Circle of Grace

Safe Environment Training

Grade 2 – Lesson Plan

Philosophy

What is a Circle of Grace?

The Catholic Church teaches that God has created each of us as unique and special. Genesis 1:27 tells us that we are created "male and female in God's image" and that God saw this as "very good." In that goodness, we are meant to respect ourselves and everyone else as persons created and loved by God.

Adults assist children to recognize God's love by helping them to understand that each of us lives and moves in a *Circle of Grace*. You can imagine your own *Circle of Grace* by putting your arms above your head then circle down in front of your body including side to side. This circle, front to back, holds who you are in your body and through your senses. It holds your very essence in mind, heart, soul, and sexuality.

Why is it important to help our children understand the Circle of Grace?

God intends our relationships in life to be experiences of divine love. Respectful, nurturing, loving relationships increase our understanding of our own value and help us to love others. It is never too early to help children understand how very special they are and how relationships in life are called to be sacred. Understanding this can help them to protect the special person they are and to be respectful of others.

Adults, as they strive to provide a safe and protective environment, hold the responsibility to help children understand and respect their own dignity and that of others. A truly safe and protective environment is one where children recognize when they are safe or unsafe and know how to bring their concerns, fears, and uncertainties to the trusted adults in their lives.

How is the Circle of Grace Program different from other protection programs?

According to research, one in four girls and one in seven boys will be sexually abused by age eighteen.[1] Many protection programs focus on "stranger danger," however, up to ninety percent of the time the perpetrator is a relative, family friend or other person known to the child/young person. *Circle of Grace* goes beyond just protection by helping children understand the sacredness of who they are and how to seek help through their relationships with trusted adults.

Goal of the Circle of Grace Program - Grades K-12

The goal of the *Circle of Grace* program is to educate and empower children and young people to actively participate in a safe environment for themselves and others.

Objectives of the Circle of Grace Program - Grades K-12

- Children/Young People will understand they are created by God and live in the love of the Father, Son, and Holy Spirit.
- Children/Young People will be able to describe the *Circle of Grace* which God gives each of us.
- Children/Young People will be able to identify, discern and maintain appropriate physical, emotional, spiritual, and sexual boundaries.
- Children/Young People will be able to identify all types of boundary violations.
- Children/Young People will demonstrate how to take action if any boundary is threatened or violated.

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[1] www.usccb.org, or http://nccanch.acf.hhs.gov

Grade 2 Leader Guidelines

- A **Leader** is defined as clergy, administrator, director of religious education/formation, teacher, or catechist who has been trained to teach the *Circle of Grace* Program.
- Every leader should read the Philosophy, Goals and Key Concepts to better understand and prepare to teach the *Circle of Grace*. The Key Concepts review the essence of the curriculum, that God is always present in our *Circle of Grace* because He desires an intimate relationship with His children
- The time frame may vary depending on size of class, age of children, amount of discussion, etc.
- Young children learn by repetition. Because of this, preschool through grade 2 lessons build on each other and have a lot of similarities.
- Vocabularies with definitions are intended for the leader. The explanation of vocabulary should be integrated within the context of the lessons to assist the children in their understanding of the *Circle of Grace* Program. The depth of the children's understanding will depend upon their age and developmental stage. A master vocabulary list of the *Circle of Grace* Program is included in all lesson plans. The pertinent vocabulary is listed in each lesson.
- The Red Signal, Green Signal Activity may be adapted to a Happy, Neutral, and Sad Face Activity if the leader believes the children have not been exposed to a stoplight.
- If possible it is always "best practice" to have two adults in the room during the lesson due to the sensitive nature of the material.
- There should be no more than two weeks between the last two lessons. Ongoing reinforcement of the concepts is encouraged throughout the year. Hopefully, the language of *Circle of Grace* will become a part of a positive culture of respect, care, and faith that will help protect our children and help them to know what to do when they feel unsafe.
- Your Administrator or Religious Education Director will be sending out a letter to all parents regarding *Circle of Grace*. Lesson specific parent information should be handed out as directed. The Parent Packet is included in the Program. Every parish/school is encouraged to provide parent education opportunities both to inform parents about the *Circle of Grace* program and to foster greater communication in families.
- Evaluations for each grade are to be completed and returned to the School Administrator or the Director of Religious Education/Formation. The evaluations will be used to complete the Summary Evaluation that is used for ongoing improvement of the program and for the audit records.

Summary of the Key Concepts of "*Circle of Grace*"

God gives each of us a *Circle of Grace* (see below) where He is always "Present":

Raise your hands above your head, then bring your outstretched arms slowly down.
Extend your arms in front of you and then behind you embrace all of the space around you slowly reach down to your feet.
Know that ***God*** *is in this space with you. This is your* ***Circle of Grace****; you are in it.*

God is "Present" because He desires a relationship with us.

- God is with us when we are happy and sad. God does not cause bad things to happen to us. He loves us very much.
- God desires to help us when we are hurt, scared or confused (unsafe).
- Having faith may not take away all of life's struggles. It is because of these struggles, God promised to always "be present"; providing guidance and comfort in our time of need.

God helps us know what belongs in our *Circle of Grace*

- Our feelings help us know about ourselves and the world around us.
- God helps us know what belongs in our *Circle of Grace* by allowing us to experience peace, love or contentment when something or someone good comes into our *Circle of Grace*.

God helps us know what does not belong in our *Circle of Grace*

- God desires to help us when we are hurt, scared or confused (unsafe).
- The Holy Spirit prompts (alerts) us that something does not belong in our *Circle of Grace* by giving us "a funny or uncomfortable feeling" that something is not safe. This feeling is there because God wants us to be safe.

God helps us know when to ask for help from someone we trust.

- God gives us people in our lives to help us when we are troubled or struggling with a concern.

- God wants us to talk to trusted grownups about our worries, concerns or "funny/ uncomfortable feelings" so they can help us be safe and take the right action.

