Issues in Classroom
SRE

Catechist Newsletter
Term 3, 2003
HANDS OFF MEANS HANDS OFF!

In recent times, we have dealt with a number of important issues in our newsletters. It is some time, though, since we have devoted an issue to an exploration of current “nuts and bolts” issues relating to the classroom teaching of religion. As a result, I thought it might be useful and timely to offer some suggestions on appropriate and effective classroom practice. In doing so, I am very conscious of the need to support catechists so that they can enjoy their teaching. If we do not build our classroom practice on sound foundations, we can create a rod for our backs that haunts us all year.

In recent times, society’s concern for the welfare of children has provided a reason for all teachers to review their classroom practice. It is a sad indictment on past practices that a small minority of teachers have abused their position of trust. As a result, a number of steps have been taken (e.g. SRE Teacher’s Engagement Forms and Prohibited Employment Declarations) to ensure that unsuitable persons are screened out as teachers.

Our concern for children and young people, though, requires us to go one step further and consider ways in which we show respect to the students in our care. The way in which we set up our classroom should always be guided by the concept of an “arena of safety” (Wyre). When properly set up, an arena of safety provides a venue in which students and teachers can go about their work in a climate of trust. From this perspective, it is extremely important that teachers respect the local policies and procedures that are put in place by schools for dealing with students. These policies and procedures should be thought of as an “umbrella” under which teachers create their arena of safety. Most schools, for example, maintain strict “hands off” policies in relation to teacher-student interaction. I am aware that some catechists think that such policies are draconian. These catechists, though, need to consider how difficult it becomes to defend oneself if an allegation is made (see below). The foundation for such policies is always the desire to respect the students.

Whether we like it or not, we live in an age in which other persons do not always interpret our actions the way we mean them to be interpreted. Actions are usually interpreted in terms of our cultural background and past experiences. For this reason, it is important to create an arena of safety to protect ourselves against misunderstandings that can arise. For this reason, the Confraternity has always supported a classroom approach to the teaching of religion. Apart from the educational rationale, we argue that the classroom environment enables teachers to establish relationships with students that are open and transparent. The very environment of the classroom provides a structure that should prevent inappropriate relationships from developing. Used properly, the classroom protects a teacher against vexatious allegations that may arise. There are immediately five, ten or fifteen people who can say what occurred in the event of an allegation being made. I am conscious that for many catechists this is vastly different to the classrooms that you may have encountered as a child. It is essential, though, to realize that changing times require changing approaches.

I am very aware that it is easy for catechists to read an article like this and conclude that it does not affect them. To finish, therefore, it might be useful to ask some questions:

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<tr>
<th>Question</th>
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<td>Think about the lessons you have taught this year. Has there been any physical contact with students that you started (e.g. pats on the back)?</td>
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<td>Think about how you have spoken to students this year. Have you made any comments about the appearance of certain students (e.g. race, colour, weight, gender, etc)?</td>
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<td>Have you had unsupervised contact with any student outside a religion lesson (e.g. invited students to join a prayer group in your parish)?</td>
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<td>Think about how you talk in the classroom. Could anything you say scare or frighten students (especially young students)?</td>
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<td>Do you favour/ignore any student/students over others? (e.g. teacher’s pet) If so, Why?</td>
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If you answered “yes” to any of these questions, I suggest that you review your current classroom practice as a matter of urgency. It may be worth contacting your Area Faith Education Officer to discuss alternative classroom practices that might be appropriate. Your Faith Education Officer will be able to help you determine the changes you may need to make in your classroom teaching.

In closing, the recent advertising campaign warning against terrorism used the slogan, “Be alert but not alarmed.” In reviewing your current classroom practice, I suggest that catechists adopt the same slogan. Chances are that everything is fine with your classroom practice. If not, though, prevention is always better than having to find a cure.

PETER J. IVERS
DIRECTOR
KEY PRINCIPLES OF CLASSROOM MANAGEMENT

- PREVENTION: i.e., promoting positive behaviour.
- CORRECTION: i.e., responding to inappropriate behaviour.

At the recent Archdiocesan Catechist Gathering these two key principles of classroom management were discussed. Catechists divided into groups according to the year levels they taught and then shared strategies that worked for them. It was interesting to note that there were many more ideas for prevention rather than correction techniques. That’s how it should be. Implementing effective prevention practices should mean that there is less need to respond to inappropriate behaviour.

Below is a summary of the classroom management strategies suggested by the catechists. Many of these ideas are suitable (might need to be slightly adapted) for other classes.

UPPER PRIMARY

Prevention:
- Set rules with the involvement of the students at the beginning of the year
- Commence lesson with a formal or a short meditative prayer to quieten children
- Gain students’ interest at the commencement of the lesson
- Use appropriate humour in lessons
- Share experiences in appropriate ways
- Implement reward system – refer to school policy in this regard
- Correct their work
- Have the children close together
- Use drama in lessons
- Make sure the students do not turn their backs to you
- Avoid embarrassing students who are not competent readers
- Praise and thank children who are well behaved
- Ignore minor acts of misbehaviour

Correction:
- Implement a procedure for ‘Time Out’ – refer to school policy
- Report to class teacher / SRE Coordinator

MIDDLE PRIMARY

Prevention:
- Establish class rules
- Gain support from class teacher
- Know school policy
- Give awards and stickers – refer to school policy
- Give praise and encouragement
- Gauge children’s ability by using strategies such as questioning
- Use facial expressions
- Voice is important – loud and clear
- Keep lesson moving, not too many questions.
- Use variety (e.g. games, music, role play, singing, children read etc) to keep children motivated
- Acknowledge all questions – even if not correct
- Appeal to the child’s better nature (I really thought you were much better than that)
- Be prepared to apologise if appropriate
- Allow children to sit with friends if this does not have a negative effect on work
- Address each child by name at least once during lesson

Correction:
- Move disruptive child away from friends
- Carry through threat (establish consequences and stick to them)
- Re-establish a working relationship with a ‘disciplined’ student

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LOWER PRIMARY
Prevention:
- Show love in appropriate ways
- Listen to what the children say
- Know children’s names. Use name cards and name tags
- Use variety of activities within the lesson – ‘whole body’ singing, mime and repetition, drama, pictures, posters etc to stimulate learning
- Praise every good thing a child does
- Use blackboard
- Use reward stickers
- Have children seated close to you for first section of lesson, make sure they can all see you, and you them
- Never turn your back on them
- Never leave children unsupervised
- If possible have an assistant to help you, especially with large classes or in a class where there are ‘special needs’ children
- Use partial agreement to maintain momentum and child’s dignity. (i.e. “that might be so, but I want you to …..)

