

Chapter 1 : Catholic Mass Reflection Questions | The Religion Teacher | Catholic Religious Education

These questions can be used by individuals or small groups to delve deeper into the themes of Forming Consciences in Faithful Citizenship.

For help, see excerpts from Pope Francis in Part I. What kinds of leaders does our society need? For what should they stand and how should they lead? For help, see no. Why do the bishops encourage all Catholics, whether able to vote or not, to be involved in political life? What are other ways, in addition to voting, that you can be involved in advocacy for important issues? How might public policies and laws be different if the moral principles from Faithful Citizenship were used as a basis for political decisions? How does one develop a well-formed conscience and the virtue of prudence? What role should they play in our decisions about who we vote for and how we advocate for change? For help, see nos. Why are both not just one or the other important for Catholics? What are examples of intrinsically evil acts and why must they always be opposed? What are examples of the basic needs of our neighbors which we must ensure are fulfilled? What might your own actions to avoid evil and to do good look like? Some people question whether religion and politics should ever interact. What do the bishops say in response to this criticism? What is the role of the Church in political life? Name the four principles and seven themes of Catholic Social Teaching. How can these principles and themes help us to think about policies and laws? Name some of the issues discussed in the statement and describe how the principles and themes relate to these issues. The bishops describe two "temptations in public life" that voters can fall into: Describe a situation in which you witnessed one or both of these lines of thought.

Chapter 2 : Reflection Questions - Teach Like a Champion

Discussion and Reflection Questions for Patch Adams Instructions: Provide a multiple-sentence response to each of the following questions. 1. What made Patch realize that he wanted to have a career where he could serve others?

There is also a list of reflection questions for teachers here. What is something we did this year that you think you will remember for the rest of your life? What is something you accomplished this year that you are proud of? What was the nicest thing someone in our class did for you this year? What was the most challenging part of this year for you? Where is your favorite place in our classroom or school? If you could change one thing that happened this year, what would it be? What are three things you did this year to help your classmates? What are the three most important things you learned this year? What is something that was hard for you at the start of the year but is easy now? In what area do you feel you made your biggest improvements? What is your favorite part of the day in our class? What is something you taught your teacher or classmates this year? Of the books you read this year, which was your favorite? What was the best piece of writing that you did this year? Why do you think it is your best? What person at our school has made the biggest impact in your life this year? What is something the teacher could have done to make this year better? What are six adjectives that best describe this school year? Knowing what you know now, if you could write a letter to yourself that would travel back in time so that you would receive it at the start of the school year, what advice would you give your younger self? When you consider the rest of your life, what percentage of what you learned this year do you think will be useful to you? What advice would you give students who will be in this class next year? I just made these questions into task cards! Get them for FREE right here! I just love those fluffy clouds! Hop on over to her site to download this fun printable! Looking for more open-ended questions to ask your students? You can find of them in easy-to-use card format right here. Have more to add? Please share with a comment!

Chapter 3 : Questions for Reflection and Discussion – 2 Corinthians 8 – Matters of Interpretation

The questions here provide an opportunity to scaffold reflections about the teacher's pedagogical style to teach that particular lesson. Students will provide their thoughts and ideas on "how" they're learning, which informs "how" we're teaching.

By Jared Dees Occasionally you will have the opportunity to meet with students either before or after mass. As I mentioned in my post on CatholicMom. Consider using the following reflection questions for school Mass, religious education Masses, or before and after Sunday Masses. Keep in mind that the more you ask these questions even if they have no answers at first, the more your students will think of them during the Liturgy. Remember that in addition to challenging young people to be reflective during Mass, you are also building strong habits that will last a lifetime. What are the things that are dominating your attention and thought today? What can you ask of God in the Liturgy to address these things? Has God been at work in your daily life? What evidence is there that God is communicating with you daily? How do you expect this communication to continue during the Liturgy? Take students through a process of lectio divina by asking them some of these questions: Imagine yourself being a present during this story. What do you see, hear, smell, taste, feel, etc.? Describe everything in detail. Imagine that you are one of the people in the reading. What do you feel, think, and do as a response to the events? What does this reading remind you of in your life at this particular moment? The Mass is an opportunity to receive forgiveness of venial sins. Take the students through an Examination of Conscience, if possible. When have you failed to love yourself, God, and neighbor? Are there people who you have hurt in some way by your words, actions, or failure to act? What personal weaknesses can God take over for you today? What are you most thankful for today? Who are you thankful for in your life today? What has God done for you in your lifetime that you can thank him for today? What is God prompting you to do in your encounter with him in the Sacrament? What experiences during the Mass did you find most relevant to your current situation and life? What was the holiest experience you had during Mass? Reflections on the Liturgy of the Word: Imagine that you were present during this story. What do you feel, think, do as a response to the events? What did this reading remind you of in your life at this particular moment? What habits should you form to avoid sin in the future? Is there anything for which you will make a commitment to be thankful for today? How will you bring Christ to the world today? What are the greatest needs that you see in your everyday life? Empowered with the love of God in the Eucharist, what will you do to help meet those needs?

