ADAPTIVE PROGRAM

Finding God

Our Response to God's Gifts

GRADES 1-8

LOYOLAPRESS.
A JESUIT MINISTRY

Catechist Guide

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Called Adaptive for a Reason

A child with special needs might learn best in a **certain setting** and also might learn best at **a level or pace that is different from peers.** *Adaptive Finding God* takes these learning situations into account and provides a **customizable program.** It provides **flexible options for settings, ranging from one-on-one to group catechesis,** as well as **two adaptable levels: Hands-On Level** and **Adapted Grade Level.**

Adaptive Finding God was developed to

- **remove barriers** and allow previously underserved children to enter into a faith formation program using Deacon Larry Sutton's model of one-on-one catechesis as well as providing support for adapted group catechesis in inclusive settings.
- **respond to individual needs** by providing choices—hands-on lessons accompanied by learning tools that do not require the ability to read, or grade-level adapted lessons that spring from the *Finding God* Children's Book.
- **respect children and those who serve them** by providing support materials and acknowledging that every child has strengths that help him or her learn, that every situation brings challenges requiring creative solutions, and that every catechist deserves guidance and support when working under unique circumstances.
- **welcome and embrace all of God's children,** and acknowledge that all children can learn, pray, and have a relationship with God as a disciple of Jesus Christ.

ONE-ON-ONE SETTING (Typically Hands-On Level)

"My name is Grace. It is hard for me to read, and it takes me time to share my ideas. But if you listen carefully and get to know me, you'll understand what I'm saying. I have a lot of medical needs that make it hard for me to be with my peers all the time. But I join them when I can.
I can learn; I can pray; I can find God."

GROUP SETTING (Typically Adapted Grade Level)

"My name is Lucas. I have lots of energy. I find it hard to focus when I have to sit for a long time, but if I stay active and am having fun, I can learn a lot. I focus best when I'm moving and when my friends are moving with me.
I can learn; I can pray; I can find God."

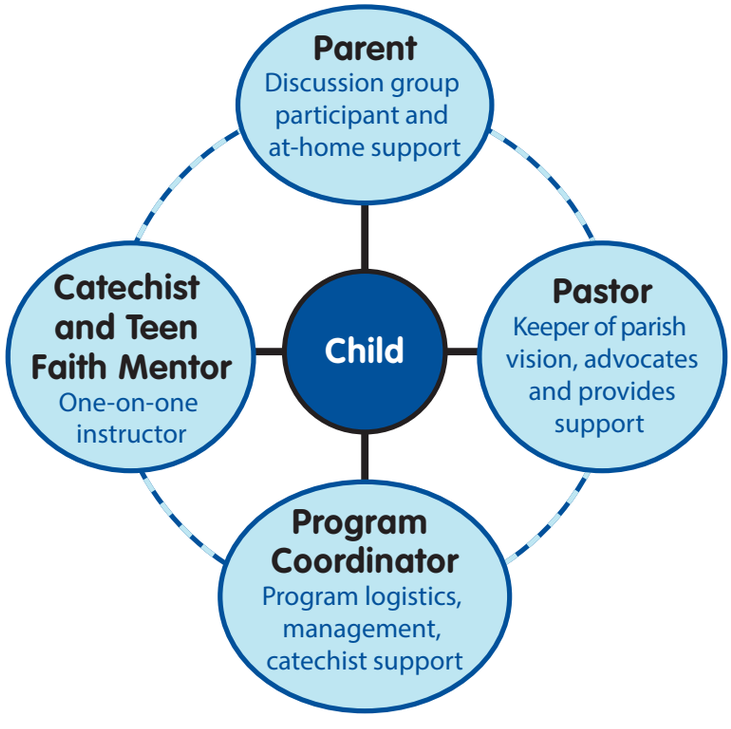
One-on-One Setting

Having the opportunity to learn in a least restrictive environment is a major goal for children with special needs. For many children, this means that their faith formation experience can take place in an inclusive, perhaps modified typical group setting, with same-age peers. Some children, however, thrive in a different kind of learning environment, with one-on-one catechesis, where they work with a catechist or parent, and perhaps alongside a near-peer faith mentor, such as a teen from the parish.

Individualized catechesis is a term commonly used to describe a plan for catechizing a child with disabilities. Individualized catechesis is a way of considering appropriate curriculum and adaptations, classroom settings and catechetical staffing support, participation with typical peers and activities in the parish faith formation program, sacramental preparation, and participation in Mass and parish life. Here we use a method of *one-on-one catechesis* in a one-on-one setting to describe a program inspired by Larry Sutton, Ph.D., a deacon and licensed psychologist who specializes in individuals with autism spectrum disorders. This program is described as follows.

A one-on-one setting is ideal for children who learn best in a controlled environment that allows flexibility in how and when content is presented, and one that is free from outside stimuli and distractions that would induce stress, repress learning, or impair the experience. While catechesis might take place in a one-on-one setting, the ultimate goal of this appoach is to give children the skills they need to enter as fully as possible into parish life and all that the church community is because inclusion benefits not only the children, but their families and all who encounter them.

A One-on-One Setting might look like this:



What It Is and When It Makes Sense

What a One-on-One Setting Is and Does

- Takes place in a controlled setting that maximizes the child's abilities, builds on his or her strengths, and responds to his or her disabilities
- Includes a catechist and perhaps a parent or near-peer faith mentor alongside the child to provide one-on-one instruction
- Provides a tailored model of inclusion for a child with disabilities, allowing as he or she is able, to be included in parish life and have a life of faith
- Employs a variety of creative techniques and materials
- Communicates the concepts of faith and the sacraments in ways suitable for a child with various impairments, allowing for flexibility and repetition as needed
- Allows a child to participate in Catholic faith life and the discipleship of Jesus Christ as deeply as he or she is able and is included as fully as he or she able
- Engages and includes parents, pastor, and parish

When a One-on-One Setting Makes Sense

- When parents request or agree that a child is best served in a one-on-one setting with a catechist dedicated solely to him or her
- When outside stimuli and distractions induce stress, repress learning, or impair the experience for the child
- When the nature of a disability puts steep limits on what a child can understand and the degree to which he or she can participate in ordinary parish life or in a peer-group setting
- When a group setting with peers would cause a child to feel insecure or unsafe
- When the spiritual riches of the Catholic Church, such as the Mass, the sacraments, and prayer, are best introduced gradually through repetition or in a nonlinear fashion that is far outside the regular scope of a peer-group faith formation setting that follows plans in a rigid fashion

NOTE: Flexible Planning One-on-one catechesis is just one setting described in *Adaptive Finding God*. Adapted group catechesis is another category of settings, which is described on pages OV-18–OV-21. You choose the setting (and eventually the level) for the child with whom you work. **Adaptive means adaptive.**

Adapted Catechesis in a Group Setting

Because providing catechesis in a least restrictive environment is a major goal for those who serve children with special needs, children should be provided with a faith formation experience that is as inclusive as possible. Inclusive models can take many forms.

A group setting is ideal for children who are social and who thrive when working with their peers. While some or all of a book-based lesson might require adaptations, children in adapted group catechetical settings should exhibit qualities that allow them to learn and express their faith while interacting with others. One wonderful by-product of inclusion is that peers often learn from their classmates who have special needs—ideas about life and faith that can't be gained otherwise.

