



Diocese of  
Green Bay

# Catechetical Leaders Mentor Materials

With materials from the Nuts & Bolts Series

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Diocese of  
Green Bay

# Orientation Session

Materials from the Nuts & Bolts Series

# Last-Minute Catechist Recruitment: Don't Compromise!

[catechistsjourney.loyolapress.com/2016/09/last-minute-catechist-recruitment-dont-compromise](http://catechistsjourney.loyolapress.com/2016/09/last-minute-catechist-recruitment-dont-compromise)

Joe Paprocki

September 9, 2016



In an ideal world, all of our recruitment for catechists would have wrapped up early in the summer, so that now we could just move forward with training, formation, and the start of the catechetical year. In reality, however, we know that last-minute openings pop up, and catechetical leaders find themselves scrambling to do some last-minute recruitment of catechists. It's important to remember that, while time is short, we must not compromise on our standards and settle for any "warm body" to fill these last-minute vacancies.

To assist catechetical leaders in filling these vacancies, my friend Tom Quinlan, the Director of the Religious Education Office in the Diocese of Joliet, one of the best in the business (and brand new daddy!), shares the following tips:

This is the time of the year when many parishes are still looking to fill some remaining slots for the new year. Here are some important things to consider, whether you are still in need of catechists or not:

- Use current catechists to provide witness sharing at Masses (and elsewhere) to inspire other parishioners to prayerfully consider whether they are called to explore being a catechist.
- Be careful to not send a message in your catechist recruitment efforts that you'll take anyone who steps forward. Some people have gifts for effective ministry as a catechist... and some do not. A process of discernment is necessary. (There might be other roles for some...other than being a catechist.)
- Be sure to properly vet new catechists. They should be a parishioner for six months or longer. If they have been a catechist previously, contact their prior parish(s). Conduct a check of references. Have a conversational interview, where you and the catechist get to know each other. And trust your instincts. Remember, being a catechist is a ministry of the Church and a privilege.
- Engage in year-round recruitment for catechists. Don't just think of this as a May-through-September effort. Even if you finally have all your slots filled, you can never have too many substitute catechists and aides. Perhaps the person who comes in over the winter can observe sessions and assist a catechist, which would help to prepare them for next year. Year-round recruitment...will lessen the crunch next fall.
- Take special care of your new catechists. Give them the formation and training they need. Match them up with an excellent mentor catechist. Observe them during session after a few weeks and give them all the support and direction needed for them to be comfortable and grow into their potential. Lead with affirmations but also include discussion of growth areas.

Of course, any new catechist can benefit greatly from my [free archived webinar: Getting Started as a Catechist](#).

Thanks, Tom, for sharing your wisdom! What advice do you have for last-minute recruitment? Where can/should a catechetical leader look for prospective catechists?

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Joe Paprocki, DMin, is a major contributor to *Finding God*, the faith formation program for grades 1-8 based in Ignatian spirituality.



# Month-by-Month General Checklist for Catechetical Leaders/Youth Ministers

## AUGUST:

### Faith Formation:

- Review Diocesan/Parish policies, especially regarding Religious Education, Youth Ministry
  - Registration, Tuition
  - Attendance, Discipline
  - Safety, Inclement Weather
  - Photo release
- Use online tutorials to review potential and usage of the Gabriel app for enrollment and management tasks.
- Develop/Update Handbook and cover letter for families, catechists
- Finalize the calendar with all catechist, student and family classes/events
- Check in with neighboring parishes for possible collaboration on events/sharing of resources
- Acquaint yourself with budget
- Begin class lists based on registration, room assignments
- Review/update Emergency Plan
- Order *Compass* in the Classroom
- Review/update ministry descriptions for catechists, volunteers. Evaluate catechists, recruit new where needed.
- Check textbook, materials inventory; order where needed
- Establish/maintain online presence on parish website, social media.

### AUGUST (Cont'd.)

- Check technology in the classrooms and gathering space.
- Establish good working relationship with school leadership
- Establish good working relationship with parish staff
- Prepare for Catechetical Sunday in September
- Lesson Planning
- Confirm you are receiving the Diocesan *Updates* and communications from the Office of Families & Schools via Constant Contact

### Youth Ministry:

- Obtain, read and share *Renewing the Vision*
- Recruit & train volunteer team
- Finalize calendar
- Acquaint yourself with budget
- Plan kick-off event
- Find out about Diocesan, National Events (GBYC, Love Begins Here, Steubenville Trips, etc)
- Familiarize yourself with Diocesan policies/guidelines regarding chaperones/trips and start recruiting chaperones
- Check Diocesan policies about social media and begin/update/maintain YM info on parish's social media pages
- Review Diocesan policies on Safe Environment; incorporate into all planning

# General Checklist for Catechetical Leaders

## SEPTEMBER:

### Faith Formation:

- Prepare report for pastor, parish council, education committee, etc.
  - Registration figures
  - Copy of Handbook(s)
  - Budget update
  - List of volunteers
  - Faith Formation calendar
  - Safe Environment
- Catechist Training/Orientation
- Catechetical Sunday Observance
- Parent Orientation Night
- Continue to recruit/train volunteers, substitute catechists
- Think Safety
  - Fire drill procedures, route maps
  - First Aid kits readily available?
  - Intruder prevention/procedure
- Compass in the Classroom?
- ProCLAYM Kick-off event
- Outreach to absent families

### Youth Ministry:

- Check w/Diocesan Office of Families & Schools for upcoming Youth events and start planning:
  - Recruit participants
  - Recruit chaperones
  - VIRTUS for chaperones
  - Budget (Registration, Transportation, other expenses; Fundraising, Grants, etc)
- Learn about KREWE (Diocesan program of Kerygma experience for youth)

## OCTOBER

### Faith Formation:

- Monthly report to pastor/council/board



## OCTOBER (Cont'd)

- Form Sacrament Prep teams
- Continue catechist development
- Informal classroom observation
- Take photos/publicize good works of program (bulletin, Compass, social media)

### Youth Ministry:

- Maintain supplies, environment for meetings.
- Seek feedback from participants, families and YM Team for early indicators of enthusiasm, spirit.
- Continue social media postings of events. Invite, invite, invite.
- Plan for fall/winter service opportunities
- Youth Jam? GBYC? Plan ahead!

## NOVEMBER

### Faith Formation:

- Advent Plans as per calendar
- Thanksgiving plans as per calendar
- Give feedback to catechists from classroom observations
- Complete and submit Diocesan Annual RE Report
- Invite and promote sacrament preparation meetings

# General Checklist for Catechetical Leaders

## NOVEMBER (Cont'd)

- Prepare report for pastor, parish council, education committee, etc.
- Catechist Professional Development
- Prepare holiday season service projects
- Plan Christmas appreciation for catechists, volunteers

### Youth Ministry:

- Plan for Advent service & prayer projects
- Register for GBYC; fundraising, planning

## DECEMBER

### Faith Formation:

- Prepare report for pastor, parish council, education committee, etc.
- Holiday service projects
- Clean-up office; filing; update records
- Check w/catechists on second semester needs
- Provide blessings for the tree, crib scene, baking projects, etc.
- Send Christmas cards to volunteers, staff



## DECEMBER (Cont'd)

### Youth Ministry:

- Plan for Advent service & prayer projects
- Final plans and attend GBYC
- Christmas celebration w/youth?

## JANUARY

### Faith Formation:

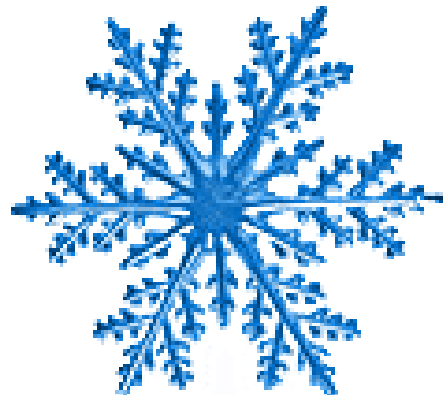
- Prepare report for pastor, parish council, education committee, etc.
- Begin Lent/Easter preparations
- Final planning/implementation of sacrament parent meetings
- Plan questions for interviews for candidates for Eucharist, Reconciliation, Confirmation
- First semester progress reports and catechist evaluation/feedback
- Professional Development
- Assess programs for special needs and home-schooled students
- Prepare a list for parents of prayers students should know at their age/level

### Youth Ministry:

- Follow-up from GBYC
- Promote/participate in Vocations Awareness Week



# General Checklist for Catechetical Leaders



## FEBRUARY

- Prepare report for pastor, parish council, education committee, etc.
- Catechist Professional Development
- Research new online and printed resources for Lent/Easter
- Plan/promote Lenten activities
  - Ash Wednesday
  - Stations of the Cross
  - Reconciliation
- Follow-up on progress reports and catechist evaluations
- Follow-up on Sacramental Parent Meetings (absences, concerns, etc).
- Arrange for ACRE Assessment:
  - Materials
  - Set dates (March)

### Youth Ministry:

- Plan for Lenten service & prayer projects
- Look ahead to summer YM plans
- Start identifying potential chaperones for summer activities/trips

## MARCH

### Faith Formation:

- Prepare report for pastor, parish council, education committee, etc.
- Begin plans for Vacation Bible School
  - Materials, Resources
  - Recruit catechists, helpers
  - Initial announcement
- Review retreat plans for sacrament candidates
- Discuss final plans for liturgical celebration of the Sacraments w/the parish liturgy committee, music ministers, Pastor.

## MARCH (Cont'd)

- Follow-up on the requirements for sacraments – students who have not fulfilled them, those who need a gentle reminder or phone call.
- Review the interview procedure with all involved and being interviews w/candidate for Sacraments.
- Implement Lenten activities as planned.
- Begin plans for Vacation Bible School
  - Materials, Resources
  - Recruit catechists, helpers
  - Initial announcement

### Youth Ministry:

- Plan for Lenten service & prayer projects
- Look ahead to summer YM plans
- Start identifying potential chaperones for summer activities/trips

## APRIL

### Faith Formation:

- Prepare report for pastor, parish council, education committee, etc.
- Complete sacrament interviews.
- Implement sacrament retreats as planned.

# General Checklist for Catechetical Leaders



## APRIL (Cont'd)

- Finalize plans for sacrament celebrations re: environment, reception, etc.
- Continue plans for VBS
- If you do Spring Registration, review/update format and send out
- Prepare student progress reports and catechist evaluations/feedback.
- End of year procedures;
  - Materials that need replenishing
  - Wrap-up professional development/certification for catechists
- Register for and attend Diocesan professional development event.
- Prepare for end-of-year gatherings, catechist/volunteer appreciation, etc.

## Youth Ministry:

- Finalize summer plans and begin publicity, registration.
- Plan special night for graduating seniors and parents.

## MAY/JUNE

### Faith Formation:

- Complete the recording of all sacramental records
- Write thank-you's to all who planned, volunteered at sacramental celebrations.
- Order materials for VBS
- Prepare end of year report for pastor, parish council
  - Enrollment
  - Staff/volunteers
  - Budget
  - Facilities and materials
  - VBS update
  - Vision for next year
- Write an evaluation of the year for reference in the Fall
  - Anticipated challenges
  - Possible solutions
  - Strengths
  - Room for Growth
- Implement plans for final catechist gathering, appreciations, etc.

### Youth Ministry:

- Continue to publicize and implement summer youth ministry plans.
- Host end-of-year party for youth & families
- Appreciation for chaperones, volunteers, leaders.





## SAFE ENVIRONMENT EMPLOYEE/VOLUNTEER REQUIREMENTS

All employees (regardless of position/job title) and all adult volunteers who have contact with minors and individuals at risk as part of their volunteer duties are required to:

### 1.

#### **Complete an application in which:**

- 1) you provide the Diocese with professional and personal references;
- 2) you complete, sign and date the appropriate declaration form;
- 3) you authorize a criminal background check and receive a satisfactory report.

[www.gbdioc.org](http://www.gbdioc.org)

Roll over "Protecting Our Children"

Click on "Background Checks"

Click on "eAppsDB" link

Access code: **gbdioc04**

### 2.

#### **Complete the VIRTUS® Protecting God's Children Adult Awareness Training.**

Register at [www.virtus.org](http://www.virtus.org)

Several sessions are offered throughout the diocese at various dates and times.

### 3.

#### **Sign the Agreement Form**

in which you agree to follow and adhere to *Our Promise to Protect* (employees) or the *Diocesan Code of Pastoral Conduct for Volunteers* (volunteers) and submit the signed form to your immediate supervisor i.e., DRE, Principal, etc.

*\*Ask your principal, DRE, or LoSEC for assistance in completing the requirements.*



## **Diocese of Green Bay Safe Environment Training for Children FAQ: 2022 - 2023**

The following questions and answers are to assist you in understanding what is required in the Diocese of Green Bay for Safe Environment Training for Children; and will need to be recorded for the July 1, 2022 – June 30, 2023 USCCB Safe Environment annual Audit period.

**EVERY** child enrolled in a Catholic school or a parish faith formation program must receive education regarding safe environment issues annually. That means every child needs to be “trained” and counted as ‘trained’. Children may also be ‘opted out’ but only at the request of parent(s) or guardian(s). As we looked at questions received and issues present, there appear to be four areas of concern.

### **1. Training Question:**

***What is Safe Environment Training, for children, and what qualifies as Safe Environment Training?***

The Diocese of Green Bay has requested that Catholic schools devote a minimum of three (3) classes per grade level per year to this issue. Since religious education students attend public schools where this topic is mandated, the Diocese requests these programs devote at least one (1) class per grade level per year to these topics.

***The Diocese asks that teaching objectives incorporate the following ten guidelines:***

Each human being is created in the image and likeness of God. Our bodies are sacred and holy.

We are blessed with families and loving communities to help us grow.

We must differentiate between safe, unsafe, and unwanted touch.

Because each person is made in the image of God, each person must be treated with dignity and respect. This respect includes respectful privacy of our own bodies.

The God-given gift of choice has consequences.

Some actions or behaviors are wrong or sinful. Behavior or actions that harm self or others physically, psychologically, or spirituality are wrong.

We must differentiate between good and bad play and avoid keeping secrets.

Each of us experiences good and bad human relationships and friendships.

Children and youth must be provided with basic information to enable them to be safe and protected by the adults in their lives. The task of keeping children safe is shared by families, extended families, their neighborhood and community, and their school and church.

Children and youth must identify a number of trusted adults to go to for help.

## 2. Lesson Plans:

Safe Environment lesson plans, utilizing the VIRTUS material for children are available to assist you in incorporating the teaching objectives.

Lesson plans purchased by the diocese from VIRTUS, can be found on the Diocese of Green Bay website: [www.gbdioc.org](http://www.gbdioc.org) under “Protecting Children” /Lessons Plans & Resources for Children” The VIRTUS lesson plans are expected to be utilized as the main safe environment training material for children but can be supplemented with other material and resources.

Resources and curriculum questions can be directed to Courtney Coopman, Diocesan Assistance Coordinator 920-272-8174, or the Assistant Superintendent of Instruction & Academic Accountability 920-272-8284 or Maximus Cabey, Children & Youth Faith Formation Director 920-272-8288.

***Can materials simply be mailed out to all families in the parish program or school?***

No. On site or face to face training needs to be offered annually to every child enrolled in a parish program or Catholic school.

## 3. Absent Children:

***What should I do if a child is absent from training?***

Age appropriate materials are sent home to the parents of those children that are absent on the day of training. For example, if a parent has children in grades 2, 4 and 8, only the age appropriate materials for the absent child are sent home. To ensure that materials arrive home, the best way to send them is via the US mail or e-mail. However, you can use other alternatives such as a take home or parent folder.

***Can we just offer the materials to be picked up at the parish or school office?***

No. This practice does not place enough urgency or importance on the subject matter. Our children deserve to be knowledgeable regarding their physical, emotional and spiritual well-being. *Child sexual abuse can be prevented when children and youth are educated.* As educators and ministers, it is our responsibility to directly present age appropriate programs or provide materials for parents to utilize at home when children are absent.

***Can we refer parents to the diocesan website to get the materials?***

No. Though materials are on the diocesan website, it is again our responsibility to make sure age appropriate materials are provided to the parents of absent children. Additionally, the material provided by the parish or school should be age specific, causing less confusion for the parents.

## 4. Opted Out Children:

***What is the purpose of the Opt Out form?***

The Opt Out form is used to substantiate that all children in a school/program are accounted for regarding safe environment training, that such training has been offered to them and that the parent(s)/guardian chose to decline it. The annual USCCB audit **requires** an opt out form for every child whose parents’ decline to have their child attend the safe environment training provided by the parish/school.

***Who completes the Opt Out form?***

The parent(s)/guardian of the child complete the form and return it to the parish/school office. This form is to remain in the ***child's permanent school or religious education file.***

A copy of each Opt Out form must be sent to the Diocesan Office of Safe Environment for audit documentation.

***When should an Opt Out form be used?***

The Opt Out form should ONLY be used if a parent declines to have their child attend the safe environment training provided by the parish/school. Therefore the number of opt out forms that you have on file should be very minimal! Concurrent to the practice of those children that are absent, age appropriate materials should likewise be sent home to the parents of those children opted out of training.

***Where can I get an Opt Out form?***

The Opt Out form can be found on the diocese website, [www.gbdioc.org](http://www.gbdioc.org) under "Protecting Children" /Lessons Plans & Resources for Children". **Please use this form only as the Opt Out Form.**

5. Documentation:

***What is the annual Safe Environment Audit Survey?***

The annual Safe Environment Audit Survey is distributed to all Local Safe Environment Coordinators (LoSEC) to report the required training information. The Diocese of Green Bay is audited every year for compliance by the USCCB.

***Who is responsible for completing the annual Safe Environment Audit Survey?***

The LoSEC is usually responsible. The pastor/pastoral leader, faith formation director/coordinator or school principal, should work along with the parish/school LoSEC and other key staff, to ensure data submitted is complete and accurate. The pastor/pastoral leader or school administrators have to sign for validity of all Surveys.

***What information is required in annual Audit Survey?***

The annual Safe Environment Audit Survey collects data from the time period of July 1–June 30 and adheres to ALL employees regardless of position, but only to those volunteers that have contact with children under the age of 18. (***Volunteers in ministry with individuals at risk adults should not be included in Audit data.***)

Historically, the Survey has always required the total number of educators, employees and volunteers at every parish or school and how many of those have been background checked and attended a VIRTUS session. The Survey also asks if guidelines regarding reporting abuse have been reviewed with employees and volunteers during the audit period.

Every child enrolled in a Catholic school or faith formation program must be counted as trained, absent with materials sent home or opted out. The total number of children enrolled should be equal to the number trained + absent + opted out.

(Example: 150 total children enrolled = 146 present + 3 absent + 1 opt out)

If you have further questions please contact Deb Knaus (920-272-8198) or Courtney Coopman (920-272-8174). We are both more than willing to help you.



# UNITED STATES CONFERENCE OF CATHOLIC BISHOPS

## **Messages Children Hear In Safe Environment Programs**

In Catholic schools and parishes nationwide, Safe Environment training gives children the skills necessary to protect themselves from would-be-offenders. The Associate Director of the Secretariat for Child and Youth Protection of the United States Conference of Catholic Bishops (USCCB), has listed here some of the messages children should hear in Safe Environment programs.

### **1. Abuse is never a child's fault.**

The blame **always** belongs to the adult who is taking advantage of a child's trust and vulnerabilities.

### **2. God loves children forever and wants them to live holy and happy lives.**

The shame of child sexual abuse needs to be put where it belongs: on the abuser.

### **3. Abuse that has happened should be reported.**

One study shows that children tell of their abuse an average of nine times before someone believes them.

### **4. You can recognize abuse when it happens.**

Children learn to trust that feeling that says something isn't right and to tell a parent or other trusted adult when something happens that makes them feel uneasy.

### **5. There are ways to spot a grooming process.**

Children learn that anyone who lets children break rules, gives them alcohol or shows them pornography needs to be reported to parents and other trusted adults.

### **6. Parents or other trusted adults will talk about this subject.**

Children often try to protect their parents from bad news, so they need to learn they can tell their parents anything.

### **7. Boundaries exist.**

Children who listen to the voice that says, "This doesn't feel right," can protect themselves.

### **8. Children can stand up for themselves.**

Children learn when it is appropriate for them to say, "No, stop doing that."

### **9. There are ways to explain inappropriate behavior.**

The ability to articulate what has happened to a child enables a child to more easily confide in a parent or other trusted adult. This is ultimately the goal of safe environment education.



# AWAREITY

## Safe Environment Reporting System



**As we continue to work toward a safe and secure environment for all people within the Diocese of Green Bay, the Office of Safe Environment has implemented a web-based incident reporting tool called Awareity.**

Awareity is a comprehensive platform for reporting, tracking, and documenting incidents and concerns, making it simple and confidential to share red flag behaviors such as:

- Sexual abuse of a minor (if this is currently taking place, immediately call 911 to report)
- Harassment
- Boundary issues
- Threats of violence
- Concerning behavior by clergy, staff, or volunteers
- Misconduct
- Anything that you may find stressful or out of the ordinary and feel compelled to bring forward regarding clergy, staff, or volunteers

The goal of Awareity is prevention and to help identify red flags and warning signs before an incident occurs or escalates.

**PLEASE NOTE:** This is not an emergency reporting system. If this is an urgent matter, please immediately dial 911.

We must partner with our staff, volunteers, parents, students, and family members to combat these challenges and take a proactive approach to preventing what we can by staying ahead of concerning and potentially harmful situations. By working together, we can help prevent incidents from occurring and ensure the safety and security of our school and parish communities.

Actively promoting the Awareity reporting tool and providing ongoing awareness through posters, announcements, etc., can help ensure all staff, volunteers, parents, and visitors understand how they can play an active role in keeping your community safe.

### HOW DO I MAKE A REPORT?

If you want to report a concern, please visit [www.gbdioc.org/awareity](http://www.gbdioc.org/awareity) and click on the Awareity Incident Report button. It may also be accessible from your parish or school website by clicking on the green butterfly icon (*show at left*).

### Is the report really anonymous?

Yes! Reporters can remain truly anonymous if they choose, so they have nothing to fear in sharing their concerns. However, we cannot guarantee we can follow-up unless we have your name and a way to contact you by either phone or email.

### Once a report is submitted what happens?

All reports are securely transmitted to and stored within the Awareity platform. Immediate notifications are sent to the appropriate personnel, and reports are only accessible by approved personnel. Once the team has reviewed your report/concerns, appropriate investigation and follow-up efforts will occur.

### Do I have to use the form to make a report?

No. You are still welcome and encouraged to speak directly with a team member at (920) 272-8174 if you have concerns. Awareity should in no way replace face-to-face communication, but instead help our community share information when someone is less comfortable sharing it in person.

### QUESTIONS & ADDITIONAL INFORMATION

Courtney Coopman, *Victim Assistance Coordinator*  
(920) 272-8174 | [ccoopman@gbdioc.org](mailto:ccoopman@gbdioc.org)



Diocese of  
Green Bay



# Office of Youth Ministry Liability Form

## MEDICAL INFORMATION AND PARENTAL/GUARDIAN CONSENT FORM/LIABILITY WAIVER

Participant's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Sex: \_\_\_\_\_ Parent/Guardian's name: \_\_\_\_\_

Home address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell phone: \_\_\_\_\_

Email \_\_\_\_\_

I, \_\_\_\_\_ grant permission for my child, \_\_\_\_\_ to participate in this  
*Parent or guardian's name* *Child's name*  
event that requires transportation to a location away from the parish/school/diocesan site. This activity will take place under the guidance and direction of parish/school/diocesan employees and/or volunteers from the Diocese of Green Bay.

### A BRIEF DESCRIPTION OF THE ACTIVITY IS AS FOLLOWS:

PARISH/SCHOOL: \_\_\_\_\_  
(PARISH/SCHOOL is understood to include the Diocese of Green Bay)

Type of event: \_\_\_\_\_

Date of event: \_\_\_\_\_

Destination of event: \_\_\_\_\_

Individual in charge: \_\_\_\_\_

Estimated time of departure and return: \_\_\_\_\_

Mode of transportation to and from event: \_\_\_\_\_

**As parent and/or legal guardian, I remain legally responsible for any personal actions taken by the above named minor ("participant"). I agree on behalf of myself, my child named herein, or our heirs, successors, and assigns, to hold harmless and defend the *Parish/School* its officers, directors, employees and agents, and the Diocese of Green Bay, its employees and agents, chaperones, or representatives associated with the event, from any claim arising from or in connection with my child attending the event or in connection with any illness or injury (including death) or cost of medical treatment in connection therewith, and I agree to compensate the parish/school, its officers, directors and agents, and Diocese of Green Bay its employees and agents and chaperones, or representative associated with the event for reasonable attorney's fees and expenses which may incur in any action brought against them as a result of such injury or damage, unless such claim arises from the negligence of the parish/school or the Diocese of Green Bay.**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**COVID 19 Related:** If your child(ren)/dependents or immediate family members exhibit any symptoms of COVID-19 (including cold, flu, fever, cough, or allergy symptoms) please refrain from sending allowing them to attend the event (s). You, as the parent/guardian of your child/dependent are freely choosing to allow them to attend the parish/school event(s), knowing the health risks present with the current environment and will hold harmless the parish/school, its officers, directors, employees and agents, and the Diocese of Green Bay, its employees and agents, chaperones, or representatives associated with the event, from any COVID-19 related claim arising from or in connection with your child/dependent attending the event.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**MEDICAL MATTERS:** I hereby warrant that to the best of my knowledge, my child is in good health and I assume all responsibility for the health of my child. (Of the following statements pertaining to medical matters, sign only those that are applicable.)

**EMERGENCY MEDICAL TREATMENT:** In the event of an emergency, I hereby give permission to transport my child to a hospital for emergency medical or surgical treatment. I wish to be advised prior to any further treatment by the hospital or doctor. In the event of an emergency, if you are unable to reach me at the above numbers, contact:

Name & relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

Child's Family doctor: \_\_\_\_\_ Phone of Doctor: \_\_\_\_\_

Family Health Plan Carrier: \_\_\_\_\_ Policy #: \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Medications:** My child is taking medication at present. My child will bring all such medications necessary and such medications will be well-labeled. Names of medications and concise directions for seeing that the child takes such medications, including dosage and frequency of dosage, are as follows: \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Choose ONE of the Following:**

1. No medication of any type, whether prescription or non-prescription, may be administered to my child unless the situation is life-threatening and emergency treatment is required.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

2. I hereby grant permission for non-prescription medication (i.e. non-aspirin products such as acetaminophen or ibuprofen, throat lozenges, cough syrup) to be given to my child, if deemed appropriate.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Specific Medical Information:** The parish/school will take reasonable care to see that the following information will be held in confidence.

Allergic reactions (medications, foods, plants, insects, etc.): \_\_\_\_\_

Does child have a medically prescribed diet? \_\_\_\_\_

Does child have any physical limitations? \_\_\_\_\_

You should be aware of these special medical conditions of my child: \_\_\_\_\_

**MEDIA RELEASE:** This authorization form constitutes permission for my child(ren)'s participation in videotaping and/or photographs which may be taken during the program/trip. These could be used for further promotional videos, website promotions, fliers, or other diocesan or parish appropriate uses.

**Signature of Parent/Guardian** \_\_\_\_\_

\*\*Please be aware that legally, the group leader can search any person's room and/or possessions if there is suspicion of any illegal behavior.

# ADULT LIABILITY WAIVER

*Each adult participant, including group leaders and chaperons, must sign this form.*

---

## PARISH/SCHOOL/GROUP YOU ARE REGISTERING UNDER:

---

## RELEASE OF LIABILITY/MEDICAL RELEASE:

I, \_\_\_\_\_ (Full Name), agree on behalf of myself, my heirs, assigns, executors, and personal representatives, to hold harmless and defend \_\_\_\_\_ (Parish/School in the Diocese of Green Bay), Diocese of Green Bay, its officers, directors, agents, employees, or representatives from any and all liability for illness, injury or death arising from or in connection with my participation in the trip. In the event that I should require medical treatment and I am not able to communicate my desires to attending physicians or other medical personnel, I give permission for the necessary emergency treatment to be administered.

## Please advise the doctors that I have the following allergies:

---

---

## In case of an emergency and for permission for treatment beyond emergency procedures, please contact:

Name: \_\_\_\_\_

Relationship to Me: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Night Time Phone: \_\_\_\_\_

Health Insurance Carrier: \_\_\_\_\_

Insurance ID Number: \_\_\_\_\_ Insurance Policy Number: \_\_\_\_\_

**X**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Email Address:

## Affiliation with the teens of your group (Circle all that apply):

Parent      Youth      Minister      Catechist      Teacher

Other \_\_\_\_\_



Diocese of  
Green Bay

## Leadership Team Contacts

**Pam Fischer-President**

St. Thomas the Apostle, Newton

920-726-4228

pfischer7662@gmail.com

**Vice President**

This could be YOU!

**Kathy Prevost-Treasurer**

St. Louis Parish, Dyckesville

920-866-2842

kathyp@stlouisdyckesville.com

**Bethany Doll-Secretary**

St. Mary & St. John Parishes,

Menasha

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bdoll@smcatholicschools.org

**Meredith Lauer**

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920-725-0660

mlauer@smcatholicschools.org

**Anne Stemper**

St. Clare, Askeaton, Greenleaf,

Wrightstown

920-864-2586

stclarefaith@gmail.com



*Professional  
Catechetical  
Leaders and  
Youth Ministers*

## Mission Statement

To encourage, support,  
and advocate  
for catechetical leaders  
and youth ministers  
as we evangelize,  
catechize  
and form disciples.



# ProCLAYM Programs

**Kick Off Day:** Meet others in parish ministry in a faith-filled day that is educational and fun, in a casual setting.

**Member Gatherings:** Afternoon meetings to enrich and inspire your parish program, grow professionally and to advocate for each other. All member gathering offer an opportunity for lunch (Dutch treat), prayer and fellowship.

+ **Lunch and Learn** – After lunch we will pray together and explore a professional or educational topic. This year our focus will be one of the sessions from Franciscan at Home.

+ **Share and Tell** – An opportunity to share resources and best practices. You are guaranteed to leave with new “tried and true” ideas.

+ **Winter Warm-Up** – This afternoon is an opportunity fun and fellowship; our activity and discussion will be based on the needs of the membership.

+ **Spring Fling** – We will gather for an inspirational presentation; the topic and speaker will be determined as the date draws closer.

+ **Lenten Retreat** – A time to gather for prayer and reflection.

**R&R Day:** A favorite day for many! A day to relax and restore. This day also allows us to recognize those who are truly role models of faith and leadership.

## Calendar At A Glance

September 22th: Kick-Off Day with Joe Paprocki!

October 20th: Lunch and Learn

November 17th: Share and Tell

December 1st: Lunch and Learn

January 19th: Winter Warm Up

February 23rd: Lenten Retreat

March 16th: Lunch and Learn

April 20th: Spring Fling

May 11th: R and R Day

### Why Become a Member?

- Professional Development
- Personal and Spiritual Formation
- Experience and Participate in Committees
- Advocacy and Local Peer Support
- Field Collaborating and Networking
- Curriculum and Program Ideas

### Committees

Please choose a committee to be a part of:

Catechist & Youth Minister In-Service  
Communication  
Marketing/Promotion  
Member Gatherings  
Professional Events

### Registration

Individual Membership: \$99.00  
Membership includes all ProCLAYM events.

### Member Information

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Parish: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Committee Choice: \_\_\_\_\_

Payment \$ \_\_\_\_\_ Ck #: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Please mail completed form and check payable to ProCLAYM to:  
Kathy Prevost  
St. Louis Parish  
N8726 County Line Road  
Luxemburg, WI 54217

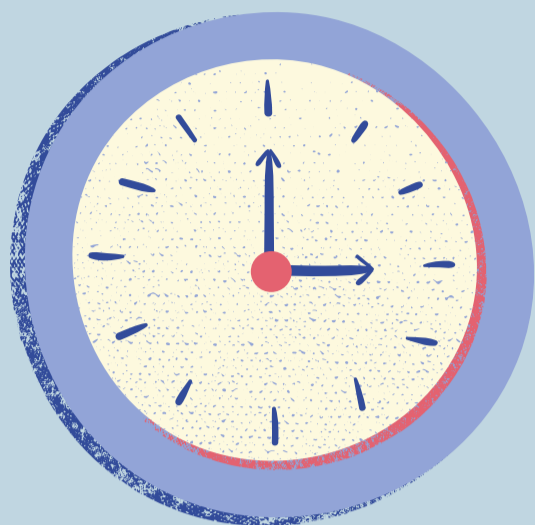
\*Scholarships available by contacting  
Treasurer  
kathyp@stlouisdycyckesville.com

Find us on



# TIPS FOR SETTING BOUNDARIES

*in your ministry*



## COMMUNICATE WORKING DAYS/HOURS

Post on website, in e-mail signatures, voicemail greetings, newsletters.

## KEEP A PAPER TRAIL

Refuse to accept cash unless in a clearly marked envelope. Keep receipts for all purchases and if possible use parish credit card or account. Minimize use of personal funds.



## TRACK YOUR HOURS

Use your phone, calendar or an app, but accurately include ALL hours, including hours spent on lock-ins, mission trips, professional development, etc.

## USE TECH WISELY

Consider leaving laptop at work, using "out of office" replies on weekends, days off, block days off from calendar.



## PRIORITIZE FAMILY

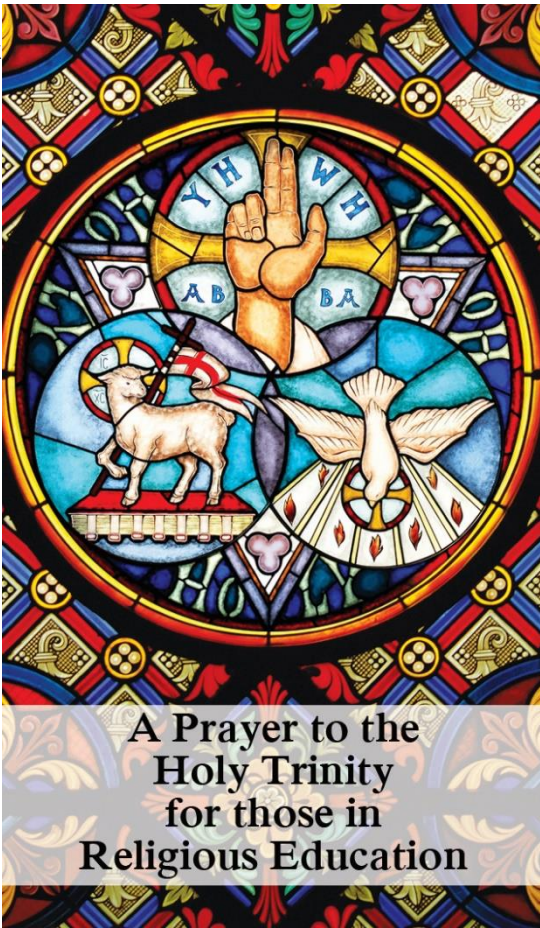
They need you to be present and available. If you live this out consistently, your family life will thrive. That means putting them first, right behind God himself.

