



Journey toward the Future of Catechesis



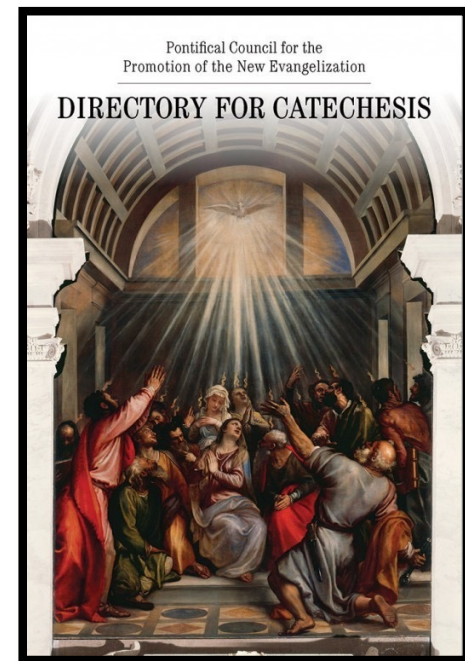
NCCL
National Community of
Catechetical Leaders

Welcome to Convocation 2023

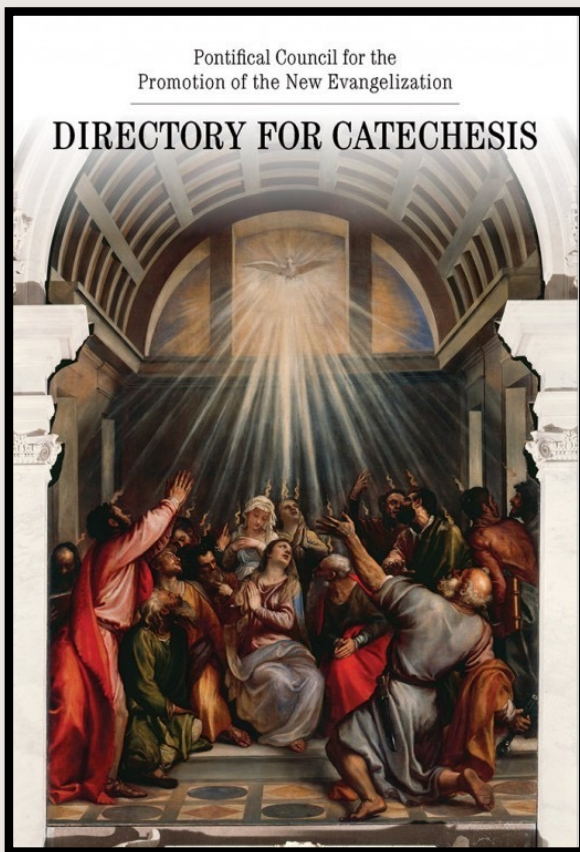
Journey to the Future of Catechesis

Designed to envision new directions and initiatives for proclaiming and teaching the Catholic faith in our world today guided by the vision and practices of the *Directory for Catechesis*.

How can the vision and practices of the Directory for Catechesis guide catechetical ministry in parishes across the United States and transform catechesis with all ages and generations in a parish community.



From Vision to Practice



- ✓ Whole Community / Intergenerational
- ✓ Families
- ✓ Children
- ✓ Adolescents
- ✓ Young Adults (20s-30s)
- ✓ Midlife Adults (40s-50s)
- ✓ Mature Adults (60s-70s)
- ✓ Older Adults (80+)

- @ Home
- @ Parish
- @ School
- @ Community / World

The Program

Day One

1:00 pm	Opening Activity: Our Calling and Vocation
2:30 pm	Session 1. Exploring the Vision & Practices in the <i>Directory for Catechesis</i>
	Session 2. Identifying the Challenges We Face
	Session 3. Designing Catechesis for Families & All Ages
5:15pm	Break for Dinner
6:30 pm	Session 3. Designing Catechesis (continued)
8:30 pm	Close

The Program



Day Two

8:30 am Morning Prayer

9:00 am **Session 3. Designing Catechesis** (continued)

Session 4. Designing Catechist Formation

12 noon Lunch

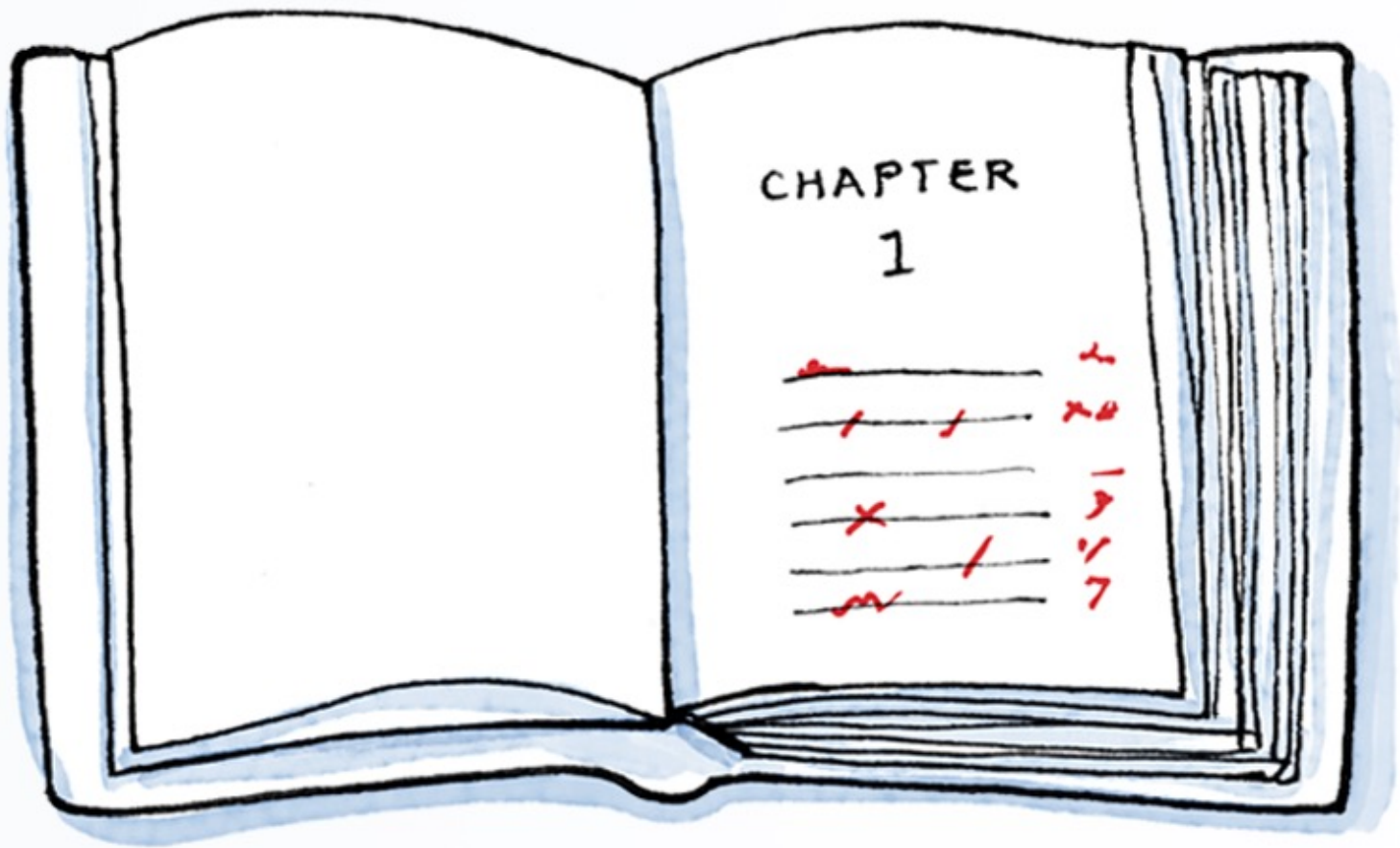
1:00 pm **Session 4. Designing Catechist Formation** (continued)

