

Superior Catechist



Volume 2 Number 1

Fall 2004

The Heart of a Catechist

Sue Grenough

As catechists seek to be faithful followers of Jesus as teacher, they are faced with a dilemma. There are many styles of leadership all around us. Which among these styles should catechists follow?

Jesus exemplified two models of leadership that speak to the heart of what a catechist is—and to the heart of the catechist. They are:

- ▶ servant leadership and
- ▶ transformational leadership.

Servant leadership, popularized by the title of Robert Greenleaf's book, is attentive to the needs of others, responding to those needs with reverence and respect. Jesus met people as they were in unique life situations. He always served them by helping them probe deeper into the significance and meaning of their lives. Like Jesus, a catechist listens attentively to the life situations of learners to

assist them with the integration of faith and life. The heart of a catechist is revealed in service.

A transformational type of leader works for change, in things, people and events. Jesus, as a transformational leader, held out the vision of God's reign and called the listeners to conversion of heart. By entering people's lives he could show them the ways of living in faith.

A catechist follows this leadership by example, word and appropriate methodology. The aim of catechesis, echoed throughout the *General Directory of Catechesis*, is conversion to Jesus Christ. As catechists help learners to see the presence of God in the stuff of their everyday lives, they call them to be transformed into the likeness of Christ. The catechist shares Jesus' vision of God's reign on earth and works toward that vision. As catechists work, so do the catechists live—transforming themselves into the likeness of Jesus.

This is the heart of a catechist as a leader, following the example given by Jesus—to serve the learners and to assist with their ongoing conversion into the likeness of Jesus.



Bringing Faith to Life and Life to Faith

"Shared Christian Praxis"

How we teach can greatly influence the outcome of the learning experience. Shared Christian Praxis is a methodology that is used widely in religious education. Praxis is an ancient Greek word which means "coming to know by reflection on life." The process of shared praxis has been written about extensively by Dr. Thomas Groome, a professor at Boston College.

The process is based on the three convictions that 1) God is active in our lives now, 2) God is disclosed in the stories and visions of the faith community and, 3) the two sources must be placed in dialogue bringing us to an ownership of faith and a lived response. The process includes a focusing activity and five movements and is the methodology used in most religious education textbooks.

The *Focusing Activity* turns people to their own experience. The activity could be a family, community or world event. A film clip, story, or field trip could also be used. The activity should connect the student to the topic for the lesson.

The first movement of shared praxis is "*naming or expressing one's own experience.*" This movement allows students to reflect on their experiences. How has something in their lives related to the focusing activity? This can also be done through a variety of activities such as speaking, writing, art or other means. It provides students with opportunity to connect their own life experience to the learning activity.

The second movement encourages "*critical reflection*" At this stage the students share their feelings and thoughts about the experience in movement one. It is a time to talk about the event and how or why it happened.

The third movement is sharing the "*Christian story and vision.*" The Church's story and scripture are presented. It is important that the story of the Christian community is connected to the student's life experience.

The fourth movement, "*making the faith our own*" provides questions and activities to relate the Catholic Faith to the life of the student. It is a time to allow the students to make what has been learned their own. Questions can be asked such as: What do you think? Has the Church's story and/or the scriptures helped you to understand your life experience better? What new insights have you learned?

The fifth movement calls the student to a "*decision or response.*" It is an opportunity to take what has been learned and apply it to life. What action will be taken to live out the lesson?

In summary, it is important to note that the process consists of movements and not steps. Sometimes the movements are combined. Remember, Jesus also got people to stop and look at their own lives, to reflect upon them. He taught and called them to make decisions.

Roger Cadotte, Director of
Religious Education and Youth Ministry
Bishop Hammes Center

"Creating Safe & Sacred Places for Children and Youth"

Diocese of Superior Responding to the United States Conference of Catholic Bishops' Charter:
"Promise to Protect, Pledge to Heal"

Understanding ways to limit a perpetrator's access to a child/youth is critical to the prevention process. The following information is intended to help you to keep children/youth safe through common safety practices and suggestions for limiting the opportunity for abusive situations to occur. This is by no means an exhaustive set of examples. It is meant to give major, general ways to limit access to children/youth. You may need to find additional ways to protect the children/youth in your area, depending on the specifics of your learning facilities, class dynamics, your parish resources and your wider community's awareness of sexual abuse issues.