*Reading Recommendation:*

## BOUNDARIES

By Dr. Henry Cloud & Dr. John Townsend





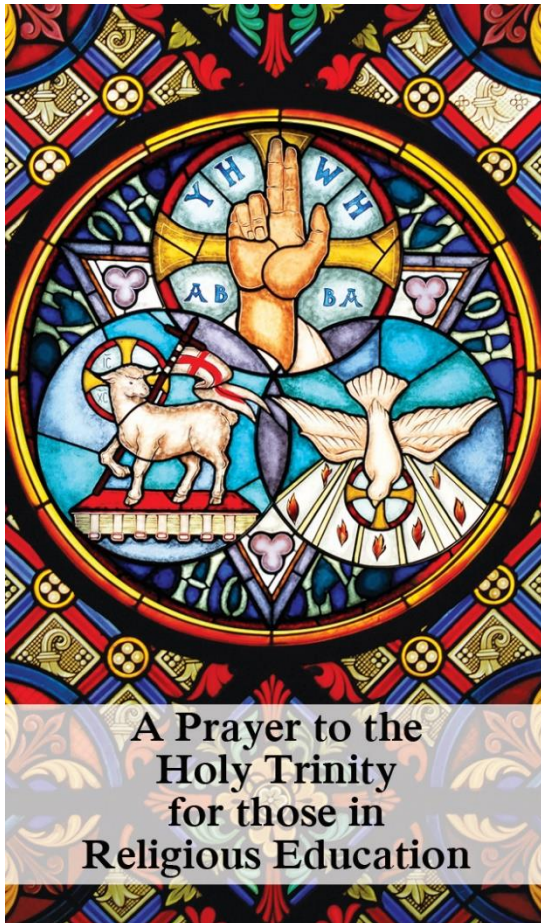
**A Prayer to the  
Holy Trinity  
for those in  
Religious Education**

Father in heaven, You have made us to know You, to love You and serve You in this life, to be happy with You forever in the next. Thank you for creating us for this purpose and mission.

Lord Jesus, You are the Way, the Truth and the Life. Help us be good disciples, to follow your Way to the Father, to study your Truth and to know it well, to serve you by worshiping you every Sunday, and by sharing your Life and Love with others every day.

O Holy Spirit, fill us with your presence and your inspiration. Draw many, many disciples to our classes. Bless all of our families and provide an abundance of resources to accomplish your mission. Amen.

**Written by Bishop David L. Ricken,  
Bishop of Green Bay | 2015**



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Bishop of Green Bay | 2015**



Diocese of  
Green Bay

# Sessions I & II

Materials from the Nuts & Bolts Series





## SAFE ENVIRONMENT EMPLOYEE/VOLUNTEER REQUIREMENTS

All employees (regardless of position/job title) and all adult volunteers who have contact with minors and individuals at risk as part of their volunteer duties are required to:

**1.**

**Complete an application in which:**

- 1) you provide the Diocese with professional and personal references;
- 2) you complete, sign and date the appropriate declaration form;
- 3) you authorize a criminal background check and receive a satisfactory report.

[www.gbdioc.org](http://www.gbdioc.org)

Roll over “Protecting Our Children”

Click on “Background Checks”

Click on “eAppsDB” link

Access code: **gbdioc04**

**2.**

**Complete the VIRTUS® Protecting  
God’s Children Adult Awareness  
Training.**

Register at [www.virtus.org](http://www.virtus.org)

Several sessions are offered throughout the diocese at various dates and times.

**3.**

**Sign the Agreement Form**

in which you agree to follow and adhere to *Our Promise to Protect* (employees) or the *Diocesan Code of Pastoral Conduct for Volunteers* (volunteers) and submit the signed form to your immediate supervisor i.e., DRE, Principal, etc.

*\*Ask your principal, DRE, or LoSEC for assistance in completing the requirements.*



## **Diocese of Green Bay Safe Environment Training for Children FAQ: 2022 - 2023**

The following questions and answers are to assist you in understanding what is required in the Diocese of Green Bay for Safe Environment Training for Children; and will need to be recorded for the July 1, 2022 – June 30, 2023 USCCB Safe Environment annual Audit period.

**EVERY** child enrolled in a Catholic school or a parish faith formation program must receive education regarding safe environment issues annually. That means every child needs to be “trained” and counted as ‘trained’. Children may also be ‘opted out’ but only at the request of parent(s) or guardian(s). As we looked at questions received and issues present, there appear to be four areas of concern.

### **1. Training Question:**

***What is Safe Environment Training, for children, and what qualifies as Safe Environment Training?***

The Diocese of Green Bay has requested that Catholic schools devote a minimum of three (3) classes per grade level per year to this issue. Since religious education students attend public schools where this topic is mandated, the Diocese requests these programs devote at least one (1) class per grade level per year to these topics.

***The Diocese asks that teaching objectives incorporate the following ten guidelines:***

Each human being is created in the image and likeness of God. Our bodies are sacred and holy.

We are blessed with families and loving communities to help us grow.

We must differentiate between safe, unsafe, and unwanted touch.

Because each person is made in the image of God, each person must be treated with dignity and respect. This respect includes respectful privacy of our own bodies.

The God-given gift of choice has consequences.

Some actions or behaviors are wrong or sinful. Behavior or actions that harm self or others physically, psychologically, or spirituality are wrong.

We must differentiate between good and bad play and avoid keeping secrets.

Each of us experiences good and bad human relationships and friendships.

Children and youth must be provided with basic information to enable them to be safe and protected by the adults in their lives. The task of keeping children safe is shared by families, extended families, their neighborhood and community, and their school and church.

Children and youth must identify a number of trusted adults to go to for help.

## 2. Lesson Plans:

Safe Environment lesson plans, utilizing the VIRTUS material for children are available to assist you in incorporating the teaching objectives.

Lesson plans purchased by the diocese from VIRTUS, can be found on the Diocese of Green Bay website: [www.gbdioc.org](http://www.gbdioc.org) under “Protecting Children” /Lessons Plans & Resources for Children” The VIRTUS lesson plans are expected to be utilized as the main safe environment training material for children but can be supplemented with other material and resources.

Resources and curriculum questions can be directed to Courtney Coopman, Diocesan Assistance Coordinator 920-272-8174, or the Assistant Superintendent of Instruction & Academic Accountability 920-272-8284 or Maximus Cabey, Children & Youth Faith Formation Director 920-272-8288.

***Can materials simply be mailed out to all families in the parish program or school?***

No. On site or face to face training needs to be offered annually to every child enrolled in a parish program or Catholic school.

## 3. Absent Children:

***What should I do if a child is absent from training?***

Age appropriate materials are sent home to the parents of those children that are absent on the day of training. For example, if a parent has children in grades 2, 4 and 8, only the age appropriate materials for the absent child are sent home. To ensure that materials arrive home, the best way to send them is via the US mail or e-mail. However, you can use other alternatives such as a take home or parent folder.

***Can we just offer the materials to be picked up at the parish or school office?***

No. This practice does not place enough urgency or importance on the subject matter. Our children deserve to be knowledgeable regarding their physical, emotional and spiritual well-being. *Child sexual abuse can be prevented when children and youth are educated.* As educators and ministers, it is our responsibility to directly present age appropriate programs or provide materials for parents to utilize at home when children are absent.

***Can we refer parents to the diocesan website to get the materials?***

No. Though materials are on the diocesan website, it is again our responsibility to make sure age appropriate materials are provided to the parents of absent children. Additionally, the material provided by the parish or school should be age specific, causing less confusion for the parents.

## 4. Opted Out Children:

***What is the purpose of the Opt Out form?***

The Opt Out form is used to substantiate that all children in a school/program are accounted for regarding safe environment training, that such training has been offered to them and that the parent(s)/guardian chose to decline it. The annual USCCB audit **requires** an opt out form for every child whose parents’ decline to have their child attend the safe environment training provided by the parish/school.

***Who completes the Opt Out form?***

The parent(s)/guardian of the child complete the form and return it to the parish/school office. This form is to remain in the ***child's permanent school or religious education file.***

A copy of each Opt Out form must be sent to the Diocesan Office of Safe Environment for audit documentation.

***When should an Opt Out form be used?***

The Opt Out form should ONLY be used if a parent declines to have their child attend the safe environment training provided by the parish/school. Therefore the number of opt out forms that you have on file should be very minimal! Concurrent to the practice of those children that are absent, age appropriate materials should likewise be sent home to the parents of those children opted out of training.

***Where can I get an Opt Out form?***

The Opt Out form can be found on the diocese website, [www.gbdioc.org](http://www.gbdioc.org) under "Protecting Children" /Lessons Plans & Resources for Children". **Please use this form only as the Opt Out Form.**

5. Documentation:

***What is the annual Safe Environment Audit Survey?***

The annual Safe Environment Audit Survey is distributed to all Local Safe Environment Coordinators (LoSEC) to report the required training information. The Diocese of Green Bay is audited every year for compliance by the USCCB.

***Who is responsible for completing the annual Safe Environment Audit Survey?***

The LoSEC is usually responsible. The pastor/pastoral leader, faith formation director/coordinator or school principal, should work along with the parish/school LoSEC and other key staff, to ensure data submitted is complete and accurate. The pastor/pastoral leader or school administrators have to sign for validity of all Surveys.

***What information is required in annual Audit Survey?***

The annual Safe Environment Audit Survey collects data from the time period of July 1–June 30 and adheres to ALL employees regardless of position, but only to those volunteers that have contact with children under the age of 18. (***Volunteers in ministry with individuals at risk adults should not be included in Audit data.***)

Historically, the Survey has always required the total number of educators, employees and volunteers at every parish or school and how many of those have been background checked and attended a VIRTUS session. The Survey also asks if guidelines regarding reporting abuse have been reviewed with employees and volunteers during the audit period.

Every child enrolled in a Catholic school or faith formation program must be counted as trained, absent with materials sent home or opted out. The total number of children enrolled should be equal to the number trained + absent + opted out.

(Example: 150 total children enrolled = 146 present + 3 absent + 1 opt out)

If you have further questions please contact Deb Knaus (920-272-8198) or Courtney Coopman (920-272-8174). We are both more than willing to help you.



# UNITED STATES CONFERENCE OF CATHOLIC BISHOPS

## **Messages Children Hear In Safe Environment Programs**

In Catholic schools and parishes nationwide, Safe Environment training gives children the skills necessary to protect themselves from would-be-offenders. The Associate Director of the Secretariat for Child and Youth Protection of the United States Conference of Catholic Bishops (USCCB), has listed here some of the messages children should hear in Safe Environment programs.

### **1. Abuse is never a child's fault.**

The blame **always** belongs to the adult who is taking advantage of a child's trust and vulnerabilities.

### **2. God loves children forever and wants them to live holy and happy lives.**

The shame of child sexual abuse needs to be put where it belongs: on the abuser.

### **3. Abuse that has happened should be reported.**

One study shows that children tell of their abuse an average of nine times before someone believes them.

### **4. You can recognize abuse when it happens.**

Children learn to trust that feeling that says something isn't right and to tell a parent or other trusted adult when something happens that makes them feel uneasy.

### **5. There are ways to spot a grooming process.**

Children learn that anyone who lets children break rules, gives them alcohol or shows them pornography needs to be reported to parents and other trusted adults.

### **6. Parents or other trusted adults will talk about this subject.**

Children often try to protect their parents from bad news, so they need to learn they can tell their parents anything.

### **7. Boundaries exist.**

Children who listen to the voice that says, "This doesn't feel right," can protect themselves.

### **8. Children can stand up for themselves.**

Children learn when it is appropriate for them to say, "No, stop doing that."

### **9. There are ways to explain inappropriate behavior.**

The ability to articulate what has happened to a child enables a child to more easily confide in a parent or other trusted adult. This is ultimately the goal of safe environment education.

# Diocese of Green Bay Families and Schools of Discipleship Catechetical Certification

## I. Introduction:

- A. The purpose of catechetical certification is to “help the whole community of faith to come to at least a basic standard of knowledge of Christ and of the teachings of the Church” and to “prepare the next generations to answer generously the call to holiness.” (from Bishop David L. Ricken’s Pastoral Letter *A New Moment for Catechesis in the Diocese of Green Bay*, November 2009). Further, Bishop Ricken announced that the 2006 adult catechism, *The United States Catechism for Adults* (USCCA) is to be the foundational text for all adult faith formation and catechesis in the Diocese of Green Bay. Our certification process is to engage the whole community in the ongoing formation of their Catholic faith and to provide the best possible training for all people involved in catechesis. In March 2021 Bishop continues to build on this foundation by approving and adopting the Franciscan University of Steubenville Catechetical Institute’s *Franciscan At Home* as the primary delivery platform for this formation and catechesis.
- B. Catechetical certification is a requirement for all religious education administrators, youth ministers, catechists, Catholic school teachers and school administrators.
- C. The 2008 *Standards for Educators in Catholic Parishes and Schools* from the Wisconsin Catholic Conference set the minimum standards for the dioceses in the State of Wisconsin, and the Diocese of Green Bay has created their own standards based on these minimums.

## II. Definition of terms: For the purpose of these policies the following terms are defined:

Term	Defined as . . .
“catechetical leaders”	School Principals, Directors of Religious Education (DRE), Coordinators of Religious Education (CRE), Youth Ministers (YM),
“catechist”	All individuals that teach or facilitate in a parish religious education program
“teacher”	Any individual contracted to teach in a Catholic school and teacher-aides
“Foundational Catechetical Certification”	The completion of all required workshops in their respective Franciscan At Home track.
“Ongoing Formation”	Annual completion of approved continuing education in Religious Studies or Theology.

## III. Requirements:

- A. All catechetical leaders, catechists and teachers will complete a minimum of three Foundational Catechetical Certification workshops through Franciscan At Home per academic year (academic = July 1<sup>st</sup> to June 30<sup>th</sup>) until they achieve Foundational Catechetical

Certification by successfully completing their respective required tracks through *Franciscan At Home*.

There are specific required tracks for:

- Catholic School Administrators and Pastoral Staff
- Catholic School Religion/Theology Teachers
- Catholic School Teachers (who do not teach Religion/Theology)
- Coordinators of Religious Education/Faith Formation
- Youth Ministers
- Catechists
- Those who have already completed some but not all Foundational Catechetical Certification in person or through Schoology online.

- B. These components may be accomplished in any order but must be successfully completed and documented to be valid for the purpose of certification. Courses must be conducted through *Franciscan At Home*.
- C. Once Foundational Catechetical Certification is achieved, a renewal of that status (“Ongoing Formation”) is required each academic (academic = July 1<sup>st</sup> to June 30<sup>th</sup>) year through additional coursework or workshops by taking an approved Adult Faith Formation offering; workshops through *Franciscan At Home*; an appropriate Catholic college course related to catechesis, evangelization or spiritual formation; Foundational Catechetical Certification workshops the individual would like to repeat as a refresher; or an appropriate online course from an accredited source. Courses or workshops in total must meet a minimum duration requirement of nine hours per academic year [July 1<sup>st</sup> – June 30<sup>th</sup>], instruction and tasks/assignments combined, and be approved in advance by the Office of Families and Schools of Discipleship. On average one Franciscan At Home workshop will take three hours to complete when time for related tasks and assignments are factored in; so if one is using Franciscan At Home for Ongoing Formation one would need to complete a minimum of three workshops for that academic year (academic = July 1<sup>st</sup> to June 30<sup>th</sup>). Please note that all Franciscan At Home workshops are preapproved for Ongoing Formation by the Office of Families and Schools of Discipleship.

#### IV. **Fulfilling the Requirements:**

##### A. Prior/Existing Certification.

1. From other Dioceses: A review of previously earned certification (including the certification requirements of the Diocese in question and a copy of the individual’s certificate from that Diocese) will take place by the Office of Families and Schools of Discipleship, and equivalency for the appropriate components will be granted as warranted. We will be looking for equivalents of the six key areas: Creed, Sacraments and Liturgy, Prayer and Spirituality, Morality, Bible, and Method.

2. From prior, formal education (including Commissioned Ministry/Emmaus Program): Individuals will submit a copy of their college/commissioned ministry transcripts documenting appropriate coursework (in one or more of six key areas: Creed, Sacraments and Liturgy, Prayer and Spirituality, Morality, Bible, and Methods) to the Office of Families and Schools of Discipleship. If equivalency to any of the six key areas is granted, a certificate/letter will be issued by the Office of Families and Schools of Discipleship for that/those component(s) and mailed to the individual's parish/school.

3. From a lapsed certification: Individuals with lapsed certification, must pursue Foundational Catechetical Certification by completing all the workshops in their respective track as outlined in III.A above. Certification that has been lapsed is subject to review and evaluation by the Office of Families and Schools of Discipleship.

- B. Foundational Catechetical Certification. Upon completion of all the workshops in a respective track, a certificate of Foundational Catechetical Certification will be issued by the Office of Families and Schools of Discipleship and mailed/mailed to the individual's current parish/school. To maintain one's certification, the individual will pursue On-going Formation as described in paragraph III.C above.
- C. For contract purposes, Catholic school administrators and Catholic school teachers and teacher-aides, who are in the process of pursuing Foundational Catechetical Certification are required to take three Franciscan At Home workshops each academic year (academic = July 1<sup>st</sup> to June 30<sup>th</sup>) until they have attained Foundational Catechetical Certification. However, only one of the three workshops per academic year (academic = July 1<sup>st</sup> to June 30<sup>th</sup>) need be in their respective track for certification.

V. **Conclusion.** All certification processes are subject to review by the Office of Families and Schools of Discipleship. For more information, please contact the Office at [education@gbdio.org](mailto:education@gbdio.org).





**Diocese of Green Bay: Office of Families & Schools of Discipleship**  
**Foundational Catechetical Certification**  
**Frequently Asked Questions (July 2021)**



***Why the changes?***

For several years our diocese has used a free platform through Schoology for most of our Foundational Catechetical Certification classes. The free platform is no longer being supported by Schoology. At the same time, the videos and interactive aspects of the classes needed to be updated, made more flexible and robust while at the same time giving greater emphasis to discipleship and to the importance of forming families while improving both the content and delivery. We also wanted to ensure that all the needed Foundational Catechetical Certification classes could be offered online. After two years of research, and the review of a cross-functional team of various diocesan offices determined that Franciscan University of Steubenville Catechetical Institute's *Franciscan at Home* online service was the best option for our diocese. Bishop Ricken and his Leadership Roundtable then approved *Franciscan at Home* as the replacement for the current Schoology based version of Foundational Catechetical Certification.

***What's different?***

All the Foundational Catechetical Certification classes will now be available online through *Franciscan at Home*. Instead of six ten hour classes (Creed, Sacraments & Liturgy, Prayer & Spirituality, Morality, Bible, and Methods) there will be several hour long workshops that together will cover everything that was previously covered in those six classes. Also, not everyone will be taking all the same workshops. There will be different tracks of workshops designed specifically for folks with different needs. There is a track for catechists, a track for Catholic school teachers, a track for Catholic school religion teachers, a track for Catholic school administrators and pastoral staff, a track for coordinators of religious education and lastly a track for youth ministers. Another difference is that local mentors will be assigned to each person going through each track and interacting with them after each completed task associated with every workshop. Lastly, Foundational Catechetical Certification through *Franciscan at Home* is especially designed to be used in groups, making it easy and effective for use in catechist or teacher in-services.

***How is this seen as an improvement?***

First, all the coursework is now accessible online. Second, the audio and visual quality of each workshop will be consistent and professional. Third, all the workshops are done by experts in the areas on which they are presenting. Fourth, the workshops are meant to be as engaging as they are informative to this end the way that they are formulated is heavily influenced by the Montessori approach to instruction. Lastly, the addition of a mentor component strengthens the formation component of the coursework by providing meaningful accompaniment for those taking the workshops.

***What about administrators/teachers/catechists that have completed some but not all of the Foundational Catechetical Certification (FCC) coursework (either in person or through Schoology)?***

They will only need to complete the *Franciscan at Home* equivalents of the FCC classes that they have not taken yet. Those equivalents will be arranged under the old FCC course headings (e.g., Creed, Morality, etc.) in a special track designed for those who have not fully completed FCC online through Schoology or in person using the previous format for FCC (e.g., Creed, Morality, etc.)

***What if a person has a college degree in Theology or related subject, or has completed the Diocesan Commissioned Ministry program?***

As in the past, college/commission ministry transcripts (unofficial copies acceptable) may be submitted to the Child and Youth Faith Formation Director for consideration. Credit for appropriate components of Foundational Certification will be granted based on college coursework successfully completed.

***What are the costs associated with this plan and who's paying them?***

Thanks to a grant from the Catholic Foundation, there is no cost to you associated with taking

Foundational Catechetical Certification through *Franciscan at Home*.

***Why would a school teacher be required to take a Methods component for catechetical certification?***

The Methods track for teachers (Faith Integration) will delve into much more than classroom methods, by introducing and developing the ideas of integrating our Catholic faith into all subject areas.

***What comes after Foundational Certification?***

Once a person has achieved Foundational Certification, the plan calls for ten hours of Ongoing Formation every year, which may be as simple as re-taking Foundational Components as a refresher; or taking ten hours of the hundreds of workshops available through *Franciscan at Home*. In addition, there are several pre-approved adult faith formation options listed on our website.

***How will I know what component to offer my teachers/catechists first?***

The component workshops can be taken in the order found in their respective track or in any order that the teacher/catechist chooses. A principal/DRE/CRE can also highlight or prioritize various workshops based on the need of the teacher/catechist or of the school/parish: e.g., you can choose to have them take workshops that are related to the Theology of the Body first.

You can check the current status of your teachers/catechists' certification at anytime by

utilizing the administrator dashboard on *Franciscan at Home*.

***Can the components be offered in person as a group?***

Absolutely. We encourage parishes and schools to consider doing the workshops in their respective tracks as a group. This allows for maximum interaction for all involved.

***How can I help?***

First, you can adopt and promote a positive attitude about this plan for certification. This refined plan builds on the former plan and makes improvements in continuity and content. This plan reflects the Families and Schools of Discipleship Office's efforts to make continual improvements in the certification process while maintaining our conformity to the Bishop's Pastoral Letter:

*"Realizing Our Dream for the Call to Holiness – We will deepen our commitment to disciple people and teach them to pray, to teach them to cultivate their relationship with Christ, with the Blessed Mother, and with the Saints to help them to see that within the church there is such a rich treasury of wisdom and knowledge about the spiritual life."*

Second, you can encourage catechists/teachers to sign up and begin.

Above all please keep our efforts in your prayers. Forward any questions you have or encounter to the Families and Schools of Discipleship and in particular to the Child and Youth Faith Formation Director. We strive to serve you in your ministry!

*Thank you for choosing to be a part of the Catechetical Institute at Franciscan University of Steubenville through FranciscanAtHome.com. We are both honored and blessed by your subscription.*

*In this document, you will find common questions or issues other Catechetical Leaders have encountered when maneuvering our platform, as well as the necessary instructions to overcome them.*

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## ABOUT FRANCISCANATHOME.COM

*[FranciscanAtHome.com](http://FranciscanAtHome.com) is an online learning platform that is specifically designed to help form those who are working in the ministry of the Catholic Church – clergy, catechists, school teachers, youth ministers, adult group leaders, volunteers, even (and especially) parents. The \$300 annual subscription allows anyone within your institution (to whom you provide access) to create an account on our platform and to access all of the workshop content we have available. It also allows for Catechetical Leaders to monitor their catechists’ progress through the workshops, with the added ability to mentor them as they grow in their formation. We currently have over 130 workshops available on our platform, with new releases each month.*

## CONTACT US

Should you ever need help with anything regarding our platform, please do not hesitate to reach out: (740) 283-6754 or [ci@franciscan.edu](mailto:ci@franciscan.edu).

## TERMS TO KNOW

- **Dashboard:** Upon logging into the platform, every learner will arrive at their personalized dashboard, which details their institution, tracks, and personal preferences.
- **Leaders:** Anyone who is given administrative access for your institution's subscription.
- **Learner:** Everyone who has registered under your institution's subscription.
- **Track:** A collection of workshops specifically designed to serve a particular area of ministry.
- **Course of Study:** A subset of workshops within a track (for example, in our Catechist Track, there are three Courses of Study: Foundations, Advanced Part I, and Advanced Part II).
- **Workshop:** The content itself. All the workshops have the same structure – Objectives, Introduction, Pre-Task (periodically), and Segments (made up of videos, tasks and automated responses).
- **Segment:** Workshops are divided into what we call segments. Each workshop is made up of 6-10 segments and each segment includes a 10-12 minute video, followed by a task.
- **Task:** The tasks are designed to engage the learner in the content that they received from the video, with both a practical and spiritual focus. These are not merely multiple-choice questions to see if they were listening, but reflective questions that encourage each learner to take the content of the workshop and apply it to their everyday lives.
- **Automated Response:** This is the additional guidance and help we provide for learners after every task, often including other resources and clarification of points within the workshop.
- **Bookmark this Workshop:** This feature is available in the top-right corner of every workshop and allows learners to pin the workshop to their dashboard for quick and easy access.

## HELPING LEARNERS TO SIGN UP/REGISTER

### BULLETIN/EMAIL ANNOUNCEMENT

*The below text can be added to your bulletin as an announcement or sent out via email for learners who need help to register:*

Our parish/school has just subscribed to a massively helpful new outreach by the Catechetical Institute at Franciscan University of Steubenville. We are now able to offer mentor-based online formation **for every person in ministry** – clergy, catechists, school teachers, youth ministers, adult group leaders, volunteers, even (and especially) parents. **It is free to all, with unlimited access.** This program provides the most in-depth and faithful array of formative workshops ever created. With 130+ workshops available, we are now able to thoroughly train and spiritually nurture you in passing on the faith. **Come grow, come explore this bright sign of hope from [www.FranciscanAtHome.com](http://www.FranciscanAtHome.com).**

**Better yet, it's free for you to use!** Here's how to get registered:

1. Visit <https://franciscanathome.com/free-institution-signup> by clicking on the link, copying and pasting, or typing it into your web browser.
2. Click “create a new account”.
3. Enter your information into the required fields and select the green “Create new account” button at the bottom of the page (all fields with an \* are required).
4. Next, select your diocese and your parish or school from the available drop-down list.
5. Click select the “Sign up.” This will take you to your dashboard, where you can begin exploring all that FranciscanAtHome.com has to offer.
6. We recommend:
  - a. That you locate the track(s) your diocese has created for you (located as institutional tracks on the left side of the “Start Learning” section on your dashboard), if any.
  - b. Explore the other workshops that are available to you.

## TECHNICAL DIFFICULTIES

*My learners are having a hard time navigating the platform and registering under our institution’s subscription.*

To help your learners get started on the platform, share with them the above steps, as well as the resources below. In addition, they can always call our team for further support. We can be reached at (740) 283-6754.

### **Additional Resources**

*To further train your learners on the platform, here are some helpful articles you can share with them.*

- [How To: Video Tutorials and PDFs](#)
- [How to Use CI Workshops in a Group](#)
- [How to Successfully, Fruitfully Mentor Others](#)

## LEARNER ENGAGEMENT

*I am struggling with getting my learners to engage on the platform, they just are not using it and don’t seem interested in doing so.*

Helping learners get started is one of the most common challenges that institutional leaders face, and it can sometimes be difficult to overcome.

We suggest that you begin by doing a workshop together as a group. You may find it beneficial to set aside some time each week (or biweekly) to watch one of the 10-minute segments together and then use the task as the discussion starter. Here is a helpful article on [How to Use CI Workshops in a Group](#).

## MENTORSHIP

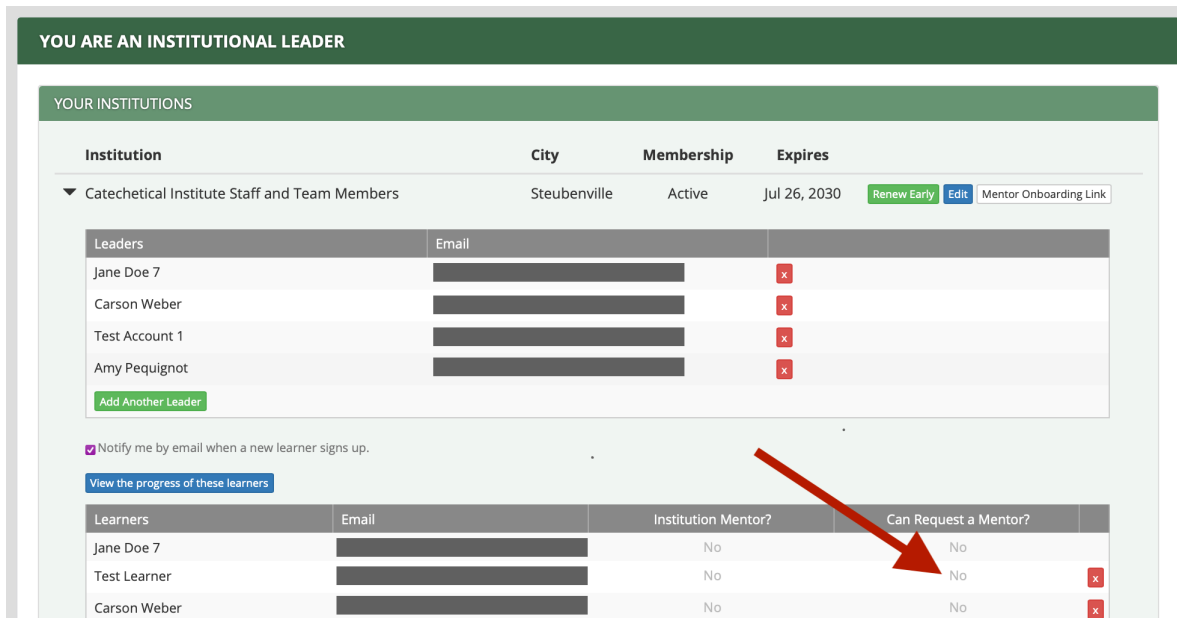
With FranciscanAtHome.com, institutional leaders have the ability to act as mentors, or designate others to do so, as their learners progress through the tracks and workshops. You have two options:

1. You and other institutional leaders can mentor learners.
2. Learners can mentor other learners.

## ALLOWING MENTORSHIP

As an institutional leader, you have the ability to decide who can be a mentor and who can request a mentor. This is done on an individual basis for each learner, so that you can offer our workshops to everyone in your parish, but still have the choice of whether any given learner can be mentored.

1. From your dashboard, under the header “You are an Institutional Leader,” select the drop-down arrow next to the name of your institution.
2. On the resulting list, you will see the names of the learners who have registered under your subscription (see image 1 below).
3. To the right of the names, you’ll see two columns: “Institutional Mentor?” and “Can Request a Mentor?”
4. To give a learner permission to *request* a mentor, click on “No” under “Can Request a Mentor?” to toggle it to “Yes.”
5. To allow a learner to *be* a mentor, click “No” under “Institutional Mentor?” to toggle it to “Yes.”
6. You can change each of the above at any time by clicking “Yes” to toggle it to “No.”



**YOU ARE AN INSTITUTIONAL LEADER**

**YOUR INSTITUTIONS**

Institution	City	Membership	Expires	
▼ Catechetical Institute Staff and Team Members	Steubenville	Active	Jul 26, 2030	<a href="#">Renew Early</a> <a href="#">Edit</a> <a href="#">Mentor Onboarding Link</a>

Leaders

Leaders	Email	
Jane Doe 7	[REDACTED]	x
Carson Weber	[REDACTED]	x
Test Account 1	[REDACTED]	x
Amy Pequignot	[REDACTED]	x

[Add Another Leader](#)

Notify me by email when a new learner signs up.

[View the progress of these learners](#)

Learners

Learners	Email	Institutional Mentor?	Can Request a Mentor?	
Jane Doe 7	[REDACTED]	No	No	
Test Learner	[REDACTED]	No	No	x
Carson Weber	[REDACTED]	No	No	x

Image 1: Mentorship

## REQUESTING A MENTOR

At the start of a track, learners with the ability to request a mentor will have the option to select “Start this track and request a mentor from . . . [your institution].”

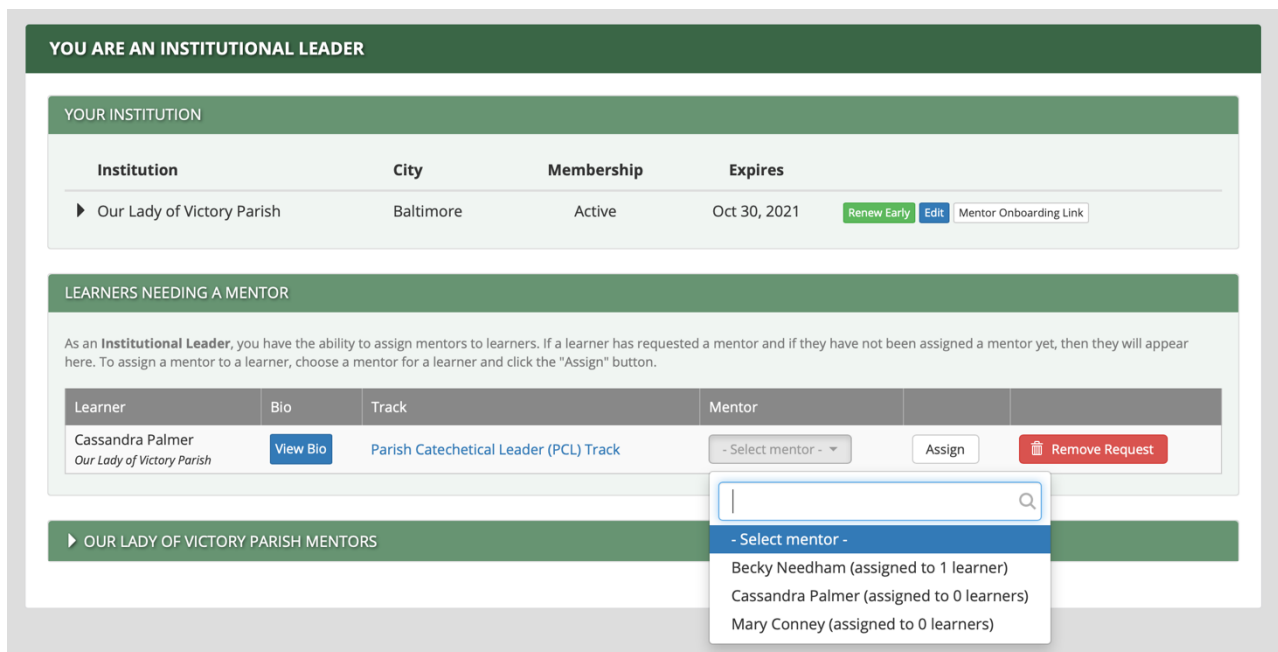
If they have already started the track and would like to request a mentor at a later date, they can simply click “Request a Mentor” button located at the top right corner of the track page.

*Note: In order to request a mentor, in addition to having the permission from the institutional leader, the workshops must be taken in the context of a track. Mentoring is not available for workshops that are accessed from the general workshops listing on the right of their dashboard.*

## ASSIGNING A MENTOR

Once someone has requested a mentor, you, as the institutional leader, will receive an email notification informing you of the request and asking you to assign a mentor.

1. From your dashboard, under the header “You are an Institutional Leader,” scroll down to the section “Learners Needing a Mentor”.
2. Under the column “Mentor,” click the dropdown menu and select a mentor from the list.
3. Click “Assign” (see image 2 below).
4. The assigned mentor and the mentee will both receive email notifications of this assignment.



**YOU ARE AN INSTITUTIONAL LEADER**

**YOUR INSTITUTION**

Institution	City	Membership	Expires	
▶ Our Lady of Victory Parish	Baltimore	Active	Oct 30, 2021	<a href="#">Renew Early</a> <a href="#">Edit</a> <a href="#">Mentor Onboarding Link</a>

**LEARNERS NEEDING A MENTOR**

As an **Institutional Leader**, you have the ability to assign mentors to learners. If a learner has requested a mentor and if they have not been assigned a mentor yet, then they will appear here. To assign a mentor to a learner, choose a mentor for a learner and click the "Assign" button.