Perhaps at your next Catechist Meeting classroom management could be the focus. Your Faith Education Officer is always available to address this topic at your meetings or at a workshop.
Happy teaching!

Therese Newell
Faith Education Officer, Concord Area

SECONDARY INSERVICE

What does a catechist need to enable them to be an effective teacher? Recently John Finneran, a lecturer at Australian Catholic University, spoke to Secondary SRE teachers about ways of effectively managing an SRE class. John suggested that when you are teaching a lesson you need to bring four things with you to the class:

- the **passion** of your faith
- your **life experience** which gives meaning to your faith
- a **strategy** (or lesson plan) for the lesson and
- an **outcome** (also known as the aim) in mind

**Passion** of faith provides the energy to present the lesson; it is the authenticity which makes the session real.

**Life experience** brings faith into perspective and makes it real for each person.

A **strategy** for the lesson gives confidence to the teacher to know how to teach the lesson. Keeping an **outcome** in mind is important so the lesson will have a focus.

Thinking particularly of secondary students, John talked about the prayer as the central or pivotal point of the lesson. It sets the tone for the lesson, introduces the heart of the lesson from which the rest then flows and allows the opportunity to express faith.

John particularly emphasised the importance of having an outcome (or aim) for the lesson. Perhaps in observing classes of student teachers he has noticed that the ‘aim’ is forgotten and therefore the lesson becomes side tracked. For the lesson to be interesting and relevant it needs to be student centred, approaching the lesson so the students will understand the message in their own way. To do that most effectively, the teacher needs to take the age and stage development of the students into account. Thus assuring that the lesson is presented in a manner most relevant to the students.

John stressed that the use of a structured program is the best help in having a successful lesson. The inclusion of a variety of activities such as games and quizzes can certainly stimulate interest, and in particular the use of a journal can give secondary students the opportunity to reflect on their own faith journey.

Not only were John’s valuable insights good information for us, but his own passion and enthusiasm showed us a perfect example of just what he meant.

Isla Cameron
Faith Education Officer, City Area
THE ASSUMPTION

As this will be the final newsletter issued during the Year of the Rosary, I thought that it might be appropriate to offer some reflections on the bodily assumption of Mary into Heaven.

Outside of the teachings of the Second Vatican Council, there is little doubt that the Apostolic Constitution, Munificentissimus Deus (1950), proclaimed by Pope Pius XII (1939-1958), was one of the most important Church documents of the twentieth century. Together with the dogma of the Immaculate Conception (promulgated in Ineffabilis Deus by Pope Pius IX in 1854), the teaching on the Assumption of Mary represents an infallible teaching of the universal Church. In rereading Pius XII's Apostolic Constitution, it becomes clear that the statement was the subject of a detailed process of discernment. In fact, the process was begun not long after World War Two had ended. In 1946, Pius XII wrote to all the bishops throughout the world and asked two questions:

Do you, venerable brethren, in your outstanding wisdom and prudence, judge that the bodily Assumption of the Blessed Virgin can be proposed and defined as a dogma of faith? Do you, with your clergy and people, desire it? (MD #11)

Overwhelmingly, the bishops of the Church supported the proposition that Pius XII had put forward. Infallible statements, though, are not based on opinion polls of the Church's faithful. There followed, therefore, a period of theological inquiry. This inquiry concluded that the dogma of the Assumption was contained in the deposit of faith entrusted to the Church (MD #8). In his Apostolic Constitution, Pius XII carefully explains how the dogma has been universally held from the earliest centuries. On the basis of all these inquiries, Pius XII then proclaimed the dogma of the Assumption of Mary in St Peter's Square on the feast of All Saints (1 November), 1950. Some estimate that one million people were present for the celebration.

Unfortunately, we face similar problems today. In an age of mass media, students are constantly bombarded with ridiculous notions of what it means to be “normal.” As such, it is hardly surprising that so many young people grow to hate their bodies (i.e. they are either too tall, too short, too thin, too fat, and so the list goes on). Sadly, it is easy for many students (and, perhaps, adults) to forget that they are made in the image and likeness of God. In fact, God has carved them on the palm of His hand (Is. 49: 16). In her Assumption, therefore, Mary points us to Christ and to the heavenly inheritance that is ours. She reminds us that our bodies are not just objects or playthings for the amusement or gratification of others. In this context, I hope that catechists can use the Feast of the Assumption as an opportunity to remind students of their incredible value as human persons. As Mary learned and passed on to us, those who meditate upon the glorious example Mary offers us may be more and more convinced of the value of a human life entirely devoted to carrying out the heavenly Father's will and to bringing good to others. Thus, while the illusory teachings of materialism and the corruption of morals that follows from these teachings threaten to extinguish the light of virtue and to ruin the lives of men by exciting discord among them, in this magnificent way all may see clearly to what a lofty goal our bodies and souls are destined. Finally it is our hope that belief in Mary's bodily Assumption into heaven will make our belief in our own resurrection stronger and render it more effective (MD #42).

