

Circle of Grace

Safe Environment Training

Sacredness and Boundaries

Grade 3 - 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 Curriculum different from other safety 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 Curriculum - Grades K-12

The goal of the *Circle of Grace* curriculum 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 Curriculum - 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.

¹ www.usccb.org, or <http://nccanch.acf.hhs.gov>

Grade 3 Leader Guidelines

- A **Leader** is defined as clergy, (priest or deacon) school administrator, director of religious education/formation, teacher, or catechist who has been trained to teach the *Circle of Grace* Curriculum.
- 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.
- 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* Curriculum. The depth of the children's understanding will depend upon their age and developmental stage. A master vocabulary list of the *Circle of Grace* Curriculum is in the administrator/director section. The pertinent vocabulary is listed in each lesson.
- Leader's instructions for each lesson are italicized. Non-italicized text needs to be presented by the leader to the students.
- 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.
- The lesson should be taught in one session. If that is not possible, it needs to be completed the following day/week. 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.
- There is a pre and post assessment for this grade. This tool will assist in evaluating the children's understanding and assimilation of the concepts only. The results are to be recorded on the grade evaluation and are not to be shared with the children.
- Your School 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 information is included in the curriculum. Every parish/school is encouraged to provide parent education opportunities both to inform parents about the *Circle of Grace* curriculum 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 curriculum 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.*

*Knowing 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 several trusted adults, in addition to our parents, to talk to about our worries, concerns or “funny/ uncomfortable feelings” so they can help us be safe. If a parent or trusted adult is not available or unable to help us, God wants us to go to another trusted adult until we get the help needed to be safe.

Sacredness and Boundaries

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:

- Jesus is the Son of God
- God takes care of us and is always with us
- God created all human beings in His image and He saw this as very Good
- God calls us to a loving relationship with Himself and with others
- The Holy Spirit is the third person of the Blessed Trinity. He can be understood as the love of the Father for the Son and the love of the Son for the Father
- The Holy Spirit helps us to live as Jesus did, making good choices
- God's creation is to be respected and as Christians we accept responsibility to care for it
- Jesus' life is a model for our own
- God calls us to be responsible for our actions
- Jesus modeled the importance of serving others
- God teaches us to lead a healthy life and to make good choices

Lesson Goal

The concept of Circle of Grace will be reinforced.

Lesson Objectives

Children will be able to:

1. Understand and explain that as Children of God we are treasured and filled with grace. God's presence is within us and around us creating our own *Circle of Grace*.
2. Demonstrate their own *Circle of Grace*.
3. Understand that God does not want or cause bad things to happen to them and that God is with them when they are hurt or sad.
4. Identify what behaviors are appropriate within a *Circle of Grace* showing that they treasure themselves and others as Children of God.
5. Recognize boundary violations and what action is needed
6. Be able to identify trusted adults in addition to their parents.

Materials Needed

Part 1

1. Pre-assessment for each child (end of the lesson). You may do the pre-assessment the day before you teach the lesson. It will give you an idea of how much they retained from prior grades.
2. Photos or props of precious things that are cared for and protected.

3. Whiteboard/ chalkboard and plain paper
4. Box that is wrapped with a bow (box and lid wrapped separately with a secured mirror inside)
5. One copy of the color *Circle of Grace* Logo (end of lesson)
6. Copy of the Summary of the Key Concepts of *Circle of Grace* (front of lesson)
7. Copy of the black and white *Circle of Grace* Logo for each student (end of the lesson)
8. Worksheet: Word/Phrase List (end of the lesson)

Part 2

1. Copy of the color *Circle of Grace* Logo for leader to display (end of the lesson)
2. Whiteboard or chalkboard
3. Completed Word/Phrase Worksheets
4. Copy of “Boundary Scenarios” for small groups (end of the lesson)
5. Copies of “Feeling Faces Chart” (one for each student) (end of the lesson)
6. Template of a “Trusted Adult” thank you letter (end of lesson)
7. Post assessment of each child (end of lesson)
8. Parent letter (end of the lesson)

PART 1- Sacredness

Vocabulary (*Below is a guide for the leader. Children are not expected to memorize them*)

1. **Children of God**: All people. We are all made by and loved by God.
2. **Circle of Grace**: The love and goodness of God within me and which always surrounds me and 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 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.
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.
8. **Treasured**: We are so unique and precious that we could not be replaced in God’s eyes.

