



# *The Catechist*

Faith...  
Pass it on!  
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# **VIRTUS**

**All Catechist must be VIRTUS trained, and a current code of conduct and background check must be on file.**

## **Responsibilities of the Catechist**

Some of the responsibilities associated with the catechetical ministry include:

- Planning and Preparation is the key to success.
- Establishing long range and immediate teaching goals and objectives.
- Familiarity with Diocesan Guidelines and textbooks provided by Director/Coordinator.
- Appropriate lesson planning including review, presentation of new materials and reinforcement.
- Requesting and obtaining materials, audio-visual equipment and supplies for specific needs.
- Preparing questions for discussion.
- Structuring lessons to meet individual needs.
- Correlating home assignments with lessons taught

### **Instructional**

- Creating a joyful, loving and caring Christian learning environment.
- Giving witness to the Gospel by word and example.
- Developing a faith community.
- Manifesting an attitude of enthusiasm for learning.
- Fostering an attitude of mutual respect and understanding.
- Helping students to become creative, cooperative and self-disciplined.
- Guiding students to apply knowledge of their faith to real life situations.
- Setting expectations for students and encouraging individual growth .

## **Evaluating and Reporting**

- Administering tests (written and oral) provided in textbooks or supplied by Director/Coordinator.
- Acquiring a knowledge of each student's personality, background and social influences that affect a student's faith development.
- Monitoring and evaluating each student's growth on a short- and long-term basis.
- Referring students with academic or behavioral problems to the Director/Coordinator.
- Writing an introductory letter to parents stating goals and objectives as well as expectations of the children.

## **The Responsibilities of an Assistant Catechist**

- Assisting with small group discussions.
- Helping individuals or groups with projects.
- Possible presentation of all or part of a lesson.
- Assisting with recording of attendance.
- Helping to maintain discipline and order.
- Assisting with the distribution or collection of class and home activities materials.

## **Professionalism**

Catechists and other staff members by their appearance, dress and all their actions should reflect their role as religious educators entrusted with the sacred task of handing on the faith.

Professionalism should also be reflected in the Catechist,

- preparation for class,
- interaction with students, parents and other Catechists.
- Record keeping should be neat, accurate and timely made.

## **Supervision of Students**

- The Catechist's responsibilities include supervision of the students designated to his/her class.
- Supervision is a mental as well as a physical act. Therefore, the Catechist must be attentive to those in his/her care as well as being physically present with them.

### **To provide such supervision the Catechist is expected to adhere to the following:**

- Have the room and lesson set up prior to students' arrival, so full attention can be given to the students.
- Meet and lead students from arrival site to the room.
- NEVER leave the class unattended by the Catechist or Catechist assistant.

### **In the event of an emergency (e.g., Student accident / Catechist illness):**

1. If Catechist must leave the room, ask hall monitor or other responsible adult to watch the class.
2. Send one or two students to the Religious Education Office with a message for assistance.
3. Depending on the urgency of need, if no alternate supervision is available, bring the entire class to the office or to another Catechists room.

### **Early in the year explain to students what they should do in case of an emergency:**

- Stay calm and in your seats.
- Quietly read from your books.
- Designate a specific student (e.g. the one nearest the door) to go to the Director/Coordinators office for help.
- Tell students that should a fire alarm go off during an emergency when the Catechist is not in the room, they MUST leave the room in a quiet, orderly way and leave the building according to Fire Drill rules.
- At the end of class, the Catechist is to lead the students, in line, out to the dismissal site.

## **Confidential Information About Students**

The Director/Coordinator will inform each Catechist about any student who has special needs which could affect the teaching/learning environment (e.g. medical conditions, learning disabilities, custody issues, etc.) **This information is to be kept strictly confidential and must be used with discretion.**

## **Curriculum**

St. Teresa of Avila Religious Education Program must conform to the requirements of the Catechetical Office of the Diocese of Savannah and its Guidelines for Catechesis. Our program ensures for all the children of our parish a clear and uniform presentation of the faith in concepts appropriate to each age level. The Religious Education Program is designed to assist parents in their sacred responsibility to educate their children in the faith. It complements but can never replace parents in carrying out their responsibilities. A Parents must be acknowledged as the first and foremost educators of their children.

### **National Catechetical Directory for Catholics of the United States**

In addition to enlightening our children in doctrines and tenets of our faith, our Religious Education Program welcomes the opportunity to aid parents in teaching children to walk along the path of faith. This can only be achieved when we, through word and example, place Jesus Christ and His teachings at the center of our student's lives through liturgical worship, frequent prayer, and communication of Christian values and attitudes. In this way we make meaningful their professions of belief and nurture faith in our children by showing them the richness and beauty of lived faith.

The themes, objectives and appropriate prayers of each grade level can be found in the Diocesan Guidelines for Catechesis Grades K-6 & Grades 7&8.

## **Doctrine**

Catechists are commissioned to teach the truths of the Catholic faith. At no time should Catechists offer their personal opinion about matters of faith or morals. If a situation arises where you are unsure about Catholic doctrine, consult with your Director/Coordinator.

## **Homework Policy**

Homework reinforces classroom learning and can provide opportunities for independent study, creative thinking and service.

There are two types of homework:

**Short Term:** Assignments that are given and are required to be completed and submitted at the following class.

**Long Term:** Assignments spread over a number of weeks which may include such activities as projects, research, extended reading or independent study.

## **Testing**

Since there will be formal testing at each grade level, a certain amount of knowledge will be expected to be retained by each student involved in our program. The objective of testing is to monitor student growth, group progress and effectiveness of our Religious Education Program. Students will be tested on a regular basis, orally or written.

If a child does not fulfill grade level requirements, a meeting will be arranged with the parents, the Catechist, and the Director/Coordinator of Religious Education to discuss the situation. The Director/Coordinator will decide the appropriate course of action.

## **Lesson Planning**

A lesson plan is a guide for the Catechist. It helps a Catechist make decisions about how to instruct the lesson, what experiences and activities they want to create and use and how these activities will help promote learning objectives. Having a lesson plan gives the Catechists a sense of the overall flow of things and helps them to budget their time in order to keep focused on their objectives. Most lesson plans contain at least three elements:

- A set of student objectives.
- Directions for conducting the learning activities of the lesson.
- A list of materials and resources needed for teaching the lesson. A good lesson planner is a person who tries to prepare for every possible scenario. A good lesson planner is a person who examines the blueprint for the lesson, knows how it is to be built, and proceeds to build it effectively.

## **Tips for Lesson Planning**

**Look ahead.** The lesson you are planning is only part of a larger plan for the whole year. You need to get a picture of the whole program calendar year and see how much time you have to accomplish your goals. Get a good feel for how this lesson can build off the previous one and lay the foundation for the next.

**Get to know your primary teaching resources.** They are the following:

Diocesan Guidelines for Catechesis K-6, 7-9. The Diocesan Guidelines present a clear and uniform presentation of faith concepts appropriate to each age level, correlated with the Catechism of the Catholic Church and provide an easy reference tool for the Catechist.

**Examine the teacher's notes** in the instructor's manual / guide. Instructor's manuals are often a Catechist's best friend. They lay out the lesson like a blueprint and offer step-by-step instructions.

**Visualize yourself teaching the lesson.** Visualization is the practice of using your imagination to experience specific situations in hopes of learning behaviors that can be incorporated into your real-life repertoire. Good lesson planning involves visualizing yourself teaching the class.