Pius XII sometimes gets bad press in the secular media. Yet, his contribution to the twentieth century Church should not be ignored or forgotten. There are at least two contributions for which Pius XII will be remembered. First, it was Pius XII who opened Sacred Scripture to Catholic biblical scholars in 1943 with the encyclical, Divino Afflante Spiritu. Without the contribution of scripture scholars, the Second Vatican Council would most likely have taken a very different path. Second, Pius XII firmly established the place of Marian devotion in the Church of the twentieth century. Subsequent popes (John XIII, Paul VI, John Paul II) built upon the foundation laid by their predecessor. In fact, it is interesting to note that Pius XII placed his entire pontificate under the patronage of Mary. He also had a particular devotion to Our Lady of Fatima. It was hardly surprising then, when he consecrated the world to the Immaculate Heart of Mary in 1942.

What, then, are we to make of the dogma of the Assumption in the twenty-first century? The reason for providing the above analysis is that it helps us to understand the dogma within a historical context. At the time of promulgation, the world was emerging from one of its most devastating wars. More than anything else, there had been a dramatic devaluation of the value and importance of human life. As Pius XII expressed it:

In 1947, Pius XII, through his Apostolic Constitution, Munificentissimus Deus, proposed the dogma of the Assumption of Mary. It was placed under the juridical condition that the “bishops of the world, proceeding from a position of personal and ecclesial necessity, be convinced of the truth of the dogma and of its importance for the Church.” The Magisterium, of course, had long been aware of the value of the Assumption for Marian devotion and for the Church in general. Still, it is surprising that within the framework of the Second Vatican Council, the teaching on the Assumption was promulgated. In 1950, Pius XII consecrated the world to the Immaculate Heart of Mary.

The significance of the Assumption of Mary for the world is not a new revelation. Throughout the centuries, the Assumption has been a source of inspiration and hope. In the midst of suffering and persecution, the Assumption of Mary has been a sign of God’s protection and mercy. The Assumption of Mary is a reminder that Mary is the Mother of God, the Mediatrix of All Graces, and the Queen of Heaven and Earth. The Assumption of Mary is also a sign of our future salvation. Mary’s Assumption into Heaven is a foretaste of our own resurrection, which we hope to attain through faith, hope, and love.

The Assumption of Mary is a mystery that we cannot fully comprehend. But we can rejoice in its revelation and its fulfillment. We can be filled with gratitude for the grace that Mary has received and that she has given to us. We can be inspired by her example and her intercession. We can be renewed in our commitment to live in a way that is pleasing to God and that is in keeping with the will of Mary.

Our Lady of the Rosary, pray for us. Amen.
Reflection

‘Let the Children come to me’
Luke 17:16

PRAYER SPACE: Lay out a green cloth for Ordinary Time. You will need a Bible, one copy of the Joy For Living Curriculum and the Parish Candle. (Light the parish candle.)

LEADER: As we prepare to go about our work as catechists let us reflect for a moment on the emphasis the Scriptures place on children. (Place the Bible on the sacred space). In the Book of Proverbs the writer repeatedly addresses young people.

READER: Proverbs 2 ‘My child, learn what I teach you and never forget what I tell you to do. Listen to what is wise and try to understand it. Yes, beg for knowledge; plead for insight.’

LEADER: Let us pray that we may be effective teachers of God’s word.

(A member of the group places a copy of the Joy For Living curriculum on the sacred space.)

PRAYER 1: For each of us gathered here. May our hearts and minds be filled with the fruits of the spirit, love, joy, peace and patience as we bring the message of God’s love to the students we teach. Help us to be good role models to our students. We pray to the Lord.

ALL: Lord hear our prayer

READER: Luke 18:15 –17 ‘Some people brought their babies to Jesus for him to place his hands on them. The disciples saw them and scolded them for doing so, but Jesus called the children to him and said, “Let the children come to me and do not stop them, because the Kingdom of God belongs to such as these. Remember this! Whoever does not receive the Kingdom of God like a child will never enter it.”

PRAYER 2: For the students we teach. Lord open the minds and hearts of your children to receive your word. May they grow in the knowledge of your love so as to become ambassadors of your love and peace. We pray to the Lord.

ALL: Lord hear our prayer.

PRAYER 3: For the parents of the students we teach. We pray Lord that they may find strength and encouragement in you as they help their children grow to Christian adulthood. We pray to the Lord.

ALL: Lord hear our prayer.

LEADER: Loving Father, we thank you for calling us to be Special Religious Educators. Send your Holy Spirit to guide us as we teach in Jesus’ name.

ALL: Amen.

Judy Day
Faith Education Officer
Western Area
During the first four weeks of Lent a recruitment program was conducted in the parish. As a result, thirty-four parishioners offered their services as catechists or classroom helpers. This will almost double the number of catechists working in the parish which contains five state primary schools and one high school.

Following an initial organisation meeting, the program followed fairly closely that suggested in the Parish Handbook 2003.

Sunday 1
Father Bernard McGrath, from the neighbouring parish of Smithfield, gave a special homily at each of the Masses.

After Communion all the catechists present at that Mass were invited to come to the front, introduce themselves and say a few words, the main purpose being to let the parishioners see that the people who do CCD work are normal parishioners like themselves.

After Mass all were invited to tea/coffee/biscuits at the hospitality table. Some of the catechists were present at the table and there were forms available for those interested to put their names and telephone numbers. This procedure took place after each Mass on all four Sundays.

Sunday 2
At the homily time, the Faith Education Officer from one of the other areas of Sydney spoke. Denise Humphries, Therese Newell and Isla Cameron spread themselves over the seven Masses for this purpose.

After Communion the parishioners were told about and shown the workbooks used by the students and the teachers’ manuals, to assure prospective volunteers that the lessons were already prepared. Selected pages from the books were put on the screen.

At the hospitality table there were available for inspection copies of all the handbooks and workbooks. Catechists were there with copies of children’s workbooks to show what some of the children had done.

Sunday 3
There was nothing special at the homily time on this or the fourth Sunday.

