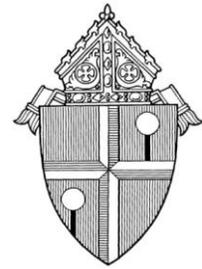


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103: Characteristics of Human Development

FACILITATOR INSTRUCTIONS

Catechist Session I: Prepare for the Journey

Order booklets from RCL Benziger at <http://www.rclbenziger.com> or contact the Office of Religious Education.

Distribute *The Learner*

Pray together using prayer on page 8.

Explain: The *National Directory for Catechesis* reminds us that "God reveals himself to us gradually and in stages, drawing us ever closer in order to prepare us to welcome the culmination of God's self-revelation in...Jesus Christ" (NDC 16A). Just as our God is patient with us, so we must catechize in light of our learners' needs. This module will introduce you to the continuous cycle of growth and development that occurs throughout life. You will explore this process of growth from four perspectives: cognitive, psycho-social, moral, and faith growth. By examining the growth stages of the child, you will also come to better understand what is appropriate in maintaining a disciplined classroom environment.

The topics in *The Learner* are:

Building Knowledge. An exploration of the main insights about cognitive development in the theory of Jean Piaget

Relating to Others. An overview of the predictable stages of psycho-social growth from the perspective of Erik Erikson

Learning to Love. A look at how the process of reasoning used in moral decision-making develops, based on the research of Lawrence Kohlberg

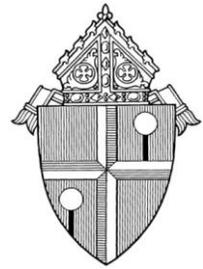
Growing in Faith. A survey of how individuals perceive and express their faith at different ages and stages of life, based on the theory of James Fowler.

Activity and Discussion: Use pages 10 -11. *This is an important step in getting to know each other before getting into deeper faith sharing.*

After discussion, tell catechists that they will be given two weeks to view the CD and answer all the questions in the booklet.

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Catechist Session II: Discussion

*Note: Remember that the CD that comes with the booklet can only be read on a computer. If your parish does not have a computer that can be connected to a project and external speakers, you will need to borrow **The Learner** DVD from the Office of Religious Education. The DVD format may be played on a TV/DVD combination.*

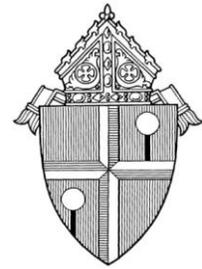
Greet catechists by name as they enter the room. After they're settled, let them know that greeting each student by name is a great way to set a positive classroom atmosphere.

Play the video. Stop at the end of each section and have catechists discuss their responses to the questions as a whole group.

End the session with the *Images of God's Love* on page 35.

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103: Characteristics of Human Development

ASSIGNMENT SHEET

Instructions:

View your ENTIRE booklet, guided by the compact disc located on the back page. The CD works only in a computer, not in a DVD player. Write your answers to all questions, paying particular attention to the following:

Segment 1: Building Knowledge

page 15:

- a. "What images remain with you from the video that help you understand children's cognitive abilities at each of the following ages: Five, Ten, Fifteen."
- b. "Howard Gardner describes different "intelligences" – ways learners express their learning. In what ways do you try to accommodate the different ways in which your learners best express their learning?"

page 16:

- a. Complete the *Looking Beyond* activity.
- b. What did I learn? What will I change?

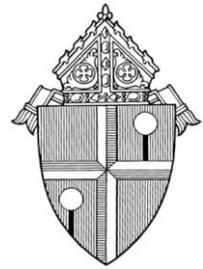
Segment 2: Relating to Others

page 21:

- a. As you look at your learners, what challenges do some of them seem to be facing in their psycho-social growth? What could you do to assist them?
- b. Young people grow in their ability to find meaning through their relationships with others. What new insights did you gain from the video that will help you assist your learners to interact with one another more successfully?

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Page 2

- c. What is challenging you now toward a new stage of growth?

Segment 3: Learning to Love

Page 27:

- a. Lawrence Kohlberg believed that progress in moral reasoning was directly related to issues of fairness. In your experience, what other factors sometimes motivate moral decisions?
- b. Knowing what is right and practicing doing what is right can both lead to moral growth. Give some examples from the video or from your own teaching that illustrate both of these paths to growth.

KNOWING

DOING

- c. How might an understanding of moral reasoning and growth influence the way we manage the behavior of our students?

The Journey to Moral Consciousness, pages 29- 30

- a. In what ways has your membership in the community of faith shaped conscience?
- b. What is your process for arriving at a moral decision?

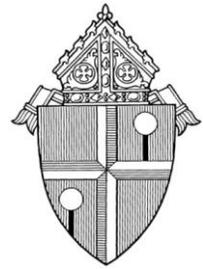
Segment 4: Growing in Faith

Page 33

- a. The video suggests that there is a relationship among the various theories of human and faith growth. What evidence can you offer from your own experience or from your observation of your learners that this statement is true?
- b. Describe the difference between knowing about God and having a relationship with God.

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Page 34

- a. Complete the *Looking Beyond* activity.