**Make adjustments** to fit your particular class. No lesson plan is ironclad. Think of your class= readiness (or lack thereof) for what your lesson calls for and make the necessary adjustment.

**Know your goals and learning outcomes (objectives).** It is crucial that you know what the purpose of your lesson is. Goals and learning outcomes are statements you include in your lesson plan that state concretely and in measurable terms, what it is you hope to accomplish.

**Get your materials ready.** Before you go into the classroom be sure you have all of the materials you will need to complete the lesson properly.

**Have plan AB@ ready.** Consider the possibility that what you are hoping to accomplish may not work. Always have an option ready in case something falls flat or just is not working the way you had hoped.

**Adolescent Catechesis.** The following process can be incorporated into all lesson planning:

- Ice breaker
- community building.
- Gathering prayer.

**Catechesis.**

- Small group sharing / activity with the help of older adolescents for junior high age and young adults of high school age
- Application to life
- Insertion into parish
- Closing prayer experience

Without proper lesson planning you are vulnerable to boredom, poor discipline, lackluster performance and poor participation.

**Long Range Lesson Planning**

- Before a Catechist can make plans for a specific lesson or topic he/she must have an idea of the scope and sequence of the course. In other words, a Catechist must first look at the whole picture and then fill in the details of it.
- The entire faith community of the Parish shares the responsibility for an adolescent's faith development. Faith is fostered in a youth friendly parish communities, where adolescents have a prominent presence. All ministry with adolescents must be directed toward presenting young people with the Good News of Jesus Christ, inviting and challenging them to be disciples side-by-side with the adults of the community.

## **Short Range Planning**

Units usually consist of a number of lessons that focus on different aspects of the same topic. Short range planning usually entails taking a closer look at the next several lessons. Lessons are never taught in isolation. They are related to past lessons and to those that will follow. Catechists doing short range planning should see each unit as a whole before attempting to plan for a single chapter or part. By doing this, Catechists are able to decide:

- What aspects of the whole should be emphasized for their students.
- The pace to set for a particular lesson.
- Anything that can be eliminated, combined, or reviewed.
- What adaptations must be made for their particular group?
- What adaptations must be made for particular students; for individual students?
- What resources, ideas and talents can be shared with other Catechists of the same grade level?
- What needs to be prepared for each lesson of the unit?

## **Immediate Planning**

Immediate plans are made for a particular lesson. This is a much easier task if some serious thought has been given to long and short range plans. Catechists' manuals provide lesson plans for each lesson. They must approach these suggested lesson plans with flexibility. They must also have an awareness that these plans are an aid and should be considered before a Catechist uses a prepared lesson plan from a manual.

- Student interest, ability and need.
- Teacher ability and talent.
- Time allotment.
- Resources available.
- Practicality.
- Adaptability.

Whether using a plan from a manual or an individually designed one, Catechists should always write out their plans. Depending upon the confidence and the experience of the Catechist, plans can be done on index cards, in a plan book or on a piece of paper. The written plan should include key words or phrases to remind the teacher of sequence, content and method of the lesson. There are a variety of lesson plan formats. The following is a suggested format:

- Topic (subject or theme of the lesson).
- Aim (goal and objectives).
- Materials, resources and equipment needed.
- Method or methods of presentation.
- Procedures.
- Summary.
- Preview of next lesson.

### **Reminders for Catechists Regarding Lesson Planning**

- A lesson plan is like a road map containing a number of routes, any one of which may be appropriate on a given day with a particular group
- One danger associated with lesson planning is a tendency for beginning Catechists to stick too rigidly to a plan.
- Don't feel duty bound to cover every point in the exact order,
- Never risk teaching without a lesson plan.
- Prepare alternate approaches to the same lesson. If one fails, switch quickly.
- Determine the attention span of your students. Vary your presentations, activities and methods frequently enough during the course of the lesson to meet the needs of the students.
- There is no one correct way of teaching. The approach you choose must be comfortable for you and your students.
- Evaluate each lesson after the session. Adjust your plans for the next session according to your honest assessment of your lesson.
- Prepare in advance all the materials you need for the lesson. Eg. If you do not know the proper response to a question, research it for the following class.
- Be prepared for the unexpected.
- **Keep your sense of humor.**

## **Manuals For Catechists**

Each Catechist will be given a manual/guide. These books assist Catechists in lesson preparation. Catechist's editions include the student text and the manual/guide in one volume. Catechists should acquaint themselves with the manual/guide well in advance of the beginning of classes. New Catechists will be introduced to the manual/guide and the text by an experienced Catechist or the Director/Coordinator. Catechists are encouraged to use the manual as a guide, adapting lessons and projects to the students in a particular course.

**Manuals/guides are designed as an aid.** For a personalized lesson plan, prepare with a manual/guide before class and then write the key words on index cards and refer to them during the lesson.

## **Seating Plan (suggestion)**

It is a good idea to establish a student seating plan. This provides order and consistency, assists in early identification of each student and is a reference check should an incident arise over the misuse of the room.

## **Late Arrival and Early Dismissal**

Catechists are to dismiss classes only at the scheduled times. At no time should a Catechist cancel a class or dismiss a class early without the approval of the Director/Coordinator.

Late arrival of student must be recorded on the weekly Attendance Register. Repeated lateness should be brought to the attention of the Director/Coordinator.

**Early dismissal of a student should be rare** and only if the Director/Coordinator has notified the Catechist that the parent/guardian has submitted a written note to this effect including:

- Name of the student.
- Name of person picking up the student.
- Date and time of early dismissal.
- Reason for early dismissal.
- Signature of parent/guardian.

## **Restrooms and Water Fountains**

Students should not be wandering around the halls once classes have begun. Direct the students to take care of all restroom and water fountain needs before class.

## **Discipline**

It is expected that in the Religious Education Program, Jesus Gospel values of charity, kindness, honesty, respect, sharing, obedience to legitimate authority, etc. that are being learned in class are to be practiced. Therefore, no violence, prejudice, or abuse by words or actions will be tolerated by anyone.

### **Establish Good Discipline Procedures**

Most times if the Catechist is well prepared and each student is drawn into the lesson and activities, discipline will be good. However, situations arise that can lead to discipline problems. Therefore, the Catechist is directed to use the following to establish and maintain good discipline.

- Establish a classroom routine in the first-class session and adhere to it.
- Establish several basic behavior rules and consequences with your students.
- Do not allow students to walk or run around the classroom, throw objects, call out of turn, make fun of other=s mistakes, etc. Speak to the issue at the time it occurs.
- Direct students not to bring to the classroom such items as toys, games, beepers, **cell phones**, and other items that could disturb the class. If brought to the classroom, have student put them in a designated place, to be picked up after class.
- Try to be aware of some of the general family, peer and social influences that might be affecting a student's faith development. If you become aware of such problems, notify the Director/Coordinator. Early attention to minor misbehavior has a better chance of positive learning outcomes.
- Be aware of various positive discipline approaches.

### **Use of Discipline**

- Affirm both good and improving behavior to the student and to the parents.
- Use minor misbehavior as positive A teachable moments in the class, where possible.
- **No physical discipline or humiliation is ever permitted.**

## **When Discipline Problems Persist**

- When a serious problem occurs, or a situation persists, send the Catechist assistant (or a student) to the Director/Coordinator for assistance.
- If the Catechist suspects a student is in **possession of a weapon** (or other potentially dangerous items) or appears to be under the influence of alcohol or drugs, do not become confrontational with the student. Notify the Director/Coordinator as soon as practical.