Learner	Bio	Track	Mentor	
Cassandra Palmer <i>Our Lady of Victory Parish</i>	<a href="#">View Bio</a>	Parish Catechetical Leader (PCL) Track	- Select mentor -	<a href="#">Assign</a> <a href="#">Remove Request</a>

▶ OUR LADY OF VICTORY PARISH MENTORS

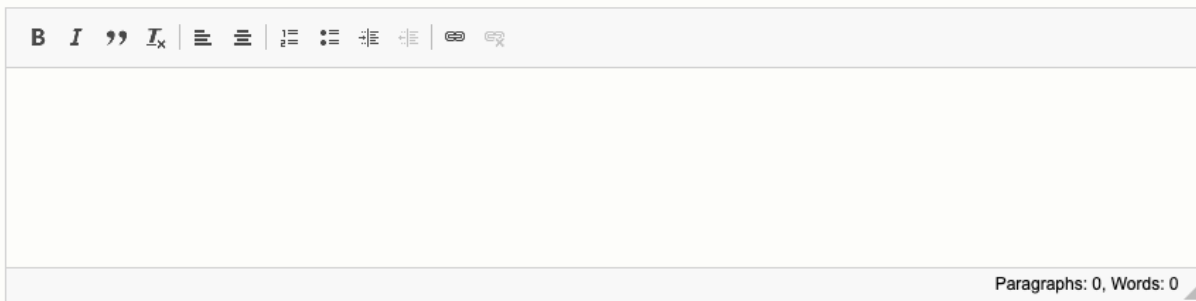
- Select mentor -
- Becky Needham (assigned to 1 learner)
- Cassandra Palmer (assigned to 0 learners)
- Mary Conney (assigned to 0 learners)

**Image 2:** Assigning a Mentor

## SUBMITTING TASKS FOR REVIEW

The learners who have a mentor have the ability to send their mentor their responses to the tasks they have completed for review (see image 3 below).

### Your Answer



The screenshot shows a text editor interface. At the top, there is a toolbar with various formatting options: Bold (B), Italic (I), Quote (”), Underline (I<sub>x</sub>), Bulleted List, Numbered List, Indent, Outdent, Link, and Unlink. Below the toolbar is a large empty text area. In the bottom right corner of the text area, it says "Paragraphs: 0, Words: 0".

or

**Image 3:** *Task Review*

## SUBMITTING A WORKSHOP FOR REVIEW

Once a workshop is completed, learners who have a mentor have the ability to send their mentor all their responses to the entire workshop together, for their review (see image 4 below), by clicking the green button located at the bottom of the workshop.

Once you have completed all of the tasks on this workshop, please send the workshop to your mentor for final review by clicking the button below.

**Image 4:** *Workshop Review*

## TROUBLE SUBMITTING RESPONSES FOR REVIEW

*A learner does not have the option to submit his/her responses for the review of their assigned mentor.*

This can happen if the learner is taking a workshop outside the context of a track. When a learner is assigned to a mentor, it is always within the context of a track, so in order to submit the workshop to their mentor, they need to enter the workshop by clicking into the track through which they are being mentored, rather than opening the workshop through another route.



## TRACKING LEARNER PROGRESS

As an institutional leader, you have the ability to review the progress of all your learners through individual workshops and tracks as a whole.

1. From your dashboard, under the header “You are an Institutional Leader,” select the dropdown arrow next to the name of your institution.
2. Above the list of learners, you will see a blue button that says, “View the progress of these learners” (see image 5 below).
3. This option will take you to a page that lists all your learners. To the right of each learner, reference their “Track Progress” (see image 6 below).
4. By clicking on the track title, you can review the learner’s progress through the individual workshops within that track.

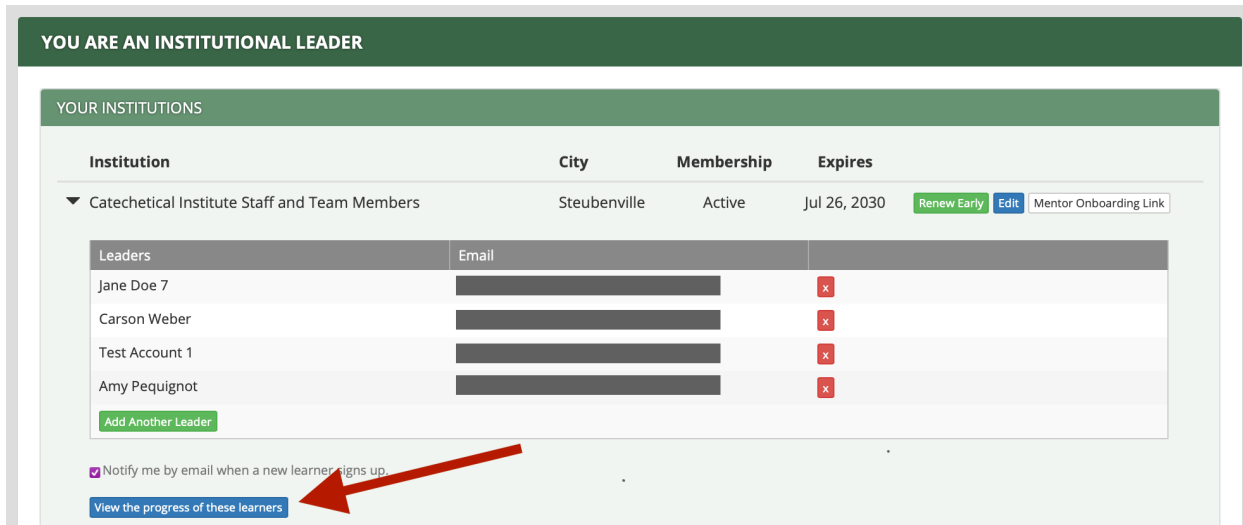


Image 5: View Progress of Learners

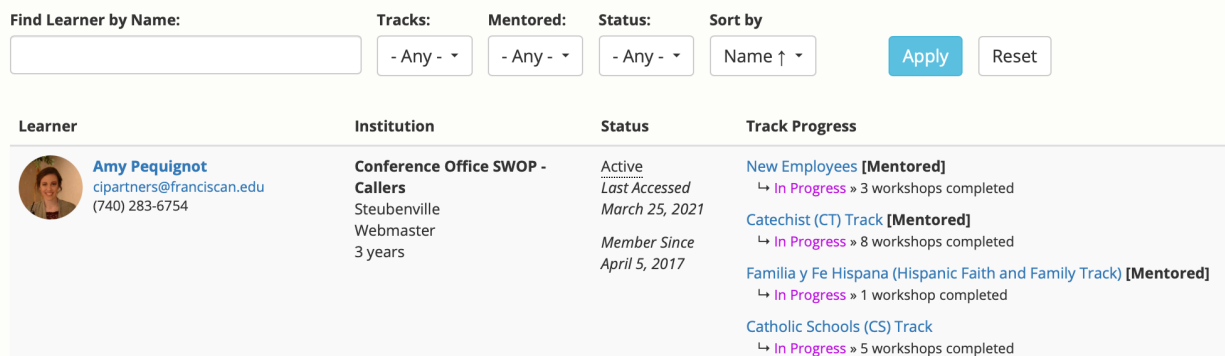


Image 6: Track Progress

## WORKSHOP TIME COMMITMENT

The process of completing a workshop involves more than just watching a video; the workshops are designed for deep and strong engagement which makes significant progress possible in skills, understanding, and personal spiritual growth. The video content itself is roughly an hour in length, but the workshop as a whole – watching the videos and doing the tasks – is designed to take between 3-5 hours total.

We have the workshops broken up into segments so that learners don't have to complete an entire workshop in one sitting. We strongly recommend that learners don't try to do it all in one sitting. Of course, if the workshop is being done in a group setting, the time it takes will differ according to the length of discussion.

For individual learners, we suggest a timeline of completing one workshop a month so that learners can spread out the segments. Of course, learners have the freedom to complete a workshop at whatever pace is best for them. Some of our learners have commented that they enjoy working at the pace of one segment each week.

## SUBSCRIPTION RENEWAL

The institutional subscriptions on FranciscanAtHome.com are the \$300 year-long subscriptions for the parishes, schools and other institutions such as religious orders. A subscription provides free access to anyone who is part of (or given access to) that institution.

## STEPS TO RENEW YOUR SUBSCRIPTION

1. Log into your account on <https://FranciscanAtHome.com/>
2. At the top of your dashboard, next to the name of your institution, there will be a green button that says: "Purchase Membership"
  - *If you are renewing your subscription before the expiration date, the green button will say "Renew Early"*
3. Once you select this option, you'll be asked if you'd like to automatically renew each year.
4. Select your preference and continue to payment options.
5. You'll be able to pay by credit card or you have the option to pay by check.
  - *If you select the option to pay by check, you'll be emailed an invoice; this invoice will have the address to which you will mail the check and all other necessary information.*

It is our joy and privilege to serve you! Feel free to reach out to us with any questions that you or your learners may have by emailing the Catechetical Institute at [ci@franciscan.edu](mailto:ci@franciscan.edu) or call (740) 283-6754.

## In Event of Severe Weather or Other Reason for Closure/Cancellation of RE/YM:

*Tips from the Diocesan Office of Communications and the Office of Families & Schools*

- Check the current communications policy of your parish for inclement weather/cancellations. There may already be a good plan in place; learn what it is.
- If no plan is in place, establish a policy for cancellation and a list of local radio/tv stations as well as a procedure for contacting them. A sample policy:

“When weather conditions are hazardous on a school day, our parish will follow the lead of the [name of local school district]. When the [name of school district] are cancelled for the day, there will be NO Faith Formation/Youth Ministry that night. If the weather becomes hazardous mid-day, a public announcement will be made in regards to the cancellation of Faith Formation. Please watch [e-mail, social media, parish website, whatever method of communication you’ll use] or tune into your local news channels [whatever channels you’ll be contacting].”

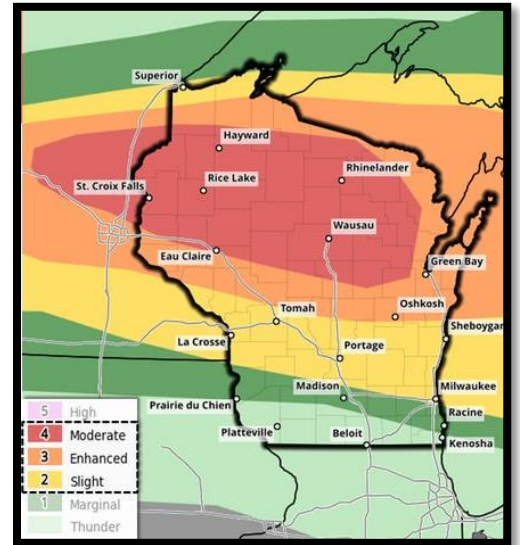
This policy should be in your student/parent handbook and submitted for publishing in the weekend bulletins in the fall/early winter months.

- Your parish/school should create a list of local radio and newspaper for this type of communication. Simply call the stations and newspapers in your area and ask to whom you would direct information on school/parish closings.
- For TV Stations (WBAY, WFRV, WGBA, WLUK in Green Bay):
  - TV stations WBAY and WFRV use an online venue for reporting closures. You’ll need to establish a username and password to log-in and verify your legitimacy.
  - TV stations WGBA and WLUK require you to call-in:
    - WGBA NBC 26: 920-494-2626
    - WLUK FOX 11: 920-490-1407
- For your parish’s website and social media, the Office of Communications recommends posting to a slider on the parish homepage or directly on the homepage in a way that draws attention to the communication as being important. The Office of Communications can provide examples if needed. Use same visual/image to push out into social media.

Make sure your message is concise, consistent and complete. Be sure to include:

- Name of your parish, its location, what event is being cancelled (date/day/time).
- Any secondary information (i.e. exceptions to the cancellation; postponement dates, etc)
- 

Whatever plan you have to communicate emergency closures, please review it annually and make any necessary adjustments/modifications. **DON’T WAIT UNTIL THE EMERGENCY ARISES!**



# Components of Successful Preparation for the Sacrament of Confirmation



As gathered from several of our parishes, here is a compilation of best practices. For more information or recent samples of these items, please contact [tnelson@gbdioc.org](mailto:tnelson@gbdioc.org)



**Introductory Letter to Parents, Students:** Welcome to the preparation for Confirmation, a brief description of the program (including schedule/calendar) and why both the preparation and Sacrament are so important to the spiritual growth of students, sponsors and parents. Contact info for leader, too, for questions, concerns. Let's go!

**The Paperwork:** Use a registration form to collect name, contact information, baptism record information, registration fees. Ask about special needs/considerations the student may have.

Registration Form	
Personal Information	
Full Name:	_____
Date of Birth:	_____
Phone Number:	_____
Present Address:	_____ _____ _____



**A Now a Word ~~From Our~~ About Sponsors:** Provide information about choosing a sponsor, a guidebook to help sponsors know their responsibilities in the preparation for Confirmation and even a guide to direct the interaction between student and sponsor during the process. Include room for feedback/reflections from these interactions.

**What about Service Hours & Retreat?** Provide information about the importance of both these aspects of preparation and as much detail about the opportunities as possible, including dates/times. Be clear about the expectation to attend, but be prepared with alternatives, should there be unavoidable schedule conflicts. Note: Service Hours are *not* required by the Diocese for Confirmation preparation.



As we go forth in leading all people to the Kingdom of God by fostering households and communities of discipleship, it is easy to see the potential of good and meaningful preparation for the conferring of the Holy Spirit through the Sacrament of Confirmation. Please contact the Office of Children & Youth Faith Formation for further assistance.

**2022-23 CONFIRMATION SCHEDULE**

<b>VICARIATE</b>	<b>FALL (11 Masses)</b>	<b>WINTER (Between Christmas &amp; Lent) (11 Masses)</b>	<b>SPRING (After Easter) (13 Masses)</b>
Vicariate I – Northeast	<input type="checkbox"/> No Mass Scheduled	<input type="checkbox"/> No Mass scheduled	<input type="checkbox"/> Crivitz or Marinette w/ Amberg, Aurora, Coleman/Lena, Florence, Goodman, Niagara, Pembine, Peshtigo, Walsh, Wausaukee (50) (506/250) <b>5/7 @ 3</b> <input type="checkbox"/> Oconto Falls w/ Oconto, Stiles, Sobieski, Suamico, Little Suamico (33) (395/165) <b>Abbot Dane 5/7 @ 3</b> <input type="checkbox"/> Lakewood w/ Crandon, Laona, Long Lake, Newald, Wabeno (every other year – odd years) (420) <b>4/29 @ 7</b>
Vicariate II – GB West	<input type="checkbox"/> Flintville (48) (850/240) <b>Abbot Dane 11/3 @ 6</b> <input type="checkbox"/> Lourdes – De Pere w/ Old St. Joes (39) (1300/195) <b>10/9 @ 6 pm</b> <input type="checkbox"/> Pulaski w/ Black Creek, Gillett, Hofa Park, Isaar, Krakow, Navarino, Seymour, Suring (39) (600/195) <b>Abbot Dane 11/6 @ 5</b>	<input type="checkbox"/> Green Bay – St. Patrick Oratory Latin Mass (396) <b>1/22 @ 10</b> <input type="checkbox"/> Howard w/ Oneida – Immaculate Conception & St. Joseph (52) (800/260) <b>Abbot Dane 2/19 @ 3</b>	<input type="checkbox"/> Nativity w/ Quad Parishes, St. Agnes, St. Elizabeth Ann Seton (54) (900/270) <b>Abbot Gary 5/14 @ 3</b>
Vicariate III – Southwest	<input type="checkbox"/> Winneconne w/ Omro (40) (362/200) <b>10/29 @ 1 pm</b>	<input type="checkbox"/> Oshkosh – St. Jude w/ Most Blessed Sacrament (every other year – even years) (576) <input type="checkbox"/> Oshkosh – St Raphael the Archangel (50) (885/250) <b>2/19 @ 3</b>	<input type="checkbox"/> Waupaca w/ Lebanon, Manawa, New London, Plainfield, Poy Sippi, Redgranite, Wautoma, Weyauwega (50) (700/250) <b>4/30 @ 3</b>
Vicariate IV – Fox Valley	<input type="checkbox"/> Appleton – St. Mary with St. Joseph (43) (541/215) <b>10/15 @ 7 pm</b> <input type="checkbox"/> Hortonville w/ Stephenville, Shiocton (28) (400/140) <b>10/19 @ 6:30 pm</b>	<input type="checkbox"/> Kimberly w/ Hilbert, Stockbridge, Sherwood (66)**(880/330) <b>2/5 @ 3</b> <input type="checkbox"/> Mackville w/ Freedom, Greenville (74)** (500/370) <b>2/12 @ 5</b>	<input type="checkbox"/> Appleton – St. Pius w/ St. Therese and St. Bernard (60) (900/300) <b>4/15 @ 7</b> <input type="checkbox"/> Appleton – St. Bernadette w/ Sacred Heart, St. Thomas More (54) (800/270) <b>5/10 @ 6</b> <input type="checkbox"/> Neenah – St. Gabriel w/ Menasha – St. Mary & St. John (39) (700/195) <b>Abbot Dane 5/21 @ 3</b> <input type="checkbox"/> Neenah – St. Margaret Mary w/ Menasha – St. Patrick (59) (585/295) <b>5/24 @ 6</b> <input type="checkbox"/> Little Chute w/ Kaukauna (87)** (750/435) <b>5/13 @ 6:30</b>
Vicariate V – Southeast	<input type="checkbox"/> New Holstein w/ Chilton, Clarks Mills, Keil, Brillion, St. Anna, St. Nazianz, School Hill, Whitelaw (75) ** (675/375) <b>11/6 @ 5 pm</b>	<input type="checkbox"/> Manitowoc w/ Newton (44) ** (536/220) <b>1/25 @ 6:30</b>	<input type="checkbox"/> Two Rivers w/ Cooperstown, Francis Creek, Kellnesville, Mishicot (40) ** (800/200) <b>5/14 @ 3</b>
Vicariate VI – GB East	<input type="checkbox"/> Resurrection w/ St. Matthew and St. Bernard (68)** (600/340) <b>10/22 @ 7pm</b> <input type="checkbox"/> Wrightstown w/ Denmark, Glenmore/Stark, New Denmark (42) (517/210) <b>10/30 @ 3 pm</b> <input type="checkbox"/> De Pere, St. Mary w/ St. Francis Xavier (51) (1200/255) <b>Abbot Gary 11/20 @ 3 pm</b> <input type="checkbox"/> Prince of Peace w/ Luxemburg (52) (980/260) <b>Abbot Gary 11/16 @ 6</b>	<input type="checkbox"/> Green Bay – St. Phillips (40) (477/200) <b>1/22 @ 5</b>	<input type="checkbox"/> St. Willebrord w/ Holy Cross – Bay Settlement (60)** (450/300) <b>5/20 @ 7</b>
Vicariate VII – Peninsula	<input type="checkbox"/> No Mass scheduled	<input type="checkbox"/> Sturgeon Bay – Corpus Christi w/ St. Joseph, Brussels, Dyckesville, Egg Harbor, Institute, Maplewood, Rosiere/Lincoln (56) (600/280) <b>1/18 @ 6</b> <input type="checkbox"/> Kewaunee w/ Algoma, Champion, Humboldt, New Franken, Stangelville, Tisch Mills (42) (600/210) <b>2/15 @ 6</b>	<input type="checkbox"/> No Mass scheduled
Vicariate VIII - Northwest	<input type="checkbox"/> No Mass scheduled	<input type="checkbox"/> Antigo – St. John w/ SS Mary & Hyacinth, Aniwa, Bear Creek, Birnamwood, Cecil, Clintonville, Elcho, Gresham, Keshena, Leopolis, Marion, Neopit, Neva, Phlox, Pickerel, Shawano, Tigerton, White lake/Langlade, Wittenberg (64)** (660/320) <b>1/29 @ 3</b>	<input type="checkbox"/> No Mass scheduled
Diocesan Wide	<input type="checkbox"/> Cathedral w/ Combined Locks <b>10/23 @ 12 and 4</b>	<input type="checkbox"/> No Mass scheduled	<input type="checkbox"/> Cathedral – 2 Masses w/ SS Peter and Paul, St. Mary of the Angels, St. Francis Xavier Cathedral, St. John the Evangelist <b>5/28 @ 12 and 4</b>

**HOST PARISH is the first parish listed.**

The initial number in parenthesis is the estimated number of confirmandi. The second number is the seating capacity of the host parish followed by an estimated number of attendees: confirmand, sponsor and two parents.

\*\* Masses with 60 or over, Bishop will ask either Abbot Dane Radecki or the Regional Vicar to join him in confirming students.





## Sample Outline using Confirmation Curriculum

Quotes taken from the Sacrament of Confirmation Guidelines for the Diocese of Green Bay. This is not an exhaustive formation outline, but proves to be an outline for information that should be covered in the Confirmation preparation.

### Remote High School Confirmation Preparation: 6 Semesters

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Freshman	Freshman	Sophomore	Sophomore	Junior	Junior
15- 17 hours	15-17 hours	15-17 hours	15-17 hours	15-17 hours	15-17 hours

### Immediate Confirmation Preparation



Separate Classes for Immediate Confirmation Preparation – A minimum of 12 hours. These 12 hours must be separate from their regular junior year classes.

Confirmation Day Long (Minimum of 6 hours) or overnight retreat

#### 1. Class One:

- “Be familiar with various forms of prayer in their life”
- “Understand that Baptism has established them in a relationship to Jesus that is best described as discipleship”
- Emphasize encountering Christ - read the Scripture stories such as the woman at the well, Zacchaeus, the rich young man, Mary Magdalene, Peter, etc. Capture the importance of that encounter and how they walked away changed. Has each student had an encounter with Christ? Where has God touched your life?
- “Describe the nature of discipleship in Jesus”
- “Demonstrate a disciple's ability to sustain and deepen their relationship to Jesus through prayer”
- Introduce praying with the saints intercession. The selection of the name one wishes to have bestowed at Confirmation is either his/her Baptismal name or any other Christian name.
- “Demonstrate an appreciation of the essential place that “full, conscious and active participation” in the Eucharist is to play in their ongoing life as a confirmed disciple of Jesus and member of the Church”
- Introduce Bishop’s Confirmation Guide

#### 2. Class Two:

- “Be familiar with various forms of prayer in their life”



- “Explain the role of the Spirit in the life of the Church and in the life of discipleship”
- Who is the Holy Spirit? Explain the Trinity. Where is the Holy Spirit manifested in the Scriptures?
- Read, understand, and discuss the Pentecost story and its “roots in the Paschal Mystery, and its relationship to the other Sacraments of Initiation; the effects of the Sacrament.”
- Discuss the role of a sponsor (just as the apostles needed the community at Pentecost, so too does the confirmation candidate need someone to support them)

### 3. Class Three:

- “Be familiar with various forms of prayer in their life”
- “Describe the nature and function of the gifts of the Spirit that are bestowed in a special way in Confirmation”
- How can the gifts manifest themselves in one’s own personal life?
- Highlight the patron which each student has picked as their Confirmation saint. Where in his/her life have you seen the manifestation of the gifts of the Holy Spirit?

### 4. Class Four:

- “Be familiar with various forms of prayer in their life”
- “Demonstrate a disciple’s willingness and ability to enter more fully into Jesus’ mission of proclaiming the Good news of God’s Reign through:
  - service to others
  - good example
  - prophetic witness
  - word”
- Explain these four components and how these are essential to living the life of a Christian
- Discuss virtue and sin in the context of living as a disciple of Christ.

### 5. Class Five:

- “Be familiar with various forms of prayer in their life”
- “Explain the historical significance of the symbols and ritual involved in the celebration of the Sacrament of Confirmation”
- “Explain the role religious imagination plays in the spiritual life and in the Church’s tradition of worship”
- Assignment: Write a letter to the Bishop. Come with the letter written for next class where corrections can be made if needed.

## **MAKE A DAY LONG/OVERNIGHT CONFIRMATION RETREAT**

### 6. Class Six:

- “Be familiar with various forms of prayer in their life”
- Review Bishop’s letter and make corrections where needed.
- How will the confirmation candidates live out their faith after Confirmation?
- Confirmation is not a graduation - it’s a time for the Holy Spirit to renew, inspire, and send you forth.
- Provide an opportunity to go to reconciliation

## **CONFIRMED IN DISCIPLESHIP**

### **A VERY Brief Overview of the Sacrament of Confirmation**

(Excerpts from the Diocese of Green Bay's 1997 Confirmation Guidelines)

#### **Part One: Confirmation and the Paschal Mystery**

The central theme of the Hebrew Scriptures is the Passover-Exodus-Covenant.

#### **Part Two: Sacraments of Initiation - Past and Present**

The *Catechism of the Catholic Church* identifies Baptism, Confirmation and First Eucharist as the Church's Sacraments of Initiation. (CCC, # 1212)

#### **Part Three: Dimensions of Initiation**

If initiation is the proper context for understanding Confirmation, we need to explore briefly the various meanings of initiation.

### **READINESS FOR CONFIRMATION PREPARATION**

The following are basic understandings of our Catholic teachings and Tradition that confirmation candidates will have acquired during their years of catechesis prior to the Confirmation Preparation program.

Candidates for Confirmation demonstrate the ability:

- to give at least a simple explanation of the Paschal Mystery's centrality in our Catholic faith and its relationship to the Passover-Exodus experience and in the death-resurrection of Jesus.
- to explain the nature and importance of the Scriptures in the life of the Church;
- to describe in general terms how the Scriptures developed through stages of oral and written tradition;
- to apply fundamental principles to the reading of Scripture.
- to give an adequate definition of the Church which includes:
  - its origins in Jesus
  - its nature as a community of disciples
  - its organizational structure as a visible institution
  - its sacramental nature and the various dimensions of its mission
- to explain and apply the basic moral values of the Gospel and Church teaching to their life situation and the moral decision they face.
- to describe the nature of sacraments in general and the ability to describe the nature and purpose of each of the seven Sacraments.
- to explain the nature and importance of the Eucharist and prayer in the life of the Church.
- to describe a personal relationship with Jesus and a desire to be his disciple.

### **COMPETENCIES RELATED TO CONFIRMATION PREPARATION**

In light of the guidance given by the *Catechism of the Catholic Church* the following can be considered the minimum desired competencies that result from any Confirmation preparation program in the Diocese of Green Bay. The Confirmation candidates will:

- understand that Baptism has established them in a relationship to Jesus that is best described as discipleship.
- describe the nature of discipleship in Jesus.

- demonstrate a disciple's ability to sustain and deepen their relationship to Jesus through prayer.
- be familiar with various forms of prayer in their life.
- demonstrate a disciple's ability to continually strive to conform their lifestyle to Gospel vision and values proclaimed by Jesus.
- demonstrate a disciple's willingness and ability to enter more fully into Jesus' mission of proclaiming the Good News of God's Reign through:
  - service to others
  - good example
  - prophetic witness
  - word.
- explain the role of the Spirit in the life of the Church and in the life of discipleship
- describe the nature and function of the Gifts of the Spirit that are bestowed in a special way in Confirmation.
- explain the historical significance of the symbols and ritual involved in the celebration of the Sacrament of Confirmation.
- explain the role religious imagination plays in the spiritual life and in the Church's tradition of worship.
- demonstrate an appreciation of the essential place that "full, conscious and active participation" in the Eucharist is to play in their ongoing life as a confirmed disciples of Jesus and member of the Church.

## ESSENTIAL PROGRAM COMPONENTS

### General Preparation

General preparation includes all the formal and informal catechetical formation provided to a child by parents and the parish from baptism through the tenth grade.

### Formal Preparation Program

- An information session for parents and youth that presents the following information:
  - An explanation of the nature and importance of Confirmation (as outlined in the *Confirmed in Discipleship Essay* above)
  - The role and responsibilities of both parents and youth in the preparation program.
  - The nature and role of the sponsor and guidelines for selecting a sponsor.
  - An overview of the preparation program's schedule of classes and related events.
- The selection of sponsors.
- A Sponsor Information and Training Session.
- A retreat experience consisting of at least one day.
- Core content to be presented in formal classes. This is to be considered the core or minimum content for the immediate preparation course.
  - The nature and importance of our overall growth as disciples of Jesus as foundational to preparation for confirmation.
  - The ongoing tasks/skills involved in the life of discipleship:
  - The theology of Confirmation: its roots in the Paschal Mystery and its relationship to other Sacraments of Initiation; the effects of the Sacrament.
  - The overall role of the Holy Spirit in the life of a disciple and the nature and effect of the Gifts of the Spirit conferred through Confirmation.
  - The Rite of Confirmation: its structure and the significance of sacramental symbols and actions employed.
- Sponsor/Youth sessions during which sponsors and youth meet to develop strategies for fostering the skills of discipleship needed for carrying out the mission of Jesus:
  - Christian service
  - personal prayer
  - participation in liturgy

- personal conversion

These sessions can also include the components of “remedial work” and reviewing progress.

- The selection of the name one wishes to have bestowed at Confirmation. (The confirmand may select his/her Baptismal name or any other **Christian** name.)
- An interview with the confirmand by a catechist, catechetical administrator, pastor or other person delegated by the pastor, to be provided before, during and/or at end of program.
- A letter written by the confirmand to the Bishop requesting to be confirmed and giving reasons for the request.
- The opportunity to celebrate the Sacrament of Reconciliation at some time during the Formal Preparation Program.
- Practice, as needed, for the actual celebration of the Rite.

The above can be considered the essential elements of the overall process of preparation for Confirmation in the Diocese of Green Bay.

## **THE SPONSOR**

### **Desirability of Having a Sponsor**

- As far as possible, there should be a sponsor for the person to be confirmed, and the sponsor would be present at the Confirmation.
- The sponsor’s duty is to see that the one confirmed acts as a true witness to Christ (Canon 892).
- It is appropriate that the sponsor at Confirmation be the same person who served as a baptismal godparent, but a special sponsor is not excluded.

### **Qualifications of Sponsors**

- That one be designated by the person to be confirmed, or by the parents or the person who takes their place;
- That one be at least sixteen years old;
- That one is Catholic, confirmed and already has received the Eucharist, and is a practicing Catholic;
- That one is not under a lawfully imposed canonical penalty;
- That one is not the father or mother of the one to be confirmed(Canon 874. 1, 5).  
However, even when there is a sponsor, parents may present their children for Confirmation. “Presenting” is the action of accompanying the candidate to the bishop (Rite 21).

*[These are excerpts from the 1997 Diocesan Sacrament of Confirmation Guidelines, which contains much more information about the Sacrament, the preparation and celebration.]*

# CONFIRMATION STUDY GUIDE

July, 2009

My dear Catechists:

I would like to thank you for preparing the young people of your parish for the Sacrament of Confirmation. I think it is very important for our students to memorize certain prayers and basic teachings of the Church.

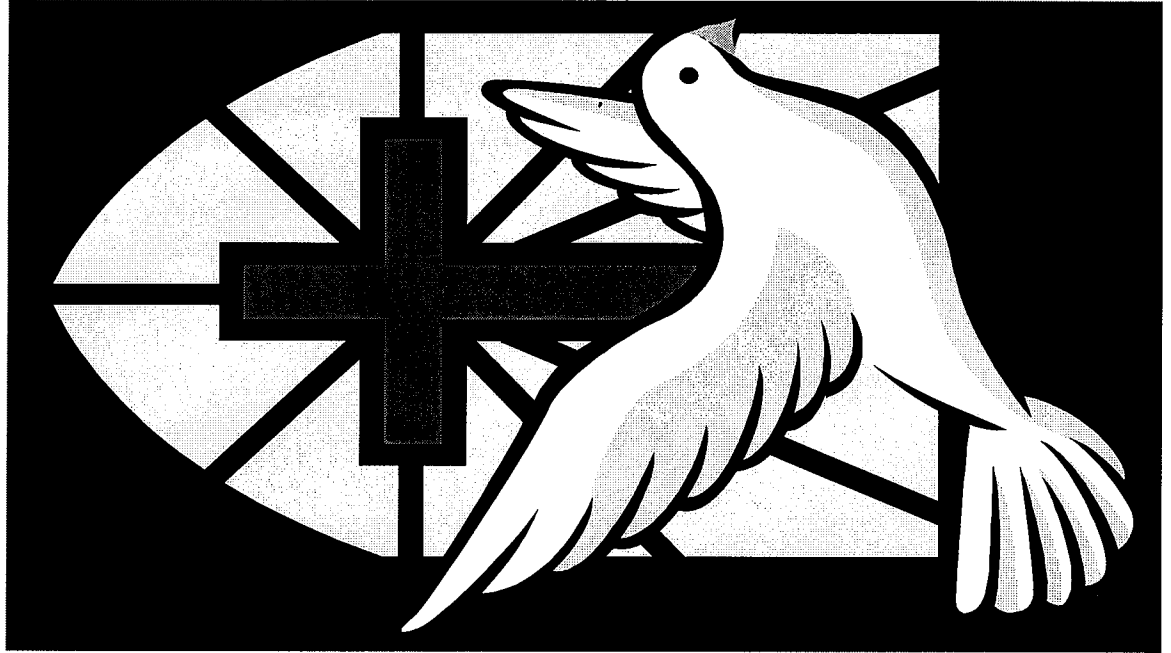
I've enclosed the following copy of some very important prayers that I would like the students to memorize. These prayers or teachings are identified by an asterisk and are ones that I may ask the students when I come for the class before Confirmation.

I would ask you to make sure that they memorize these with this wording and in this order provided so that when they are asked they may recite them together as a class.

Sincerely yours in Christ,

*David L. Ricken*

The Most Reverend David L. Ricken, DD, JCL  
Bishop of Green Bay



## **Stations of the Cross:**

1. Jesus is condemned to death.
2. Jesus takes up his cross.
3. Jesus falls the first time.
4. Jesus meets his mother.
5. Simon helps Jesus carry the cross.
6. Veronica wipes the face of Jesus.
7. Jesus falls the second time.
8. Jesus meets the women of Jerusalem.
9. Jesus falls the third time.
10. Jesus is stripped of his garments.
11. Jesus is nailed to the cross.
12. Jesus dies on the cross.
13. Jesus is taken down from the cross.
14. Jesus is laid in the tomb.

(June, 2010)



**\*\*Luminous Mysteries**  
(Thursdays)

- The Baptism of the Lord (Mk 1:9-11, Mt 3:13-17, Lk 3:21-22)
- The Wedding at Cana (Jn 2:1-12)
- The Proclamation of the Kingdom and Call to Repentance (Mk 1: 14 –ff, Mt 4:12-ff, Lk 4:14-ff, Jn 2:13 –ff)
- The Transfiguration (Mk 8:2-8, Mt 17:1-8, Lk 9:28-36)
- The Last Supper and Institution of the Eucharist (Mk 14:22-25, Mt 26-29, Lk 22:15-20)

**\*\*Sorrowful Mysteries**  
(Tuesdays, Fridays, and Sundays in Lent)

- The Agony of Jesus in the Garden (Mt 26:38-39)
- The Scourging at the Pillar (Jn 19:1)
- The Crowning of Thorns (Mk 15.16-17)
- The Carrying of the Cross (Jn:19-17)
- The Crucifixion (Jn 19:28-30)

**\*\*Glorious Mysteries**  
(Wednesdays, Saturdays, Sundays)

- The Resurrection of Jesus (Mk 16:6-8)
- The Ascension of Jesus into heaven (Acts 1:10-11)
- The Descent of the Holy Spirit on the Apostles (Pentecost) (Acts 2:1-4)
- The Assumption of Mary into heaven
- The Crowning of Mary as queen of heaven

**\*\*Ten Commandments:**

1. I am the LORD your God: you shall not have strange Gods before me.
2. You shall not take the name of the LORD, your God, in vain.
3. Remember to keep holy the LORD's day.
4. Honor your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.

**\*\*Two Great Commandments:**

- You shall love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.
- You shall love your neighbor as yourself.