Chapter 4 : Discussion Questions - Service-Learning

Video: Reflection Questions for Students This lesson provides a basic overview of the reflection process and includes questions that will prompt students to begin the reflection process.

August 10, Author: Here are some questions on the text that we might or might not want to consider in class: Or is something else going on? Why do we think that? How have the Corinthians come to have this superabundance, do we think? What relationship do we see? Is Paul suggesting something with these examples? What, do we think? What conclusions did we draw, and why? What do we think Paul is looking for here? Why would he be looking for that? In verse 8 and verse 10, Paul notes that he is giving advice, not a command. Have we ever been in a situation where we had to or wanted to offer advice rather than to command or tell people what to do? What were the characteristics of that situation? What were our motives? Does that experience give us any insight into what Paul might be doing here? What insight is that? Would it make a difference if the Corinthians completed their offering in obedience to a command, or in response to advice or encouragement? Do we feel similar to the Corinthians here, or different from them? What gives us that impression? With the manna in the wilderness in verse 15? Why do we say that? What would this fair balance have to do with us, do we think?

Chapter 5 : Book Club Questions - Fiction - Generic Questions

Florida Department of Health DISCUSSION AND SELF-REFLECTION QUESTIONS Video, Part One (Open) Discussion Questions 1. What are some of the factors contributing to the increase in childhood obesity today?

To more effectively Reject Self-Report, brainstorm a list of four or five targeted questions you could use to check for understanding in a lesson you are currently teaching. Practice with a colleague and see if you can deliver them in a minute or less. How might you Standardize the Format in your classroom in terms of handouts and homework material? In terms of the visual field? What other ways might you standardize your classroom, and in what ways might they improve the overall efficiency of your lessons and your ability to assess student mastery? Select one question from an upcoming lesson. Working with that question, a. Script a follow-up question for a correct response b. Plan one anticipated wrong answer c. Plan your cue and student hand signals 1. We all have indicators that tell students when an answer is right or wrong. Brainstorm all of the tells that teachers have, including your own for example, nodding, smiling. Brainstorm a list of responses you could give to a wrong answer that could help build a Culture of Error in your classroom. If students are asked to round List as many possible student misunderstandings as you can. Pick one question in your lesson outline for which you anticipate the need for deep excavation. List the potential wrong answers that students might have. Discuss why students might give these answers and what correct thinking might lead to an incorrect answer. Question 2 is slightly revised. The chapter presented five techniques for raising academic expectations in your classroom: Which of these will be the most intuitive for you to implement in your classroom? Which will be the toughest, and what will make it difficult? Try to write four or five of your own. Students will be able to master simple computations: Who can use the word achieve in a sentence? Students will be able to increase their vocabulary through drills that explore the use of synonyms, antonyms, and different parts of speech. What is one branch of the US government? Students will be able to understand the three branches of the US government and how they relate to each other and current events. This is a great activity to do with other teachers. Now script the first five minutes of your class in which you find a way to make it exciting and engaging to students. Choose an especially large learning standard from the state in which you teach. Now break it up into a series of manageable, measurable objectives that flow in a logical sequence from introduction of the idea to full mastery. Next, try to increase or decrease the number of days you have available by 20 percent. How does this change your objectives? Make a building tour of your school, visiting classrooms and writing down the objectives. Score them as to whether they meet 4Ms criteria. Fix the ones you can and then ask yourself where as a school you need to improve objective writing. If you feel daring, ask your students whether they think your agenda is accurate. Even more daring is to ask your students to make a list of what they were doing during your class. Make an action plan for your classroom setup: What should your default layout be, and what would the most common other layouts look like? Will you use them enough to justify having your students practice moving from one to another? What are the five most useful and important things you could put on the walls to help students do their work? Nominate five to take down. Question 3 is NEW] 1. In fact, you can go one step further by planning a five-step process: I do; I do, you help; you do, I help; you do; and you do and do and do. Students will be able to shoot an accurate foul shot. Students will be able to write the name of their school in cursive. Students will be able to make a peanut-butter-and-jelly sandwich. Students will understand and apply the correct procedure for doing laundry in your household. Students will be able to change a tire. Now take your lesson and design a three- to five-minute hook that engages students and sets up the lesson. Review them and find four or five ways to make them stickier. Design an Exit Ticket that will allow you to accurately assess student knowledge at the end of the lesson. Write a short script for each that makes the amount of time available clear and gives a beginning and end prompt to Brighten Lines. Take the biggest single block of activity in your lesson as measured in minutes and try to break it into two or three activities with the same objective but with slightly different presentations. For example, if you had a section of problems for a math lesson on rounding, you might divide it in half, with a clear line between numerical and word problems. Then, between the two

