

Circle of Grace

Safe Environment Training Grade 6 – 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 young people 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 young people 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 young people 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 young people understand and respect their own dignity and that of others. A truly safe and protective environment is one where young people recognize when they are safe or unsafe and know how to bring their concerns, fears, and uncertainties to the trusted adults in their lives.

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

According to research, one in four girls and one in seven boys will be sexually abused by age eighteen.¹ Many protection programs focus on “stranger danger,” however, up to ninety percent of the time the perpetrator is a relative, family friend or other person known to the child/young person. *Circle of Grace* goes beyond just protection by helping young people 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.

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

Grade 6 Leader Guidelines

- **Leader** is defined as clergy, administrator, director of religious education/formation, teacher, catechist, or youth minister 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 for lessons may vary depending on size of class, age of young people, 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 young people in their understanding of the *Circle of Grace* Program. The depth of the young people'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 young people and help them to know what to do when they feel unsafe.
- These four lessons can be done as a "retreat" for the youth
- There is a pre and post assessment for this grade. This tool will assist in evaluating the young people'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 young people.
- Your Administrator, Religious Education Director, or Youth Minister 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 adults about our worries, concerns or “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

Circle of Grace

Pieces of the Puzzle

Sometimes young people 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 young person, "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 young person 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:

- Belief in the works and presence of the Father, Son, and Holy Spirit
- Christian faith requires a relationship with God and others
- We are called to model our faith in our words and actions
- We are called to make moral decisions consistent with Catholic teaching
- Vocations are God's call to all
- We are all Children of God because of God's creation and covenants
- Individual and cultural differences are gifts from God that should be respected
- Responsible relationships are based on love, honesty, and respect
- Skills such as listening, self-disclosure, and compromise are necessary for faith filled communications with others

Lesson Goal

Young People will come to a deeper understanding of their *Circle of Grace*.

Lesson Objectives

Young people will be able to:

1. Understand that God's presence is within us and around us creating our unique *Circle of Grace*
2. Identify gifts and talents that make each person unique
3. Appreciate that God gave these gifts and talents to everyone
4. Understand that every person has a special place in God's creation

Vocabulary

1. **Admiration**: A feeling of high regard or sense of awe.
2. **Children of God**: All people are made and loved by God.
3. **Circle of Grace**: The love and goodness of God that always surrounds me and all others.
4. **Dream**: A hope or aspiration that we imagine will become real.
5. **Grace**: The gift of God's goodness and love to help me live as his child.
6. **Holy**: Special because of a connection with God.

7. **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.
8. **Respect:** Being kind to others and doing what's best for myself and others because I honor all people as Children of God.
9. **Symbol:** A picture or object that stands for something else.
10. **Talent:** A special God-given ability or gift.
11. **Trust:** Being able to count on someone to help me to stay safe within my *Circle of Grace*.
12. **Value:** A principle, standard, or quality considered desirable.

Materials Needed

1. Pre-assessment for each young person (see the end of Grade 6 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. Pens, pencils, colored pencils, crayons, or markers
3. Scissors
4. Tape or glue
5. *Circle of Grace* Logo (see the end of Grade 6 Lessons)
6. Blank puzzle pieces (see the end of Grade 6 Lessons)
7. Magazines (provided or approved by leader)
8. Activity Handout for each young person (see the end of Grade 6 lessons)
9. Closing Prayer Handout (see the end of Grade 6 Lessons)
10. Optional Opening Prayer (see the end of Grade 6 Lessons)

Opening Prayer

How you arrange the young people depends on the size of your group. Invite them to sit or stand with sufficient space between them. Ask them to quiet themselves and recognize God's presence in them.

Please close your eyes as I read to you from the Gospel of John, words that Jesus spoke to his disciples. (*John 14:15-18 from the New American Bible*)

If you love me, you will keep my commandments. And I will ask the Father, and he will give you another Advocate to be with you always, the Spirit of truth, which the world cannot accept, because it neither sees nor knows it. But you know it, because it remains with you, and will be in you. I will not leave you orphans; I will come to you.

God did send an Advocate, the Spirit of truth whom we usually call the Holy Spirit. Notice how the Holy Spirit is with you and in your *Circle of Grace* as you end this prayer. Think of a time when God was present working in your life. Spend a few minutes thinking about this. When you are finished and your prayer has ended, you may open your eyes.