4:00 pm Depart

Storytelling Experience

The Calling & Vocation of Catechists

Image your life as a catechetical leader like the chapters of a book that is still being written.



Storytelling Experience

The Calling & Vocation of Catechists

Image your life as a catechetical leader like the chapters of a book that is still being written.

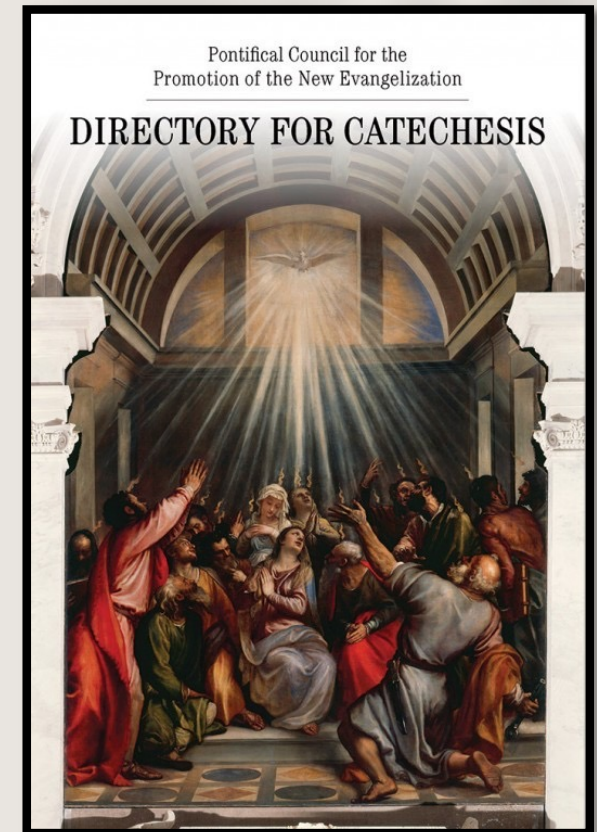
- ◆ Use Chapter 1 to describe your call to catechetical ministry:
- ◆ How did you experience God calling you to catechetical ministry?
- ◆ Who was involved?
- ◆ What were the circumstances?
- ◆ What was it like for you?

Use the following Chapters to describe your calling over time:

- ◆ How has your calling and ministry evolved and changed over time.
- ◆ What are the major chapters of your life as a catechetical leader.
- ◆ Develop titles for each chapter, reflecting your journey in catechetical ministry.
- ◆ Describe your experiences and roles in each chapter of your life in catechetical ministry.

Part 1. Exploring the Vision of the *Directory for Catechesis*

- 1. Introduction:** Evolution of Catechetical Directories
- 2. Presentation:** Features of the *Directory for Catechesis* that lead to a new or renewed catechetical practice
 - *Resource Team Reflections*
 - *Review:* Features of the *Directory* that lead to pastoral application
- 3. Application:** Applying the *Directory* to Parish Life – Assessment Tool
- 4. Discussion:** *How can the Directory for Catechesis inform and guide parish catechetical practice now and into the future?* Identify 5-6 ways.



Evolution of the Catechetical *Directories*

International Study Weeks

Six International Catechetical Study Weeks were held spanning the years from 1959 to 1968. The participants were pastoral theologians who were interested in kerygmatic church renewal, liturgical renewal, catechetics, and missions.

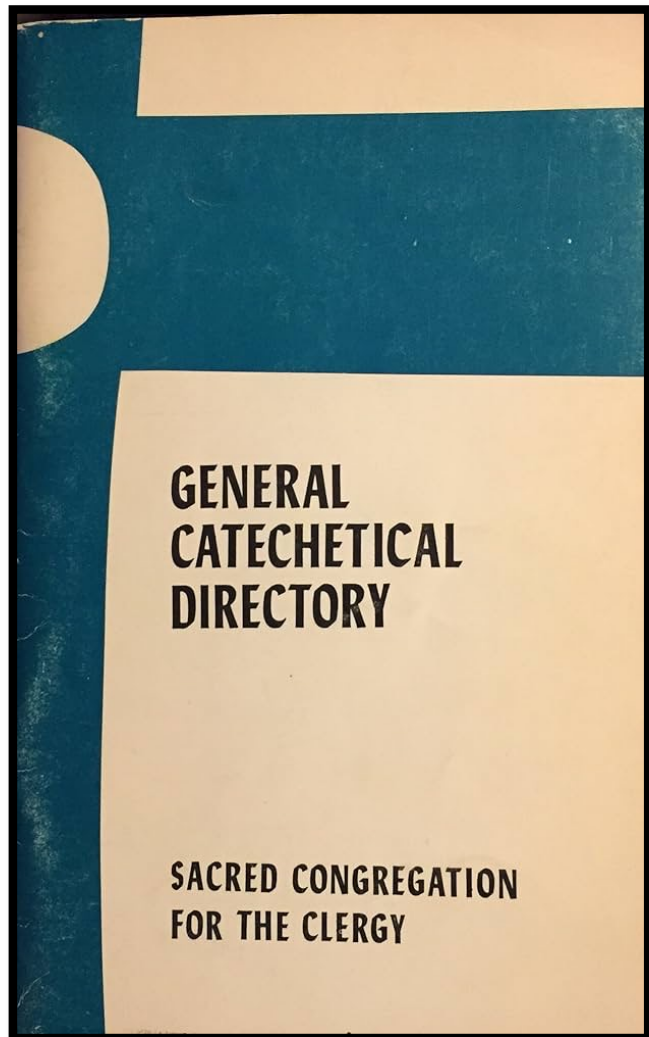
- ◆ They examined the relationship between catechesis and liturgy.
- ◆ They affirmed the kerygmatic approach and outlined principles for the renewal of catechesis.

