

MISSIONARY OF FAITH

Missionary of Faith: Uniting and Educating Catholic Youth Under God

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Author Note

The content of this paper is done in affiliation with Boise State University, specifically within the College of Arts and Sciences for the purposes of the Bachelor of Applied Science.

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Abstract

Religion, as discussed further in the following research, is clearly not the focus of many people's lives in our society today. In my opinion, younger generations should be taught Catholicism to develop a solid moral foundation at a young age. For my capstone project, I volunteered to teach a Religious Education (RE) class to 6th-8th graders in my local parish. Through the development of a more robust and engaging curriculum, specifically designed to teach the most profound concepts of the Church, I was able to further the cause of bringing Catholicism to these younger members of society. As a leader and mentor, I determined that through the utilization and understanding of self-awareness and audience awareness, emotional intelligence and creative thinking, I have been able to develop innovative solutions and achieve successful results to help provide these young people examples of positive values with which to follow.

Keywords: Catholicism, Education, religion, values, virtues

Section 1: Introduction to your Capstone Project

The Motivating Factors

As I grow older it has become clear to me that our globalized society is ever-changing and evolving in a direction that is contrary to my morals and values. More than ever, it seems, materialism and self-absorption are valued above humility and charity. Many people are opinionated and overly sensitive. Others still, live with lack of drive or purpose, merely waiting for society to provide what they think is owed to them. The lack of critical thinking and problem-solving skills make our society more apt to be misled and/or misinformed. A swift scholarly article search on a phrase such as “Desensitization to obscenity, violence, and overt sexualization”, will provide plentiful proof that our world has been negatively transformed over the previous fifty years or so. Although there are many positive aspects in the world today, I firmly argue that we are declining in unimaginable ways.

To begin, I think it’s prudent to understand that our country is in a decline of citizens who accept organized religion. According to a 2021 Gallup poll on the decline of Church membership, as shown in Table 1, there is an undeniable trend in less U.S. adults attending Church consistently and that each Generation is significantly less than the previous.

Table 1

Changes in Church Membership by Generation

	1998-2000	2008-2010	2018-2020	Change since 1998-2000
	%	%	%	pct. pts.
Traditionalists (born before 1946)	77	73	66	-11
Baby boomers (born 1946-1964)	67	63	58	-9
Generation X (born 1965-1980)	62	57	50	-12
Millennials (born 1981-1996)	n/a	51	36	n/a

Note: Given that Gallup's polls are based on the 18+ U.S. adult population, the 1980-2000 period would have included only a small proportion of the millennial generation, and the 2018-2020 period includes only a small proportion of Generation Z (born after 1996).

GALLUP

Note. From *U.S. Church Membership Falls Below Majority for First Time*, by J. Jones, 2021, Gallup

(<https://news.gallup.com/poll/341963/church-membership-falls-below-majority-first-time.aspx>). Copyright 2021 by Gallup.

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The Gallup poll also explains that, “The change has become increasingly apparent in recent decades because millennials and Gen Z are further apart from traditionalists in their church membership rates (about 30 points lower) than baby boomers and Generation X are (eight and 16 points, respectively). Also, each year the younger generations are making up an increasingly larger part of the entire U.S. adult population” (Gallup, 2021).

Expanding on this, we must also understand why there is a decline. There are a multitude of reasons that church membership levels have dropped, including but not limited to: political and social agendas, Church scandals, scheduling inconveniences, and dissolution of traditional nuclear families. However, some experts have focused research on uncovering a root-cause. In an article about the decline of religion, Professor Michael Hout, a sociology professor at New York University indicates that younger generations like the Millennials, being a byproduct of their Baby Boomer parents, have grown up influenced to be less traditional and more independent. “Many Millennials have parents who are Baby Boomers and Boomers expressed to their children that it’s important to think for themselves – that they find their own moral compass. Also, they rejected the idea that a good kid is an obedient kid. That’s at odds with organizations, like churches, that have a long tradition of official teaching and obedience. And more than any other group, Millennials have been and are still being formed in this cultural context. As a result, they are more likely to have a “do-it-yourself” attitude toward religion (Maschi, 2026).

This generational evolution is evidenced in the book *Return of the Gods* as well. Prior to the 1960s, American culture was rooted in Christianity. The establishment of the public school system in early American colonization until the 1960s included prayer and taught readings from the bible. Media outlets like newspapers, radio and television often included evening sermons. Politicians, regardless of party affiliation, spoke openly about religious views without negative consequence. Simply, religion was a significant part of American culture until this point in time (Cahn, 2022). Additionally, Hugh McLeod, a former Professor of Church History at the University

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of Birmingham states that, "the convergence of major social changes with new currents of thinking and the impact of specific events, notably the Civil Rights movement, Vietnam War and Vatican II" were main catalysts in the decline of religious affiliation, particularly in the Western society (McLeod, 2006).

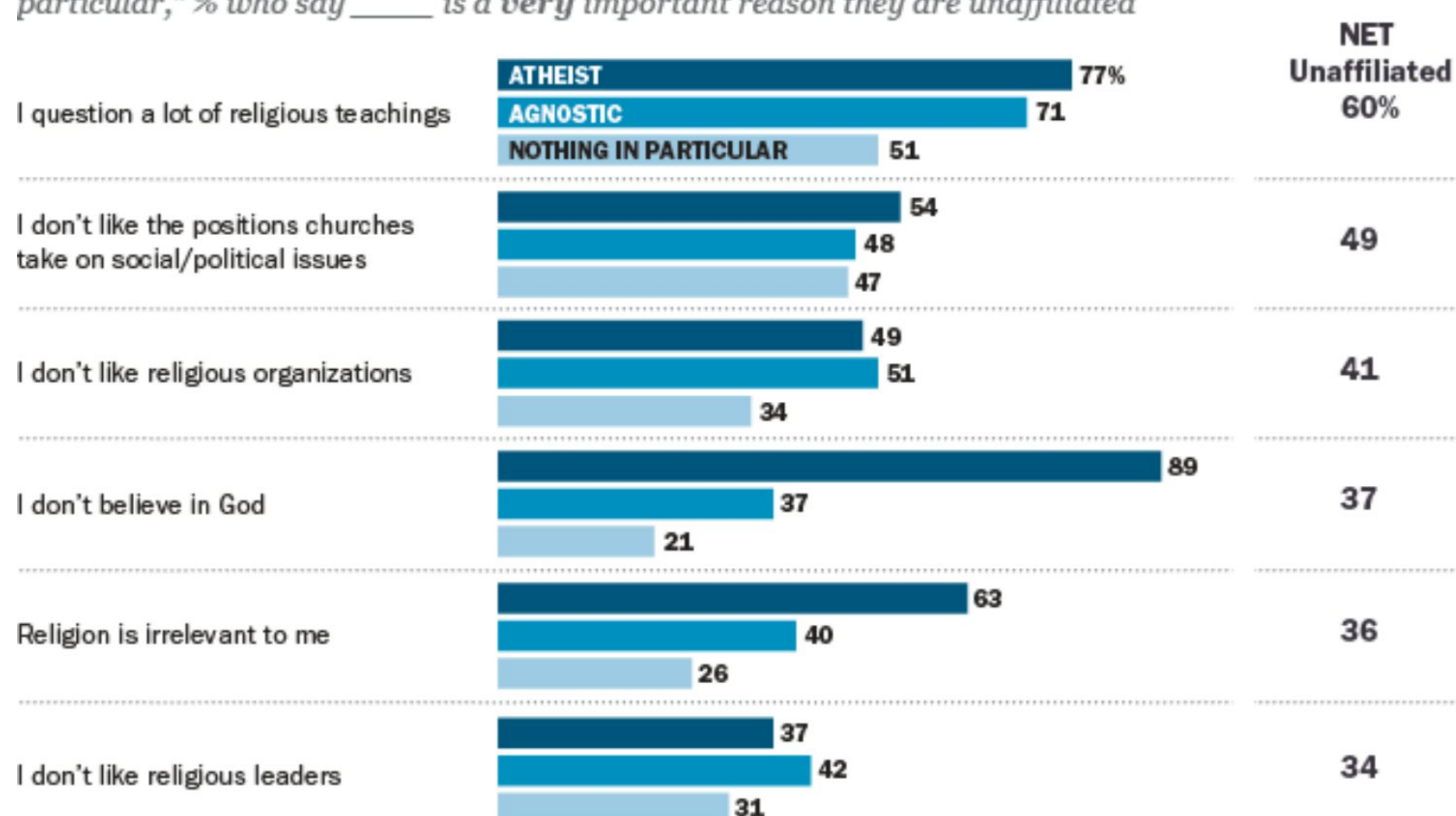
The Pew Research Center data indicates in Figure 1, that there are various reasons why people, in today's society, have chosen to be unaffiliated with religious organizations.

