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
“...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
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*)

*cf. Gifts of the Spirit: Multiple Intelligences in Religious Education, by Rev. Ronald Nuzzi* pg. 45
Your Turn!

- Grade Level
- Topic
- Objective
  - Linguistic:
  - Musical:
  - Logical-Mathematical:
  - Spatial:
  - Bodily-Kinesthetic
  - Interpersonal:
  - Intrapersonal:
  - Naturalistic:
Using What is Already There!

**Multiple Intelligences**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Verbal/Linguistic</td>
<td>This learning occurs best through reading, writing, telling stories, and discussing ideas.</td>
</tr>
<tr>
<td>Logical/Mathematical</td>
<td>This learning occurs best through problem solving, analyzing, and applying logic.</td>
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<tr>
<td>Musical</td>
<td>This learning occurs best through singing, listening to music, and remembering melodies.</td>
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<tr>
<td>Bodily/Kinesthetic</td>
<td>This learning occurs best through physically moving, dancing, and making things.</td>
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<tr>
<td>Visual/Spatial</td>
<td>This learning occurs best through looking at pictures, diagrams, and creating.</td>
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<tr>
<td>Interpersonal</td>
<td>This learning occurs best through sharing about one's feelings and ideas with others, and collaborating with others on tasks.</td>
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<tr>
<td>Intrapersonal</td>
<td>This learning occurs best through working alone and reflecting.</td>
</tr>
<tr>
<td>Naturalist</td>
<td>This learning occurs best through exploring nature and finding solutions.</td>
</tr>
</tbody>
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**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.
For Children Who Learn by Manipulating Objects

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

For Children Who Learn by Doing

- Invite the children story. Encourage to take the part of each child. Ask all the children to "sparkle" and encourage the sun, stars, moon, and other animals to swim and crawl, as each child does. Ask all the children to "sparkle" and encourage the sun, stars, moon, and other animals to swim and crawl, as each child does.
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**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.

**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].

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**Inclusion: Special Needs**

**Autism Spectrum** Autism resources from the National Catholic Partnership on Disability:
http://www.ncp.org/mission-programs/specia/autism

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

**Hearing Challenges**
National Catholic Office for the Deaf:
http://www.ncod.org/index.html

**Physical Challenges**
Resources from the University of Dayton Institute for Pastoral Inclusiveness, The Network of Inclusive Catholic Educators:
http://ip.uidayton.edu/nice.htm

**Vision Challenges**
Xavier Society for the Blind:
http://www.xaviersocietyfortheblind.org
Need Ideas??

Shower of Roses
“...love to God and He will repay with love. After my death I will let fall a shower of roses.”
Saint Therese of Lisieux (April 1897)

Pinterest

Catholic Cuisine
recipes for celebrating the feasts and seasons of the liturgical year!

Catholic Icing
The Icing on your Catholic Cake!