

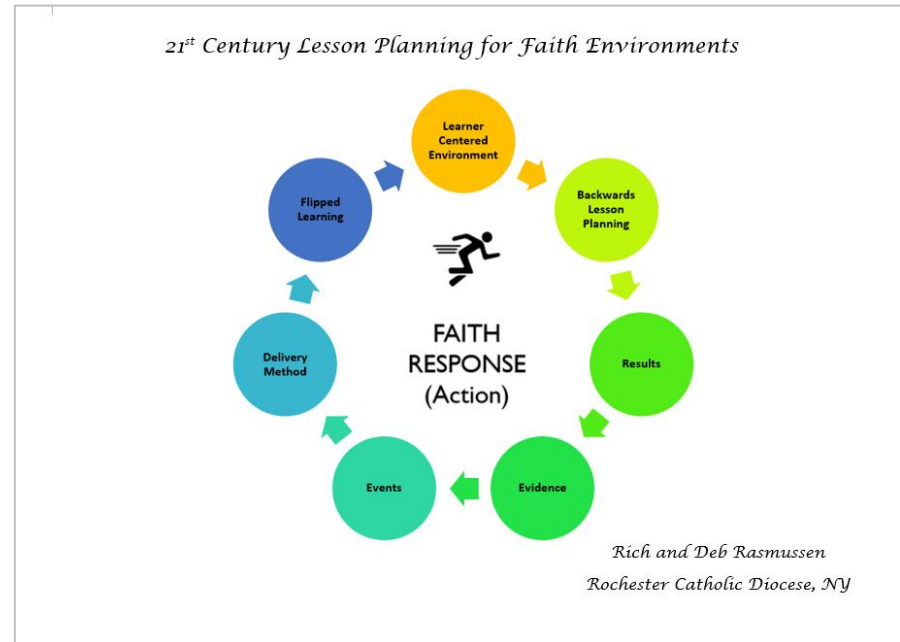
Course Title: 21st Century Lesson Planning for Faith Environments (estimated time to complete: 8 hours)

Course is then divided into 7 unique sections (units or lessons):

1. Learner Centered Environment
2. Backwards Lesson Planning
3. Results
4. Evidence
5. Events
6. Delivery Methods
7. Flipped Learning

Each unit or lesson is then divided further into 4 main sections:

- A. Getting Started
- B. The Big Idea
- C. Applications in the Field
- D. Finishing Up



Each section will then have unique items based on the unit. [See details in the upcoming tables.](#)

Completion Time: In general, it looks like each unit will be between 45 mins- 90 mins to complete. Units 1 and 4 are definitely the longest, but 2 and 5 are the shortest which is nice from the participants' perspective! Aiming for approximately 8 hours to complete the course.

Details for each section

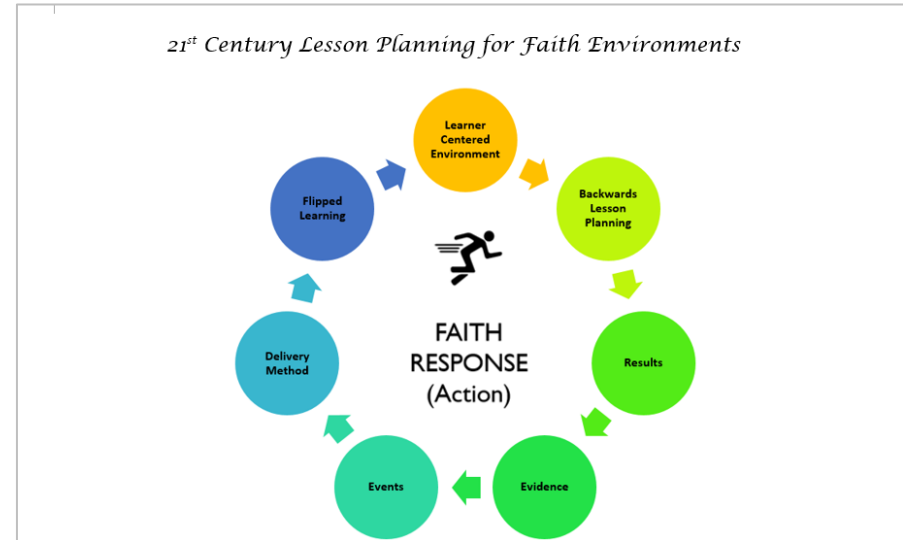
Course Title: 21st Century Lesson Planning for Faith Environments

Course Description (Text/image)

Insert Text:

< Goal: Ministers will be able to create a cohesive learner [person] centered lesson or faith based experience.