Sample Inclusion Models

Parish Religious Education Programs

Be creative. Inclusive faith formation programs are only limited by your imagination.

Integration with Accommodations

The child participates in the classroom with the support of a catechist assistant, peer tutor, or therapeutic support staff. Supplemental materials could be used.

Integration in Parish Program

The child participates in the religious education classroom with peers.

ACCESS

INCLUSION

Program Integration in Learning-Support Classroom

The child participates in a small-group learning-support classroom using an adapted curriculum and materials.

Integration with One-on-One Instruction

The child participates in the classroom opening prayer, program liturgies and special classroom activities. Student receives one-on-one instruction.
(See pages OV-8–OV-9.)

Adapted from the Office for Persons with Disabilities, Archdiocese of Philadelphia

What It Is and When It Works

What a Group Setting Is and Does

- Takes place, as often as possible, in a typical peer-group faith formation setting, with flexibility as needed
- When possible, places children with special needs throughout all the classrooms, not only with one catechist
- Provides assistants, mentors, or other aides as appropriate
- Provides instructional supports as needed that maximize children's participation and engagement with peers
- Invites catechists to employ a variety of strategies, including curriculum and instructional adaptations, peer tutoring, and cooperative learning
- Communicates the concepts of faith and the sacraments in ways suitable for children with various impairments
- Allows children to participate in Catholic faith life as deeply as they are able and to be included as fully as they are able as members of the Body of Christ
- Engages and includes parents, pastor, and parish community

When a Group Setting Makes Sense

- When parents request or agree that a child is best served in an inclusive faith formation setting
- When a child easily learns social and behavioral skills naturally by being part of a peer group
- When a child shows the ability to learn by using the written word and by reading at or near grade level
- When a child communicates needs or ideas in a way that peers and catechists can understand (even if over time or perhaps with translation assistance)
- When a child feels safe and secure with peers in a group setting
- When the child can filter outside stimuli and distractions
- When the nature of a disability does not limit the degree to which the child can participate in a peer-group setting
- When the spiritual riches of the Catholic Church, such as the Mass, the sacraments, and prayer, are best introduced through the regular scope of a group setting

Catechist Preparation

UNIT 1

God, Our Creator and Father

UNIT 1 OPENER SAINT

Saint Hildegard of Bingen

SESSION 1: GOD CREATES THE WORLD

CARD 1A: God Creates the Earth and the Sky
CARD 1B: God Creates the Sun, Moon, and Stars
CARD 1C: God Creates Plants
CARD 1D: God Creates Animals
CARD 1E: God Creates People
LEARNING TOOL LESSON

SESSION 2: GOD IS OUR FATHER

CARD 2A: God Made Us Good
CARD 2B: God Loves All His Children
CARD 2C: God Gives Us What We Need
CARD 2D: God Gives Us the Bible
CARD 2E: God Calls Us to Love
LEARNING TOOL LESSON

SESSION 3: GOD IS THE FATHER, SON, AND HOLY SPIRIT

CARD 3A: God Is Our Father
CARD 3B: Jesus Is God the Son
CARD 3C: God the Holy Spirit Guides Us
CARD 3D: God Is Father, Son, and Holy Spirit
CARD 3E: We Use Words, Pictures, and Gestures to Remind Us of the Trinity
LEARNING TOOL LESSON

SESSION 4: WE TALK TO GOD IN PRAYER

CARD 4A: We Tell God We Love Him
CARD 4B: We Thank God
CARD 4C: We Praise God
CARD 4D: We Tell God We Are Sorry
CARD 4E: We Ask God for Help for Ourselves and Others
LEARNING TOOL LESSON

SESSION 5: WE PRAY THE LORD'S PRAYER

CARD 5A: We Honor and Respect God and His Name
CARD 5B: We Ask God to Show Us How to Live and Act
CARD 5C: We Ask God for What We Need
CARD 5D: We Ask God for Forgiveness
CARD 5E: We Ask God to Guide Us
LEARNING TOOL LESSON

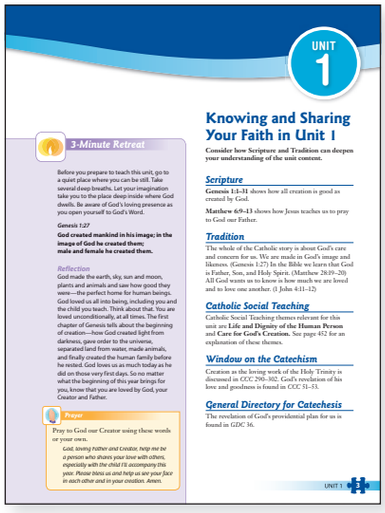
Your Creative Side

Unit 1 focuses on God as our Creator and Father. As you plan your lessons, consider exploring God's creation with the child with parents' permission. You might go on a God's creation walk, noting things that God has made; you might go on a picnic and enjoy a snack of fruits and vegetables; you might plan an early evening backyard "campout," watching stars and listening for creatures. We live in a wonderful world—have fun sharing it!

Hands-On Level www.findingGod.com/adaptive

Unit Lesson Card Chart

This **unit-overview chart** provides a list of the Lesson Card **themes for the unit** and offers a **Your Creative Side** feature that invites catechists to present the unit theme in a unique way.


UNIT 1

Knowing and Sharing Your Faith in Unit 1

3-Minute Retreat

Before you prepare to teach this unit, go to a quiet place where you can be still. Take several deep breaths. Let your imagination take you to the place deep inside where God dwells. Be aware of God's loving presence as you open yourself to God's Word.

Genesis 1:27
God created mankind in his image; in the image of God he created them; male and female he created them.

Reflection
God made the earth, sky, sun and moon, plants and animals and saw how good they were—the perfect home for human beings. God loved us all into being, including you and the child you teach. Think about that. You are loved unconditionally, at all times. The first chapter of Genesis tells about the beginning of creation—how God created light from darkness, gave order to the universe, separated land from water, made animals, and finally created the human family before he rested. God loves us as much today as he did on those very first days. So no matter what the beginning of this year brings for you, know that you are loved by God, your Creator and Father.

Prayer

Pray to God our Creator using these words or your own.

God, loving Father and Creator, help me be a person who shares your love with others, especially with the child I'll accompany this year. Please bless us and help us see your face in each other and in your creation. Amen.

Consider how Scripture and Tradition can deepen your understanding of the unit content.

Scripture

Genesis 1:1–31 shows how all creation is good as created by God.

Matthew 6:9–13 shows how Jesus teaches us to pray to God our Father.

Tradition

The whole of the Catholic story is about God's care and concern for us. We are made in God's image and likeness. (Genesis 1:27) In the Bible we learn that God is Father, Son, and Holy Spirit. (Matthew 28:19–20) All God wants us to know is how much we are loved and to love one another. (1 John 4:11–12)

Catholic Social Teaching

Catholic Social Teaching themes relevant for this unit are **Life and Dignity of the Human Person** and **Care for God's Creation.** See page 452 for an explanation of these themes.

Window on the Catechism

Creation as the loving work of the Holy Trinity is discussed in *CCC* 290–302. God's revelation of his love and goodness is found in *CCC* 51–53.

