



Sample Lesson Plan

Lesson Theme or Title	
<i>This may be taken from a Chapter Title or broader theme.</i>	
Date	Liturgical Time
Sources	
<p><i>These may include key Scripture passages, paragraphs of the Catechism of the Catholic Church, or the Chapter # and Unit of primary catechetical text. Be sure to use reliable, approved sources. It may be helpful to note specific page numbers.</i></p> <p><i>For instance:</i></p> <p>Unit 3: A Life of Virtue Chapter 2: Living the Beatitudes</p> <p>Catechist Manual Pages: 53A – 67 Student Text Pages: 54-66</p> <p>CCC # 45, 1060, 1678, 1725-1726, 1983, 2645</p>	
Overview of Content	
<p><i>Briefly summarize the key points of the lesson. What doctrine will be the focus of the lesson? Why is this material important for your students?</i></p> <p><i>This overview may correspond to the description of the relevant chapter from the catechist guide, specific diocesan grade-level guidelines, or parish norms.</i></p> <p><i>For instance: At Baptism we receive the gift of water which cleanses and washes us, and through the water we belong totally to Christ and his Church. We are also anointed with the Oil of Catechumens, which strengthens and protects us, and with the Sacred Chrism which fragrances us.</i></p>	
Goals	
<p><i>Describe the aim of the lesson as it relates to the students' engagement with the material. It is important to identify not only what the lesson will be about, but how it fits into "the definitive aim of catechesis": putting people in intimate communion with Christ, who leads us to the love of the Father in the Spirit and makes us share in the life of the Holy Trinity (Catechesi Tradendae, no. 5).</i></p> <p><i>Naming these goals with brief action statements helps keep the lesson focused and aids in evaluating the effectiveness of the lesson.</i></p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> • To prepare for future lessons on the Eucharist • To nurture a fuller participation in the liturgy • To orient the child to Scripture • To invite into contemplation of the mystery of the Trinity <p><i>While clear objectives are helpful ("Students will be able to name the 10 Commandments"), articulating a wider framework for understanding the value of the doctrinal content (such as "To contemplate God's covenant with his people and understand the observance of the law as a response of love and faithfulness") helps us remember that ultimately these are profound mysteries that express a dynamic relationship between God and his beloved people.</i></p>	



Materials Needed

It is important to list all materials that will be needed for the lesson in order to be adequately prepared. It may be helpful to specify numbers (eg: 12 pairs of scissors). Since many catechetical programs meet in spaces that are not dedicated to their specific use, it is particularly important to note materials that need to be brought in, such as a table for the prayer corner, art supplies, Bibles, etc.

For instance: Bible and stand, candle, matches, appropriately colored liturgical cloth, pens and pencils, paper, Bluetooth speaker.

Moments of the Lesson

While a catechist should always be flexible in responding to the particular needs of students and remain open to the promptings of the Holy Spirit, it is helpful to have a clear idea of the general structure and flow of the lesson. It is not necessary to account for each minute of the lesson, but it is good to prioritize moments of the lesson and budget time accordingly by providing an expected amount of time to be spent on each portion of the lesson. Many catechist guides are structured so that each chapter follows a certain format (such as Share/Believe/Respond; or Experience/Message/Integration/Response). You may wish to follow that structure in your description of the plan for the lesson.

For instance:

Welcome (5 minutes)

It may be helpful to have an activity that can be done independently while all the students arrive. This activity can serve to review the previous lesson or introduce the theme of the current lesson.

Opening prayer (10 minutes)

You may well use and reinforce the words of [Essential Catholic prayers](#) (Our Father, Hail Mary, etc.), but also take the time to introduce a variety of prayer forms ([Lectio Divina](#), the 5 finger prayer popularized by Pope Francis, Ignatian imaginative prayer, devotional (eg: the [Divine Mercy Chaplet](#)), and liturgical (eg: the [Pentecost Sequence](#))).

Presentation (15 minutes)

Share the content of the lesson. When reading Sacred Scripture, read slowly and solemnly. Pause and reread. Invite a meditation on the Scriptural text.

For instance, when reading the Parable of the Lost Sheep (Luke 15:4-6) pose open-ended questions that invite contemplation such as, “I wonder who is happier: the sheep who is found or the shepherd who has his sheep back, close to him again?” or “Who could these sheep be that he knows so well and that are so precious to him?”

Response (20 minutes)

This may be a planned activity that corresponds to the theme of the lesson (such as a specific craft, role play, debate, discussion, writing, art) or a spontaneous response that helps connect the content to the student’s lives. Give students a variety of options when possible.

Closing Prayer (10 minutes)

This prayer can be seen as a continuation of the response to the presentation and may be more meditative in nature (silence, song, spontaneous, verbal prayer, journaling).



Observations and Reflections

Taking time afterward to reflect prayerfully and honestly on how the session went can help cultivate a greater awareness of self, of the individuals in the group, the dynamic of the group as a whole, and the activity of the Holy Spirit. Some questions to consider include:

- **What did I observe about myself?**
 - *How well-prepared was I? How comfortable was I with the content?*
 - *Did I check to see what the students understood? Was I aware of my posture (close/away from students, facing slides or the people, standing/sitting)?*
- **What did I observe about my students?**
 - *What did the group communicate verbally/non-verbally? Who was quiet, engaged, resistant?*
 - *Did everyone feel included? Was I attentive to the diversity of learning styles? How effective was the use of individual reflection, small groups, large group activities?*
- **What did I observe about the lesson?**
 - *How would I evaluate the flow, connection, transitions, and pacing of the session?*
 - *How well did I balance the content with the group's needs/interests?*
- **What gifts did I recognize in myself or my students? What growth did I observe in myself or my students?**
- **Most importantly: How was God at work in the session?**
- **Are there any other observations or items needing follow-up?** (eg: *Jane seems to enjoy praying through song; or I need to research how best to answer Chris' question about how the Stations of the Cross came about).*

This Resource was compiled by Fatima Monterrubio Cruess, Resource Coordinator at the **Catholic Apostolate Center**. You can find more resources like this at our website, **CatholicApostolateCenter.org**.

Please feel free to reprint this resource and distribute for your ministry.

Contact us at info@catholicapostolatecenter.org to collaborate or for consulting services.



Lesson Plan Template

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Sources	
<p><i>List key Scripture passages, relevant paragraphs of the Catechism of the Catholic Church, and/or the Chapter Title and # and Unit of primary catechetical text, as well as any other sources utilized.</i></p>	
Overview of Content	
<p><i>Briefly summarize the key points of the lesson. What doctrine will be the focus of the lesson? Why is this material important for your students?</i></p>	
Goals	
<p><i>Describe the aim of the lesson as it relates to the students' engagement with the material. It is important to identify not only what the lesson will be about, but how it will bring them into intimate communion with God.</i></p>	



Materials Needed

List all materials needed, specifying numbers where necessary and making note of materials that are not already found in the gathering space.

Moments of the Lesson

Describe the general structure and flow of the lesson, providing an estimate of how much time will be needed for each portion.

Observations and Reflections

Note what went well, what might be done differently next time, any observations you had about yourself, your students, the lesson itself, and any gifts or growth you recognized in yourself or your students. Reflect on how God was at work in the session. Note any other observations or items needing follow-up.