## **Classroom Maintenance**

The Catechist should:

- Briefly check classroom condition before students arrive. Note anything that is out of order, or things that require special care (e.g. display projects).
- When sharing classrooms in a Catholic School, direct students that under NO circumstances are they to use items from the classroom. All supplies (paper, pencil, etc.) are to be obtained by the Catechist prior to class from the Religious Education office.
- Clearly inform students that any damage, loss, etc. will have to be repaired, replaced, paid for by the student(s) responsible. Students responsible for any damage, etc. are to be brought to the Director/Coordinator before leaving the building. Catechist is to write up an account of the incident.
- At the end of class, Catechist and students are to straighten up the classroom.
- The Catechist is to check that windows, shades, lights, desks, blackboards, floor are in good condition before leaving the room. Any condition that needs attention should be reported to the Director/Coordinator.

## **Parties / Snacks**

Generally, it is recommended that food not be served during the classes, especially given some students medical restrictions to certain foods or ingredients. If a special class includes food (e.g. pretzels for Lent), check each students Medical Information in the Director/Coordinator's office file and call parents/guardians to obtain approval.

## **Student Visitors**

In view of Diocesan Fire regulations and insurance regulations, only children on the class Attendance Register should be in the classroom. No visitors, parents/guardians, cousins, friends, etc., are to be in the room without the permission of the Director/Coordinator.

Any new child wishing to register in our program is most welcome, but must meet with the Director/Coordinator, as well as the child's parents/guardians in order to consider registering.

## **Prayer/Church Visits/Liturgical Celebrations**

### **Planning for Liturgical Seasons, Feasts, and Holidays**

Be sure to note free days and seasonal lessons. Frequently a liturgical season, feast, holiday will dictate when a particular lesson should be taught. Be aware of liturgical seasons and feasts so the lesson plan corresponds to the respective season or feast. Common sense dictates these decisions, but long-range planning will help avoid last minute plan changes or adjustments.

### **Liturgical Celebrations**

Liturgical Prayer is our public prayer when we assemble as a community to profess and celebrate what we believe. We praise, thank, and ask pardon, and petition God as one body. Participating in this prayer strengthens our bonds with God and with one another. Through words, actions and symbols we connect with God. It is essential for Catechists to prepare students to join fully with God's people as they pray in the liturgy, the Eucharist, the Liturgy of the Hours (Christian Prayer), Prayer services and Sacramental celebrations.

## **Prayer**

**Prayer is faith coming alive.** It is plugging into the energy and power of God, both for the Catechist and the students. Prayer is needed to sustain oneself and the level of creativity and commitment. Students need prayer, because without the power of God in their own lives, all the doctrine in the world would be meaningless.

### **Hints and Suggestions About Prayer**

- Pay special attention to prayer forms in the Catechist's manual / guide or Catechetical Guidelines suggested in the regular curriculum and other catechetical resources.
- Introduce ritual prayers - both traditional and liturgical -- into the class.
- Occasionally use a recorded song as a form of prayer, or as a centering exercise that leads to prayer.
- Provide the students with opportunities to design prayers and religious activities.
- Encourage gestures for particular prayers or songs.

### **Kinds Of Prayer**

1. Meditation
2. Contemplation
3. Spontaneous prayer
4. Vocal prayer
5. Communal Prayer
6. Spiritual Reading
7. Scriptural reading
8. Centering prayer
9. Eucharist, the greatest prayer
10. Liturgical prayer
11. Marian prayer and prayer to the saints

### **Purpose of Prayer**

1. Petition: We ask for our needs.
2. Adoration: We worship God and acknowledge God's greatness.
3. Contrition: We express sorrow for our sins and failings and ask forgiveness.
4. Thanksgiving: We show appreciation and gratitude for God's gifts.

## **Tips On How To Use Prayer**

- Pray before you plan a lesson. Ask the Lord to guide your ministry.
- Make your planning prayerful work. Make your work an act of prayer.
- Pray before class begins. Ask the Holy Spirit to inspire and guide you.
- Build prayer moments at the beginning, during and end of your lesson. Provide the opportunity for children to offer spontaneous prayer and petitions.
- Ritualize. Include experiences in your prayer celebrations that ritualize the topic or experience you are covering.
- Make sure that prayer is more than talking to God. We need to get beyond talking and listen, use our bodies, and open up to the many symbols and metaphors through which God speaks to us.

## **Guest Speakers**

It is beneficial for the student to have a priest, deacon, sister / brother visit and speak with the students occasionally. Fill out the required form to request a classroom visit stating the specific day, time and topic you would like addressed.

## **Audio Visual Equipment**

The VCR's, tape recorders, CD players and projectors are stored in The videotapes, CD=s, audio cassettes that we have at our Parish are located in. It is necessary to reserve the use of the VCR and projector in advance. Audio Visual requisition forms are located in the Religious Education Office. Please fill out form and leave hand it or email it to the Faith Formation office.

## **Instructional Resources**

Catechists resources from various publishers regarding the liturgical year, saints, rosary, and other texts, etc., are available to the Catechist for their use.

## **Bibles**

Learning scripture is an essential part of our program; we use the Bible as often as possible. A supply of Bibles for the Catechist use in the classroom is kept in Room the cupboard above the sink. Please return them to the same place when you are finished using them.

## **Classroom Supplies**

Every Catechist has a drawer with age appropriate classroom supplies and materials: pencils, crayons, markers, scissors, glue sticks, loose leaf paper, etc. As the need arises, Catechists may need other supplies (such as construction paper, poster boards, etc.) please ask one of the Faith Formation girls to get these items for you.

For supplies needed which are not available, please submit a requisition form for them, or if we need to purchase them, first discuss the cost with the Director/Coordinator and she will purchase them.

## **Catechetical Resources**

A wealth of information on matters of faith can be found in the Catechist's Guide and the Diocesan Guidelines for Catechesis which the Director/Coordinator will provide for each for Catechist. Religious Education office. The Director/Coordinator can loan or provide a copy.

## **Parent/Catechist**

Communication with parents/guardians may include:

- An introductory letter stating goals and objectives, as well as class rules.
- Informal conferences on an as needed@ basis.
- Weekly or monthly curriculum updates.

All communications to the parents from the Catechist must be reviewed and approved by the Director/Coordinator in advance.

All conversations should be documented as to date, time, nature of communication and with whom the Catechist spoke. Keep a log for record purposes. If a parent claims not to have been notified of something in particular the log can be reviewed for verification.

## **Special Religious Education**

### **Guidelines for Meeting the Catechetical Needs of Students with Disabilities**

The universality of Jesus' mandate to teach all people includes those who are marginalized because of their disabilities. The Church is responsible to nourish the faith of the baptized person to the degree that the individual is capable of growing in that faith. The Church continuously reaffirms the sacredness of all human life and places special emphasis on the respect due to those who are fragile in mind, spirit, and body. Catechetical programs reflect the love and concern of Jesus and the Church for persons with disabilities.

Special Religious Education is a ministry that responds to the religious and spiritual needs of persons with physical, mental, or emotional disabilities which might impair their functioning in a regular catechetical session. Because of that disability a student may require small group or individualized instruction or may be mainstreamed into the regular catechetical program with individual assistance provided.

