

Circle of Grace

Grade Two

The Big Picture (for the catechist)

Unit #3: How does Jesus Christ teach us to live a moral life?

Essential Question:

How does knowing how to identify safe situations help me to live a moral life?

Sub-Essential Questions:

Part A: What is a *Circle of Grace*?

Part B: How do I identify safe and unsafe situations?

Part C: What action do I take if boundaries are threatened or violated?

Emerging themes: Jesus teaches us how to love and respect God and others and self and we are all called to do good.

Textbook Resource: *Circle of Grace*, Archdiocese of Omaha, 2013

Suggested Scripture: **John 14:21** *Whoever has my commandments and observes them is the one who loves me. And whoever loves me will be loved by my Father, and I will love him and reveal myself to him.*

Assessment Evidence: By the end of the three-part lesson, learners can demonstrate their *Circle of Grace*, be able to better identify safe and unsafe situations and be able to take action if boundaries are threatened or violated.

Grade 1	Grade 2	Grade 3
UNDERSTANDINGS: Learners will understand that... Key Targets - <ul style="list-style-type: none"> (U₁) 1.3.1.1 Jesus showed great love for all people and taught them to love God, themselves, and others. (CCC#1840-50; 1871) (U₂) 1.3.4.1 God wants people to make good choices and not bad choices. (CCC#311; 1777; 1799) (U₃) 1.3.6.1 Christians are called to love all people. (CCC#459; 1823; 1944; 1970-71; 2074; 2822; 2842) [CVL] (U₄) 1.3.7.1 Jesus taught people how to love God by expressing gratitude to his Father and by being kind to others. (CCC#561; 1937; 2052; 2134; 2196; 2637; 2638; 2456; 2458; 2459) 	UNDERSTANDINGS: Learners will understand that... Key Targets - <ul style="list-style-type: none"> (U₁) 2.3.7.5 It is a loving choice to keep oneself safe from harmful words and touch. (CCC# 1650; 1664-65; 2384-85; 2389) (U₂) 2.3.5.1 The "Golden Rule" teaches people to treat others the way one wants to be treated. (CCC#1789; 1970; 2261; 2407; 2510) (U₃) 2.3.3.10 Grace is the gift of God's life and love. Grace helps one to make good choices. (CCC#1999; 2001-2002; 2022-2023) (U₄) 2.1.1.6 Jesus is the model of love and goodness. (CCC#459; 520) 	UNDERSTANDINGS: Learners will understand that... <ul style="list-style-type: none"> (U₁) 3.1.4.2 All people, despite their differences, deserve respect because they are created in God's image and likeness. (CCC#225; 355; 357; 362; 2319; 2713) (U₂) 3.3.7.2 Healthy physical, emotional and spiritual habits are needed in caring for one's body and for respecting others. (CCC#2258; 2288; 2290-2291; 2319) [CVL] (U₃) 3.3.7.4 There are ways to express feelings of love and affection that are positive and respectful and ways that are negative and disrespectful. (CCC# 1763; 1768-1769; 1771)