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.**

Getting Started

1. *Distribute and collect the pre-assessment. The results will be recorded on the evaluation.*
2. *It will be helpful to have the vocabulary written on the board and have the color Circle of Grace Logo displayed*

Lesson Development

Today we are going to discuss how God treasures all of us by giving each of us a *Circle of Grace*.

- Show students pictures or examples of precious items that, because they are so special, receive extra care. Possibilities might include:
 - The American Flag
 - A new family puppy
 - Things in a museum such as a rare collector's item, a gold coin or an autographed baseball that might be kept in a glass case under lock and key
 - A vintage automobile that is kept in a heated garage and only driven on days when the weather is good
 - A special set of dishes that are used for celebrations
 - Ask the children for other examples, write them on the board or poster paper.

Make a point that everything that is considered extra special, rare, or valuable is given extra care and protection. (Encourage them to identify things they treasure such as a bedtime story book or a special blanket/stuffed animal)

- The final and MOST IMPORTANT example of care given to a precious item is the special measures taken to protect and care for...
 - A Consecrated Host, The Blessed Sacrament
 - Not only do we keep it in a special box, called the tabernacle, but also when we handle it we do so with the ultimate reverence and respect.
 - We even build a special building, the church, where it is housed, and there are many special behaviors for when we are in the presence of Christ in The Blessed Sacrament.
 - Ask students for examples of special behaviors we use in church to show respect.
 - Folding hands
 - Kneeling
 - Bowing heads
 - Genuflecting
 - Reverent silence

Activity - Precious Gift-Wrapped Box

(Use a box with a lid that you can wrap. Inside the box secure a mirror so that the students will see their reflection when they look inside the box. Invite the students to come up and look in the box one at a time)

- Show the children a gift-wrapped box. Tell them: "It contains something very precious, something that both you and God treasure very highly. This is so special, unique, and

valuable that it should be handled with the highest level of care and respect. Each of us should do everything in our power to keep it safe.”

- You are invited to come up one at a time and look into the box, to see this precious gift.
- Once you have seen the contents of the box, don't tell anyone else what you have seen. The beauty of the gift is that everyone will see something very different.
- *While they are waiting to take their turn to view the special gift, have the children make a list of their ten most precious possessions.*

Discussion

After they have all had a chance to look in the box, ask: “Why is what you saw precious? Allow for a few answers. Be sure to connect it to their Circle of Grace. Most of the time when we think of people who need special care we think of the following.

- Unborn or newborn baby
- Older persons/grandparents
- People with special needs

It is important to remember that all of us are deserving of this special care and respect.

Why should we consider ourselves as a precious and special gift deserving of a special care and respect? *Allow a few responses.*

Emphasize the following points:

- We are made by God. We are all Children of God.
- We are all made by God and in His own image and likeness which means that we are made for the purpose of loving God, ourselves, and others and doing good.
- God promised that as His children we will always be in His presence and surrounded by His love (*Circle of Grace*). He promised this because He wants a close relationship with each of us.
 - Even when we are not in our family home, we are each still a member of our family (belonging) and the love of our family goes with us.
 - We belong to the family of God, so even when we are not in the church building, we are always Children of God.
 - God's loving presence goes with us wherever we go.
 - This constant loving presence of God is called “grace”. It is as though we carry our own little church with us wherever we go.

Activity- *Circle of Grace*

1. *Show the color Circle of Grace Logo. Ask the children what the various parts of the logo represent and guide them toward the conclusion that:*
 - The dove represents God with us in the Person of the Holy Spirit.
 - The figure represents a Child of God.
 - The yellow circle represents Grace: the goodness and love of God that is always in us and is surrounding us.
 - The blue represents the world in which we live.

(Connect the earlier discussion of how we surround those things and people we find precious with extra care much like the “Circle of Grace”. See above discussion.)