Circle of Grace Vocabulary

Words introduced in Kindergarten

Bullying: Repeatedly being mean to someone on purpose

Children of God: All people are made and loved by God.
Circle of Grace: The love and goodness of God which always surrounds me and all others.
Feelings: Something I sense inside myself (e.g. angry, sad, happy, afraid, embarrassed, confused, excited, peaceful, etc.) which gives me information about others or myself.
Grace: The gift of God's goodness and love to help me live as his child.
Holy: Special because of a connection with God.
Holy Spirit: God present with and within me. The Holy Spirit helps me to remember that I belong to God. The Holy Spirit helps me to experience and live God's love.
Respect: Being kind to others and doing what's best for myself and others because I honor all people as Children of God.
Safe: I am safe when my body and my feelings are respected by me and by others.
Safe Touch: Touch that respects others and me.
Secret: A secret is something I know but do not tell.
Safe Secret: A secret is safe when it does not hurt others or me.
Unsafe Secret: A secret is unsafe when I think that someone, including me, might be hurt or get in trouble if I do not tell.
Signal: A sign that tells me something may be safe or unsafe. This may be internal or external.
Stoplight: A traffic light (red, yellow, green) that is a visual signal for keeping vehicles and people safe.
Trust: Being able to count on someone to help me to stay safe within my *Circle of Grace*.
Trusted Adult: A grown-up who helps me to stay safe in my *Circle of Grace* and to respect others within their *Circle of Grace*.
Unsafe: Anything that causes harm to myself or others.
Unsafe Touch: Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.

Words Introduced in First Grade

Symbol: A picture or object that stands for something else.

Words Introduced in Second Grade

No new words.

Words Introduced in Third Grade

Boundary: The borders or limits we need to keep ourselves safe within our *Circle of Grace*.
Treasured: We are so unique and precious that we could not be replaced in God's eyes.

Violate: To break a law, promise, or boundary.

Words Introduced in Fourth Grade

Social Media/Networking

Blog: An online journal. Personal stories or thoughts can be posted as in a personal journal. This is a public journal that anyone can access.
Chat Room: The name given to a place or page in a website or online service where people can chat with each other by typing messages which are displayed almost instantly on the screens of others who are in the chat room.
Instant Messaging (IM): Technology similar to that of chat rooms which notifies a user when a person is online allowing them to converse by exchanging text messages.
Location Application: An application (app) used in phones to find a location of a popular spot (restaurant, park etc.). People use the application to check in and it broadcasts the location to all of their friends.
Micro Blogging: This service allows users to give updates about what they are doing in less than 140 characters. In the near future, it may go to 280 characters.
Photo Sharing App: Captures, edits & shares photos, videos & messages with friends & family.
Social Networking Service and Websites: These services and websites are used to communicate with (a person) or search for information about (a person).
Video Sharing Service: This service allows users to watch videos posted by others and to upload videos of their own.
Mobile Video App: Allows you to send videos and pictures, both of which will disappear after about 10 seconds of a person viewing them. You can view them after the 10 seconds if you did a screen shot.

Other Terms

Cyber Bullying: Use of the internet, cell phone or other electronic device to send or post texts or images intended to hurt or embarrass another person.
E-mail: Electronic mail. Sending/ receiving a type written message from one screen to another.
Flaming: Sending a deliberately confrontational message to others on the internet.
Inappropriate Material: Pictures or words on the internet that makes one feel uncomfortable, scared, or that intentionally degrades a human person.
Netiquette: Courteous, honest, and polite behavior practiced on the internet.
Personal Contact Information: Information that allows an individual to be contacted or located in the physical world, i.e. a telephone number or an address.
Phishing: An identity theft scam in which criminals send out spam that imitates the look and language of legitimate correspondence from e-commerce sites. The fake messages generally link to websites that are similarly faked to look like the sites of respected companies. On the sites, users are directed to enter their personal information for authentication or confirmation purposes. The information, when submitted, goes to the thieves not to the "spoofed" company.
Pop Up: A term for unsolicited advertising that appears as its own browser window.

Predator: Someone who uses the internet or other means to obtain personal information about others with the intent to do harm.
Smart Phone: Is a mobile phone that offers advanced features like the internet, a camera and applications such as games and special interest information.
Texting: Sending a short text (typed) message and/or photo between cell phones or other handheld devices.
Webcam: A front facing video camera that attaches to a computer or is built into laptop.

Words Introduced in Fifth Grade

Media: Mass communication formats (music, TV, magazines, movies, videos, internet, computer games, books, advertisements, news, newspapers, radio, etc.) which provide education, information, entertainment, and advertising.
Inappropriate Media: Images, words that are spoken or written, that make one feel uncomfortable or scared. This type of media is disrespectful to people and would be something your parent/trusted adult would not approve.

Words Introduced in Sixth Grade

Admiration: A feeling of high regard or sense of awe.
Dream: A hope or aspiration which we imagine will become real.
Empathy: The ability to understand the feelings of another person.
Healthy: That which is sound and good for you in mind, body, and spirit.
Relationship: An authentic connection with God or others.
Response: Something said or done as a reaction or answer.
Talent: A special God-given ability or gift.
Value: A principle standard or quality considered desirable.
Violation: A break or infringement of another person's rights.

Words Introduced in Seventh Grade

Bullying: Any deliberate aggressive behaviors (physical, verbal or social) by a person or group with the intent to inflict harm on or make fun of another person.
Bystander: Someone who witnesses the bullying. They can have a negative or positive influence on the bullying behavior.
Cyber Bullying: The use of the internet, cell phones or other electronic devices to send or post texts or images intended to hurt or embarrass another person.
Disrespect: Treating with rudeness, insult, or lack of respect.

Words Introduced in Eighth Grade

Conscience: The gift from God that helps us to know the difference between right an wrong.