**\*\*Gifts of the Holy Spirit:**

- Wisdom
- Knowledge
- Understanding
- Counsel
- Fortitude
- Piety
- Fear of the Lord

### **\*\*Fruits of the Holy Spirit:**

- Charity
- Joy
- Peace
- Patience
- Goodness
- Kindness
- Long Suffering
- Humility
- Faithfulness
- Modesty
- Continence
- Chastity

### **\*\*Four Marks of the Catholic Church:**

- One
- Holy
- Catholic
- Apostolic

### **Twelve Apostles:**

- Peter
- Bartholomew
- Andrew
- Matthew
- James
- James the Less
- John
- Jude
- Philip
- Simon
- Thomas
- Judas

### **Liturgical Year:**

- Advent
- Christmas Time
- Ordinary Time
- Lent
- Triduum
- Easter Time
- Ordinary Time

### **Holy Days of Obligation:**

- Solemnity of Mary, Mother of God (Jan. 1)
- Ascension (40 days after Easter)
- Assumption of Mary (August 15)
- All Saints Day (November 1)
- Immaculate Conception (December 8)
- Christmas (December 25)

### **The Rosary:**

#### **\*\*Joyful Mysteries**

(Mondays, and Sundays in Advent)

- The Annunciation (Lk 1:30-33)
- The Visitation (Lk 1:50-53)
- The Birth of Our Lord (Lk 2:10-11)
- Presentation of Jesus in the Temple (Lk 2:29-32)
- The Finding of Jesus in the Temple (Lk 2:48-52)

- Communion Rite: Lord's Prayer  
Sign of Peace  
Breaking of the Bread  
Communion  
Silence/Song of Praise
- Prayer after Communion

#### Concluding Rite

- Prayer
- Blessing
- Dismissal

#### \*\*Corporal Works of Mercy:

- Feed the hungry.
- Give drink to the thirsty.
- Shelter the homeless.
- Clothe the naked.
- Care for the sick.
- Help the imprisoned.
- Bury the dead.

#### \*\*Spiritual Works of Mercy:

- Share knowledge.
- Give advice to those who need it.
- Comfort those who suffer.
- Be patient with others.
- Forgive those who hurt you.
- Give correction to those who need it.
- Pray for the living and the dead.

#### \*\*Beatitudes:

- Blessed are the poor in spirit, the kingdom of heaven is theirs.
- Blessed are they who mourn, they will be comforted.
- Blessed are the meek, they will inherit the earth.
- Blessed are they who hunger and thirst for righteousness, they will be satisfied.
- Blessed are the merciful, they will be shown mercy.
- Blessed are the clean of heart, they will see God.
- Blessed are the peacemakers, they will be called children of God.
- Blessed are they who are persecuted for the sake of righteousness, the kingdom of heaven is theirs.

#### \*\*Seven Sacraments:

##### Sacraments of Initiation

- Baptism
- Confirmation
- Eucharist

##### Sacraments of Healing

- Reconciliation
- Anointing of the Sick

##### Sacraments of Vocations

- Matrimony
- Holy Orders

<b>** Capital Sins:</b>	<b>Virtues</b>
• Pride	Humility
• Avarice (Greed)	Generosity
• Envy	Charity
• Wrath (Anger)	Meekness
• Lust	Chastity
• Gluttony	Moderation
• Sloth (Laziness)	Zeal

<b>**Cardinal Virtues:</b>
• Prudence
• Justice
• Fortitude
• Temperance

<b>**Theological Virtues:</b>
• Faith
• Hope
• Love

**\*\*Precepts of the church:**

1. Assist at Mass on Sundays and holy days of obligation, doing no unnecessary physical work on those days.
2. Confess serious sins at least once a year.
3. Receive Holy Communion frequently and, at a minimum, during the Easter season.
4. Fast and abstain on days appointed.
5. Contribute to the support of the church.

6. Observe the laws of the church concerning marriage and give religious training to one's children by word, example, and use of parish schools or catechetical programs.
7. Join in the missionary spirit and work of the church.

**Parts of the Mass:**

Introductory

- Entrance Song
- Greeting
- Penitential Rite
- Gloria
- Opening Prayer

Liturgy of the Word

- First Reading
- Responsorial Psalm
- Second Reading
- Gospel Acclamation
- Gospel
- Homily
- Profession of Faith
- General Intercessions

Liturgy of the Eucharist

- Preparation of the Altar and the Gifts
- Prayer over the Gifts
- Preface
- Eucharistic Prayer
- Memorial Acclamation / Great Amen

**SUBJECT: Travel and Field Trips - PS, SS, RE**  
**NUMBER: 5030**  
**SUPERSEDES DATE: Revised 9/1/2011**  
**EFFECTIVE DATE: 11/30/2015**

## **I. POLICY**

While Catholic youth programs may be enhanced by travel and field trips, it is the policy of the Diocese of Green Bay that all such excursions are appropriate and safe for students.

## **II. PURPOSE**

It is the purpose of this policy to ensure that students participate in approved, age-appropriate travel and field trips, only with written permission granted by parents/guardians and chaperoned by adults who have received appropriate clearances and training.

## **III. RESPONSIBILITY**

It is the responsibility of the principal/administrator to determine the appropriateness of school/religious education/youth ministry-sponsored travel and field trips and ensure that all procedures of this policy are followed.

It is the responsibility of the principal/administrator to ensure that all chaperones have or obtain proper approval via the Local Safe Environment Coordinator (LoSec) at the parish/school.

## **IV. PROCEDURE**

Each school/religious education/youth ministry program or board will establish its own procedures that are consistent with Diocesan directives. Procedures must include the following:

1. Students may not participate unless a signed parent/guardian permission slip (consent and liability waiver form) for the specific event is on file with the administration or designee. The Diocese will determine the form to be used.
2. All adult supervisors must complete the eApps online background check, complete VIRTUS training, sign the Diocesan Code of Pastoral Conduct for Volunteers, and obtain approval from LoSec prior to the trip.
3. A sufficient number of adult supervisors/chaperones (age 21 and over) need to be present: One adult supervisor/chaperone per 8 minors need to be present. 18-20 years of age are considered Young Adult participants but not chaperones.
  - DAY TRIPS: Minimally, there needs to be one adult male chaperone for male minors and one adult female chaperone for female minors.
4. The supervisor of the trip must ensure student emergency information, necessary medication, equipment and any pertinent medical information for student health is in the possession of the supervisor.

5. Prior to the trip, all chaperones will be instructed regarding their expectations and responsibilities. This may include, but not be limited to: their own vulnerability when working with minors; never being alone with a minor; not leaving students unattended; not making unauthorized stops en route to or from a destination; not providing minors with anything illegal; being a witness to chastity; maintaining proper behavior, language and dress at all times
6. The principal/administrator must follow all state and federal regulations regarding transportation of students. Bus transportation must be provided by an insured carrier.
  - A. No adult chaperone should be sharing a seat with a minor on an overnight trip. Since the participants will be sleeping during the overnight trip while on the bus or in a vehicle, adult chaperones and minors should be separated accordingly. However, during the day, minors may sit next to an adult chaperone.
  - B. No minor should wander to another restaurant or location by him/herself. If minors separate to different fast food locations, there must be an adult chaperone who accompanies each group of minors. There must be at least two minors and one adult at each separate location if the group separates.
  - C. Always count the individuals after making stops so that each person is accounted for.
  - D. Music or movies played in the vehicles or bus must be positive and appropriate.
7. In the event that a private passenger vehicle must be used, the following criteria apply:
  - a. Driver must be a minimum of 21 years of age.
  - b. Driver must possess a valid, non-probationary driver's license.
  - c. Driver must complete the eApps online background check, complete VIRTUS training, sign the Diocesan Code of Pastoral Conduct for Volunteers and obtain site approval prior to the trip.
  - d. The vehicle must have a valid registration and have insurance coverage consistent with Diocesan requirements.
  - e. Driving alone with a minor is not tolerated at any time.
8. For travel or field trips that involve an overnight stay, including retreats, additional special requirements must be met:
  - a. For safety and security reasons, the sleeping arrangements must always separate males and females. There shall be a minimum of two adults (21 and over) chaperones of the same sex responsible for like-sex participants. Thus, if both male and female students participate in a trip, there will be a minimum of two male and two female chaperones along. (One adult for every eight students.)
  - b. Where space is available, adults and youth should not be housed together, unless it compromises the ability of the adults to chaperone effectively. When a situation occurs where the sleeping arrangements have adults and youth in the same room or tent, there must be a minimum of two adult chaperones of the same sex responsible for like-sex participants present.
  - c. At no time shall adult chaperones sleep in the same beds, sleeping bags or small tents in which students sleep.

- d. At no time are adult chaperones alone with a minor person in a residence, sleeping facility, locker room, dressing facility, or other closed room or isolated area.
- e. If a minor enters an adult chaperone room for any reason (i.e. medicine, sickness), two adults must be present.
- f. In the case of communal showers, there must be separate shower times for adult chaperones and minors.
- g. Adult chaperones may not appear in front of a minor when not appropriately clothed.
- h. Adult chaperones may not change clothes in the same area or in view of a minor.
- i. Adult chaperones are to make sure students are in their room at curfew.
- j. If there is probable cause of illegal behavior, the designated group leader is authorized to search a participant's room or possessions with or without permission.
- k. Adult chaperones are responsible for ensuring everyone is appropriately dressed at all times – including in the hallways coming from the shower facilities.
- l. When two or more groups are attending the same event, adults can be shared to achieve the chaperone requirements, as long as each has completed a criminal background check, a VIRTUS Adult Awareness session, sign the Diocesan Code of Pastoral Conduct for Volunteers and obtain site approval prior to the trip.



# Office of Youth Ministry Liability Form

## MEDICAL INFORMATION AND PARENTAL/GUARDIAN CONSENT FORM/LIABILITY WAIVER

Participant's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Sex: \_\_\_\_\_ Parent/Guardian's name: \_\_\_\_\_

Home address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell phone: \_\_\_\_\_

Email \_\_\_\_\_

I, \_\_\_\_\_ grant permission for my child, \_\_\_\_\_ to participate in this  
*Parent or guardian's name* *Child's name*  
event that requires transportation to a location away from the parish/school/diocesan site. This activity will take place under the guidance and direction of parish/school/diocesan employees and/or volunteers from the Diocese of Green Bay.

### A BRIEF DESCRIPTION OF THE ACTIVITY IS AS FOLLOWS:

PARISH/SCHOOL: \_\_\_\_\_  
(PARISH/SCHOOL is understood to include the Diocese of Green Bay)

Type of event: \_\_\_\_\_

Date of event: \_\_\_\_\_

Destination of event: \_\_\_\_\_

Individual in charge: \_\_\_\_\_

Estimated time of departure and return: \_\_\_\_\_

Mode of transportation to and from event: \_\_\_\_\_

As parent and/or legal guardian, I remain legally responsible for any personal actions taken by the above named minor ("participant"). I agree on behalf of myself, my child named herein, or our heirs, successors, and assigns, to hold harmless and defend the *Parish/School* its officers, directors, employees and agents, and the Diocese of Green Bay, its employees and agents, chaperones, or representatives associated with the event, from any claim arising from or in connection with my child attending the event or in connection with any illness or injury (including death) or cost of medical treatment in connection therewith, and I agree to compensate the parish/school, its officers, directors and agents, and Diocese of Green Bay its employees and agents and chaperones, or representative associated with the event for reasonable attorney's fees and expenses which may incur in any action brought against them as a result of such injury or damage, unless such claim arises from the negligence of the parish/school or the Diocese of Green Bay.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COVID 19 Related:** If your child(ren)/dependents or immediate family members exhibit any symptoms of COVID-19 (including cold, flu, fever, cough, or allergy symptoms) please refrain from sending allowing them to attend the event (s). You, as the parent/guardian of your child/dependent are freely choosing to allow them to attend the parish/school event(s), knowing the health risks present with the current environment and will hold harmless the parish/school, its officers, directors, employees and agents, and the Diocese of Green Bay, its employees and agents, chaperones, or representatives associated with the event, from any COVID-19 related claim arising from or in connection with your child/dependent attending the event.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**MEDICAL MATTERS:** I hereby warrant that to the best of my knowledge, my child is in good health and I assume all responsibility for the health of my child. (Of the following statements pertaining to medical matters, sign only those that are applicable.)

**EMERGENCY MEDICAL TREATMENT:** In the event of an emergency, I hereby give permission to transport my child to a hospital for emergency medical or surgical treatment. I wish to be advised prior to any further treatment by the hospital or doctor. In the event of an emergency, if you are unable to reach me at the above numbers, contact:

Name & relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

Child's Family doctor: \_\_\_\_\_ Phone of Doctor: \_\_\_\_\_

Family Health Plan Carrier: \_\_\_\_\_ Policy #: \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Medications:** My child is taking medication at present. My child will bring all such medications necessary and such medications will be well-labeled. Names of medications and concise directions for seeing that the child takes such medications, including dosage and frequency of dosage, are as follows: \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Choose ONE of the Following:**

1. No medication of any type, whether prescription or non-prescription, may be administered to my child unless the situation is life-threatening and emergency treatment is required.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

2. I hereby grant permission for non-prescription medication (i.e. non-aspirin products such as acetaminophen or ibuprofen, throat lozenges, cough syrup) to be given to my child, if deemed appropriate.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Specific Medical Information:** The parish/school will take reasonable care to see that the following information will be held in confidence.

Allergic reactions (medications, foods, plants, insects, etc.): \_\_\_\_\_

Does child have a medically prescribed diet? \_\_\_\_\_

Does child have any physical limitations? \_\_\_\_\_

You should be aware of these special medical conditions of my child: \_\_\_\_\_

**MEDIA RELEASE:** This authorization form constitutes permission for my child(ren)'s participation in videotaping and/or photographs which may be taken during the program/trip. These could be used for further promotional videos, website promotions, fliers, or other diocesan or parish appropriate uses.

**Signature of Parent/Guardian** \_\_\_\_\_

\*\*Please be aware that legally, the group leader can search any person's room and/or possessions if there is suspicion of any illegal behavior.

# ADULT LIABILITY WAIVER

*Each adult participant, including group leaders and chaperons, must sign this form.*

---

## PARISH/SCHOOL/GROUP YOU ARE REGISTERING UNDER:

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## RELEASE OF LIABILITY/MEDICAL RELEASE:

I, \_\_\_\_\_ (Full Name), agree on behalf of myself, my heirs, assigns, executors, and personal representatives, to hold harmless and defend \_\_\_\_\_ (Parish/School in the Diocese of Green Bay), Diocese of Green Bay, its officers, directors, agents, employees, or representatives from any and all liability for illness, injury or death arising from or in connection with my participation in the trip. In the event that I should require medical treatment and I am not able to communicate my desires to attending physicians or other medical personnel, I give permission for the necessary emergency treatment to be administered.

## Please advise the doctors that I have the following allergies:

---

---

## In case of an emergency and for permission for treatment beyond emergency procedures, please contact:

Name: \_\_\_\_\_

Relationship to Me: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Night Time Phone: \_\_\_\_\_

Health Insurance Carrier: \_\_\_\_\_

Insurance ID Number: \_\_\_\_\_ Insurance Policy Number: \_\_\_\_\_

**X**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Email Address:

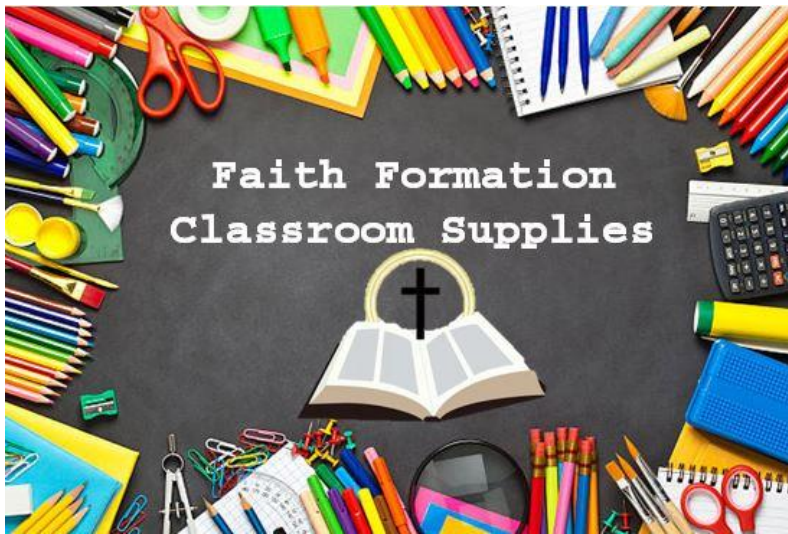
## Affiliation with the teens of your group (Circle all that apply):

Parent      Youth      Minister      Catechist      Teacher

Other \_\_\_\_\_



Diocese of  
Green Bay



A well-supplied and organized resource center is a nod to your catechists and their creativity, resourcefulness and faith. Empower them to act.

### Components of a Catechist Resource Center:

**Storage Bin for Each Class:** Large, plastic dishpans or shoeboxes, plastic milk crates or file boxes make good containers to store scissors, pencils, paper, stapler, rulers, markers, crayons, or glue sticks, cellophane tape and masking tape. The bins are ideal for catechists who must carry supplies to a school classroom, or better still, the bin can be kept in the classroom. Making these available for the catechists eliminates the need to carry supplies back and forth from home each week. Catechists may want to store materials for a prayer corner in this bin, if they do not have their own classroom.

**Craft & Activity Supplies:** Large shoebox-size containers work well for craft supplies. A few ideas to have on hand: balloons, cotton balls, yarn, pipe cleaners, candles/matches (check the rules), fabric paints, felt fabric, stickers, holy cards/religious pictures, macaroni shapes, dry beans, popsicle sticks/tongue depressors, paper scraps, glitter (at your own risk!), paper plates, paper cups. More ideas: magazines, old greeting cards, poster board, cardboard, index cards, paintbrushes, foil pie plates. If you have a need, consider publishing a request for donations in the parish bulletin.

**Paper Cabinet:** Have a variety of paper readily available for drawing, writing and crafting. Extra amounts of liturgical colors (purple, lavender, red, green, yellow, orange) might be helpful. Sources for decorative paper: old wallpaper books, giftwrap, tissue paper, maps, rolls of paper from paper companies. Thrift shops have lots of cast-offs (art paper, notebooks, adding machine tape rolls), etc. Paper and card stock for printers should be supplied as needed.

**Teaching Aids & Methods Center:** In this section of the resource center, provide supplemental materials from the publisher of your curriculum, liturgical guides, prayer books, copies of textbooks other than the series being used currently in the program.





## Suggested Supply List

- Bins for catechists
- Facial Tissue
- Dry-erase markers
- File folders/labels
- Stickers (classroom and office)
- Ring binders
- Pocket folders
- Magazines
- Pens
- Fine tip markers (office)
- Pencils (classroom)
- Paper clips/binder clips
- Post-it notes
- Glue (sticks, bottles, dots)
- Rubber bands
- Push pins
- Scissors
- Paper cutter
- Hole punch
- Tape (transparent, masking, duct)
- Post-it notes
- Stapler/staples
- Note pads/spiral notebooks
- Lined paper for primary grades
- Poster board
- Colored card stock
- Printer paper
- Construction paper
- Paint sets/brushes
- Crayons
- Markers
- Glitter (at your own peril!)
- Pipe cleaners
- Adhesive name badges
- Envelopes (letter, manila)
- Thumb drives
- Candles/matches (check the rules)
- Recloseable sandwich bags
- Command strips/hooks
- Disinfecting wipes/hand sanitizer
- Latex gloves

A word about mitigating the threat of virus and disease:

In the event pandemic, each student should have his/her own supplies, not communally kept, but kept on-site. Once supplies are handed out, they should be kept together and marked for that individual student's future use or, if collected communally, sanitized before next use (i.e. scissors).





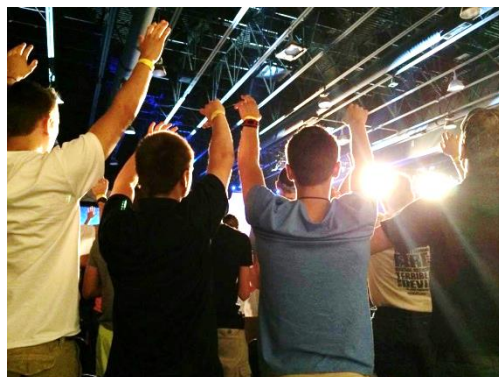
## How to Find Adult Youth Ministry Leaders:

In order to meet the diverse needs of young people today, youth ministry leaders should be recruited among various age groups, careers, personalities and hobbies. There are certain areas parishes may want to look first when recruiting adults to work with teens.

These areas include:

- ✓ Catechists
- ✓ Teachers (both Catholic day school and Catholic teachers in public schools)
- ✓ Young Adults
- ✓ Recent college graduates of Campus Ministry/Neumann programs (contact local schools)
- ✓ Newly initiated through RCIA
- ✓ Newly registered parishioners
- ✓ Men's and Women's groups
- ✓ Senior Citizen groups
- ✓ Parents of teens

Besides these areas for recruitment, a good idea as you begin is to ask young people which adults of the parish are well-received by young people themselves. This acceptability by teens will go a long ways toward the implementation of this plan in your parish.





# Staff Development: What We Need to Know



## CATHOLIC PERSPECTIVE

A certain spirit flowing from staff and student commitment to interrelated beliefs, values, and behaviors. It includes message, service, community and worship.



**VISION** Effective programs are based on a clear, well-informed and contemporary

vision. If we succeed in becoming our best selves and create the ideal program, what would it all look like? Keep current with an eye on the future. **The Diocese of Green Bay's Vision is: *We are missionary disciples striving to lead all people to the Kingdom of God.***



## SHARED VALUES

The identification, communication, and shaping of central values is key to the success of excellent programs.



**GOALS** Each activity should be tied to the goals and objectives of the overall program.



## ADULT LEARNING

Incorporate sound principles and practices of adult learning. Enable participants to venture into a situation which is rich with new language, thinking skills and consequent teaching practices.



**SUPPORTIVE ENVIRONMENT** Build on strengths. Human connections, interac-

tions, questions, and constructive suggestions are not only welcomed, but encouraged.



**MODELING** One teaches by every word and example. Our attitudes prevail. What one expects, one gets.



**CONTENT AND PROCESS** Pedagogy must be rooted in content. A person who is knowledgeable

may be a good catechist, but a person who does not know the subject area will never be a good teacher. Delivery is key.

**COMMUNITY OF LEARNERS** Learn, share, support and



grow. An opportunity to share problems, issues, and ideas with others who care, understand and are in the same ministry; friends in search of truth.



**CHANGE** Know precisely what needs to be changed. How is change brought

about? Good ideas and habits may be widely advocated, universally believed, but rarely practices. Start small.



**SELF-REFLECTION** Expert catechists/teachers reflect critically on their work. The reflective

process aims to help them think more deeply about their ministry. They learn to question why the outcomes of a given situation occurred and what factors seemed to influ-

ence these outcomes. Decisions are crucial.



**SELF-AWARENESS** Professional growth exposes participants to new knowledge and new ways of doing things which can cause participants to stretch themselves to their fullest capacity. "Our sessions helped me understand my ministry more: somehow they helped me understand myself more deeply and at new levels."



## CALL FORTH GIFTS

Identify and utilize the gifts, talents and skills in the group. This enriches and brings great satisfaction to group members.



**RESOURCES** Search out, identify, become familiar with and share all available resources.



**EVALUATION** What indicators do we have that suggest we reached our goals?

Evaluate each session; gather constructive suggestions.



**FEEDBACK** Should be immediate, specific and personal. It is a powerful tool for

growth. Be open to and search it out often.



## LIFE-LONG LEARNING

Continuous on-going education for heart, mind and being. In the Diocese of Green Bay, "ongoing formation."



# Stewardship of Our Learning Spaces

*A few of Joe Paprocki's thoughts on sharing classroom space with the school, from both 'sides of the fence'.*



Like many (most?) catechists, I share a learning space – a classroom – with a Catholic school teacher. I realize the tensions that can arise from one group using a room that “belongs” to another group. I was a Catholic school teacher for 9 years and recall my room being used by numerous groups for after-school activities, so I know this experience from both sides of the fence. I’d like to offer a few thoughts.

First, catechists and Catholic school teachers, along with all of their students, must realize that the room belongs to the parish, not to any one group, teacher, or catechist. We are all stewards of that room for various periods of time. This means that we are to care for and preserve that room while occupying it, so that it can be used by the entire community (present and future) in whatever way best serves the Gospel.

I know that during my years of teaching in a Catholic school, I took pride in “my” classroom, decorated it, and kept it neat. I also realized that from year to year, I could be (and was) moved from one room to another depending on scheduling. This reminded me that no one space “belonged” to me.

We catechists must realize, at the same time, that there is indeed personal property in these rooms. Catholic school teachers have materials and resources on their desks and on shelves that belong to them. Students have belongings tucked away in their desks. While we have every right to use the learning space, we need to pay particular attention to and respect the personal belongings in these spaces.

Given that reality, however, Catholic school teachers should give serious thought to what they do leave out. Space in many parishes is at a premium. Extra-curriculars, parish groups, adult faith formation, and religious education classes are all in need of gathering space at the parish and in many cases, classrooms are the only available spaces. Common sense dictates that personal belongings should be kept in secure spaces. Many high power executives leave their offices each day with absolutely NOTHING left on their desks for security reasons. (I remember once seeing Cardinal Bernardin’s desk after he had left for the day...nothing but mahogany and a desk blotter!) There is no reason that Catholic school teachers couldn’t also secure their possessions and papers in storage containers next to their desks at the end of

the day to keep them from being moved or tampered with by various groups that will be using that space after school.

We all need to realize that the days of the “publics” being a minority in the Catholic environment are long gone. Statistics reveal that there are currently approximately 1.6 million students in Catholic elementary schools and approximately 3.4 million public school elementary students receiving religious education in Catholic parishes. In other words, there are twice as many public school students using Catholic properties for religious education than there are Catholic school students.

Granted, the Catholic school students and teachers spend their entire school day there 5 days a week while the public school students come in once a week. However, the public school students, as baptized members of the faith community, have equal stewardship of that space. What does or should that mean in practical terms? It means that there is no reason that catechists should not have designated storage space in their assigned rooms. Some parishes already do this, designating certain shelves or cabinets as RE storage space.

In many parishes, catechists are forced to traipse up and down the corridors and stairs of school buildings each week carrying their “bins” of supplies and resources (often weighing well over 25 pounds if carrying textbooks) to and from their assigned rooms. At the end of their sessions, these bins are collected and stored by the DRE in the RE office. I see no reason why, as equal stewards of the learning space, catechists cannot store these bins in the classroom, clearly marked as property of the RE program.

As catechists, we need to be sure that desks, tables, and chairs are returned to their original positions and that chalkboards are wiped clean. By the same token, Catholic school teachers should wipe chalk boards (or at least sections of the boards) clean at the end of their day so that they can be used by catechists and others who use the room.

From my own personal experience this year, I’ve been guilty on several occasions of not getting the desk configuration right when I tried to put the room back together after my sessions. The school teacher was justifiably irritated by this and notified the DRE who then notified me. I left a note of apology along with my phone number and e-mail on the teacher’s desk so that she could notify me directly if there were problems instead of burdening the DRE. By the same token, however, I have not once in 3 months been able to use the chalkboards in the room because they are filled with information (and one of the boards is inaccessible because of a table full of supplies and resources in front of it). I think it would be proper for the chalkboards to be cleaned at the end of each school day so that catechists (I’m not the only catechist who needs to use that room) can have full access to the parish learning space.

The bottom line is that we all, catechists, Catholic school teachers, and students (RE and Catholic school), need to enter and leave our learning spaces with a proper sense of stewardship which teaches us that we own nothing but are given responsibility to care for the resources God gives us so that all people may benefit from them.

Joe Paprocki, DMin, is National Consultant for Faith Formation at Loyola Press, where, in addition to his traveling/speaking responsibilities, he works on the development team for faith formation curriculum resources including *Finding God: Our Response to God’s Gifts* and *God’s Gift: Reconciliation and Eucharist*. This article, “Stewardship of Our Learning Spaces” is from the website <https://catechistsjourney.loyolapress.com/>





### **Ten Ways to Relate to Public Schools in Your Community:**

1. Contact the school superintendent and introduce yourself. Assure him/her of your support and desire for open communication.
2. Send a copy of the religious education/youth ministry program calendar to the public school(s).
3. Request a copy of the public school calendar. Compare your program calendar with that of the public school and communicate any potential conflicts.
4. Attend public school events whenever possible.
5. Keep the lines of communication with public school administrators open regarding your religious education night.
6. Be accommodating for special public school events.
7. Utilize parents as a conduit of information and communication.
8. Recognize achievements of public school administrators, teachers, and students in the parish bulletin and newsletter.
9. Utilize public school teachers, staff, and administrators as resources for your program.
10. Write letters to individual teachers in the public school. Inform them of the students from their classes that are involved in the parish religious education/youth ministry programs. Include a program calendar with the letter. State your intention of being of service to the students and teachers in any way possible.



Why bless your room? With the stresses and anxiety of everyday life - a room blessing will help keep your room safe from all forms of darkness. This blessing will help solidify God's light, peace, and grace so you can pray more, study often to keep Christ at the center of your life and the lives of your students.

You'll want these sacramental for this blessing: Holy Water, Blessed Salt and Holy Medals. These are to be used to keep evil spirits away by washing away darkness with Holy Water, guarding/preserving God's grace with blessed salt, and holy medals are physical signs that are full of God's grace that evil spirits are not welcome in your classroom space.

Can you do these prayers more than once? Absolutely!

What to do? Make the sign of the cross and pray out loud:

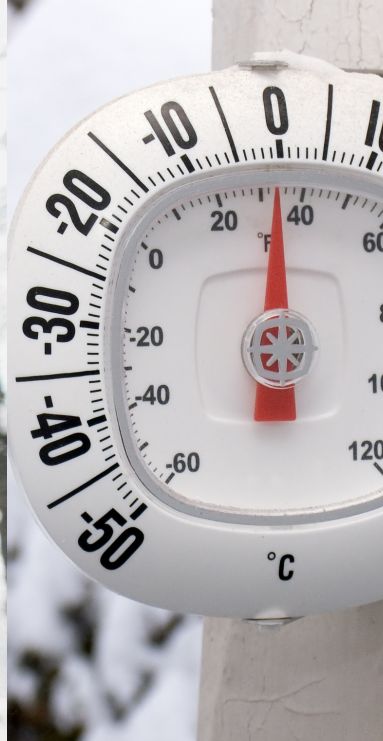
*In the Name of the Father, and of the Son, and of the Holy Spirit - Father, thank you for sending your son Jesus to save us from every form of evil. I ask your Holy Spirit to dwell in this room forever. As I sprinkle Holy Water, spread Blessed Salt, and place Holy Medals here to keep this room safe I command all spirits of fear, depression anxiety, laziness, loneliness, sadness, and pride etc. to leave at once. Mother Mary and all the Saints - may your prayers and medals keep me safe to always remind me of the eternal love of Jesus in the Mass and on the Cross for me and all who come here. I make all of these prayers in Jesus' name. Come Holy Spirit - Come Holy Spirit - Come Holy Spirit. Amen.*

Next: Sprinkle Holy Water and Blessed Salt everywhere! Have fun - be reverent, but save enough for the next few weeks as you will need God's grace to remain in relationship with God as the class work builds up.

Additional prayers can be found at [www.catholicwarriors.com](http://www.catholicwarriors.com)

(Adapted from UW-Oshkosh Dorm Room Blessing; Thanks to Fr. Zach Weber)





# Supporting Strong Happy Families

## FAMILY MINISTRY RESOURCES



### MARRIAGE SUPPORT MATERIALS:

- [Foryourmarriage.org](http://Foryourmarriage.org) (USCCB Marriage/Family Website)
- [www.catholicmatch.com/institute](http://www.catholicmatch.com/institute) (for singles, engaged, couples, families)
- [Beloved - Home Edition](#) (click link) - also on FORMED
- [Smart Loving - Marriage Kit](#) (click link) - online marriage course, and support
- [Alpha Marriage Course](#) (Call 920-272-8315 for more details)

### FAMILY SUPPORT MATERIALS:

- [Foryourmarriage.org](http://Foryourmarriage.org) ([family section - click here](#))
- Alpha - [Parenting Children Course/Parenting Teens Course](#)
- Dr. Ray Guarendi - Catholic Clinical Psychologist - parenting expert ([www.drray.com](http://www.drray.com))
- [Messy Family Project](#) - Mike and Alicia Herson - strengthen, transform, develop family life

### 5 MINUTE "TEMPERATURE CHECK"

Some easy and effective family ministry that can be done at a parish is simply taking some time to get to know your families. One way is to let your families know you are going to be calling them for a quick check-in. Ask these 4 questions, let them know the conversation will be 5 minutes, and keep records/data of your conversation. The answers to these 4 questions will give you a great idea as to where your families are at and how best they can be served.

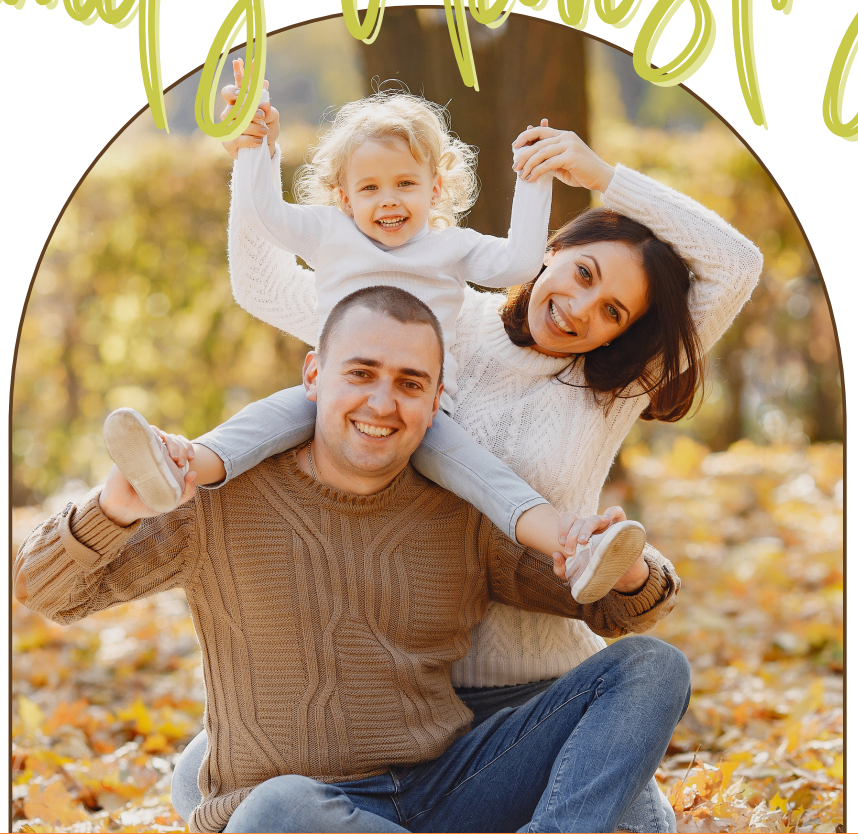
- What is one of the best things about your family right now?
- What is one of the toughest things in your family right now (and can we pray for you?)
- What do you feel is the biggest support that the parish does for families?
- What can (or what do you wish) the parish could do to support your family right now or in the future?

### SPECIFIC TOPIC RESOURCES:

- Diocese of Green Bay - Natural Family Planning and Fertility Awareness Website - [www.ournaturalfamily.org](http://www.ournaturalfamily.org) ([click here](#))
- Parenting and Social Media - Strong Catholic Family Faith - list of parenting resources about digital media ([click here](#))
- Surviving Divorce - Rose Sweet, provides Information for individuals and parish leaders - ([click here](#)) - [catholicdivorce.com](http://catholicdivorce.com)
- Retrouvaille - retreat to help couples struggling in their marriages - ([click here](#)) - [helpourmarriage.org](http://helpourmarriage.org)
- Diocese of Green Bay Catholic Charities - support for families, marriages, couples, and individuals - ([click here](#))
- Financial Peace University - Dave Ramsey budgeting and financial tools, parish courses, etc. ([click here](#))
- Caregiver support - Nourish for Caregivers - supporting all those who care for those they love ([click here](#))
- Elizabeth Ministries - hope and healing for relationships, childbearing, sexuality ([click here](#))
- Strive21 - Matt Fradd offers a 21 day free challenge/resource to help overcome pornography - ([click here](#))



# Family Ministry



Discipleship  
is rooted in  
the home

The Church is called to cooperate with parents through suitable pastoral initiatives, assisting them in the fulfillment of their educational mission to become above all the first catechists of their own children." (124)

## The Family

"COMMUNITY OF LOVE AND OF LIFE, MADE UP OF A COMPLEX OF INTERPERSONAL RELATIONSHIPS..." (226)

"THE GOSPEL IS NOT INTENDED FOR HUMANITY IN THE ABSTRACT, BUT FOR EACH HUMAN BEING, REAL, CONCRETE, HISTORICAL, ROOTED IN A PARTICULAR SITUATION...." (224)

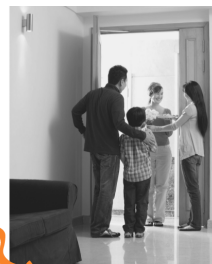


### CATECHESIS IN THE FAMILY

Natural place where faith can be lived.