### **Categories of Disability**

In order to meet the needs of students with disabilities, it is necessary to have at least a general understanding of the kinds of disabilities. The following definitions are broad. Within each category of disability there are wide ranges of ability, of acceptance of the disability, and of a willingness to learn:

- **Students Who Are Developmentally Disabled:** Mental retardation refers to significantly sub-average intellectual functioning which interferes with the student's ability to grasp concepts, make judgements and apply information to their own experience. This impaired ability requires simplification and repetition of content through activity-oriented lessons.
- **Students Who Are Learning Disabled:** Learning disabled students have average, or above average intellectual ability, but experience difficulty in the process of acquiring, integrating, recalling or expressing information. The impairment may be a difficulty in listening, thinking, speaking, reading or writing, or in fine or gross motor body movements. Students with learning disabilities can, for the most part, be mainstreamed into the regular catechetical program.

### **Main streaming can be accomplished:**

- If extra assistance is provided;
- If the Catechist uses a multi-sensory approach;
- If the Catechist uses a variety of teaching styles and testing techniques; and
- If the necessary adjustments are made in the quantity and kind of material learned.

**Students Who Are Behaviorally Disturbed:** These children exhibit one or more of the following characteristics over a long period of time and to a marked degree:

- An inability to build and maintain satisfactory interpersonal relationships with peers or adults.
- Inappropriate type of behavior or feelings in normal circumstances.
- A general or pervasive mood of unhappiness or depression.
- Withdrawal, lack of interest and involvement with people and within the environment.

### **Catechists of students with behavioral disabilities should:**

- Be competent in the general principles of behavior management.
- Have knowledge of the pressures, abuses and family situations which may affect these students.
- Discuss with the Parish Director/Coordinator the situation of any student whose behavior, frequently disrupts a class. Some students with behavioral problems may need to be placed in a one-on-one, or small group situation.

### **Students Who Are Physically Challenged:**

- Students with physical disabilities may or may not need special religious education, depending on the nature and complexity of the disability.
- Where there is no intellectual impairment, every effort should be made to mainstream the physically disabled student.

**Visually impaired students**, students who are hearing impaired or deaf, and orthopedically impaired students can be mainstreamed if special materials, resources, and Catechist assistants are utilized, and if Parish buildings are accessible.

- Although physically challenged students are often eligible for mainstreaming, conflict in special bus scheduling often necessitates that special sessions be arranged for these students.

### **Special Religious Education Program and Administration**

The Special Religious Education Program of the Parish is a component of the total Parish Catechetical Program and is developed and administered within the content of the Guidelines for the Coordination of the Catechetical Program

### **Identifying Students**

- Repeated efforts are often necessary to locate special needs students.
- Many parents of children with disabilities need to be informed of their child's right to, and their need for religious education.

### **Environment**

- Religious education sessions for students with special needs should be held in rooms that are attractive, comfortable and adequately furnished.
- Whenever possible these sessions should be held at the same time and in the same location as the regular sessions of the catechetical program so that the special education students do not feel isolated from the rest of the students.

### **Curriculum Resources**

- Modified developmental curricula are available for the student whose disability precludes the use of a religion textbook.
- The Catechetical Office maintains updated information on Special Religious Education materials and the Catechetical Office Director of Special Religious Education is available to assist in choosing appropriate curricula.

**In the case of severe disability**, the decision as to whether or not a student may receive the Sacraments of Eucharist or Penance should be made according to these guidelines.

- Simplified lesson plans are available from the Catechetical Office to prepare for the reception of the Sacraments of Penance, Eucharist and Confirmation.

### **Catechetical Program Approaches to Family Centered Catechesis**

- Sensitivity to the needs and desires of families must permeate all the dimensions of the parish catechetical program and indeed, of all parish life. The care of the family always remains central, since it is the primary agent of an incarnate transmission of the faith.
- The Catechism of the Catholic Church warmly recommends the home as the first school of prayer. Parish support for the domestic church (the family) includes the work of religious educators who help parents to fulfill the role of first heralds of the faith to their children.

As early as by the age of three, most children are ready to take part in a preschool catechetical program. In such a program the role of Catechist is different from, yet complements, the unique role as parents.

### **III. OFFICE**

#### **Catechist Attendance and Tardiness**

The Catechist should arrive approximately 15 minutes before the class session is to begin. In case of illness on the day of class, call the Director/Coordinator immediately in order that proper arrangements can be made for a substitute. If a class is to be missed due to personal reasons, ample notification is to be given to the Director/Coordinator and a lesson plan is to be left for the substitute. If a Catechist is going to be late for class, a call must be made to notify the Director/Coordinator so that appropriate plans can be made until the Catechist arrives

## **Volunteer Staff and Grade Level Meetings**

The Catechist is expected to attend regularly scheduled staff meetings. Active participation at these meetings provides for continuous program evaluation, cooperative planning, problem solving and a mutual exchange of ideas. Participation at grade level meetings is also encouraged as a means of assuring a consistent programmatic approach to catechesis as well as a sense of team work among those responsible for a particular segment of the K - 9 curricula.

### **Volunteer Staff's Expectations of the Director/Coordinator**

Catechists, Grade Level Coordinators, Catechist Assistants and

Director/Coordinator's Assistants should expect the Parish Director/Coordinator of Religious Education to guide, affirm and support them in their catechetical ministry, to pray for them, to explain policies to them, to communicate with them on a regular basis and to be available to them and provide supplies and resources when needed.

### **Director/Coordinator's Assistant**

Assistants help supervise the program and manage the Religious Education Office during class time. They monitor the corridors, take charge of attendance registers, make photocopies for Catechists, distribute supplies, answer phone calls, call parents of children who become ill while in class, handle discipline problems and assist in supervising arrival and dismissal. This affords the Director/Coordinator the opportunity of spending time observing the classes and getting to know the Catechists, children and parents.

### **Human Resources**

Don't overlook the human resources that are available to you. In addition to the Director/Coordinator, seek out other Catechists to brainstorm, plan and develop ideas. Catechists at grade level are often the best resources since they are following the same instructional plan and can provide a benchmark for the new Catechist. Remember, too, the parish priest, deacon, program moderator, school principal as well as others such as heads of various parish ministries who may be able to offer some advice or counsel. Look also to the artists in your parish community as sources of enrichment for your students. Exposure to sacred music, religious art, creative writing or play acting can bring a lesson to life for the student.

## **Office Communications**

Communication with the Director/Coordinator is essential. As the Catechists main resource, the Director/Coordinator should be consulted regularly. Flyers, articles and bulletins will be distributed to the Catechists via their folders, which should be checked weekly. Handouts should be given out on the appropriate day so that the students can bring them home in a timely fashion.

## **Newsletter**

A classroom newsletter containing items of interest to students and parents can be sent home (e.g. monthly, bimonthly, once a semester). These will be distributed or mailed to all families. Or sent via Flocknotes

## **Communication with Parents**

- All communications to the parents from the catechist must be reviewed and approved by the Director/Coordinator, in advance.
- Document all conversations as to date, time, nature of communication, and with whom the catechist spoke. Keep a log for record purposes. If a parent claims not to have been notified of something in particular, refer to the log for verification.

## **Attendance Registers**

An attendance register is a legal document and must be maintained by each Catechist. It must always be legible and updated and include each student's record of both absences and tardiness. The official attendance register must be kept in the Religious Education Office at the Parish. Entries should be recorded each week; the information is transferred to each student's permanent record card.