- Affirm the child/youth's prior knowledge of safety and sexuality i.e. what they have learned in school or at home about healthy sexuality, protecting them and seeking help. Start with what they already know, build from there and add the dimension of Catholic perspective.
- Be sure that all students are aware of what is considered a *private* part. They should also be aware that not all adults have the right to touch or see their private parts, particularly in any unwanted ways.
- Model positive, affirming touch i.e. a hug, a handshake, a pat on the back, a high-five and so on. Clarify the need for positive human touch, while at the same time empowering students to be assertive when they experience unwanted touch.
- Use positive, proactive language and tone of voice when discussing sexuality issues and issues of abuse prevention.
- Be direct and honest with all educational processes regarding safety and sexual abuse, but do not resort to scare tactics or dramatic examples simply for the sake of shock value. It is important to maintain the child/youth's sense of stability, comfort and safety within the learning environment.
- Be sure to include education regarding ways to identify sexual abuse and ways to prevent it.
- Practice new skills with children, youth and adults regarding ways to say no to unwanted sexual advances, reporting a situation of concern, avoiding opportunities for the perpetrator to gain access to children/youth, and so on.
- Provide several opportunities throughout the programming year to remind students of safety issues.
- Reassure children/youth that sexual abuse is not their fault.
- Take children/youth seriously when they disclose to you that they have been sexually abused. Then report the sexual abuse to the proper authorities immediately and let the professionals handle it from that point on.
- Recognize that most offenders are NOT strangers. They are most often someone that the child knows and has some level of trust in the adult.
- Address parish and diocesan safety/abuse guidelines with your students. Students in parish religious education and youth ministry programs need to know and understand that there are people within their parish that care about them, are educated on the facts of child/youth sexual abuse and that these adults are also ready to help protect them from abuse.
- Keep parents informed of ongoing education opportunities regarding sexual abusive prevention for themselves and/or for their children/youth.
- Avoid allowing children/youth to enter staff and adult areas alone, especially areas for sleeping during overnight activities.
- Be sure that all children/youth leave the learning area with their own parents or a person designated by the parents and that you are familiar with.
- Recognize that children/youth have the desire to please adults, and at the same time, this can make them vulnerable.
- Be aware of where your students are at all times. Encourage them let you know when they are leaving, who they are with and where they are going.
- Establish a trusting relationship with each student so that he/she feels comfortable talking to you about safety issues when necessary.
- Recognize that children/youth with low self-esteem are particularly vulnerable to the perpetrator.
- Encourage children/youth to avoid talking to strangers on the **Internet** and to avoid meeting with anyone they don't know, even if it is an adult. Encourage them to only give their e-mail address (and other personal information over the internet) to people they know and trust.¹

¹ An accumulation of common knowledge and paraphrasing of specific suggestions taken from Creating Safe and Sacred Places (St. Mary's Press- 2003), Keeping Kids Safe (Hunter House Publishing - 2002), Child Lures Prevention - "Training for Prevention Presenter's Video" and "Presenter's Instruction Guide" (Kenneth Wooden & Child Lures, Ltd - 2004), What Everyone Can do to Prevent Child Abuse: 2003 Child Abuse Prevention Community Resource Packet (Prevent Child Abuse America, U.S. Department of Health and Human Services- 2003)

Highlighting various **SEXUALITY/SAFE ENVIRONMENT VIDEOS**

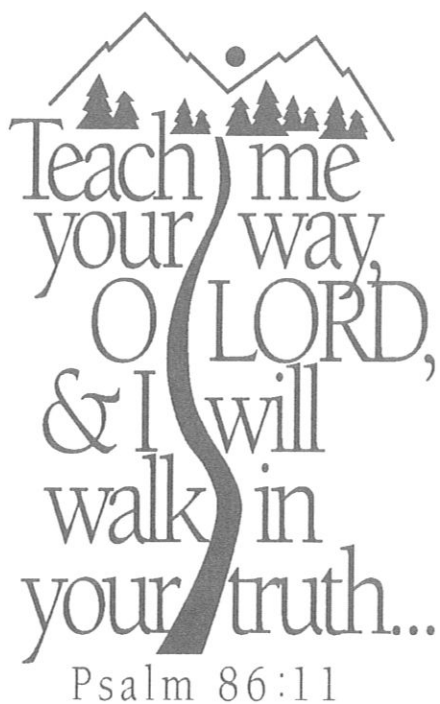
*Available from the Diocese of Superior Media Center/Bishop Hammes Center
For more information please refer to the "Media Catalog" or call Donna @ 715-234-5044*