Figure 1

Reasons why the self-proclaimed non-religious are not affiliated with Church

Most religious 'nones' say questioning religious teachings is an important reason they are unaffiliated

Among U.S. adults whose religious identity is atheist, agnostic or "nothing in particular," % who say _____ is a very important reason they are unaffiliated



Source: Survey conducted Dec. 4-18, 2017, among U.S. adults.

PEW RESEARCH CENTER

Note. From *Why America's 'nones' Don't Identify With a Religion*, by Pew Research Center, 2018, Pew Research Center

(<https://www.pewresearch.org/short-reads/2018/08/08/why-americas-nones-dont-identify-with-a-religion/>). Copyright 2018 by Pew Research Center.

If we link all this information together we can argue that many younger adults struggle with religion today because they have been generationally indoctrinated with the idea that they are

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entitled to more than their fellow citizens and should be resistant to traditional values or norms that may threaten their independence.

I won't argue that everyone has freewill to choose how to live, what virtues and morals to uphold and how to prioritize their lives, but researchers have theorized that religion paves the way for a social connectedness that affords a higher sense of well-being. As our rate of religious participation plummets, deaths of despair such as suicide, alcohol-related illnesses, and drug abuse increase because "Religious involvement plays a pivotal role in making life meaningful, hence dwindling rates of religious participation indicate that many are deprived of community and a vital sense of purpose" (Matthews, 2023).

An additional study from a 2017 Gallup poll indicates that, "Belonging to a church, synagogue or mosque provides people with important social benefits that ...improve personal well-being. While social benefits are clearly important to majorities of those who worship regularly, what most motivates them to attend is learning more about the tenets of their faith, as well as connecting that faith to their lives" (Gallup, 2017).

Simply, religion is not the focus in many people's lives in our society today. This is evidenced by radical individualism and consumerism in contemporary American culture. If things don't clearly make a positive contribution to your professional life, your financial success or your happiness, people don't have the time or energy for it. These skewed priorities are leading our society down a darker and darker path. It's easy to see that without positive influence and deeply rooted morality, we are destined for continued failure and high rates of "deaths of despair".

The Capstone Project

As a devout, newly converted Catholic, I have developed a very strong devotion to the Church and all that it teaches. I have vowed faithfully and wholeheartedly to live a virtuous and moral life. In practice, virtues like charity, fortitude, diligence and patience endow us with the

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disposition to do good and to live a life of integrity and compassion. As I am called to a life of holiness, I am obligated to utilize the God-given talents that I possess to give witness to Christ. Very dedicated to volunteerism and a part of many Church ministries, the opportunity presented itself to teach a religious education class in my parish and I felt compelled to become a catechist in order to bring the knowledge and passion to our youth.

My wife and I, as co-teachers, were graciously assigned to the 6th-8th grade aged class. Although the Religious Education (RE) class runs from October through April, I framed the scope of this project to span the first 6 weeks of the class; however, I will be continuing to teach through the duration of the liturgical session. The first RE class was on the 8th of October and although there was a provided curriculum, my intent going into this project was to take all available resources, whether provided by the Church or otherwise, and develop my own program that I felt met the needs of the intended audience (11-14 year olds).

Section 2: Elements coming together

Innovative Approach

The children in the class come from varying homes and backgrounds. As it became obvious throughout the duration of the project, some of the students come from a deeply rooted religious home, where religion is a priority and Church teachings are apparent in not only their knowledge but their overall mannerisms. Contrary to this, there are students who have shown up to class sporadically, missing weeks at a time and are seemingly less knowledgeable on these religious concepts. Although it would be ideal to see all parish children in attendance every Sunday, an unfortunate reality is that, including reasons listed previously, many parents only bring their children to RE for obligatory events in the child's education (i.e. to obtain a sacrament or rite of the Church) and skip the rest. This fact was emphasized after speaking with the parish coordinator/manager. According to Vickie VanderWerff, a long-time parishioner of the Church

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and prior RE teacher, “Some parents only attend mass on Christmas and Easter Sundays and send their children to RE when required for their First Holy Communion around 7 or 8 years old and Rite of Confirmation around 16 or 17 years old” (V. VanderWerff, personal communication, October 5, 2023).

Regarding the method of instruction, Vickie also shared that last year’s instructors only read through the textbook and unfortunately spent much of her time reigning in the teenagers and their lack of attention (V. VanderWerff, personal communication, October 1, 2023).

Needless to say, in order to combat all of these obstacles, I developed more innovative ways of teaching so that we could impart knowledge on all the children, regardless of their prior level of education, their attendance record and their learning styles. Instead of merely reading through the provided textbook, *The Life of Grace* and the *Catechism of the Catholic Church* as a class, I wanted to bring other mediums of religious learning to these children in hopes that there would be an appeal to each child’s learning style and that each child would walk away with something. Through resources like the smartphone app, *Hallow: Prayer & Meditation*, a book titled *Catholicism & The Catholic Saints*, and *Feast Day: The Liturgical Year Board Game!*, we were able to layer in various topics and information to help with retention and make it more enjoyable. We also conducted reviews of the previous week’s lessons to ensure that those students who were not present were able to get a brief on what was discussed and stay on track with their peers.

Emotional Intelligence

During the duration of the project, I learned a lot about myself and learned a lot about how to engage more productively with the children in the class. In the beginning, I had the propensity to treat the children more like adults and expected more from them than I realized going into the project. More aware of myself and the students, I learned that I had to change my

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style to accommodate how I can most effectively communicate with them while also maintaining a professional and engaging environment.