After Communion Judy Day, our area F.E.O., spoke about the training courses available for all new catechists, again making use of the powerpoint presentation.

Sunday 4
After Communion the parishioners were thanked for their attentiveness. The 34 new volunteers were thanked without being named or called forward. They were asked to attend one of the two sessions provided later in the week by Judy Day.

Parishioners were invited to become prayer partners of catechists and cards for this purpose were available at the hospitality table.

Throughout the four weeks the CCD Banner was on display (available for loan to parishes). Relevant items appeared each week in the Parish Bulletin.

Br Julian Quinlan
Fairfield Parish

A JUST WAR
As catechists are aware, the Term Two newsletter dealt with Pope John XXIII’s encyclical, Pacem in Terris (Peace on Earth). As a follow-up to the newsletter, we have included the current issue of Inform (produced by the Catholic Adult Education Centre). Written by Fr John Flader (who some catechists will know), Inform explores the complicated issue of whether the recent war against Iraq can be considered a just war. It must be stressed that it is not intended for catechists to use this article in the classroom. At the same time, though, it is hoped that the article may provide a useful Catholic perspective on the debate.

PETER J. IVERS
DIRECTOR
The Annual Mass for catechists was held in St Mary’s Cathedral on Trinity Sunday (15 June 2003). Archbishop George Pell was joined by the priests of the Archdiocese for what proved to be a wonderful celebration.

The Annual Catechist Mass provides an opportunity for the Archdiocese of Sydney to recognise two groups of catechists. The first group is made up of those catechists who have successfully completed one of the education courses conducted by the Confraternity of Christian Doctrine. The second group is made up of those catechists who are recognized for their long-standing service to Catholic SRE. In all, 47 catechists were recognized for having completed one of the catechist education courses and 35 were acknowledged for their services to Catholic SRE.

In his homily, Archbishop Pell congratulated catechists for the contribution they make in the name of the Church. In doing so, they ensure that state school students learn of the truth and beauty of the Catholic tradition. He reminded catechists that the Catholic religion always involves a call to faith and belief and that God’s work is carried out by chosen individuals. In this way, the first challenge catechists face is to help students to realize the need to reach out to God. Once this occurs, they are able to learn of their inheritance as children of a God who loves them (Romans 8: 15).

The text of the Archbishop’s homily may be found at http://www.sydney.catholic.org.au/html/homilies/hm_150603.htm
The day was a wonderful success with one of the largest gatherings in many years. Around 1000 people attended the Annual Mass. Significantly, representatives from CCD offices in other dioceses were present as were representatives from other Archdiocesan agencies. The Minister for Education and Training (Dr Andrew Refshauge) and the Director-General (Ms Jan McClelland) were also represented.

The catechists of the Bankstown area (under the leadership of Mrs Anita Sicari) were responsible for the organization of this year’s Mass. They ensured that the afternoon ran smoothly. Their organizational skills contributed in no small way to the enjoyment of the occasion.

Particular mention should be made of the choir. Our Lady of Lourdes Parish, Earlwood, were responsible for providing the choir for the Mass. Over the years, the Annual Mass has been blessed with some wonderful choirs and this year was no exception. Their singing greatly enhanced the celebration for all present.

In his closing remarks, the Director of the Confraternity (Mr Peter Ivers), joined with the Archbishop in congratulating those who had been recognized for their efforts. He also paid tribute to the many catechists who had come as a sign of support for their colleagues.

Once again, many thanks to all who made the day such a special celebration.
OVERVIEW
At the recent Annual Mass for Catechists I was surprised to learn that some of those present did not
realize how they could become involved in catechist education courses. In fact, some people did not
realize the extensive offerings that are available to them. In light of this, I thought that it might be worth
reminding catechists of both what we offer and the overall value of participating in such courses.

The following table provides a quick overview of what is on offer:

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<th>Programs leading to Archdiocesan awards</th>
<th>Educational opportunities that deepen catechist formation</th>
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<td>➢ Basic Catechist Accreditation Program (offered at various locations throughout the Archdiocese as a series of workshops) (24 hours).</td>
<td>➢ Archdiocesan Catechist Gatherings (held in Terms Two and Four).</td>
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<td>➢ Intermediate Catechist Accreditation Program (offered at various locations throughout the Archdiocese) (24 hours).</td>
<td>➢ Days of Reflection (held in Term One).</td>
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<tr>
<td>➢ Advanced Catechist Accreditation Program (offered at various locations throughout the Archdiocese) (24 hours).</td>
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<tr>
<td>➢ Upon successful completion of the Basic, Intermediate, and Advanced Catechist Accreditation programs, participants are awarded the Archdiocesan Catechist Accreditation Certificate.</td>
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<tr>
<td>➢ Catechist Ministry Certificate program (offered at Polding Centre in the city) (150 hours).</td>
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<tr>
<td>➢ Upon successful completion of the Catechist Ministry Certificate, participants are awarded the Archdiocesan Catechist Ministry Certificate.</td>
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Most catechists would generally start with the Basic Catechist Accreditation Program. This course is
offered as a series of workshops and is designed to provide “hands-on” assistance for catechists
(especially those who are new). Sometimes, depending on individual circumstances, experienced
catechists can be given credit (or partial credit) for the Basic Accreditation course and commence with the
Intermediate Accreditation program. If you think that you might qualify for some form of credit, contact Mr
Peter Ivers (tel.: 9390 5122).

Typically, some catechists worry that they may not “pass” if they attend workshops. Catechists with this
concern should feel reassured that this is not an issue. Learning is very informal (especially with the Basic
program) and the emphasis is on helping you not failing you! Most catechists who have participated in
these courses find them highly enjoyable and beneficial to their work in the classroom. I encourage any
catechist who may have been thinking about coming to a course to either give it a go or talk to their
Parish Coordinator to get some more information. (Our education program for Term Three is found on pp.
12, 13).