2579	A KID'S GUIDE TO SELF-PROTECTION	Prudence for children to lessen child abuse	52 Min k-3 rd 1986
2578	ABBIE, MY LOVE	Abbie is sexually abused by her father	45 Min jh,sh 1993
2577	JUST AROUND THE CORNER – FOR GIRLS	What to expect during puberty.	15 Min gr 3-5 1993
2573	CHILD LURES PREVENTION STUDENT VIDEO: Luring, What Would You Do?		7 Min p,l,jh 1998
2572	CHILD LURES PREVENTION School Program PRESENTER'S VIDEO		? Min a 1998
2571	BIG BOYS DON'T CRY	Tony was sexually abused as a child	45 Min jh,sh 1993
2570	YOUTH PROTECTION GUIDELINES: Training for Adult Venturing Leaders	<i>Boy Scouts</i>	22 Min a
2564	CHILD ABUSE	Interviews with abuse victims/survivors counselors	30 Min jh,sh 1994
2555	HARD QUESTIONS, STRAIGHT ANSWERS about Sex & Relationships-for girls		29 Min jh,sh,a
2554	HARD QUESTIONS, STRAIGHT ANSWERS about Sex & Relationships-for guys		25 Min jh,sh,a
2553	TEEN RELATIONSHIPS & Sexual Pressure	abstinence	75 Min jh,sh,a
2552	YOUTH PROTECTION: PERSONAL SAFETY AWARENESS	<i>Boy Scouts</i>	30 Min jh,sh,a 1999
2551	YOUTH PROTECTION GUIDELINES: Training for Volunteer Leaders & Parents	<i>Boy Scouts</i>	65 Min a
2543	SEX AS GOD'S GIFT-Volume 2	4)Sexuality as a Gift 5)Relationships 6)Questions & Answers	81 Min jh,sh
2531	SPEAK UP, SAY NO!	ages 4-7 1)sexual abuse 2)betrayed trust 3)resisting the attacker.	10 Min p 1980
2530	FOR PETE'S SAKE TELL!	Illustrated film for age 4-7 addresses child sexual abuse	10 Min p 1982
2474	EXPLORING HEALTHY RELATIONSHIPS	respect, communication, trust & boundaries	22 Min jh,sh,a 2002
2328	GOSSIPING, TAUNTING, BULLYING	Helps students recognize harassment & respond.	24 Min i,jh 2001
2287	TRUST SHOULDN'T BETRAY	<i>Catholic Charities</i> Dealing with child sexual abuse	48 Min jh,sh,a 1997
2286	HEALING THE WOUNDED SPIRIT	<i>Catholic Charities</i> Discussion sexual abuse topics.	55 Min a 1998
2285	LOVE SHOULDN'T HURT	<i>Catholic Charities</i> Effects of abuse and what to do	34 Min sh,a 1986
2262	SAVE SEX... 'TIL MARRIAGE	About sex, reasons to say no, ways to say no.	24 Min sh 2000
2220	TRUE LOVE 4: RELATIONSHIPS	Identify if they are healthy or unhealthy.	20 Min jh,sh 2000