sections to make them seem like three, you might insert a brief reflection on what rounding is and why we do it. Many of the teachers I work with think that of all the techniques in this book, Cold Call is the one with the greatest and fastest capacity to shift the culture of their classroom. Why do you think they feel so strongly about it? Script your questions and write them into your lesson plan. Take that same lesson plan and mark it up to add two short sessions of Call and Response. Again, script your questions. Write yourself two or three five-second scripts that you can practice and use while teaching to reinforce effective academic behaviors and discipline yourself to wait. Be sure to consider where they will write and what the expectations will be. Will you collect their work? Are complete sentences required? Pick a portion of your lesson plan to insert an Art of the Sentence moment. Your lesson objective and question b. The level of scaffolding you will provide for students c. Whether you will focus more on participation ratio or think ratio d. What an exemplar Art of the Sentence response would look like and how you would support revision 3. What type of work will you Show Call: How will you narrate the take and the reveal? What will students look for in the Show Call analysis, and how will students revise their own work afterwards? Thinking in terms of think ratio and participation ratio, what are some of the successes and challenges you have experienced or anticipate experiencing using Turn and Talk? How might you amplify successes and minimize challenges? Identify two behaviors you want students to do while in the Turn and Talk. Draft what you will say when you model and describe the behaviors. Script your in-cue and out-cue language and signals, and select a tool to help students generate ideas before talking. Choose one of the questions or create a new one from your lesson script that you would like to use as a Turn and Talk. Question 3 is slightly revised. Make a poster outlining everything your students need to have to be prepared at the beginning of class. Post it on your wall. Practice referring students to it nonverbally perhaps before class begins. Make a list of some of the most common requests students make while you are teaching. Make a poster with the acronym you use spelled out. Practice pointing at the poster and asking students to return to their seat if they do not ask for and receive your nonverbal approval. For each of the common off-task behaviors listed here, write down and practice with a friend or in front of a mirror a nonverbal intervention you could use to correct it while you were teaching: Student slouched in his chair Student with her head down on her desk, eyes up Student with her head down on her desk, eyes hidden Student gesturing distractingly to another student Student persistently looking under his desk for an unidentified something 2. For each of the off-task behaviors in question 1, script a positive group correction and an anonymous individual correction to address them. Make a list of at least five positive student behaviors you could reinforce with nonverbal interventions. Plan a signal for each. Revise the following statements using What to Do to make them specific, concrete, observable, and sequential: The following statements are negatively framed. Try rewriting them to make them positively framed. Absolutely no one is giving you their full attention except Noah and Beth. Consider what specific behavioral traits hard work, listening to peers, checking or rereading their work, or reading carefully, for example you most want students to demonstrate in your classroom.