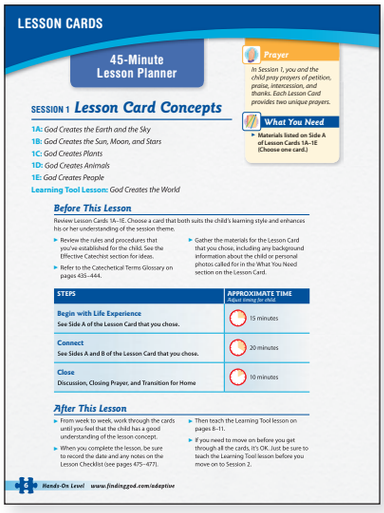
General Directory for Catechesis

The revelation of God's providential plan for us is found in *GDC* 36.

UNIT 1

Retreat/Background

To begin each unit, catechists are invited to **pray in preparation.** Then they read to **gain background knowledge** in the Scripture, Tradition, and catechesis that the child will experience.


LESSON CARDS

45-Minute Lesson Planner

Prayer

In Session 1, you and the child pray prayers of petition, praise, intercession, and thanks. Each Lesson Card provides two unique prayers.

SESSION 1 Lesson Card Concepts

1A: *God Creates the Earth and the Sky*
1B: *God Creates the Sun, Moon, and Stars*
1C: *God Creates Plants*
1D: *God Creates Animals*
1E: *God Creates People*
Learning Tool Lesson: *God Creates the World*

What You Need

- Materials listed on Side A of Lesson Cards 1A–1E (Choose one card.)

Before This Lesson

Review Lesson Cards 1A–1E. Choose a card that both suits the child's learning style and enhances his or her understanding of the session theme.

- Review the rules and procedures that you've established for the child. See the Effective Catechist section for ideas.
- Refer to the Catechetical Terms Glossary on pages 435–444.
- Gather the materials for the Lesson Card that you chose, including any background information about the child or personal photos called for in the What You Need section on the Lesson Card.

STEPS	APPROXIMATE TIME (Adjust timing for child)
Begin with Life Experience See Side A of the Lesson Card that you chose.	15 minutes
Connect See Sides A and B of the Lesson Card that you chose.	20 minutes
Close Discussion, Closing Prayer, and Transition for Home	10 minutes

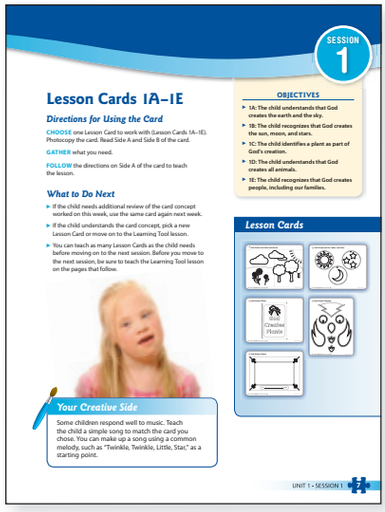
After This Lesson

- From week to week, work through the cards until you feel that the child has a good understanding of the lesson concept.
- When you complete the lesson, be sure to record the date and any notes on the Lesson Checklist (see pages 475–477).
- Then teach the Learning Tool lesson on pages 8–11.
- If you need to move on before you get through all the cards, it's OK. Just be sure to teach the Learning Tool lesson before you move on to Session 2.

Hands-On Level www.findingGod.com/adaptive

45-Minute Lesson Planner

This **at-a-glance, 45-minute lesson planner** guides catechists to choose a Lesson Card and prepare for the lesson.


SESSION 1

Lesson Cards 1A–1E

Directions for Using the Card

CHOOSE one Lesson Card to work with (Lesson Cards 1A–1E). Photocopy the card. Read Side A and Side B of the card.

GATHER what you need.

FOLLOW the directions on Side A of the card to teach the lesson.

What to Do Next

- If the child needs additional review of the card concept worked on this week, use the same card again next week.
- If the child understands the card concept, pick a new Lesson Card or move on to the Learning Tool lesson.
- You can teach as many Lesson Cards as the child needs before moving on to the next session. Before you move to the next session, be sure to teach the Learning Tool lesson on the pages that follow.

OBJECTIVES

- 1A: The child understands that God creates the earth and the sky.
- 1B: The child recognizes that God creates the sun, moon, and stars.
- 1C: The child identifies a plant as part of God's creation.
- 1D: The child understands that God creates all animals.
- 1E: The child recognizes that God creates people, including our families.

Lesson Cards

Your Creative Side

Some children respond well to music. Teach the child a simple song to match the card you chose. You can make up a song using a common melody, such as "Twinkle, Twinkle, Little, Star," as a starting point.

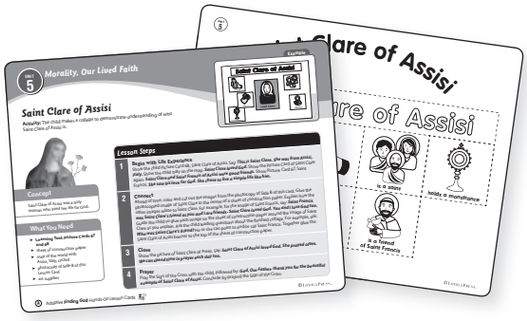
UNIT 1 • SESSION 1

General Directions for Lesson Card Use

For each session, catechists are **guided to choose a Lesson Card from the five provided** for that session, prepare materials, **follow general steps,** and plan for the next time he or she meets with the child. Because each child's needs vary, catechists are invited to teach the lesson on the card over several meetings, reteach a lesson in a subsequent meeting, or teach as many or as few of the Lesson Cards provided for that session as needed. **Lesson Cards can be presented in any order.**

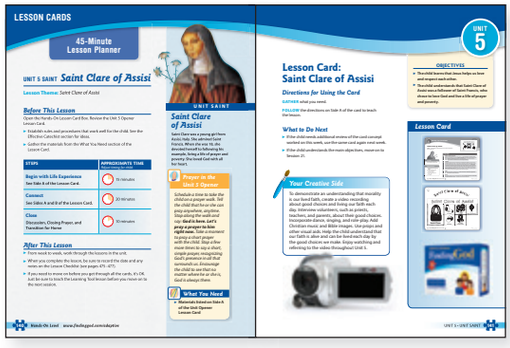
Using the Lesson Cards

Easy to share among catechists, the photocopy-ready Lesson Cards are the perfect companion for catechists and teachers of every experience level.



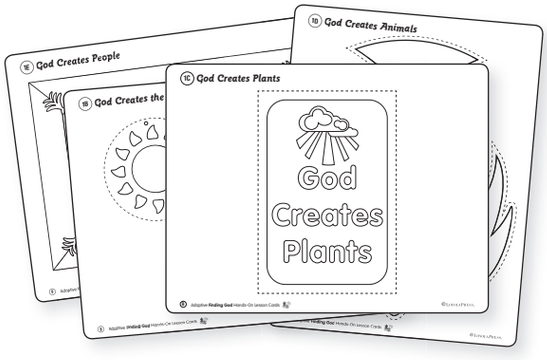
Unit Saint Lesson Card

Each unit opens with a Lesson Card that explores the **life of a saint** whose unique response to God's love reflects the unit theme and helps the child feel connected to others in the faith community.