2219	TRUE LOVE 3: SETTING BOUNDARIES	Setting physical boundaries	25 Min jh,sh	2000
114	SEXUAL HARASSMENT	Shows steps to take to end harassment.	18 Min jh	1994
2104	A TIME OF GRIEF	Testimony of teens who have been victims of violence.	25 Min jh,sh	1996
2058	DOES GOD CARE ABOUT SEX?	Teens discuss sex, sexual temptation, relationships.	30 Min sh	2000
2024	SHOCK WAVE TAPE 3	Premarital sex, alcohol, obedience, acceptance, sharing faith.	30 Min jh,sh	1998
1916	RENEWING THE MIND OF THE MEDIA	How media affects our sex/violence views	12 Min sh,a	1999
1522	VIOLENCE	Violence (gangs, abuse) is part of the world of many students.	20 Min jh,sh	1996
1298	SEXUAL ABUSE	True stories of people who have survived sexual abuse	21 Minutes a	1993
292	TEENS AND SEX II	Build healthy, honest relationships and make sound choices.	18 Min jh,sh	1994
1186	GOD BLESSED ME	Reproductive organs, procreation, peer pressure, vocation	48 Min i	1992
1185	GOD CREATED ME	Touch, reproductive organs, procreation, divorce.	44 Min i	1992
1180	GOD LOVES ME	Enrichment tool for family life or human sexuality program.	29 Min ps,p	1992
1179	TEACHING WITH NEW CREATION	For teacher in-service on human sexuality.	23 Min a	1993
112	CATHOLIC VALUES AND SEXUALITY - Tape 2	Relationships, saying no, pregnancy	38 Min jh,sh,a	1992
1111	CATHOLIC VALUES AND SEXUALITY - Tape 1	Family life ed for parents & teens.	37 Min jh,sh,a	1992
1106	LISA'S PARENTS FIGHT	A young girl discusses her parents' verbal and physical abuse.	6 Min p,i	1993
1099	MIND THAT CHILD	Recognize symptoms and healing for sexual abuse.	25 Min a	1992
0937	SEXUALITY, THE REAL STORY	Teens talk honestly about premarital sex.	28 Min jh,sh	
0827	I CAN'T TALK ABOUT IT	A young girl tells a dove about her father's abuse.	12 Min p,i	1990
0812	SECOND THOUGHTS	Teenagers' sexuality and related questions	35 Min jh,sh	1991
0805	TEENS, SINGLES, & LOVE VS. SEX	Education	53 Min a	1982
0791	MOLLY KELLY - FACE TO FACE WITH TEENS	Teens discuss sexuality	30 Min jh,sh,a	1991
0636	YOUR RIGHT TO RESPECT	Guidelines for identifying and avoiding sexual abuse.	9 Min jh	1989
0226	YOUTH PROTECTION GUIDELINES	<i>Boy Scouts</i> Five-point strategy to prevent child abuse.	25 Min a	
0194	A TIME TO TELL	<i>Boy Scouts of America</i> Sexual molestation experiences of boys 11-14	26 Min i,jh,a	1991
61	IT HAPPENED TO ME	<i>Boy Scouts</i> Educate the 6 to 9-year-old male on sexual abuse	26 Min p,i,a	1991

TO TEACH – and LEAD as JESUS DID

Larry Livingston



We often hold Jesus up as the model teacher because he did what good teachers do. He taught from an attitude of compassion rather than one of superiority. He used storytelling to convey important lessons. And, both figuratively and literally, he went to where his “students” were instead of waiting for them to come to him.

One aspect of Jesus’ teaching that is sometimes overlooked is the personal relationship he exercised that inspired people to follow him. We must remember that Jesus did not have the proper religious or civil credentials to afford him automatic respect in his society. Rather, it was the authenticity of his servant-leadership that drew people to him. Once drawn, they were open to his message.

If a leader is one who motivates others to follow him or her, then leadership is a must for effective teaching. Students are moved to learn not only by the value of content but also by the passion and the personality of their teachers.

In fact, more often than not, students without passionate teachers never get to the point of appreciating their subject matter, whatever it is.

Think of those teachers whom you most admired when you were a child. They were probably also the ones who imparted the most knowledge to you. There is something about a good teacher that inspires students to be willing to take the risk of allowing that person to lead them to new places and new ideas.

But the teacher who seeks to exercise authentic leadership must be willing to share who he or she is as a person of faith. None of us will follow a leader who seems detached from our struggles. As with Jesus, we want a leader—a teacher—who walks alongside us.