2. *Ask the children to stand with enough space between them that they can extend their arms without touching their neighbors.*

1. *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 your Circle of Grace that you live in.” Explain that all persons, every Child of God, lives and breathes in their own circle of God’s love and goodness, their own Circle of Grace.*

Activity - What belongs in my *Circle of Grace* and what does not belong there? (Use the Summary of Key Concepts of *Circle of Grace* as a guide. It is in the front of the lesson.)

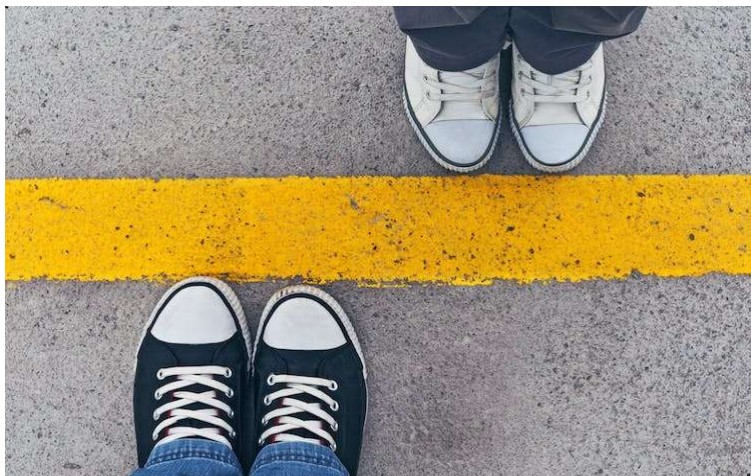
- Because we are all Children of God, and because God has promised to always love us and remain with us, our *Circle of Grace* is a holy place. Like all holy places, there are ideas, words, objects, and behaviors that belong in our *Circle of Grace* and others that do not belong there.
- *Distribute to each child a black and white copy of the Circle of Grace Logo and Worksheet-1 (a list of words and phrases (see the end of Grade 3 Lessons)).*
 - Using the words and phrases on the list, write the words that belong inside your *Circle of Grace* inside the circle on your paper. Write the words that do not belong in your *Circle of Grace* outside the circle.
 - *When they have completed the list, encourage them to add their own ideas and words of what belongs inside and outside their Circle of Grace.*

Have children put their names on their worksheets and collect them to review in Part 2.

Part 2-Boundaries Limits and a Safety Plan

Vocabulary (*Below is a guide for the leader. Children are not expected to memorize them*)

1. **Boundary:** The borders or limits we need to keep ourselves safe within our *Circle of Grace*.
2. **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.
3. **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.
4. **Safe:** I am safe when my body and my feelings are respected by me and by others.
5. **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 and is eventually told.
 - 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. A secret is always unsafe if someone states you are not to tell your parents or trusted adults.
6. **Safe Touch:** Touch that respects me and others.
7. **Signal:** A sign that tells me something may be safe or unsafe. This may be internal or external.
8. **Trust:** Being able to count on someone to help me to stay safe within my *Circle of Grace*.
9. **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*.
10. **Unsafe:** Anything that causes harm to me or others.
 - **Unsafe Touch:** Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.
11. **Violate:** To break a law, promise, or boundary



Getting Started

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 that 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.

It may be helpful to have the vocabulary available for the students on the board/chart/ handout and to have the logo displayed.

Lesson Development

Boundary: The borders or limits we need to keep ourselves safe within our *Circle of Grace*.

Signal: A sign that tells me something may be safe or unsafe. This may be internal or external.

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.
Review the definition of a boundary, signal, and feelings. Introduce the concept that boundaries are there to keep us safe.