Modesty: The virtue that respects, honors, and protects privacy: the quality of avoiding extremes of emotion, action, dress, and language. Modesty respects my boundaries and the boundaries of others.
Morality: The way we put our beliefs into action for good.
Sexuality**: Everything that makes us female or male. This includes feelings, attitudes, values, relationships, and ideas.**

Words introduced in Middle School Alternate Lessons

Stress: A state of mental/emotional strain resulting from adverse or demanding circumstances
Pressure: Typically applied from an external source (peers, teachers, family, etc.) in a demand for high performance or healthy/unhealthy behavior,

Words Introduced in Ninth Grade

Exploit**: To take unfair advantage of someone/some situation in order to get some benefit.**
Forced Isolation: When someone forces/pressures another to be separated from others in order to gain control.
Secrecy: The condition of being hidden or concealed. The habit or practice of keeping secrets or maintaining privacy or concealment.
Sexting: Sexually explicit images or text messages sent by way of a phone. There may be legal consequences if one or both persons involved are minors.
Unequal Power: When one person has more power in a relationship. This can be in the area of age, size, position, resources, status or knowledge.

Words Introduced in Tenth Grade

Boundary: A border or limit that helps keep us safe and separate from another person or entity. Boundaries help define relationships. They are either concrete (physical/visual/audio) or abstract (emotions/beliefs/internal guidelines/rules).
Circle of Virtue: Our response to the invitation of God's grace by cultivating goodness and virtue in our lives.

Words Introduced in Eleventh Grade

Freely Chosen Violations: Every person is responsible for those violations they freely choose and know are wrong. We should never blame or accuse persons who are victims of abuse and manipulated or exploited in unequal relationships.
Moral Responsibility: As we grow into mature adults, we must take greater responsibility for protecting ourselves and others from violations of God's plan for our spiritual, sexual, and moral lives.
Offender: Someone who exhibits behaviors for the sole purpose of putting another person in a vulnerable position to be exploited/abused.
Survivor: A person who not only lives through but thrives despite abuse, affliction, or adversity.
Victim: A person who has suffered injury/harm (physical or emotional) by forces

beyond his or her control and not of his or her personal responsibility.

Words Introduced in Twelfth Grade

No new words.

Words Introduced in the High School Alternate Lessons

Human Trafficking: Modern Day Slavery

Human Trafficking: Slavery in the form of *forced labor* or s*ex trafficking* in which the victim is under 18 years of age, or is compelled by force, fraud or coercion, respectively, to provide labor or services, or to engage in a commercial sex act. There is no requirement that the victim be transported or travel across a *national* border.

Coercion: Threatening physical or non-physical harm (psychological or financial) against someone in order to manipulate them into doing something they do not want to do or would not normally do.

Modesty: A thing of the Past or Not?

Humility: Understanding of the truth of God and who we truly are; made in His image.

What is Your Motto?

Motto/Theme: A maxim adopted as a guide to one's conduct. This motto can be derived from our Catholic or popular culture

Tech Savvy or Tech Safe?

Sexting: Sexually explicit images or texts sent by way of the phone. There may be legal consequences if one or both persons involved are minors.

Pornography: 1: The depiction of erotic behavior (pictures or writing) intended to cause sexual excitement. 2**:** material (as books or a photograph) that depicts erotic behavior and is intended to cause sexual excitement 3**:** the depiction of acts in a sensational manner so as to arouse a quick intense emotional reaction, *Merriam Webster*

Lesson 1
What is a Circle of Grace?

Sometimes children reveal personal information or details about incidents that, in order to respect confidentiality, need to be handled outside of the group environment. If this happens, tell the child, "Thank you for sharing that, _____. That sounds really important. I will talk to you about that later (at the end of class, at the break, as soon as humanly possible, etc.)." When this happens, be sure you talk to the child at your first opportunity and alert the administration. Remember that you are the responsible reporter in cases of suspected abuse.

This lesson complements the following Catholic teachings:

- We are all Children of God
- As Children of God, we are unique and loved by Him
- Jesus teaches us how to love and respect God and others and self
- We are all called to do good

Lesson Goal

Children will come to understand and describe the concept of a *Circle of Grace*.

Lesson Objectives

Children will be able to:

1. Demonstrate their own *Circle of Grace*.
2. Describe what makes a person's *Circle of Grace* a holy space.
3. Identify the behaviors appropriate for the *Circle of Grace*.

Vocabulary

1. **Children of God**: All people are made and loved by God.
2. ***Circle of Grace***: The love and goodness of God that always surrounds me and all others.
3. **Grace**: The gift of God's goodness and love to help me live as his child.
4. **Holy**: Special because of a connection with God.
5. **Holy Spirit**: God present with and within me. The Holy Spirit helps me to remember that I belong to God. The Holy Spirit helps me to experience and live God's love.
6. **Respect**: Being kind to others and doing what's best for myself and others because I honor all people as Children of God.
7. **Symbol**: A picture or object that stands for something else.

Materials Needed

1. Symbols (examples included: stop sign, NIKE swoosh, slippery when wet sign, peace symbol,)

2. Several copies of *Circle of Grace* Logo (one copy for each group) (see the end of the Grade 2 Lessons)
3. Whiteboard or chalkboard
4. *Circle of Grace* cards (see the end of the Grade 2 Lessons)
5. *(*Optional*) Circle of Grace* Song (in the Administrator/Director section)

Opening Prayer

Leader calls class to prayer by asking children to quiet down and join in the Sign of the Cross. Then say together,

Holy Spirit, show us the way.
Be with us in all we think, do, and say. Amen.