### CATECHESIS TO THE FAMILY

Faith connected to the affairs of life



### CATECHESIS OF THE FAMILY

Family becomes an agent of catechesis and evangelization.



**An effective way to achieve successful programs is to build relationships with your families.**





## **Missionary Leadership Institute**

### **Frequently Asked Questions**

#### **What is the Missionary Leadership Institute?**

The Missionary Leadership Institute – [gbdioc.org/institute](http://gbdioc.org/institute) - is part of Bishop David Ricken's desire to form missionary disciples. The Institute consists of an Intensive Year of missionary discipleship formation and for those who desire deeper ministerial formation, two additional years. The Missionary Leadership Intensive Year is a process of prayer, basic coursework, discernment of the call to holiness and of God-given charisms, service to neighbor and discipleship formation.

#### **Why is the Institute necessary?**

Bishop Ricken wants to ensure that all our lay leaders (as well as clergy) are first and foremost missionary disciples. A missionary disciple is a friend and follower of Jesus who is sent on mission to disciple at least two others, meaning to form others to discover, follow, worship and share Jesus. The workshops, courses and training involved in the Institute are all designed to form participants as missionary disciples and help them discern their vocation, their particular call to holiness.

#### **Who is the Institute for? Is the Institute for parish staff or for volunteers, or both?**

Both. The institute features the Missionary Leadership Intensive Year, which can serve as a stand-alone year for parish leaders and for aspirants in the Diaconate formation program. Council members, RCIA (Rite of Christian Initiation for Adults) leaders, those involved in liturgical roles, catechists and other volunteer lay leaders are invited to apply.

Those who need deeper ministerial formation can continue in the Institute in a two-year process for lay ecclesial ministers. The Intensive Year is a prerequisite.

#### **Does this Institute replace both the Emmaus Program and the Discipulos de Cristo program?**

Yes. The Institute serves the purposes of the previous programs and builds upon them by serving as a single "house of formation." It differs in that, beginning with the first year, the Institute provides explicit formation and accompaniment to those called to missionary discipleship. It is one program offered in English and Spanish rather than two separate programs.

**How will the Spanish-speaking program differ from the English-speaking program? Will there be separate tracks for English and Spanish speakers?**

Yes, there will be separate tracks. The Spanish program is intended to be culturally appropriate for our Hispanic community, with tracks in Spanish designed for Hispanics.

**Where and when will the classes be held?**

During the first year of the Institute, the Missionary Leadership Intensive Year, workshops will be held on Saturdays at the diocesan campus and at the Norbertine Center for Spirituality in De Pere. Participants will also take online formation through “Franciscan at Home,” sponsored by the Catechetical Institute at Franciscan University of Steubenville, Ohio.

**How will the classes be structured? Weekends/weeknights? Through the school year?**

Coursework will take place throughout the academic year, with the major workshops taking place on Saturdays. Other coursework can be done on the student’s own time or at a mutually convenient time gathered with others in their cohort.

**Who will be the program instructors?**

Like the Emmaus and Discipulos courses in the past, instructors will be diocesan directors, parish lay ministers, clergy and other instructors with the academic credentials and pastoral experience to teach, mentor and accompany our participants. The Franciscan at Home Catechetical Institute coursework is provided by faculty of Franciscan University in Steubenville, Ohio.

**What happens during the Missionary Leadership Intensive Year?**

The first year of the Institute is geared toward forming missionary disciples. Orientation will take place in August, with daylong Saturday workshops on topics such as “Encounter Jesus” and “Discerning the Call to Holiness” in September, October, December, February and April. Participants who complete the formation will be commissioned as missionary disciples by Bishop Ricken at the end of the academic year.

Online Franciscan at Home coursework can be completed at the student’s own pace, with opportunities to gather in small discussion cohorts. The new “Entrust: Disciples on Mission Retreat,” (see below) will anchor the Intensive Year. Participants will also go through a process of charism discernment and will take part in a practicum to integrate their learning.

**What is “Entrust”?**

The Missionary Leadership Intensive Year will feature the “Entrust: Disciples on Mission Retreat,” a weekend experience designed to form and inspire those in parishes to become missionary disciples. You can learn more at <https://www.gbdioc.org/office-of-discipleship-formation/entrust-retreat>.

**What will Intensive Year graduates do?**

Graduates of the Missionary Leadership Intensive Year will be strengthened in their vocation and equipped as missionary disciples to disciple others in whatever contexts that they find themselves in.

**If I have already done charism discernment and Entrust, do I have to repeat them?**

Yes. Discipleship formation is best accomplished in community. As such, while prior experiences are valid, we recommend taking the entire process as the composition of the community will be different and accompaniment options are enhanced throughout the process.

**Is the program supported by the Bishop's Appeal?**

Yes. We are most grateful to the generous people of the Diocese of Green Bay, who have supported the Bishop's Appeal and to the Advancing the Mission Leadership Endowment. The Institute would not be possible without it.

**Is the Institute specific to the Diocese of Green Bay, or recognized in other parts of the country?**

Diocesan formation varies throughout the country and as such the Institute is specific to the Diocese of Green Bay. However, reciprocity within the state of Wisconsin is generally recognized in relation to diocesan formation programs.

**What is the tuition?**

Tuition for the first year of the Institute, the Missionary Leadership Intensive Year, will be \$250. Scholarships will be available in case of financial difficulty. For the subsequent two years, tuition is still being determined.

**How do people find out more information or register for the Missionary Leadership Institute?**

A: They can visit our website, [www.gbdioc.org/institute](http://www.gbdioc.org/institute); contact Jamie Whalen at [institute@gbdioc.org](mailto:institute@gbdioc.org) or (920) 272-8268; or Sr. Martha Escobar at [institute@gbdioc.org](mailto:institute@gbdioc.org) or (920) 272-8331.



# ENTRUST

## Disciples on Mission Retreat



During this intensive experience, attendees will receive the vision, formation, and practical knowledge in how to carry out the process of spiritual multiplication.

## Save the Date and join Us!

February 27-March 1, 2023 (St. Norbert Abbey, De Pere)

April 24-26, 2023 (St. Norbert Abbey, De Pere)

May 22-24, 2023 (St. Norbert Abbey, De Pere)

August 7-9, 2023 (St. Norbert Abbey, De Pere)

*"And what you have heard from me through many witnesses **entrust** to faithful people who will be able to teach others as well."*

*- 2 Timothy 2:2*

### Sessions include:

- A New Pentecost
- Unpacking Missionary Discipleship
- Ignite the Power of the Holy Spirit
- Knowing and Sharing the Kerygma
- The Art of Listening and Hospitality
- Knowing and Sharing Your Testimony
- Discipling Others into Missionary Disciples
- Missionary Discipleship Practicum



Want to learn more or register?  
Visit [www.gbdioc.org/entrust](http://www.gbdioc.org/entrust).





# WHAT IS LOVE BEGINS HERE?

Child and Youth Formation Office



"This week was such an amazing experience for me." - High School missionary.

## • SERVING OTHERS

- Love Begins Here (LBH) is a local mission experience for middle school and high school students in the Green Bay Diocese.
- LBH is based on the work of St. Teresa of Calcutta. The LBH staff journey with student missionaries into parish communities throughout our diocese in the summer to do 'small acts of kindness with great love.'
- By serving those in need, students become the hands and feet of Christ which, in turn, transforms hearts.
- Students experience a missionary lifestyle by leaving home, sleeping in schools/parishes, and "unplugging" from the world.



## • FORMING DISCIPLES

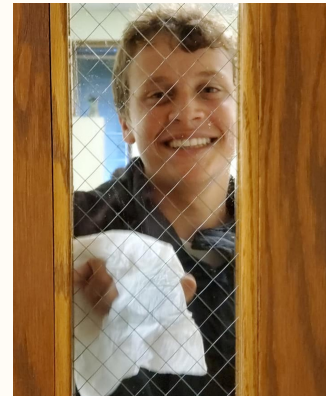
- During an LBH mission week, our Core Team and chaperones accompany the students to work sites and share their faith. Jesus is central in all that we do. Students attend morning Mass, pray the rosary daily, and are provided an opportunity to go to confession and Eucharistic adoration.
- Students share 'where they saw God' in their work or the people they serve every day.



## • DISCERNING VOCATIONS

- Our Core Team is a group of college-aged students that share their love of Christ through witness talks, prayer, and example. Several of our Core Team members are discerning the seminary or religious life.

"The week is full of love and getting closer to God." - Middle School missionary



"A simple but profound week to grow closer to the Lord through service and encounter. I grew in humility and learned to step out of the way and let God work however He wants to". - Lead Missionary



Diocese of Green Bay





Diocese of  
Green Bay

## Office of Child & Youth

### Faith Formation

Families & Schools Discipleship



### Upcoming Events for Middle & High School Students:

Registration required; visit <https://www.gbresources.org/events.html> or e-mail [tnelson@gbdioc.org](mailto:tnelson@gbdioc.org) for more information.

**2022 VOCATIONS FAIR**

**WHEN & WHERE**  
**Wednesday, November 9, 2022**  
 Sacred Heart Parish, Appleton

**Middle School (8<sup>th</sup> Graders): 2022 Vocations Fair**  
 A fun & faith-filled evening for all 8<sup>th</sup> grade RE students on **November 9<sup>th</sup>** at Sacred Heart Parish in Appleton! Students will explore what a vocation is and how they can discover what God might be calling them to. They will also have an opportunity to listen to our main speaker, Jonathan "Bearded" Blevins, meet priests and religious from across our diocese and hear *their* stories.

### High School: Rooted Weekend Experience:

Looking for an opportunity for your high school youth and your adult mentors to dive deeper into discipleship and evangelization? KREWE Discipleship training has been adjusted to the needs of our time as Rooted Apprenticeship Academy. This process kicks off with the Rooted Weekend Experience (retreat) for your high school youth and adult mentors at Camp Tekakwitha on **October 21,22,23**. This weekend will be a chance for your students to encounter Christ through young adult led talks, small groups, sacraments, and the beautiful natural settings of Camp Tek.



**ENDURANCE**

Romans 5:3-5

### High School: GBYC (Green Bay Youth Conference)

A day of hope, healing & fun at the Shrine of Our Lady of Good Help on Saturday, **November 12<sup>th</sup>**! Includes keynote talks, amazing music, breakout sessions for men & women, Mass and more. Opportunities for confession and time to walk/pray around the grounds. Registration will be by parish group. \$17/person includes lunch. [Please note that GBYC qualifies as a retreat in the preparation for the Sacrament of Confirmation.]

### High School: Steubenville Conference Trip: 2023

Save the dates! Our office invites you to join us as we return to Steubenville Conferences this summer. We will be attending Steubenville Rochester **July 14,15,16, 2023**. Estimated cost/person: \$350. More info to follow but start prayerful consideration now!





Diocese of  
Green Bay

# Session III

Materials from the Nuts & Bolts Series



# Religious Education Session Planning Form

## PRELIMINARIES

Session Date and Title:

Session Theme/"Big Idea" and Chapter:

Scripture for this session:

Materials Needed:

•

Notes:

•

**ENGAGE (10 – 15 MINUTES)** – *“Enter through THEIR door...”* In this step, seek to capture the imagination of your participants with an image or idea from their lived experience. Use this to introduce the focus of your session. Also, use this time to establish a prayerful climate.

1. **Welcome and “housekeeping” details**
2. **Ritual setting up of prayer table/center** (*procession, Bible enthronement, etc*)
  - a.
3. **Opening Prayer experience** (*Sign of Cross, ritual greeting, threefold Sign of Cross, intentions, etc.*)
  - a.
4. **Engage Activity/Introduction of theme/topic/big idea** (*a brief activity that introduces the theme/big idea through the life experience of the learners*)
  - a.

**EXPLORE (30 – 40 MINUTES)** – *In this step, present the content of our faith – the Good News – that “fixes” (repairs, heals, restores, redeems) the problem exposed in the Engage step.*

1. **Moment of silent prayer** (*open minds and hearts to hear God’s Word*)
2. **Scripture reading:** (*invite a participant to come forward, bow before the Bible, and proclaim the Scripture reading for the session*)
3. **Delivery of Content** (*reading of textbook or other method of delivery*)
  - a.
4. **Reinforcement Activity** (*discuss or do an activity that further clarifies, fleshes out, or reinforces the content; the “big idea”*)
  - a.
5. **Prayerful Segue** (*Play a song on CD or sing a hymn that flows from/reinforces the “big idea”*)

**REFLECT (10 - 15 MINUTES)** – *In this step, invite participants to spend time with Jesus in prayerful reflection related to the theme of the session.*

1. **Invitation to Prayer** (*invite participants to transition to prayer: comfortable posture, quiet, deep breathing, background music*)
2. **Lead a Guided Reflection** (*invite participants to use their imaginations to encounter Jesus and to spend time in conversation with him*)
  - a.
3. **Allow a minute of silence at the end of the reflection before inviting participants “back”**

**RESPOND (10 MINUTES)** – “...but be sure to leave through *YOUR* door!” in this step, prepare participants to go forth armed with a new “behavior” – a new way of looking at and living life.

1. **Assessment** (whether formally or informally, assess the extent to which participants have grasped the “big idea” and the content of the session)
  - a.
2. **Assignment** (give the participants some “homework” – an assignment; a practice – that invites/challenges them to put into practice what has been learned. Tip: this is most effective when printed and sent home for parents to sign and return the following week)
  - a.
3. **Closing Prayer** (invite participants to a brief closing prayer: tradition prayer, a hymn, a decade of the Rosary, a Mass part, a Sign of Peace)
  - a.
4. **Blessing with Holy Water** (have participants bless themselves with Holy Water as they leave)

## FOLLOW-UP

Evaluation, Comments, Notes:



## The Religion Teacher's Guide to Lesson Planning

An outline of the booklet "The Religion Teacher's Guide to Lesson Planning: Revised & Updated" by Jared Dees ©2018 Jared Dees. To subscribe to The Religion Teacher resources, communications, go to [thereligionteacher.com](http://thereligionteacher.com)

Introduction: *Every Day, Every Class, Every Student, an Encounter with Christ*

### 3-Step Process for Lesson Plans:

1. **Presentation:** Students will learn new ideas and information by listening or reading.
  2. **Practice:** Students will participate in activities that challenge them to make meaningful connections and apply what they have learned to their lives.
  3. **Proof:** Students will show their progress toward predetermined lesson objectives through various means of assessment.
- 

#### Step 1: Know the lesson topic

- Start with the Textbook
- List Important Topics
- Narrow the Focus

#### Step 2: Set the lesson objectives

- *Students Will Be Able To . . .*
  - . . . *learning verb (in the form of retrieval, comprehension or critical thinking)*
  - . . . *topic*
  - Example: "Students will be able to describe the unique prayers and practices we perform to celebrate each liturgical season."
- *Students Will Feel . . .*
- Example: "Students will feel determined to participate in the liturgical seasons at home."

#### Step 3: Find effective activities

- Plan Your Presentation
  - Lecture
  - Reading
- Plan Practice Activities (Resources)
  - Textbook Teacher/Catechist Manual

- Google
- Pinterest
- *The Religion Teacher & The Religion Teacher Membership Website*
- Activities That Touch the Heart (in which students ask themselves “What is God saying to me through this teaching?” “What can I say in response to God during this lesson?”)
- Plan a Proof Activity (Assessment; should align with the objectives you’ve set)
  - Quiz/Test (multiple choice)
  - Exit Card (students respond to one question on a note card)

Unit Planning: Broader themes give students a bigger purpose for the lessons of each class.

- Craft a central question that each lesson will help students toward answering.
- Unit test, creative project or essay measure students’ ability to think critically about multiple parts of the many lessons.

Finally, Time to Teach!



### The Religion Teacher’s Guide to Lesson Planning

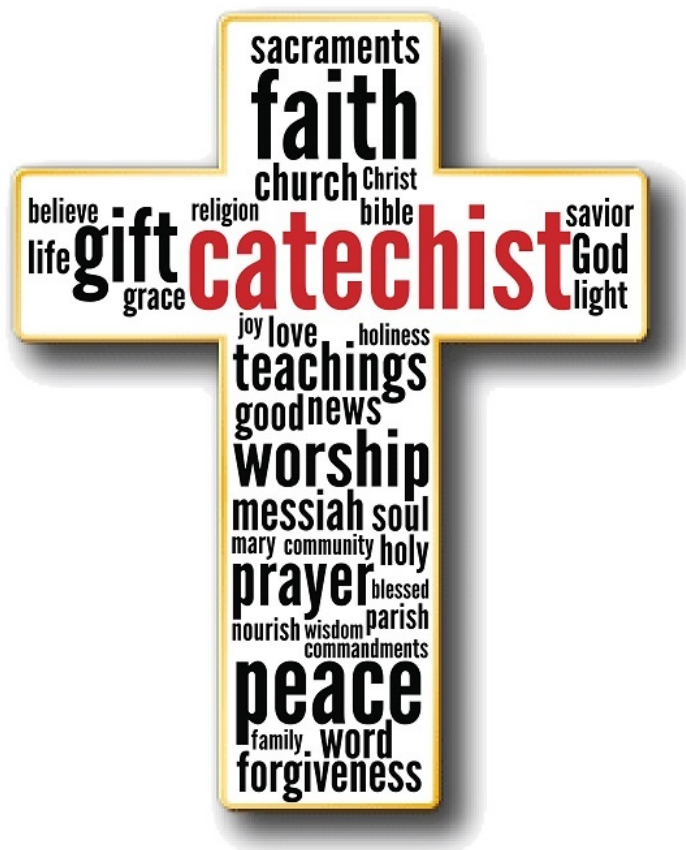
An outline of the booklet “The Religion Teacher’s Guide to Lesson Planning: Revised & Updated” by Jared Dees ©2018 Jared Dees. To subscribe to The Religion Teacher resources, communications, go to: [thereligionteacher.com](http://thereligionteacher.com)



# Catechist In-Services: Suggestions

1. Initial In-Service. Before classes begin, in August? (Duration: 1.5-2 hours)
  - a. Invite all Catechists, Aides, Hall Patrols, Volunteers
  - b. Agenda Suggestions:
    - i. Light supper
    - ii. Prayer Service
    - iii. Introductions
    - iv. Presentation:
      - Purpose of the RE program: to help children develop a relationship with Christ, basics of the Catholic Church, MAKING DISCIPLES!
      - Logistics: Procedures to help the year run smoothly
2. Frequency? About once/month. Duration: 45 minutes $\pm$ . Suggested agenda:
  - a. Review procedures
  - b. Make announcements for upcoming month
  - c. Go through the next four lesson plans with those who have same grades
  - d. Have some catechists share a method of discipline that works for them
  - e. Shared prayer
3. Materials to have on-hand:
  - a. October meeting: Thanksgiving ideas to use in the classroom
  - b. November meeting: Advent ideas to be used in the classroom; project for the entire RE program
  - c. December meeting: Blessing prayers for Creche, Christmas Tree
  - d. January meeting: Lent ideas to be used in the classroom; project for whole RE program
  - e. February meeting: Lent; Stations of the Cross
  - f. March meeting: Easter ideas for use in the classroom
  - g. April meeting: Pentecost ideas to be used in the classroom
4. Other Topics:
  - a. How are you going to celebrate different Seasons of the Church?

- b. How to have different types of prayer in your classroom (search catechist’s manual to see how many different types of prayers are presented).
- c. Foundational Catechetical Certification component
- d. Sharing ideas with more-experienced Catechists
- e. How to keep your activities related to your topic (activities should only take about 10 minutes and should reinforce your objectives in the class)
- f. Discuss how to review the students in an engaging way!
- g. Discuss discipline in the classroom (keep it positive!)
  - i. Do not let one student dominate in the class discussion
    - Give other children a chance to answer the questions
    - Encourage students to listen and respect their classmates
  - ii. Vary style of teaching: lecture, game, role play (short story or parable), writing on board, review, recap what was just said, ask students to listen so they can do the recapping of the 3 main points, etc)
- h. Ask the catechists what topics they want to cover in next in-service(s)





Catechist's Class Observation/Evaluation

Parish: \_\_\_\_\_ Location: \_\_\_\_\_

Catechist: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

RATING: 3 - Strength 2 - Average 1- I have a suggestion that may help you.

PRAYER:

Appropriate to Lesson:

COMMENTS:

Student Involvement:

METHODS EMPLOYED:

COMMENTS:

Evidence of Planning:

Motivational Techniques:

Flow of Lesson:

Use of Resources:

STUDENT PARTICIPATION:

COMMENTS:

Relates Material to life:

Student Involvement:

Date of Conference with Catechist: \_\_\_\_\_

\_\_\_\_\_  
Catechist Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Catechist Signature

\_\_\_\_\_  
Date

**GROWING AS A CATECHIST**

**A Self-Evaluation Based on 7 Critical Tools from *The Catechist’s Toolbox***

Part One

Take this opportunity to evaluate yourself as a catechist over the course of this past year. For each question, choose which “catechist” you are most like with regards to the stated quality/skill:

- a. Like a Pro Larry/Louise (I strongly agree)
- b. Steady as She Goes Steve/Stella (I agree)
- c. Just Your Average Joe/Joanne (I’m in the middle)
- d. Needs a Little Work Norbert/Nancy (I disagree)
- e. Back to Square One Bill/Bonnie (I strongly disagree)

Catechist Tool (Quality or Skill)	Self Evaluation				
1. Over the course of this year, I have engaged in efforts to deepen my own knowledge of the faith and grow spiritually (i.e. attended/participated in workshops, seminars, courses, retreats, and/or dedicated time to reading/reflecting/studying Catholic literature).	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>
2. When it came to preparing and planning for my lessons, I did so thoroughly, thoughtfully, and prayerfully and with an eye toward achieving specific goals/objectives.	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>
3. With regards to my learning environment, I made every effort to arrange it/prepare it in such a way as to make it more conducive for faith formation and prayer.	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>
4. My lessons always included a wide variety of engaging activities that enabled my learners to be active, not passive and that allowed us to use the textbook as a resource, not as the sole source of learning.	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>
5. I set the tone and maintained a strong but fair sense of discipline with my group that resulted in a high level of cooperation and mutual respect.	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>
6. I regularly included prayer experiences (both liturgical and reflective) that enabled my participants to reflect on and grow in their relationship with the Lord and with the Church.	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>
7. I communicated a sense of teaching with authority and enthusiasm by paying attention to my technique: moving around, making eye contact, varying my voice, using facial expression and body language, keeping a sense of humor, and showing appropriate emotion.	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>	d. <input type="checkbox"/>	e. <input type="checkbox"/>

Part Two

1. Which three tools did you evaluate yourself most strongly in?

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2. Reflect on these strengths: where/from whom did you learn these skills/qualities? What did you do to improve in these areas in the past year? What can you/will you do to maintain this level of effectiveness or even improve?

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3. Which tool do you feel you most need to improve on in the coming year?

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4. Reflect on this area of improvement: what can you/will you do to develop this skill/quality? How can you use your strengths to overcome this area of weakness?

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## Environment Ideas to Enhance Religious Education

1. Crucifix in every classroom
2. Holy water font inside the doorway of the classroom
3. Prayer corner in each classroom (statue of Mary, Bible, electric candle)
4. Seasonal Suggestions
  - a. Advent wreathes (use electric candles if not allowed to use real candles)
  - b. Stations of the Cross in the classroom
5. Poster/Charts of what the students are learning
  - a. Seton Educational Materials: <http://www.setonbooks.com/SearchGroup.php?GroupID=59>
  - b. Charts/posters that come with the Catechists' Manuals of curriculum textbooks. Examples:
    - i. Prayers: Glory Be, Hail Mary, Our Father, Apostles Creed, How-to-Pray the Rosary
    - ii. Works of Mercy – corporal and spiritual
    - iii. Biblical or Church History Timeline
6. Items in the classroom: Bibles, rosaries, pamphlets on Rosary, Divine Mercy chaplet, holy cards, scapulars, etc.
7. Pictures/Quotes of the Saints
8. Statues of various saints
9. Pictures of Last Supper, Jesus and the children, or any other pictures of Jesus
10. Putting a Bible verse on the blackboard from the lesson; have the children look up the quote in the Bible as the children are coming into class
11. Put JMJ on the top of the blackboard / whiteboard (JMJ = Jesus, Mary and Joseph)
12. End every prayer after the sign of the cross with "All for the greater honor and glory of God."
13. Does your church have a papal flag in its church? Show this flag to the children. Maybe you could purchase a small one to display in the hallway
14. Hallway of the religious education building: pictures of Jesus, Saints, statues from former churches that have closed, especially if your churches have merged
15. Go to a St. Vincent de Paul store for books to put in your classroom especially Saints' Books, children's bibles, children books on Sacraments, Mass, etc.

# Teaching Techniques:

## Some Considerations



**Directions:** Read through the teaching methods. Place:

“X” by the ones you use regularly

“O” by the ones you think might work with your students

“NO” by the ones that would take too much time to really execute for RE programs

\_\_\_\_\_ 1. Lecture by teacher (and what else can you do!)

\_\_\_\_\_ 2. Class discussion conducted by teacher (and what else!)

\_\_\_\_\_ 3. Recitation oral questions by teacher answered orally by students (then what!)

\_\_\_\_\_ 4. Discussion groups conducted by selected student chairpersons (yes, and what else!)

\_\_\_\_\_ 5. Guest speaker on a topic that your students are learning (Speaker should be dynamic and age-appropriate)

\_\_\_\_\_ 6. Presentation by students (have prepared questions on the lesson they have learned- student learns to explain the material or situation to others).

\_\_\_\_\_ 7. Current Issues (How can the students help to influence their classmates in a positive way to be a disciple of Jesus – witness, kindness, etc.)

\_\_\_\_\_ 8. Bulletin boards/slogans (Students suggest ideas to spread the good news of Jesus for the Church season)

## Teaching Techniques, Continued

\_\_\_\_\_ 9. Textbook assignments (think of creative ways the students can remember concepts taught and share them with others).

\_\_\_\_\_ 10. Reading assignments in supplementary books (Children's Bible passage on the story you are studying)

\_\_\_\_\_ 11. Summarizing; students in groups (end of class) name 3 main points of the class



\_\_\_\_\_ 12. Crossword puzzles (8-10 vocabulary words).

Use <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>

\_\_\_\_\_ 13. Teach a virtue each week from *Disciple of Christ: Education in Virtue*.

Ask students to practice that virtue during the week at home, in school, in the neighborhood.

\_\_\_\_\_ 14. Vocabulary drills (5 minutes at the beginning or end of class to review)

\_\_\_\_\_ 15. Student Summary of Main Points: students (2-3 in group) name one thing they learned in the class – write them on the board

\_\_\_\_\_ 16. Flannel boards (young students like to put the figures up as the story is being told)

\_\_\_\_\_ 17. Use of pretest/posttest to show the progress the students have made before and after the unit

\_\_\_\_\_ 18. Assignments on Discipleship – this week tell two friends how you are becoming a closer friend to Jesus

\_\_\_\_\_ 19. Flash cards (divide sheet of paper into 8 sections – type out the definition and have the students look them up and put the vocabulary word on the other side.)

\_\_\_\_\_ 20. Interviews (ask parents about Advent/Lent/Easter traditions they had growing up)

\_\_\_\_\_ 21. Maps/Charts use for teaching and review the material being taught

\_\_\_\_\_ 22. Models (homework – make a nativity scene, or draw one together with your family)

\_\_\_\_\_ 23. Music (many textbook series have children's song to go with lessons)

## Teaching Techniques, Continued

\_\_\_\_\_ 24. Field trips (to Cathedral, Shrine, parish cemetery, nursing home, etc)

\_\_\_\_\_ 25. Role-playing (some textbooks have a one page play – let students act it out)

\_\_\_\_\_ 26. Open textbook study (have students find answers to questions you ask to learn the material – find bolded vocabulary words and repeat them in their own words for understanding)

\_\_\_\_\_ 27. Class projects (as simple as – praying for a certain group of people at each class and then during the week)

\_\_\_\_\_ 28. Games at the chalkboard (students go to board, write down simple answers or A, B, C choices – each row is a team)

\_\_\_\_\_ 29. Various media (use DVD's PPTs songs, chalkboards, listening skills, etc)

\_\_\_\_\_ 30. Buddy System: pair older students with younger students when going to church for prayer, teaching prayers, etc)

\_\_\_\_\_ 31. Photographs (students take digital pictures of statues, prayer corners in their homes)

\_\_\_\_\_ 32. Use of dramatization, skits, plays (some textbook series have short playlet on the topic)

\_\_\_\_\_ 33. Students drawing pictures or cartoons vividly portray principles or facts

\_\_\_\_\_ 34. Problem-solving or case studies (How would the students solve certain problems with their classmates (children who are lonely, not invited into games, etc. How can they be a disciple of Jesus?)

\_\_\_\_\_ 35. Puppets (younger children love to watch and play with puppets – use to introduce or review a lesson)

\_\_\_\_\_ 36. Parables (act out a parable or write a modern day parable)

\_\_\_\_\_ 37. Story-telling (retell the story in the lesson in their own words)

\_\_\_\_\_ 38. Tutorial: students assigned to other students for assistance, peer teaching





## Teaching Techniques, Continued

- \_\_\_\_\_ 39. Coaching: special assistance provided for students having difficulty in the class
- \_\_\_\_\_ 40. Oral reports (assign saints with feast days of the month to different groups of children – use books, online resources to learn about them – present 2 facts they learned about the saint). Do one or two each class for only a few minutes.
- \_\_\_\_\_ 41. Word association activity (teaching techniques to remember certain fact)
- \_\_\_\_\_ 42. Timelines (make timeline for students to be able to point out different details of the timeline)
- \_\_\_\_\_ 43. “Group dynamics” techniques (matching up different students for different games, finding answers with review sheets, people in the group is the person’s life line if they don’t know the answer)
- \_\_\_\_\_ 44. Overview of topics (map out list of main topics with the students – blackboard – what they are going to learn that year. Ex: sacraments, Old Testament, Life of Jesus, Church, etc.)
- \_\_\_\_\_ 45. Differentiated assignment and homework (student is to tell their parents one thing they learned in class, discuss how the parents learned about it when they were younger)
- \_\_\_\_\_ 46. Story-telling (tell about a trip that people in the Bible took – name a difficulty; name a joy they probably experienced)
- \_\_\_\_\_ 47. Discipleship: Making announcements (How would a student invite others to a relationship with Jesus?)
- \_\_\_\_\_ 48. Be Missionary-Minded: (Advent or Lent project to help others)
- \_\_\_\_\_ 49. “Hall of Fame” – name saints who portray certain characteristics being taught in class
- \_\_\_\_\_ 50. Art: Use a painting, sculpture or other work of art to help interpret a value, virtue or attitude being described in scripture.



## Budget Considerations in Parish Religious Education/Youth Ministry in the Diocese of Green Bay

Each parish in the Diocese has its own procedure and timeline for budgeting. Check with your pastor/pastoral leader and business manager to find out how your new parish handles budgeting and then be ready to participate. Here are some considerations:



### Budget Why?

- To **co-ordinate** the activities of the RE/YM programs into the parish master plan
- To **communicate** the ideas, plans and objectives of RE/YM to everyone affected by them
- To establish a system of **control** by having a plan against which actual results can be compared
- To **compel** planning so that RE/YM is not living hand-to-mouth and has an idea of purpose
- To **motivate**, by encouraging people to raise their targets and standards for RE/YM

### Budget What?

Although the Diocese does not dictate a specific template, according to its document “Parish Financial Instructions”, your budget might be sorted into the following non-school categories for Religious and Adult Education:

- Religious education
- Sacramental preparation
- Special religious education
- Youth & Adult ministry programs
  - Parish missions
  - Prayer groups
  - Bible study
  - Adult retreats/pilgrimages
  - Youth programs (Love Begins Here; KREWE; pilgrimages, etc)

### Budget How?

- Review past expenditures (actual expenditures, not budgeted amounts!)
- Determine if the same circumstances hold true in the present
- Use that information to predict forward to the future

Start with the previous year’s actual income and expenditure – last year’s final accounts is the best starting place. From those figures, and using the most up to date information and indicators for the current year in progress, calculate any known changes or trends in costs for

the new budgetary year. Some increases are known in advance (curriculum, stipends, gas reimbursement), but others will be controlled by the Parish (wages, etc).

In RE/YM, some income and expense considerations might be:

- Income:
  - Registration/Sacramental Prep Fees
  - Lumen Christi Funding (Catholic Foundation)
  - Grant monies (Catholic Foundation)
  - Fund-raising events
- Expenses:
  - Wages/Benefits
  - Curriculum
  - Supplies
  - Stipends/Recognitions/Honorarium
  - Professional Development
  - Hospitality
  - Postage/Printing
  - Technology
  - Travel reimbursement
  - Special event expenses

### **Budget When?**

Budgeting is a process, and a time-line is helpful. A parish with a Catholic day school may have a different time-line than a parish without a school; check with your pastor/pastoral leader and/or business manager to learn your role/responsibilities in your parish's budget time-line. In general, the parish's overall budget for the coming year should be complete (approved and published) in June.

### **Conclusion:**

At least on a quarterly basis, pull out your RE/YM budget and see where you are in terms of revenue and expenses. Shortfalls or surpluses should never come as a surprise. Your budget should be a fiscal map (or GPS) that you follow closely throughout the year.

Bishop Robert Morneau has shared his view on stewardship by saying that stewardship is a way of life that calls us to receive God's gifts gratefully, to nurture and tend God's gifts responsibly, to share God's gifts justly and charitably, and to return God's gifts abundantly. Budgeting is a tool that helps us look at what we have done with and will do with the garden entrusted to us.



# SECTION 4

## HIGH SCHOOL AGE YOUTH UNDER 18\*

- 4-1 Application/Screening Process for High School Age Youth Under 18 -Employment Candidates/ Youth Volunteer Applicants
  
- 4-2 High School Age Youth (Under Age 18) Volunteer Application English and Spanish
  
- 4-3 Youth Employee or Youth Volunteer Code of Conduct Agreement Form
  
- 4-4 Youth Employee or Youth Volunteer Code of Conduct- Take home copy

\*Legally, youth are not considered to be adults until they are 18. All high school age youth under 18 must have adult supervision while volunteering their services or employed.

Boys and girls not of high school age must always be under the direct care of a background checked/VIRTUS trained adult and should not be placed in supervisory positions.