Discussion

- We are now going to continue talking about words and actions that belong and don't belong in our *Circle of Grace*.
- The Holy Spirit loves us and wants us to be safe.
- Our parents and leaders also want us to be safe and teach us to maintain healthy boundaries.
- Sometimes a person gives us lots of good signals that make us seem like we can trust them, but we may still have an uncomfortable feeling that something may be wrong.
- **We should pay attention to this feeling.** It may be a signal from the Holy Spirit to help keep you safe.
- Most of the time you know what is safe and good to allow into your *Circle of Grace*.
- When a person ignores boundaries, sometimes someone may be harmed physically or emotionally.
- The person who knowingly violates a boundary may have consequences.
- **When you are unsure or have confusing feelings, you need to ask a trusted adult to help you.**

A Boundary Can Be Physical, Symbolic, or Internal

We will now talk about the boundaries that are the borders or limits we need to protect ourselves within our *Circle of Grace*. (As you go through the examples below, it is important to relate them to the children's safety.) Write "Physical", "Symbolic" and "Internal" on the board. Discuss each boundary and write which items belong under each boundary heading.

Physical: An actual barrier that blocks or restricts something.

- Bathroom/bedroom door (*can be shut and locked to respect privacy*)
- Clothes (*protect our bodies from elements and covers private areas*)
- School Building (*secures learning environment, doors, alarms, school office*)
- Home (*keep family secure: alarm system, protection from the weather*)
- Seat Belt (*protects our body if there is an accident*)
- Password on an electronic device

Symbolic: A limit you can see that does not physically restrict you. You can choose to respect or ignore this limit.

- Playing Field (*visual lines to help play fairly*)
- “Do Not Enter” Sign (*privacy or potential danger alert*)
- A Crosswalk (*a guide as to where to safely walk*)
- PG 13 movie rating (*an alert regarding mature content*)
- Video game with a parental warning on the label (*a warning of mature and violent content*)
- “No Trespassing” Sign (*alerts you to stop and keep out of another’s property*)
- “Keep Off the Grass” Sign (*alerts you to keep off another’s property*)

Internal: An understanding of a rule or limit that you carry in your head. Most of these are learned through experience or taught by those who care for us. The Holy Spirit nudges us to remember our internal limits in order to help us be safe.

- Acceptable volume on a tablet or TV (*respects others sensitivity to noise*)
- Space between you and an unknown or known person (*this space could vary depending on culture, family, and current relationship*)
- You stop eating when you are full (*an internal sensation that no more food is needed*)
- Not playing/riding bikes in the street (*internal limit regarding danger taught by those who care for us*)
- Knowing not to participate in an activity your parents would not approve (*internal limit based on prior parental guidance*)
- Appropriate behavior in church and school (*internal limit based on prior adult guidance*)

Ask the youth to give additional examples of each boundary category. Add them to the list on the board. Next, have the youth label the boundaries (1,2,3) as they relate to safety:

1-keeps you safe

2-may keep you safe

3-not related to safety.

The next page has some photos to illustrate physical, symbolic and internal boundaries.



Activity – Boundary Discussion Activity (*At the end of the lesson*)

Review safe and unsafe touch and safe and unsafe secrets from the vocabulary.

1. *The scenario questions are provided to help facilitate the discussion and to encourage children to identify safe and unsafe situations.*
2. *Begin by discussing scenario number 1, the bedroom scenario, with the large group.*
3. *Divide the students in pairs or small groups. Assign one or two boundary scenarios (and the questions following it) to each group for discussion. If you have a small class, you can do all the scenarios in a large group.*

4. *Come back to the large group to discuss the scenarios in more depth. For each scenario, have groups present their responses to the questions following the scenario (below).*
 - a. Has a *Circle of Grace* boundary been crossed? Ask the students to stand if they believe it **IS** a boundary violation, stay sitting in their chair if they are **NOT SURE**, or sit on the floor if they believe that is **NOT** a boundary violation. Lead a discussion of why they chose the different responses.
 - b. How would you feel if this were to happen? Why? (*Refer to the feeling chart at the end of the lesson.*)
 - c. If this boundary was crossed, what could you do?
 - d. What would be needed to make this situation safe?
5. *Expand each scenario by discussing the following questions with the large group.*
 - a. How do you know this is a boundary? Is it physical, symbolic, or internal?
 - b. Whose *Circle of Grace* was not respected?
 - c. Does this boundary violation affect one's *Circle of Grace*?
6. We just discussed how to be safe in each scenario. What are the three things you need to do to keep you safe? *Allow for some responses.*

Write on the board the 3 Step Action Plan:

1- Voice that a boundary has been violated:

Please get out of my Circle of Grace

2- If it doesn't stop or they don't leave:

You could say your parents are expecting you home as you walk away.