Optional Prayer- The *Circle of Grace* Song

Getting Started

1. *Show symbols one at a time to the children. Ask what each represents. Invite children to name other symbols. Make the point that symbols are a way of telling us something or reminding us of something else.*
2. *Write the term "Symbol" on the board. State the vocabulary definition of symbol: a picture or object that stands for something else.*

Lesson Development

Discussion *(Extender provided at the end of the lesson)*

1. *Show children the Circle of Grace symbol. Ask children what they see in the symbol. Prompt if needed for the following parts to be identified and review what each part represents*:
    a. Red *Circle of Grace* Words - Color of the Holy Spirit
    b. Person - Child of God
    c. Yellow Circle - Grace
    d. Dove - Holy Spirit
    e. Blue Background - The World in Which We Live
2. *Remind the children,* "Everyone has a *Circle of Grace*."
3. *Write terms "Grace"," Circle of Grace", and "Children of God" on the board and define them.*

Activity - *Circle of Grace* Link :https://vimeo.com/207836764

1. *Review our Circle of Grace movement. Ask children to stand with enough room around them to fully extend their arms without touching each other.*
2. *Give the following directions while modeling the desired actions*:

a. Raise your hands above your head
b. Bring your arms slowly down
c. Extend your arms in front of you and then behind you
d. Embrace all the space around you

e. Then reach down to your feet
f. Know that God is in this space with you
3. *Tell the children*, "This is the *Circle of Grace* in which you live."

Discussion

1. *Suggested opening*: Now, let's remember why it is important that we know about our *Circle of Grace*.
2. *Ask the children the following review questions:*

- Does Jesus always love us? *(Yes)*
- Is Jesus always with us? *(Yes)*
- If God is always with us, we are always in a special, holy place. What do we call that special, holy place? (Our *Circle of Grace – prompt with Circle of Grace movement if needed*).
- God is present in our *Circle of Grace* because he wants a close relationship with each of us. This is the place the Holy Spirit is with us and within us
- Remember that we are in a *Circle of Grace*, with God and surrounded by God's love. God wants us to be safe and behave with respect for ourselves and for others.

3. *Write terms "Holy", "Holy Spirit", "Respect", and "Trust" on the board and define them.*

Activity – *Circle of Grace* Cards (see the end of Grade 2 Lessons)

1. *Have the children sit together in groups of 3 (or 4).*
2. *Give each group a set of cards and a copy of the Circle of Grace Logo.*
3. *Have children take turns drawing a card from the top of the pile and decide if this is something he or she would welcome in their Circle of Grace or something he or she would like to keep far outside his or her Circle of Grace. If the card shows something loving and kind they should put it in the Circle of Grace Logo (begin or continue a pile). If it shows something scary, mean, or unhealthy, he or she should put it outside the Circle of Grace Logo (begin or continue a pile). If the child is not sure, the child should put the card outside the pile until he or she asks for help from the leader (trusted adult).*

Optional Lesson Extender

Draw or find appropriate additional pictures of how you want to be treated in your *Circle of Grace* or of words or actions that would be loving and kind.

Closing Prayer

Thank you, God,
for always being with me in my *Circle of Grace*.
Thank you for the gift of the Holy Spirit
who helps me know what is good.
Thank you for giving me people who care about me
and want me to be safe.
Amen.

(Optional) Tell the children you will close by singing a song called "This is Holy Ground" or "Prayer for Peace" or other appropriate song.

Lesson 2
The Stoplight and a Safety Plan

Sometimes children reveal personal information or details about incidents that, in order to respect confidentiality, need to be handled outside of the group environment. If this happens, tell the child, "Thank you for sharing that, _____. That sounds really important. I will talk to you about that later (at the end of class, at the break, as soon as humanly possible, etc.)." When this happens, be sure you talk to the child at your first opportunity and alert the administration. Remember that you are the responsible reporter in cases of suspected abuse.

This lesson complements the following Catholic teachings:

- We are all Children of God
- As Children of God, we are unique and loved by Him
- Jesus teaches us how to love and respect God and others and self
- We are all called to do good

Lesson Goal

Children will be better able to identify safe and unsafe situations.
Children will demonstrate how to take action if their Circle of Grace boundaries are threatened or crossed.

Lesson Objectives

Children will be able to:

1. Understand that God does not want or cause bad things to happen to them and that God is with them and for them even when they are hurting or sad.
2. Learn how to identify when someone comes into their *Circle of Grace*.
3. Be able to recognize safe and unsafe situations/secrets in a person's *Circle of Grace*.
4. Name one or two trusted adults (in addition to their parents) from whom they can seek out help.

Vocabulary

1. **Feelings**: Something I sense inside myself (e.g. angry, sad, happy, afraid, embarrassed, confused, excited, peaceful, etc.) that gives me information about others or myself.
2. **Holy Spirit**: God present with and within me in a special way. The Holy Spirit helps me to remember that I belong to God. The Holy Spirit helps me to experience and live God's love.
3. **Safe**: I am safe when my body and my feelings are respected by me and by others.
   Safe Touch: Touch that respects others and me.

4. **Secret:** A secret is something I know but do not tell.
   Safe secret: A secret is safe when it does not hurt others or me.
   Unsafe secret: A secret is unsafe when I think that someone, including me, might be hurt or get in trouble if I do not tell.
5. **Signal**: A sign that tells me something may be safe or unsafe. This may be internal or external.
6. **Stoplight**: A traffic light (red, yellow, green) that is a visual signal for keeping vehicles and people safe.
7. **Trust**: Being able to count on someone to help me to stay safe within my *Circle of Grace*.
8. **Trusted Adult**: A grown-up who helps me to stay safe in my *Circle of Grace* and to respect others within their *Circle of Grace*.
9. **Unsafe**: Anything that causes harm to myself or others.
   Unsafe touch: Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.

Materials Needed

1. Large picture of a stoplight with all three colors visible - red, yellow, and green
2. One set of red, yellow, and green circle cards
3. Feeling Faces Charts (see the end of the Grade 2 Lessons)
4. Paper, crayons/markers
5. "Five Safety Tips on Secrets" worksheet for each student
6. "How to Ask for Help" handout for each student
7. The Stoplight: Home Activity Sheet for Parents (see the end of the Grade 2 Lessons)

Start with Opening Prayer

Leader calls class to prayer by asking children to quiet down and join in the Sign of the Cross. Then say together,

Holy Spirit, show us the way.
Be with us in all we think, do, and say. Amen.