Evolution of the Catechetical *Directories*

International Study Weeks

- ◆ They introduced the idea of “pre-evangelization” and talked of “preparing the ground” and “using a language with which [people] are familiar.”
- ◆ They used concepts such as conversion, evangelization, faith, salvation history, adaptation and the “anthropological” approach.

The final study week, held in Medellin in 1968, passed a formal resolution asking that its conclusions be incorporated into the GCD, specifically Medellin emphasized the need for a pluralistic approach to catechesis. Medellin speaks of pluralism (diversity of cultures) as a sign of life and energy.



Evolution of the Catechetical Directories

General Catechetical Directory (1971)

Vatican II's decision to create a directory, as well as the GCD itself, affirmed the vision of catechesis that evolved during the modern catechetical movement.

Evolution of the Catechetical *Directories*

General Catechetical Directory (1971)

“Catechesis is . . . that form of ecclesial action which leads both community and individual members of the faithful into maturity of faith (#21). This implied the lifelong nature of catechesis in its relation to faith and the continuous process of conversion which is “always present in the dynamics of faith. Catechesis is one means of deepening that faith conversion” (#18, 22).

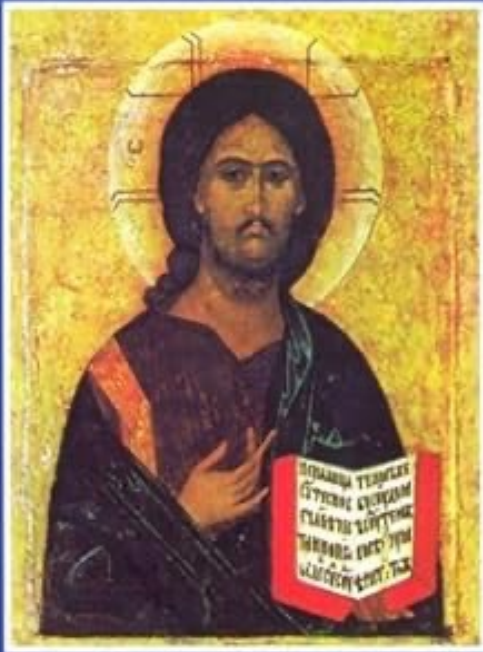
Catechesis is one form of the Ministry of the Word, along with evangelization (or missionary preaching), worship, and theology.

Evolution of the Catechetical *Directories*

General Catechetical Directory (1971)

- ❖ Emphasis on catechesis as a lifelong activity. Adult catechesis is the model and norm. Catechesis had come to be seen as something for all ages, not just children.
- ❖ The primary arena for catechesis was seen as the community rather than the classroom.
- ❖ The people who hand on faith came to be regarded more highly than catechisms, though catechisms still had a place within catechesis.
- ❖ Catechesis could be systematic or occasional, for individuals or communities, organized or spontaneous.

CONGREGATION FOR THE CLERGY



GENERAL DIRECTORY
FOR CATECHESIS

Evolution of the Catechetical Directories

*General Directory
for Catechesis
(1997)*

Important Characteristics

Discipleship &
Continuing
Conversion

A Church of Living
Signs

The Church as a
Source, Locus, and
Means of Salvation

6 Tasks:
Knowledge, Liturgy,
Moral, Prayer,
Community,
Missionary Spirit

Catechumenate as a
Model of
Catechizing Activity

Church of the Home
as a Unique Locus
for Catechesis

Inculturation of the
Gospel Message

Evolution of the Catechetical Directories

General Directory for Catechesis (1997)

1. Discipleship and Continuing Conversion

“... encourage a living, explicit and fruitful profession of faith” (66) and to “put people not only in touch, but also in communion and intimacy, with Jesus Christ” (80).

2. A Church of Living Signs

The local church is the sacrament of the encounter with the living Spirit of Jesus, the Christian reality at its most primary level. The agent of catechesis is “the Church animated by the Holy Spirit” (77). Catechesis is an essentially ecclesial act, and when the local corporate body of believers is in fact the Church animated by the Holy Spirit, it becomes the main “agent” of catechesis proclaiming the Gospel (78). The Christian community is in herself living catechesis. . . (141).

Evolution of the Catechetical Directories

General Directory for Catechesis (1997)

3. The Church as Source, Locus, and Means of Catechesis

Catechetical pedagogy will be effective to the extent that the Christian community becomes a point of concrete reference for the faith journey of individuals. This happens when the community is proposed as a source, locus, and means of catechesis. Concretely, the community becomes a visible place of faith-witness. It provides for the formation of its members. It receives them as the family of God. It constitutes itself as the living and permanent environment for growth in faith. (158)

Catechesis is nothing other than the process of transmitting the Gospel, as the Christian community has received it, understands it, celebrates it, lives it, and communicates it in many ways” (105).

Evolution of the Catechetical Directories

General Directory for Catechesis (1997)

4. Six Fundamental Tasks of Catechesis

- 1) knowledge of the faith
- 2) knowledge of the meaning of Liturgy and the sacraments
- 3) moral formation in Jesus Christ
- 4) teaching how to pray with Christ
- 5) preparing to live in community and participate actively in the life and mission of the Church
- 6) a missionary spirit that prepares the faithful to be present as Christians in society” (85-87).

Evolution of the Catechetical Directories

General Directory for Catechesis (1997)

These tasks of catechesis constitute a totality, rich and varied in aspect.

- ❖ All of these tasks are necessary.
- ❖ Each task realizes, in its own way, the object of catechesis.
- ❖ They are interdependent and develop together.
- ❖ To fulfill its tasks, catechesis avails of two principle means: transmission of the Gospel message and experience of the Christian life.
- ❖ The different dimensions of faith are objects of formation as much of being given as received.
- ❖ Every dimension of the faith, like the faith itself as a whole, must be rooted in human experience and not remain a mere adjunct to the human person.