Optional:

Allow 30-60 seconds for reflection. When most of the young people have opened their eyes, ask the following question. Allow a few of them to share if they wish. You may choose to talk about a time when you knew God was very present for you. If possible, allow the young people to share first.

Would anyone like to talk about a time when you knew God was with you?

(Optional extended prayer - see end of Grade 6 Lessons)

Getting Started

Review

1. *Option 1: Distribute and collect the pre-assessments (see the end of Grade 6 Lessons). The results will be recorded on the evaluation. Option 2: Collect the pre-assessments given prior to the lesson.*

2. *Suggested opening:*

It is important that we understand our *Circle of Grace*. We listened to Scripture tell us of Jesus' promise to come to us, that the Holy Spirit of God would dwell within us and be with us.

We use our arms to help imagine just how close God is to us at all times.

3. *Leader demonstrates the "Sensing our Circle of Grace" exercise:*

*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.*

4. Jesus told us that he would always love us and always be with us. If God is always with us, we are always in a special, holy place. That place is our *Circle of Grace*. This is the place the Holy Spirit is with us and within us. God is with us because He desires a close relationship with us.
5. *Show young people the Circle of Grace symbol. Ask what they see in the symbol. Prompt if needed for the following parts to be identified:*
 - a. Red Circle of Grace Words - Color of the Holy Spirit
 - b. Person - Child of God
 - c. Yellow Circle - Grace
 - d. Dove - Holy Spirit
 - e. Blue Background - The World Around Us
6. *Reinforce the following concepts:*

- a. We are in a *Circle of Grace* with God and surrounded by God's love. We will behave with respect for ourselves and for others.
- b. We are sacred, holy, and unique because God has created each of us in His image and likeness.

Optional Activity - Assign the youth to draw an alternate symbol representing the key concepts. This can be done individually or in groups. It could also be an assignment. Give the students time during this lesson or if it is an assignment, at the beginning of the next lesson have them explain their symbols. These symbols could be displayed in the classroom.

Lesson Development

Presentation – The Puzzle that is You

- Each of us is a special and unique person with our own *Circle of Grace*. Have you ever worked a jigsaw puzzle? In a way, the Kingdom of God is like a whole puzzle, and each of us is a unique piece of that puzzle that God has created in His image.
- Each of us is unique, not like anyone else who has ever lived. Our piece of the puzzle will not fit just anywhere. We are not interchangeable.
- Our shape and design are created by God to be one of a kind. There is no other person in the world like you. No one else can ever take your place in the Kingdom of God.
- Jigsaw puzzle pieces are cut and don't change. We are not like that.
- God created us with a dream in mind, and we get to help with the dream. It is as if we are puzzle pieces that have to cooperate for us to be fully who God wants us to be.
- One way we cooperate is to know what our gifts and talents are and to use them as God intended.
- It is important that we respect and value who we are and who others are.

Activity

1. Everyone will take a puzzle piece and make it into something that will help the rest of us understand more about who you are. You can draw on it; make a collage using pictures, etc. Decorate your puzzle piece with those things that say something about the real you. Then cut out the puzzle piece and write your name on the back.
2. Before you begin, ask yourself the questions from the handout and write out your responses (*copy of handout at end of the Grade 6 Lessons*):
 - **What are some things that people have told you that you are good at?** God often lets you see your gifts and talents through other people.
 - **Whom do you admire? What qualities in them would you like to develop in yourself?** This is God's way of helping you recognize qualities you would like to imitate.
 - **What are some things that you enjoy doing? Do you like art or writing? Do you take care of animals or the environment?** Using your special gifts brings pleasure to you and to God.

- **What are your hopes and dreams for yourself?** What would you like to be or to do? Our hopes and dreams are special gifts that God uses to help us understand God's dream for us.
- **What are some special things about your personality?** Are you patient or kind? Do you have a great smile, or are you always ready to help out? Are you funny? Do you notice when others are hurting?

When the young people are finished, collect the puzzle pieces to save for use in lesson 2.

Closing Prayer² *(see the end of Grade 6 Lessons)*

Leader: But now, thus says the LORD, who created you, O Jacob, and formed you, O Israel: Fear not, for I have redeemed you; I have called you by name: you are mine.