Peter Ivers
Director

BANKSTOWN AREA
Term Two was a busy term for catechists in the Bankstown area. Particular thanks are due to the
catechists who helped out with the Annual Mass and especially to Earwood Parish who provided the
choir. Other events worthy of note during Term Two were the demonstration Passover Meal and the
Archdiocesan Catechist Gathering. Both of these events were well-supported by catechists from the
Bankstown area. I hope that you found them helpful.

In Term Three, we will continue to offer a variety of education opportunities for catechists. We will be
running the Basic Accreditation course at St. Joachim's Church, Lidcombe (in the Parish Hall, corner of
Mills and John Sts. with parking available behind the church). The sessions offered are:

• Lesson Preparation
• Creative discipline
• Effective communication with children
• Introduction to the Bible
You will find the dates and times for these sessions on p. 12 of the newsletter. I look forward to meeting as many catechists as possible during Term Three.

Anita Sicari  
Faith Education Officer  
Tel/Fax: 9554 5569  
Email: anita@ccdsydney.catholic.edu.au

CITY AREA

By the time you read this particular article, I am sure you have read many times in this newsletter about the wonderful celebration at the Annual Catechist Mass in June. I can’t help but add my own response, from the City Area point of view. I was both pleased and saddened at the Mass. The very pleasing feature of the Mass was large representation of the City area, due to the support of parishes, co-ordinators and catechists. It was very heartening to have so many at this great celebration. People were obviously impressed with the large number of catechists receiving awards this year. Congratulations to those City Area catechists who received Accreditation Certificates, Papal Blessings and the Cardinal Freeman Medal. From the enquiries I have had since then, I am presuming that there will be more City area catechists also receiving awards next year. Congratulations to the Bankstown area catechists, led by Anita Sicari, who were responsible for the organisation of this celebration.

Because of the large numbers of people present at this year’s Mass, I was disappointed not to be able to have time to say hello to so many City Area people. I hope you had the chance to catch up with each other and perhaps meet catechists you had not met before. A celebration like the Annual Mass gives us all a boost spiritually to carry into our classrooms.

Isla Cameron  
Faith Education Officer  
Tel/Fax: 9580 4263  
Email: isla@ccdsydney.catholic.edu.au

CONCORD AREA

Recently a friend who is a catechist in a country diocese told me he was amused and pleased that the classroom teacher who remains in the room while he teaches has returned to going to Sunday Mass regularly. New Evangelisation at work! This same friend also expressed regret that he has not had the opportunity to attend meetings, workshops etc as he is the only SRE teacher in his parish and feels very much alone in this ministry. I hope that individual catechists in the Concord Area do not feel a similar sense of isolation. If so please let your Co-ordinator, Parish Priest or myself know.

Congratulations to all of those catechists who were award recipients at the Annual Catechist Mass: Certificate of Accreditation; 13, Catechist Ministry Course; 2, Apostolic Blessing; 2, Cardinal Freeman Medal; 2. Today there is an expectation generally in society that some training is required for all types of voluntary work. Parents who have children attending schools in Ashfield, Beauty Point, Concord, Drummoyne, Mosman, North Ryde, Ryde and all other parishes where catechists have completed the Accreditation Course would no doubt appreciate that their child’s SRE teacher is formally accredited to teach Religious Education in state schools.

A co-ordinator from the Concord Area said that special invitations to attend the Catechist Mass were sent to the prayer-partners of SRE teachers in that particular parish. Many went to the Mass and felt honoured to be there. Why not invite prayer-partners to our Area Mass to be held at Holy Spirit, North Ryde on Friday 24 October?

Elsewhere, there are details about the workshops for this term (see pages 12, 13). Though there are no Advanced Accreditation workshops in the Concord Area you would be most welcomed to attend the sessions either in at Polding Centre or the night sessions at Lidcombe Catholic Club. Hopefully next year there will be Advanced Accreditation in the Concord Area. Congratulations to all who have completed or are completing the Basic and Intermediate Accreditation workshops.

Enjoy the term! God’s blessings

Therese Newell  
Faith Education Officer  
Tel/Fax: 9579 5917  
Email: therese@ccdsydney.catholic.edu.au
SUTHERLAND-ST GEORGE AREA

Congratulations to all the catechists who have completed the Basic Accreditation Course and the Intermediate Accreditation Course this year. It was very inspiring to see so many catechists with such enthusiasm for this ministry. Hopefully these catechists will complete the Intermediate and Advanced Accreditation in 2004. Elsewhere in this newsletter is information about Intermediate and Advanced Accreditation courses that will be conducted in the city at Polding Centre and the Advanced Accreditation Course that will be held at Liverpool Catholic Club. If you are eligible and wish to attend these courses please contact Carmel Duffy (9390 5122)

The highlight of Term Two was our Annual Catechist Mass held in St Mary’s Cathedral. Once again the Cathedral was nearly full. If you have never attended this Mass I urge you to put it on your calendar for 2004 (when the Sutherland-St George Area will be hosting it).

During Term Three more workshops will be held at Miranda and all are invited to attend. This term I hope to visit parishes and hopefully meet you at your Parish meetings and help you with resources. Just a reminder the Sutherland – St George Area Meeting with Parish Coordinators is scheduled for Friday 8 August at Miranda.

Denise Humphreys
Faith Education Officer
Tel/Fax: 9548 2639
Email: denise@ccdsydney.catholic.edu.au

WESTERN AREA

Congratulations to every catechist who received an award (some even two awards) at the Annual Catechist Mass on Sunday June 15. Several parishes from the Western Area were represented among the recipients. Lurnea needs special mention because a mother and daughter from that parish, Olga and Moyra Jacombs, received awards. Well done!

One of the new ventures in Term Two was the commencement of the Catechist Ministry Course. Peter Ivers, together with Isla Cameron and Therese Newell presented this course at the Liverpool Catholic Club. ‘The Call to Holiness’, another five week unit of the Ministry Course, will be held this term beginning Thursday August 7. Any catechist who has completed the three levels of accreditation is eligible to attend this course. Please contact Carmel Duffy (9390 5122) or myself (9816 2978) if you would like to attend.