One example of this was the attention span of some children. Under the false impression that all of these Churchgoers were happy to be there and willing to spend their 45-minute class session fully engaged and ready to participate (like an adult would), I quickly became aware of the truth: Catholic or otherwise, teenagers would definitely rather be doing something else with their time. Being a parish in a small town, most of the children know each other and many even attend the same school. The whispering, note-passing and giggling that transpired in the first class was halted quickly and boundaries were set to ensure that attention was directed to where it needed to be, on the teachings of God and the Catholic faith.

Being a father to children of my own, one would think that I would have easily been able to lead a class of a dozen adolescents, understanding and adapting to their emotional needs and giving them all a greater sense of purpose and understanding of the faith which they have been proudly born into. I can assure you that as emotionally intelligent, empathetic, and fatherly as I am, this wasn't as easy as I expected.

I learned, however, to treat the children not as subordinates necessarily, but rather as young peers of the faith. This empowered them to feel mature enough to be a part of the conversation and engage on a more profound level. I encouraged their participation and relied on them as necessary instruments to expand the class's knowledge. By soliciting volunteers to read, clarify and expand on the concepts of learning, I was able to become less "teacher" and more "facilitator" of learning.

Through the practice of emotional intelligence (EQ), I was able to come to the understanding that many of the children in the class wanted to feel empowered and involved in their learning. They also wanted to be seen and heard. Offering genuine curiosity into how things were going in their lives helped build trust and respect. Asking and empathizing with their successes and

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challenges allowed me to interact with them on a level that is more productive. It also clearly aligns with our core religious principles of putting others' needs before our own, something that I was able to promote an example of. This was not an immediate process however and as such, every week required quality reflection and persistence to be more aware and productive than the previous weeks.

Creative Thinking

Although I don't necessarily think of my approach as significantly creative, the feedback that I received from the students, parents and other facilitators in the parish indicates that the children have really enjoyed the class so far. As mentioned, rather than sit and read from a book the whole time, I have incorporated different mediums in this class (i.e. audio, video, group discussions, etc.) which helped each child engage and learn in a way that works for them.

By looking through the lens' of the children, I was able to imagine how they could most benefit from learning, keeping in mind antiquated learning methods vs. more contemporary options. With podcasts, videos, games and stories readily accessible on the smartphone in everyone's pocket these days, finding a plethora of educational opportunities that are stimulating and thought-provoking are only a few clicks away. Compared to the antiquated "textbook only" method, the modern, multi-platform options have proved to be more successful and more appreciated by these Generation-Z students. I handpicked the topics that I wanted to cover over the duration of the course but have had the flexibility to adjust and adapt to make the class better each week.

Your Innovative Solution

Over the duration of the project, I learned that most of these children's knowledge base is lower than what I expected, and that ultimately speaks to whether or not religion has been institutionalized at home. There are a few students who are very knowledgeable which showed in their diligence to focus on the curriculum and to engage during discussions but was also

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apparent in their interaction with other aspects of the Church such as their commitment to be involved in ministries and other functions. Simply, there are families who value what the Church teaches and make sure that their children are provided the opportunity for spiritual growth and there are those that merely bring their children for them to be credited towards receiving their upcoming sacrament. Understanding this is crucial to building a course of study that works for a varying audience.

My desire to find a more meaningful way to reach out and communicate with the youth in my class is innovative because it is a deviation from the norm. I was fortunate enough to be given freedom to use the provided curriculum as much or little as I chose so I essentially created a plan that was based on a multitude of mediums that would appeal to all types of learners. The curriculum started out rigid but became flexible as the nature of the class was different than I originally anticipated. Because of the new joining students, I revised the course to be more fluid and ensured that I maintained focus on the core concepts that I wanted the students to learn. By concentrating on core concepts, I carved out time to summarize each previous week's class (for the new students) and keep the focus controlled.

From my first-hand experience as a previous student and awareness through discussion with other RE professionals, the contemporary methods that I implemented are different than what most of the current (and past) RE instructors have used. Typically, RE instructors will follow the provided books rigidly, arguably an easier routine than curating a new curriculum. As I have mentioned however, I feel that these children need to be more engaged and stimulated and a break from the norm (e.g. provided curriculum) may be the way to achieve this.

Section 3: Results

In order to measure the result of the project, I need to clarify how the stakeholders were impacted and whether or not the impact was positive or negative. The main stakeholders of this

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project were the children in the class. As unchallenging as it may sound, my intended result was for each child to walk away with something learned. A secondary result, though much more difficult to measure, is that the children would be more inspired to live more virtuously through charity, fortitude, diligence and patience, strengthening and spreading their faith through words and actions.

Although there are noticeable results, to provide full transparency, my capacity to measure them didn't pan out the way that I expected or anticipated. To clarify, on the first Sunday of the RE class I administered a pre-assessment to the seven children who were present. The intention of the assessment was to compare it to an identical post-assessment to measure the effectiveness of the teaching methods and the retention of the material. Unfortunately, the class of students evolved significantly more than on the first day, disrupting my method of measurement. The class increased in size from 7 to 13 members and a handful of the members that took the pre-assessment on the first day attended sporadically or stopped attending altogether. Because of this, I chose not to administer the post-assessment and have had to rely on verbal feedback and on the weekly summaries to measure effectiveness.

The weekly summaries, as discussed previously, were inserted as a way to maintain control over the core concepts and ensure that new students were brought into the fray with the rest of the class. Every week we would recap the previous week's lesson. This involved asking the students questions based on the learned material from previous weeks' and questions from the original assessment that I created. Most of the children were eager participants, empowered and gladly answered the questions, almost always correctly.

As mentioned above, verbal feedback from parents and the children themselves has also contributed to evidence of a positive result in this project. I have also had other parishioners, priests and fellow RE teachers express to me their gratitude for my continued service to the Church and its young members. As a stakeholder myself, this has been influential to my

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involvement in the Church and has opened further opportunities to engage and serve this community.

In short, I can clearly see that in just a short 6-week timeframe, all the students have learned something, and some have learned a lot. Through their knowledge, they will be able to continue to grow their faith and continue to share with others what they know (e.g. friends, siblings, etc.). The children's parents and families, as secondary stakeholders, have been impacted by the results of the project as well. Over the course of the last few weeks, 5 separate children's parents have pulled me aside to thank me for teaching and expressed how their children bring back what they've learned and share it at home with them and their siblings. Although I don't have a significant means of measuring whether or not the children have been more inspired to live more virtuously at this time, I am confident that by the end of the class next spring, I will be able to perceive a noticeable difference in their confidence and capacity to spread their faith through words and actions.

As a stakeholder myself, I feel so blessed to have had the opportunity to share in the cornerstone of these children's education. I have been humbled and honored to be a shining example for these children to look to for mentorship and guidance. Even though it's only been six short weeks, I have developed the trust and distinction in the parish community that I have been invited to use my skills in various other ways and through other ministries in the Church (altar server ministry lead, lector, parish coordinator, etc.).

Section 4: Conclusion

I chose to do a service-learning project because I feel compelled to donate my time and skills to my community. Looking to create deeper roots in this parish, I am passionate about helping make things better and more efficient. I have no intention of breaking tradition, a

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foundational principle of Catholicism, but rather help engage meaningfully with enthusiasm and contemporary tools.