Response: Eternal God, we bear your name, your imprint.

Leader: For I am the LORD, your God, the Holy One of Israel, your savior.

Response: You have impressed your Son, your likeness, on us and we are yours.

Leader: Because you are precious in my eyes and glorious, and because I love you.

Response: We ask you that we may mirror your life in us and reflect your grace in all our human relationships as Christ our brother did in serving this world today and every day, forever and ever.

All: Amen.

² Isaiah 43:1-4 with adaptation from Van Breeman, Peter SJ, The God Who Won't Let Go. Notre Dame, IN: Ave Maria Press, 2001.

Lesson 2

Safe Relationships

Putting the Puzzle Together

Sometimes young people 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 young person, "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 young person 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:

- Belief in the works and presence of the Father, Son, and Holy Spirit
- Christian faith requires a relationship with God and others
- We are called to model our faith in our words and actions
- We are called to make moral decisions consistent with Catholic teaching
- Vocations are God's call to all
- We are all Children of God because of God's creation and covenants
- Individual and cultural differences are gifts from God that should be respected
- Responsible relationships are based on love, honesty, and respect
- Skills such as listening, self-disclosure, and compromise are necessary for faith-filled communications with others

Lesson Goal

Young people will be better able to identify, form, and maintain healthy relationships.

Lesson Objectives

Young people will be able to:

1. Understand that we are all inherently precious and worthy of respect because we are created in God's image.
2. Identify and articulate elements of healthy relationships.
3. Apply positive behaviors in relationships with God, self, and others.

Vocabulary

1. **Empathy:** The ability to understand the feelings of another person.
2. **Feelings:** Something I sense inside myself (e.g. angry, sad, happy, afraid, embarrassed, confused, excited, peaceful, etc.) that gives me information about others or myself.
3. **Healthy:** That which is sound and good for you in mind, body, and spirit.
4. **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.

5. **Relationship:** An authentic connection with God or others.
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. **Response:** Something said or done as a reaction or answer.
8. **Safe:** I am safe when my body and my feelings are respected by me and by others.
9. **Safe Touch:** Touch that respects me and others.
10. **Signal:** A sign that tells me something may be safe or unsafe. This may be internal or external.
11. **Trust:** Being able to count on someone to help me to stay safe within my *Circle of Grace*.
12. **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*.
13. **Unsafe:** Anything that causes harm to myself or others.
14. **Unsafe touch:** Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.

Materials Needed

1. Completed puzzle pieces from the previous lesson (**save these decorated and signed puzzle pieces for lesson 4**).
2. Whiteboard or chalkboard
3. Dry erase markers in a variety of bright colors and one black marker or colored chalk
4. Optional Feeling Faces Chart (see the end of Grade 6 Lessons)
5. Opening and Closing Prayer Handout (see the end of Grade 6 Lessons)
6. Optional Extended Opening and Closing Prayer (see the end of Grade 6 Lessons)
7. Parent Letter (see the end of Grade 6 Lessons)

Parent Letter Instructions:

The Parent Letter is not to be sent home with young people due to the sensitive information regarding unsafe sexual behaviors. Suggested methods of delivery to parents: include in a mailing, hand to parents personally, or make available at the parish office for parents to pick up.

AGAIN: DO NOT send the parent letter home with the young people.

Opening Prayer

**God sees the goodness in each of
us and continues to bless us.**

**God wants us to live in His presence and love,
our *Circle of Grace*.**

**God entrusts us with His grace
so that we might help in His work
of caring for ourselves and others**

filled with the love of the Father, the Son, and the Holy Spirit. Amen.

(Optional extended prayer, see the end of the Grade 6 Lessons)

Getting Started

Have the young people put their puzzle pieces together to form a whole puzzle.

Briefly review:

- *How they form a whole that is interesting and colorful.*
- *Have them look at how each piece adds something special. Without any one piece there would be a hole - something missing. Each piece represents one of them.*
- *Emphasize how the whole puzzle represents our community and our world. Each young person is a special, interesting part of that community and world. Each young person adds something that the rest of us need.*
- *The puzzle piece that each young person created is a symbol of themselves. These symbols deserve respect. How do we show respect for them?*

Have the young people brainstorm ideas. Possible responses include:

- Don't laugh at what someone else **puts** on their puzzle piece.
- Don't destroy or damage the puzzle.
- Admire how others have decorated their puzzle piece even though it is different than yours.
- Touch them only with respect.
- How do we show this same respect for each other?