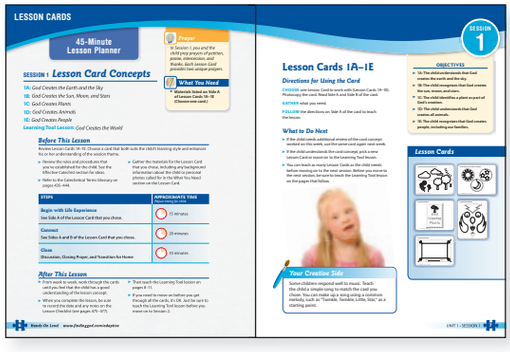
General Unit Opener Directions

For each unit, a **lesson planner** and set of **general directions** for presenting the Unit Saint Lesson Card are included.



Session Lesson Cards

Five Lesson Cards are provided for each of 25 sessions, and for each of seven seasonal sessions. **Four Lesson Cards** are provided for each **sacramental preparation** session. Catechists can present the cards in any order, use as many or as few as needed to communicate the session theme, and adapt them as needed.



General Lesson Card Directions for Each Session

For each session, a **lesson planner** and set of **general directions** are provided so catechists can choose and present one or more of the Lesson Cards. For sample implementation models, see pages EC-21–EC-26.

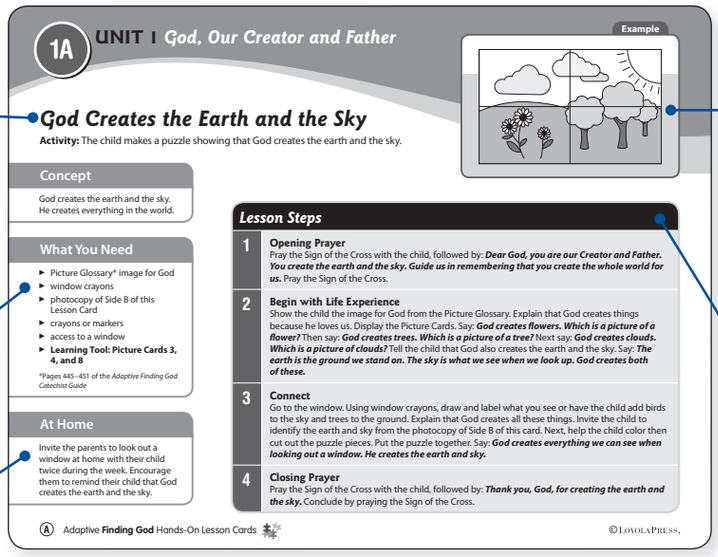
One Side for the Catechist, One Side for the Child

Side A provides explicit directions for instruction. Each Lesson Card is photocopy-ready so multiple catechists can use it with individual children.

The Lesson Card title clearly states a **discrete faith concept.** A simple description of the lesson activity is provided.

A **detailed materials list** is provided.

An **at-home activity** is suggested for parents to reinforce concepts.



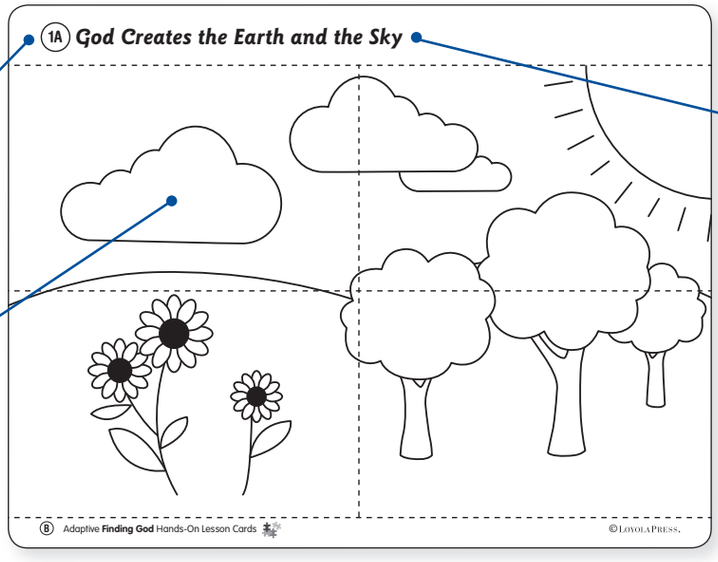
An **example** of the finished activity is shown so catechists have a visual sample of the outcome.

Every lesson follows a **simple four-step process:** Opening Prayer, Begin with Life Experience, Connect, and Closing Prayer.

With delightful illustrations and simple designs, Side B features the activity in which the child engages with the catechist. Each activity is photocopy-ready so it can be used by multiple children at the same time.

Each activity page includes an **identifier** with the session number.

Each activity is simple so it can be used by children with a variety of cognitive and motor-skill development levels.



The activity title shares discrete faith concept and **matches the title** in the catechist instructions.

NOTE: Flexible Planning Lesson Cards can be used in group or one-on-one settings.

Learning Tool Lessons

Featuring the Loyola Learning Tools™

A Learning Tool lesson is provided for each session in the Hands-On Level. This lesson focuses on an overarching faith concept that encompasses an aspect of each of the five Lesson Cards and uses a Learning Tool. Direct instruction for each Learning Tool lesson is provided in this guide.

Prayer for each lesson is summarized. The child learns and participates in **many forms of prayer** throughout the program.

A **Materials List** is provided for each lesson.

A photo of the **Loyola Learning Tool™** is provided for easy reference.

The session's **overarching faith concept** is clearly presented.

These **get-ready tips** help ensure lesson success.

Lesson objectives are clearly stated.

After lesson completion, catechists are prompted to move on to the **next session.**

Because children sometimes require further adaptations, a Your Creative Side feature gives catechists **alternate ideas for presenting the lesson.**

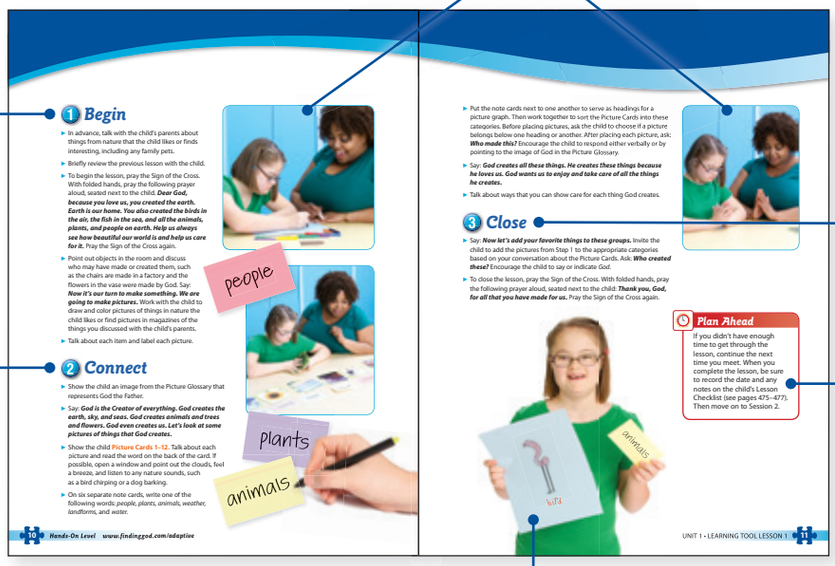
Instruction in Three Easy Steps

Only *Adaptive Finding God* provides the lessons and the tools to help children learn key concepts and express their faith as they are able while developing a deeper relationship with God.

Visual cues show the catechist the lesson outcomes every step of the way.

1 Begin Each lesson begins with **prayer, building background knowledge,** and **making connections to the child's life.**

2 Connect
The Connect step guides catechists through **the heart of the lesson,** providing direct instruction throughout.