Evolution of the Catechetical Directories

General Directory for Catechesis (1997)

5. Catechumenate as a Model of Catechizing Activity

An integrated catechesis incorporating:

- 1) formation through participation in the life of the faith community
- 2) education in Scripture and the Catholic tradition
- 3) apprenticeship in the Christian life
- 4) intimate connection with the liturgy and rituals of the Church
- 5) development of a life of prayer
- 6) engagement in actions of justice and service. (90)

Evolution of the Catechetical Directories

General Directory for Catechesis (1997)

6. The “Church of the Home” as a Unique Locus for Catechesis

The family is the “church of the home” or “domestic church” and a unique locus for catechesis. “. . . in every Christian family the different aspects and functions of the life of the entire Church may be reflected: mission; catechesis; witness; prayer etc. Indeed in the same way as the Church, the family is a place in which the Gospel is transmitted and from which it extends. The family as a locus of catechesis has a unique privilege: transmitting the Gospel by rooting it in the context of profound human values. It is, indeed, a Christian education more witnessed to than taught, more occasional than systematic, more ongoing and daily than structured into periods. (255)

Evolution of the Catechetical Directories

General Directory for Catechesis (1997)

7. Inculturation of the Gospel Message

Catechesis inculturates the Gospel message so that it is proclaimed and taught in the language and culture of the people. A catechesis of inculturation means presenting the teaching of the faith in a complete and authentic way in dialogue with the language, customs, and practices of those to whom the Gospel is presented. (See GDC 109-113, 203)

Pontifical Council for the
Promotion of the New Evangelization

DIRECTORY FOR CATECHESIS



Evolution of the Catechetical Directories

*Directory for
Catechesis
(2020)*

Important Characteristics

Accompaniment
Education
Formation

Communion
& Intimacy

Kerygma

Catechumenal Model

5 Tasks:
Knowledge, Liturgy,
Moral, Prayer,
Community

7 Sources:
Scripture & Tradition,
Magisterium, Liturgy,
Saints, Theology,
Christian Culture,
Beauty

Variety of Educational
Processes & Methods

Human Experience
Integral to Catechesis

Catechesis & Culture

Digital Culture

Family

Lifelong Catechesis

Applying the *Directory for Catechesis* to Parish Life

Assessment

This assessment tool explores how the *Directory of Catechesis* informs the vision and practice of catechesis with all ages and generations in your parish community. For each characteristic from the *Directory* indicate how true that characteristic is in the actual practice of catechetical ministry in your parish community: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5=strongly agree.

Reflection

1. How well does our catechetical ministry embrace and apply the vision of catechesis in these ten characteristics from the *Directory for Catechesis*?
2. What are the areas of strength in your community?
3. What are the areas for improvement or enhancement in your community?
4. What did you learn about the *Directory for Catechesis* from this assessment?

Applying the *Directory for Catechesis* to Parish Life

How can the *Directory for Catechesis* inform
and guide parish catechetical practice
now and ***into the future?***

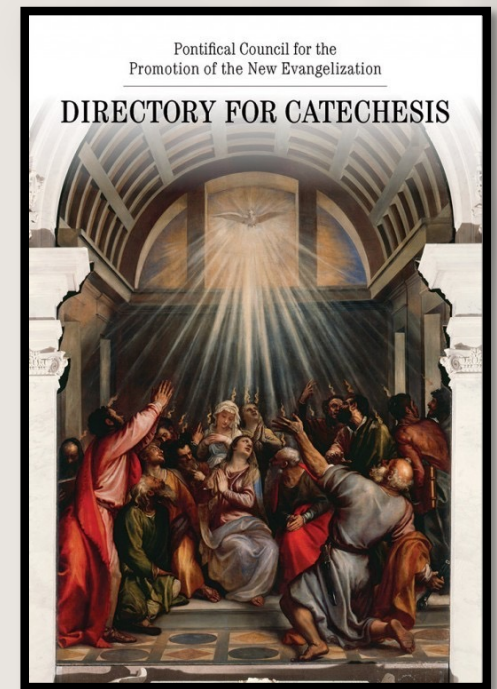
Identify 5-6 ways

Part 3. Designing Catechesis for All Ages

To be a designer is to be a steward of possibility. We search for outcomes that do not yet exist and in doing so we dive deep into the unexpected and unknown.

(Stanford School of Design)

What could it look like if we designed catechesis that addressed the lives of our target audience and the new context for catechesis; and was guided by the vision and practices in the *Directory for Catechesis*?



Scripture Inspiration

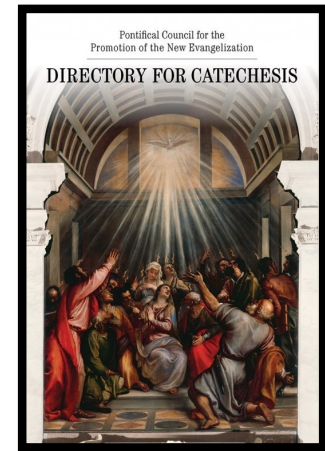
“People do not put new wine into old wineskins. Otherwise the skins burst, the wine spills out, and the skins are ruined. Rather, they pour new wine into fresh wineskins, and both are preserved.”

Matthew 9:17



Thinking Adaptively

The vision and practices in the *Directory for Catechesis* and the new context (challenges) for catechesis today call for adaptive responses – new ways of thinking and acting – that envision new catechetical models and approaches. Technical solutions in catechesis– using existing practices and approaches – are not well suited to the new context of catechesis today. Adaptive responses are flexible and dynamic responses to changing circumstances, involving the ability to learn, innovate, and adjust behaviors or strategies to effectively address new challenges or situations.



Technical Fixes



Adaptive Strategies

Thinking Adaptively

How do we get people back to Mass on Sunday?

How can we keep our teens involved in church after Confirmation?

How do reach young adults who have left our churches?

How do we make sure our families are practicing their faith at home and bringing their children to church and classes?