> *It is important to begin the lesson by explaining that God does not want or cause bad things to happen. There will be children in every group who may have already experienced unsafe or hurtful situations. It is important to reinforce it is not their fault. We want our children to understand that God is with them and for them even when they are hurting or sad.*

Review

1. *Ask children to stand and demonstrate their Circle of Grace, as learned in previous lesson.*
2. Today we are going to continue talking about words and actions that we like and don't like in our *Circle of Grace*. We will also learn a new way to identify what doesn't belong in our *Circle of Grace*.

Discussion

1. *Show a large picture of a stoplight.*
2. *Review the meaning or purpose of a stoplight by asking*:
    a. Why do we have stoplights? *Pause for answers.*

    The purpose of a stoplight is to protect and keep people safe.

    b. Where might you see a stoplight?
    c. What does each color of the stoplight mean? (*Add* STOP, BE CAREFUL, and GO AHEAD.)

Lesson Development

Introduction

> *The use of the word "signal" (instead of "light") is intentional in order to point to the fact that a "signal" can be both internal and external. A "stoplight", however, is only an external reality.*

1. Most of the time you know what is safe and good to allow in your *Circle of Grace*. Sometimes, though, you need others who respect your Circle of Grace to help you know what is safe and what is not. God has given each of us our own kind of signals to help keep us safe and protected. Sometimes these signals are called feelings. Our feelings are one of the main ways the Holy Spirit helps to guide us."
2. *Introduce new vocabulary, "Safe", "Unsafe touch", "Feelings", "Safe Secret", "Unsafe Secret", and "Trusted Adult". Remind them that there will be a discussion on trusted adults later in the lesson.*
3. Let's review how the three colors of a stoplight can remind us of the signals God gives us to help keep us safe and protected.
4. **Green signal** - Means GO AHEAD. Some things are definitely safe. For example, telling the truth, being kind and respectful, helping others, caring about others, etc. You are also safe when others respect your body and feelings. Could you name some other things that would always be safe to do or let someone else do with you?
5. **Red Signal** - Means STOP. Some things are unsafe and always mean trouble. *Be sure to spend some time reviewing general concepts of bullying. Ask the children to define it and what does it look like etc.* Some examples of bullying (being mean on purpose), are lying, hitting, fighting, etc. Can you help me think of other things that are never good to do or let someone do to you? When this happens, tell someone that you trust like your mom, dad, leader, or other trusted adult.
6. **Yellow Signal** - Means BE CAREFUL. Sometimes you can't tell if a situation is safe or unsafe. You might feel confused or unsure about it. These are like a yellow signal. It may seem like just a funny feeling in your heart or tummy. When this happens, tell someone that you trust like your mom, dad, leader, or other trusted adult.

Activity - Red Signal, Green Signal

The purpose of this activity is to help children learn how to identify dangerous and unsafe situations, feelings, and touch, but not to scare or shame them. Make sure to give clear and concise reasons why a situation falls into the green or yellow/red signal category. This is because for children, it may be sometimes hard to distinguish between red and yellow situations; take the example of a stranger coming up to them and asking for help. The children may be thinking it is "good" to help someone" but "bad" to talk to strangers. They cannot discern which one takes priority. The children need to be aware of their internal process of conflicting feelings which they might be experiencing. Children will learn that when possible they should always talk to a trusted adult before acting in a red or yellow situation. ***Remind children that there are always adults available to listen and talk. Children only need to ask a trusted adult for the time to talk.***

In a moment, I'm going to read you some short situations. Please listen very closely to each situation. When I finish reading the situation, I am going to hold up a card with a signal color. Then, I will ask you if it is the right color card/signal for that story. Finally, I'll ask you about the feelings that go with that signal and situation. *(Refer to Feeling Faces chart as needed. See the end of the Grade 2 Lessons.)*

Leader reads a situation from the list below and holds up one of the colored signal cards.

Leader then asks the following questions:

Is this the right colored signal for this situation? Why or why not?

How might you feel if you were in this situation? Why?

What can these feelings tell you about whether or not a situation is safe?

Read each situation aloud. ***Make sure to vary the order in which the green, red, and yellow situations are read****. Situations with "secrets" are included and should be part of your selection.*

a. GREEN SITUATIONS *(Select two or more)*

- Your mom or dad kisses you goodnight when you go to bed. *(loved, comforted).*
- You are at the doctor and your mom is with you. The doctor checks your body to make sure it is healthy *(safe, secure, embarrassed).*
- You see your brother crying and you ask if you can give him a hug *(sad, caring).*
- Your grandmother/grandfather wipes your tears when you fall down and hurt yourself *(loved, comforted, safe).*
- You tell the leader when you found ten dollars on the playground and want to return it to its owner. *(happy that you told).*
- Your dad is planning a surprise birthday party for your mom *(happiness, excitement, anticipation).*

b. YELLOW/RED SITUATIONS *(Always talk to a trusted adult.)*

- You are waiting for your parent to pick you up from school when an older kid asks you to come over to the playground because he wants to show you something cool on his phone. *(curious, confused)*.
- Your big brother's friend wants you to wrestle with him. You don't want to because he is too rough and it makes you feel uncomfortable *(worried, anxious)*.
- You push someone out of line so you can be first *(mad, selfish)*
- During school a classmate tries to cheat from your test. They whisper not to tell or they will beat you up *(mad, anxious, pressured)*.
- You are at a family party. Someone asks you to sit on his/her lap, but you don't want to *(pressured, mad, and unsure)*.
- An adult you know asks you to go with him without asking permission from your parents. He/she tells you that your parents won't care if you go with him/her, but, "Don't tell your parents about our visit. They won't understand," *(unsure, funny feeling in your tummy or heart, curious)*.
- You notice that your older sister is on the computer late at night when you get up to go to the bathroom. Your sister says not to tell anyone because both of you will get into trouble *(guilty, afraid of punishment)*.
- Someone acts like your friend but then tries to get you to do something you don't want to do because you know it is wrong or because it makes you feel confused or funny. They say, "If you tell, I will tell everyone that this was your idea," *(confused, funny feeling, trapped)*.

