


Top Ten Reasons to Use the STEP IN! Series

1. Fits the new Bishops' Curriculum as a supplemental text with an imprimatur. STEP IN! was designed to complement the new Bishops' curriculum by providing a change of pace that refreshes students to move along further with your ad hoc approved textbook. 

2. Fulfills Pope Benedict XVI's call to teach the prayerful practice of Lectio Divina. It is time to allow our students to experience "*the new spiritual springtime*" that Pope Benedict XVI envisioned once Lectio Divina was "*effectively promoted.*"

3. Ties the faith experiences of biblical people with the actual life experience of teens today. This prayerful technique helps teens see what motivated the people of the Bible to choose faith in God over the alternative. STEP IN! simply makes the connection from the biblical experience to the life of teens today.

4. Illustrates why the Catholic Faith is both reasonable and life-giving. This series answers practical concerns of teens such as: How do I know our current translations of the Bible are accurate to the originals? What does it really mean to love the poor without becoming a street person myself? How do I know the difference between just talking to myself in prayer or if I'm actually talking to God during prayer? What does the Holy Spirit actually do?

5. Gently leads students to pray in spontaneous and heartfelt ways. Each meditation asks the students a series of questions to help them form their own heartfelt prayers to God. For example, in the Two Disciples on the Road to Emmaus meditation, students are asked: What am I feeling as I rush to tell the Apostles about my experience of the Risen Jesus? What can I say for the times I failed to recognize the presence of the Risen Jesus in the Eucharist and readings at Mass? What praise can I offer the Risen Jesus for giving me a share in his resurrection as well as his victory over sin and death?

6. Guides students to make concrete measurable resolutions to put their Catholic faith into practice.

For example in the Jesus Washes the Disciples' Feet meditation, the students are asked to act upon the graces they have received in prayer by writing a resolution. This resolution can serve as their response to be more willing to serve where the needs are the greatest rather than the easiest or most convenient.

7. Introduces Salesian Spirituality, a lay-centered spirituality students can use throughout their lives.

This spirituality is based upon the teachings of Saint Francis de Sales, one of only thirty-three Doctors of the Church. This means that there are no doctrinal or spiritual errors in any of his writings. What makes De Sales unique among the doctors of the Church is that he wrote specifically for ordinary people living in a scientific, humanistic world similar to our world today. Saint Francis de Sales' writings have often been identified as the forerunner to the Vatican II teaching of the "universal call to holiness" and labeled as "inspired common sense." Students keep the attractive colorful **STEP IN!** books as their personal marker and reminder of their spiritual growth in your class.

8. Is easily adaptable for diocesan schools without an officially sponsored spirituality.

Administrators and teachers in diocesan schools can easily receive support from the Oblates of Saint Francis de Sales. The Oblates of Saint Francis de Sales are seeking schools with which to begin spiritual mentoring relationships. They will gladly provide consultants and materials to fit your needs.

9. Helps students with lower reading abilities by using helpful visualization techniques.

Many poor readers skim words without thinking. **STEP IN!** gets students to think about what they are reading with interesting insights into the biblical text. Students with higher reading abilities also appreciate these insights while being challenged to be creative about how they live out their faith.

10. Uses a multiple-intelligence approach.

This includes the following intelligences: verbal-linguistic, intrapersonal, interpersonal, and visual-spatial intelligences. Students may also use musical-rhythmic intelligence or bodily-kinesthetic by performing songs and dances in response to their meditation in lieu of drawing the suggested word art.