

Lesson Planning for Diverse Learners

You do NOT need to be a special education teacher to effectively reach out to persons who have special needs, or learning differences...



You only need to be open, and willing

Know Your Audience



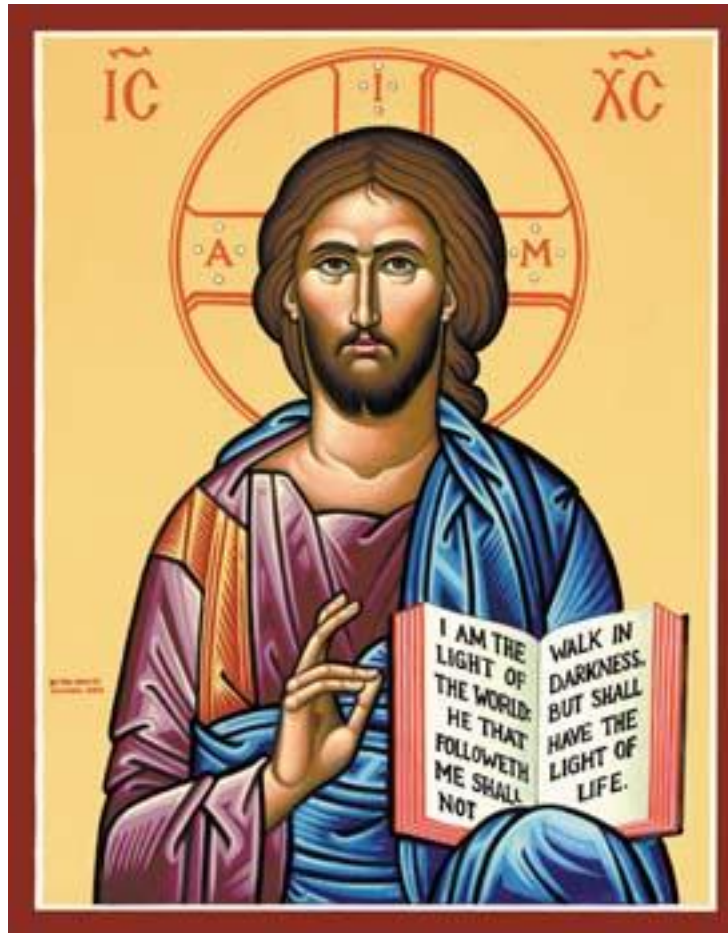
Structure and Routine

"...We might fancy some children playing on the flat grassy top of some tall island in the sea. So long as there was a wall round the cliff's edge they could fling themselves into every frantic game and make the place the noisiest of nurseries. But the walls were knocked down, leaving the naked peril of the precipice. They did not fall over; but when their friends returned to them they were all huddled in terror in the center of the island; and their song had ceased."

– G.K. Chesterton, *Orthodoxy*, Chapter 9

Objectives

The definitive aim of catechesis...



“...is to put people not only in touch, but in communion, in intimacy with Jesus Christ”

- National Directory of Catechesis 19B, cf. CT 5


The Proclamation...

What is the single KEY POINT you want the person to take with them?

Learning Modalities

VISUAL
SEE IT 

AUDITORY
HEAR IT 

KINESTHETIC
DO IT 

Multiple Intelligences



Multiple Intelligences

- **Grade Level:** Junior High
- **Topic:** Sacrament of the Anointing of the Sick
- **Objective:** Students will appreciate the special needs of sick people and the importance of the sacrament of the Anointing of the Sick
 - Ask the students to recall a recent experience of being sick (*interpersonal, intrapersonal*)
 - Read a Gospel story about Jesus' care for the sick (*linguistic*)
 - Invite a health care professional to class to discuss the special circumstances surrounding illness (*logical-mathematical, interpersonal*)
 - Have students make cards or write letters to encourage the sick, and to visit a hospital or extended care facility to sing a few inspirational songs for the residents (*spatial, bodily-kinesthetic, musical*)
 - Combine a science or health lesson with religion class on the theme of physical and spiritual health (*logical-mathematical*)
 - Investigate the origin of the oil used in the sacrament (*naturalistic, logical-mathematical*)

Your Turn!

- Grade Level
- Topic
- Objective
 - Linguistic:
 - Musical:
 - Logical-Mathematical:
 - Spatial:
 - Bodily-Kinesthetic
 - Interpersonal:
 - Intrapersonal:
 - Naturalistic:

Using What is Already There!

Reaching All Learners

4-6 Growth in faith is related to human development and passes through stages. Individuals develop as human beings and faithful followers of Christ in different ways and according to their own pace. The Church's catechesis—and even more so, the catechist—must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way. 99

NDC, 48

Benefitting from the work of educators in the past decades, religious educators now have new tools in providing children the fullness of the faith in developmentally appropriate ways.

Not only must we teach the faith related to children's level of human development, we must also meet the individual needs of our children. When working with a group of children, it does not take long to realize that they learn in different ways. Many have written about how to best provide strategies to address different learning styles. Dr. Howard Gardner's research on Multiple Intelligences provides particular insight. His theory on eight different ways people learn, when applied to your planning will help you reach all children with the Good News of salvation.