### **Instructions given to Catechists include:**

- Lead students out of the room to the assigned place of safety.
- Ensure that all students are out of the room.
- Have the last person out of the room, closer the door.
- Bring the attendance register and sign in sheet and use it to verify that all those in your charge are accounted for and safely out of the building.
- A staff member is appointed whose responsibility is to check the bathrooms and to evacuate any students in those rooms. Provisions must be made for the safety of disabled student. For each disabled student, a staff member (an adult), other than the Catechist, should be assigned to assist that student.

### **Copyrighted Materials**

The Catechist Handbook makes clear that any printed materials that are copyrighted may not be duplicated without permission from the holder of the copyright. The following exceptions may be made:

- A Catechist may duplicate a single copy to use in preparing or in teaching their class.
- A Catechist may duplicate a short printed item for each of the students in the class, but the distribution must be limited to that particular class and time period, and the copies must include the notice of copyright.

Music for use in class or program liturgies may not be reproduced without securing the permission of the holder of the copyright. The Regional Catechetical Office has available the copyright policies for the major publishers of liturgical music. Audio-visual materials, such as videotapes, are also protected by copyright laws and may not be copied for classroom use.

### **Catechetical Sunday**

Catechetical Sunday recognizes in a special way all those involved in parish catechetical ministry. It is celebrated nationally the third Sunday in September. At a designated Mass on this day, Catechists are asked to stand and as a community we will pray over and with you.

## **Catechist Certification**

Certification is a two-level process by which a Catechist acquires a basic knowledge of the theological, spiritual, and catechetical principles that should be known by a person entrusted with the catechetical formation of children.

The preparation of the Catechist through Catechist Formation is essential to effective parish catechesis. Catechists and anyone interested in religious education are welcomed and encouraged to attend these sessions without cost or obligation. A record of attendance and an application for certification for both Level I and Level II will be kept in the Catechist=s file. These forms will record the session, site, date and/or equivalency taken.

All Catechists are encouraged to continue their formation and many parishes offer in-service development opportunities for the Catechist.



### **Diocese of Savannah:**

Franciscan University of Steubenville's Catechetical Institute!

<https://franciscanathome.com/diocese-savannah>

In the Department of Catholic Education, we have joined with the Franciscan University's Catechetical Institute in the quest to "form those who form others." From this page, you will be able to access the workshops we have developed to assist in your formation as you minister in the Church. The subscription to the Catechetical Institute gives unlimited access for an entire year.

**A few key items to note:**

- Each track is designed specifically for the ministry one serves in. Leadership tracks (Principals and Parish Catechetical Leaders) include within them training and formation for Catechist and Catholic School Teacher tracks. Please be sure to select the tracks listed under the Diocese of Savannah on your home page.
  - This program is designed to work within a context of mentorship, for this reason, we ask every Catechetical Leader to request a mentor from the Diocese as they start their track.
  - Each parish and school will be responsible for choosing and selecting mentors from their communities and to assign them to their learners. The Diocese will offer live training days for these Mentors on September 25th-26th, 2020. Mentors can also take the "Mentor Training Track" in lieu of the training days.
- You may have past formation that will gain credit for certain workshops. Please upload all Certificates or records you have at the start of your track and a member of the Department of Catholic Education will review them.
- Tracks for Youth Ministers are in development and will be available soon.

# What is Catechesis?

Greek word "katachein" meaning to "echo". Catechesis was the oral instruction which was repeated from the very earliest days of the Church.

## WHEN DID THE CHURCH BEGIN TO CATECHIZE?

- 1) Jesus gives Great Commission (Matt 28:18-20). Tells them to wait for the Holy Spirit. Ascends to heaven
- 2) 9 days later, on the Jewish feast of Pentecost, the Holy Spirit descends upon the Brethren, about 120 people, led by the Twelve (Acts 1-2)
- 3) Peter immediately begins preaching in a new way (Acts 2:14-36)
- 4) After he finishes, 3000 people are baptized!
- 5) Acts 2:42-27 describes these newly baptized people: "And they devoted themselves to the **apostles' teaching and fellowship, to the breaking of bread and the prayers.**"

4 pillars of Jewish synagogue	Acts 2:42	4 Pillars of Catechesis:
<i>Shema</i> - "Hear O Israel..."	Apostles' teaching	Creed
Levitical Laws of Temple Worship	Breaking of Bread	Sacraments
Decalogue	Fellowship	Moral Life
Psalms	Prayers	Prayer

Catechesis is handing on the faith in a systematic way that encourages continuing conversion.

- Different than evangelization, apologetics or theology
- Evangelization is the initial conversion stage
- The aim of catechesis is to be the teaching and maturation stage. It presumes that the person has been evangelized. (NB – this isn't always the case!)
- Catechesis always teaches for understanding the mystery of Christ and change in order to follow Him.

Catechesis takes time and patience and GRACE. Revelation – a slow unveiling over time

- God revealed Himself patiently, over time, to His People. Preparing them for His Son
- God always the initiator! He gave them the grace to respond yes or no

Catechesis is not just techniques and topics, but implies the *WITNESS* of a person who has "seen the LORD" and witnesses it with his/her own life.

- We tend to listen more willingly to someone with experience. See 1 John 1:1-4: "That which we have seen with our eyes..." Or 2 Corinthians 3:2-3: "You yourselves are our letter of recommendation, written on your hearts, to be known and read by all men..."

## Ecclesial Method of Preparing a Catechesis Lesson\*

- 1) Prepare
  - a. Personal relationship with the student. There is no substitute for this
  - b. Carefully prepare the room, or at least have a **sacred space** in the room
  - c. Prepared prayer (but not canned prayer). Speak to the Lord in front of them, vary the prayer from lesson to lesson, use prayers such as litanies, or a psalm, appropriate for age group, pray for them but not about them during prayer. **Disengage them**
- 2) Proclaim
  - a. In no uncertain terms, with confidence, give them the doctrine! Tell them in clear words what it is you are teaching. Simple, pithy definition. Example: when teaching the doctrine of original sin: "Adam and Eve, the first man and woman, broke God's command and sin entered the world. Since then all of us (their descendents) are born in a fallen state of sin."
  - b. Stated as a fact, don't even preface it with "It says in the Bible..." or "the Church teaches..." Otherwise, it becomes "the Church's truth" or his/her truth
  - c. This is not the time to ask them leading questions. Say what you want them to know
  - d. Should be brief
- 3) Explain
  - a. Know your stuff, rooted in Scripture, Christocentric, explain the doctrine. Use stories, art, visual aids, quiz games, dramas, activities, objects they can touch
  - b. Pay attention to your age group, learning styles
    - i. With young children, activities that promote memorization
    - ii. With teens and adults, apologetics and critical thinking are important here
  - c. This is the longest part of your lesson
- 4) Apply
  - a. Witness / Service activity that speaks to their lived experience, geared to their abilities
  - b. Something they can do in class, take home, or do at home
  - c. This should constitute some sort of action.
- 5) Celebrate
  - a. Do a Closing prayer, thanking God
  - b. Or Use Liturgical prayer (see techniques handout on use of Liturgy in Catechesis)
  - c. Or a Song

\*This Ecclesial Method comes from Msgr. Francis D. Kelly's, The Mystery We Proclaim" Wigg & Stock Pub, 2008.

