

# Circle of Grace

## Safe Environment Training 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 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.<sup>1</sup> 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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<sup>1</sup> [www.usccb.org](http://www.usccb.org), or <http://nccanch.acf.hhs.gov>

## *Grade 3 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.
- 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.
- 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.
- 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. The results are to be recorded on the grade evaluation and are not to be shared with the children.
- 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.*

*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 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 and 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 *sex 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:

- 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
- Understand the importance of serving others as Jesus did
- 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. Identify what behaviors are appropriate within a *Circle of Grace* showing that they treasure themselves and others as Children of God.

### Vocabulary

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.

## Materials Needed

1. Pre-assessment for each child (see the end of Grade 3 Lessons). You may want to do the pre-assessment the day before you teach the lessons. 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 or chalkboard
4. Box that is wrapped with a bow (box and lid wrapped separately with some sort of mirror inside)
5. One copy of the color *Circle of Grace* Logo (see the end of Grade 3 Lessons)
6. Copy of the black and white *Circle of Grace* Logo for each student (see the end of Grade 3 Lessons)
7. Worksheet Number One Word/Phrase List (see the end of Grade 3 Lessons)
8. Plain paper
9. Parent letter (to be sent home at the end of this lesson) (see the end of Grade 3 Lessons)

## 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 rare collector's item like 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*
  - *The Declaration of Independence which is kept in a climate controlled case under bulletproof glass*
  - *A special set of china dishes that are a family heirloom*
  - *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.***

- 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 vessel and in a special locked box 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 is a mirror of some sort so that the students will see their reflection when they look inside the box.)***

- *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, say:* Most of the time when we think of people who need special care we think of the following.

- Unborn or Newborn Baby
- The Elderly
- 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?

- 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.*

### **Summary**

- We are all precious in the eyes of God and live in God’s love and goodness because we are all God’s children.
- As God’s children, we are deserving of special care from others and ourselves.
- The *Circle of Grace* in which we live and breathe is a holy place where some things belong and others do not.

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

## **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) Have the children stand and sing with you the song "This is Holy Ground" or "Prayer for Peace" or other appropriate song.*

## *Lesson 2*

# *Boundaries Limits 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:**

- Jesus is the Son of God
- Jesus is our Savior
- God takes care of us and is always with us
- The Holy Spirit helps us to live as Jesus did, making good choices
- Jesus’ life as a model for our own
- God calls us to be responsible for our actions
- Understand the importance of serving others as Jesus did
- God teaches us to lead a healthy life and make good choices
- God calls us to be responsible for our own actions

### **Lesson Goal**

Children will be better able to identify safe and unsafe situations.

Children will understand how to take action if boundaries are crossed.

### **Lesson Objectives**

**Children will be able to:**

1. Recognize when a boundary (*Circle of Grace*) may be crossed, threatened or violated.
2. 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.
3. Know the three step action plan.
4. Be able to identify trusted adults in addition to your parents.

### **Vocabulary**

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.
  - 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.
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.

## Materials Needed

1. Copy of the color *Circle of Grace* Logo for leader to display (see the end of Grade 3 Lessons)
2. Whiteboard or chalkboard
3. Completed Lesson 1 Worksheets
4. Copy of "Boundary Scenarios" (see the end of Grade 3 Lessons)
5. Copies of "Feeling Faces Chart" (one for each student) (see the end of Grade 3 Lessons)
6. Parent letter (to be sent home at the end of the lesson) (see the end of Grade 3 Lessons)

## 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

*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*

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

### Review

1. Briefly introduce the vocabulary for this lesson.
2. Briefly review the worksheet in Lesson 1. It is a reminder of what belongs inside and outside of our Circle of Grace.
3. Introduce the concept of boundaries are there to keep us safe.

### Discussion

- Today, we are 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. During the discussion, write which items belong under each boundary heading.

**Physical:** An actual barrier that blocks or restricts something.

- Fence (*defines property*)
- 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 radio or CD player (*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 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*)

**Activity** – Boundary Scenarios - Keeping One Safe

**Materials** (*see the end of Grade 3 Lessons for the scenarios, page 32*)

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 fence 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). Discuss the scenario as a large group. Expand the discussion by using the questions in #5 (below) with the large group. **Discuss each boundary fully before going on to the next.***
  - a. Has a *Circle of Grace* boundary been crossed? Optional: For a more active discussion, 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.*)
  - 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**

This can be saying "NO" or stating that you are not comfortable with the behavior.

**2- Do everything to remove yourself from the situation**

You could say your parents are expecting you home.

**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" card. 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" card. See below. Review the 3 steps.*

1. Use your voice, Say "No"
2. Remove yourself from the situation
3. Tell a trusted adult. (My trusted adults are \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_.)

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

*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."*

**Activity – Post-assessment**

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

**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) Have the children stand and sing with you the song “This is Holy Ground” or “Prayer for Peace” or other appropriate song.*

## 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 1: 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.

## Home Activity for Parents – Discussion Questions

Dear Parent,

We presented to your child the first lesson in our *Circle of Grace* program.

Below is a list of the key concepts being taught in this lesson:

1. **Grace**: The gift of God's goodness and love to help me live as his child.
2. **Children of God**: All people are made by and loved by God.
3. **Holy**: Special because of a connection with God.
4. **Holy Spirit**: God is 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.
5. **Respect**: Being kind to others and doing what's best for myself and others because I honor all people as Children of God.
6. **Circle of Grace**: The love and goodness of God which always surrounds us.
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.