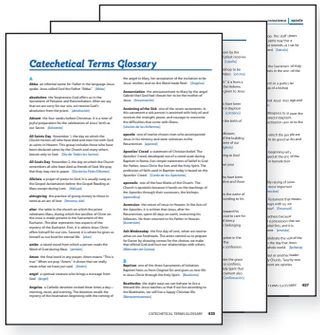
3 Close
Each lesson closes with **reflection and prayer.**

Catechists are guided to **complete the child's Session Checklist** or revisit the lesson as necessary.

An **example of a completed lesson product** is provided when applicable.

Catechetical Terms Glossary

Pages 435–444 provides a text glossary of **important faith terms** for catechist reference and use during lessons.

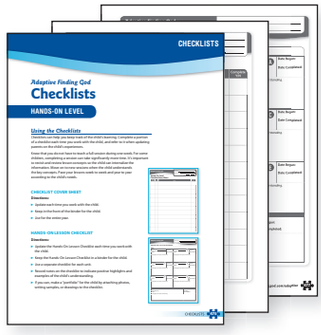


Picture Glossary

Pages 445–451 provide a **reproducible Picture Glossary** for catechist reference and children's use.

Checklists

Pages 475–480 provide **blackline master** Session and Lesson Checklists for easy reporting. See the Effective Catechist Course, pages EC-1–EC-42, for more information.



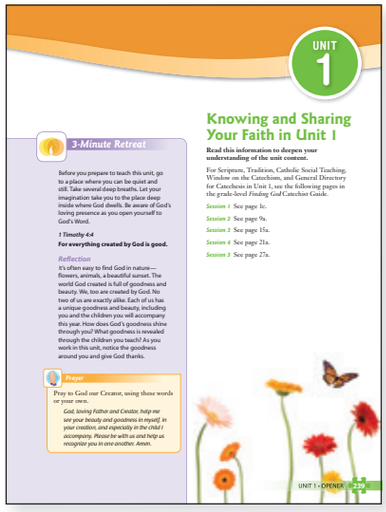
Catechist Preparation, Grades 1–6

Because the Adapted Grade-Level charts are used in conjunction with the *Finding God* core curriculum, catechists have **two resources** to reference as they prepare.

Adaptive Finding God Catechist Guide

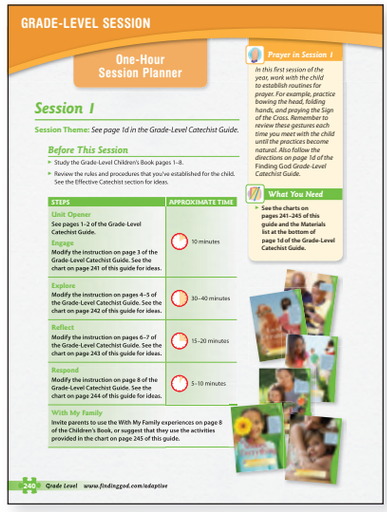
Unit Overview Chart for Grades 1–6

This handy chart provides a list of the **grade-level session themes** for each unit and offers a **Your Creative Side** feature that invites catechists to share the unit theme in a unique way.



Retreat/Background

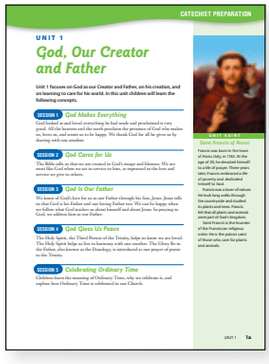
To begin each unit with adaptations, catechists are invited to **pray in preparation.** Then they read to **gain background knowledge** in Scripture, Tradition, and catechesis for each grade level.

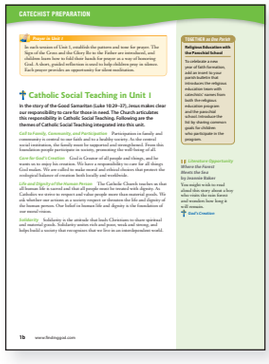


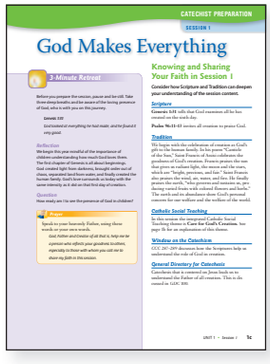
One-Hour Planner

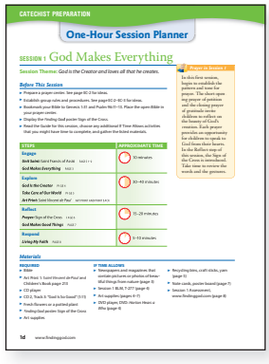
This **easy-to-follow one-hour lesson planner** guides catechists to prepare adaptations for a grade-level lesson.

Grade-Level *Finding God* Catechist Guide









Catechist-Preparation Pages

Because this level is meant to be used in conjunction with the *Finding God* core curriculum, catechists also reference the preparation pages in the *Finding God* Catechist Guide.

Using the Grades 1–6 Modification Charts in the Adaptive Finding God *Catechist Guide*

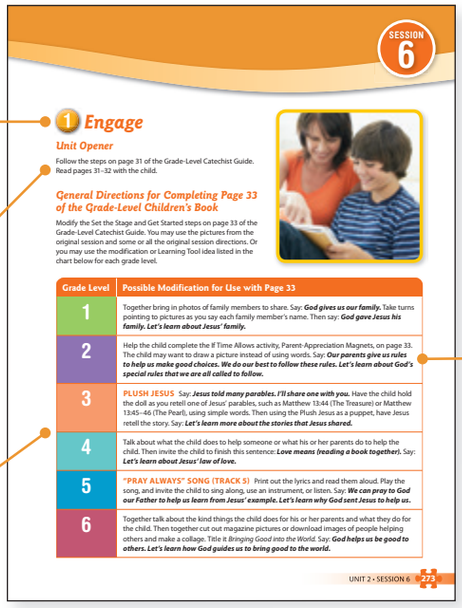
Because *Finding God* is organized systematically, sections of a lesson are provided on the same Children's Book page, no matter the grade.

Engage

The **main step of a lesson** is identified at the top of each chart.

Every unit of *Finding God* begins by **introducing a saint.**

This guide bar helps catechists easily find the **appropriate grade level.**



SESSION 6

1 *Engage*

Unit Opener

Follow the steps on page 31 of the Grade-Level Catechist Guide. Read pages 31–32 with the child.

General Directions for Completing Page 33 of the Grade-Level Children's Book

Modify the Set the Stage and Get Started steps on page 33 of the Grade-Level Catechist Guide. You may use the pictures from the original session and some or all the original session directions. Or you may use the modification or Learning Tool idea listed in the chart below for each grade level.