Summary comments:

- Notice that the pieces fit together. As we begin to discover where we fit in the world, we make **authentic** connections with others called relationships.
- Healthy relationships are those in which the *Circle of Grace* of ourselves and others is respected.
- We feel honored and valuable as Children of God. These relationships help us to be safe and to be the person God desires us to be.

Lesson Development

Present the following:

- We all have many relationships. We have relationships with our parents, our brothers, and sisters. Who are some of the other people that we have relationships with?

Allow the young people to respond. Possible responses include leaders, friends, coaches, bus driver, favorite clerk at the store, other relatives, classmates, etc.

- How can we tell when a relationship is safe? What is it like to have your Circle of Grace respected and valued?

These are just questions to ask for the young people to think about but do not require a response.

- God has given us signals to help us know when we are safe, valued, and respected. They are called feelings and are one of the ways the Holy Spirit helps us.

Activity

Leader will make a chart on the board entitled "Actions and Words". Allow the young people to name actions and words that are safe and belong in their Circle of Grace by responding to the following:

- Think of relationships that are good for you and the other person.
- What is it like to be respected?
- What do people do or say when they respect me?
- What kinds of things do I do and say when I respect someone else?

After the list is compiled, ask the young people to talk about how these actions and/or words might make them feel. (May use optional labeled feeling chart. See the end of the Grade 6 Lessons.)

Can you see the connection between the way people treat you and how you feel? Our feelings are signals from God about what is going on inside us. They are neither good nor bad. Feelings give us information about ourselves and our world. We should pay attention to them, name them, and talk to God about them.

Would everyone respond the same way to the same action? Probably not. Why? Perhaps it is because we are all different. But one thing we have in common is that God gave us the ability to decide how we will respond. We can ask the Holy Spirit to help us know how to respond in a way that keeps us safe and also respects others. We cannot control how others act and talk but we can decide how we are going to act.

Remember:

The Parent Letter is not to be sent home with young people due to the sensitive information regarding unsafe sexual behaviors. Suggested methods of delivery to parents: include in a mailing, hand to parents personally, make available at the parish office for parents to pick up.

AGAIN: DO NOT send the parent letter home with the young people.

Closing prayer

**Lord,
teach us to have loving and respectful relationships,
ones in which we feel safe and valued.**

**Guide us to treat ourselves and others with respect,
honoring all of our *Circle of Grace*.**

**Help us to model your unconditional love,
realizing we need to value everyone,
even those we do not like or who are different from us.**

**Enlighten us to know that God has created each of us
to be an important piece of His puzzle,
His creation of life.**

**Give us courage and desire to build healthy relationships
prompt us to value others as Children of God
lead all to participate in His masterpiece,
the glorious Kingdom of God.**

Amen.

Optional extended closing prayer (see the end of Grade 6 Lessons)

Lesson 3

Boundaries

Every Piece has Its Border

Sometimes young people 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 young person, “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 young person 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:

- Belief in the works and presence of the Father, Son, and Holy Spirit
- Christian faith requires a relationship with God and others
- We are called to model our faith in our words and actions
- We are called to make moral decisions consistent with Catholic teaching
- Vocations are God’s call to all
- We are all Children of God because of God’s creation and covenants
- Individual and cultural differences are gifts from God that should be respected
- Responsible relationships are based on love, honesty, and respect
- Skills such as listening, self-disclosure, and compromise are necessary for faith filled communications with others

Lesson Goal

Young people will be better able to distinguish between healthy and unhealthy relationships.

Lesson Objectives

Young People will be able to:

1. Recognize safe and unsafe situations in a person’s *Circle of Grace*.
2. Acknowledge and respect the boundaries surrounding their own *Circle of Grace* and those of others.
3. Identify actions or words that violate one’s *Circle of Grace*.

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.) that gives me information about others or myself.
3. **Safe:** I am safe when my body and my feelings are respected by me and by others.
4. **Secret:** Something I know but do not tell.