Activity -2

Red Signal Green Signal -Secrets

> ***This Section is on Secrets.*** *Most offenders use secrecy as a tactic to control the child from telling about the abuse. It is important that the students understand the difference between a good secret and a bad secret. This understanding could be key to them seeking help.*

Sometimes secrets, like the ones in the situations, can give us a funny feeling in our heart or tummy. A safe secret is one that does not hurt others or me. A secret is unsafe when I think that someone, including me, might be hurt or get in trouble and I do not tell. A good way to decide if a secret is safe or unsafe is to ask ourselves, "Can this secret hurt me or someone else?"

1- Have the children get into pairs and provide them with the Five Safety Tips on Secrets Worksheet.
2- Each pair will take turns reading the tips out loud to the other.
3- Each pair will draw a sign on the backside of the worksheet about the dangers of bad secrets.
4- The Safety on Secrets worksheet is sent home to the parents.

Safety Plan

Introduction

1. We have already mentioned the need to talk to a "trusted adult" when you are feeling unsafe, uncomfortable, or unsure about a situation or secret.
2. Now we are going to learn what to do if someone comes into your *Circle of Grace* and does something that makes you feel unsafe, confused or uncomfortable.
3. *Write "Trusted Adult" on the board.*
4. Let's review what trusted adult means.
5. *Allow a few responses.*
6. A trusted adult is a grown-up who helps you to stay safe in your *Circle of Grace* and to respect others within their *Circle of Grace*. We can trust them if you have uncomfortable situations or secrets. Examples of trusted adults, other than your parents, could be a teacher, a neighbor, an aunt or uncle, your grandparent, a church leader, or a family friend.
7. How do you know you can trust someone?
8. *Allow a few responses.*
9. You know someone is trustworthy when they help you to be safe, when they tell the truth, and when they are there for you in good times and bad.

Activity - Identifying My Trusted Adults

Can anyone name a trusted adult you know, someone in addition to your mom or dad, whom you could go to for help?

1. *List children's responses on the board.*
2. Now that we have an idea of who some trusted adults are, we are each going to identify three of our very own trusted adults.
3. *Give each child a piece of paper and crayons or markers. Give them time to draw their three trusted adults.*
4. *Attach the drawing to the Home Activity sheet for parents for lesson 3* (see the end of the Grade 2 Lessons.)
5. *Instruct the children to have their parents sign the Home Activity Sheet.*
   Remind the children to bring the home activity sheet back to the classroom next week. This is to ensure the parents know who their child picked as a trusted adult. Sometimes children may pick someone who is not available or inappropriate.

Skill Introduction - How to Ask My Trusted Adult for Help

Ask the class to brainstorm a list of Red Signal or Yellow Signal situation/secrets when they might need to talk to or ask a trusted adult for help. Write their suggestions on the board.

1. *Post the Skill Poster "How to Ask For Help".* Review the skill steps below:
    - Look at the person.
    - Say, "I need to tell you something important."
    - Clearly describe the problem.
    - Thank the person for helping you.
2. *Explain*, "This is the skill of 'How to Ask for Help'. You can use it whenever you need to ask anyone for help. Today we are going to role-play how to use this skill when we need to talk to our parents or a trusted adult about Red Signal or Yellow Signal times or any other problem, trouble, or worry."

Role-Play Introduction

> *According to research, we remember 5% of what we hear and 90% of what we do. Allowing children to role-play greatly increases their chances of remembering what to do when a real problem arises. It is very common for children to use play to help them understand confusing situations*

1. *Explain*: Role-play is a way to practice something new.
2. *Pair the students and give each one a "How to Ask for Help" poster.*
3. *Instruct them to practice asking for help using the below skills:*
    a. Look at the person. (Picture of an eye)
    b. Say to the person "I need help. I do not feel safe." (Picture of a child speaking/mouth)
    c. Tell the person why you don't feel safe (Picture of "?")
    d. Tell the person, "Thank You." (Words "Thank You")

3. Bring the children back to a large group. Instruct children to bring" How to Ask for Help" poster home.

Wrapping Up

1. *Direct children's attention to the "How to Ask for Help" Skill Poster.*
2. *Ask children to repeat after you the steps for "How to Ask for Help".*
3. *Encourage children to pray for/or write a note of thanks to each of their trusted adults.*
4. *Remember to attach the "Five Safety Tips on Secrets" and "How to Ask for Help" Handout to the Parent Home Activity Sheet.*

Closing Prayer

Thank you, God,
for always being with me in my *Circle of Grace*.
Thank you for the gift of the Holy Spirit
who helps me know what is good.
Thank you for giving me people who care about me, especially my parents and trusted adults,
who want me to be safe.
Amen.

(Optional) Tell the children you will close by singing a song called "This is Holy Ground", or "Prayer for Peace", or other appropriate song.

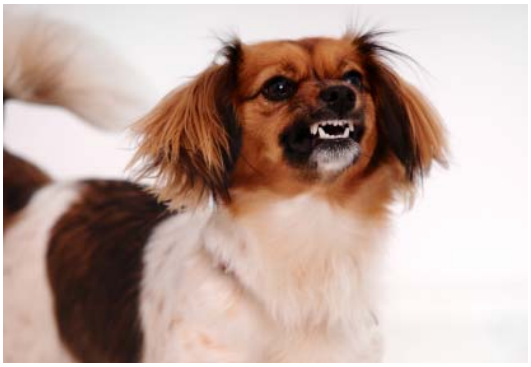
CIRCLE OF GRACE

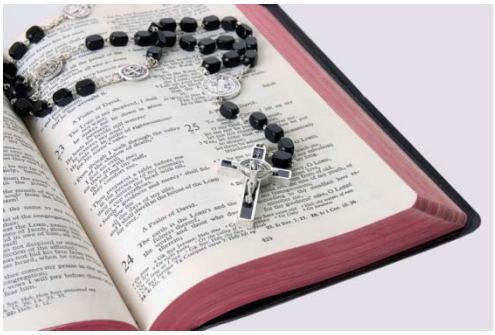
Circle of Grace Cards

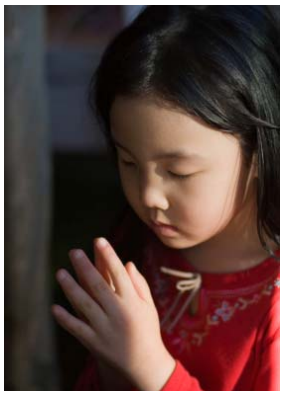
Circle of Grace Cards are pictures ready to be cut out for the activity. Provide enough sets of *Circle of Grace* cards for each small group. Laminating the cards will help preserve them for additional classes. Pictures have been provided.