Grade Level	Possible Modification for Use with Page 33
1	Together bring in photos of family members to share. Say: ***God gives us our family.*** Take turns pointing to pictures as you say each family member's name. Then say: ***God gave Jesus his family. Let's learn about Jesus' family.***
2	Help the child complete the If Time Allows activity, Parent-Appreciation Magnets, on page 33. The child may want to draw a picture instead of using words. Say: ***Our parents give us rules to help us make good choices. We do our best to follow these rules. Let's learn about God's special rules that we are all called to follow.***
3	**PLUSH JESUS** Say: ***Jesus told many parables. I'll share one with you.*** Have the child hold the doll as you retell one of Jesus' parables, such as Matthew 13:44 (The Treasure) or Matthew 13:45–46 (The Pearl), using simple words. Then using the Plush Jesus as a puppet, have Jesus retell the story. Say: ***Let's learn more about the stories that Jesus shared.***
4	Talk about what the child does to help someone or what his or her parents do to help the child. Then invite the child to finish this sentence: ***Love means (reading a book together).*** Say: ***Let's learn about Jesus' law of love.***
5	**"PRAY ALWAYS" SONG (TRACK 5)** Print out the lyrics and read them aloud. Play the song, and invite the child to sing along, use an instrument, or listen. Say: ***We can pray to God our Father to help us learn from Jesus' example. Let's learn why God sent Jesus to help us.***
6	Together talk about the kind things the child does for his or her parents and what they do for the child. Then together cut out magazine pictures or download images of people helping others and make a collage. Title it *Bringing Good into the World.* Say: ***God helps us be good to others. Let's learn how God guides us to bring good to the world.***

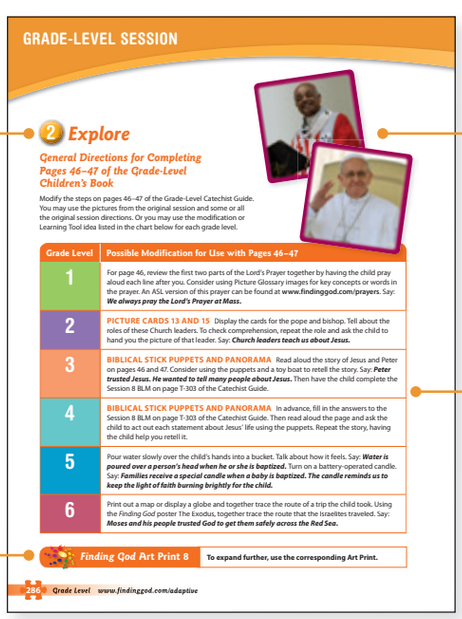
UNIT 2 • SESSION 6 273

Some modifications include using the **If Time Allows activities** in the *Finding God* Grade-Level Catechist Guide.

Explore

Every chart includes **general directions** that lead catechists to the correct section of the Children's Book and Catechist Guide and prompt them to make modifications.

Catechists are reminded to continue the lesson using the ***Finding God* Art Print,** an integral part of each grade-level lesson.



GRADE-LEVEL SESSION

2 *Explore*

General Directions for Completing Pages 46–47 of the Grade-Level Children's Book

Modify the steps on pages 46–47 of the Grade-Level Catechist Guide. You may use the pictures from the original session and some or all the original session directions. Or you may use the modification or Learning Tool idea listed in the chart below for each grade level.

Grade Level	Possible Modification for Use with Pages 46–47
1	For page 46, review the first two parts of the Lord's Prayer together by having the child pray aloud each line after you. Consider using Picture Glossary images for key concepts or words in the prayer. An ASL version of this prayer can be found at **www.findinggod.com/prayers.** Say: ***We always pray the Lord's Prayer at Mass.***
2	**PICTURE CARDS 13 AND 15** Display the cards for the pope and bishop. Tell about the roles of these Church leaders. To check comprehension, repeat the role and ask the child to hand you the picture of that leader. Say: ***Church leaders teach us about Jesus.***
3	**BIBLICAL STICK PUPPETS AND PANORAMA** Read aloud the story of Jesus and Peter on pages 46 and 47. Consider using the puppets and a toy boat to retell the story. Say: ***Peter trusted Jesus. He wanted to tell many people about Jesus.*** Then have the child complete the Session 8 BLM on page T-303 of the Catechist Guide.
4	**BIBLICAL STICK PUPPETS AND PANORAMA** In advance, fill in the answers to the Session 8 BLM on page T-303 of the Catechist Guide. Then read aloud the page and ask the child to act out each statement about Jesus' life using the puppets. Repeat the story, having the child help you retell it.
5	Pour water slowly over the child's hands into a bucket. Talk about how it feels. Say: ***Water is poured over a person's head when he or she is baptized.*** Turn on a battery-operated candle. Say: ***Families receive a special candle when a baby is baptized. The candle reminds us to keep the light of faith burning brightly for the child.***
6	Print out a map or display a globe and together trace the route of a trip the child took. Using the *Finding God* poster The Exodus, together trace the route that the Israelites traveled. Say: ***Moses and his people trusted God to get them safely across the Red Sea.***

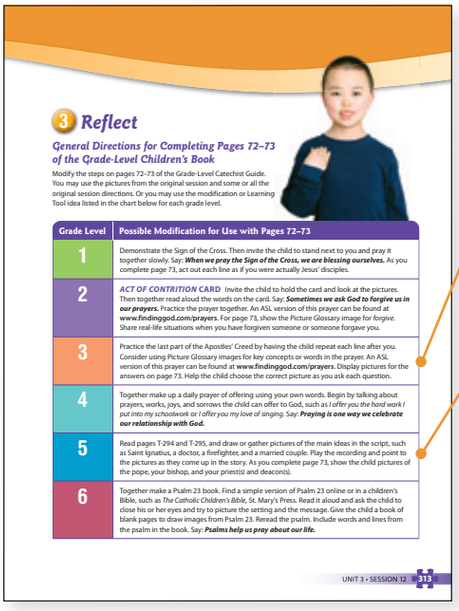
Finding God Art Print 8 — To expand further, use the corresponding Art Print.

286 Grade Level www.findinggod.com/adaptive

Loyola Learning Tools™ are included for use in many modification ideas.

Some modifications include using the **grade-level Blackline Master.**

Reflect



3 Reflect

General Directions for Completing Pages 72–73 of the Grade-Level Children's Book

Modify the steps on pages 72–73 of the Grade-Level Catechist Guide. You may use the pictures from the original session and some or all the original session directions. Or you may use the modification or Learning Tool idea listed in the chart below for each grade level.