Technical Fixes

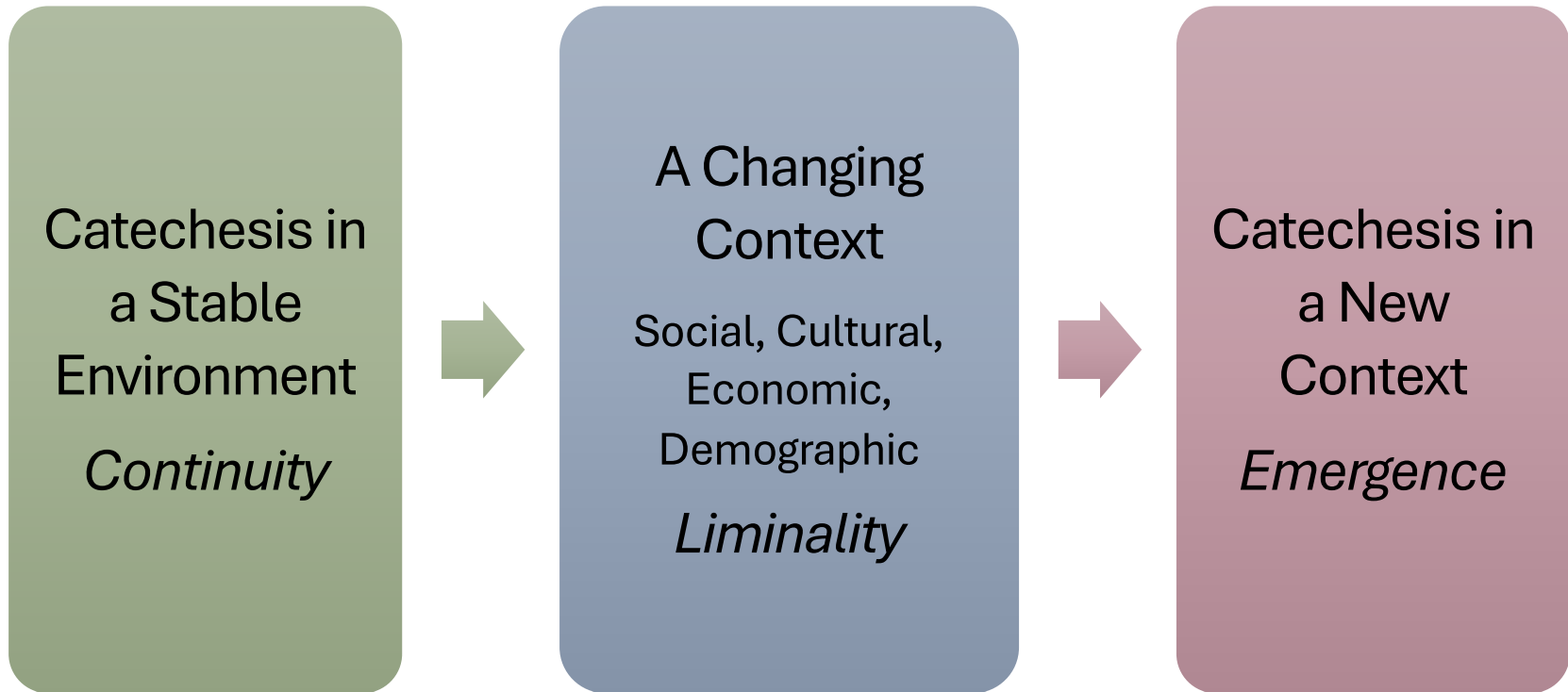


Adaptive Strategies

Some of the Adaptive Challenges We Face

1. Diversity in the religious & spiritual lives of people
2. Declining levels of Catholic participation
3. Religious socialization
4. Ten-decade, six-generation society
5. Generational connection
6. Contemporary family life
7. Cultural diversity
8. Spiritual and religious life of Generation Z
9. Faith unbundled among young people
10. Mental health
11. Digital culture

Catechesis in a Changing Context



Design Work

We will be designing new catechetical initiatives for 6 audiences.

Select an audience you want to design for and join the table group.

1. Intergenerational (All Ages Together)
2. Families
3. Children
4. Adolescents
5. Young Adults (20s-30s)
6. Adults (40+): Midlife Adults (40s-50s), Mature Adults (60s-70s), Older Adults (80+)

Innovation Design Process

Stanford School of Design

Empathize

Define

Ideate

Prototype

Test



Designing Catechesis

Target Audience:

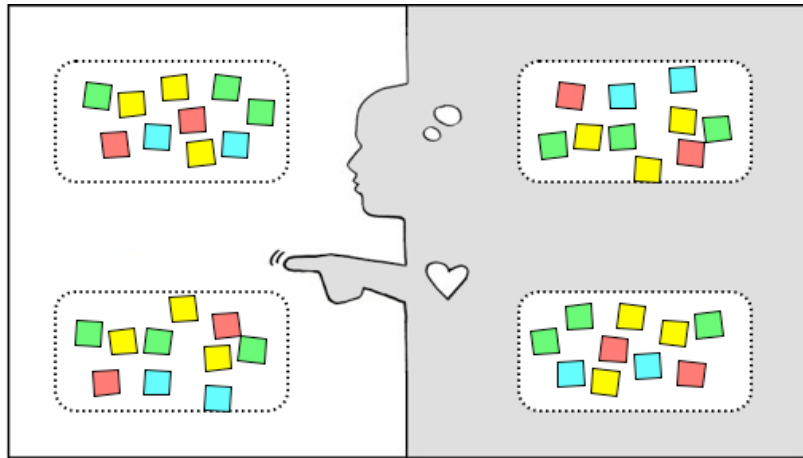
1. **Empathize** with your target audience
2. **Define** the Design Challenge
(from the perspective of the target audience)
3. **Connect** to the *Directory for Catechesis*
4. **Generate** Ideas & Strategies
5. **Create Prototypes**
6. **Test** the Prototypes

Designing Catechesis

1. Empathize

- ✓ How would you describe the life situations of your target audience?
- ✓ What are the life tasks specific to their stage of life?
- ✓ What are the religious and spiritual characteristics of your target audience?

EMPATHY MAP



WHY use an empathy map

Good design is grounded in a deep understanding of the person for whom you are designing. Designers have many techniques for developing this sort of empathy. An Empathy Map is one tool to help you synthesize your observations and draw out unexpected insights.

HOW to use an empathy map

UNPACK: Create a four quadrant layout on paper or a whiteboard. Populate the map by taking note of the following four traits of your user as you review your notes, audio, and video from your fieldwork:

- SAY: What are some quotes and defining words your user said?
- DO: What actions and behaviors did you notice?
- THINK: What might your user be thinking? What does this tell you about his or her beliefs?
- FEEL: What emotions might your subject be feeling?

Note that thoughts/beliefs and feelings/emotions cannot be observed directly. They must be inferred by paying careful attention to various clues. Pay attention to body language, tone, and choice of words.

IDENTIFY NEEDS: “Needs” are human emotional or physical necessities. Needs help define your design challenge. Remember: Needs are *verbs* (activities and desires with which your user could use help), not *nouns* (solutions). Identify needs directly out of the user traits you noted, or from contradictions between two traits – such as a disconnect between what she says and what she does. Write down needs on the side of your Empathy Map.

IDENTIFY INSIGHTS: An “Insight” is a remarkable realization that you could leverage to better respond to a design challenge. Insights often grow from contradictions between two user attributes (either within a quadrant or from two different quadrants) or from asking yourself “Why?” when you notice strange behavior. Write down potential insights on the side of your Empathy Map. One way to identify the seeds of insights is to capture “tensions” and “contradictions” as you work.

Your Target Audience

- ✓ What are they **saying**: about their lives, faith, spirituality, etc.?
- ✓ What are they **doing** or how are they **living**: their actions and behaviors?
- ✓ What are they **thinking**: their convictions, beliefs?
- ✓ What are they **feeling**?

Identify the needs that surfaced.

Identify insights that emerged.

Designing Catechesis

2. Define the Challenge – from the perspective of the target audience

- ✓ What is the design challenge you want to address in developing catechesis with your target audience?