**CATECHESIS LESSON TOPIC:**

**PREPARATION:**

**PRAYER:**

**PROCLAMATION:**

**EXPLANATION:**

**APPLICATION:**

**CELEBRATION:**

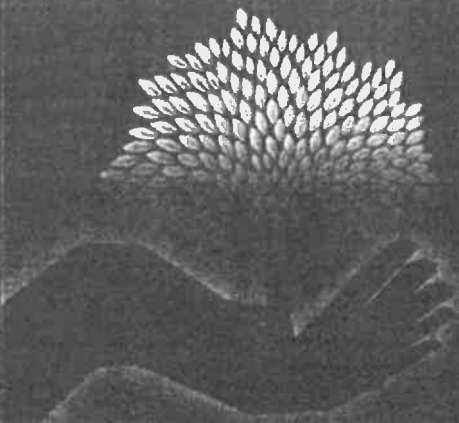


## 12 Ways to Stay Enthusiastic as a Catechist

Being a catechist can be demanding work. It's important for you as a catechist to maintain a high level of enthusiasm for your ministry. Over the years many wise catechists and teachers have developed strategies for staying refreshed, engaged, and enthusiastic about the work they do. Here are some suggestions for you to consider.

- 1. Don't be a "lone ranger."** Connect in meaningful ways with other people involved in catechetical service. Talk to your peers and colleagues about how they remain enthused. Consider partnering with another catechist to share ideas or techniques for praying with children, making presentations, conducting group discussions, or planning engaging activities. You might also work with another catechist to plan sessions together.
- 2. Develop personal goals for the year.** Set goals tied to your deepest values—values such as showing more patience with and compassion for difficult children.
- 3. Keep up practices that refresh you.** Different practices appeal to different people. Some practices you might try to include are establishing times of silence and solitude times of laughter and fun, connecting with people who inspire you, reading inspirational books, taking walks, and keeping a good balance between work and play in your life.
- 4. Count your successes.** Don't minimize the good you are achieving by being a significant adult in the life of these young people. Reflect on the good moments you're experiencing as a catechist. Think about the many ways you invite children to be open to the grace of God.
- 5. Forgive your lapses.** Nobody's perfect. Some days will go better than others. Even on the worst days you can never be sure whose life you touched in a meaningful way. God works through our weaknesses as well as through our strengths. Ask God to help you learn and grow from these experiences.
- 6. Make "Good News" calls.** Telephone or write short "Good News" notes to parents, who are the first teachers of their child, to tell them something good that you witnessed during your time with their child. Sharing the fruits of your work with their child will help remind you that you are partnering with them.
- 7. Keep the big picture in mind.** Remind yourself to be patient with the children and to remember that you are inviting them to gradually adapt to a way of life that can be challenging.
- 8. Shake things up.** Do something different to break up the routine of your sessions. Talk to your catechetical leader about bringing in music related to your topic, showing a video or DVD that has something to say on the themes you are covering, or arranging for a guest speaker to come in to share an experience of faith.
- 9. Deal with difficult issues as they come up.** If you put off troublesome issues that arise during the course of the year, they may eventually sap your energy and enthusiasm. Be proactive. Adopt a professional attitude, keep focused on principles rather than on personalities, keep the welfare of the children in mind, and confront problems and issues forthrightly and clearly.
- 10. Participate in continuing education.** Take advantage of courses, workshops, and seminars available through your parish or diocese. There's nothing like a new set of ideas to revitalize your approach to religious education and formation.





What are **your** unique  
**gifts** and **talents**?

## SPIRITUAL GIFTS

### Introduction

The Spiritual Gifts Inventory can help you determine which spiritual gifts you have been blessed with and are challenged to use in living out your baptismal call to build up the Kingdom of God. It will take approximately 15-20 minutes to take the inventory but a whole lifetime to use your spiritual gifts. There are 115 questions that assess your gifts in twenty-three different areas. Once you've totaled your scores for each of the gifts using the self-scoring sheet, determine your top three spiritual gifts and use the List of Spiritual Gifts to deepen your understanding of these gifts and how they might be used.

### Instructions

The Inventory is on pages 2-7. Indicate by placing an "X" whether you Strongly Agree, Agree Somewhat, are Undecided, Disagree Somewhat, or Strongly Disagree with each question. The number above each answer is the point value that should be used when you begin scoring.

**Don't be modest! Answer spontaneously and honestly.**

Adapted from the Spiritual Gifts Inventory developed by Michael Anne Haywood, with much help from Genie Carr, Steve Gambino, The Reverend Virginia Herring, Margaret Moore, Marjorie Northup, Mary at Stillpoint and Jean Woods, (c)June 1998. <http://home.earthlink.net/~haywoodm/SpiritualGiftsDiscernment.html>. This edited version used with permission from St. Austin Catholic Parish, Austin, Texas.



# The Spiritual Gifts Inventory

Select only one answer per question.

(4) Strongly Agree    (3) Agree Somewhat    (2) Undecided    (1) Disagree Somewhat    (0) Strongly Disagree

## Questions

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I find great joy in leading people to accomplish goals.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I feel called to be a leader in the church.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I look for opportunities to assist people who have trouble doing for themselves.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I find that the repair and maintenance of things in my environment come easily to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It seems easy to perceive whether what a person is doing is honest or dishonest.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I enjoy sharing about God with people who are not church-goers.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I enjoy motivating people to a higher spiritual commitment.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I try to do God's will, even when it's not the popular thing to do.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. It is very satisfying to me to give generously of my money for God's work.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I enjoy the opportunity to pray with and for a person who is physically ill.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I like having people in my home.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I seem to recognize prayer needs instinctively.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I enjoy learning new things of all kinds.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I feel great compassion for the problems of others.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I adapt easily in a culture different from mine.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I like to sing hymns and songs either alone or with other people.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I enjoy having the responsibility of leading other people in their spiritual life.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I am ready to try the impossible, because I have great trust in God.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I like to talk about spirituality with other Christians.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I enjoy doing "chores" around the church.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Select only one answer per question

(4) Strongly Agree	(3) Agree Somewhat	(2) Unde- cided	(1) Disagree Somewhat	(0) Strongly Disagree
--------------------------	--------------------------	-----------------------	-----------------------------	-----------------------------

**Questions**

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. I'm excited in helping people discover important insights in the scriptures                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I communicate easily with people of a different culture or language background.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. People with spiritual problems have come to me for advice and counsel.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. People seem to enjoy following my leadership in undertaking an important task.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. I feel that God gives me wisdom in leading people in spiritual matters.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I enjoy helping with the emergency tasks around the Church.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. I have enjoyed creating various kinds of arts and/or crafts.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. I seem to have a sense of the direction in which God is leading.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. I seem to be able to sense when the Spirit is leading a person to realize the Holy in their lives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. I have a knack for bringing out the best in others.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. I'm willing to keep trying, even when a task is tedious and seems unending.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. I share my possessions with others willingly.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. I have prayed with a person who was in distress, and the person was comforted.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. I do not feel uncomfortable when people drop in unexpectedly.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. I pray for others often and for significant periods of time.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Through study I have learned many helpful insights.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Visiting people in retirement homes or the hospital gives me great satisfaction.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. It is easy for me to move into a new community and make friends.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. God has given me the ability to play a musical instrument, and I enjoy it.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. It is exciting to provide spiritual leadership for a congregation.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. I am often ready to believe God will lead us through a situation which others feel is impossible.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Select only one answer per question

(4) Strongly Agree	(3) Agree Somewhat	(2) Unde- cided	(1) Disagree Somewhat	(0) Strongly Disagree
--------------------------	--------------------------	-----------------------	-----------------------------	-----------------------------