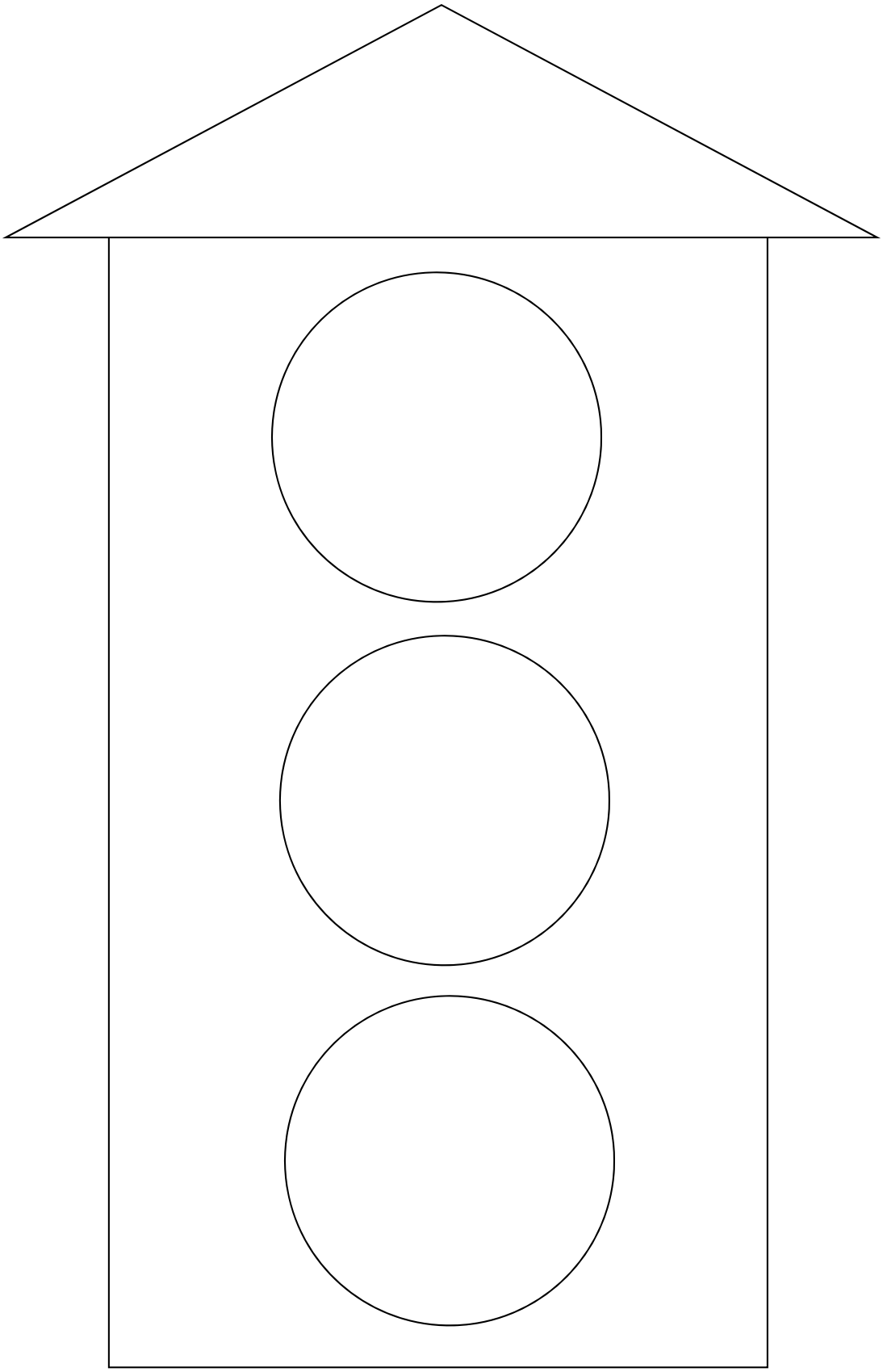
- Ball in the water
- Multigenerational family
- Family
- Hugs
- Computer
- Birthday cake
- Heart
- Cigarette
- Gun
- Matchstick
- Sisters fighting
- Parents arguing
- Clenched fist
- Girl holding hands
- Boy holding hands

- Puppy and kitten
- Garbage
- Bully
- Bike helmet
- Drinks
- Butterfly
- Family praying
- Car keys
- Phone
- Growling dog
- Rosary
- Bible
- Man with binoculars
- Flower
- Girl praying





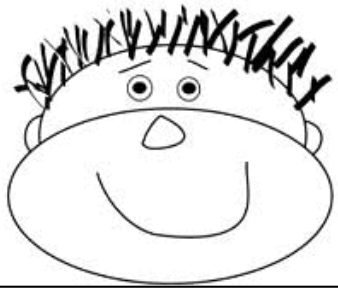




Feeling Faces Chart

Embarrassed

Frustrated



Happy

Lonely

Loved

Mad

Sad

Nervous

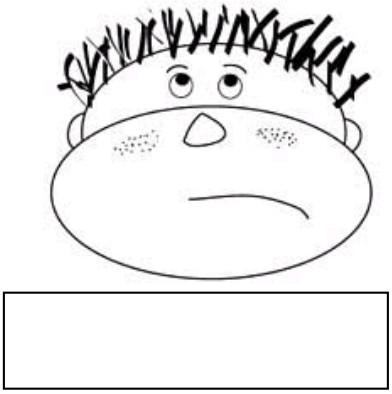
Proud

Relaxed

Scared

Stressed

Feeling Faces Chart/No Labels



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We welcome your feedback on this *Training Module*. Please go to the CSEFEL Web site (http://csefel.uiuc.edu) or call us at (217) 333-4123 to offer suggestions.