During Term Three the Advanced Accreditation Course will also be presented at Liverpool Catholic Club and all those catechists who have completed the Basic and Intermediate levels of accreditation are invited to attend. Please contact me if you are interested in or have any questions relating to this course. (Commencement date - Wednesday July 30).

God bless your work this term.

Judy Day
Faith Education Officer
Tel/Fax: 9816 2978
Email: judy@ccdsydney.catholic.edu.au

AREA COORDINATORS MEETINGS

<table>
<thead>
<tr>
<th>Area</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Area</td>
<td>Friday, 25 July 2003</td>
<td>10am</td>
<td>Polding Centre, Level 6, 133 Liverpool Street, Sydney</td>
</tr>
<tr>
<td>Bankstown Area</td>
<td>Monday, 28 July 2003</td>
<td>10am</td>
<td>Polding Centre, Level 6, 133 Liverpool Street, Sydney</td>
</tr>
<tr>
<td>Concord Area</td>
<td>Friday, 1 August 2003</td>
<td>10am</td>
<td>Polding Centre, Level 6, 133 Liverpool Street, Sydney</td>
</tr>
<tr>
<td>Western Area</td>
<td>Monday, 4 August 2003</td>
<td>10am</td>
<td>Liverpool Catholic Club, Hoxton Park Road, Hoxton Park</td>
</tr>
<tr>
<td>Sutherland – St George Area</td>
<td>Friday, 8 August 2003</td>
<td>10am</td>
<td>CCD Miranda, 50 Kiora Road, Miranda</td>
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# BASIC ACCREDITATION

## BANKSTOWN AREA – Anita Sicari Tel: 9554 5569 for details

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Time</th>
<th>Topic</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>1 Aug (Fri)</td>
<td>12:30pm - 3pm</td>
<td>Lesson Preparation</td>
<td>St John’s Parish Hall</td>
</tr>
<tr>
<td>29 Aug (Fri)</td>
<td>10am - 1pm</td>
<td>Creative Disciple</td>
<td>Cnr John &amp; Mills Street, Lidcombe</td>
</tr>
<tr>
<td>12 Sept (Fri)</td>
<td>10am - 1pm</td>
<td>Effective Communication with Children</td>
<td>Parking behind Church</td>
</tr>
<tr>
<td>19 Sept (Fri)</td>
<td>10am - 1pm</td>
<td>Introduction to the Bible</td>
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## CITY AREA – Isla Cameron Tel: 9580 4263 for details.

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Time</th>
<th>Topic</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 July (Tues)</td>
<td>6:30pm - 9:30pm</td>
<td>Storytelling bring a JLF Teacher’s Manual</td>
<td>Our Lady of the Sacred Heart Parish Meeting Room, Avoca St, Randwick</td>
</tr>
<tr>
<td>26 Aug (Tues)</td>
<td>6:30pm - 9:30pm</td>
<td>Resources bring a JLF Teacher’s Manual</td>
<td>St Mary Magdelene Parish Centre, Ian St, Rose Bay</td>
</tr>
<tr>
<td>30 July (Wed)</td>
<td>9:30am - 12:30pm</td>
<td>Old Testament bring a bible</td>
<td>Holy Family Parish Centre, Maroubra Rd, Maroubra</td>
</tr>
<tr>
<td>20 Aug (Wed)</td>
<td>9:30am - 12:30pm</td>
<td>New Testament bring a bible</td>
<td>St Pius’ Parish, Edgeware Rd, Enmore</td>
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<tr>
<td>17 Sept (Wed)</td>
<td>9:30am - 12:30pm</td>
<td>Storytelling bring a JLF Teacher’s Manual</td>
<td></td>
</tr>
<tr>
<td>24 July (Thurs)</td>
<td>1:30pm - 4:30pm</td>
<td>New Testament bring a bible</td>
<td></td>
</tr>
<tr>
<td>18 Sept Thurs</td>
<td>1:30pm - 4:30pm</td>
<td>Storytelling bring JLF Teacher’s Manual</td>
<td></td>
</tr>
<tr>
<td>6 Aug (Wed)</td>
<td>10:00am - 1:00pm</td>
<td>Communication bring a JFL Teacher’s Manual</td>
<td></td>
</tr>
<tr>
<td>27 Aug (Wed)</td>
<td>10:00am - 1:00pm</td>
<td>Overview of the Bible bring a bible</td>
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</tr>
<tr>
<td>24 Sept (Wed)</td>
<td>10:00am - 1:00pm</td>
<td>Old Testament bring a bible</td>
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## CONCORD AREA – Therese Newell Tel: 9579 5917 for details. Please bring JFL Teacher’s Manual

<table>
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<tr>
<th>Day/Date</th>
<th>Time</th>
<th>Topic</th>
<th>Venue</th>
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<tbody>
<tr>
<td>29 July (Tues)</td>
<td>10am - 12:30pm</td>
<td>Communication</td>
<td>Parish Meeting Room 9 Lindsay St, Neutral Bay</td>
</tr>
<tr>
<td>26 Aug (Tues)</td>
<td>7:30pm - 9:30pm</td>
<td>Lesson Preparation</td>
<td>Meadowbank Parish in private home. Phone 9579 5917 for address</td>
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<tr>
<td>25 July (Fri)</td>
<td>10am - 12:30pm</td>
<td>Creative Discipline</td>
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<tr>
<td>1 Aug (Fri)</td>
<td>7:30pm - 9:30pm</td>
<td>Communication</td>
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<tr>
<td>8 Aug (Fri)</td>
<td>10am - 12:30pm</td>
<td>Creative Discipline</td>
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<tr>
<td>15 Aug (Fri)</td>
<td>10am - 12:30pm</td>
<td>Communication</td>
<td></td>
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<tr>
<td>22 Aug (Fri)</td>
<td>10am - 12:30pm</td>
<td>Creative Discipline</td>
<td></td>
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<tr>
<td>29 Aug (Fri)</td>
<td>10am - 12:30pm</td>
<td>Communication</td>
<td></td>
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<tr>
<td>5 Sept (Fri)</td>
<td>10am - 12:30pm</td>
<td>Creative Discipline</td>
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<tr>
<td>26 Sept (Fri)</td>
<td>10am - 12:30pm</td>
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## SUTHERLAND AREA – Denise Humphreys Tel: 9548 2639 for details