3- Tell a trusted adult.

It is important to discuss the situation as soon as you can.

Don't believe someone if they say you can't tell because it is a secret.

Review each step with the students. You can use the scenarios to give examples.

Activity- Safety Plan

1. *Divide the students in pairs or small groups. Assign one or two boundary scenarios to each group. They will need to discuss examples of how to use the 3 step action plan for each scenario. If you have a small class you can do all the scenarios in a large group.*
2. *Have one person from each group report the examples to the class.*

Discussion

Now that we've discussed the three-part action plan, let's discuss what a trusted adult is and how we choose them.

Distribute the "Personal 3 Step Action Plan" Handout. Go over the following with the students:

- It is a good idea to have a list of three adults, in addition to your parents, that you know you can trust and ask for their help.
- Talk this over with your parents and make your list together. Be sure that you are comfortable and feel safe with the three identified adults.
- In some situations, it may not be as clear to you whether someone is really a threat to your *Circle of Grace* or not. The person may seem really nice but is acting in a way that makes you uncomfortable. This is the time to talk to a trusted adult.
- One warning signal would be if a person asks you to keep a secret from your parents or family. Sometimes we just get an uneasy feeling when something happens, and we are not really sure why.
- **It is important NOT to ignore these feelings/signals.** They can be one way the Holy Spirit is letting us know we need to take care of ourselves within our *Circle of Grace*.
- **These are times when it is important to go to one of the trusted adults on your list and ask for advice or help.**
- If a person is pressuring you or asking you not to tell anyone about what they are doing (or asking you to do), it is always important to say, "No," until you can talk to a trusted adult. They can help you decide if the situation is safe and healthy for you. A true trusted adult would always want to help keep you safe from harm.

Activity -

Leader gives each student a "Personal 3 Step Action Plan" Handout. See below. Review the 3 steps.

1. Use your voice, say, "Please get out of my Circle of Grace".
2. Remove yourself from the situation-walk away.
3. Tell a trusted adult. (My trusted adults are _____
_____.)

Give the students some time to identify and write down their trusted adults.

Ask the students "Would anyone like to share who their trusted adults are and why they picked them? Instruct them to take home and share with their parents and keep in a safe place. A template for a letter to their trusted adults is at the end of the lesson.

Activity – Post-assessment

Distribute and collect the post-assessment. The results will be recorded on the evaluation.

Closing Prayer

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

**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.**

Opening Prayer

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

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.

Pre-Assessment Grade 3

Write the correct word or phrase for each definition.

Circle of Grace

Respect

Trusted Adult

Signal

- _____ 1. Being kind to others and doing what’s best for myself and others.
- _____ 2. A sign that tells me something may be safe or unsafe. This may be internal or external.
- _____ 3. The love and goodness of God that always surrounds me and all others.
- _____ 4. A grown-up who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace.

Circle the correct answer.

- True False 5. Sometimes we have an uncomfortable feeling when we are with another person. We need to pay attention to this warning feeling. It may be a signal from the Holy Spirit to help keep us safe.
- True False 6. Unsafe touch is disrespectful, hurts, scares, or makes me feel uncomfortable or confused.
- True False 7. Always talk to a trusted adult when a situation or secret makes me feel unsafe or confused.

Circle the correct answer.

- Safe Unsafe 8. Your big brother’s friend wants you to watch a movie your mom or dad told you not to watch.
- Safe Unsafe 9. Your dad is planning a surprise birthday party for your mom.
- Safe Unsafe 10. Someone touches you in a way that you don’t think is safe – even if the person says it is safe and says, “This special time is between you and me.”

Pre-Assessment Key Grade 3

Write the correct word or phrase for each definition.