Understanding that the choices that we make today have an impact on the future. The opportunity to help inspire and grow the faith of impressionable children is an honored position to be in and as such should not be taken lightly. As a parent myself, I have seen our children attend great RE classes and poor classes. When they have attended great classes, their attitudes have been powerfully positive, and the presence of God is palpable. I wanted to help recreate this feeling for other children and their families, hoping that their faith will grow and spread.

When I began this project, I anticipated that things would have been a little easier and that things would have gone a little smoother. If I could go back and do things differently, the only significant thing that I would change is that I would take an inventory of the student's background prior to getting into the curriculum. If I knew how much knowledge each child had, I could develop a program that was tailored to fill the educational gaps. During this project, it was clear that one or two of the students had attended private Catholic school. Due to their vastly superior knowledge of the core concepts compared to the rest of the students, they were always ready with solid answers. Because of this, I had to give the opportunity to the other students to answer questions prior to opening it up to the experts.

Moreover, if I could solve the dilemma with attendance, it would certainly have been easier to have the same starting group of students throughout the duration of the class, however I couldn't imagine turning new students away from the opportunity to grow their faith.

The project results aren't surprising to me because I knew that if I put the effort in to make a meaningful class for these children, they were going to reciprocate by learning and growing. I went into the project with a realistic view that if each child only walked away with a singular concept that would deepen their faith and make their relationships stronger than this project was

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going to be successful. Based on the feedback and evolution that I witness every week; I feel that this project has been very successful so far and I look forward to the continued efforts over the next five months of the RE class. By taking the time to develop a flexible, multi-media curriculum and take time to genuinely communicate and inspire these young members of our society, with guidance from the Holy Spirit, I feel that I have been able to cultivate seeds of faith among this group of children.

I am optimistic that as these students and their peers around our country and the world at large mature, they do their part to slow (or better yet, reverse) the negative trends of religious affiliation. I imagine that these children will continue to internalize virtues like charity, fortitude, diligence, and patience. They will maintain a steadfast resolve of faith by attending Church regularly, stick to their convictions, evangelize others, and live a life of integrity and compassion. With a solid moral foundation, I am confident these faithful will counter injustice, right wrongdoings, prioritize others' needs before their own, and ultimately spread the message that we are all called to communion with Christ, our savior and that we must only open up our hearts to Him.

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Section 6: Appendix

Lesson Plan:

[https://docs.google.com/document/d/1njCeqMZpeLSvlvQfpvkdsCXS-cFVzKKx/edit#
heading=h.gjdgxs](https://docs.google.com/document/d/1njCeqMZpeLSvlvQfpvkdsCXS-cFVzKKx/edit#heading=h.gjdgxs)



LESSON PLAN

Schedule

Week	Date	Curriculum
Week 1	October 8	Opening Prayer – <i>The Life of Grace</i> : Act of Faith Introductions Pre-Assessment <i>Hallow: Prayer & Meditation</i> – Confirmation Saints: What Makes a Saint? <i>The Life of Grace</i> : Introduction Closing Prayer - <i>The Life of Grace</i> : <i>Our Father</i>
Week 2	October 15	Opening Prayer – <i>The Life of Grace</i> : The Apostles’ Creed Recap <i>Hallow: Prayer & Meditation</i> – Confirmation Saints: How to Choose a Saint <i>The Life of Grace</i> : Chapter 1 and 2 Closing Prayer - <i>The Life of Grace</i> : <i>Prayer to my Guardian Angel</i>
Week 3	October 22	Opening Prayer –The Nicene Creed Recap <i>Hallow: Prayer & Meditation</i> – Daily Saint: Saint John Paul II <i>The Life of Grace</i> : Chapter 3 and 4 Closing Prayer - <i>The Life of Grace</i> : Glory Be
Week 4	October 29	Opening Prayer – <i>The Life of Grace</i> : The Act of Contrition Recap <i>Hallow: Prayer & Meditation</i> – Confirmation Saints: Thinkers, Athletes, Artists <i>Catholicism & The Catholic Saints</i> : Anne <i>The Life of Grace</i> : Chapter 5 and 6 Closing Prayer - <i>The Life of Grace</i> : The Prayer to Saint Michael
Week 5	November 5	Opening Prayer – <i>The Life of Grace</i> : The Apostles’ Creed Recap <i>Hallow: Prayer & Meditation</i> – Confirmation Saints: From Difficult Circumstances <i>Catholicism & The Catholic Saints</i> : Joachim <i>The Life of Grace</i> : Chapter 7 Closing Prayer - Salve Regina (Hail Holy Queen)
Week 6	November 12	Opening Prayer – <i>The Life of Grace</i> : Hail Mary Recap <i>Catholicism & The Catholic Saints</i> : John the Baptist <i>The Liturgical Year Board Game!</i> Closing Prayer - <i>The Life of Grace</i> : The Rosary
Week 7	November 19	Holiday Break
Week 8	November 26	Holiday Break

CLASS ROSTER

Group: St. Joseph's 6th, 7th, 8th Grades 2023-24

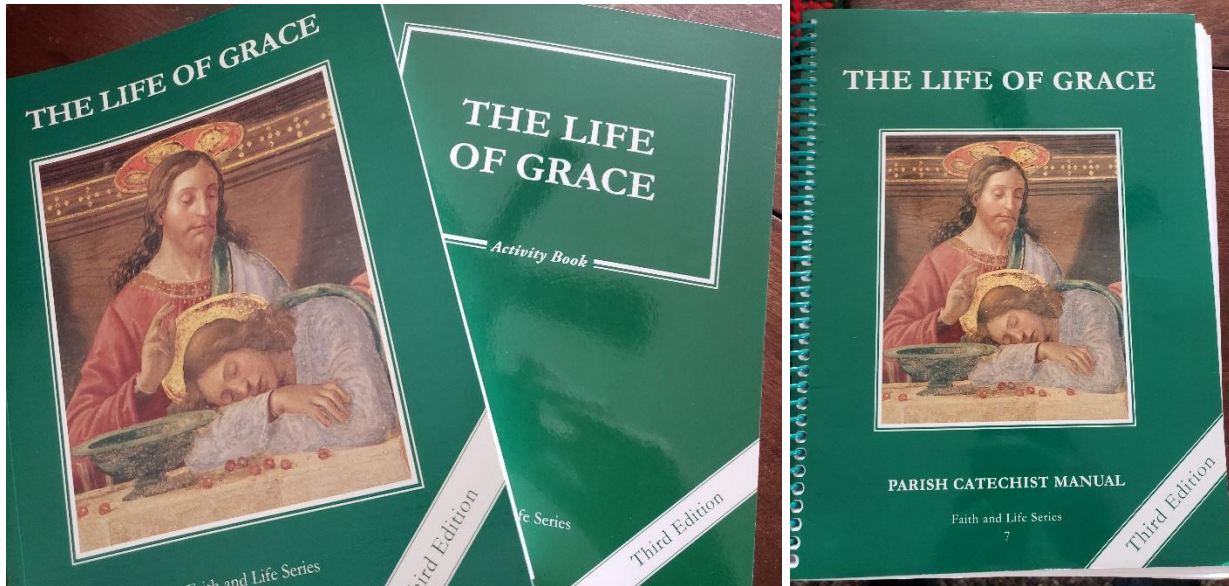
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October 14, 2023

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Note. Names redacted for privacy. 7 children registered for class and more trickled in every week.