Larry Livingston is the consultant for adult faith formation for the Kansas City, Kan., archdiocese. His email address is adultfaith@archkck.org.

To Teach and Lead as Jesus Did?, by Larry Livingston and **The Heart of a Catechist**, by Sue Grenough (page 1) are reprinted with permission from THE CATECHIST’S CONNECTION, a Celebration a Celebration Publication, Vol. 19, No. 2 Sept/Oct 2003. The articles may not be reproduced without permission. The Catechist’s Connection is published monthly by the National Catholic Reporter Publishing Company. To subscribe call 1-800-333-7373.

Superior Catechist Calendar

SPIRITUAL THEOLOGY II

November 6-7, 2004
St. Joseph's, Rhinelander
Paschal Mystery - Presenter: Patricia Pintens
Contact Tim Kuehn @ 715-392-2937

SCRIPTURE VI

November 13-14, 2004
Rusk County Library, Ladysmith
Gospel of John - Presenter: Dr. Steve Ostovich
Contact Tim Kuehn @ 715-392-2937

SUMMIT (Superior Mutual Ministry Team)

November 19, 2004 @ St. Mary's, Tomahawk
Presenter: Lee Nagel

February 22, 2005 @ ~~St. Frances de Sales,~~
~~Spooner~~ **Shell Lake**
Presenter: Bill Huebsch

May 9, 2005 @ St. Anthony de Padua, Tony
Presenter: Bernie Evans
Contact Sr. Marianna Ableidinger, FSPA @
715-447-8510

LIGHTS, CAMERA, FAITH

A Day at the Movies
December 9, 2004 @ Telemark Lodge, Cable
March 3, 2005 (Location TBA)
Contact Roger Cadotte @ 715-234-5044

NCCYM (National Conference for Catholic Youth Ministry) Pittsburgh, PA

December 2-5, 2004
Contact Chris Newkirk @ 715-234-5044

PARISH CATECHETICAL WEEK

February 2 - 8, 2005
Contact Roger Cadotte @ 715-234-5044

YOUTH RALLY 2005

Saturday, April 2, 2005
Presenter: Bob Perron
Location: TBA
Contact Chris Newkirk @ 715-234-5044

SCOUT RECOGNITION DAY

May 14, 2005
Cathedral of Christ the King
Contact Chris Newkirk @ 715-234-5044

WYD (WORLD YOUTH DAY) 2005



August 13-22, 2005
Cologne, Germany
Contact Chris Newkirk @
715-234-5044

NCYC (National Catholic Youth Conference)

October 27-30, 2005
Atlanta, GA
Contact Chris Newkirk @ 715-234-5044

AGAPE TEC (Teens Encounter Christ) RETREAT SCHEDULE

- #183 November 26-28, 2004 @
Our Lady of Sorrows, Ladysmith
- #184 December 27-29, 2004 @
Immaculate Conception, New Richmond
- #185 March 4-6, 2005 @
Immaculate Conception, Rhinelander
- #186 April 29-May 1, 2005 @
St. Anthony de Padua, Park Falls

- #187 June 24-26, 2005 @
St. Francis Xavier, Merrill
- #188 July 30-Aug. 1, 2005 @
St. Joseph and Osceola Elementary
School, Osceola
Contact Gwen Nies @ 715-405-2258



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VOLUME 2 NUMBER 1



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PERMIT NO. 1
HAUGEN, WI 54841



PARISH CATECHETICAL WEEK February 2-8, 2005

The Diocese of Superior will Celebrate *Parish Catechetical Week*. The intent is to highlight parish Religious education programs in a special way and increase knowledge of and participation in parish education and formation programs

Diocesan Youth Rally SATURDAY, APRIL 2, 2005

Presenter: Bob Perron
Open to students in 7th - 12th
grades from the entire
Diocese of Superior

SCOUT RECOGNITION DAY

The 12th Annual Diocesan Scout Recognition Day is scheduled for **Saturday, May 14, 2005** and will be hosted by Cathedral of Christ the King in Superior. We thank those of you who continue to help promote *Religious Recognition Awards*, *Scouting* and other forms of youth ministry. Your efforts are appreciated.

International World Youth Day



Cologne, Germany
August 12-22, 2005