Safe secret: A secret is safe when it does not hurt others or me.

Unsafe secret: A secret is unsafe when I think that someone including me might be hurt or get in trouble if I do not tell.

5. **Signal:** A sign that tells me something may be safe or unsafe. This may be internal or external.
6. **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*.
7. **Violation:** A break or infringement of another person's rights.

Materials Needed

1. Safe and Unsafe Handout for each young person (see the end of Grade 6 Lessons)
2. Optional Feeling Faces Chart (see the end of Grade 6 Lessons)
3. Guidelines for Protecting Boundaries Handout for each young person (see the end of Grade 6 Lessons)

Opening Prayer

Today we will be doing a quiet prayer. This is a prayer between you and Jesus. Put down anything that is in your hands and sit in a way that will be comfortable for a while. Close your eyes and imagine that you are in a place where you would feel very safe. (*Pause*)

Last time we talked about feelings and how feelings can be signals from God to help us understand more about what is going on in our lives. It is important that we pay attention to these feelings because they can help us know when we are safe and when we are not. They can help us know when we have been respected or hurt. And they can help us know who is trustworthy. Take a moment and notice what you are feeling like inside right now. Don't try to change how you feel - just notice. Maybe there is excitement . . . worry . . . anger . . . happiness . . . sadness - or something that is hard to name.

You may find more than one feeling happening at the same time. You may even have feelings that are confusing. Just hold these feelings as valuable signals about what is going on within you right now. Imagine that your hands are gently holding them.

Now imagine that Jesus is walking up to you. He is here to help you hold these feelings and know how to deal with them. He puts his hands under yours very gently. He looks at you, and you know deep in your heart that he really cares about you and wants what is best for you. In the silence of your heart, let yourself share with him whatever you would like to say about these feelings. And then listen to what he says to you in return. We will have a few minutes of quiet so everyone can share their thoughts and feelings with Jesus.

Pause for several minutes.

When you are ready, open your eyes and we will begin our lesson.

Optional: the leader may choose to share something about her/his own experience of prayer. For example, the leader may share that they were worried about a situation in their life. They could talk about what it was like to let Jesus help them to deal with this feeling of worry. This should be short and not too personal. The situation should not be described. The leader is modeling for the young people how to pray about feelings.

Getting Started

Today, we will be talking about the boundaries of our *Circle of Grace*. As we begin to understand our *Circle of Grace* as something real that surrounds us always, we begin to realize that there are some things we can do to protect our *Circle of Grace* and those of others. Jesus gives us some very important guidelines about how we can form and keep our relationships safe and healthy. He says simply to love God above all things and to love our neighbor as ourselves.

Lesson Development

Discussion

Provide for each young person:

- A paper that has SAFE and UNSAFE (see the end of Grade 6 Lessons). Ask them to fold it in half and make a tent.
- Guidelines for Protecting Boundaries Handout

Special note to leaders

It is important to begin the lesson by explaining that God does not want or cause bad things to happen. There may be young people in every group who have already experienced unsafe or hurtful situations. Please be sensitive to this possibility. God is with them even during difficult times.

Review

Present the following:

- Today we are going to talk about some specific situations.
- Each of you has a sheet of paper with SAFE on one half and UNSAFE on the other. Fold it in half and make a tent.
- When I read the scenario, place your tent on your desk with your answer facing me.
- Talking about these situations will help you know in the future what kinds of situations might violate your *Circle of Grace* or that of another person.

The purpose of this activity is to help young people identify situations that might violate the boundary of their Circle of Grace. These scenarios may be used as a time to review the young person's sacredness as taught by previous lessons.

The leader reads each scenario and allows the young people to respond. Notice how the young people respond. Pay close attention to their responses, especially noticing any young person who consistently responds incorrectly. This is not to be addressed in the class but may be a “red flag” that that young person is in unsafe situations. Consult with the Director of Religious Education or the Principal if you become aware of such a situation.

Scenarios *Select at least five scenarios to assure youth’s discernment of unsafe situations*

1. An older student in your school/religious education program comments about how you are dressed that day while looking at you in a way that makes you uncomfortable. The student asks to take a picture of you with his cell phone. Is this safe or unsafe? *Pause.*

This situation is unsafe. What is unsafe here?