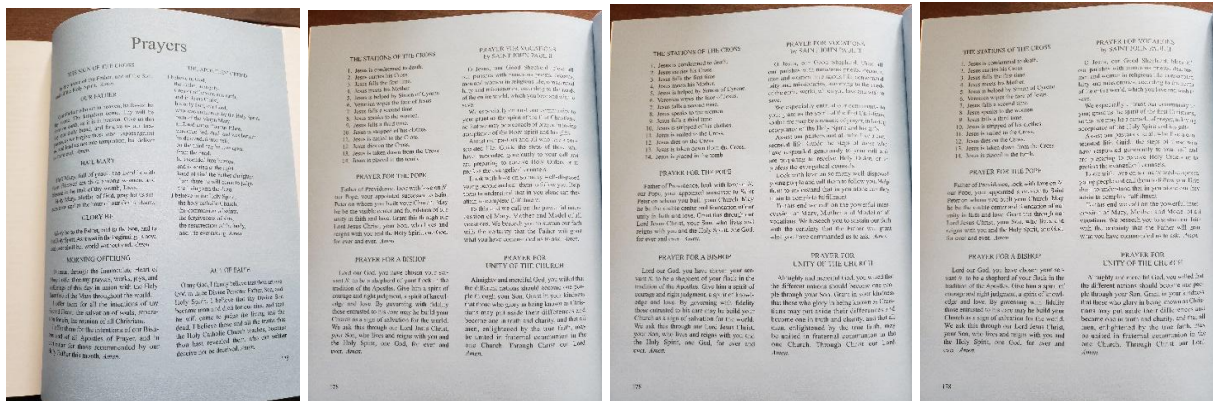
THE LIFE OF GRACE

The texts provided by the parish. Includes the textbook, activity book and catechist manual.



The Life of Grace (Faith and Life Series 7), 2011, D. R. Previtali, C. Ellis, C. Ignatius Press.

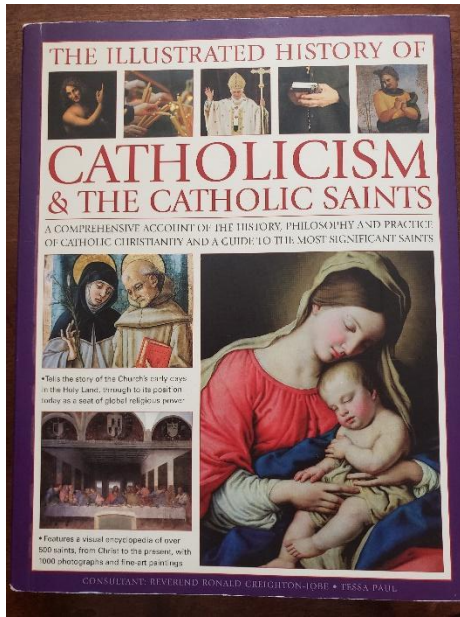
The textbook also has many of the common Catholic Prayers.



The Life of Grace (Faith and Life Series 7), (Pg. 175-178) 2011, D. R. Previtali, C. Ellis, C. Ignatius Press.

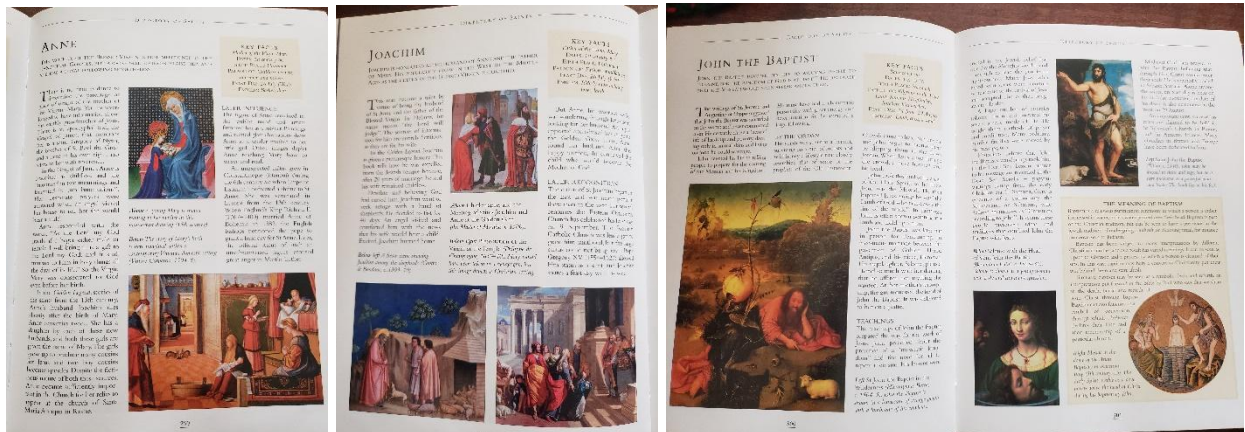
SAINTS

A book that provides significant information about Saints and Catholicism.



The Illustrated History of Catholicism & the Catholic Saints: A Comprehensive Account of the History, Philosophy and Practice of Catholic Christianity, 2011, T. Paul, R. Creighton-Jobe. Lorenz Books.


Saints Anne, Joachim and John the Baptist.



The Illustrated History of Catholicism & the Catholic Saints: A Comprehensive Account of the History, Philosophy and Practice of Catholic Christianity, 2011, T. Paul, R. Creighton-Jobe. Lorenz Books.

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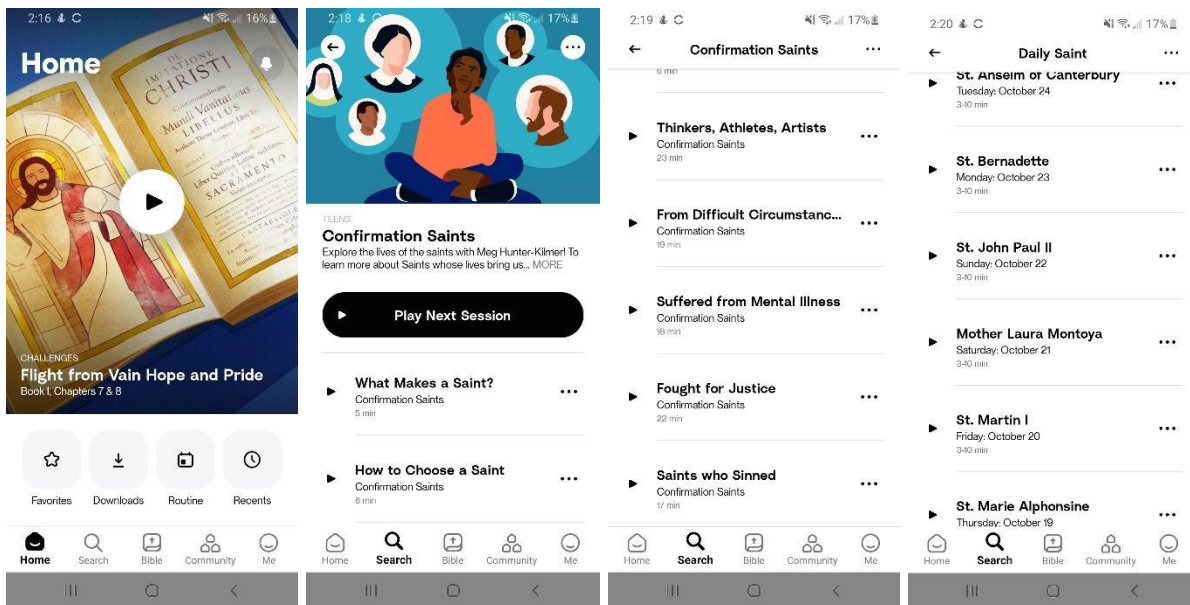
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Choose from 10,000+ sessions, 5-30 minute lengths, 3 guides, and 9 background music options including Gregorian chant