Chapter 6 : Ten Reflective Questions to Ask at the End of Class “ Brilliant or Insane

Questions for Reflection and Discussion - Genesis 6 Date: October 5, Author: HAT 0 Comments The text we're studying for Sunday, October 7 is Genesis , which is the first episode in the long story of God and Noah, the ark, the flood, and its aftermath.

Here are some questions about the text that we might want to consider in class: Can we think of anyone we know today who might be described this way? Why do we say that? Where do we get that idea? Who else in the Bible walked with God? Have we ever known anyone in our lives who walked with God? Why or why not? Do we want to? How would that be different from the way we live now? In what way is it similar? In what way is it different, do we think? What are the implications of our answers, do we think? How is it different? What difference does our answer to this question make? What makes us think this? In what ways does Noah serve as a model for us? In what ways might Noah not serve as a model for us? Why do we think this? What do we see as the implications of this [part of the] story for us? By faith Noah, warned by God about events as yet unseen, respected the warning and built an ark to save his household; by this he condemned the world and became an heir to the righteousness that is in accordance with faith. What are the implications of that change for us? The National Council of Churches Committee on the Uniform Series used to post links to news stories or opinion pieces that touched on or reflected the text of the week in some way. They seem to have stopped doing that for now, so here is a small contribution towards that cause:

Chapter 7 : Discussion Questions for Your Youth Group - Uninvited Thoughts from Kev

These reflective questions are so important that I imagine without them at the end of each lesson, the idea of failed or fair lesson is written in bold capital letters. I live in Uganda and I am a teacher-educator.

Feel free to add or subtract to fit your youth group needs. Then the youth will tell you what title they selected and you will read to them one of the questions under the title. What do you feel about the poor in the world? If you could ask Christ to change one problem in the world today, what would you like him to change? If you could personally witness any event in history, which one would you choose? If you could cure one type of disease, which one would you cure? If you had to give every human being one quality, what would it be and why? What do you think is the biggest problem in the United States and Why? Why are we likely to be critical of how other people look? What kind of wrong conclusions do we reach when we judge others by their looks? How does the media influence what we see when we look in the mirror? When was the last time you admitted you were wrong? Why is it so hard to do? What is the hardest thing you have ever done? If you had this week over again what would you do differently? If you could change anything about yourself, what would you change? Which two people are closest to you and why? What type of person would you most likely want for a best friend? What was the best thing that happened to you this past week? If you could have any question answered, what would it be? If you had a time machine that would work only once, what point in the future or in history would you visit? What have you learned recently from another person? Who would you take to a desert island? If you could change your name, what would it be? If your house was burning down, what three objects would you try and save? Name a gift you will never forget? If you were an animal, what would you be and why? If you were a car, what would you be and why? If you could relive your childhood, how would you like to be different? You have the exact same meal for the next 12 months. What do you pick? If you could repeat any day in your life, which day would that be and why? If you were invisible where would you go and what would you do? If you were able to know one thing about the future, what would it be? What do you find most difficult about the Christian life? What is one thing you wish your parents had said to you growing up? What is your least favorite chore to do at home? Did you get to know all four of your grandparents? If so, how old were you when they passed away? What are 3 qualities you admire in one of your parents? How many siblings do you have, and what are your relationships with them like? What does someone in your family do for you that helps you most? When was the last time you prayed? Which person from the Bible do you most identify with? How would your life be different if you knew Jesus was returning in six months time? Which Biblical character do you most relate to or identify with? What is one question God might ask you? What is your favorite part about being in the family of God? A year from now, how would you like to be more Christ-like? What small thing could you do for God this week? What is one way you can worship God this week without using music? Who is a model of Christ-likeness in your life? What is one step God is calling you to take in faith to become more like Jesus? If God could only say one thing to you, what do you think He would choose to say? Specifically, why do you worship God? What draws you closer to God more than anything else? What is your most urgent prayer request right now? What are some of the changes you have seen in your life since you became a believer? What is one verse of Scripture that you have memorized? What one question would you like to ask God? In what area of your life do you need to trust God more? When do you feel farthest from God? What is one of your most favorite worship songs? What is something about God or Christianity that you have a hard time believing? If you knew Jesus was coming back tomorrow, who would you want to make sure knew about Him as the Savior today? Why does God care more about our hearts than our outer appearance? John Smith was born on December 27th, yet his birthday is always in the summer. How is this possible? What belongs to you but others use it more than you do? The more there is, the less you see. If a blue house is made of blue bricks and a yellow house is made of yellow bricks and a red house is made of redbrick, what is a green house made of? Divide 40 by half and add five. What is the answer? What comes once in a minute, twice in a moment, but never in a thousand years? The more you take, the more you leave behind. What goes up and never comes down?