- An older student talks about things that make you feel uncomfortable.
- Differences in age and status influence your response.

What would need to change to make this situation safe? *(Brainstorm ideas with the young people to address the unsafe circumstances listed above.)*

2. One of the popular church leaders in your parish invites you to a special meeting or trip. The adult leader gives you a permission slip to take to your parents but tells you not to tell other adult leaders in the church because he wants this to be your special time together. Is this safe or unsafe? *Pause.*

This situation is confusing and unsafe. What is unsafe here?

- The adult in this scenario attempts to get the young person to keep a secret from parents or other respected adults. When in a situation like this, you should let your parents and other trusted adults know that this adult leader is telling you to keep a secret from them. Then your parents and other adults who care about you have more information about the situation and can better keep you safe.
- The adult is planning private activities with a young person.

What would need to change to make this situation safe? *(Brainstorm ideas with the young people to address the unsafe circumstances listed above.)*

3. You are the first one in your family to get home after school. Your adult neighbor, whom you have known since kindergarten, often waves at you and calls on the phone to check on you. One day you hear a funny noise in the house when you are alone. You call your neighbor to ask for help. The neighbor says he and his wife will be over and tells you to call your parents and let them know what is going on. Is this situation safe or unsafe?

Pause.

This situation is safe. Why is it safe?

- It is important to identify trusted adults who are respectful of your *Circle of Grace* and their own.
- Two adults are coming over and parents are aware of the situation.
- The adult told the young person to notify parents. He did not try to keep it a secret.

4. An instructor at your school invites you and a friend to go to a movie on Friday night. The instructor offers to take you and bring you home. He says he will pay for the movie and the refreshments. Is the situation safe or unsafe? *Pause.*
This situation may be confusing. But it is not safe.
- An adult may lure young people into his company with gifts or special information. What would need to change to make this situation safe? (*Brainstorm ideas with the young people to address the unsafe circumstances listed above.*)
5. One of your coaches thinks you can make the select team if you work a little harder on some skills. The coach offers to stay late and work one on one with you to help improve skills after everyone else has gone home. *Pause.*
This situation is unsafe. What is unsafe here?
- An adult arranges to be with a young person alone.
 - Does it matter if the coach is a male or female? Why or why not?
- What would need to change to make this situation safe? (*Brainstorm ideas with the young people to address the unsafe circumstances listed above.*)
6. A new friend asks you to come over and help him practice using his webcam. You go over to the friend's house and he asks you to take your shirt off in front of his webcam. You decide to keep your school sweatshirt on and instead just make funny faces in the camera. Is this safe or unsafe? *Pause.*
This situation is confusing but unsafe. What is unsafe here?
- Removing clothing is not an appropriate request or action.
 - The young person still revealed personal information via his/her school sweatshirt.
 - The young person was pressured into doing something that was unsafe instead of saying, "No," and leaving.
 - Webcam information is widely distributed to millions of unknown persons. This can be viewed and manipulated without young person's knowledge or permission. This would include images sent via cell phones.
- What would need to change to make this situation safe? (*Brainstorm ideas with the young people to address the unsafe circumstances listed above.*)
7. Your best friend confides in you that she tried some beer at a party she attended last week. She says it made her laugh then made her sick. She says it was not a great experience but she asks you to keep it secret from your parents and hers. *Pause.*
This situation is not safe. What is unsafe here?
- A young person is asked to keep a secret from an adult.
 - The friend is put at risk for future problems.
 - The person who provided the alcohol is protected.
- What would need to change to make this situation safe? (*Brainstorm ideas with the young people to address the unsafe circumstances listed above.*)

8. A person you know from the internet wants to meet you at the mall this weekend. You have been communicating on a social network site and texting for six months. Your parents do not know about your internet friend. Is this situation safe or unsafe? *Pause.* This situation is unsafe. What is unsafe here?

- You have never met the person face-to-face.
- You do not really know this person.
- You have no way to verify whatever this person has said.
- You have no way of knowing who else has seen the information that you have shared. They may have cut and pasted the information into a blog or website or shared it with a group of friends.
- This person has your cell number and possibly other personal information because of interacting on a social network site.