Build a Habit.
Build a real habit of prayer every day by setting goals, journaling, tracking streaks, and setting reminders

Artista Mindless

Hallow: Prayer & Meditation (v. 9.6.0), 2023, Hallow Inc. <https://hallow.app.link/hmf2LZIUInb>

Smartphone App used for audio learning about Saints.



Home
2:16 16%
CHALLENGES
Flight from Vain Hope and Pride
Book I, Chapters 7 & 8

Confirmation Saints
2:18 17%
TEENS
Explore the lives of the saints with Meg Hunter-Klmer! To learn more about Saints whose lives bring us... MORE
Play Next Session

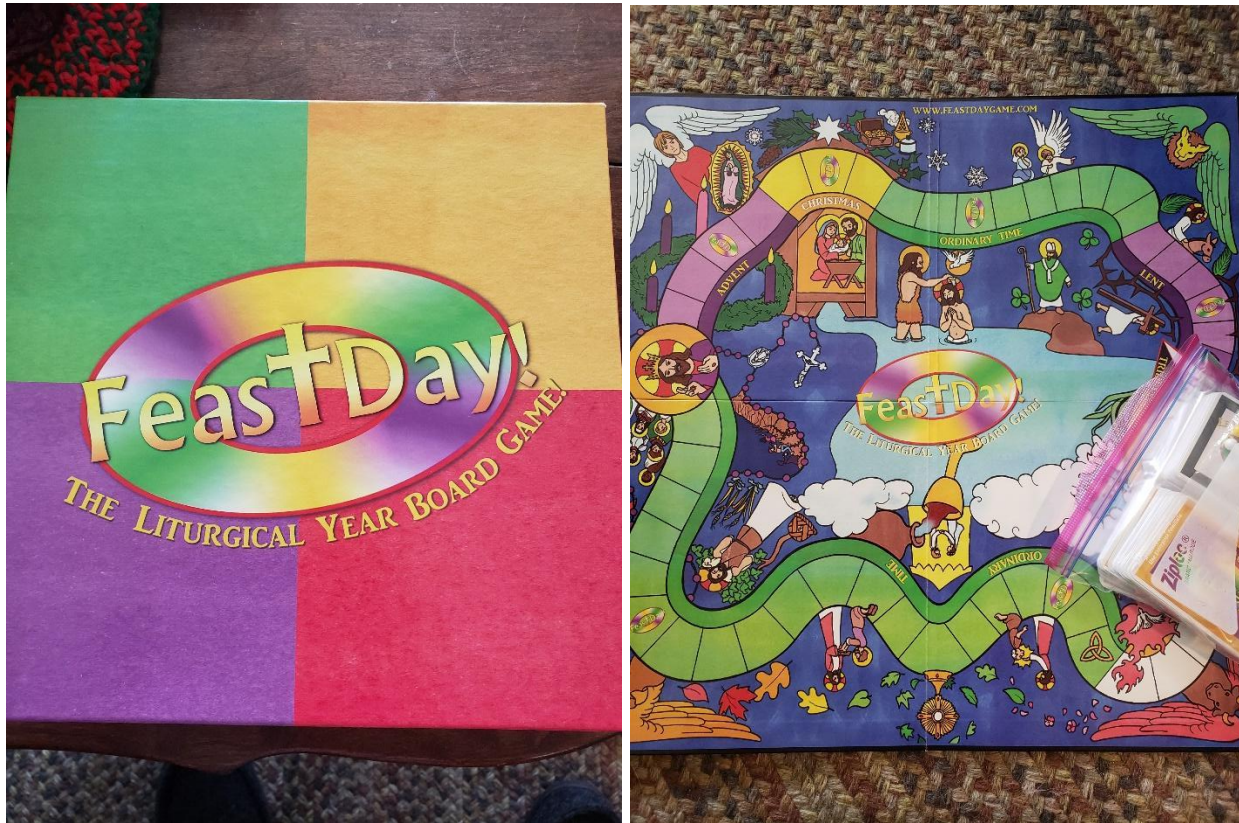
- ▶ **What Makes a Saint?** Confirmation Saints 5 min
- ▶ **How to Choose a Saint** Confirmation Saints 6 min
- ▶ **Thinkers, Athletes, Artists** Confirmation Saints 23 min
- ▶ **From Difficult Circumstances...** Confirmation Saints 19 min
- ▶ **Suffered from Mental Illness** Confirmation Saints 18 min
- ▶ **Fought for Justice** Confirmation Saints 22 min
- ▶ **Saints who Sinned** Confirmation Saints 17 min

Daily Saint
2:20 17%
▶ **St. Anselm of Canterbury** Tuesday, October 24 3:30 min
▶ **St. Bernadette** Monday, October 23 3:40 min
▶ **St. John Paul II** Sunday, October 22 3:40 min
▶ **Mother Laura Montoya** Saturday, October 21 3:40 min
▶ **St. Martin I** Friday, October 20 3:40 min
▶ **St. Marie Alphonsine** Thursday, October 19

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LITURGICAL YEAR BOARD GAME

Used as a tactile method to teach about the liturgical year.



Feast Day: The Liturgical Year Board Game!, 2019, P. d. Peruta, A. M. Pizzutelli, Pauline Books and Media.

PRE-ASSESSMENT

Developed to help assess the effectiveness of teaching methods as well as provide a framework for core concepts.

Assessment Name: _____

1. Who was the primary author of the Bible?
2. Why did God test the Angels?
3. What are the effects of Original Sin?
4. How did God test Abraham?
6. Why is Isaiah a very important prophet to Christians?
7. What was special about the birth of John the Baptist?
8. What term refers to the truth that God took on our human nature and became man?
9. Why did God become man?
10. Who was the last prophet?
11. Did Jesus teach by words alone? Explain your answer.
12. What stands between us and the Kingdom of Heaven?
13. Redemption is the freedom from slavery by buying freedom. From what did Jesus redeem us?
14. How does Jesus continue to defeat Satan and conquer sin?
15. Why did Jesus make (Simon) Peter the head of his Church?
16. Does the teaching of the Church always remain the same?
17. What are the seven Gifts of the Holy spirit?
18. What are the seven Sacraments?
19. Why is the Eucharist called the Mystery of Faith?
20. Why is the Eucharist the most important Sacrament? 21. When did Jesus fulfill his promise to send us the Holy Spirit?