In this 21st century, the church is at a critical crossroads in faith formation. Parishes are losing families and faith no longer seems relevant to our youth. Young people are changing rapidly. They are learning differently and living their faith differently. How do we effectively design a person centered faith experience that engages both the minds and hearts of young Catholics in this complex 21st century? Come with us on the journey and find out!>



Welcome to the Course (Video)

Pre-Course Inventory (Survey) Can the system compare before and after results to these questions?

Matrix that includes 5 point likert scale:

1 Strongly Disagree (or not confident at all)

2 Disagree

3 Not Sure

4 Agree

5 Strongly Agree (or extremely confident)

Questions:

- I can create a **learner (person) centered experience** for my young Catholics.
- I guide young people through experiences to **construct** their own knowledge instead of telling them all the information.
- I create an environment where young people are **actively** learning, applying the "head" knowledge.
- I incorporate time for young people to **reflect** on their learning and faith development and plan their own faith goals.
- I incorporate activities where young people can work together and **collaborate**.
- I choose lesson activities that tap into young people's **creativity**.
- I consider where I can give my young people **choice** or control over their own learning experiences.
- I can use a **backwards lesson planning** process composed of three phases: results, evidence and events.
- I can identify desired **results** for a lesson or experience based on my young people and circumstances and write a learner (person) centered goal that is relevant to how young people will apply the topic in their real lives.
- I can define **evidence** for a lesson or experience by completing a goal analysis, choosing an appropriate assessment method, and writing objective statements of intent.
- Depending on the topic, and needs of my young people, I can choose a traditional **instructional strategy** of 9 Events or a constructivist inquiry strategy of 5 Es.
- I know the four **delivery methods** available to me for faith based experiences and a technology source to make it happen.
- If I so choose, I know how to use a **flipped learning** framework to increase the time I have available in my gathered space for active learning.
- I can create a cohesive learner [person] centered lesson or faith based experience.

| Unit (or Lesson) Title | Sections and Titles for this Unit | | | |
|---|--|--|--|---|
| | Getting Started | The Big Idea | Applications in the Field | Finishing Up |
| 1. Learner Centered Environment (Estimated Time: 90 mins) | <ul style="list-style-type: none"> • Pre-quiz (Quiz) • Welcome (4:33 min) (Video) • For your Notes *optional* (File to Download) • Vocabulary (Glossary or Accordion) • Prayer (1:00 min) (Video) | <ul style="list-style-type: none"> • 1.1 Explore (Text) <ul style="list-style-type: none"> ○ Share (Poll) • 1.2 Six Characteristics (4:58 min) (Video) • 1.3 A Changing Role (4:03 min) (Video) <ul style="list-style-type: none"> ○ Facilitative Teaching (9 min) (Text/Image) • 1.4 Why it Matters (4 min) (Text/Image) <ul style="list-style-type: none"> ○ Generation Z is Different (6 min) (Text/Image) ○ Young People Are Learning Differently (9 min) (Text/Image) ○ It's a Condition for Teaching Faith (7 min) (Text/Image) ○ It Increases Critical Thinking (6 min) (Text/Image) ○ Jesus Did It! (6 min) (Text/Image) | <ul style="list-style-type: none"> • 1.5 Construct (5:52 min) (Video) • 1.6 Active (4:55 min) (Video) • 1.7 Reflect (3:48 min) (Video) • 1.8 Collaborate (2:48 min) (Video) • 1.9 Creativity (1:57 min) (Video) • 1.10 Choice (5:02 min) (Video) | <ul style="list-style-type: none"> • Summary (7 min) (Text/Image) • Extension *optional (Text; link to journal and discussion) • Prayer (1:00 min) (Video) • Post-quiz (Quiz) |