**FOR HIGH SCHOOL AGE YOUTH UNDER 18****EMPLOYMENT/VOLUNTEER CANDIDATES**

1. Employment candidates under the age of 18 are required to utilize the eAppsDB online application process.
  - a. Employment candidates under the age of 18 must obtain from their parish or school location the document “Authorization for Consumer Reports”.
  - b. The “Authorization for Consumer Reports” must be signed by the parent(s) or legal guardian(s) of the employment candidate under the age of 18. .
  - c. The “Authorization for Consumer Reports” must be turned into the LoSEC at the parish or school location.
  - d. The LoSEC must scan and email the “Authorization for Consumer Reports” to the Office of Safe Environment.
  - e. The employment candidate under the age of 18 must log into eApps and create an application as an **Employee** and submit for the background check. The LoSEC or designated person must check references.
  - f. Once the Office of Safe Environment has received the “Authorization for Consumer Reports” the Office of Safe Environment will instruct Austin Computing and ISP to process and perform the background check.
  - g. Once the Office of Safe Environment has been notified the background check has processed the Office of Safe Environment will forward the “Authorization for Consumer Reports” to Human Resources at the diocese.
  - h. Human Resources will review the application and place the status of “Restr” under the Organization Status in eApps. Human Resources will retain the signed “Authorization for Consumer Reports” in their confidential files. The Workflow Status will state “Background Check Completed”.
  - i. Once the Office of Safe Environment verifies that the status of “Restr” is updated under the Organization Status in eApps, the Office of Safe Environment will notify the location requesting to employ the under 18 year old, that the location can move forward with employing the under 18 year old. **IMPORTANT** because the under 18 year old cannot attend safe environment training using the VIRTUS program until they turn 18, the under 18 year old must always be in the presence of an adult that does meet the safe environment requirements of having a completed and approved background check and safe environment training using the VIRTUS program.
  - j. The employed under 18 year old must read, review and sign the Youth Code of Conduct.
2. High school age volunteer applicants under the age of 18 will complete an application on paper (4-2). It must be completed in full, including the entire ‘References’ section and the parental/guardian permission form.
3. High school age employees/volunteers under the age of 18 will receive a copy of the *Youth Code of Conduct*. (4-3) requires the signatures of the young person and one parent/guardian. This form is kept on file at the parish/school/agency. (4-4) is a take home copy for the young person to keep.
4. The appropriate supervisor reviews the volunteer application and completes the ‘Office Use Only’ section. The completed volunteer application and *Youth Code of Conduct* acknowledgement and agreement form is forwarded to the LoSEC for safe-keeping in a locked file with restricted access.
5. The Local Safe Environment Coordinator sends copies of the eligible volunteer application and signed *Youth Code of Conduct* to any additional selected sites as may be indicated on the application.

High School Age Employees and Volunteers under the age of 18 are **NOT ALLOWED** to  
attend a  
VIRTUS *Protecting God’s Children* Adult Awareness Session.

## Authorization For Consumer Reports

I acknowledge receipt of the separate document entitled DISCLOSURE FOR CONSUMER REPORTS.

I hereby authorize procurement of consumer report(s) and investigative consumer report(s) by Company Name Here ("Company"). If hired (or contracted), this authorization shall remain on file and shall serve as ongoing authorization for Company to procure such reports at any time during my employment, contract, or volunteer period. I authorize without reservation, any person, business or agency contacted by the consumer reporting agency to furnish the above-mentioned information.

**This authorization is conditioned upon the following representations of my rights:**

I understand that I have the right to make a request to the consumer reporting agency: Integrated Screening Partners ("Agency"), 5316 Hwy. 290 West, Ste., 500, Austin, TX 78735, telephone number (800) 474-4420, upon proper identification, to obtain copies of any reports furnished to Company by the Agency and to request the nature and substance of **all information** in its files on me at the time of my request, including the sources of information, and the Agency, on Company's behalf, will provide a complete and accurate disclosure of the nature and scope of the investigation covered by any investigative consumer report(s). The Agency will also disclose the recipients of any such reports on me which the Agency has previously furnished within the two year period for employment requests, and one year for other purposes preceding my request (California three years). I hereby consent to Company obtaining the above information from the Agency. I understand that I can dispute, at any time, any information that is inaccurate in any type of report with the Agency. I may view the Agency's privacy policy at their website: [www.integratedscreening.com/privacy.asp](http://www.integratedscreening.com/privacy.asp)

I understand that several states such as California, Colorado, Connecticut, Washington, Vermont, etc., as well as some cities, such as New York City restrict employers from requesting and using credit reports except for certain positions or types of business. The Company agrees to follow these restrictions including any written notification requirements.

I understand that certain states such as California, Colorado, Vermont, etc., require a separate disclosure and/or authorization to obtain a consumer's credit report for employment purposes. If such documentation is required, Company will provide this to me before ordering the credit report.

I understand that several states and cities have enacted "ban-the-box" legislation which restricts when Company can inquire about my criminal history. Company will not inquire before allowed to do so by applicable law, ordinance or regulation.

I understand that where worker's compensation records are obtainable, that Company will only order the information after a conditional job offer has been made.

I understand that if the Company is located in California, Minnesota or Oklahoma, that I have the right to request a copy of any report Company receives on me. By checking the following box, I request Company to provide a copy of all such reports be sent to me. Check here:

As a California applicant, I understand that I have the right under Section 1786.22 of the California Civil Code to contact the Agency during reasonable hours (9:00 a.m. to 5:00 p.m. (CST) Monday through Friday) to obtain all information in Agency's file for my review. I may obtain such information as follows: 1) In person at the Agency's offices, which address is listed above. I can have someone accompany me to the Agency's offices. Agency may require this third party to present reasonable identification. I may be required at the time of such visit to sign an authorization for the Agency to disclose to or discuss Agency's information with this third party; 2) By certified mail, if I have previously provided identification in a written request that my file be sent to me or to a third party identified by me; 3) By telephone, if I have previously provided proper identification in writing to Agency; and 4) Agency has trained personnel to explain any information in my file to me and if the file contains any information that is coded, such will be explained to me.

I understand that if I am applying for employment in New York, that I have the right to receive a copy of Article 23-A of the New York Correction Law \_\_\_\_\_ (initial if this applies).

I understand that if the report is provided to an employer in the State of Washington, that I can contact the following office for more information regarding my rights under Washington state law in regard to these reports: State of Washington Attorney General, Consumer Protection Division, 800 5<sup>th</sup> Ave, Ste. 2000, Seattle, Washington 98104-3188, (206) 464-7744.

I understand that I have rights under the Fair Credit Reporting Act, and I acknowledge receipt of the attached Summary of Rights.

Today's Date \_\_\_\_\_ Signature \_\_\_\_\_ Print your full name: \_\_\_\_\_

Parental Signature if applicant/volunteer is a minor: \_\_\_\_\_ Date \_\_\_\_\_

**HIGH SCHOOL AGE YOUTH (UNDER AGE 18) VOLUNTEER APPLICATION**

*The following information will be kept confidential. Please print clearly.*

**PERSONAL DATA OF APPLICANT**

Name \_\_\_\_\_ Birthday \_\_\_\_\_  
first middle last

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Your E-Mail \_\_\_\_\_

Grade Level and School you attend \_\_\_\_\_

Please specify the parish and city in which you/your family are registered members

Mother's Name \_\_\_\_\_

Mother's Home Address (if different from yours) \_\_\_\_\_

Mother's Home Phone (if different from yours) \_\_\_\_\_ Cell \_\_\_\_\_

Father's Name \_\_\_\_\_

Father's Home address (if different from yours) \_\_\_\_\_

Father's Home Phone (if different from yours) \_\_\_\_\_ Cell \_\_\_\_\_

\*\*\*\*\*

Please indicate the city/name of the parishes/schools/programs with which you would like this application to be registered.

City	Name of Parish/School/Program	For Office Use Only-Date Sent

I give my son/daughter permission to participate in programs/activities/events sponsored by the Catholic Diocese of Green Bay or its local representatives. My son/daughter may complete the necessary paperwork required for participation.

\_\_\_\_\_  
 Signature of parent/guardian

\_\_\_\_\_  
 Date





## SOLICITUD DE VOLUNTARIO PARA JÓVENES DE EDAD SECUNDARIA (MENORES DE 18 AÑOS)

*La siguiente información se mantendrá confidencial. Por favor imprime claramente.*

### DATOS PERSONALES DEL SOLICITANTE

Nombre \_\_\_\_\_ Fecha de Nacimiento \_\_\_\_\_  
                  primero                  segundo                  apellido

Domicilio \_\_\_\_\_

Ciudad/Estado/Código Postal \_\_\_\_\_

Teléfono de Hogar \_\_\_\_\_ Teléfono Mobile \_\_\_\_\_

Tu Correo Electrónico \_\_\_\_\_

Nivel Académico y Nombre de la Escuela donde Asistes \_\_\_\_\_

Por favor especifique la parroquia y la ciudad en la que tu / tu familia son miembros registrados

Nombre de Tu Madre \_\_\_\_\_

Su Domicilio (si es diferente del tuyo) \_\_\_\_\_

Su Teléfono de Hogar (si es diferente del tuyo) \_\_\_\_\_ Mobile \_\_\_\_\_

Nombre de Tu Padre \_\_\_\_\_

Su Domicilio (si es diferente del tuyo) \_\_\_\_\_

Su Teléfono de Hogar (si es diferente del tuyo) \_\_\_\_\_ Mobile \_\_\_\_\_

\*\*\*\*\*

Indique la ciudad / nombre de las parroquias / escuelas / programas con los que deseas que se registre esta solicitud.

Ciudad	Nombre de la Parroquia/Escuela/ el Programa	<b>Para Uso Exclusivo De La Oficina: Fecha De Envío</b>

Doy permiso a mi hijo / hija para participar en programas / actividades / eventos patrocinados por la Diócesis Católica de Green Bay o sus representantes locales. Mi hijo / hija puede completar la documentación necesaria para participar.

\_\_\_\_\_  
Firma de uno o otro padre/guardián

\_\_\_\_\_  
Fecha

**REFERENCIAS PARA (NOMBRE)** \_\_\_\_\_

PRIMERO

SEGUNDO

APELLIDO

Obtenga las firmas de tres adultos no familiares que darán fe de su carácter y habilidad para trabajar con niños y / o compañeros

**1. Imprime su Nombre:**

**Teléfono:**

¿Cuánto tiempo hace que conoce a este joven? \_\_\_\_\_

¿Cuál es tu relación con este joven? \_\_\_\_\_

Apoyo la decisión de este joven de participar en actividades patrocinadas por la iglesia / escuela al servicio de niños y / o compañeros

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

**2. Imprime su Nombre:**

**Teléfono:**

¿Cuánto tiempo hace que conoce a este joven? \_\_\_\_\_

¿Cuál es tu relación con este joven? \_\_\_\_\_

Apoyo la decisión de este joven de participar en actividades patrocinadas por la iglesia / escuela al servicio de niños y / o compañeros

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

**3. Imprime su Nombre:**

**Teléfono:**

¿Cuánto tiempo hace que conoce a este joven? \_\_\_\_\_

¿Cuál es tu relación con este joven? \_\_\_\_\_

Apoyo la decisión de este joven de participar en actividades patrocinadas por la iglesia / escuela al servicio de niños y / o compañeros

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

**USO DE OFICINA SOLAMENTE**

**Primera parte: la solicitud ha sido revisada por** \_\_\_\_\_  
Firma del supervisor / coordinador

**Los siguientes elementos**

\_\_\_ formulario de solicitud \_\_\_ referencias \_\_\_ Código de conducta juvenil firmado

haber sido completado y enviado al LoSEC \_\_\_\_\_  
Fecha

**Parte dos: el solicitante completó todos los requisitos y se determinó que es elegible para**

Firma LoSEC

en

Fecha

Asignación de ministerio \_\_\_\_\_

Supervisor / Coordinador \_\_\_\_\_



# Youth Employee or Youth Volunteer Code of Conduct

Children and individuals at risk depend on the community at large to help keep them protected and safe. As a youth volunteer or employee, I have a role and responsibility in promoting a healthy and safe environment for children and individuals at risk as well as for my peers and the adults in our community. I pledge to witness in word and example my discipleship in Jesus and model a life consistent with the teachings of the Catholic Church, promoting through my own choices and behaviors a way to love God and neighbor as self.

**As a youth volunteer or youth employee, I will:**

Treat everyone with respect, loyalty, patience, courtesy, and dignity through my behavior, language, and dress.

Treat all property and materials with respect.

Maintain a positive attitude and spirit rather than one tainted by criticism, sarcasm, competition, or comparison, when working with children, individuals at risk, peers, and other adults.

Uphold all guidelines, rules, or requirements as set forth by the ministry supervisor and the program in which I am serving.

Avoid situations where I am alone with children, individuals at risk, other young people, or other adults.

Inform the ministry supervisor, principal, pastor, or pastoral leader if a child, individual at risk, peer, or other adult gives me a gift.

Refrain from giving expensive gifts to children, individuals at risk, my peers, or other adults without prior written approval from the parents or guardians and ministry supervisor, principal, pastor, or pastoral leader.

Report any suspected abuse to the ministry supervisor, principal, pastor or pastoral leader, or if necessary, the Office of Safe Environment (920) 272-8174 or toll-free 1-877-270-8174 or mail to P.O. Box 23825, Green Bay, WI 54305.

**When acting as a youth volunteer or youth employee, I will not:**

Possess any weapon, tobacco product, alcohol, any illegal drug or sexually explicit material.

Use profanity, humiliate, ridicule, threaten, or degrade any child, individual at risk, peer, or other adult.

Touch a child, individual at risk, peer, or other adult in a sexual or other inappropriate manner.

I understand that as a youth volunteer or youth employee serving children, individuals at risk, peers, or other adults, I agree to participate in all training as requested by my ministry supervisor, principal, pastor, or pastoral leader. I pledge to adhere to this Code of Conduct and I understand that any action inconsistent with this Code or failure to take action outlined in this Code of may result in my removal as a youth volunteer or employee.

\_\_\_\_\_  
Youth Volunteer/Youth Employee's Printed Name

\_\_\_\_\_  
Youth Volunteer/Youth Employee's Signature (date)

\_\_\_\_\_  
Parent of Youth Volunteer/Youth Employee Printed Name

\_\_\_\_\_  
Parent of Youth Volunteer/Youth Employee Signature (date)

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Approved by Bishop Zubik 6/10/2004  
Reviewed by Bishop Ricken 6/10/2009

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®1222AC

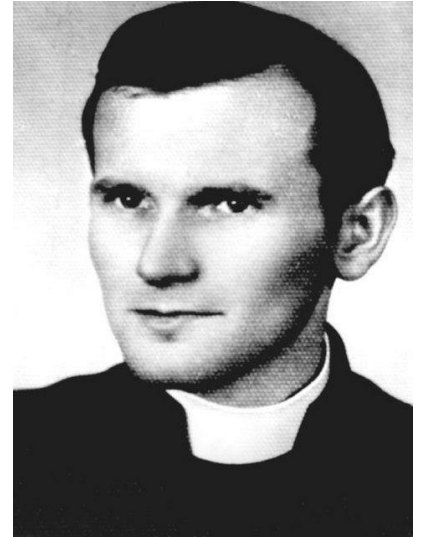
Approved by Bishop Zubik 6/10/2004  
Reviewed by Bishop Ricken 6/10/2009

LoSEC Manual/Safe Environment/2020

®1221AC (original), ®1221SE 3-14-2017

## Youth Ministry and Catechesis

**The question then is this, how effective is catechesis if this personal encounter has not been the experience of our students, if the mystic inside them has not been activated, so to speak. The relationship between youth ministry and catechesis is this: youth ministry creates the environment for transformation (this encounter with God) so that formation can take place.**



We incarnate the love of God. We reach out to youth in order to build relationships with them making the love of God more tangible. Fr. Wojtyla understood this for it was his experience as a youth with Jan Tyranowski. In Fr. Wojtyla's first parish he organized a Living Rosary group. He was then made chaplain at St. Florian's parish in Krakow. It was here that he formed deep personal, spiritual, and intellectual friendships that have lasted, in some cases, for more than fifty years. He came into contact with students and had such a rapport with them that they started attending his masses. They then began meeting in homes where they had discussions and liturgical prayer. They started calling themselves the "little family". He would take trips with them and it was on their first trip that they gave him the name "Wujek" (uncle) because in the Stalinist regime it was forbidden for priests to be associated with youth groups. Whereas previously the chaplain's task had been to provide sacramental services to students, Fr. Wojtyla thought of his chaplaincy as a ministry of "accompaniment" - a way to accompany these students in their lives. He believed that the chaplain's presence could not be limited to the sanctuary and confessional, he had to be present to these young peoples lives in the world as well as in the church. Thus, he would go on hiking and kayaking trips with the students and the students would describe their time with "Wujek" as an experience of freedom. He often would hear their confessions on these excursions. As the young people graduated from the university and began their professional lives, the intellectual conversation with the Fr. Wojtyla network intensified. A physicists' group formed as well as an engineers group. The network soon contained not only students but professional adults and families. It contained some 200 men and women.



# Youth Ministry - Not simply crazy hats and skirts

## 1. Network with people in your parish (not just youth).

- Stay after Mass, talk with families, help with coffee and donuts, help give out bulletins, attend daily Masses when possible, teach a religious education class
  - All this helps to form relationships with various people in the parish

## 2. Your connections will allow you to meet 3-5 adults/couples who would be great adult core team members for your youth group

- Pray about who to ask
- Make the ask - **do not be afraid** to ask them to be an adult mentor/core team member who will help teens grow in their faith (they do not have to be young, but desire to be holy and have the personality that will inspire!). Look especially for young adults, couples, or even catechists who just need the invitation.
- Their role is to meet with you, receive formation, and walk with young people
- They become your octopus legs - making connections, socializing with families, drawing young people in, and planning youth formation/encounters, etc.
- This is not a large commitment, but is more relational than anything

## 3. Have your adult core team members begin with formation

- Begin to read a book such as *Called to be Holy (Cardinal Timothy Dolan)*, *Radiating Christ (Fr. Plus)*, parts of the *Catechism* or *Youcat*, etc.
- Meet weekly to discuss the book for a whole month (the first month or two will be adult heavy)
- Pray the same prayer daily for the teens and families in your parish
- Talk about your own faith lives - What brought you to where you are now? When did you first encounter God in a real way? Why are you Catholic?

## 4. Invite teens to an event - that can be something at the parish or a trip that the diocese is running, mission trip, etc.

- It will not be effective if relationships are not formed first
- Teens and families may not read the bulletin. In order for teens to attend, do not think the bulletin will do it. Personal invitation after Masses, handing out cards, or even giving them a task that night would be great (bring the football, a mom who wants to bring food, do you have a friend whom you would like to invite?)
- DO NOT BE tied up with numbers. Jesus formed 12 men for 3 years. No need to stress about having 3 kids at an "event." We're not into events, we're into lasting relationships.
- Allow your adult core team to form relationships by asking questions of the teens, spending time with them, doing silly things - but not remaining there. We MUST draw the teens deeper because there is where the relationship is going to build in importance.
- Once a month, adult core team members can plan something, but hopefully this will develop into something more regular

## 5. Youth nights become formative as well as social

- Human, Spiritual, Intellectual, Pastoral
- Empower your adult core team
- If it grows, you can split into men/women groups
- You can also form a high school core team who is formed beyond the regular youth nights

### Formation

1. Human - dinners, movie night, laser tag, hayrides
2. Spiritual - Eucharistic Adoration, Mass, prayer, Lectio Divina, Scripture reading
3. Intellectual - spiritual reading, Bible studies, book studies
4. Pastoral - Service, mentoring other young people, teaching individuals how to approach problems/issues, relationship building

### Encounters

- LBH: Love Begins Here (<https://www.gbresources.org/lovebeginshere.html>)
- CYE: Catholic Youth Expeditions [www.cyexpeditions.org](http://www.cyexpeditions.org)
- Catholic Heart Work Camp [www.heartworkcamp.com](http://www.heartworkcamp.com)
- Steubenville Youth Conference (<https://steubenvilleconferences.com/youth/>)
- Shine Catholic Work Camp (<https://www.shinecatholicmissions.com/>)
- Catholic Mission Trips [www.catholicmissiontrips.net](http://www.catholicmissiontrips.net)
- March for Life <https://www.gbresources.org/m4l.html>
- Faith Factor (Appleton 3 day service camp) <https://www.saintjosephparish.org/youth-ministry.html>
- Extreme Faith Camp (Camp Tekakwitha weeklong formation camp) <https://www.facebook.com/ExtremeFaithCamp.CampTekawitha/>
- Service with the Franciscan Friars of the Renewal in the Bronx, Missionaries of Charity, Regnum Cristi
- TEC (Teens Encounter Christ – [www.anchorofhopetec.org](http://www.anchorofhopetec.org)), Wisconsin Catholic Youth Rally (March, Milwaukee), St. John Bosco Youth Day (October, Milwaukee)

## How the Office of Youth Ministry can Assist You:

1. **Core teams** - we can provide resources to build and form adult or high school core teams for your yearly YM opportunities or trips. We can also provide direction and advice in developing your core team(s). Please be advised we will highly encourage the participation of our KREWE teen discipleship formation; this process encourages parishes to develop core teams
2. **Youth encounter opportunities and events** - our current offerings are available at <http://www.gbresources.org/events>.
3. **Parish collaboration** - we offer several Hebrews 10:25 "professional development days" for our parish leaders to come together and collaborate.
4. **Speaking events** - our office can provide formation for RE classes, Confirmation classes, or other youth formation opportunities.
5. **Resources** - our website, <http://www.gbresources.org>, is designed to collect and share best practices and other resources.
6. **Formation + Mentoring** - we want to provide several opportunities for leaders to continue their formation and serve the diocese if they are seasoned. We provide formation for those on all levels: volunteers, new or veteran leaders.
7. **Prayer** - our team prays daily for our parishes and leaders who work directly with young people



## BOARD BASICS

A Catholic Education Board is Catholic for two basic reasons:

- the **GOSPELS** and the TEACHINGS OF JESUS
- the **CHURCH**

The **board's authority** is derived from Jesus through **the bishop** of the diocese.

It has a MISSION orientation - a faith dimension and a service dimension that is unique.

It is **CONSULTATIVE only** - regardless how it calls itself. It is a part of the Parish council; and when the responsibility is challenged - **the Pastor has the final say**.

Because the boards authority is derived through the bishop, its **GOALS & PHILOSOPHY** are derived from the Gospels and the teachings of the Church.

**Catholic education** (from birth to death) is a major ministry.

Decisions are reached through dialogue and consensus.

Deliberations are imbued with **JUSTICE AND CHARITY**.

### The Six Basic ADVISORY Functions of a Board of Total Catholic Education:

**PLANNING** - To discern the Total Catholic Educational needs of the parish community and to study the educational directives of the Diocese of Green bay. From these needs and directives, the Board establishes goals and objectives for educational activities in the parish.

**POLICIES** - **To establish policies** for the parish programs designed to meet the goals and objectives.

**HIRING** - **To hire competent administrator(s)** to implement the policies and direct the programs.

**BUDGETING** - To provide the necessary resources by **approving** the annual total Catholic educational budget.

**EVALUATING** - **To evaluate its own effectiveness**, the prescribed work of the administrator(s) and to cause the evaluation of the Total Catholic educational staffs and programs.

**RELATING** - To be **accountable to the parish community** through the Parish Council AND to spread the good news of educational programs!

Catholic educational boards do **NOT**:

- Discipline students
- Develop curriculum
- Approve instructional material
- Hire/fire staff
- Write regulations (a rule to implement policy)



## Qualities and Duties of Board Members:

A board member must be:

- a person of faith
- willing to work together with others
- and is open to growth and formation ...

As a board member, you are called to a leadership position - whether you are a board officer or not - within the educational community. As leaders, two KEY IDEALS need to be lived:

- **Confidentiality** - What happens at board meetings stays at board meetings!! Comments in public need to be positive, constructive, and helpful to the boards educational mission.
- **Mutual Support** - A spirit of consensus and cooperation are essential. Every individual has the obligation/duty to support the board's final decision regardless of his/her personal opinion. Spreading or encouraging dissension only serves to hamper the boards effectiveness.

Another key duty is **PARTICIPATION** - As a board member you are not only EXPECTED to attend meetings regularly, but to come PREPARED. Be familiar with the agenda and with background documents/statistics/plans etc. that will be discussed.

**SHARED DECISION MAKING** and **CONSENSUS** includes:

- seeing ALL sides of an issue
- relying on the expertise and insights of others
- being aware of the effects on others
- supporting whatever decision is reached

**EVALUATION** of the board as a board, determining what measure were successful and what improvements are needed for next year. Self-evaluation - each member needs to assess his/her own level of leadership, commitment, participation, accountability, support, spiritual growth. Evaluation of Administrators per ministry profile.

**SPIRITUAL GROWTH** - as a BOARD & as INDIVIDUALS. Includes time taken as a board and as individuals to pray and share. Board retreat can be an important process.



## Ten Most Important Behaviors of Effective Boards

1. The board understands its legal responsibilities as a governance body of the organization (consultative only).
2. The board president runs meetings in an effective and efficient manner.
3. The board actively promotes the organization to the community.
4. The board takes active part in long-range planning.
5. The board chooses new members with regard to specific skills or connections they can offer.
6. Board members prepare for meetings by reading material sent to them before meetings (agenda is sent out at least one week prior to meeting). Agendas are prepared in collaboration with other staff members.
7. Board members are willing to accept positions of leadership on the board.
8. Board members review financial statements carefully and ask questions of the leadership.
9. The board opens doors to funding sources for staff to pursue.
10. The board stays out of the administration, which is the administrator's job.

*But the greatest  
of these is  
Love*

Characteristics of Effective School Boards, Commissions and Councils  
Results from the National Association of Boards of Catholic Education Survey

1. Boards have members that include business people and alumni.
2. Boards take ownership of issues under their jurisdiction.
3. Boards are involved with issues pertaining to budget, policy, mission philosophy, and planning.
4. Boards have goals, review or update them annually and use them as a basis of self-evaluation.
5. Boards have actively working committees: finance, nominating, policy, marketing, development, facility, and executive committees.
6. Boards have contact and communication with their constituencies.
7. Boards assess their progress periodically.
8. Boards have effective meetings.
9. Boards are dedicated and committed to their mission.
10. Boards train their new members and provide annual in-service training for all members.
11. Board's main achievements are in the areas of development/fundraising, budget/financial stability, long-range planning, marketing/public relations/recruitment, and plan upgrade.

NCEA, Regina Haney, Executive Director, National Association of Boards of Catholic Education







Diocese of  
Green Bay

OFFICE OF DIVINE WORSHIP  
OFFICE OF EVANGELIZATION & OCIA  
DISCIPLESHIP & PARISH LIFE

**WELCOMING NEW DISCIPLES:**

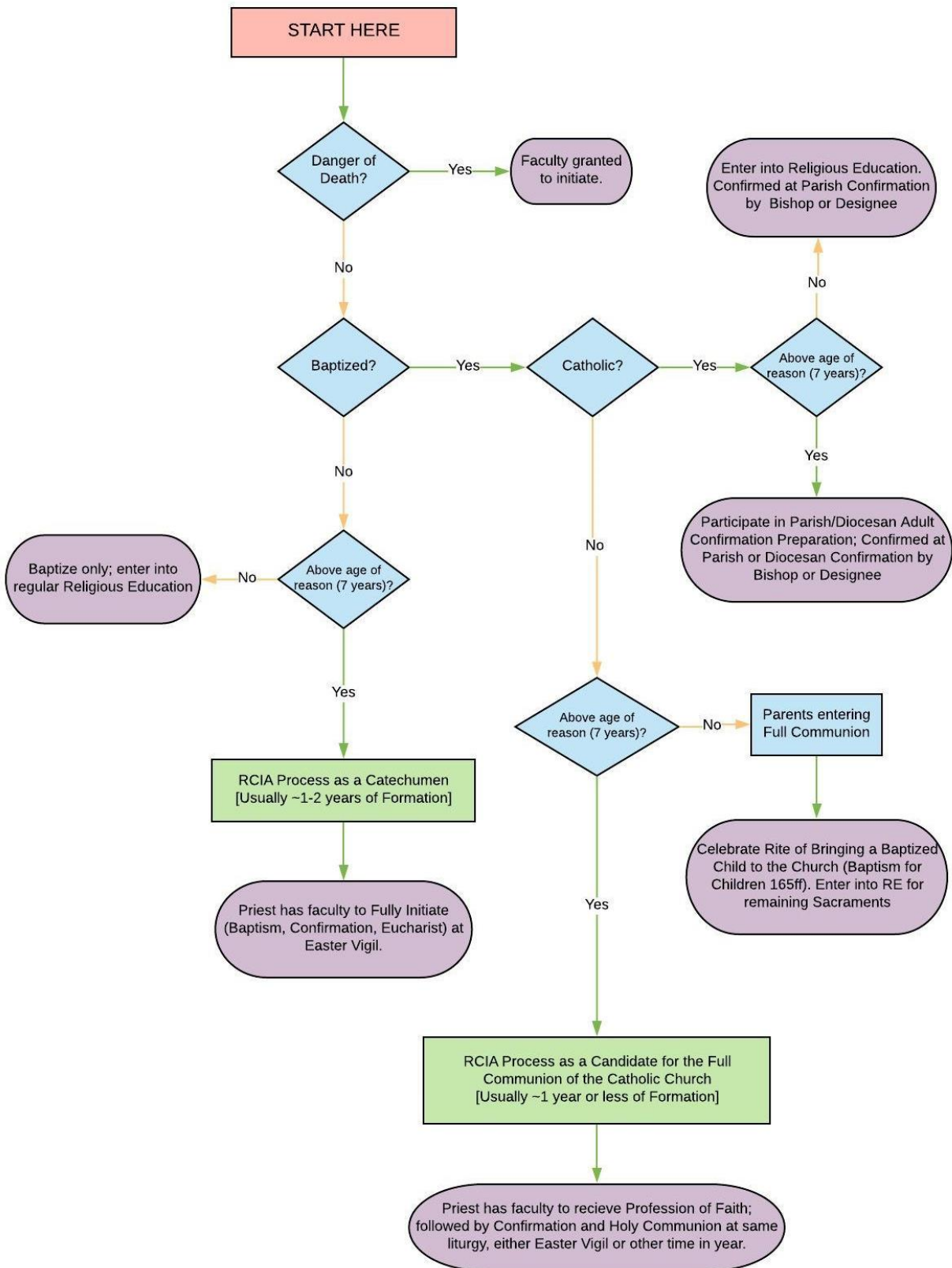
**DETERMINING THE PATH TOWARD FULL INITIATION FOR ADULTS**

*As we welcome new disciples into our parish communities, it can become confusing to determine what track/process to enter adults into for Sacramental initiation into the Catholic Church. Below is an outline for the three general categories of individuals and their process toward entering or completing their Initiation.*

Individual Circumstances	Typical Formation toward Full Initiation
<p><b>Catechumens:</b> Unbaptized (age 7+), Non-Christians / Not Catholics</p> <p><i>Seeking: Baptism, Confirmation, &amp; First Communion</i></p>	<p><i>RCIA: Catechumens enter into the full RCIA Catechumenate Process (typically lasting at least one full year), leading towards all three Sacraments of Initiation locally by their Parish Priest at the Easter Vigil. They are accompanied initially by a parish sponsor, then Godparent.</i></p>
<p><b>Candidates (for Full Communion):</b> Baptized Christians (age 7+), but not Catholics*</p> <p><i>Seeking: [Reception into the Catholic Church (Profession of Faith)] and both Confirmation &amp; First Communion</i></p> <p><i>*: or those baptized Catholic yet were raised in a Non-Catholic religion as a youth (no First Communion or Confirmation); or formally renounced the Catholic Church.</i></p>	<p><i>RCIA: Candidates for the Full Communion of the Catholic Church enter into an abridged RCIA process (typically one full year or less) focused on preparing for reception into the Church with their Profession of Faith and the remaining two Sacraments of Initiation with their Parish Priest, typically during the Easter Season. They are accompanied by a Sponsor.</i></p>
<p><b>Confirmation-Only Candidates:</b> Catholics* (age 18+) who have been Baptized and have received First Communion, but not Confirmation.</p> <p><i>Seeking: Confirmation Only</i></p> <p><i>*: including Catholics who on their own decided to stop practicing their faith and have since returned to practicing the Catholic faith.</i></p>	<p><i>Adult Catholics who, for whatever reason, were not Confirmed as a youth are welcomed to be prepared for the Sacrament either by a Parish or Diocesan Confirmation formation process (typically several months). They are confirmed by the Bishop (or his representative) at a parish Confirmation or a Diocesan Confirmation. They are not considered part of RCIA and are not confirmed at the Easter Vigil.</i></p>

*Every individual seeking Initiation has a different life story and experience. It is important that their formation enables them to become life-long practicing Catholics and missionary disciples. Please do not hesitate to contact the Office of Divine Worship with any questions. Thank you for your ministry!*

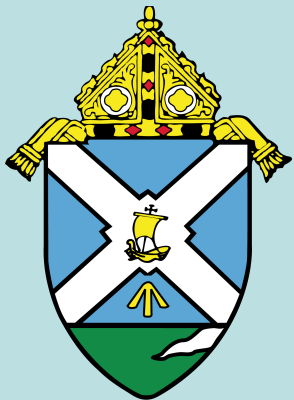
# DETERMINING THE PATH TOWARD FULL INITIATION FOR ADULTS





1. Prayer Life
2. Being Present
3. Golden Rule
4. Witness
5. Kerygma
6. Self-care
7. Positivity
8. Relationships
9. Keeping Promises
10. Healthy Balance
11. Professionalism
12. Openness to Holy Spirit

**WE ARE MISSIONARY DISCIPLES  
STRIVING TO LEAD ALL PEOPLE TO  
THE KINGDOM OF GOD.**



Diocese of  
Green Bay

*a little bit of*  
**EVERYTHING**

12 keys to successful ministry

# *12 Keys to Successful Ministry*

1. **Prayer Life:** pray for yourself, your ministry, your students, their parents, your parish staff
2. **Being Present:** actively listen to everyone who speaks to you, try not to get so caught up in your work that you forget about present graces
3. **Golden Rule:** treat others the way you wish to be treated
4. **Witness:** share your story of your relationship with Jesus
5. **Kerygma:** look for opportunities to share the message of salvation with others:
  - God created us for relationship with Him and loves us beyond words.
  - Mankind sinned against God and was estranged from God and lost the gift of eternal life.
  - God loved us so much He sent Jesus to die for our sins and to reconcile us to Him.
  - Through faith in Jesus Christ and repentance (especially through the Sacrament of Reconciliation) we can be forgiven and reunited with God so that we might know Him, have relationship with Him and receive eternal life.
6. **Self-care:** be sure to take good physical and spiritual care of yourself, including healthy boundaries
7. **Positivity:** even when things are going as planned, remember to keep the faith and stay positive!
8. **Relationships:** actively cultivate relationships with local RE/YM staff, be a team player, and learn to think regionally/Diocesan-wide
9. **Keep Promises:** be careful about what you promise; stick to your word
10. **Healthy Balance:** saying "no" is not a bad thing; be sure to develop a healthy work-life balance by not over-committing to things
11. **Professionalism:** remember to be professional in the following ways:  
appearance, attention to detail, timing, use appropriate language, respond instead of react, let your office staff know where you are/what you are doing, keep track of daily tasks, learn how to run a successful meeting
12. **Holy Spirit:** learn to listen for Him & rely on Him. If He is not powering your ministry, you will be relying on your own human strength

Thursday March 23rd, 2023, 9:00AM

## Nuts and Bolts IV

1. Opening Lenten Prayer
2. Topics:
  - a. Safe Environment lesson plans recap.
  - b. Now is Time to Recruit Next Year's Catechists – what are some things that have worked?
  - c. End of the Year Activities.
  - d. Length of Time to Keep files.
  - e. Personal Spiritual Growth – If you are not growing, you're shrinking. We need to make sure that we are being refilled faster than we are being poured out.
  - f. Goal of Catechesis: "Aim: to lead believers to a **deeper knowledge and love of Christ and the church; firm commitment to follow Jesus; in communion with Jesus believers share in the mystery of the Trinity.** "National Directory of Catechesis (National Directory for Catechesis- aka NDC)

"... The definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ..." (*The New Directory for Catechesis paragraph 75*)

### **8 Implications of the new Directory for Catechesis that should shape your ministry:**

#### **Summary of 8 Implications of the new Directory for Catechesis on RE**

1. Catechesis *must* be kerygmatic - Kerygmatic Catechesis.
  2. Accompaniment must be a priority.
  3. Make Jesus the center of all that you do.
  4. Rely on the Holy Spirit like your life and ministry depends on Him – they do.
  5. Invest in your catechists.
  6. Engage clergy, parents, grandparents, and Godparents.
  7. The classroom model and academic approach for RE is not enough.
  8. RE needs to partner with YM to be successful.
- g. Documents: Summaries
- i. Renewing the Vision: A Framework of Catholic Youth Ministry (USCCB 1997, 2002)
3. What have been your biggest challenges this year?
  4. Mentor Program – Mentors will be available this summer, God willing.
  5. Evaluation - What topics or resources could we add to improve Nuts and Bolts?
  6. Closing Prayer



Diocese of  
Green Bay

# Session IV

Materials from the Nuts & Bolts Series



## **Children's Safe Environment Training – VIRTUS**

We are excited to share with you the updates we have made to the Children's Safe Environment lesson plans and videos that can be found on the diocese website under the Protecting God's Children tab, Lesson Plans and Resources for Children.