<ul style="list-style-type: none"> ○ (U₅) 1.3.7.2 Christians act as Jesus did by showing their appreciation for God's gifts and by being kind to members of their family and to others. (CC#1937; 1944; 2052; 2196; 2456; 137-38) ○ (U₆) 1.3.7.3 The human body is a gift from God that needs to be protected from harm. (CCC#225; 356-61; 369; 747; 759; 777-78; 959; 1604; 1655; 1700-01; 1944-48; 2179; 2233; 2255; 2319; 2334; 2451-52; 2456; 2458-59) ○ (U₇) 1.5.2.2 There are certain behaviors needed to build healthy friendships. (CCC#1717; 1719; 1724-26) ○ (U₈) 1.5.2.3 The effects of Christians' faith extends beyond their families. (CCC#154; 180) 	<ul style="list-style-type: none"> ○ (U₅) 2.3.1.2 Choosing to follow Jesus means loving God with all one's heart and loving one's neighbor as oneself. (CCC#1822; 7844; 1944) [CVL] ○ (U₆) 2.3.7.2 Generosity, compassion, and forgiveness are qualities for a Christian life. (CCC#1503; 1506; 1832; 1937; 2843-44) ○ (U₇) 2.4.2.3 In prayer, Christians thank God for good things received and ask God for things needed. (CCC#2644; 2648) ○ (U₈) 2.5.3.1 There are many kinds of family relationships, all of which are called to be loving. (CCC#1603; 2199; 2203-2206; 2232; 2248; 2251) <p>Knowledge/Skills: Learners will know that / be skilled at...</p> <p>Key Targets -</p> <ul style="list-style-type: none"> ○ (K₁) 2.3.4.1 A conscience is that part of a person that helps one to distinguish between right and wrong. (CC#1777-78; 1786; 1796) ○ (K₂) 2.3.7.3 Feelings are a gift from God which help people to love others. (CCC#1769) ○ (K₃) 2.3.7.4 Church teachings help Catholics learn how to live a life in Christ. (CCC#87; 89; 93; 97-98) ○ (K₄) 2.6.3.2 Christians are called to be peacemakers every day. (CCC#1716; 2305; 2330) 	<ul style="list-style-type: none"> ○ (U₄) 3.3.1.1 God's Law is to love others by doing kind acts. The purpose of this Law is to help people have a happy life. (CC#1823; 1826-1827; 1970-1971; 2074; 2745; 2822; 2842) [CVL] ○ (U₅) 3.3.6.2 All human life is sacred. (CCC#2258; 2319) [CVL] ○ (U₆) 3.3.4.1 A conscience needs to be formed. (CCC#98; 1783-1785; 1802) <p>Knowledge/Skills: Learners will know that / be skilled at...</p> <p>Key Targets -</p> <ul style="list-style-type: none"> ○ (K₁) 3.3.7.1 Christians are called to offer help to people in need by serving others as Jesus did, especially the most vulnerable. (CCC# 952; 1586; 1944; 1948; 2122; 2315; 2449; 2642) ○ (K₂) 3.3.2.4 Christians are called to respect all human life. (CCC#2258; 2268; 2319) [CVL] ○ (K₃) 3.1.4.4 Christians are called to show respect and care for God's creation. (CCC#2415; 2456) ○ (K₄) 3.3.3.5 Christians are called to seek the guidance of the Holy Spirit in choosing to do what is right. (CCC#1996; 1999; 2022-2023)
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Objectives for Part One:

1. Demonstrate his/her 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*.

Materials Needed:

1. Vocabulary sheet (attached for catechist reference only)
2. Symbols: (Examples: Stop sign, Nike swoosh, slippery when wet sign, peace symbol, etc.)
3. White Board, markers
4. One *Circle of Grace* symbol
5. One spotlight sheet to be colored in advance by catechist
6. *Circle of Grace* cards

7. Feeling Faces Charts
8. Catechist Evaluation
9. How to ask for help poster
10. Parent Connection materials to be sent home with students

Opening Prayer

Catechist:

Pray: Sign of the Cross

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

Pray: Sign of the Cross

Engage

Catechist: Show the symbols one at a time to the children (stop sign, Nike swoosh, slippery when wet sign, peace symbol, etc.) and ask students what they represent. Invite students to name other symbols. Make the point that symbols are a way of telling us something or reminding us of something else.

Write “Symbol” on the white board.

Catechist says: **“A symbol is a picture or object that stands for something else.”**

Show children the Circle of Grace symbol. Ask: **“What do you see in this symbol?”**

Say: **“This is a symbol for our Circle of Grace. It reminds us that God loves us and His love is always around us. Everyone has a Circle of Grace.”**

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

Tell the students: ***Everyone has a Circle of Grace.***

Write terms: “Grace,” “Circle of Grace,” and “Children of God” on the board and define them. (See vocabulary sheet.)

Activity – Circle of Grace

Catechist: Ask students to stand with enough room around them to fully expand their arms without touching each other.

Give the following directions while modeling the desired actions:

Reach with both arms as high as you can over your head.

- a. ***Circle your arms down on each side and bend down until you reach all the way under your feet.***

b. As you stand back up again, turn all the way around once as you raise your arms back over your head.

c. This is the Circle of Grace that you live in.

Repeat steps a, b, and c to reinforce physical dimensions of Circle of Grace.