Circle of Grace

Respect

Trusted Adult

Signal

<u>Respect</u>	1. Being kind to others and doing what's best for myself and others.
<u>Signal</u>	2. A sign that tells me something may be safe or unsafe. This may be internal or external.
<u>Circle of Grace</u>	3. The love and goodness of God that always surrounds me and all others.
<u>Trusted Adult</u>	4. A grown-up who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace.

Circle the correct answer.

True 5. Sometimes we have an uncomfortable feeling when we are with another person. We need to pay attention to this warning feeling. It may be a signal from the Holy Spirit to help keep us safe.

True 6. Unsafe touch is disrespectful, hurts, scares, or makes me feel uncomfortable or confused.

True 7. Always talk to a trusted adult when a situation or secret makes me feel unsafe or confused.

Circle the correct answer.

Unsafe 8. Your big brother's friend wants you to watch a movie your mom or dad told you not to watch.

Safe 9. Your dad is planning a surprise birthday party for your mom.

Unsafe 10. Someone touches you in a way that you don't think is safe – even if the person says it is safe and says, "This special time is between you and me."





WORKSHEET: WORD/PHRASE LIST

Which of the following things or behaviors belong inside my *Circle of Grace*?
Which things or behaviors should I work to keep out of my or another's *Circle of Grace*?

- **Harmful touch** (*hitting, kicking, pushing, touch that intrudes on your privacy, etc.*)
- **Taking good care of yourself** (*healthy foods, getting enough sleep, medication, getting help when needed*)
- **Drugs**
- **Caring touch** (*comfort from a parent, a kiss on the cheek from your grandparent, encouraging pat on the back, high-fives, etc.*)
- **Violence**
- **Kind words**
- **Bad or hurtful words said to someone at school**
- **Bad or hurtful words sent to someone from the computer or phone**
- **Compliments**
- **Putdowns said to someone in person or sent from the computer/phone**
- **Name calling in person or sent from the computer/phone**
- **Words of encouragement**
- **Love**
- **Hate**
- **Gossip**
- **Praise**
- **Prayer**
- **Forgiveness**
- **Excluding someone**
- **Sharing a secret**

Write each of these on your picture of the Circle of Grace in the place where you think they belong. Write other examples that you think of on your paper.

Boundary Discussion Activity

Scenarios

1. BEDROOM DOOR

Your parents are out for the night. You are in your bedroom getting ready for bed with your door shut. Your babysitter comes in your room without knocking and you feel uncomfortable.

- a. Has there been a boundary crossed? How does it affect your *Circle of Grace*? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what can you do?
- d. What would be needed to make this situation safe?

2. TOUCH

You are at a family reunion and a relative pulls you onto his/her lap and starts tickling you in a way that makes you uncomfortable.

- a. Has there been a boundary crossed? How does it affect your *Circle of Grace*? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what can you do?
- d. What would be needed to make this situation safe?

3. HOME (YOURS OR OTHERS)

You are at a friend's house and your friend has an R-rated movie on the computer for you to watch together. When you say your parents don't want you watching this kind of show your friend laughs and says, "If you don't tell them, they'll never know."

- a. Has there been a boundary crossed? How does it affect your *Circle of Grace*? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what can you do?
- d. What would be needed to make this situation safe?

4. SPACE BETWEEN YOU AND A KNOWN OR UNKNOWN PERSON

Your coach always asks you to stay after practice so the two of you can talk. He doesn't do that with anyone else on the team and sometimes when he's talking to you, you feel uncomfortable with how close he sits or stands by you.

- a. Has there been a boundary crossed? How does it affect your *Circle of Grace*? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what can you do?
- d. What would be needed to make this situation safe?

5. THE RULES OR LIMITS YOUR PARENTS HAVE SET FOR YOU

An adult you know has become very friendly to you. The extra attention and kind words make you feel special. Lately, he or she has been giving you small gifts and ask you not to tell your parents because they would not understand your special relationship.

- a. Has there been a boundary crossed? How does it affect your *Circle of Grace*? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what can you do?
- d. What would be needed to make this situation safe?

6. APPROPRIATE BEHAVIOR IN SCHOOL

You are in school. The classmate next to you keeps talking to you during class. This is distracting to you and you're afraid of getting into trouble.