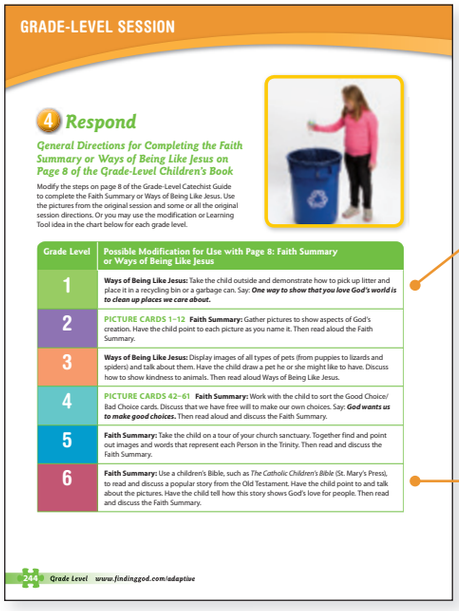
Grade Level	Possible Modification for Use with Pages 72–73
1	Demonstrate the Sign of the Cross. Then invite the child to stand next to you and pray it together slowly. Say: ***When we pray the Sign of the Cross, we are blessing ourselves.*** As you complete page 73, act out each line as if you were actually Jesus' disciples.
2	***ACT OF CONTRITION CARD*** Invite the child to hold the card and look at the pictures. Then together read aloud the words on the card. Say: ***Sometimes we ask God to forgive us in our prayers.*** Practice the prayer together. An ASL version of this prayer can be found at **www.findinggod.com/prayers**. For page 73, show the Picture Glossary image for *forgive*. Share real-life situations when you have forgiven someone or someone forgave you.
3	Practice the last part of the Apostles' Creed by having the child repeat each line after you. Consider using Picture Glossary images for key concepts or words in the prayer. An ASL version of this prayer can be found at **www.findinggod.com/prayers**. Display pictures for the answers on page 73. Help the child choose the correct picture as you ask each question.
4	Together make up a daily prayer of offering using your own words. Begin by talking about prayers, works, joys, and sorrows the child can offer to God, such as *I offer you the hard work I put into my schoolwork* or *I offer you my love of singing*. Say: ***Praying is one way we celebrate our relationship with God.***
5	Read pages T-294 and T-295, and draw or gather pictures of the main ideas in the script, such as Saint Ignatius, a doctor, a firefighter, and a married couple. Play the recording and point to the pictures as they come up in the story. As you complete page 73, show the child pictures of the pope, your bishop, and your priest(s) and deacon(s).
6	Together make a Psalm 23 book. Find a simple version of Psalm 23 online or in a children's Bible, such as *The Catholic Children's Bible*, St. Mary's Press. Read it aloud and ask the child to close his or her eyes and try to picture the setting and the message. Give the child a book of blank pages to draw images from Psalm 23. Reread the psalm. Include words and lines from the psalm in the book. Say: ***Psalms help us pray about our life.***

UNIT 3 • SESSION 12 313

Some modifications include supplemental resources provided on the ***Adaptive Finding God*** **Web Site, www.findinggod.com/prayers.**

Some modifications use the **recorded guided reflection** provided with the *Finding God* core curriculum.

Respond



GRADE-LEVEL SESSION

4 Respond

General Directions for Completing the Faith Summary or Ways of Being Like Jesus on Page 8 of the Grade-Level Children's Book

Modify the steps on page 8 of the Grade-Level Catechist Guide to complete the Faith Summary or Ways of Being Like Jesus. Use the pictures from the original session and some or all the original session directions. Or you may use the modification or Learning Tool idea in the chart below for each grade level.

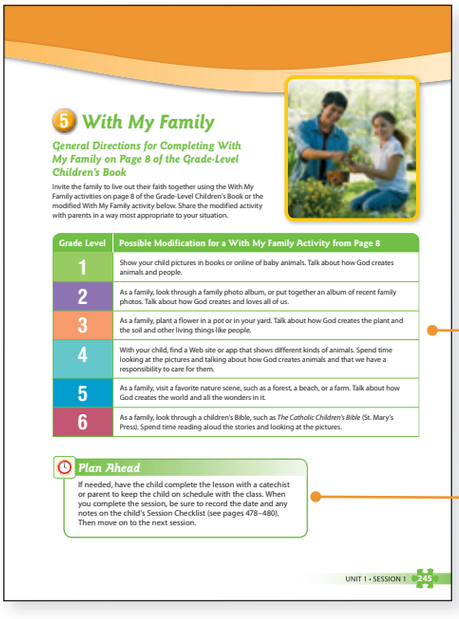
Grade Level	Possible Modification for Use with Page 8: Faith Summary or Ways of Being Like Jesus
1	**Ways of Being Like Jesus:** Take the child outside and demonstrate how to pick up litter and place it in a recycling bin or a garbage can. Say: ***One way to show that you love God's world is to clean up places we care about.***
2	PICTURE CARDS 1–12 **Faith Summary:** Gather pictures to show aspects of God's creation. Have the child point to each picture as you name it. Then read aloud the Faith Summary.
3	**Ways of Being Like Jesus:** Display images of all types of pets (from puppies to lizards and spiders) and talk about them. Have the child draw a pet he or she might like to have. Discuss how to show kindness to animals. Then read aloud Ways of Being Like Jesus.
4	PICTURE CARDS 42–61 **Faith Summary:** Work with the child to sort the Good Choice/Bad Choice cards. Discuss that we have free will to make our own choices. Say: ***God wants us to make good choices.*** Then read aloud and discuss the Faith Summary.
5	**Faith Summary:** Take the child on a tour of your church sanctuary. Together find and point out images and words that represent each Person in the Trinity. Then read and discuss the Faith Summary.
6	**Faith Summary:** Use a children's Bible, such as *The Catholic Children's Bible* (St. Mary's Press), to read and discuss a popular story from the Old Testament. Have the child point to and talk about the pictures. Have the child tell how this story shows God's love for people. Then read and discuss the Faith Summary.

244 Grade Level www.findinggod.com/adaptive

Some modifications include **tangible examples** of the Ways of Being Like Jesus feature.

In specific sessions, the Faith Summary is brought to life with **real-world experiences.**

With My Family



5 With My Family

General Directions for Completing With My Family on Page 8 of the Grade-Level Children's Book

Invite the family to live out their faith together using the With My Family activities on page 8 of the Grade-Level Children's Book or the modified With My Family activity below. Share the modified activity with parents in a way most appropriate to your situation.

Grade Level	Possible Modification for a With My Family Activity from Page 8
1	Show your child pictures in books or online of baby animals. Talk about how God creates animals and people.
2	As a family, look through a family photo album, or put together an album of recent family photos. Talk about how God creates and loves all of us.
3	As a family, plant a flower in a pot or in your yard. Talk about how God creates the plant and the soil and other living things like people.
4	With your child, find a Web site or app that shows different kinds of animals. Spend time looking at the pictures and talking about how God creates animals and that we have a responsibility to care for them.
5	As a family, visit a favorite nature scene, such as a forest, a beach, or a farm. Talk about how God creates the world and all the wonders in it.
6	As a family, look through a children's Bible, such as *The Catholic Children's Bible* (St. Mary's Press). Spend time reading aloud the stories and looking at the pictures.

Plan Ahead

If needed, have the child complete the lesson with a catechist or parent to keep the child on schedule with the class. When you complete the session, be sure to record the date and any notes on the child's Session Checklist (see pages 478–480). Then move on to the next session.

UNIT 1 • SESSION 1 245

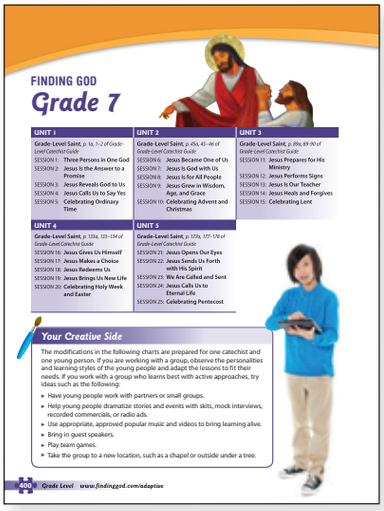
Family faith sharing is encouraged through simple yet meaningful experiences.

Every session ends with a suggestion to complete a **Session Checklist,** offered as a Blackline Master on pages 478–480 of this guide.