Five Safety Tips on Secrets Worksheet

Each pair will read the tips out loud to each other.

1- To be a good friend, I must share their secret with a trusted adult if it hurts others or themselves.

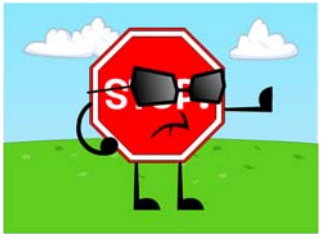
2- I will not get in trouble for telling a "unsafe secret" even if someone tells me differently.

3- It is never safe if someone tells you not to tell your parent/parents the secret.

4- I should always tell the secret if it makes me feel uncomfortable.

5- I should always tell the secret if I am unsure if it is safe.

Each student will draw on the backside of the worksheet a sign about the dangers of bad secrets.
Below are examples



Lesson 1 and 2
The Circle of Grace, the Stoplight and Safety Plan
Home Activity Sheet for Parents

Your child's first lesson reviewed the Circle of Grace concept outlined in the previous letter you received about the Circle of Grace curriculum. The Stoplight and Safety Plan lesson is to help children identify safe and unsafe situations/secrets and know how to talk to a trusted adult. The children are taught that God does not want or cause bad things to happen to them, to understand that God is with them and for them even when they are hurting or sad. They are able to identify when someone comes into their *Circle of Grace*, and to recognize safe and unsafe touch/situations and how to talk to a trusted adult if they feel unsafe or are confused.

In this lesson, we use the analogy of a stoplight to connect a green signal with safe situations, a red signal with unsafe situations, and a yellow signal with situations in which a child might feel confused or unsure. We also talk about secrets. Most offenders use secrecy as a tactic to control the child from telling about the abuse. It is important that the students understand the difference between a safe secret and a unsafe secret. This understanding could be key to them seeking help. Sometimes it is hard for a child to distinguish between the yellow and red situations. When that happens, children need to talk to someone they trust like their parents, leader, or other trusted adult. Learning to be more aware of these signals helps children recognize them as one of the main ways the Holy Spirit helps to guide us.

It is important for you as parents and guardians to reinforce this lesson at home with your child. You are encouraged to talk with your child about real situations in his or her everyday life and invite your child to identify whether the situations are green (GO AHEAD, this is safe), red (STOP, this is unsafe always talk to a trusted adult before acting), or yellow (BE CAREFUL, always talk to a trusted adult before acting). There is a take home "secret's" and "how to ask for help" handout for you to review with your child.

The last part of the lesson is the safety plan. It includes asking children to name and draw a picture of trusted adults (in addition to their parents). Please ask your child to show you this drawing. If your child names someone you find inappropriate, please help him/her to identify someone else.

Please contact these individuals to let them know you and your child have identified them as trusted adults. This can be done in person, by phone, or a letter. (Letter-writing is a fun activity you can do with your child.) Being identified as a trusted adult will most likely make them feel honored as well as alert them to your safety plan for your child.

Please have your child return the drawing with your signature as a confirmation for us that you received this information and discussed it with your child. Please call the parish, school, or religious education office if you have questions.

Thank you for your cooperation!

HOW TO ASK FOR HELP

LOOK AT THE PERSON

SAY TO THE PERSON "I NEED HELP. I DO NOT FEEL SAFE."

TELL THE PERSON WHY YOU DO NOT FEEL SAFE

TELL THE PERSON "THANK YOU"

Circle of Grace Lesson Extenders

The Stoplight - Feelings, Touch, and Secrets

Listening for Guidance *adapted*, Shining Star, 1986

You will need a large bowl of water, a large spoon, and an optional picture to reflect in the water. Begin by discussing how it is possible to look into a quiet pool and see the reflection of a tree growing on the bank or your face looking into the water. Explain that it is not possible to see the tree or your face as clearly if there is churning in the water. As you swish the water, have the children name some things that may happen to cause the water to churn. Go on to explain to the children that Jesus sent the Holy Spirit to help us. The Holy Spirit tries to speak to us and help us, but we can only hear the Holy Spirit if our minds are calm and still, like the very quiet bowl of water. Suggest that they practice many times a day stilling their minds so as to be able to listen to the still, small voice of the Spirit. Quieting our minds to hear the Holy Spirit will help us to decide what to do.

Safety Plan

Cary, Phoege. "Our Heroes" [from The Children's Book of Heroes edited by William J. Bennett]

God gives strength and courage to do the right thing, to say no.

Grade 2 Evaluation

Date _____

Parish/School _____ ***City***_____

Leader _____ ***Number of children in class***_____

Each grade's curriculum was designed to meet the overall program objectives.
Please check whether the objectives of the *Circle of Grace* Program were met.

1. YES _____ NO _____ Children understand they are created by God and live in the love of the Father, Son, and Holy Spirit.
2. YES _____ NO _____ Children will be able to describe the Circle of Grace which God gives each of us.
3. YES _____ NO _____ Children will be able to identify and maintain appropriate boundaries.
4. YES _____ NO _____ Children can identify types of boundary violations.
5. YES _____ NO _____ Children can demonstrate how to take action if a boundary is threatened or violated.

Please list what worked well and any resources that you would like to share (use back if necessary).

Please list any suggestions that would improve lessons (use back if necessary).

Return to your School Administrator or Director of Religious Education.