What would need to change to make this situation safe? (*Brainstorm ideas with the young people to address the unsafe circumstances listed above.*)

9. You stay overnight at a friend's house. After his/her parent's go to bed, your friend starts to sneak out to go to another friend's house where there is a party going on. Your friend expects you to go. You don't want to go. You tell your friend that you feel sick and want to call your parents to come and get you. Is this situation safe or unsafe? *Pause.*

This situation is unsafe but the young person's response is safe. Why?

- The young person has listened to his/her feelings (instincts) that tell him/her not to go to the party.
- The young person states his/her need to call parents.

What would need to change to make this situation safe? (*Brainstorm ideas with the young people to address the unsafe circumstances listed above.*)

10. You are watching TV with your cousin who is in high school. She puts in a DVD that is R rated. All the adults are upstairs visiting. The DVD you are watching features people who are dressed with very little on. They are dancing in a suggestive manner by themselves and with other people. You know your parents would disapprove but you continue to watch it. She then snuggles up to you and said isn't this cool? Is this situation safe or unsafe? *Pause.*

This situation is unsafe. What is unsafe here?

- Watching shows that feature people being disrespectful to their own *Circle of Grace* does not help you to respect and protect yours and those of others.
- It is important to know what boundaries you should set for yourself regarding what you watch, read, listen to, etc., when you are alone in order to protect your *Circle of Grace*.
- When you routinely view images that are inappropriate, you become desensitized to what is safe and unsafe.

What would need to change to make this situation safe? (*Brainstorm ideas with the young people to address the unsafe circumstances listed above.*)

Review

- Review the “Guidelines for Protecting Boundaries” Handout.
- We have been using puzzle pieces as symbols for ourselves. We have seen the unique designs that have made each piece special just as each of us is special.
- When we join with other pieces to create a pattern, just as when we join with other people to form healthy relationships, we can see how we all fit into God’s plan as the puzzle would not be complete without your piece. God’s plan would not be complete without you.
- By forming and respecting healthy relationships we are following the example of Jesus who came to Earth to be one of us. He modeled healthy relationships and became the essential piece of God’s plan for salvation.
- Today, we have learned some very important ways to protect our own boundaries and those of others.
- No one has the right to violate our boundaries.
- Just as we have a right to protect our boundaries, we also have a responsibility to protect the boundaries of others.
- By protecting our boundaries and those of others, we keep ourselves and others *Circle of Grace* safe, living more fully in the grace which God gives us.

Closing Prayer

Each night when you go to bed, it’s a great idea to think back over your day and name the feelings of the day and tell Jesus. Remember that Jesus is with us in good times and bad. It may take a while to learn to listen. Sometimes we think prayer is all about us talking. But if we listen, we will eventually notice that God is responding - though not necessarily in the way we might expect.

Close your eyes and think about tonight when you go to bed.

What will you share with Jesus about your day? What will you ask Him?

PAUSE:

We ask for patience and openness to truly hear His response.

In Jesus’ name we pray.

Amen.

Lesson 4

Safety PLAAAN

When Something Doesn't Fit

Sometimes young people 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 young person, "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 young person 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:

- Belief in the works and presence of the Father, Son, and Holy Spirit
- Christian faith requires a relationship with God and others
- We are called to model our faith in our words and actions
- We are called to make moral decisions consistent with Catholic teaching
- Vocations are God's call to all
- We are all Children of God because of God's creation and covenants
- Individual and cultural differences are gifts from God that should be respected
- Responsible relationships are based on love, honesty, and respect
- Skills such as listening, self-disclosure, and compromise are necessary for faith filled communications with others

Lesson Goal

Young people will be better able to safeguard their *Circle of Grace* from violations.

Lesson Objectives

Young person will be able to:

1. Assess threats to their own *Circle of Grace* and those of others
2. Comprehend that as a precious young person of God they are authorized to defend the integrity of their *Circle of Grace* from all violations
3. Learn appropriate responses to perceived threats to ensure their physical and spiritual safety: PLAAAN.

Vocabulary

1. **Trust:** Being able to count on someone to help me to stay safe within my *Circle of Grace*.
2. **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*.