"In 2016 the Diocese of Green Bay, through a grant from the Catholic Foundation, purchased the VIRTUS lesson plans for children to provide a consistent safe environment foundation for our children. It is the shared responsibility of parents, teachers, and catechists to give our children the awareness and tools they need to overcome anyone who intends harm to them.

It is an expectation that all Catholic Schools and Religious Education programs use the VIRTUS Lesson Plans as the basis for the children's safe environment training. Additional resources may be used to supplement the VIRTUS lesson plans."

Throughout the pandemic VIRTUS has been very engaged in updating and creating additional material to support safe environment training for children. On the diocese website you will find in English and Spanish an explanation and overview of the safe environment training:

Teaching Safety – Empowering God's Children Program Overview

Teaching Boundaries and Safety Guide

In English and Spanish you will find Pre-K lesson plans:

Lesson 1 – Basic Rules for Safety

Lesson 2 – Safe Friends and Safe Adults

We have added in English only at this time (Spanish is still in development):

Healthy Relationships for Teens 2.0 Expansion with Safe Environment

All six children's lesson plans are now available in English and Spanish. The lesson plans have been developed using six consistent themes that are age appropriate by grade level.

The themes are:

Lesson 1 – Physical Boundaries: Safe and Unsafe Touching Rules

Lesson 2 – Safe Adults: Safe Touches and Special Safe Adults

Lesson 3 – Boundaries: You Have Rights!

Lesson 4 – Secrets, Surprises and Promises

Lesson 5 – Being a Safe Friend

Lesson 6 – Boundaries: Feelings and Facts

Lastly the videos have been updated to:

Empowering God's Children 1 Grades K-5

Empowering God's Children 2 Grades 6-8

Empowering God's Children 3 Grades 9-12

We ask that you please insure that all people entrusted with providing safe environment training to our children are aware of these updates.

**Thank you for all you do keeping our children informed and safe!**



# Now is time to recruit next year's catechists

*In order to have a well-prepared community of catechists for the fall, follow these five fail-safe steps by Dan Pierson*

One of the three most important responsibilities of a parish director of religious education or catechetical leader is the recruitment, orientation, preparation and the continuing education and formation of catechists.

As a parish director of religious education, I found March to be the best time to recruit catechists for the coming catechetical year beginning in September. In order to have a well-prepared community of catechists for the fall, follow these five fail-safe steps.

**1.** Gather together a recruitment team made up of the pastor, members of the parish staff and a few catechists. Create a list of parishioners whom you feel may have an interest in exploring the possibility of being a catechist. The focus is on “exploring”. At this point, you are not recruiting catechists.

**2.** Schedule a time for an invitational meeting. Mail an invitation to all those whose names you have identified. Follow up with a telephone call, encouraging them to attend. Divide up the list so each team member will call just a few.

In the letter, explain that the parish is in the process of identifying people who may be interested in considering being a catechist, one of the most esteemed ministries in the Catholic Church. Tell them that at the invitational meeting you will present an overview of the parish faith formation program; the qualities, skills and responsibilities of a catechist; and the many ways that the parish provides for the preparation and education of catechists. Reassure them that they will not be asked to make a commitment at the meeting.

**3.** At the meeting, in addition to the above agenda, have three or four catechists share their stories of

“why they said yes” and the benefits that they have personally received from being a catechist.

Toward the end of the meeting, offer a prayer experience reflecting on Scripture and call, prayers for discernment, and song, etc.

Do not ask for a commitment at this time. Tell them to go home, pray and think about it. You will call them in a few days to see what questions they may have and to discuss with them the possibility of being a catechist.

**4.** For those who express interest during the follow-up telephone call, invite them to a one-on-one meeting with the director of religious education, where you can decide together the grade assignment, present them with the appropriate catechist manual and a copy of “What Do I Do Now? A Guide for the Reluctant Catechist”.\* Ask them to choose three to five entries from that book that they find most helpful and to read the introductory material in the catechist manual.

For those who decide not to volunteer as a catechist, thank them for taking the time to attend the meeting and consider the invitation. Assure them that there are other ways to be involved and that they may want to volunteer at another time.

Send each person who came to the meeting a written thank you note.


**5.** Have all apprentice catechists attend two introductory preparation sessions: one in May/June and a second one in August/September. Schedule at different times so all will be able to attend.

Congratulations! You are now ready to begin in September with a well-prepared community of catechists.

Dan Pierson is a former director of religious education for the Diocese of Grand Rapids, MI. This article is reprinted from the March 29, 2013 *Compass*.

\**What Do I Do Now? A Guide for the Reluctant Catechist* by Dan Pierson, Susan Stark, 2005, Pfluum. Available on amazon.com.

# Four Tips to Recruit and Train New Catechists

 [catechistsjourney.loyolapress.com/2017/08/four-tips-to-recruit-and-train-catechists/](http://catechistsjourney.loyolapress.com/2017/08/four-tips-to-recruit-and-train-catechists/)

August 2, 2017



Just when I think I have a fantastic team of catechists in place someone moves out of town, schedules change, or some other issues arise, and I find myself searching for new catechists, often at the last minute. Recruiting and training catechists is an annual endeavor for every catechetical program. Here are some simple strategies I have used to recruit and train catechists.

## 1. Find people in your parish with teaching experience.

Teachers can make excellent catechists, because they will already be comfortable creating lesson plans and managing a classroom. Does your parish database record the occupation of parishioners? If so, you can search for parishioners who are current or retired teachers. Send an e-mail asking them to discern if God is calling them to use their specific gifts and skills to serve the Church. If your parish does not record occupations, send a parish-wide e-mail with “Calling all teachers!” in the subject line.

## 2. Identify the parents of children who are engaged and knowledgeable in class, and personally invite them to think about being a catechist.

Parents can make excellent catechists, because they are witnesses to a lived faith. Send them

an e-mail praising the work that they have done as their child's primary catechist. Invite both parents to team-teach, which allows for some flexibility in their schedules if one of them cannot be available consistently. Some of my husband-wife teams end up teaching their own classes once they are comfortable; some have discovered that preparing lessons together at home has strengthened their marriage.

### 3. Invite some of your more seasoned catechists to mentor new catechists.

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Have the mentors make themselves available at your training sessions, and ask them to share their "tricks of the trade." Mentors can then meet one-on-one with new catechists and discuss effective ways to engage children and overcome challenges in the classroom. Ideally, new catechists would serve as assistants to their mentors for a year before they teach their own class, but the reality is that we rarely have enough volunteers to make this possible. However, having a mentor provides a resource for new catechists throughout the year.

### 4. Before your first training session, ask new catechists what they feel confident about and what they are worried about going into this ministry.

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Every new catechist comes with different gifts, abilities, and anxieties; therefore, they will each need different degrees of training. Some new catechists may be confident working with children, but nervous about mastering the faith content of the lessons. Some catechists may have never been in charge of a large group of children before and will be worried about managing their behavior. This feedback will help you plan and tweak your training to meet their needs, making your sessions more effective. After each training session, ask catechists to share how they will implement what was learned during the training and where they might need more guidance. This will help you prepare any follow-up formation the catechists need.

What strategies do you use to recruit and train new catechists?

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Along with planning tools and resources, the *Christ Our Life* program provides step-by-step teaching directions, lesson scripting, additional activities, resources, and much more. The rich knowledge of the Sisters of Notre Dame and the step-by-step instructions empower catechists and teachers as they pass on the truths of the Catholic faith and the love we find in Jesus to the children.

# Nothing Beats the Personal Touch When Recruiting Catechists

 [catechistsjourney.loyolapress.com/2017/01/nothing-beats-personal-touch-when-recruiting-catechists/](http://catechistsjourney.loyolapress.com/2017/01/nothing-beats-personal-touch-when-recruiting-catechists/)

January 20, 2017



This Sunday's Gospel ([Matthew 4:12–23](#)) is a reminder to us that nothing beats the personal touch when it comes to inviting people into ministry. And this time of the year—late winter—is a good time to start your catechist recruitment efforts for next year.

Jesus did not put up posters or distribute literature inviting people to follow him; he used the personal approach. He asked people what they were looking for and then he invited them to follow him and to discover what they were looking for. For catechetical leaders, recruiting (calling forth) catechists is one of the highest and most challenging priorities. While it is important to have literature to support your recruitment efforts, the most effective way to invite people to discern whether they have a vocation as a catechist is through the personal touch. Be sure to:

- Identify people's gifts.
- Identify a pool of potential candidates.
- Tap into the reasons people are motivated to volunteer.
- Create an inviting environment.
- Recruit proactively and continually.
- Treat your current volunteers well.

Experts in recruitment, community engagement, and evangelization techniques continually tell us that there is no more effective recruitment strategy than the personal invitation. Jesus transformed the world, and he began the process by personally inviting a few people to follow him!

# How Do We Recruit New Catechists? INVITE Them!

[catechistsjourney.loyolapress.com/2015/07/how-do-we-recruit-new-catechists-invite-them/](http://catechistsjourney.loyolapress.com/2015/07/how-do-we-recruit-new-catechists-invite-them/)

July 1, 2015



What is it that all DREs know about the majority of Catholic families today? They are overwhelmed by an overbooked schedule of events and work, and growing our faith is often deferred to those once-in-a-while moments when things are quiet; that is not necessarily weekend Mass.

So how do we find future catechists? I propose we **INVITE** people to consider the call to be a catechist.

**I = INITIATE** a conversation.

- Regular parent gatherings or intergenerational events bring together parents or families who are willing to answer an invitation.
- The parents who drop off their children give us an opportunity to have conversations about the faith formation program and the faith formation of their family.
- Begin by sharing about the child's response to faith formation sessions.
- Share how other parents became involved.

**N = NOTICE** who lingers and seems curious about the happenings at faith formation sessions.

Thinking of Becoming a Catechist? is a great page to share with prospective volunteers. It includes reasons to become a catechist, the Catechists in Action video series, and Joe Paprocki's popular webinars.



**V = VALUE** the time and the conversation shared. Listen for anything that sounds like:

- I wish I knew more about my faith.
- The children's book is quite interesting.
- Do you have anything that I could use with my other, smaller children?

**I = INVITE** these parents to help, even if it is just one time.

- Helping in the child's group gives a taste of how catechesis is done and allows the parent to see that it is not scary but enjoyable when the tools are provided.
- If parents offer to assist in the office, have them come in to help some day to stuff envelopes or collate papers. This offers an opportunity to talk with them about becoming a catechist.

**T = THANK** everyone involved with the program:

- The parent, grandparent, aunt, uncle, or whomever drops off the children; that adult is ensuring the children come to sessions.
- Children for coming and sharing about Jesus. Children will share these kindnesses with their families.
- Catechists—in front of children and parents. Constant support for these volunteers makes the role inviting to others.

**E = ENCOURAGE** everyone who enters into the catechetical space to:

- Be a part of their child's faith life.
- Participate in weekend Mass so children understand better what they are learning about their faith.
- Learn so much more about their own faith by joining the catechetical journey with the children of the parish.

May your efforts at catechist recruitment be fruitful!

What methods do you use to invite parishioners to consider becoming a catechist?

# Calling Forth Catechists: Your Pool of Candidates

[catechistsjourney.loyolapress.com/2019/07/calling-forth-catechists-your-pool-of-candidates](http://catechistsjourney.loyolapress.com/2019/07/calling-forth-catechists-your-pool-of-candidates)

Joe Paprocki

July 25, 2019



If your efforts to call forth catechists boil down to an “all call” approach (a bulletin announcement inviting anyone to respond to a need), you will not have much success. The most effective way to call people to the vocation of serving as a catechist is through personal invitation!

One catechetical leader recently told me that, last year, she made 43 individual contacts (either in person or by phone) and ended up with the best crop of catechists she ever had! The personal touch is simply the most appropriate way to call people to a vocation. With that in mind, let’s take a look at the pool of potential catechists in your parish:

- Catechist aides
- Parents of participants in religious education
- Retired parishioners
- RCIA neophytes \*
- Actively engaged parishioners
- Lay ministry participants
- PPC (education commission) members

- Professional teachers (public school and Catholic school)
- Former catechists
- Referrals from staff
- Recommendations from current catechists

\* Don't be too quick to pounce on neophytes; they may need some time.

Are there other potentials that I've missed?

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For great ideas on recruiting and retaining catechists, see Jayne Ragasa-Mondoy's book on *Cultivating Your Catechists* (part of the *Effective Catechetical Leader* series).

[Read other posts in the Calling Forth Catechists series here.](#)

# Last-Minute Catechist Recruitment: Don't Compromise!

[catechistsjourney.loyolapress.com/2016/09/last-minute-catechist-recruitment-dont-compromise](http://catechistsjourney.loyolapress.com/2016/09/last-minute-catechist-recruitment-dont-compromise)

Joe Paprocki

September 9, 2016



In an ideal world, all of our recruitment for catechists would have wrapped up early in the summer, so that now we could just move forward with training, formation, and the start of the catechetical year. In reality, however, we know that last-minute openings pop up, and catechetical leaders find themselves scrambling to do some last-minute recruitment of catechists. It's important to remember that, while time is short, we must not compromise on our standards and settle for any "warm body" to fill these last-minute vacancies.

To assist catechetical leaders in filling these vacancies, my friend Tom Quinlan, the Director of the Religious Education Office in the Diocese of Joliet, one of the best in the business (and brand new daddy!), shares the following tips:

This is the time of the year when many parishes are still looking to fill some remaining slots for the new year. Here are some important things to consider, whether you are still in need of catechists or not:

- Use current catechists to provide witness sharing at Masses (and elsewhere) to inspire other parishioners to prayerfully consider whether they are called to explore being a catechist.
- Be careful to not send a message in your catechist recruitment efforts that you'll take anyone who steps forward. Some people have gifts for effective ministry as a catechist... and some do not. A process of discernment is necessary. (There might be other roles for some...other than being a catechist.)
- Be sure to properly vet new catechists. They should be a parishioner for six months or longer. If they have been a catechist previously, contact their prior parish(s). Conduct a check of references. Have a conversational interview, where you and the catechist get to know each other. And trust your instincts. Remember, being a catechist is a ministry of the Church and a privilege.
- Engage in year-round recruitment for catechists. Don't just think of this as a May-through-September effort. Even if you finally have all your slots filled, you can never have too many substitute catechists and aides. Perhaps the person who comes in over the winter can observe sessions and assist a catechist, which would help to prepare them for next year. Year-round recruitment...will lessen the crunch next fall.
- Take special care of your new catechists. Give them the formation and training they need. Match them up with an excellent mentor catechist. Observe them during session after a few weeks and give them all the support and direction needed for them to be comfortable and grow into their potential. Lead with affirmations but also include discussion of growth areas.

Of course, any new catechist can benefit greatly from my [free archived webinar: Getting Started as a Catechist](#).

Thanks, Tom, for sharing your wisdom! What advice do you have for last-minute recruitment? Where can/should a catechetical leader look for prospective catechists?

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Joe Paprocki, DMin, is a major contributor to *Finding God*, the faith formation program for grades 1-8 based in Ignatian spirituality.

# Interviewing Your Catechists

 catechistsjourney.loyolapress.com/2017/08/interviewing-your-catechists

Joe Paprocki

August 25, 2017



Recently, I received the following message from Martha:

Hello,

I am searching for a catechist interview. I am a new DRE and I am wondering if that is a wise idea. I will appreciate your feedback.

The quick response is “Yes,” it is a good idea to interview your catechists, not just when you are recruiting them, but also at the beginning and end of each year. I recognize that this may be impossible for some parishes that have huge numbers of catechists, in which case, I recommend group interviews if the schedule permits.

I have talked previously about conducting end-of-the-year interviews so that catechists can evaluate themselves together with you and have provided [a PDF to guide the interview](#). Likewise, in her book, *Cultivating Your Catechists: How to Recruit, Encourage, and Retain Successful Catechists* (*The Effective Catechetical Leader* series), author and diocesan catechetical leader Jayne Ragasa-Mondoy offers criteria for conducting such interviews.



As for conducting interviews with discerning/potential/returning catechists, I suggest using one of the [free downloadable worksheets](#) from Jayne's book: "A Catechist's Vocation-Discernment Checklist," which includes the following criteria for discussion:

I possess or am capable of developing . . .

- a desire to grow in and share faith
- a commitment to the church's liturgical and sacramental life and moral teachings
- a strength of character built on patience, responsibility, confidence, and creativity
- a basic understanding of Catholic teaching, Scripture, and Catholic Tradition
- honest and caring relationships with young people (and their families)
- effective teaching techniques and strategies
- a love of God—Father, Son, and Holy Spirit—and of Christ's Church, our Holy Father, and God's holy people
- a coherence and authenticity of life that are characterized by consistent practice of the faith in a spirit of faith, charity, hope, courage, and joy
- a dedication to personal prayer and to the evangelizing mission of the Church
- a missionary zeal by which I am fully convinced of the truth of the Catholic faith and desire to enthusiastically proclaim it
- an active participation in my local parish community, especially by attendance at Sunday Eucharist
- a devotion to Mary, the first disciple and the model of catechists, and to the Most Holy Eucharist, the source of nourishment for catechists

Interviewing your catechists is an effective way to create and/or deepen your relationship with this important group of ministers.

If you have a list of questions that you use to interview catechists, please do share!

# Calling Forth Catechists: A Catechist Role Description

[catechistsjourney.loyolapress.com/2019/07/calling-forth-catechists-a-catechist-role-description](http://catechistsjourney.loyolapress.com/2019/07/calling-forth-catechists-a-catechist-role-description)

Joe Paprocki

July 11, 2019



As you set forth to call people to the vocation of serving as a catechist, it's a good idea to have a **role description** in place to describe what you are calling them *to*. Be careful not to make your role description so demanding and lofty that not even Jesus would qualify! Keep it simple and basic so as not to scare anyone away but specific enough to narrow the field so that you're not just looking for "a warm body."

I recommend that your role description consist of three simple parts. First, include a few basic qualities that show you are looking for a well-rounded person with a healthy faith. Second, list a few basic skills, showing you are looking for people capable of handling or growing into the task. Third, include some specifics about what will be required at your local level: how many sessions, how many catechist meetings, required formation, safe-environment training, etc. Again, don't overwhelm, but by the same token, show that there *are* expectations. Here's a sample role description you can feel free to use or adapt.

## Qualities

- a desire to grow in and share the Catholic faith

- an awareness of God’s grace and the desire to respond to that grace
- a commitment to the Church’s liturgical and sacramental life and moral teachings
- a strength of character built on patience, responsibility, confidence, and creativity
- a generosity of spirit, respect for diversity, and a habit of hospitality and inclusion

## Knowledge and Skills

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- a basic understanding of Catholic teaching, Scripture, and Catholic Tradition
- honest and caring relationships with the age group being served
- effective teaching techniques and strategies

## Responsibilities

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- Complete initial training or formation.
- Complete Virtus training.
- Commit to teaching 24 sessions.
- Attend quarterly catechist meetings.
- Commit to ongoing formation.

Most of all, catechists need to make a commitment to grow. They don’t have to be flawless in all of these areas; however, they need to recognize where they might be deficient and strive to enrich themselves, with your help as the catechetical leader. For more ideas, see Jayne Ragasa-Mondoy’s book on *Cultivating Your Catechists* (part of the *Effective Catechetical Leader series*).

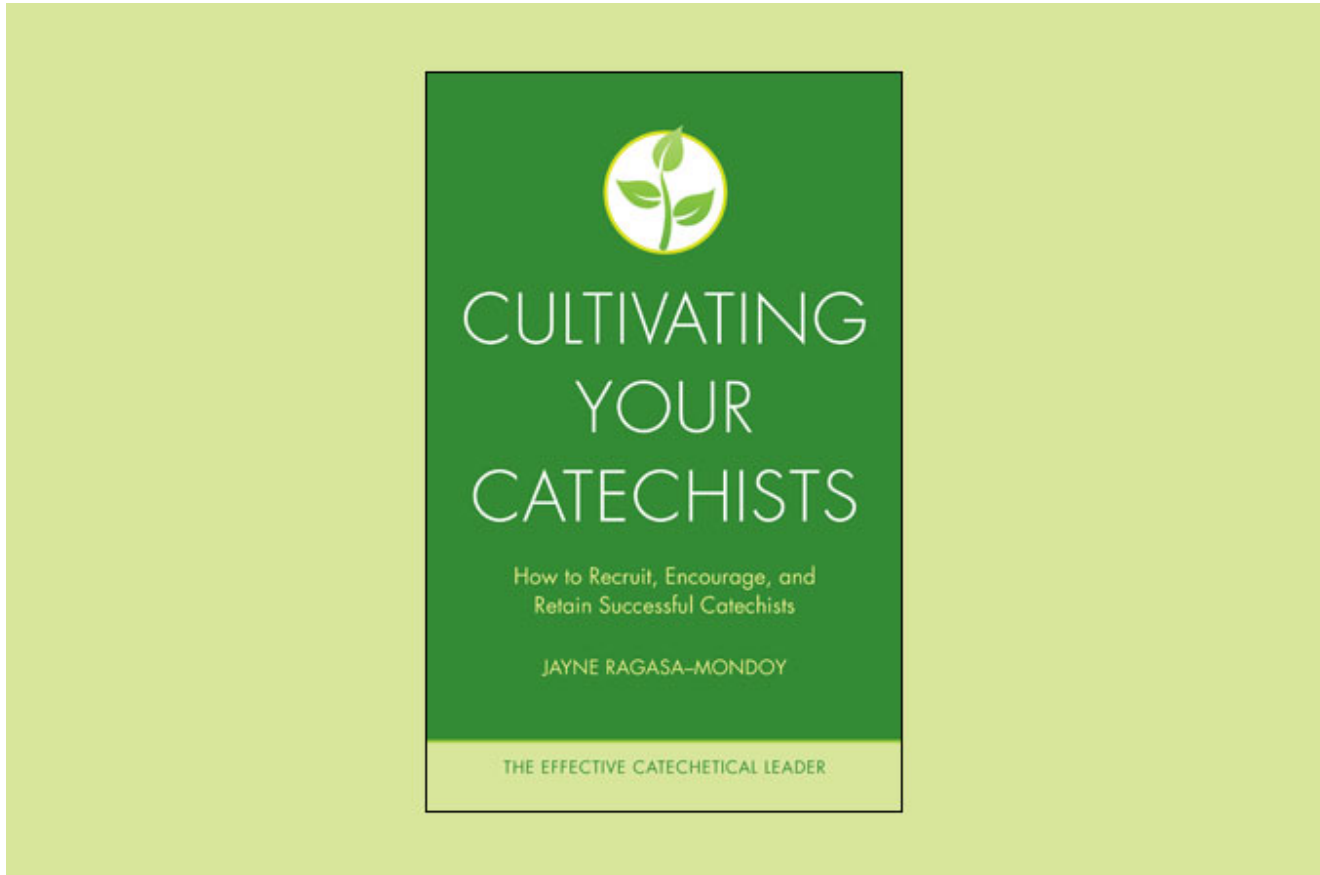
[Read other posts in the Calling Forth Catechists series here.](#)

# Four Ways to Retain Catechists

 [catechistsjourney.loyolapress.com/2018/01/four-ways-to-retain-catechists](http://catechistsjourney.loyolapress.com/2018/01/four-ways-to-retain-catechists)

Joe Paprocki

January 5, 2018



It is estimated that there are about 500,000 volunteer catechists in the United States and that, each year, one-third of them—150,000—“turn over.” I’m sure that sometimes it feels like all 150,000 catechists who leave are from your parish! The truth is, it takes a lot of hard work to retain catechists. In her new book, *Cultivating Your Catechists: How to Recruit, Encourage, and Retain Successful Catechists*, Jayne Ragasa-Mondoy shares four principles for retaining catechists.

## Support

- Match people to their abilities, not to your needs, allowing catechists to feel they’re contributing according to their gifts. Some are more comfortable with little ones, some with adults, and others may enjoy adolescents or teens. Provide the resources necessary that “speak” to their learners in age-appropriate ways.
- Ask a parent to form a core prayer group to organize a prayer chain for your catechists and the children. Each week a family or parishioner will commit to pray for the catechists, the children, and their families. Prayer is always essential, particularly for those preparing to receive the sacraments.

- Provide a mentor for your catechists. This is especially important for young adult-catechists or those who have less than a year or two of experience.
- Speak with your pastor to discuss the priority issues of the catechetical program, and request that these issues be reflected in the overall parish pastoral plan. Resource allocation aligns with these very public priorities. These may include
  - Providing adequate teaching resources
  - Providing catechist-retreat resources
  - Financing professional-development opportunities that take place out of state/region.
- Know the needs of your catechists, and provide workshops to help them grow in their ministry. For example, we discovered that several catechists had an interest in holding sacramental preparation sessions for children with special needs. We provided training for this, and we are now able to serve more of God’s children.
- With the pastor, create a family atmosphere by greeting catechists warmly—be happy to see them! Provide regular feedback, and thank them often.
- When classes are in session, make yourself available to deal with major student-behavior issues should they arise. This frees catechists to focus on teaching, which they really appreciate.

## Collaborate

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- Get to know the catechetical leaders from your neighboring parishes. Plan a combined retreat for young people (perhaps prior to Confirmation or receiving First Holy Communion) or for entire families. Collaborating connects us to the greater Christian community, distributes the workload, and allows catechists to serve and pray side by side.
- Form catechist teams in grade-level clusters (such as pre- and regular kindergarten, grades 1 and 2, grades 3 and 4, etc.). Provide opportunities for them to discuss and plan lessons together. Not only is it more enjoyable, but also there will be greater consistency across the grade levels.
- Invite mature teens to be classroom aides.
- If you share classroom space with the parish Catholic school, arrange for the teacher and catechist who share a classroom to meet and pray with each other. Have students write notes of prayer and thanksgiving to each other. Inspire them to realize that the Holy Spirit is truly alive, moving within the classroom walls and through each of them.
- Encourage catechists to participate in parish events, helping them to connect with parishioners who are not involved in the catechetical program.

## Affirm

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- Establish a volunteer “hierarchy” in which a catechist has an opportunity to advance over time. Each level allows for more self-direction and responsibility, which makes it feel like a “promotion.” Examples of catechist levels: Assistant, Lead, Mentor, grade-level or grade-cluster Coordinator.
- During the Easter season hold a prayer service for your catechists with a theme of affirmation. Provide a candle to each. Let them walk around the room saying a word/phrase of affirmation to their fellow catechists. This can be a powerful and bonding experience.
- Hold the affirmation prayer service with parents. Catechists and parents will have an opportunity to affirm each other.
- Work with your pastor to schedule his visits to the classrooms or at special events. Catechists know that pastors have busy schedules and appreciate their presence.
- On your catechist’s Baptism anniversary (or birthday), have students write notes of appreciation to their catechist.
- When you hold meetings, provide a light meal or snack and beverage. Thoughtful hospitality shows your catechists that you appreciate them.
- Hold “Coffee with Your Pastor” sessions with parents. During those sessions you will hear about the ways your catechists make a difference in the lives of the children. Sharing those stories with the catechists is a very affirming experience.
- Organize a celebratory gathering once or twice a year.

## Give Public Recognition

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- Celebrate Catechetical Sunday, traditionally celebrated on the third Sunday in September—a day on which parishes publicly recognize, pray for, and commission catechists before the assembly using the excellent resources provided by the USCCB. Parents are also recognized for their important role in forming their children in faith. While recognizing catechists within the community is important, highlight their spirit of volunteerism to the greater community as well. Catechetical Sunday resources are available at [www.usccb.org](http://www.usccb.org).
- Regularly include program highlights in the diocesan newspaper or, when appropriate, in the secular newspaper. Share your stories to demonstrate how the students and their families are engaged in the life of the parish through the catechetical program.
- Feature captioned photos on the parish website, Facebook page, or Twitter account—be sure an image-release statement is included in your handbook and signed by anyone who is the subject of a photograph.

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For more about how to cultivate catechists, check out Jayne’s book, *Cultivating Your Catechists: How to Recruit, Encourage, and Retain Successful Catechists*. The book, excerpted above, is part of the new and exciting series from Loyola Press and NCCL: *The Effective Catechetical Leader*.





# Using GabrielSoft for Online Registration

## Steps to Set-up Religious Ed Program in the RE Module

The Religious Education Registration allows you to use a number of helpful features. You're able to utilize the online registration form, directing parents to an online payment form (or provide instructions on how to pay or next steps), add students to classes, and more.

1. **If you know nothing of GabrielSoft**, ask your parish's business manager, or admin staff about it. Briefly, *GabrielSoft* is a cloud-based church membership management software used to manage data as well as member and group communication, service scheduling, fundraising, and religious education. Each parish in the Diocese of Green Bay is subscribed to GabrielSoft and should be using it for records management.

- **Visit this website for an overview of the RE Online Registration on GabrielSoft:**  
<https://help.gabrielsoft.com/article/654-religious-ed-online-registration>
- **To learn some of the processes of using GabrielSoft for RE records online registration, visit this website for recorded webinars on the topic:**  
<https://gbdioc-parish.freshdesk.com/support/solutions/articles/44002317676-webinars-re-module-online-registration-resources-multiple-videos->

2. **The Diocese of Green Bay has a customized parish support website for your use.** Find many resources, tips, guidance for RE records management and more on this site. Feel free to bookmark this for future reference:

<https://gbdioc-parish.freshdesk.com/support/home>

For specific questions, e-mail: [greenbay@Gabrielsoft.com](mailto:greenbay@Gabrielsoft.com)



# End of [Academic] Year Activities

- Inventory supplies; make notes of anticipated needs for Fall
- Update all catechetical certification records (including your own)
- Order textbooks, manuals, supplemental materials
- Evaluate budget and actual expenditures; participate in budgeting process
- Hold interviews (evaluate catechists, volunteers; potential new catechists)
- Hold spring registration
- Obtain local school calendars, Diocesan calendar and Packer schedule for calendaring next year
- Brainstorm with staff for special programs (retreats, in-services, family events)
- Organize files (paper and digital)
- Sort, shelve, store books, CDs, DVDs, other supplemental materials
- Check maintenance of equipment, facilities, computer (updates)
- Recognize, appreciate, celebrate catechists, volunteers
- Make time for R & R (good time for staff retreat!)
- Vacation Bible School? *"I have the strength for everything through him who empowers me."* Phillipians 4:13

**LENGTH OF TIME TO KEEP DATA IN FILES**  
**for**  
**Religious Education Programs**  
**(revised 2015)**

**STUDENT RECORDS**

I. KEEP INDEFINITELY IN INACTIVE FILE

Permanent Cumulative Card **(If computerized, a backup disk is required)**  
Incident Report Forms

II. KEEP VARIED TIMES

Student Attendance & Yearly Progress Sheets - 1 yr. after recorded on Cum Folder  
Medication Records (if any) - 5 years after departure from the program  
Custody Papers - only while student is enrolled  
Acceptable Use Agreement (computers) - 3 years from departure of program  
Promotions/Media Release Form - 3 years from departure of program

**PARISH CATECHETICAL LEADERS (PCL) / CATECHISTS RECORDS**

I. GROUP FILES - Keep Indefinitely

On-going List of Catechists / PCLs and Years of Volunteering at parish  
Sexual Misconduct form – signed and dated (each year)

II. INDIVIDUAL FILES - Current & Keep 5 Years after Employment Unless Otherwise Indicated

Copy of Diocesan or Parish Application Form  
References if written  
Official Transcripts  
Our Promise to Protect Acknowledgement Form  
Religion Certification (may be kept in a group file – easily accessible)  
Evaluation of Catechists, Patrol Person, Office Volunteer  
Discipline or Reprimands - signed by Catechists  
Attendance Record  
Contracts or At Will Agreement  
Emergency Information Card - during current employment

**RELIGIOUS EDUCATION PROGRAM FILES**

I. Keep Indefinitely

Copy of Annual Report sent to Religious Education Department Green Bay Diocese  
regarding Religious Education Program (form updated 2015)  
Accreditation Certificate and copy of the 7-yr. Cumulative report  
Crisis Plan – updated as needed  
List of Students receiving: First Penance, First Communion, Confirmation  
Calendar of the Religious Education Program  
Parent/student Handbook - Historical File  
Policies – accessible on line - review regularly  
Historical File - Newspaper clipping, photographs, etc.  
Local Board or Religious Education Committee Minutes  
- 1 complete set - Historical File in Office

## II. Keep Current Academic Year

Student Admission and Withdrawals

Department of Religious Education Communications - current year unless otherwise noted

## III. Keep one/two years

Registration Forms - Destroy after one year

Log Books of Regular Safety Inspections of the Building - Current plus 2 yrs.

Log Books of Minor First Aid and Accidents - Current plus 1 yr.

Log Books of Student's Outside Appointments, etc. - Current plus 1 yr.

## IV. Keep three years

Religious Education Staff Meeting Agendas and Minutes

Diocesan Code of Pastoral Conduct – 3 years after completion of service

## V. Varied times

Permission Slips: If no incident has occurred they may be disposed of at the end of the year; if an incident occurred on the trip, keep 3 years

Lesson Plans - Destroy when superseded or obsolete

Instruction Materials - Destroy when superseded or obsolete

Record of equipment - Destroy when superseded or obsolete

Fire Drill Records - 5 years

Parent/Student Handbook - Updated Yearly

Financial Records - Budgets, Tuition, etc.- 5 years; Checks - 7 years

Class Lists – Destroy after 7 years

- **Please note:** some of these records might be kept by the business manager and/or finance office in the parish.

Such as

Background check

Virtus Training

Bloodborne Pathogens - Entire time of employment + 30 years

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### Archives Department of the Green Bay Diocese Requirements for Religious Education (2010)

Record Series Number	Description	Disposition Instructions
60	<b>ANNUAL REPORTS FILE:</b> Yearly reports generated for the religious education program to the Diocese.	Retrain permanently in office.
61	<b>CLASS FILE:</b> Class lists for Religious Education Program	Destroy in office after 7 years.
62	<b>FAMILY RECORDS FILE:</b> Records includes names of pearent, name and number of children, parish, sacramental history, etc.	Destroy in office when superseded or obsolete.
63	<b>RELIGIOUS EDUCATION – VARIOUS FILE:</b> File may include lesson plans, catalogs, instructional materials, records of equipment, schedules – classes, teachers.	Destroy in office when superseded or obsolete
64	<b>REGISTRATION FILE:</b> Registration forms for program.	Destory in office after 1 year.

# Helping Catechists Deepen Their Understanding of Church Tradition

For a journalist, a reliable source can be a person, another publication, or perhaps some document or record. When journalists report, listeners or readers want to know the source of the information and whether or not those sources are reliable.

When it comes to religion, it helps to know the source of the information we are being asked to embrace as the truth. For Protestants, that source is Scripture and Scripture alone. For Catholics, we identify our source as Scripture and Tradition—not two sources, but one single source that comes to us in two ways. Scripture, of course, is the written Word of God’s self-revelation. Tradition refers to the Church’s efforts over the course of 2000+ years to interpret and apply the Word of God to the experience of each generation. The result is a rich heritage of teaching, grounded in Scripture, that comes to us through the lives and writings of the saints and the teachings of the Church as handed down through Church documents and writings.