Blank assessment.

Assessment

Name: ~~_____~~

- Who was the primary author of the Bible?
?
- Why did God test the Angels?
To see if they were faithful to him. Satan was not. He was an angel !!
- What are the effects of Original Sin?
Everyone after Adam and Eve are born into original sin because of their mistakes
- How did God test Abraham?
To see how much he was faithful to God. God tested Abraham by making him give up his son.
- Why is Isaiah a very important prophet to Christians?
He spread the word of God?
- What was special about the birth of John the Baptist?
He was born without sin.
- What term refers to the truth that God took on our human nature and became man?
Incarnation
- Why did God become man?
To save us from our sins
- Who was the last prophet?
I don't know. Isaiah???
- Did Jesus teach by words alone? Explain your answer.
NO. He taught by words and actions.
Being Christian is leading your faith by actions, words alone.
- What stands between us and the Kingdom of Heaven?
Purgatory
- Redemption is the freedom from slavery by buying freedom. From what did Jesus redeem us?
Sin
- How does Jesus continue to defeat Satan and conquer sin?
Stay with us in our hearts.
- Why did Jesus make (Simon) Peter the head of his Church?
Jesus told Simon to build his church because he was ~~the~~... I don't know
- Does the teaching of the Church always remain the same?
Yes. We will always have love in our hearts.
- What are the seven Gifts of the Holy Spirit?
• Humility
• Piety
• Love
• Peace
- What are the seven Sacraments?
• Baptism • Matrimony
• Eucharist • Anointing of the Sick
• Confirmation • ?
• Holy Orders
- Why is the Eucharist called the Mystery of Faith?
We don't/can't understand how Jesus is ~~the~~ present in the Most Holy Sacrament
- Why is the Eucharist the most important Sacrament? 21. When did Jesus fulfill his promise to send us the Holy Spirit?
20 We got to receive Jesus into our hearts
21 After he resurrected, on/at Pentecost.

Assessment

Name: ~~_____~~

- Who was the primary author of the Bible?
Paul
- Why did God test the Angels?
To see if they were loyal to him?
- What are the effects of Original Sin?
God punished people so that they can't ~~live~~ live perfect lives
- How did God test Abraham?
- Why is Isaiah a very important prophet to Christians?
- What was special about the birth of John the Baptist?
- What term refers to the truth that God took on our human nature and became man?
- Why did God become man?
- Who was the last prophet?
- Did Jesus teach by words alone? Explain your answer.
No, he ~~was~~ taught by showing them how he is all powerful.
- What stands between us and the Kingdom of Heaven?
Sin
- Redemption is the freedom from slavery by buying freedom. From what did Jesus redeem us?
- How does Jesus continue to defeat Satan and conquer sin?
- Why did Jesus make (Simon) Peter the head of his Church?
He made (Simon) Peter the head of the church because he believed in Jesus the most.
- Does the teaching of the Church always remain the same?
No not always
- What are the seven Gifts of the Holy Spirit?
- What are the seven Sacraments?
Baptism, First communion, ~~confirmation~~ confirmation, Eucharist
- Why is the Eucharist called the Mystery of Faith?
Because it is the most important part of the mass
- Why is the Eucharist the most important Sacrament? 21. When did Jesus fulfill his promise to send us the Holy Spirit?
The Eucharist is the most important sacrament because it is the feast of the Lord.

Assessment

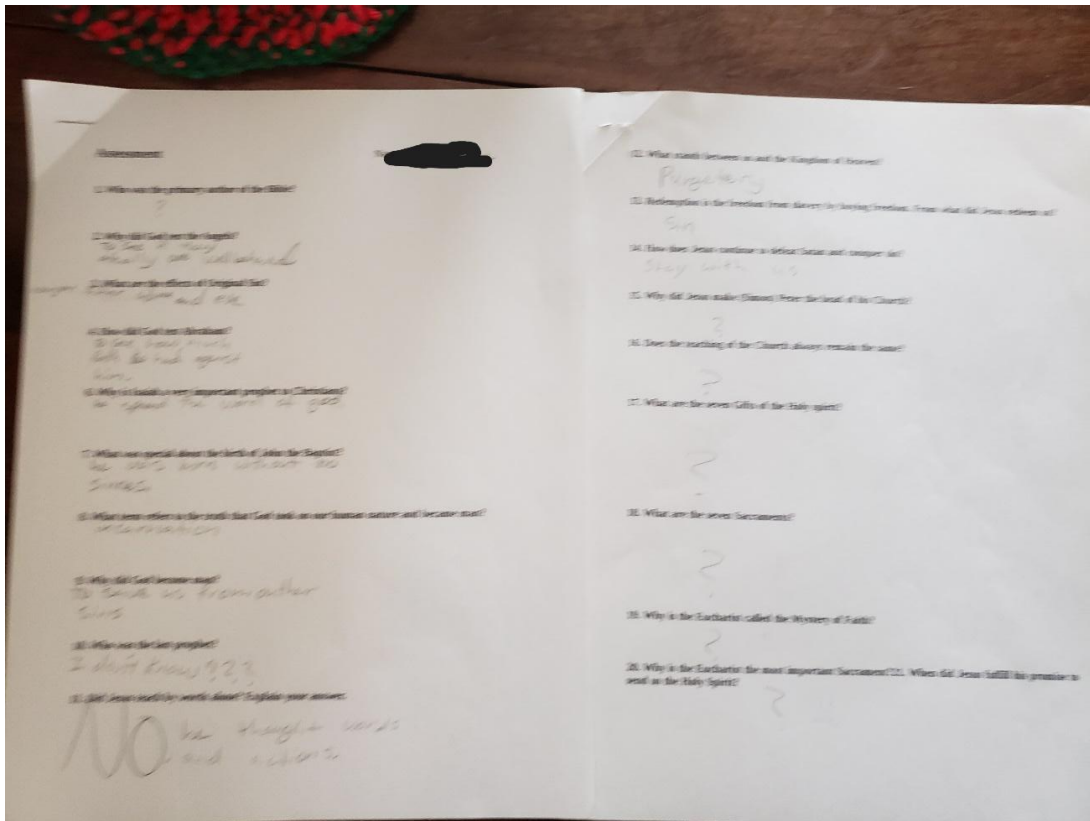
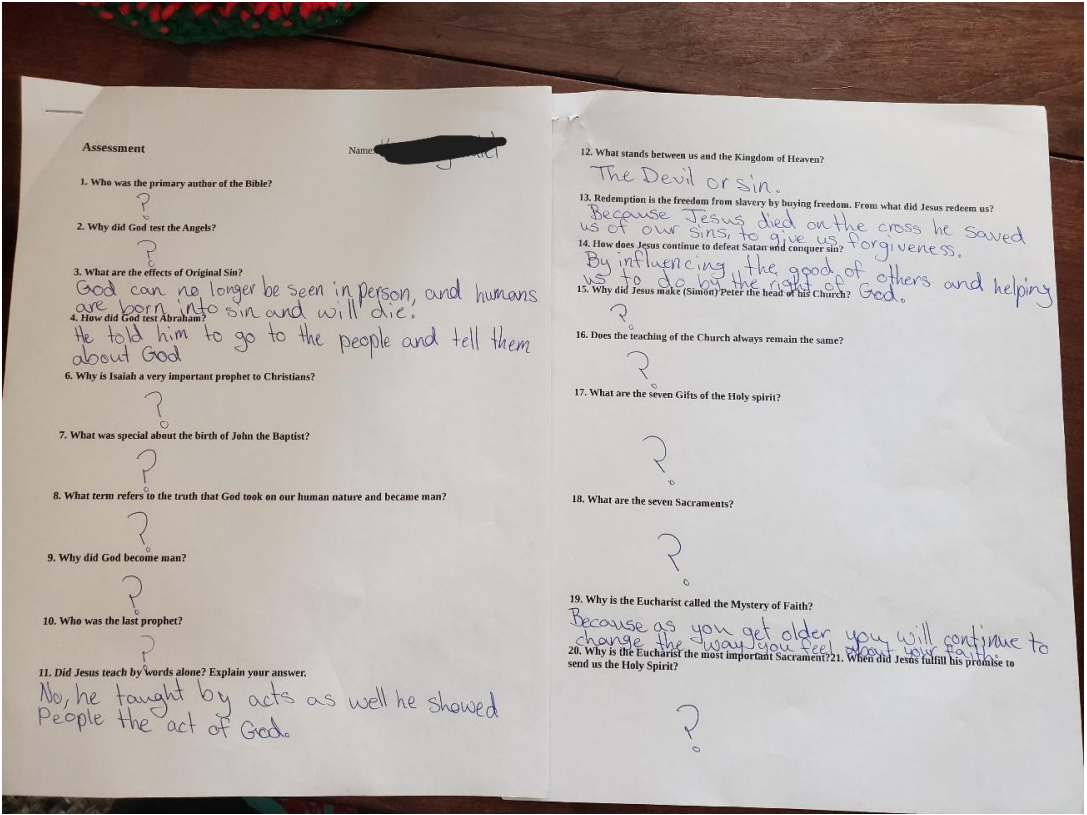
Name: [Redacted]