**Questions**

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 42. I like to share Scripture to comfort or to encourage others.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. I enjoy doing routine tasks for the glory of God.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. I have enjoyed teaching individuals and/or classes.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. I derive spiritual meaning from music, art or nature.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. I enjoy helping another to find solutions to difficult problems in life.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. I like to organize people for more effective ministry.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. I have little fear in leading people in spiritual matters.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. I don't mind helping people who are sick or disabled.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. I like to create things with my hands.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. I seem to have a knack for sensing the difference between truth and error.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. I am drawn to share my faith in God with others.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. I like to encourage inactive church members to become involved again.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. I am sure of God's loving presence, even when things go wrong.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. I appreciate the opportunity to give of my skills and energy in a critical situation.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. I feel called to be a part of the healing ministry of the church.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. People seem to feel very comfortable in my home.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. God consistently answers my prayers in tangible ways.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. I have learned much about God from Scripture, books and observing life.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. I sense joy in comforting people in difficult situations.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. I am able to relate to and communicate with people of different locations or cultures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. I have enjoyed being involved with Church, school and/or local musical productions.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. I like to assist people with their spiritual problems.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Select only one answer per question

(4) Strongly Agree	(3) Agree Somewhat	(2) Unde- cided	(1) Disagree Somewhat	(0) Strongly Disagree
--------------------------	--------------------------	-----------------------	-----------------------------	-----------------------------

**Questions**

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 64. I believe that when I am doing God's will, God can and does work through me.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. I enjoy relating God's Word to the issues of the day and sharing this with others.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. When there is something to be done for the church, I'm glad to help, but I don't want to be in charge.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. It seems that people learn readily when I teach them.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. I can communicate well with people who are limited by a physical or mental handicap.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. I seem to be able to help people find the truths they seek.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. I like the challenge of making important decisions.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. I appreciate the opportunity to share God's word with others.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. One of my ministries is helping other people to bear their burdens.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. I like to spend time and money improving and beautifying things in God's creation.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. I have helped people to discover God's will in their lives.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75. I have sometimes shared spiritual experiences with a neighbor who doesn't attend church.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 76. People who are feeling perplexed often come to me for encouragement and comfort.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 77. When everyone is discouraged -- even me -- I still trust God.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 78. If I cannot give much money to support God's work, I give generously of my time.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 79. I feel peace when I am with a person who is sick or injured.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 80. When missionaries or church leaders come to our church I like (or would like) to have them come to my home.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 81. I faithfully pray for others recognizing that their effectiveness and total well-being depends on God.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 82. Knowledge of the Bible and of church teachings helps me to solve problems in daily life and in the life of the church. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 83. People seem to think I am a kind, compassionate person.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Select only one answer per question

(4) Strongly Agree (3) Agree (2) Undecided (1) Disagree (0) Strongly Disagree

**Questions**

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 84. The thought of beginning a new church in a new community is exciting to me.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 85. I feel secure that my musical ability will be of benefit to the people with whom I come in contact. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 86. People like to bring their troubles and concerns to me because they feel I care.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 87. People seem to think of me as one who believes that with God everything is possible.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 88. It is important for me to speak out against wrong when I see it in the world.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 89. I find more satisfaction in doing a job myself than in finding someone else to do it.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 90. One of the joys of my ministry is training people to be more effecting in living out their faith.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 91. I can make sense of specialized information (like computers, blueprints, accounting, or others).    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 92. I feel that I have insight in selecting workable alternatives in difficult situations.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 93. When I am in a disorganized group, I tend to be the first one to step forward to get us organized.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 94. I enjoy training workers in the congregation.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 95. If a family is facing a serious crisis, I enjoy the opportunity to help them.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 96. I find pleasure in designing, creating or decorating things.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 97. I often look beneath the surface and discover richer meanings.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 98. I feel a deep concern for the people in my community who have not been attracted by the church.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 99. I am sort of like a cheerleader, cheering others on when they are doing something well.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 100. Even when it seems that my prayer isn't answered, I keep praying.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 101. I give sacrificially of my time, talents and resources because I know that God will meet my needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 102. I feel strongly that my prayers for a sick person are important.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 103. I have opened my home to someone in need.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 104. I find myself praying even while I am doing other things.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 105. I find it an enjoyable challenge to read and study a difficult book of the Bible.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Select only one answer per question

(4) Strongly Agree (3) Agree Somewhat (2) Undecided (1) Disagree Somewhat (0) Strongly Disagree

**Questions**

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 106. I find great satisfaction in visiting people who are confined to their homes.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 107. I have a strong desire to meet people of other communities and countries and to talk about our respective understandings of God. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 108. I have a knack for selecting appropriate and inspiring music for worship services or for parish events.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 109. I enjoy a close relationship with people in a one to one situation.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 110. I will take on a difficult task for the church, because God will give me the ability to see it through.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 111. I feel called to stand up for what is right even if it irritates others.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 112. I like to do things without attracting much attention.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 113. It is easy to organize materials for teaching a Bible class.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 114. I have a knack for foreign languages -- ASL or Braille.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 115. I have confidence in dealing with problems.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Turn the page to score your responses and discover your gifts!



## Scoring Your Spiritual Gifts

Put your scores for each question into the following table, then compute the sum of each row. This provides your score for each spiritual gift. (The number at the top of the column that corresponds to each answer choice is the point value for that answer.)

1	_____	24	_____	47	_____	70	_____	93	_____	=	_____	Administration
2	_____	25	_____	48	_____	71	_____	94	_____	=	_____	Apostle
3	_____	26	_____	49	_____	72	_____	95	_____	=	_____	Caregiver
4	_____	27	_____	50	_____	73	_____	96	_____	=	_____	Craftsmanship
5	_____	28	_____	51	_____	74	_____	97	_____	=	_____	Discernment
6	_____	29	_____	52	_____	75	_____	98	_____	=	_____	Evangelist
7	_____	30	_____	53	_____	76	_____	99	_____	=	_____	Encouragement
8	_____	31	_____	54	_____	77	_____	100	_____	=	_____	Faith
9	_____	32	_____	55	_____	78	_____	101	_____	=	_____	Generosity
10	_____	33	_____	56	_____	79	_____	102	_____	=	_____	Healing
11	_____	34	_____	57	_____	80	_____	103	_____	=	_____	Hospitality
12	_____	35	_____	58	_____	81	_____	104	_____	=	_____	Intercession
13	_____	36	_____	59	_____	82	_____	105	_____	=	_____	Knowledge
14	_____	37	_____	60	_____	83	_____	106	_____	=	_____	Mercy
15	_____	38	_____	61	_____	84	_____	107	_____	=	_____	Missionary
16	_____	39	_____	62	_____	85	_____	108	_____	=	_____	Musician
17	_____	40	_____	63	_____	86	_____	109	_____	=	_____	Servant Leadership
18	_____	41	_____	64	_____	87	_____	110	_____	=	_____	Trust
19	_____	42	_____	65	_____	88	_____	111	_____	=	_____	Prophet
20	_____	43	_____	66	_____	89	_____	112	_____	=	_____	Serving
21	_____	44	_____	67	_____	90	_____	113	_____	=	_____	Teacher
22	_____	45	_____	68	_____	91	_____	114	_____	=	_____	Communication
23	_____	46	_____	69	_____	92	_____	115	_____	=	_____	Wisdom

## Understanding Your Score

### Score    What your gift scores mean:

- 20-16    You are either doing this or you should be
- 15-11    You could easily do this if you want to
- 10-6     You would have to work hard to do this gracefully
- 5-0      You would probably not enjoy doing this.