Say: ***Now we will talk about why it is important that we know about our Circle of Grace.***

Essential Questions

Share and post this lesson's Essential Question: ***How does knowing how to identify safe situations help me to live a moral life?***

A. What is a *Circle of Grace*?

B. How do I identify safe and unsafe situations?

C. What action do I take if boundaries are threatened or violated?

Explore

[Part A]

Catechist asks:

- ***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 – may need to prompt)
- ***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.***
- ***If we can remember that we are in a Circle of Grace, with God and surrounded by God's love, what will that help us remember to do?***
(Respect ourselves and others.)

Write the terms "Holy," "Holy Spirit," "Respect," and "Trust" on the board and define them. (See vocabulary sheet.)

Explain and Check for Understanding

Activity:

1. Have the students 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 students 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*.

4. If the card shows something loving and kind they should put it in the *Circle of Grace* Logo (begin or continue a pile).
5. 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).
6. 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).

[Part B]

For Catechist

Objective: help students identify safe and unsafe situations.

1. God does not want or cause bad things to happen to us and God loves us even when we are hurting or sad.
2. Learn how to identify when someone comes into our *Circle of Grace*.
3. Recognize safe and unsafe situations in a person's *Circle of Grace*.
4. Distinguish between safe and unsafe secrets in a person's *Circle of Grace*.

Show a large stoplight poster.

Discuss the meaning or purpose of a stoplight by asking:

1. ***Why do we have stoplights?*** (pause for a few responses.)
 - a. ***The reason we have stoplights is to protect people and keep them safe.***
2. ***Where might you see a stoplight?***
3. ***What does each color of the stoplight mean?*** (stop, be careful, go ahead)

Catechist says: ***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, people like our parents or teachers. God has given each of us our own kind of signal to 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.***

Catechist says: ***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.***

Green signal – Means GO AHEAD. Some things are definitely safe. Some examples are telling the truth, being kind and respectful, helping others, and caring about others. 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?

Red Signal – Means **STOP**. *Some things are unsafe and always mean trouble.*

Review some general concepts of bullying. Ask the children to define it and what it looks like (being mean to someone on purpose, lying, hitting, fighting, etc.) **Can you name some 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, teacher, or other trusted adult.**

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, teacher or other trusted adult.*

SITUATIONS:

ACTIVITY: This activity helps students learn how to identify dangerous and unsafe situations, feelings, and touch, but it is not to scare or shame them. Remind students that there are always adults available to listen and talk.

Catechist will display a “stoplight” color circle. Students agree or disagree verbally.

Catechist says: ***In a moment, I am going to describe some situations. Please listen very carefully. At the end of each situation, I am going to ask you if you think the situation describes a red signal (STOP), Yellow signal (BE CAREFUL) or green signal (GO AHEAD). Then we'll talk about what you might feel in each of these situations and how these feelings can tell you whether or not a situation is safe.***

Catechist: read each of the situations attached. Make sure to vary the order in which the green, red, and yellow situations are read.

Situations

GREEN Situations:

- **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 teacher when you found ten dollars on the playground and want to return it to its owner** (happy that you told).

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** (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).

- **Your friend's big sister wants you to look at something on the computer and you don't want to (pressured, confused).**

SECRETS:

Catechist says: ***Sometimes secrets can even 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 if 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?"***

ACTIVITY: Red light/Green light – SECRETS

Catechist: read each of the "secret" situations below. Make sure to vary the order in which the green, red, and yellow situations are read.

Using the "stop light" poster, teacher shows one color. Ask students to agree or disagree with the color choice.

Situations

GREEN

- **Your friend tells you, "I think Joey is cute," and tells you to keep it a secret (special, trusted).**
- **You dad is planning a surprise birthday party for your mom (happiness, excitement, anticipation).**
- **Your parents are planning a fun vacation but don't tell you until the summer (surprised, loved).**

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

- **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).**

- You saw your babysitter drink some of your parents' beer, but the babysitter said not to tell (fear, worried).
- 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 of visit. They won't understand," (unsure, funny feeling in your tummy or heart, curious).
- Someone touches you in a way that you don't think is safe and makes you feel uncomfortable – even if the person says it is safe and says, "This special time is between you and me," (funny feeling in your tummy, confused, etc.).
- You are in the store with your friend and their dad. Your friend tells you, "Let's steal a candy bar, no one will know" (confused, worried, maybe excited).
- 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).
- Someone tells you that you will get into trouble if you tell the secret to your mom and/or dad (teacher, or other), (afraid of punishment).