It is important for you as parents and guardians to reinforce these concepts at your home with your child. A good time for these conversations might be:

- In the car
- Dinner time
- Bed time
- Homework time

The first lesson discusses the precious things and people we encounter in our daily lives. Below are several questions to help with the discussion.

- Ask your child what are five of his/her most precious items.
- Discuss with your child how precious he/she is to the family.
- Discuss that he/she is even more precious to God. We are so precious in God's eyes that HE encircles us in HIS *Circle of Grace*. It is a holy place!
- Ask your child what would not belong in their *Circle of Grace* (such as behaviors, words, ideas, objects, etc.).

Thank you for your support of the *Circle of Grace* program. It is essential and very much appreciated as we strive to provide the safest possible environment for our children. If you have questions please call the school or religious education office.

# Boundary Discussion Activity

## Scenarios

### 1. FENCE

**You are playing alone in your back yard, and someone you don't know comes in your yard without permission.**

- 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? Was there a violation?  
(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. 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? Was there a violation?  
(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. TOUCH

**You are at a family reunion and a relative pulls you on 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? Was there a violation?  
(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. 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? Was there a violation?  
(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. 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? Was there a violation?  
(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. 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? Was there a violation?  
(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?

## **7. 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? Was there a violation?  
(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?

# 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. ¶

## Lessons 2

### Boundaries, Limits and a Safety Plan

Dear Parent,

The second lesson “Boundary Limits and a Safety Plan” to your child. The goal of this lesson is that children will be better able to identify safe and unsafe situations and know what action to take. We talked about borders or limits needed to protect them within their *Circle of Grace*. Below are the vocabulary words being taught in this lesson.

1. **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.
2. **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.
3. **Signal:** A sign that tells me something may be safe or unsafe. This may be internal or external.
4. **Safe:** I am safe when my body and my feelings are respected by me and by others.
5. **Unsafe:** Anything that causes harm to me or others.
6. **Safe Touch:** Touch that respects me and others.
7. **Unsafe Touch:** Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.
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. **Boundary:** A border or limit to keep ourselves safe within our *Circle of Grace*.
11. **Violate:** To break a law, promise, or boundary
12. **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.

It is important as parents and guardians to dialogue with your child about how he or she understands these concepts. This lesson will help them begin to understand to seek help in situations that may make them uncomfortable or unsure. It may be helpful to come up with additional situations that you and your child can discuss.

Your child was given a 3 Step Action Plan card:

4. Use your voice, Say “No”
5. Remove yourself from the situation
6. Tell a trusted adult. (My trusted adults are \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_.)

They were to write down at least three adults in addition to their parents they could turn to for help. We call each of these people a “trusted adult”. Instructions were given for them to take this card home and share the information with their parents.

Please discuss with your child the people on his/her list. If your child names someone you find inappropriate, please help him/her to identify someone else. Provide phone numbers of these people so that your child may write them down on their Personal Action Plan Card.

It is a good idea to contact these individuals to let them know you and your child have identified them as trusted adults. 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.

Your child should put this list in a safe place where they can have easy access to it if they would need it.

To help your child be well prepared to use the Action Plan in a range of possible situations, we offer you a few other scenarios that would be good to discuss with your child.

1. You are at a friend’s house, and they start to watch an R-rated movie. What do you do?
2. You are walking home and notice that a car is slowly following you. What do you do?
3. Someone you don’t know well is offering to take you home from practice and says you can get an ice cream on the way home. What do you do?
4. You are on the internet and pictures or words come up on the screen that make you uncomfortable. What do you do?
5. You’re riding your bike around the neighborhood on a really hot day and a neighbor you don’t really know invites you to come inside their air-conditioned house to get a cold pop. What do you do?
6. You’re invited to a friend’s house but know his or her parents won’t be home. What do you do?

Thank you for helping us help you keep your child safe!

Thank you for your support of the *Circle of Grace* program. It is essential and appreciated as we strive to provide the safest environment possible for our children.

## *Lesson 2: 3 Step Action Plan*

### *Circle of Grace: Third Grade*

#### **Personal 3 Step Action Plan**

Steps to take to protect yourself:

- 1. Use your voice, Say "No"**
- 2. Remove yourself from the situation**
- 3. Tell a trusted adult.**

My trusted adults in addition to my parents are:

- |          |              |
|----------|--------------|
| 1. _____ | Phone: _____ |
| 2. _____ | Phone: _____ |
| 3. _____ | Phone: _____ |

### *Circle of Grace: Third Grade*

#### **Personal 3 Step Action Plan**

Steps to take to protect yourself:

- 4. Use your voice, Say "No"**
- 5. Remove yourself from the situation**
- 6. 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. \_\_\_\_\_

## Post-Assessment Grade 3 - Key

Write the correct word or phrase for each definition.

	<i>Circle of Grace</i>	Trusted Adult	Boundary
<u>Boundary</u>			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.
<u>Circle of Grace</u>			2. The love and goodness of God that always surrounds me and all others.
<u>Trusted Adult</u>			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** 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** 5. Unsafe touch is disrespectful, hurts, scares, or makes me feel uncomfortable or confused.
- True** 6. Always talk to a trusted adult when a situation or secret makes me feel unsafe or confused.
- Unsafe** 7. Your big brother's friend wants you to watch a movie your mom or dad told you not to watch.
- Safe** 8. Your dad is planning a surprise birthday party for your mom.
- 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. Say NO
2. Get away
3. Tell a Trusted Adult

# 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.**