

Loyola Press Catechetical Formation Series
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Session One: Preparation and Planning

Name	Parish
Date	

Focus

Forming disciples is an intentional act which means that it is not done haphazardly but rather, according to a plan. Planning and preparation are key elements in the catechetical process. Some of the most important work that a catechist does takes place before he or she actually sets foot in the learning space. Planning and preparation – which do not hinder spontaneity but rather enhance it – create a structure, a pattern, and a flow for a faith formation experience. A well-planned session communicates to learners that the catechist cares about them and that their faith formation is a priority. Planning and preparation establish and reinforce the credibility of the catechist while also raising the level of effectiveness of the faith formation experience.

Learning Outcomes – At the end of this session, the catechist will be able to...

- Understand and articulate the importance and benefits of planning and preparation in faith formation
- Distinguish between long-range and short-range planning
- Create measurable outcomes for a lesson
- Identify the role of textbooks and other resources in the faith formation
- Articulate a basic understanding of the faith development of the age level of their learners
- Define the concept of multiple intelligences and identify strategies for addressing
- Be familiar with common disabilities and strategies for inclusion

Pause #1: The Catechist's Mindset

What do you see as the difference between being a teacher of a subject and a facilitator of an encounter?

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Pause #2: Time Spent Preparing

If you have already begun serving as a catechist, how much time do you put into your planning for a session? Describe your process. If you are a new catechist, describe how you plan to go about planning for a session

Pause #3: The “Big Idea” of Your Session

Why is it important for your session to have a “BIG IDEA?” How are learning outcomes and the BIG IDEA related? What does it mean that learning outcomes must be measurable?>

Pause #4: The Age-Level of Your Group

What age level have you been called to serve? From your own experience and from the previous slides, what are some characteristics of this age group and what activities and methodologies work best for this age group?

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Pause #5: Learning Styles

Which of these learning styles (visual, auditory, musical, logical/mathematical, kinesthetic, interpersonal, intrapersonal) describes your own preference? Which of these learning styles do you feel you need to pay more attention to in your teaching?

Pause #6: Working with Those with Disabilities

Which of these examples of disabilities do you have some familiarity/experience with (if any)? What kinds of disabilities are present in the group you are working with now? What specific help do you need in order to more effectively include those with disabilities in your learning experiences?

Summary

What are 3 to 5 main takeaways you gained from this session? Describe how these insights will affect your approach to serving as a catechist

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Assigned Reading

After reading chapters 1-5 and 12 of *The Catechist's Toolbox: How to Thrive as a Religious Education Teacher*, describe 3 main insights you gained and how they will have impact on your as a catechist.