| Unit (or Lesson) Title | Sections and Titles for this Unit | | | |
|---|--|---|---|--|
| | Getting Started | The Big Idea | Applications in the Field | Finishing Up |
| <p>2. Backwards Lesson Planning (Estimated Time 40 min)</p> | <ul style="list-style-type: none"> • Pre-quiz (Quiz) • Welcome (x min) (Video) • For your Notes *optional* (File to Download) • Vocabulary (Glossary or Accordion) • Prayer (x min) (Video) | <ul style="list-style-type: none"> • 2.1 Judy Chooses a Starting Place (0:49 min) (Video) <ul style="list-style-type: none"> ○ Predict (Discussion) • 2.2 What is it? (9 min) (Text/Image) <ul style="list-style-type: none"> ○ Three Phases (3 min) (Text/Image or if you have the capability, this could be made into a Process Circle or Process Tabs Interaction) ○ Why it Matters (x min) (Video) | <ul style="list-style-type: none"> • 2.3 Judy Chooses an Approach (1:25) (Video) <ul style="list-style-type: none"> ○ Apply (Poll) | <ul style="list-style-type: none"> • Summary (x min) (Video) • Extension *optional* (Text; link to journal and discussion) • Prayer (x min) (Video) • Post-quiz (Quiz) |

| Unit (or Lesson) Title | Sections and Titles for this Unit | | | |
|---|--|--|--|--|
| | Getting Started | The Big Idea | Applications in the Field | Finishing Up |
| 3. Results (Estimated Time TBD) | <ul style="list-style-type: none"> • Pre-quiz (Quiz) • Welcome (Video) • For your Notes *optional* (File to Download) • Vocabulary (Glossary or Accordion) • Prayer (Video) | <ul style="list-style-type: none"> • 3.1 Procedure (Text/Image with video snippets or if you have the capability, this could be made into a Process Circle or Process Tabs Interaction) | <ul style="list-style-type: none"> • 3.2 Rich Creates His Lesson (Video) • 3.3 Judy Supplements the Textbook (Video) • 3.4 A Template to Use (File to Download) | <ul style="list-style-type: none"> • Summary (Text/Image) • Extension *optional (Text; link to journal and discussion) • Prayer (Video) • Post-quiz (Quiz) |

| Unit (or Lesson) Title | Sections and Titles for this Unit | | | |
|---|--|--|--|---|
| | Getting Started | The Big Idea | Applications in the Field | Finishing Up |
| <p>4. Evidence (Estimated Time TBD)</p> | <ul style="list-style-type: none"> • Pre-quiz (Quiz) • Welcome (Video) • For your Notes *optional* (File to Download) • Vocabulary (Glossary or Accordion) • Prayer (Video) | <ul style="list-style-type: none"> • 4.1 Procedure (Text/Image with video snippets or if you have the capability, this could be made into a Process Circle or Process Tabs Interaction) • 4.2 Goal Analysis (Text/Image with video snippets) <ul style="list-style-type: none"> ○ Rich Creates His Lesson (Video) • 4.3 Assessment (Text/Image with video snippets) <ul style="list-style-type: none"> ○ Rich Creates His Lesson (Video) • 4.4 Objectives (Text/Image with video snippets) • 4.5 Critique Evidence (Text/Image) | <ul style="list-style-type: none"> • 4.6 Judy Supplements the Textbook (Video) • 4.7 A Template to Use (File to Download) • 4.8 An Advanced Organizer to Reference (File to Download) | <ul style="list-style-type: none"> • Summary (Video) • Extension *optional (Text; link to journal and discussion) • Prayer (Video) • Post-quiz (Quiz) |