## List of Spiritual Gifts

A list of Spiritual Gifts follows. Each description includes a scripture reference and a partial list of ministries that need people with these gifts. Keep in mind, these are only suggested ministries. The Holy Spirit may inspire you to use your gifts in various ways within your parish community. This inventory and list is provided with the hope that it will serve as one small step toward helping you recognize, embrace and use the gifts with which God has blessed you. You are encouraged to read and pray over the scripture references as you discern your gifts.



**Administration**—The Holy Spirit enables some individuals to motivate, direct and inspire God's people in such a way that they voluntarily and harmoniously work together to do the Church's work effectively. This gift involves being able to put things together, tie up all the "loose ends" and get things done and setting a pattern for others to follow. Adeptness at financing, planning, organizing, delegating responsibilities and problem-solving can be indications of the gift of administration. **Hebrews 13:7, Judges 3:10, Exodus 18:13-16**

**Examples of Parish Ministries:** Funeral Ministry, Christ Renews His Parish/ACTS, Knights of Columbus, Student Suppers, Parish Suppers, Agape, Holiday Fair, Church Office Help, Religious Education, Pastoral Council, Adult Faith Formation, St. Vincent de Paul Society, Finance Council, Ushers/Greeters

**Apostleship**—To exercise the gift of apostleship is to perceive and accept God's call to lead others in their spirituality, and to be instrumental in acknowledging God's grace and authority in the life of the Church. This gift involves being able to lead others wisely and compassionately and training others in spiritual matters. Apostleship includes a combination of wisdom, discernment, leadership and teaching. **Matthew 4:18-22, Acts 14:21-23**

**Examples of Parish Ministries:** Christ Renews His Parish/Acts, Religious Education, Adult Faith Formation, Pastoral Council, Social Justice Ministry, Small Christian Communities, Young Adult Ministry, RCIA Sponsor, Finance Council, Nursing Home Ministry

**Caregiving**—The Holy Spirit empowers some persons to willingly bear the burdens of others and help them in such a way that they can do their tasks more effectively. To exercise the gift of caregiving or helping is to give assistance or relief from distress where it is needed. This gift involves a willingness to help others even when the jobs may be messy or involve getting into close proximity with people who are sick or distressed. **Matthew 25:34-40, Acts 6:2-4**

**Examples of Parish Ministries:** Funeral Ministry, Meals on Wheels, St. Vincent de Paul Society, Communion Outreach Ministry, Nursing Home Ministry, Outreach to the Homebound/Elderly, Nursery Volunteer, Hospitality Ministry, Youth Ministry, Spiritual Direction

**Craftsmanship**—To exercise the gift of craftsmanship one must have or develop a skill, be it a hobby or a vocation and must be willing to share this ability with others either in finished products or in teaching others the skill. This gift involves any art or craft or skill, from painting to pottery, to woodwork or weaving, computer skills or photography—any art or craft that can be used to the glory of God. **Exodus 28:3-4, Jeremiah 18:1-6, Exodus 35:35**

**Examples of Parish Ministries:** Church Office Help, Habitat for Humanity, St. Vincent de Paul Society, Altar/Sacristy Ministers, Technology Committee

**Discernment**—The Holy Spirit enables some of us to discover the will of God. To exercise the gift of discernment is to distinguish between truth and error, to identify whether something is of God. This gift involves wisdom and prayerfulness. **Proverbs 17:24, Hosea 14:8-9, Acts 5:3-6**

**Examples of Parish Ministries:** Communion Outreach Ministry, Outreach to the Homebound and Elderly, Christ Renews His Parish/ACTS, Pastoral Council, Finance Council, Bible Study

**Evangelization**—The Holy Spirit enables individuals to share the Gospel with others in such a way that they come to know God. To exercise the gift of evangelism is to share one's faith within and beyond the parish. This gift involves an unabashed willingness to share the Good News and one's personal faith journey. **Acts 8:26-40, II Timothy 4:5**



**Examples of Parish Ministries:** Religious Education, Adult Faith Formation, Youth Ministry, Christ Renews His Parish/ACTS, Small Christian Communities, Young Adult Ministry, RCIA Sponsor, Eucharist Ministers, Lectors, Bible Study, Technology Committee

**Encouragement**—Empowered by the Holy Spirit, some persons are called to stand beside other people who are in need and bring comfort, counsel and encouragement so they feel helped. To exercise the gift of encouragement is to call forth the best from others. This gift involves helping others to be more dedicated in living out their faith, bolstering them up when they are discouraged or downhearted and challenging them to see the goals to which God calls them. **Acts 11:23-24, Acts 14:21-22**

**Examples of Parish Ministries:** Religious Education, Small Christian Communities, Young Adult Ministry, Youth Ministry, Communion Outreach Ministry, Nursing Home Ministry, Outreach to Homebound/Elderly, Social Justice Ministry, St. Vincent de Paul Society, Nursery Volunteer, Pastoral Council, Spiritual Direction

**Faith**—The Holy Spirit provides individuals with extraordinary confidence in God's promises, power, and presence so that they can take heroic stands for the future of God's work in the church and faith community. This gift involves a healthy prayer life, sensitivity to the will of God and a firm trust that God will come through, even when there is no concrete evidence. **Hebrews 11**

**Examples of Parish Ministries:** Lector, Spiritual Direction, Small Christian Communities, Pro-Life Ministry, Social Justice Ministry, St. Vincent de Paul Society, Christ Renews His Parish/ACTS, Bible Study

**Generosity**—The Holy Spirit enables people to offer energies, abilities and material resources for the work of the church with exceptional willingness, cheerfulness and generosity. To exercise the gift of giving one operates out of a spirit of selflessness, requiring no recognition or reward for their giving. This gift involves offering one's time, talent and treasure. **2 Corinthians 8: 1-5, Matthew 6: 1-4**

**Examples of Parish Ministries:** St. Vincent de Paul Society, Communion Outreach Ministry, Nursing Home Ministry, Outreach to Homebound/Elderly, Knights of Columbus, RCIA Sponsor, Funeral Ministry, Meals on Wheels, Habitat for Humanity, Nursery Volunteer, Youth Ministry

**Healing**—The Holy Spirit leads some individuals to aid in restoring people who are sick. To exercise the gift of healing is to pray not necessarily for a cure but for God's help for the sufferer, that something of good may come out of the distress. This gift involves a healthy prayer life, confidence in God's power to provide courage in suffering, and wellness of spirit regardless of the condition of the body or mind. **James 5: 13-16, Luke 9: 1-2, II Kings 5: 1-3, 9-14**

**Examples of Parish Ministries:** Funeral Ministry, Communion Outreach Ministry, Nursing Home Ministry, Outreach to the Homebound/Elderly, Meals on Wheels, Spiritual Direction

**Hospitality**—A concern for the comfort of others may be a manifestation of the gift of hospitality. This gift involves having a knack for making people at ease, enjoying being in the presence of strangers and a welcoming spirit. Scripture references: **Hebrews 13:1-2, Genesis 18:1-8**

**Examples of Parish Ministries:** St. Vincent de Paul Society, RCIA Sponsor, Ushers/Greeters, Hospitality Ministry, Student Suppers, Nursery Volunteer, Parish Suppers, Religious Education, Special Events

**Intercession**—Evidences of the gift of intercession would be having the mindset for being instantly in prayer for a person or situation, having confidence that God acts in response to our prayers, being patient and persistent in prayer even when change is not evident and having a continuing sense of responsibility to pray for people and situations. **1 Thessalonians 3:10-13, 1 Timothy 2:1-2**