Design Challenges

1. How can we address the diversity of people's faith and religious/spiritual practice today (parents, teens, adults)?
 - ✓ Vibrant faith and active engagement
 - ✓ Occasional engagement and faith is less central to life
 - ✓ Spiritual, but not engaged with a faith community
 - ✓ Unaffiliated, uninvolved, religion not important
2. How can we equip parents to become faith formers of their young children from Baptism to 5 years old?
3. How can we involve younger generations in learning experiences that engage them (head, hearts, hands) and are designed around how they learn best today?
4. How can we engage adults in faith forming experiences that address their complex lives, busy schedules, and their diverse religious and spiritual needs?

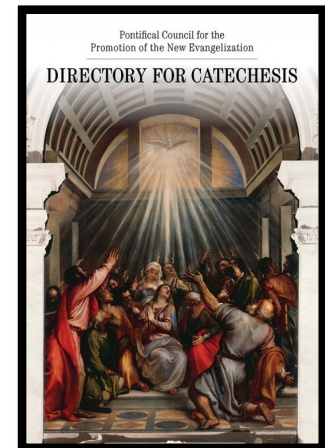
Designing Catechesis

3. Connect to the *Directory for Catechesis*

- ✓ What can you draw upon in the *Directory* to address your design challenge, especially the vision and practices described in the *Directory* for your target audience?
 - See Part 3 in the Manual for the *Directory's* vision.
 - Review the ideas & strategies for your target audience in the Manual.

Using the *Directory* in Designing

1. Use 12 principles & practices to guide the design of catechesis with families and all ages.
2. Use the summary & strategies in the Program Manual to design catechesis for a particular target audience.



12 Principles & Practices for Catechesis

Living
Encounter
with Jesus
Christ

Holistic
Formation:
5 Tasks

Catechumenal
Process

Inter-
generational

Family and
Home

Lifelong and
Lifewide

Responsive to
Diverse
Religious Lives

Engaging
Cultures

Valuing
Human
Experience

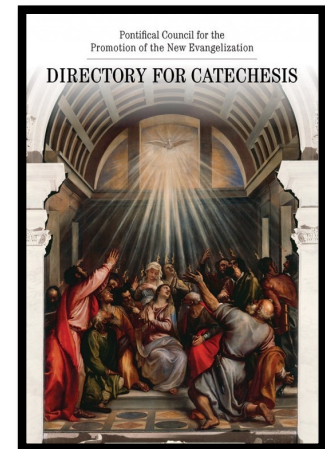
Intrinsic
Motivation for
Growth

Effective
Learning
Practices

Digital Tools
and
Approaches

Using the *Directory* in Designing

- 1. Kerygma** – at the center of all catechetical programs/activities
- 2. Five Tasks** – holistic catechesis at each stage of life
- 3. Catechumenal** model – tailoring catechesis around faith journeys at each age, for sacramental prep
- 4. Family** catechesis
- 5. Digital** catechesis & catechesis in the digital “world”



Designing Catechesis

4. Generate Ideas

What would it be like if we. . .

- ✓ Generate ideas and strategies that address the design challenge – no discussion, no critique
- ✓ Assume you have the resources you need (\$, people, facility, etc.)
- ✓ Don't place limits on your creativity

Designing Catechesis

5. Prototypes

- ✓ What strategies can you use to create new initiatives that address your design challenge?
- ✓ How can you transform your ideas and strategies into projects/initiatives that your target audience can experience?

Small Scale Prototyping

Prototyping is getting ideas and explorations out of your head and into the physical world.

In early explorations keep your prototypes rough and rapid to allow yourself to learn quickly and investigate a lot of different possibilities.

1. Identify a group within the target audience for piloting or a limited launch of a project in order to test the project
2. Implement the project and get regular feedback on its implementation and effectiveness
3. Develop leaders through the piloting phase so that they can be involved in the wider launch of the project

Challenge: Engaging Today's Learners

(see page 33-35)

Design Challenge:
How to involve younger generations in learning experiences that engage them (head, hearts, hands) and are designed around how they learn best today.

Prototype: Design courses and programs incorporating new methods of learning.

- ✓ Personalized learning
- ✓ Differentiated instruction
- ✓ Active learning
- ✓ Practice-oriented learning
- ✓ Collaborative learning
- ✓ Project-based learning
- ✓ Multiple intelligences learning
- ✓ Multi-sensory learning
- ✓ Microlearning
- ✓ Dual coding: visual & verbal
- ✓ Digital methods

- ✓ Evaluate & redesign children and adolescent catechetical programs
- ✓ Introduce new methods throughout the year
- ✓ Prepare catechists and leaders

Challenge: Complexity & Diversity

(see page 59 & 69-70)

Design Response

How to engage people in faith forming experiences that address their complex lives, busy schedules, and their diverse religious and spiritual needs?

Prototype: A Menu of Faith Forming Experiences

- ◆ Tailored to people's religious needs
- ◆ Incorporating all five elements (tasks): knowledge, liturgy, moral formation, prayer & spiritual formation, active engagement in life and mission of the faith community
- ◆ Variety of offerings and programming
 - ✓ Content, programs, activities
 - ✓ Formats—on your own, mentored, small groups, and large groups
 - ✓ Times to participate and scheduling options (synchronous and asynchronous)
 - ✓ Hybrid, online, and gathered

Challenge: Participation & Learning in Confirmation Preparation

(see page 41-41)

Design Challenge:

How to engage young people in a high quality formation experience through a Confirmation preparation program.

Prototype: Hybrid Confirmation preparation that includes a monthly theme with:

1. Online learning experiences on the theme (on your own, at your pace)
2. Small group meeting with adult guide to discuss and apply learning
3. Large group gathering with interactive experiences, short presentations, ideas for living faith, prayer and liturgy

Plus an annual retreat + service projects

Challenge: Guiding Parents in Forming the Faith of Young Children

(see page 46-49)

Design Response:

How can we equip parents to become faith formers of their young children from Baptism to 5 years old.

Prototype: A catechumenal model of formation for Baptism through 5 years old

1. Personalize sacrament preparation to address their religious life and needs of parents
2. Celebrate the sacrament
3. Provide mystagogy by accompanying parents with support and resources for faith forming

Baptism & Families with Children 0-5

Preparation

- Catechesis tailored to the faith life and journey of the parents – offered in multiple formats
- Intro to the Christian life
- Mentor/Guide
- Preparation for the sacrament

Celebration

- Celebration of Baptism
- @Home celebration
- Welcoming the family into the parish community

Mystagogy

- Curated of faith practices every 6 months
- Seasons of the year
- Raising children support
- Just for Parents continuing formation
- Online support group
- Gatherings at church for parents and children (quarterly)

Challenge: Diversity of Adult Faith

(see page 67-72)

Design Challenge: How to address the diversity of adult faith and religious/spiritual practice today?