- a. Has there been a boundary crossed? How does it affect your *Circle of Grace*? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what can you do?
- d. What would be needed to make this situation safe?

3 Step Action Plan

Personal 3 Step Action Plan: Steps to take to protect yourself:

1 Use your voice, say “Please get out of my *Circle of Grace*”

2 Remove yourself from the situation- walk away

3 Tell a trusted adult.

My trusted adults in addition to my parents are:

1. _____ Phone: _____

2. _____ Phone: _____

3. _____ Phone: _____

Post-Assessment Grade 3

Write the correct word or phrase for each definition.

Circle of Grace

Trusted Adult

Boundary

- _____ 1. A border or limit that defines our Circle of Grace. It tells us whether something belongs or does not belong in our Circle of Grace.
- _____ 2. The love and goodness of God that always surrounds me and all others.
- _____ 3. A grown-up who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace.

Circle the correct answer.

- True False 4. Sometimes we have an uncomfortable feeling when we are with another person. We need to pay attention to this warning feeling. It may be a signal from the Holy Spirit to help keep us safe.
- True False 5. Unsafe touch is disrespectful, hurts, scares, or makes me feel uncomfortable or confused.
- True False 6. Always talk to a trusted adult when a situation or secret makes me feel unsafe or confused.
- Safe Unsafe 7. Your big brother’s friend wants you to watch a movie your mom or dad told you not to watch.
- Safe Unsafe 8. Your dad is planning a surprise birthday party for your mom.
- Safe Unsafe 9. Someone touches you in a way that you don’t think is safe – even if the person says it is safe and says, “This special time is between you and me.”

Complete the following.

10. The three steps in the ACTION plan are:

1. _____
2. _____
3. _____

Circle of Grace
Parent Letter and Activity
Sacredness and Boundaries
Grade 3 Lesson

Dear Parent,

Circle of Grace is a faith-based safety curriculum used by your arch/diocese.

Your child has been taught the “Sacredness and Boundaries” lesson. The goals of this lesson are that children understand their *Circle of Grace*, know that we are all made in God’s image and what is safe and unsafe to let into our *Circle of Grace*.

Part 1 addressed things that are treasured and how precious we are in God’s eyes.

Please help reinforce these concepts with the following discussion starters:

Have him/her name 5 of their most precious items and what makes them precious.

Discuss how precious he/she is to your family.

Have him/her demonstrate a Circle of Grace.

Part 2 addressed boundary limits; a safety plan for what to do if feeling unsafe; choosing 3 trusted adults besides their parents and safe secrets and unsafe secrets.

These concepts can be reinforced through the following discussion starters:

Define boundary as it relates to the Circle of Grace

Things that do not belong in our Circle of Grace.

Describe the 3 Step Action Plan

1. *Use your voice and say, “Please get out of my Circle of Grace.*
2. *Remove yourself from the situation – walk away.*
3. *Tell a trusted adult. _____*

Please discuss the people your child chose as trusted adults. If your child chose someone you think inappropriate, help him/her to identify someone else. Provide phone numbers of these trusted adults for your child to write on his/her Action Plan Card. You should contact these individuals to let them know they have been identified by your child as his/her trusted adult. Thank you for allowing us to be a partner in providing a safe environment for your child.



Dear _____

Today I learned about my Circle of Grace (the love and goodness of God which always surrounds us). My teacher/catechist ask me to pick two or three trusted adults (a grownup who helps me be safe in my Circle of Grace and to respect others within their Circle of Grace). I would like you to be one of my trusted adults. I know you will help me to be safe and answer all my questions when I am uncomfortable.

Thank you for helping me.

I like that you are “in” my Circle of Grace!

Sincerely,

Grade 3 Evaluation

Date _____

Parish/School _____ City _____

Leader _____ Number of young people in class _____

Each grade's curriculum was designed to meet the overall program objectives.

Please check if each of 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* that 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.

Number of Children who got 70% or better on their pre- assessment. _____

Number of Children who got below 70% on their pre- assessment. _____

Number of Children who got 70% or better on the post- assessment. _____

Number of Children who got below 70% on the post- assessment. _____

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.