Chapter 8 : Reflective Discussion

Below is a list of 25 self-reflection questions that your learners can use to debrief your next big projects. To make it easier, we've placed the questions into a shareable Word document you can download below.

How does the service experience relate to class material? Did the experience contradict or reinforce class material? How did course material help you overcome obstacles or dilemmas in the service experience? What aspects of your learning may be due to your service experience? Issue Focus Questions Why is there need of your service? What do you perceive as the underlying issue, and why does it exist? Who is involved in this issue? What social, economic, political and educational systems are maintaining and perpetuating it? What would it take to positively impact the situation from individuals, communities, education, and government? Client Focus Questions What similarities do you share with the people you are serving? What are their strengths? What can you learn from them and their strengths? How are you perceived by the people you are serving? What do you think a typical day is like for the people you serve? What pressures do they confront? How does their situation impact their life socially, educationally, politically, recreational, etc.? What stereotypes are you confronting about the people you serve? Have you reconceptualized these stereotypes? What new information lead you to do this? What about your personality helps you move past these challenges? What personal qualities e. How will these qualities help you in the future? What happened that made you feel you would like to pursue this field as a career? Civic Focus Questions What can you do with the knowledge you gained from the experience to promote change? How is what you study preparing you to address this issue? How do your lifestyle choices affect this issue? How has your orientation to or opinion about this issue changed through this experience?

Chapter 9 : 50 Questions for Reflection and Personal Growth

Process Reflection Questions. Mrs. Carello is an art teacher who especially likes to use process reflection questions with her classes. She explains that process reflection questions are questions.

Do you maintain a reflective journal? Do you capture and archive your reflections in a different space? Do you consistently reserve a bit of time for your own reflective work? Do you help the learners you serve do the same? Observations about reflection Reflection makes all of us self-aware. It challenges us to think deeply about how we learn and why and why not. When we reflect, we become sensitive to the personal connection that exists between ourselves, our learning, and our work. The more we consider these connections, the deeper they seem to become. Reflection makes things matter more. Reflection helps us get comfortable with uncomfortable. It also helps us fail forward. Reflection helps us know ourselves better. It helps us sharpen our vision, so we can align our actions to it. Perhaps most importantly, reflection helps us advocate for ourselves and support others. Taking the time to reflect enables us to identify what we want, what we need, and what we must do to help ourselves. It also helps us realize how our gifts and strengths might be used in service to others. I find that often, we struggle to find time to support reflective practice. Deadlines drive instruction far too much than they should, forcing learners and teachers to value perfection, products, and grades more than the development of softer and perhaps, more significant skills. Devoting a few moments at the end of class can make a real difference though, particularly when you pitch a few powerful prompts at learners. These are the ten questions that elicit the most powerful responses from the students I work with. Reflect on your thinking, learning, and work today. What were you most proud of? Where did you encounter struggle today, and what did you do to deal with it? What about your thinking, learning, or work today brought you the most satisfaction? What is frustrating you? How do you plan to deal with that frustration? What lessons were learned from failure today? How can you share this with them? What are your next steps? Which of those steps will come easiest? Where will the terrain become rocky? What can you do now to navigate the road ahead with the most success? What made you curious today? How did I help you today? How did I hinder you? What can I do tomorrow to help you more? How did you help the class today? How did you hinder the class today? What can you do tomorrow to help other learners more? The learners I serve typically capture these reflections in a special section of their notebooks. These entries grow in number over the course of time, and eventually, they revisit them to prepare for conferences. See how it makes a difference for your students. You can find a set of printable reflective prompts here. The following two tabs change content below.