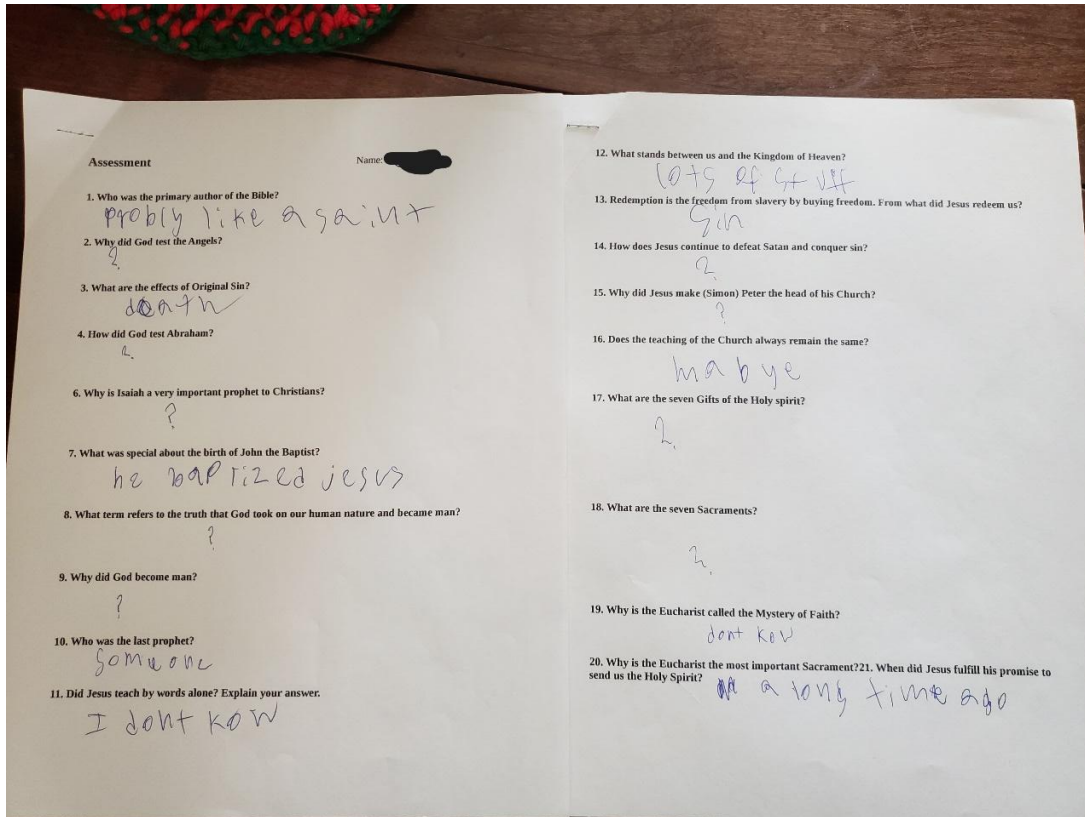
- Who was the primary author of the Bible?
Paul
- Why did God test the Angels?
To decide if they were good.
- What are the effects of Original Sin?
- How did God test Abraham?
- Why is Isaiah a very important prophet to Christians?
- What was special about the birth of John the Baptist?
- What term refers to the truth that God took on our human nature and became man?
- Why did God become man?
- Who was the last prophet?
- Did Jesus teach by words alone? Explain your answer.
He taught through showing us what happened.
- What stands between us and the Kingdom of Heaven?
Sins
- Redemption is the freedom from slavery by buying freedom. From what did Jesus redeem us?
- How does Jesus continue to defeat Satan and conquer sin?
- Why did Jesus make (Simon) Peter the head of his Church?
He loved Jesus the most.
- Does the teaching of the Church always remain the same?
in some ways it changes but in most stays same.
- What are the seven Gifts of the Holy spirit?
?
- What are the seven Sacraments?
?
- Why is the Eucharist called the Mystery of Faith?
- Why is the Eucharist the most important Sacrament? When did Jesus fulfill his promise to send us the Holy Spirit?
It is the feast of the lord.

Assessment

Name: [Redacted]

- Who was the primary author of the Bible?
Paul
- Why did God test the Angels?
to see if they were good angels
~~they were not~~ and decide if they stayed or left.
- What are the effects of Original Sin?
- How did God test Abraham?
If he followed his indications
- Why is Isaiah a very important prophet to Christians?
- What was special about the birth of John the Baptist?
- What term refers to the truth that God took on our human nature and became man?
- Why did God become man?
- Who was the last prophet?
- Did Jesus teach by words alone? Explain your answer.
- What stands between us and the Kingdom of Heaven?
Sins
- Redemption is the freedom from slavery by buying freedom. From what did Jesus redeem us?
- How does Jesus continue to defeat Satan and conquer sin?
- Why did Jesus make (Simon) Peter the head of his Church?
- Does the teaching of the Church always remain the same?
no they talk about something new every day.
- What are the seven Gifts of the Holy spirit?
- What are the seven Sacraments?
- Why is the Eucharist called the Mystery of Faith?
- Why is the Eucharist the most important Sacrament? When did Jesus fulfill his promise to send us the Holy Spirit?





Assessments that were administered by the 7 students on day one. Names redacted for privacy.