<table>
<thead>
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<th>Day/Date</th>
<th>Time</th>
<th>Topic</th>
<th>Venue</th>
</tr>
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<tbody>
<tr>
<td>28 July (Mon)</td>
<td>10am</td>
<td>Classroom management</td>
<td>CCD Miranda Kiora Rd, Miranda</td>
</tr>
<tr>
<td>4 Aug (Mon)</td>
<td>10am</td>
<td>Lesson preparation</td>
<td></td>
</tr>
<tr>
<td>11 Aug (Mon)</td>
<td>10am</td>
<td>Prayer in the classroom</td>
<td></td>
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<tr>
<td>18 Aug (Mon)</td>
<td>10am</td>
<td>Teaching Unit 5 (How can we love God and our Neighbour?)</td>
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<tr>
<td>1 Aug (Fri)</td>
<td>10am</td>
<td>Teaching Unit 3 (How is God Present to us?)</td>
<td>Gymea Parish Gymea Bay Road, Gymea</td>
</tr>
</tbody>
</table>

## WESTERN AREA – Judy Day Tel: 9816 2978 for details

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Time</th>
<th>Topic</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 July (Thurs)</td>
<td>11am - 2pm</td>
<td>Old Testament</td>
<td>Mary Immaculate Parish Meeting Room Mimosa Road, Bossley Park</td>
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<tr>
<td>7 August (Thurs)</td>
<td>11am - 2pm</td>
<td>New Testament</td>
<td></td>
</tr>
<tr>
<td>14 August (Thurs)</td>
<td>11am - 2pm</td>
<td>Storytelling / Resources</td>
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<tr>
<td>28 July (Mon)</td>
<td>10am - 1pm</td>
<td>New Testament</td>
<td>Catechist Meeting Room Holy Rosary Parish, Vine St, Fairfield</td>
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<td>18 August (Mon)</td>
<td>10am - 1pm</td>
<td>Storytelling, Music and Drama</td>
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<tr>
<td>1 Sept (Mon)</td>
<td>10am - 1pm</td>
<td>Resources /Prayer in the Classroom</td>
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### INTERMEDIATE ACCREDITATION

**CITY AREA – To enrol contact Carmel Duffy Tel: 9390 5122**

<table>
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<th>Day/Date</th>
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<tbody>
<tr>
<td><strong>FRIDAYS</strong></td>
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<tr>
<td>15 August</td>
<td>10am - 2pm</td>
<td>Communicating with children: How they learn</td>
<td>POLDING CENTRE</td>
</tr>
<tr>
<td>22 August</td>
<td></td>
<td>Adapting a lesson to suit your SRE class</td>
<td>Level 6</td>
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<tr>
<td>29 August</td>
<td></td>
<td>Managing a SRE class</td>
<td>133 Liverpool Street</td>
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<tr>
<td>5 September</td>
<td></td>
<td>History and Development of Religious Education</td>
<td>Sydney</td>
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<tr>
<td>12 September</td>
<td></td>
<td>The History of the Faith Community: Exodus - Sinai</td>
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<tr>
<td>19 September</td>
<td></td>
<td>History of the Faith Community: Formation of the Gospels</td>
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</table>

**CONCORD AREA – To enrol contact Carmel Duffy Tel: 9390 5122**

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Time</th>
<th>Topic</th>
<th>Venue</th>
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<tbody>
<tr>
<td><strong>SATURDAYS</strong></td>
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<tr>
<td>2 Aug</td>
<td>10am - 1.30pm</td>
<td>The History of the Faith Community: Exodus – Sinai</td>
<td>HOLY INNOCENTS PARISH HOUSE</td>
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<tr>
<td>16 Aug</td>
<td></td>
<td>History and Development of Religious Education</td>
<td>Croydon</td>
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</table>

### ADVANCED ACCREDITATION

**CITY AREA – To enrol contact Carmel Duffy Tel: 9390 5122**

<table>
<thead>
<tr>
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<th>Topic</th>
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<tr>
<td><strong>THURSDAYS</strong></td>
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<tr>
<td>31 July</td>
<td>10am - 2pm</td>
<td>Who Am I?</td>
<td>POLDING CENTRE</td>
</tr>
<tr>
<td>7 August</td>
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<td>Who Am I addressing?</td>
<td>Level 6</td>
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<tr>
<td>14 August</td>
<td></td>
<td>How Do I Understand Church In A Changing World?</td>
<td>133 Liverpool Street</td>
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<tr>
<td>21 August</td>
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<td>What Am I Communicating?</td>
<td>Sydney</td>
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<tr>
<td>28 August</td>
<td></td>
<td>How Am I Communicating?</td>
<td></td>
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<tr>
<td>4 September</td>
<td></td>
<td>Evaluation</td>
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</table>