- ✓ Vibrant faith and active engagement
- ✓ Occasional engagement and faith is less central to life
- ✓ Spiritual, but not engaged with a faith community
- ✓ Unaffiliated, uninvolved, religion not important

Prototype: Different forms of adult catechesis tailored to the adult faith profiles

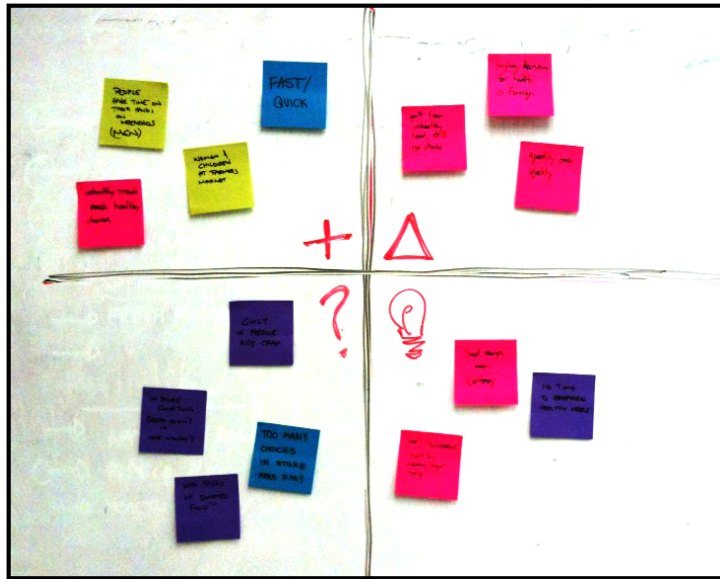
1. Taste & See Experiences
2. Refresher Experiences
3. Growing Experiences
4. Go Deeper Experiences

Designing Catechesis

6. Test the Prototypes

- ✓ How will you pilot the prototype?
- ✓ How will you engage people in experiencing the prototype?
- ✓ How will you obtain feedback on people's experience of the prototype?
- ✓ How will you revise/update the designs to engage more people (scale it up)?

FEEDBACK CAPTURE GRID



WHY use a feedback capture grid

Use a feedback capture grid to facilitate real-time capture, or post-mortem unpacking, of feedback - times when presenter-critiquer interaction is anticipated. This can be used either to give feedback on progress within the design team or to capture a user's feedback about a prototype. You use the grid because it helps you be systematic about feedback, and more intentional about capturing thoughts in the four different areas.

HOW to use a feedback capture grid

1. Section off a blank page or whiteboard into quadrants.
2. Draw a plus in the upper left quadrant, a delta in the upper right quadrant, a question mark in the lower left quadrant, and a light bulb in the lower right quadrant.

It's pretty simple, really. Fill the four quadrants with your or a user's feedback. Things one likes or finds notable, place in the upper left; constructive criticism goes in the upper right; questions that the experience raised go in the lower left; ideas that the experience or presentation spurred go in the lower right. If you are giving feedback yourself, strive to give input in each quadrant (especially the upper two: both "likes" and "wishes").

+

Likes, Benefits,
Helpful, Positive

Δ

Wishes,
Improvements

?

Questions,
Wonderings



New Insights and
Learning

Scripture Inspiration



He spoke to them another parable. “The kingdom of heaven is like yeast that a woman took and mixed with three measures of wheat flour until the whole batch was leavened.”

Matthew 13:33

Part 3. Designing Catechesis for All Ages – Part 2

1. Group Presentations: Potential Prototypes for Your Target Audience

2. Applying the Process

- ◆ What did I learn about adaptive design?
- ◆ How can you use this process in catechetical ministry within your parish?

Part 4. Formation of Catechists

The catechist is a missionary disciple, who communicates the Gospel and accompanies and educates believers in the faith.

Identity

- ◆ Witness of faith and keeper of the memory of God
- ◆ Teacher and a mystagogue
- ◆ Accompanier and educator

Part 4. Formation of Catechists

Formation

1. *Being*: formed to become a witness of faith and keeper of the memory of God; and to “knowing-how to be with” relational ability.
2. *Knowledge*: formed to a teacher who instructs in the faith and knows salvation history, the core of the Christian message, and Church teaching.
3. *Savior-Faire*: formed in pedagogical and methodological attitudes
(“*Savoir faire* is French for *to know how to do*. In English, we use it as a noun referring to the ability to do the right or appropriate thing in any situation.”)

Part 4. Formation of Catechists

Adult Learning Principles & Methods

1. Self-directed learners
2. Need to learn
3. Connected prior knowledge and experience
4. Life-centered and practice-centered
5. Set their own pace and time for learning
6. Supportive and conducive environment
7. Recognize the variety of learning styles
8. Engage head, heart, and hands
9. See progress toward their goals
10. Apply what they are learning

