of the soul’s ascent to God according to Henry de Hanna.
9. Explain the “Old Tree” analogy

I have met all of the above 9 objectives by:

OVER

Henry Hane says that there is a rebirth when love and desire are united. Explain

Father Titus mentions four Carmelite saints in this lecture, but doesn't identify what they did. What were the contributions of

St. Angelus _____

St. Albert Trapani _____

St. Andrew Corsini _____

St. Peter Thomas _____

This Worksheet, along with workbook pages 68 and 69, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 10A
Lecture IV - The Brothers of Our Lady

Name: _____ Date: _____

Reason Session was missed: _____

Objectives:

1. Understand the legend of the “little cloud”
2. Identify early historical signs of the Carmelites’ devotion to Mary
3. Explain the historical challenges experienced during the Carmelite spread throughout Europe.
4. Explain the Scapular Vision of St. Simon Stock
5. Define the Sabbatine Privilege and its status in the Church
6. Explain the two-fold devotion to Mary as described by Titus Brandsma
7. Identify at least four comparisons made by Baconthorpe between Mary in Scripture and our Rule
8. Define descending and mediation of Mary.

I have met all of the above 8 objectives by:

OVER

Particularly in the Gospel of St. Luke and in St. John 2: 1-2, we see reference to Mary. Take at least six references to Mary, and compare each of them to how we Carmelites live our vocation.

	Gospel Citation	Living out our Carmelite Vocation
1		
2		
3		
4		
5		
6		

This Worksheet, along with workbook pages 73 and 74, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 10B
Lecture V - A New Dawn: The Carmelite Nuns, Blessed John Soreth

Name: _____ Date: _____

Reason Session was missed: _____

Objectives:

1. Identify the contributions of John Soreth.
2. Explain the viewpoints regarding the introduction of women into the Carmelite Order.
3. Identify the contributions of the Carmelite Sisters - the Second Order - focusing on contemplative spirit and Partnership with the First Order.
4. Explain Solitude in the Interior Cell, and in the Exterior Cell.
5. Describe John Soreth's Three-Fold Subject of Meditation.
6. List the 6 Steps of Meditation on Scripture.
7. Identify 5 Steps for practice of *Lectio Divina*.
8. List the 6 Steps of Meditation on Ourselves.
9. Explain how prayer is integrated into our lives.

I have met all of the above 9 objectives by:

OVER

Self-Study Worksheet

Missed Lesson - 11A Lecture VI - St. Teresa: The Growth of the Mystical Life

Name: _____ Date: _____

Reason Session was missed: _____

Objectives:

1. Define mysticism.
2. Describe each of the seven mansions.
3. Explain: When called by God, the soul follows the call.
4. Describe the practice of virtues
5. List the infused (theological) virtues
6. Identify the 'starting point' of the mystical life.

I have met all of the above 6 objectives by:

OVER

In Chapter 2 of Prophet of Fire, Elijah was seen as taking four steps to preparing himself to receive the gift of contemplation. Describe the similarities St. Teresa exhibited in describing her journey to perfect union with God.

This Worksheet, along with workbook pages 83 and 84, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 11B
Lecture VII - The Marian Doctor “Mysticus”

Name: _____ Date: _____

Reason Session was missed: _____

Objectives:

1. Identify the importance of St, John of the Cross as a role model.
2. Describe the evidence used in claiming John of the Cross as having a Marian character.
3. Describe the Marian image of “the window.”
4. Describe the ‘overshadow’ concept.
5. Explain our role in the Incarnation ‘again’.
6. Describe the Marian image of the Living Treasure.
7. Describe the Marian image of the Mystical Rose.
8. Identify today’s message in Mary’s participation in the Visitation, at Cana, at the cross, and in the Upper Room.

I have met all of the above 8 objectives by:

OVER

In Chapter 2 of Prophet of Fire, Elijah was seen as taking four steps to preparing himself to receive the gift of contemplation. Describe the similarities St. Teresa exhibited in describing her journey to perfect union with God.

This Worksheet, along with workbook pages 87 and 88, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 12A
Lecture VIII - New Blooming on Old Stock

Name: _____ Date: _____

Reason Session was missed: _____

Objectives:

1. Explain the significance of St. Teresa of Avila and John of St. Samson in Carmelite reform.
2. Identify the contributions of John of St. Samson in the Reform of Touraine.
3. Identify the contributions of Prior Peter Behourt and Philippe Thibault in the Reform of Touraine
4. Define the mystical life according to John of St. Samson.
5. Define the School of Carmelite Mysticism.
6. Describe "aspirations".
7. List the 4 steps to aspirations.
8. Define "scintilla anima".
9. Explain the statement "one and the same lovely wood".

I have met all of the above 9 objectives by:

OVER

The blind singer of Rennes, John of St. Samson sings as the illuminated singer John of the Cross sang in the darkness of Toledo. Expand on this statement.

This Worksheet, along with workbook pages 91 and 92, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Self-Study Worksheet
Missed Lesson - 12B
Lecture IX - The Apostolate of Carmelite Mysticism

Name: _____ Date: _____

Reason Session was missed: _____

Objectives:

1. Identify the five main characteristics of the life of St. Thérèse.
2. Describe the Carmelite School as one of simplicity.
3. Define prayer according to the Catechism of the Catholic Church.
4. Identify similarities between St. Thérèse and St. Mary Magdalen de Pazzi.
5. Explain St. Thérèse's apostolate of prayer.
6. Identify the Ultimate End of our efforts.
7. Describe St. Thérèse as a role model.

I have met all of the above 7 objectives by:

OVER

“Carmel is the mountain of shrubbery and flowers.” We have read about John Soreth, Teresa of Avila, John of the Cross, John of St. Samson, Mary Magdalen de Pazzi, and Titus Brandsma. Which one do you identify with the most, and why?

This Worksheet, along with workbook pages 96 and 97, must be turned in to the Formation Director by _____ which is two weeks before the next session.

Appendix

1. Supplemental Notes
2. Web Sources

Comparison Between Bl. Titus Brandsma and Elijah (Elias)

Elijah	Titus Brandsma
Spoke against Baalism	Spoke against Nazism
Zealously spoke out against Ahab, the 450 prophets of Baal, and others who were followers of Baal.	Made public speeches and spoke on the radio, against Nazism
Nemesis: King Ahab (and Jezebel)	Nemesis: Adolph Hitler
Elijah knew that he was risking his life speaking out against Baalism. He surrendered his will to God	Knew he was risking his life by speaking out against Nazism. However he willingly accepted his assignment.
Experienced the presence of God on Horeb.	Experienced the presence of God in his cell in Sheveningen.
Imprisonment at Cherith; communed alone with the Lord.	“Though I am here by myself, my Lord has never been closer to me. I even sing, though softly.”

Web Sources

Great Carmelite Figures, www.ocarm.org

Into the Land of Carmel, www.ocarm.org

Ratio Institutionis Vitae Carmelitanae, www.caemelite.org/rivc

The Mantle of Elijah: Carmelite Spirituality in England in the
Fourteenth Century, www.carmelite.org/chronology/mantleofelijah