**ADVANCED ACCREDITATION – EVENING – To enrol contact Carmel Duffy Tel: 9390 5122**

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<th>Venue</th>
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<td><strong>MONDAYS</strong></td>
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<tr>
<td>28 July</td>
<td>7pm - 9pm</td>
<td>Who Am I? (Part 1)</td>
<td>LIDCOME CATHOLIC WORKMEN’S CLUB</td>
</tr>
<tr>
<td>4 August</td>
<td></td>
<td>Who Am I? (Part 2)</td>
<td>24 John Street</td>
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<tr>
<td>11 August</td>
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<td>Who Am I addressing? (Part 1)</td>
<td>Lidcombe</td>
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<tr>
<td>18 August</td>
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<td>Who Am I addressing? (Part 2)</td>
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<tr>
<td>25 August</td>
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<td>How Do I Understand Church In A Changing World? (Part 1)</td>
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<tr>
<td>1 September</td>
<td></td>
<td>How Do I Understand Church In A Changing World? (Part 2)</td>
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<tr>
<td>8 September</td>
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<td>What Am I Communicating? (Part 1)</td>
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<td>22 September</td>
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<td>How Am I Communicating? (Part 1)</td>
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<td>13 October</td>
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<td>How Am I Communicating? (Part 2)</td>
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<td>20 October</td>
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<td>Evaluation (Part 1)</td>
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<tr>
<td>27 October</td>
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<td>Evaluation (Part 2)</td>
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**WESTERN AREA – To enrol contact Carmel Duffy Tel: 9390 5122**

<table>
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<tr>
<th>Day/Date</th>
<th>Time</th>
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<tr>
<td><strong>WEDNESDAYS</strong></td>
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<tr>
<td>30 July</td>
<td>10am - 2pm</td>
<td>Who Am I?</td>
<td>LIVERPOOL CATHOLIC CLUB</td>
</tr>
<tr>
<td>6 August</td>
<td></td>
<td>Who Am I addressing?</td>
<td>Hoxton Park Road</td>
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<tr>
<td>13 August</td>
<td></td>
<td>How Do I Understand Church In A Changing World?</td>
<td>Hoxton park</td>
</tr>
<tr>
<td>20 August</td>
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<td>27 August</td>
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<tr>
<td>3 September</td>
<td></td>
<td>Evaluation</td>
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In recent times, it seems that biographers have again taken an interest in significant Church figures. In 2002, Livingstone’s biography of Archbishop George Pell was released. Now, in 2003, Sue Williams has released a biography of Fr Chris Riley (of Youth Off the Streets fame). As Sir William Deane notes in his Foreword, the story of Fr Chris is “the story of a truly good man who has shown the way towards a brighter future for our children” (p. xiii). It is depressing to learn that upwards of 25000 children still live on the streets of Australia more than a decade after the then-Prime Minister, Bob Hawke, made his famous “no child will live in poverty” speech.

In her biography, Williams recounts the lessons that Fr Chris learned as a child. These lessons, she claims, became formative influences on the direction of his later life. Williams suggests that Fr Chris experienced something of the same vulnerability that many street kids experience. One of the most interesting insights into Fr Chris that emerges from reading this biography is his ability to reflect upon failures and draw implications for the future so that they are not repeated. In educational terms, he is very definitely a reflective practitioner.

In all, Williams has provided an interesting, readable account of a priest who has certainly made a difference to many people. In many ways, I felt in reading this book, that the lives of those who have been transformed by Fr Chris are celebrated as much as his own. Their stories are strong testimonies to the possibility of conversion for all of us.

Reviewer: Mr Peter Ivers
RRP $29.95
(Available from Sydney Catholic Books & Resources)

This is a rich prayer resource for Christians at the beginning of the Twenty-First century. The prayers are expressed in today’s language using vivid contemporary images. “God of office towers and space shuttles, of peak hour traffic and the milky way, help us to seek you.” Prewer has included prayer that reflects the needs, interests and concerns of Australians in the modern world. These prayers direct us to a God who is not remote from our high tech world but deeply involved with every aspect of human need. “Give us the resilience to rise up from setbacks with an Easter eagerness and a Pentecost impertinence”.

Reviewer: Mrs Denise Humphreys
RRP $12.95
(Available from Sydney Catholic Books and Resources)

One of the problems with many of the books on behaviour management is that they are often filled with jargon. This book, though, which still uses some jargon, will be easily readable for most catechists. Sue Cowley describes herself as an experienced classroom teacher and subject coordinator. Writing from an English perspective, she has an engaging writing style that goes straight to the heart of the matter under discussion. There is good use of sub-headings that make the chapters easy to follow. Use of sub-headings also means that catechists can find suggestions for particular problems quite easily and quickly.

I strongly recommend Part Three of this book to catechists. In this section, Cowley explores reasons why students misbehave, different types of students, and, importantly, what students look for and expect by way of classroom management. Catechists will also find Part Five particularly useful. In this section, Cowley gives examples and suggestions for handling a variety of “real-life” situations that can easily occur in the classroom.

In closing, I would offer one reservation for intending readers. Behaviour management is a very individual matter and what works for one teacher will not always work for another. From this perspective, Cowley’s book will not solve your problems, but it may provide new insights into how to approach challenging situations.

Reviewer: Mr Peter Ivers
RRP $35.00
(Available from Sydney Catholic Books & Resources)
A CHILD LIKE JESUS

Jesus was a child like me.
He was one, and two, and three.
Four and five, six and seven.
Eight and nine, ten and eleven

Jesus felt the sun’s warm light,
Saw the moon that shines at night,
Heard the birds that greet the dawn,
Smelt the fragrant ripening corn.

Jesus woke from sleep in fright,
Of the noises of the night,
Ran to where his mother slept,
In her arms he sometimes wept.

Jesus played with other kids,
Loved the noise of saucepan lids,
He played fair, he didn’t cheat,
When he lost he coped it sweet.

Jesus died for all our sins,
Through his death new life begins.
Jesus conquered death so all
May share God’s glory evermore.

Jesus lives with God in heaven,
Still remembers six and seven.
And he is not far away.
He is with me every day.

Jesus listens when I pray,
Hears each little word I say.
Shares my gladness, feels my pains,
Always loves me, never blames.

As I live my life each day,
As I work and as I play.
As I wonder what I’ll be,
Jesus is the child in me.

Tom Togher
Catechist