| Unit (or Lesson) Title | Sections and Titles for this Unit Still being developed | | | |
|--|--|---|--|---|
| | Getting Started | The Big Idea | Applications in the Field | Finishing Up |
| 5. Events (Estimated Time TBD) | <ul style="list-style-type: none"> • Pre-quiz (Quiz) • Welcome (Video) • For your Notes *optional* (File to Download) • Vocabulary (Glossary or Accordion) • Prayer (Video) | <ul style="list-style-type: none"> • 5.1 Procedure (Text/Image or if you have the capability, this could be made into a Process Circle or Process Tabs Interaction) • 5.2 Nine Events (Text/Image) • 5.3 Five E's (Text/Image) | <ul style="list-style-type: none"> • 5.4 Rich Creates His Lesson (Video) • 5.5 Judy Supplements the Textbook (x min) (Video) • 5.6 A Template to Use (File to Download) | <ul style="list-style-type: none"> • Summary (Video) • Extension *optional (Text; link to journal and discussion) • Prayer (Video) • Post-quiz (Quiz) |

| Unit (or Lesson) Title | Sections and Titles for this Unit Still being developed | | | |
|--|--|---|---|--|
| | Getting Started | The Big Idea | Applications in the Field | Finishing Up |
| 6. Delivery Methods (Estimated Time TBD) | <ul style="list-style-type: none"> • Pre-quiz (Quiz) • Welcome (Video) • For your Notes *optional* (File to Download) • Vocabulary (Glossary or Accordion) • Prayer (Video) | <ul style="list-style-type: none"> • 6.1 Four Choices (Text/Image) <ul style="list-style-type: none"> ○ What are you using? (Poll) | <ul style="list-style-type: none"> • 6.2 Synchronous Virtual Tool > Web conferences (Video) • 6.3 Asynchronous Virtual Tool > Blogs (Video) • 6.4 Blended Tool > Instructional Videos (Video) • 6.5 Blended Tool > Interactive Worksheets (Video) • 6.6 Face –to- Face Tool > Polls (Video) | <ul style="list-style-type: none"> • Summary (Text/Image) • Extension *optional (Text; link to journal and discussion) • Prayer (Video) • Post-quiz (Quiz) |

| Unit (or Lesson) Title | Sections and Titles for this Unit Still being developed | | | |
|---|--|--|--|--|
| | Getting Started | The Big Idea | Applications in the Field | Finishing Up |
| 7. Flipped Learning (Estimated Time TBD) | <ul style="list-style-type: none"> • Pre-quiz (Quiz) • Welcome (Video) • For your Notes *optional* (File to Download) • Vocabulary (Glossary or Accordion) • Prayer (Video) | <ul style="list-style-type: none"> • 7.1 What Is It? (Text/Image) <ul style="list-style-type: none"> ○ Are you Doing it? (Poll) • 7.2 Before (Text/Image) • 7.3 During (Text/Image) • 7.4 After (Text/Image) | <ul style="list-style-type: none"> • 7.5 Rich Shares an Example (Video) | <ul style="list-style-type: none"> • Summary (Text/Image) • Extension *optional (Text; link to journal and discussion) • Prayer (Video) • Post-quiz (Quiz) |

Finish Up for Course as a Whole

Lesson Planning Template (File Download)

Post-Course Inventory (Survey) Can the system compare before and after results to these questions?

Matrix that includes 5 point likert scale:

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2. Disagree
3. Not Sure
4. Agree
5. Strongly Agree (or extremely confident)

Questions:

- I can create a **learner (person) centered experience** for my young Catholics.
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- I can create a **cohesive learner [person] centered lesson** or faith based experience.

Course Feedback (Survey)

Questions:

1. (multiple select with open ended textboxes for each) Which section(s) did you find particularly helpful? Please offer comments on what you found helpful.

- A. Learner Centered Environments
- B. Backwards Lesson Planning
- C. Results
- D. Evidence
- E. Events
- F. Delivery Methods
- G. Flipped Learning

2. (open ended textbox) What will you try to apply in your lesson planning because of this course?

3. (multiple select with open ended textboxes for each) What suggestions do you have for improving this course?

- A. Learner Centered Environments
- B. Backwards Lesson Planning
- C. Results
- D. Evidence
- E. Events
- F. Delivery Methods
- G. Flipped Learning
- H. Other

4. (single select with open ended textboxes for each) Would you recommend this course to a colleague? Please tell us why or why not.

- A. Yes
- B. No

5. (open ended textbox) Please offer any additional comments.