Put *Alive in Christ*, a variety of teaching strategies are employed within the lesson process. Using words and reading Scripture (Verbal/Linguistic), using photos and illustrations to prompt learning (Visual/Spatial), and listening to, singing, and playing songs (Musical) are just a few examples. Strategies, such as *Reaching All Learners* and *Strategies*, address various methods to help address different learning styles and abilities within the lesson.

www.inchrist.osv.com for additional resources to address the challenges of providing for special needs in faith formation sessions.

Multiple Intelligences	
Verbal/Linguistic	This learning occurs best through reading, writing, telling stories, and discussing ideas.
Logical/Mathematical	This learning occurs best through problem solving, analyzing, and applying logic.
Musical	This learning occurs best through singing, listening to music, and remembering melodies.
Bodily/Kinesthetic	This learning occurs best through physically moving, dancing, and making things.
Visual/Spatial	This learning occurs best through looking at pictures, drawing, and creating.
Interpersonal	This learning occurs best through sharing about one's feelings with others, and collaborating with others on tasks.
Intrapersonal	This learning occurs best through working alone and reflecting on one's own experiences.
Naturalist	This learning occurs best through exploring nature and living in the world.

Reaching All Learners

Critical Thinking

The question above asks the children to suggest what Brooke will give her grandpa. The children need to use the clues in the story to figure out a logical answer.

- Some children may give a general answer, such as "candy."
- These children need direction in thinking back to what they heard. If needed, reread those story sections.

Our Sunday Visitor



OPTIONS

For Children Who Learn by Manipulating Objects

Provide blocks and other materials, and invite the children to create a three-dimensional representation of creation. Or provide clay, other art materials, and a large cardboard box, and invite the children to create a classroom diorama of creation. Photograph the children's work, and share the pictures with the parents.

RESOURCE



OPTIONS

For Children Who Learn by Doing

Invite the children to act out the Bible story. Encourage each child to be one of the things God created: stars, moon, sun, and so on. Take the part of the narrator, and encourage the children to "sparkle" as stars; to leap, run, creep, and crawl as animals; to swim and dive as fish and whales. Ask all the children to say the words "That's good!" as you read the story in play form.

and care for others.

example of the bo our cur can w hurt e

IF TIME ALLOWS

Song of Love
CD 2, Track 1 Play "Song of Love." Encourage children to follow along, using the lyrics in the back of their books. After listening to the song, ask small groups to work together to make up actions that demonstrate the meaning of the verses. Have groups perform their actions for one another.

Life and Dignity

Inclusion: Cognitive
Song of Love If you have children with cognitive differences, provide clear, concrete instructions for how to make up actions that demonstrate the meaning of the verses to "Song of Love." You may wish to provide children with a list of step-by-step instructions.

extenders for an article

IF TIME ALLOWS

Inclusion: Attention
Calendar Alfresco If you have children with attention differences, you may wish to take the children outside to a large area of concrete or blacktop. Have children work together to make a giant liturgical calendar, using sidewalk chalk. Encourage children to use appropriate symbols to decorate each season of the Church year.

Family Prayer Book
 Distribute paper, pens or pencils, crayons, and markers. Invite children to make family prayer books. Encourage children to include traditional and original prayers in their prayer books. Refer children to the Prayers and Practices of Our Faith section in the back of their books for ideas about prayers to include in their prayer books [pages 188-197].

THE EFFECTIVE CATECHIST

Inclusion: Special Needs

Among the children you serve, some may have special needs. Finding God, Our Response to God's Gifts includes IF Time Allows activities in each Catechist Guide that adapt teaching approaches so that all children are included and can successfully enter into the faith experience. In addition, the following Catholic resources offer suggestions for helping children with special needs.

Inclusion in this Guide
 Look for the title Inclusion in the Catechist Guide to find lesson adaptations for children with special needs in the following categories: attention disorders, autism spectrum disorders, chronic illness, cognitive differences, communication disorders, emotional needs, gifted, hearing impairments, physical challenges, vision challenges, and specific learning disorders.

Autism Spectrum
 Autism resources from the **National Catholic Partnership on Disability**:
<http://www.ncpd.org/ministries-programs/specific/autism>

Chronic Illness
 An Apostolate for People with Chronic Illness or with Disabilities:
www.cusan.org


Cognitive Differences
 Resources from **The National Apostolate for Inclusion Ministry**:
www.nafim.org

Hearing Challenges
National Catholic Office for the Deaf:
<http://www.ncod.org/BreakingNews.asp>

Physical Challenges
 Resources from the University of Dayton Institute for Pastoral Initiatives,
The Network of Inclusive Catholic Educators:
<http://ipi.udayton.edu/nice.htm>

Vision Challenges
Xavier Society for the Blind:
<http://www.xaviersocietyfortheblind.org>

Among the children you serve, some may have special needs.



Loyola Press

Need Ideas??



Pinterest