Variety of formats

On Your Own

Mentored: 1-1

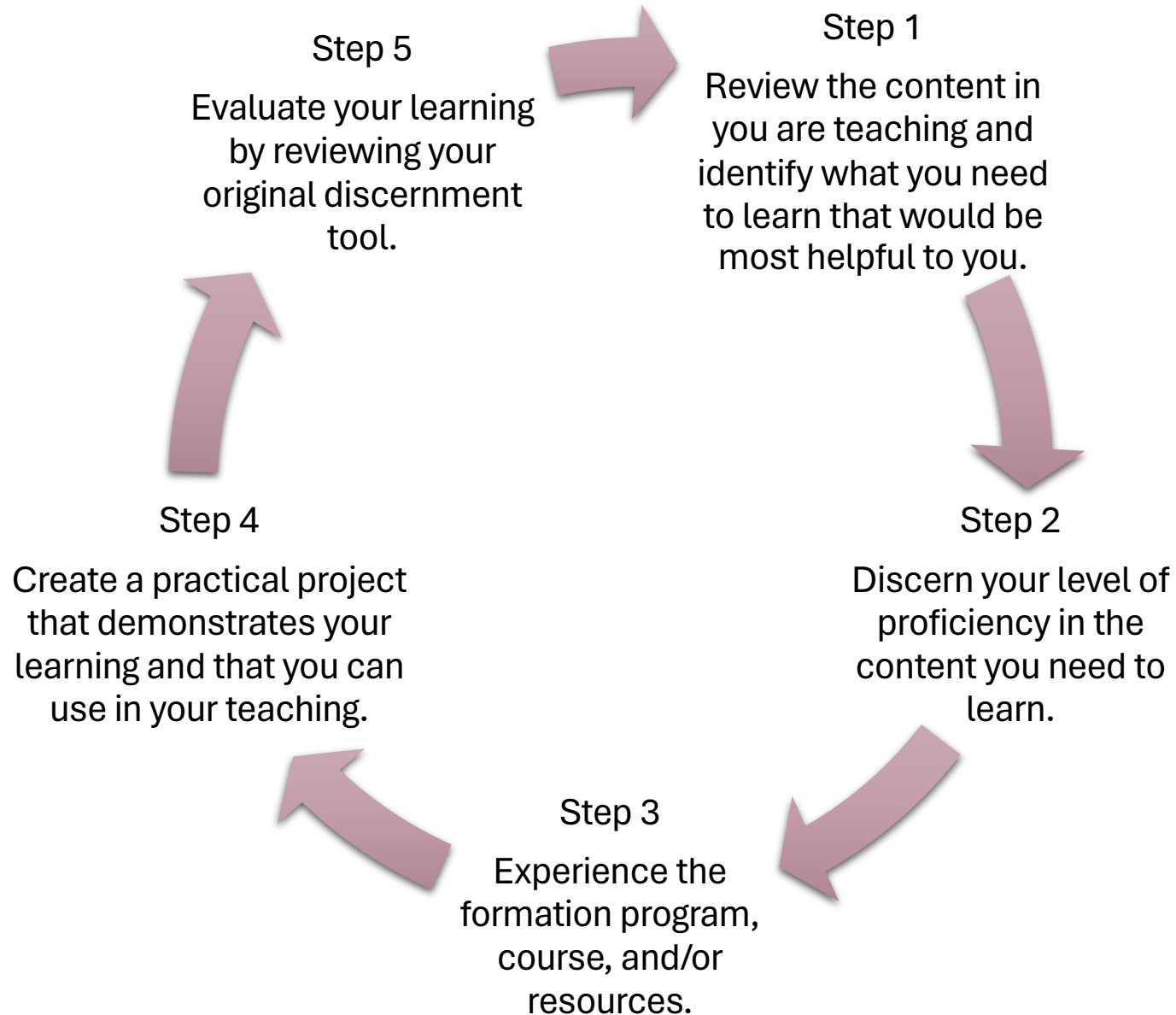
Small Group

Large Group

Hybrid

Approaches

Example: Catechist Learning Cycle



Example: Catechist Learning Cycle

1. Identify the content in the program or the course you will be teaching.
2. Discover your level of proficiency with the content and in teaching the content.
3. Engage in learning using your learning plan and resources (in-person, online, hybrid)
 - ✓ On your own
 - ✓ Mentored
 - ✓ Small group
 - ✓ Large group
4. Design your practical application “project.”
5. Evaluate your learning.

Learning Plan Worksheet

Identify the content in your curriculum, textbook, or program (this year, semester, or season); and your teaching experience and knowledge expertise.

Rate your prior experience and level expertise from 1-4: 1 = low through 4 = high or strong.

Identify if this topic is essential to learn now so you have the knowledge and expertise to teach your group OR if this is a topic for continuing learning and personal enrichment this year.

Topic	Teaching this Year	Prior Experience	Level of Expertise	Essential to Learn Now	Personal Enrichment
How to Interpret and Read the Bible Today					
Introduction to the Old Testament					
Introduction to the Gospels					
Catholic Morality					
Catholic Prayer					
Catholic Social Teaching					
The Creed					
Jesus – Life, Death, and Resurrection					
The Seven Sacraments					
Educator Videos:					
Other Topic:					

Create a Learning Plan

What are you going to learn (Formation Module)?	When will you begin the Formation Module?	When will you complete the module?	Will you join with one or more people to learn together?	How will you demonstrate your learning?

Theology: Catholic Prayer Practices

Catholic Prayer Practices will help you develop a deeper understanding of the meaning of prayer, and experience a variety of prayer practices, including scriptural prayer (lectio divina), contemplative prayer, intercessory prayer, praise prayer, thanksgiving prayer, daily prayer and liturgy of the hours, and the Examen. You will apply your knowledge and experience of prayer to deepening your prayer life and leading others in prayer.

Outline of Learning Activities

Part 1. Engage invites you to reflect on your prayer life today and what prayer means to you.

Part 2. Explore engages you in exploring an understanding of Catholic prayer and how prayer is a relationship with God, opening of our lives to God and willing to be changed by God, and being attentive to God and others.

Part 3. Practice provides an opportunity to experience a variety of prayer practices that can enrich your prayer life and help you lead others in developing a prayer life, including the practices of contemplation, intercessory prayer, praise prayer, thanksgiving prayer, and praying with scripture,

Part 4. Apply engages you in deepening your personal prayer life and discovering practical ways to engage your age group in learning how to pray and experience prayer—for individuals and groups.

Before You Begin: Discern Your Level of Expertise

To determine your current knowledge and practice on this topic, complete the following learning assessment using the scale from 1-5 with 1 = beginning, 3 = familiarity, and 5 = proficiency. At the completion of the Formation Module and your practical project, return to this initial assessment to identify how you have grown in each area.

1 = I am a beginner and need to develop my understanding of this topic in my role as a teacher or catechist.

3 = I am familiar with this topic and need to grow in my understanding so that I can teach and share my knowledge as a teacher or catechist.

5 = I am able to teach and share my knowledge of this topic as a teacher or catechist.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Understanding the meaning of Catholic prayer and what it means for my prayer life | 1 | 2 | 3 | 4 | 5 |
| 2. Understanding the meaning of The Lord's Prayer in the Catholic life | 1 | 2 | 3 | 4 | 5 |
| 3. Understanding the meaning of five essential Catholic prayer practices: adoration, petition, intercession, thanksgiving, and praise | 1 | 2 | 3 | 4 | 5 |
| 4. Practicing the prayer of adoration, petition, intercession, thanksgiving, and praise in my prayer life | 1 | 2 | 3 | 4 | 5 |
| 5. Practicing praying with scripture, such as lectio divina, in my prayer life | 1 | 2 | 3 | 4 | 5 |
| 6. Practicing reflective prayer, such as the examen, in my prayer life | 1 | 2 | 3 | 4 | 5 |
| 7. Ability to utilize Catholic prayer practices to deepen my prayer life | 1 | 2 | 3 | 4 | 5 |
| 8. Ability to teach people how to pray and to lead experiences of prayer—for individuals and groups in classes, programs, experiences of prayer, prayer services, retreat experiences, and more | 1 | 2 | 3 | 4 | 5 |

Designing Catechist Formation

- 1. Empathize** with your target audience:
 - 5-6 characteristics about the life and faith of catechists today
- 2. Define** the Design Challenge
 - *What could catechist formation look like if it were designed for the catechist, with the Directory's vision of the catechist and formation of catechists, and using adult learning practices.*
- 3. Generate** ideas & strategies to address the challenge
- 4. Create a Prototype of Catechist Formation**
- 5. Test** the Prototype