Allow students time to share their feelings connected to the secrets.

If students are unsure or offer the wrong answers, catechist may ask the following questions:

- *What do you think your mom or dad, teacher or priest would say about this situation?*
- *Would they think it is a red, green, or yellow signal? Why?*

Evaluate

[Part 3: Safety Plan]

Catechist says: ***Now, we are going to learn what to do if someone comes into your Circle of Grace without your permission or does something that makes you feel unsafe.*** Catechist: write "Trusted Adult" on the white board. ***Let's discuss what we mean by a "trusted adult."*** (allow a few responses.) Catechist may shape their responses by saying: ***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. 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. How do you know you can trust someone? (allow a few responses) 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.

Catechist says: *Can anyone name a trusted adult you know, someone in addition to your mom or dad, whom you could go to for help?* List responses on whiteboard.

Extend

Ask students to brainstorm a list of Red Signal or Yellow Signal situations when they might need to talk to or ask a trusted adult for help. Write their suggestions on the whiteboard.

Post the adapted skill poster “How to Ask for Help.” Skill steps are:

- a) **Look at the person** (point to the picture of eyes)
- b) **Say, “I need to tell you something important.”** (point to the picture of child speaking/mouth)
- c) **Clearly describe the problem.** (point to the picture of the question mark – and use one of the suggestions on the whiteboard)
- d) **Thank the person for helping you.** (point to the picture of the words “Thank you.”)

This is how we ask for help. You can use these steps whenever you need to ask anyone for help.

Debrief/Self-Reflect

Review the Circle of Grace Movement. Ask the students to stand with enough room around them to fully extend their arms without touching each other.

Catechist says: *Reach with both arms as high as you can over your head.*

Circle your arms down on each side and bend down until you reach all the way under your feet.

As you stand back up again, turn all the way around once as you raise your arms back over your head. This is the Circle of Grace that you live in.

Closing Prayer

Sign of the Cross.

Than 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.

Sign of the Cross.

Parent Connection

Send home Activity Sheets for Parents (attached)

Parent Connection

The Trusted Adult: Home Activity Sheet for Parents

In this lesson, parents should ask children to name and draw a picture of Trusted Adults (in addition to you). 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 you approve of.

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 at 281-578-8271, ext. 285 if you have questions.

At-Home Activity: Trusted Adults

Ask your child to name one person who loves them and helps them to stay safe.

Encourage children to name adults in addition to their mom and dad.

Tell the children: These are people who you can ask to help you if you are unsafe or confused. We call these people **Trusted Adults**.

Give the child a piece of paper and crayons or markers.

Instruct the children to draw a picture of their Trusted Adult. Remind children that mom and dad are Trusted Adults even if they are not in the picture.

At Home Activity: HOW TO ASK FOR HELP

1. Ask the children to think of times when they might need to talk to or ask a trusted adult for help.
2. Use the attached poster "How to Ask for Help"
 - a. Picture of eyes
 - b. Picture of a child speaking/mouth
 - c. Picture of "?"
 - d. The words "Thank You"
3. Adapted skill steps are:

- a. Look at the person (Picture of eyes)
- b. Tell the person, "I need help. I do not feel safe." (Picture of a child speaking/mouth safe.)
- c. Tell the person what is wrong, why you don't feel safe. (Picture of the question mark "?")
- d. Tell the person "Thank You." (Picture of the words "Thank You")

Have the children role-play asking a Trusted Adult for help.

1. Have them look an adult in the eyes and say aloud: "I need your help. I don't feel safe."
2. Children say aloud: "Please help me because ... (Example: "Please help me because I don't think my mom or dad want me to go with her. I don't know her.")
3. Children say aloud: "Thank You."

Remind children that this is how we ask for help. You can use these steps whenever you need to ask anyone for help.