Catechist Preparation, Grades 7–8

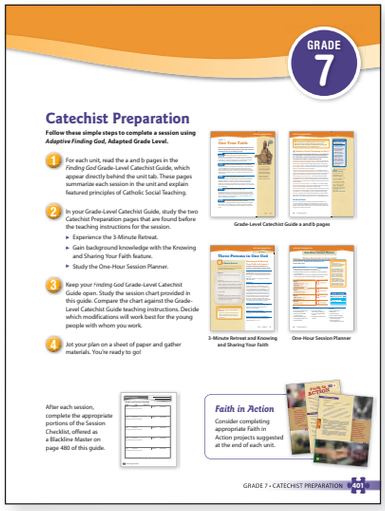
Because the adapted grade-level charts are used in conjunction with the *Finding God* core curriculum, catechists have two resources to reference as they prepare.

Adaptive *Finding God* Catechist Guide



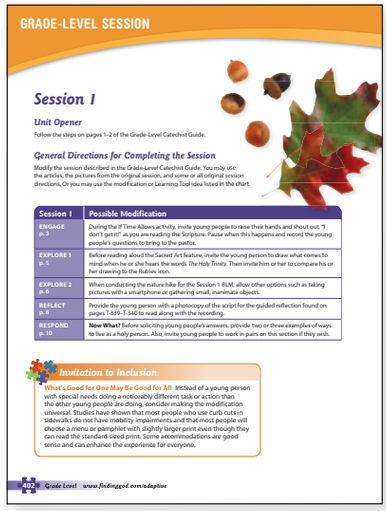
Overview Chart

This handy chart provides a list of **grade-level session themes** for each unit in each grade and offers a **Your Creative Side** feature that invites catechists to engage the young people in unique and compelling ways.



Follow the Plan

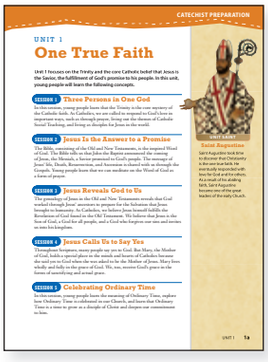
Follow the steps **to complete a session** using *Adaptive Finding God,* Adaptive Grade Level.

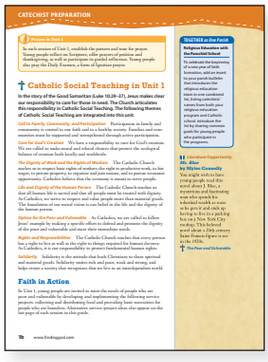


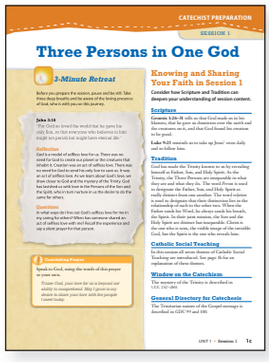
Session Modifications

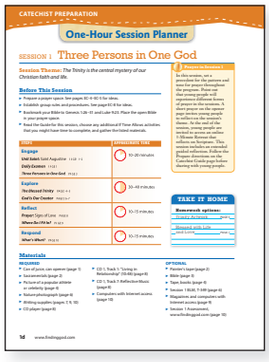
The **easy-to-follow session modifications** guide catechists through the four steps of each grade-level lesson.

Grade-Level *Finding God* Catechist Guide









Catechist-Preparation Pages

Because this level is meant to be used in conjunction with the *Finding God* core curriculum, catechists also reference the preparation pages in the *Finding God* Catechist Guide.

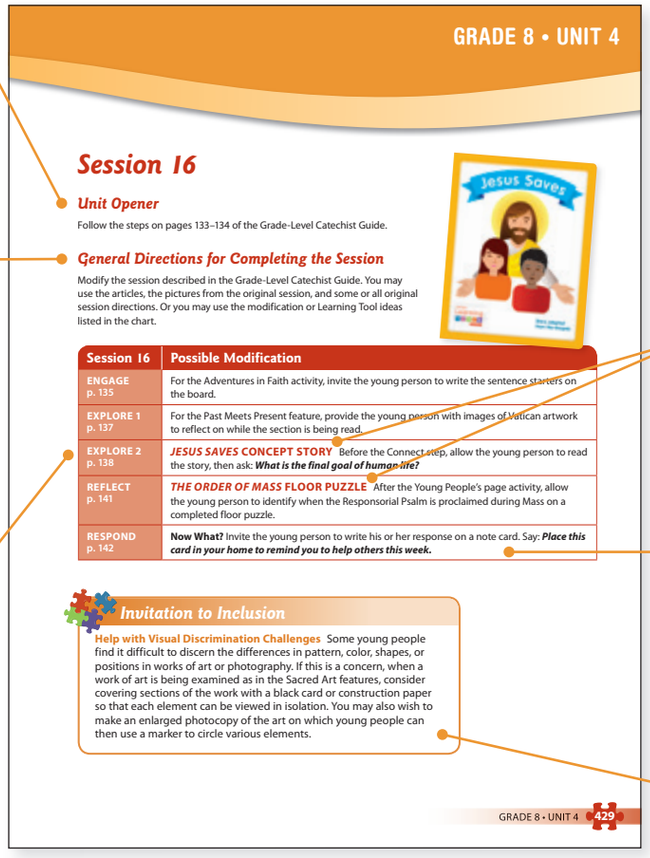
Using the Modification Charts Grades 7–8 in the Adaptive Finding God *Catechist Guide*

Because *Finding God* is organized with a systematic structure, sections of a lesson are provided on the same Young Person's Book page, no matter the grade.

Every unit of *Finding God* opens by **introducing a saint**.

Every chart includes **general directions** that lead catechists to the correct section of the Young Person's Book and Catechist Guide and prompt them to make modifications.

The guide bar helps catechists find the **lesson step and its corresponding page number** in the Catechist Guide.



GRADE 8 • UNIT 4

Session 16

Unit Opener

Follow the steps on pages 133–134 of the Grade-Level Catechist Guide.

General Directions for Completing the Session

Modify the session described in the Grade-Level Catechist Guide. You may use the articles, the pictures from the original session, and some or all original session directions. Or you may use the modification or Learning Tool ideas listed in the chart.

Session 16	Possible Modification
ENGAGE p. 135	For the Adventures in Faith activity, invite the young person to write the sentence starters on the board.
EXPLORE 1 p. 137	For the Past Meets Present feature, provide the young person with images of Vatican artwork to reflect on while the section is being read.
EXPLORE 2 p. 138	***JESUS SAVES* CONCEPT STORY** Before the Connect step, allow the young person to read the story, then ask: ***What is the final goal of human life?***
REFLECT p. 141	***THE ORDER OF MASS* FLOOR PUZZLE** After the Young People's page activity, allow the young person to identify when the Responsorial Psalm is proclaimed during Mass on a completed floor puzzle.
RESPOND p. 142	**Now What?** Invite the young person to write his or her response on a note card. Say: ***Place this card in your home to remind you to help others this week.***

Invitation to Inclusion

Help with Visual Discrimination Challenges Some young people find it difficult to discern the differences in pattern, color, shapes, or positions in works of art or photography. If this is a concern, when a work of art is being examined as in the Sacred Art features, consider covering sections of the work with a black card or construction paper so that each element can be viewed in isolation. You may also wish to make an enlarged photocopy of the art on which young people can then use a marker to circle various elements.

Loyola Learning Tools™ are included for use in many modifications.

Now What? is modified to allow for different options for young people to demonstrate their understanding.

This feature on the opening page of each unit offers ways to foster a welcoming learning environment for all.

Some modifications include supplemental resources provided on the *Adaptive Finding God* Web site **www.findinggod.com/adaptive.**