This resource packet provides materials for leading a catechist meeting about the topic of Church Tradition and some key things to consider when embracing the catechist’s vocation. Catechetical leaders might also choose to send this material home with their catechists to reflect prayerfully at their own pace.

Options for opening prayer (Prayer for Catechists Wanting to Know God Better) and closing prayer (A Prayer for Those Who Have Shared Their Faith) are provided as prayer cards to share with catechists. These are found at the end of this packet.

There is more material here than one gathering can address, so choose what works best for you and the group you are leading.

# Beginning to Study Church Documents

Shouldn't we be able to find everything we need to know about God in the Bible? Well, yes and no. Yes, God has revealed everything we need to know for our Salvation through his Son, Jesus. In sacred Scripture, we encounter God's living word. At the same time, the world we live in continues to encounter new challenges, many of which were inconceivable at the time the Bible was written. For example, biblical writings offer no direct comments on issues such as genetic engineering, global warming, and stem-cell research, to name a few. For this reason, God has blessed the Church with a teaching authority: the Magisterium, which comes from the Latin word *magister*, meaning "teacher or master." The Magisterium is made up of the bishops in communion with the pope under the guidance of the Holy Spirit. We rely on the Magisterium to teach authentically and interpret the truths of our faith.

For Catholics, Scripture and Tradition are inseparable, forming one "sacred deposit of the Word of God." (*Catechism of the Catholic Church*, 97) Catholics, in addition to reading and studying Scripture, also read and study Church teachings that come to us through ecumenical councils, papal encyclicals, pastoral letters, and other official sources of teaching from the pope and bishops. Quite often, these documents can be rather dense and require a good deal of unpacking. For this reason, it is most common to read and study Church documents within the context of a study group. Here are some examples of the types of documents we might study:

- **Canons and decrees of the Council of Trent.**  
Example: *Decree Concerning the Most Holy Sacrament of the Eucharist*
- **Documents of the Second Vatican Council.**  
Example: *Gaudium et Spes (Pastoral Constitution on the Church in the Modern World)*
- **The Catechism of the Catholic Church.**  
Related resources: *The United States Catholic Catechism for Adults; The Compendium of the Catechism of the Catholic Church*
- **Papal encyclicals (formal letters sent by the pope to clergy and laity to address a particular issue).**  
Example: *Redemptor Hominis (The Redeemer of Man), Pope John Paul II, 1979*
- **Apostolic exhortations (communications from the pope that do not define doctrine but rather encourage Catholics to undertake a certain activity. Exhortations are often written in response to a synod of bishops).**  
Example: *Evangelii Nuntiandi (On Evangelization in the Modern World), Pope Paul VI, 1975*
- **Pastoral letters issued by a national conference of bishops such as the United States Conference of Catholic Bishops (USCCB).**  
Example: *Our Hearts Were Burning Within Us: A Pastoral Plan for Adult Faith Formation in the United States (1999)*

# Beginning to Study Church Documents

## Practical suggestions for studying:

- Visit Catholic Web sites to remain up to date on Church teachings. Begin with your diocesan Web site and search there for reliable links.
- Visit the Vatican Web site ([www.vatican.va](http://www.vatican.va)) to locate documents such as papal encyclicals and the documents of the Second Vatican Council.
- Find Church documents at the Theology Library at Spring Hill College (the Jesuit College of the South): [www.shc.edu/theolibrary/index.htm](http://www.shc.edu/theolibrary/index.htm).
- Take advantage of learning opportunities offered by your parish or diocese.
- Acquire a copy of the *Compendium of the Catechism of the Catholic Church* or the *United States Catholic Catechism for Adults* to learn more about the Church's official teachings on all aspects of the faith. Continue on to the *Catechism of the Catholic Church* itself for a more in-depth presentation of the Catholic faith.
- Participate in a catechists meeting using this resource packet to discuss Church documents most applicable to your vocation as a catechist.
- Reflect prayerfully on the materials in this resource packet at home to deepen your understanding of your vocation as a catechist.



# “Greatest Hits” from Church Catechetical Documents

Whether you are a beginning catechist or a returning catechist, it is good to be familiar with the Church’s documentary tradition when it comes to catechesis. Over the years, the Church has provided us with numerous resources to guide and inspire the ministry of catechesis. Here are just a few of the most inspiring lines from these documents, though this list is not definitive! As you prepare for the upcoming year, use these excerpts and the accompanying questions to reflect on your call to serve the ministry of catechesis.

## ***The Catechism of the Catholic Church***

*“The desire for God is written in the human heart, because man is created by God and for God; and God never ceases to draw man to himself. Only in God will he find the truth and happiness he never stops searching for.” (#27)*

- How is God drawing you to himself?
- In your own search for truth and happiness, what paths brought you closer to God? What paths steer you in the wrong direction?
- What messages from society/our culture are leading those you teach down the wrong path, away from truth and happiness?

## ***The General Directory for Catechesis***

*“This comprehensive formation includes more than instruction: it is an apprenticeship of the entire Christian life....” (#67)*

- Who apprenticed you into the Christian life? How did he/she/they do this?
- How can you apprentice those you teach into the Christian life?
- What does it mean to you to think of your teaching as more than instruction but as an apprenticeship?

## ***The National Directory for Catechesis***

*“Catechesis must make it clear that the person of Jesus Christ offers a realistic alternative to immediate gratification and the satisfaction of personal needs.” (#4C)*

- How can/do you invite those you teach to encounter the person of Jesus, not just the idea of or memory of Jesus?
- What factors in society/culture encourage the concepts of immediate gratification and the satisfaction of personal needs?
- How can/do you present Jesus as an alternative to these?

# "Greatest Hits" from Church Catechetical Documents

## ***Catechesi Tradendae (On Catechesis in Our Time)***

*"The definitive aim of catechesis is to put people not only in touch, but also in communion and intimacy, with Jesus Christ." (#5)*

- What in your life fosters communion and intimacy with Jesus Christ?
- What can you offer to those you teach to put them in communion and intimacy with Jesus Christ?
- What factors foster communion and intimacy in human relationships?  
How can these be applied to our relationship with Jesus Christ?

## ***Evangelii Nuntiandi (On Evangelization in the Modern World)***

*"Evangelizing is in fact the grace and vocation proper to the Church, her deepest identity. She exists in order to evangelize, that is to say, in order to preach and teach..." (#15)*

- How do you understand the word *evangelize*? What does it mean to evangelize?  
How is catechesis related to evangelization?
- If evangelization (preaching and teaching) is the Church's deepest identity, what does that say about the importance of your role as a catechist?
- As a catechist, how can/do you evangelize those you teach?

## ***Our Hearts Were Burning Within Us: A Pastoral Plan for Adult Faith Formation in the United States***

*"We are entering a period of new vitality for the Church, a period in which adult Catholic laity will play a pivotal leadership role in fulfilling the Christian mission of evangelizing and transforming society. For adults to fulfill their roles in this new era of the Church, their faith formation must be lifelong, just as they must continue to learn to keep up in the changing world." (#29)*

- How is your role as a catechist helping/challenging you to keep up with a changing world?
- How is your role as a catechist contributing to your own lifelong formation?
- How can you encourage those you teach to see that faith formation is a lifelong task?

# “Greatest Hits” from Church Catechetical Documents

## ***Go and Make Disciples: A National Plan and Strategy for Catholic Evangelization in the United States***

*“This is crucial: we must be converted—and we must continue to be converted! We must let the Holy Spirit change our lives! We must respond to Jesus Christ. And we must be open to the transforming power of the Holy Spirit who will continue to convert us as we follow Christ. If our faith is alive, it will be aroused again and again as we mature as disciples.” (#14)*

- How are you experiencing conversion at this time in your life?
- How does serving as a catechist foster your own conversion?
- How do you call those you teach to change their lives?

## ***Sharing Catholic Social Teaching: Challenges and Directions***

*“Central to our identity as Catholics is that we are called to be leaven for transforming the world, agents for bringing about a kingdom of love and justice.”*

- In what ways do you see yourself as being a “leaven for transforming the world”?
- How can you call those you teach to become agents for bringing about a kingdom of love and justice?
- What does it mean to say that working for justice is central to our identity as Catholics? What implications does this have for your ministry as a catechist?

## ***Guidelines for Doctrinally Sound Catechetical Materials***

*“Effective catechesis...requires that the Church’s teaching be presented correctly and in its entirety, and it is equally important to present it in ways that are attractive, appealing, and understandable by the individuals and communities to whom it is directed.” (II—Guidelines for Presenting Sound Doctrine)*

- What are you doing to ensure that you are presenting the Church’s teaching correctly?
- How can/do you make the Church’s teaching attractive? Appealing? Understandable?
- Considering the age level you teach, what is needed to make the Church’s teaching attractive, appealing, and understandable?

# “Greatest Hits” from Church Catechetical Documents

## ***Renewing the Vision: A Framework for Catholic Youth Ministry***

*“Renewing the Vision takes up the Holy Father’s challenge by focusing the Church’s ministry with adolescents on three essential goals: (1) empowering young people to live as disciples of Jesus Christ in our world today; (2) drawing young people to responsible participation in the life, mission, and work of the faith community; and (3) fostering the personal and spiritual growth of each young person.”*

- How can/do you empower young people to live as disciples of Jesus Christ in our world today?
- How can/do you draw young people to responsible participation in the parish community?
- How can/do you foster personal and spiritual growth of those you teach?

# Annotated Bibliography of the Church's Catechetical Documents

## ***The Catechism of the Catholic Church (CCC)***

A *catechism* is a written summary of the Church's understanding of God's word as revealed through Scripture and Tradition. In a sense, a catechism is the *what* of our beliefs as Catholics. For many centuries, it was customary for children to "learn their catechism." This was often done using a question-and-answer format such as that in the *Baltimore Catechism*. Today, the *Catechism of the Catholic Church* (1992) is the official source for Catholic teaching, intended as the principle resource for bishops and catechetical ministers.

It is divided into four "Pillars": Creed, Sacraments, Morality, and Prayer.

For the average adult Catholic, the bishops of the United States have provided the *Compendium of the Catechism of the Catholic Church* (2005—a synopsis of the Catholic faith in a question-and-answer format reminiscent of the *Baltimore Catechism*, but for adults) and the *United States Catholic Catechism for Adults* (2006—an adaptation of the CCC with stories, teachings, and sidebars).

## ***The General Directory for Catechesis (GDC)***

Catechesis is the process of transmitting the Gospel. To help us understand this process, the Church has given us the *General Directory for Catechesis*. (1997) This document helps us to understand the *how* of catechesis. The *GDC* provides religious educators, teachers, and catechists with a single point of reference for all aspects of catechetical instruction. The *GDC* "replaced" the 1971 *GCD*.

## ***The National Directory for Catechesis (NDC)***

The *NDC* (2005) is an adaptation of the *GDC* for the church in the United States. It "replaced" the 1979 *NCD: Sharing the Light of Faith*.

## ***Catechesi Tradendae (On Catechesis in Our Time) — (CT)***

*Catechesi Tradendae* (1979), Pope John Paul II's first apostolic exhortation, was on catechesis or religious instruction. It followed on the fourth general assembly of the Synod of Bishops held in October, 1977, which Pope John Paul II attended before his election. The exhortation emphasizes the "Christocentricity" of all catechesis and the need for lifelong catechesis. This document laid the groundwork for subsequent catechetical documents, especially the *GDC*.

## ***Evangelii Nuntiandi (On Evangelization in the Modern World) — (EN)***

*Evangelii Nuntiandi* (1975) is an apostolic exhortation by Pope Paul VI on the 10th anniversary of the Second Vatican Council, focusing on making the Church better fitted for proclaiming the Gospel to the people. It is considered by many to be the "Magna Carta" on Catholic Evangelization.

# Annotated Bibliography of the Church's Catechetical Documents

## ***Our Hearts Were Burning Within Us: A Pastoral Plan for Adult Faith Formation in the United States (OHWB)***

*OHWB* (1999) is the basic plan for evangelization in the United States, centered on three goals:

- Invite and enable ongoing conversion to Jesus in holiness of life.
- Promote and support active membership in the Christian community.
- Call and prepare adults to act as disciples in mission to the world.

## ***Go and Make Disciples: A National Plan and Strategy for Catholic Evangelization in the United States (GMD)***

Renewal of the Catholic Church in the Second Vatican Council (1962–1965) brought intense focus on Jesus' command to "Go and make disciples of all nations" (Matthew 28:19) as a duty of the Church and its members "so that people can believe and be saved," wrote Pope Paul VI in 1975. In 1992, the U.S. bishops responded with a national plan for Catholic evangelization to help Catholics live their faith enthusiastically, share it freely, and bring gospel values to everyday life.

## ***Guidelines for Doctrinally Sound Catechetical Materials (GDSCM)***

In this 1990 document, the U.S. bishops provide guidelines for producing catechetical materials that are consistent with Church teachings.

## ***Renewing the Vision: A Framework for Catholic Youth Ministry (RV)***

Issued by the U.S. bishops in 1998, this document provides all who minister to young people with an effective blueprint for building a truly meaningful ministry. This document builds on a 1976 document (*A Vision of Youth Ministry*) by emphasizing personal discipleship, evangelization, and leadership.

## ***Sharing Catholic Social Teaching: Challenges and Directions***

In this 1998 document, the U.S. bishops identify seven key themes or principles of Catholic social teaching: Life and dignity of the human person; Call to family, community, and participation; Rights and responsibilities; Option for the poor and vulnerable; Dignity of work and the rights of workers; Solidarity; and Care for God's creation.

## ***To Teach as Jesus Did***

Issued in 1972, this was the first pastoral letter of the U.S. bishops devoted to the concern of Catholic education, using the language emerging out of the Second Vatican Council.

# Annotated Bibliography of the Church's Catechetical Documents

## ***Vatican II: The Conciliar and Postconciliar Documents***

The Second Vatican Council, which took place from 1962–1965, produced 16 documents which are compiled in this book without commentary or additional documentation. Of those documents, the following are key for the catechetical ministry:

- *The Constitution on the Sacred Liturgy (Sacrosanctum concilium)*, December 4, 1963— Document for understanding liturgy, a blueprint for ongoing liturgical reform in the Church
- *Declaration on Christian Education (Gravissimum educationis)*, October 28, 1965— Document on Catholic schools
- *Dogmatic Constitution on Divine Revelation (Dei verbum)*, November 18, 1965— Document on the Catholic interpretation of Scripture
- *Decree on the Apostolate of Lay People (Apostolicam actuositatem)*, November 18, 1965— Document on the ministry of lay people in the Church
- *Decree on the Church's Missionary Activity (Ad gentes divinitus)*, December 7, 1965— Document for understanding the scope of the Church's missionary activity

## ***The Rite of Christian Initiation for Adults (RCIA)***

In 1988, the restored initiation process was promulgated in the United States in the Rite of Christian Initiation for Adults. This is a liturgical rite marking the deepening conversion of adults being led to Baptism—a process that includes catechesis over four stages: inquiry (pre-catechumenate); the catechumenate; the period of purification and enlightenment (Lent); and mystagogia.



## Family Recipes

My (Joe's) daughter-in-law, Sarah, is collecting original family recipes to make into a collage. It will be a wonderful way of showing how our families have provided delicious nourishment over the years, generation after generation. It will also preserve these wonderful recipes so that future generations may enjoy them as well.

In essence, this is what we do as catechists. We're caretakers of a body of recipes—recipes that are not exclusively ours but that have been entrusted to us by the Church. These "family recipes," passed down from generation to generation, are found in the Scriptures, the sacraments, the rituals, and the traditions—all the "smells and bells"—of our Catholic faith. Our role is to receive these recipes, to protect them, to share their stories, and to pass them on to the next generation. Put another way, as catechists, we are stewards of the Gospel of Jesus Christ.

In order for us better to embrace our role, we catechists are called to be open to the Church—not to a building or to an institution but to a living community of faith. Like a family relationship, our relationship with the Church may have its ups and downs; however, it is a relationship that defines us. We strive to build up the Church because it sustains, nourishes, and supports us throughout our life's journey. We develop this openness to the Church by loving the Church and its members as we do the members of our own families. We do so by showing the same respect for the leaders of the Church that we are called to show our own parents. We do so by dedicating our time, talent, and treasure to the service of the Church. And we do so by patiently enduring the challenges and trials that come with being associated with Jesus Christ and his message.

Let's face it, loving our Church family—like loving our first family—is not always easy. Sometimes differences of opinion cause tension and unrest. Sometimes it is hard to sit across the table from a family member who has hurt or disappointed you. But no matter what the differences between family members, the bonds that hold a family together are stronger and wider than the rifts that separate us.

One of the most profound ways that we show openness to the Church is through our ongoing efforts to understand and embrace the message the Church has entrusted to us. When we have difficulty understanding a particular Church teaching, we don't substitute our own message in its place. Rather, we dedicate ourselves to learning more about that teaching so as to be able to proclaim it more effectively.

# Family Recipes

## Questions for Reflection

- Think of a family heirloom you have been entrusted with. What story is connected with this heirloom? How do you guard and protect it? How and to whom do you intend to pass it on?
- Who are the people who have entrusted the Gospel message to you? (They may be family, friends, pastors, teachers, catechists, professors, and so on.) Through whom did you receive your calling to serve as a catechist? How did this calling come about?
- Describe your sense of belonging when it comes to the Church. Is your sense of belonging strong or could it use some strengthening?
- What challenges and frustrations do you experience in family life? What joys do you experience? In your relationship with the Church, what challenges, frustrations, and joys do you experience?
- What Church teaching do you have difficulty understanding? What can you do to deepen your understanding of this and other Church teachings? What is a teaching that you have come to understand better recently?
- What sacrifices do you face as a catechist? How do you feel about these sacrifices and challenges? Why do you endure them?
- What do you or can you do to deepen your commitment to the Church?
- Whom do you know who exhibits a great commitment to the Church? How can you emulate him or her?
- How does your commitment to the Church affect you in your role as a catechist?
- How can you help those you teach to be more open to the Church?
- What's your favorite family recipe? What is the story behind it? How has this recipe been passed through your family? What is your plan for passing it along?
- Why do you love the Church? What moments in your life have confirmed and reconfirmed this love?
- If you had to describe your relationship with the Church in one word, what would it be? Why?
- Do you feel a sense of responsibility to and for the Church? How does this manifest itself in your life?

(Excerpted from *The Catechist's Backpack* by Joe Paprocki and Julianne Stanz)

## Prayer for Catechists Wanting to Know God Better

I will meditate on your precepts,  
and fix my eyes on your ways.  
I will delight in your statutes;  
I will not forget your word.

Deal bountifully with your servant,  
so that I may live and observe your word.  
Open my eyes, so that I may behold  
wondrous things out of your law.

—Psalm 119:15–18

Good and gracious God, I want to know you better. You already know me inside and out. Help me come to know you more deeply by learning, reflecting, praying, and studying about all your magnificent ways. Help me put on the mind of your son Jesus Christ, so that I can learn to love as he loved. *Amen.*

(Prayer from *Practice Makes Catholic* by Joe Paprocki)



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## A Prayer for Those Who Have Shared Their Faith

Heavenly Father, I give thanks for those who share their Catholic faith with me generously and lovingly. Just as Jesus fed the multitudes with five loaves and two fish, may I be able to share most generously the faith that you have given me in love. Help me be a grateful steward of this faith, freely sharing my time, talent, and treasure with others. I ask this through the Holy Name of Jesus. *Amen.*

(Prayer from *The Catechist's Backpack* by Joe Paprocki and Julianne Stanz)



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## Top Ten List for Fruitful and Effective Catechesis

By James F. Gontis

There is no one way, no singular method by which to catechize effectively. That said, there are some common threads that we consistently find in catechesis that is done well, catechesis that is outstanding.

This begs the question: What do I mean by catechesis that is done well? I'm glad you asked. I mean catechesis that faithfully and effectively hands on the Faith in such a way as to help those being catechized to *learn* it, to *love* it, to become *holy*, to get to *heaven*. No simple charge that! While the following is most certainly not meant to be an exhaustive list, here is my shot at a Top Ten List for outstanding catechesis:

### **10) OUTSTANDING CATECHISTS have a sense of humor!**

We should take God very seriously, but not take ourselves too seriously. Good catechists help their students to be at ease by pointing out the humor in life and especially in themselves. The willingness to laugh at oneself is a sign of humility. And what virtue is more attractive than humility? A sense of humor helps us to know our limitations, to realize that, while what we do in catechesis is important, there is still only one Savior and we're not Him! (I think that should read "and we're not He!" but I'm just too humble to be grammatically correct!)

### **09) OUTSTANDING CATECHISTS prepare, prepare, prepare!**

The clichés attached to #9 are many. "Success is 1% inspiration and 99% perspiration." "Proper planning prevents poor performance." And on and on. The point is that outstanding catechists, like outstanding athletes, outstanding musicians, outstanding carpenters, outstanding anything, set themselves apart through a terrific work ethic (always aided by grace, lest we fall prey to a Pelagian way of thinking).

### **08) OUTSTANDING CATECHISTS encourage and teach true devotion to Mary and the**

## **Saints!**

We live in an age in which it can easily seem that there is a dearth of heroes. There are not! The saints, of whom there are thousands — and here I'm referencing just the *canonized* saints — provide us hope, in no small part because of their great variety. We can all find a saint for ourselves. The saints come in all shapes, sizes, races, ethnicities, personality types, states of life, ages, etc. But they had certain things in common. They were/are Eucharistic people, devotees of the Sacrament of Penance and faithful to the Magisterium and her teachings. They have a deep devotion to the Mother of God, often manifested in their utilization of what St. Pio of Pietrelcina (Padre Pio) referred to as "the weapon", namely the Rosary.

### **07) OUTSTANDING CATECHISTS teach the beauty, grandeur, and incarnational nature of the Catholic faith.**

We are not pure spirits, but body-soul composites. Jesus knows of what we're made. In His goodness He established the Catholic Faith as a religion of spirit and flesh. We receive grace and are drawn to God through truth, beauty, and goodness. So Jesus instituted sacraments as outward signs — see-able, hear-able, taste-able, smell-able, touch-able — that give us grace, which can be neither seen, heard, tasted, smelled nor touched! Following this incarnational principle, catechesis should incorporate those elements that appeal to the senses, among them beautiful (and sacred) art, beautiful (and sacred) music, periods of silence, etc. Truth, beauty, goodness...they resonate with us because they are in accord with what God designs us for, namely Himself.

### **06) OUTSTANDING CATECHISTS take into account the particular needs of their students.**

We must be practical when teaching. Is the room too hot, too cold? Is the seating conducive to learning? Do we have students with particular learning difficulties or special needs? If so, are we working together with their parents, the Pastor, etc. to try to address their needs? Is the reading material age- appropriate and pedagogically sound? We are not automata and neither are our students. Taking into account the particular conditions of our students, together with the catechetical environment, helps make learning more possible, effective, and

enjoyable.

**05) OUTSTANDING CATECHISTS instruct their students in the art of prayer.** There is a hierarchy here that begins with liturgical prayer, especially teaching about the greatest of all prayers, the Holy Sacrifice of the Mass. Participation in the Mass should be taught as both the greatest privilege we can partake in this side of the veil, as well as an obligation we owe to God according to the virtue of justice: obligatory on Sundays and Holy Days of Obligation. Our students also need to learn basic Catholic prayers, not just "experience" them, but learn them. Yes, this does require some memorization!

We must not forget about devotional prayer. Devotions such as Eucharistic Adoration, the Rosary, Stations of the Cross, Advent Wreath devotions, and the Divine Mercy Chaplet, to name a few, have the power and efficacy to embed themselves deeply within us and to stoke within our souls the desire for encounter with the living God.

**04) OUTSTANDING CATECHISTS love their students in a Christ-like manner, pray for them, and teach for conversion of life.**

A catechetics professor of mine used to tell her students: "Pray to have a heart for your students." We must pray both *with* our students and *for* our students. A practical tip here: Occasionally, take your roll book and pray a litany for your students using their names. For example: *Most Sacred Heart of Jesus, have mercy on Abigail Adams!* *Most Sacred Heart of Jesus, have mercy on Bart Brown!* *Most Sacred Heart of Jesus, have mercy on Cleona Cleaver!* You get the idea! While an appropriate firmness is necessary if learning is to take place, so is patience and the consistent practice of the cardinal virtues of prudence, justice, temperance, and fortitude on the part of the catechist. Outstanding catechists inspire their students to want to be great. We were made for it — to reign with Christ forever in heaven. Let us convey to them their great dignity as sons and daughters of the Father. Let us teach them that they must not live beneath their dignity. To accomplish this, we must teach them very specifically what it means to be made in God's image. We must teach them the dignity and

beauty of human life and that we must always be open to it. We must teach them that we are made for the Beatific Vision. We must teach them the beauty and necessity of being in sanctifying grace, the wages of sin, specific mortal and venial sins, and the limitless depths of God's mercy! And, as St. John Bosco taught, we must provide them with opportunities for grace. The Sacrament of Penance is particularly important here. One of the terms for this sacrament in the *Catechism of the Catholic Church (CCC)* is the Sacrament of Conversion. Every time we make a good confession, we come to deeper conversion. Let us teach for conversion.

**03) OUTSTANDING CATECHISTS do not pit truth and love against each other. God is truth and God is love.**

The main point here is that Love and Truth are inseparable. Far too often it is said, taught, or at least hinted at that all we need is love. In a certain sense, this is true. All we do need is love! But this maxim presupposes a highly advanced and developed understanding of what love is! Love is a mountain that must be climbed. The steps that lead up the mountain are the commandments of God and the precepts of the Church. The Scriptures are full of admonitions such as this one: "If you love Me, keep My commandments." Guard against the heresy of Antinomianism! This is the heresy that Love is in opposition to Law. The fact is that Love is the fulfillment of the Law. If a Catholic were to say, "I love God, so I don't have to go to Mass" that person would be in serious error and quite possible in mortal sin. We must be aware that, every once in a while, such a person will show up in one of our classrooms. If and when this happens, the outstanding catechist will be prepared to deal with him/her with a combination of logic and good humor.

**02) OUTSTANDING CATECHISTS are Trinitarian in their catechesis.**

There is one God. There is only one God. There is no other God except God! To this absolutely fundamental truth, we add this: The One God is Three Persons. Good catechists not only know that God is Three Persons but are caught up in wonder and awe at the fact that God is Three Persons and hardly ever give a lesson without some reference to it. Good catechists take every opportunity to



distinguish among the Three Persons whenever the lesson lends itself to the distinction — which it does most of the time. They make it clear that all three of the Divine Persons pre-exist creation, that the Father has always had a Son and that the Father and the Son have always breathed forth their Spirit. They make it clear that Jesus is the Second Person, not the First or the Third. They make it clear that the Second Person did not start to exist when Mary conceived Him in her womb. They make it clear that the Second Person will never cease to be human. At the same time, they make it clear that Jesus is not a human person.

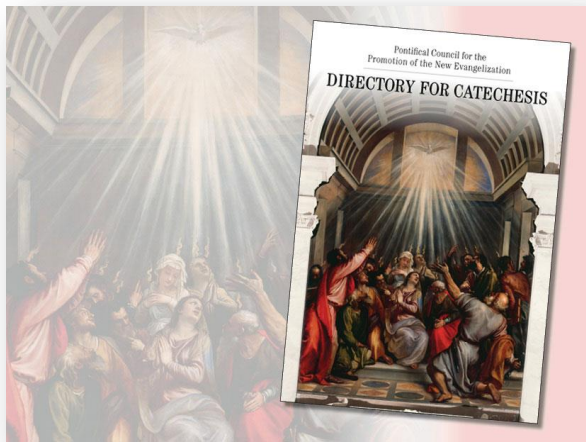
Good catechists do not say, "Oh well! The Trinity is a mystery! Let's just leave it at that and move on!"

**01) OUTSTANDING CATECHISTS know that, to form saints, we ourselves must become saints!**

Latin maxim: *Nemo dat quod non habet!*

Translation: No one gives what he/she doesn't have!

If there is any situation in which it is true that the medium is the message, it is the situation of the catechist in relation to his/her students. Good catechists are, first and foremost, good Catholics. To be a good Catholic, one must first be a good human being. A good human being manifests the natural virtues: prudence, justice, temperance and fortitude. A good Christian manifests the theological virtues: faith, hope and charity. A good Catholic Christian manifests all of the *above* and brings them to perfection with a love for that which is most distinctively Catholic: participation in the sacramental life of the Church, especially the Holy Eucharist; love for the Communion of Saints, especially for the Holy Mother; love for the entire Church, and a special love for the Pope, the diocesan Bishop, the priests and the deacons.



## THE EIGHT IMPLICATIONS OF THE 2020 DIRECTORY FOR CATECHESIS EXPLAINED

### Implication #1

**Kerygmatic Catechesis** – a catechesis imbued and informed with the Kerygma and constantly re-presenting it in various forms and at different times; and building on and elaborating on it.

- Make Jesus the center and do catechesis with the end in mind:
- Leading your students into communion with Christ – a dynamic personal relationship with Jesus Christ.
- Creating opportunities to facilitate your students having an encounter with Jesus through an experience of the Holy Spirit.
- Theosis- students growing in the likeness of Christ.
- Helping students to discover their spiritual gifts and discern their vocations.
- The eternal salvation of your students.

### Implication # 2

**Accompaniment must be a priority** – Accompaniment is not a program. It is essential to forming disciples. It is a necessary component of community and one of the functions of healthy community.

- How well do we know our students and their families?
- Most accompaniment happens outside the classroom.
- Can we be present at important events for our students and families? –e.g. sports events, plays, concerts, funerals of loved ones.
- Do we make time in our programs for check-ins and to address issues that are weighing on students' minds?
- Are we taking advantage of those teachable moments?
- What are we doing with other parish staff to help to build community in our parishes? It takes a parish to raise up and accompany young disciples.

### Implication # 3

**Make Jesus the center of all that you do**

- Help your students to understand what it means that Jesus is Lord, and what it means that He is savior [unpacking the Kerygma]

- Help your students to understand that Jesus is a real Person, and that prayer works- sharing testimonies can be a powerful way to affirm this.
- Make sure that they understand that Jesus is truly present in the Eucharist, but that He also truly lives in them through baptism, and that where 2 or more are gathered in His name He is there.
- Help your students to understand that the Gospels are not fairy tales or fables but are actual history and that Jesus Christ is the same yesterday, today and forever.
- Create opportunities for students to encounter Jesus through Lectio, Adoration and other forms of prayer and Bible study.

#### **Implication # 4**

##### **Rely on the Holy Spirit like your life and ministry depends on Him**

- Most Catholics treat the Holy Spirit the way most Protestants treat Our Lady. We need to get over our hang-ups about the Holy Spirit.
- Actively cultivate a devotion to the Holy Spirit and docility to Him.
- Learn to sense His promptings and inspirations.
- Rely on Him for wisdom, insight, discernment, strength, and power.
- Learn about the charisms He gives, seek them, learn to exercise them. Charisms are divine love in action *and* are power tools for advancing the Kingdom. These gifts are essential to our success in leading all people to the Kingdom of God.
- Give your students opportunities to experience the Holy Spirit – especially through retreats and diocesan events.
- Allow the Holy Spirit to inspire and guide your planning and strategizing for ministry. Expect Him to lead you. He will if you are willing to trust and obey Him.

#### **Implication # 5**

##### **Invest in your catechists**

- Help your parish to recover the sense of the vocation of the catechist.
- More catechist in-services focused on forming them as disciples.
- Catechist formation could include you leading them through the Kerygma and creating space for them to encounter Christ in the power of the Holy Spirit- e.g. including shared prayer experiences where the focus is on praying for more of the Holy Spirit and His gifts or for healing or strength.
- Partnering with other parishes to have joint catechist in-services and or retreats can help.
- Accompaniment for catechists- be a mentor for them. Get to know them outside the program.

- Make sure your catechists are properly equipped, feel valued and appreciated and that they have as much face time with you as they need.
- Find ways to show appreciation for your catechists as individuals and as a group.
- Plan events and Masses where your catechists can be publicly recognized and affirmed.

### **Implication # 6**

#### **Engage clergy, parents, grandparents and Godparents**

- Your priest or pastoral leader are the persons primarily responsible for religious education in your parish- they should be involved as much as their schedule allows- in fact faith formation for children, youth and adults should be a priority for them.
- Deacons are charged by the Church to be intimately involved with the catechetical life of the parish - invite them to get involved in RE.
- Parents are the primary catechists and evangelizers of their children – recruit them. Even if they cannot commit to being a catechist invite them to catechist in-services and share resources with them that can help them share their faith with their children.
- Recruit those grandparents and God parents!

### **Implication # 7**

#### **The classroom model and academic approach for RE is not enough**

- If possible, experiment with the small group or mid-sized group approach – the catechist here is both instructor *and* group facilitator.
- Religious formation as opposed to religious education- our goal is to not merely convey information but to evangelize and form students as disciples.
- If possible, find places other than classrooms to meet- Vestibule of the Church, the Nave, the Sacristy, outside if the weather is good, in homes (with all safe environment requirements), etc.
- Incorporate Liturgical experiences like special Masses (especially when Holy Days of Obligation coincide with RE), Eucharistic Adoration, etc.
- Incorporate Service in the key of St Teresa of Calcutta as an integral part of your program.
- Try to plan at least a day retreat for your students at least once a year and not just as part of Confirmation prep.
- Have events where parents, grandparents, Godparents and Confirmation sponsors are invited and encouraged to participate.

## **Implication # 8**

### **RE needs to partner with YM to be successful**

- RE and YM should be seen as part of a multi-pronged approach to evangelize, disciple, catechize and equip children, youth and their families.
- Robust youth ministry can reinforce truths learned in RE and can create greater space and opportunities for those truths to sink in.
- Youth ministry done well provides a context for the practical applications of things learned in RE while having more opportunities to build community and provide accompaniment which are so necessary to forming disciples.
- RE and YM absolutely need to be working together strategically.

# Renewing the Vision: A Framework for Catholic Youth Ministry

by USCCB – 1997 sixth edition 2002

1. Introduction
  - a. Three Essential Goals of Youth Ministry
    - i. Empowering young people to live as disciples of Jesus Christ in our world today
    - ii. Drawing young people to responsible participation in the life, mission and work of the faith community
    - iii. Fostering the personal and spiritual growth of each young person
2. Part 1: The Growth and Development of the Church's Ministry with Adolescents
3. Part 2: Goals for Ministry with Adolescents
  - a. To empower young people to live as disciples of Jesus Christ in our world today.
  - b. To draw young people to responsible participation in the life, mission, and work of the Catholic faith community.
    - i. The Family Community – the Church of the Home
    - ii. The Parish Home
    - iii. The Catholic School Community
    - iv. The Youth-Serving Organizational Community (within and without of the parish)
  - c. To foster the total personal and spiritual growth of each young person
    - i. The Goals in Action (knowledge, values, skills and commitments)
    - ii. pp. 26-28 lists suggestions
4. Part 3: Themes and Components for a Comprehensive Ministry with Adolescents
  - a. Comprehensive Ministry with Adolescents – It take a Whole Church
  - b. Themes of a Comprehensive Vision Developmentally Appropriate
    - i. Family Friendly
    - ii. Intergenerational
    - iii. Multicultural
    - iv. Community-wide Collaboration
    - v. Leadership
    - vi. Flexible and Adaptable Programming
  - c. **The Components of a Comprehensive Ministry**
    - i. **Ministry of Advocacy**
    - ii. **Ministry of Catechesis** pp. 29-34 lists topics to be taken with different age groups
    - iii. **Ministry of Community Life**
    - iv. **Ministry of Evangelization**
    - v. **Ministry of Justice and Service**
    - vi. **Ministry of Leadership Development**
    - vii. **Ministry of Pastoral Care** p. 43 gives specifics
    - viii. **Ministry of Prayer and Worship** pp. 44- 47 gives specific areas
5. Part 4: A Guiding Image for Ministry with Adolescents