Materials Needed

1. Whiteboard or chalkboard
2. Decorated and signed Puzzle Pieces created in Lesson 2
3. Copy of “Feeling Faces Chart/No Labels” handout for each young person (see the end of Grade 6 Lessons)
4. Copy of “Trusted Adult Home Activity Sheet for Parents” for each young person (see the end of Grade 6 Lessons)
5. Optional background music
6. Post-Assessment for each young person (see the end of Grade 6 Lessons)

Opening Prayer

Invite young people into their preferred prayer posture, sitting in a circle on the floor or standing at their desks.

Now it is time to quiet ourselves and call to mind the presence of the *Circle of Grace* that surrounds us at all times. Let us invite the Holy Spirit to be present in our hearts. As the Spirit fills us we are filled with a sense of peace and trust. We know that we are in a place that is safe – a place where we can ask for help. Please listen as I read the following passage from the gospel of Luke 11:9-13.

And I tell you, ask and you will receive; seek and you will find; knock and the door will be opened to you. For everyone who asks, receives; and the one who seeks, finds; and to the one who knocks, the door will be opened. What father among you would hand his son a snake when he asks for a fish? Or hand him a scorpion when he asks for an egg? If you then, who are wicked, know how to give good gifts to your children, how much more will the Father in heaven give the Holy Spirit to those who ask him?³

The Leader continues:

So as Jesus instructs us, we bring our petitions to the Lord.

Please respond, **“Come, Holy Spirit.”**

When we try to find our special place in God’s plan...

Come, Holy Spirit.

When we are feeling grateful for the gifts and talents that make us special...

Come, Holy Spirit.

When we celebrate the things that make us different...

³ New American Bible.

Come, Holy Spirit.

When we enter into relationships...

Come, Holy Spirit.

When we experience feelings that make us feel confused...

Come, Holy Spirit.

When we need someone to listen and understand...

Come, Holy Spirit.

For all of the intentions that we hold in the silence of our hearts...

Come, Holy Spirit.

Amen.

Getting Started

Ask the following questions to review prior lessons:

- What are some of the unsafe situations that we talked about in the last lesson?
- What unsafe relationships might even be dangerous?

All unsafe relationships have the potential to become dangerous. Anytime a person is in a relationship where the other does not respect the *Circle of Grace*, it is a time when hurt and damage may occur. Unsafe relationships are particularly hurtful and dangerous when there is abuse.

- Do you think most young people tell an adult when something unsafe happens to them?

No, they don't tell, especially when the situation involves a family member. Many times unsafe situations happen when there are no witnesses. Sometimes young people are afraid that they will not be believed if they do tell someone. However, young people who are in confusing or unsafe situations should always tell a trusted adult.

Lesson Development

Introduction

1. Last time, we began to realize that there are some things that we can do to protect our *Circle of Grace* and those of others. We learned about how to identify situations that were safe and unsafe. Today we will learn some additional tools that we can practice to stay safe.
2. *Write on the board:*
 - P** - Protect
 - L** - Listen
 - A** - Ask
 - A** - Act
 - N** - Notify

3. Today we are going to talk about what to do when you think you might be in an unsafe situation and what you can do to protect yourself. We have a plan. (*Leader points to the letters "PLAAN" on the board.*)

Present the following:

1. The first letter "**P**" reminds us to "**Protect with respect.**"

Ask, "How do you think respect can help us protect our Circle of Grace?"

Answers should include: respecting ourselves as a Child of God; respecting others because they are also Children of God, keeping unsafe words, touches, and images out of our Circle of Grace.

2. The letter "**L**" reminds us to "**Listen**". In every situation we need to remember that the Holy Spirit is always with us to help us stay safe. We don't know all the ways that the Holy Spirit helps us, but we do know that Jesus promised us a Helper and a Guide. The Holy Spirit gives us feelings or instincts and we need to listen to them. Feelings are not good or bad, they just tell us more about ourselves. You can help yourself recognize your feelings by naming them. This may take a little practice.

Activity - (Letter "L" Activity)

- *Distribute a copy of the "Feeling Faces Chart/No Labels" handout to each young person (see the end of Grade 6 Lessons).*
 - *Take a moment to look at the handout with faces on it. Give each face a feeling name. Look at the face and imagine what feeling matches that face. You may not use the same feeling name twice on this page.*
 - *Allow for a few responses. There are no right or wrong feelings for the faces.*
3. The letter "**A**" reminds us to "**Ask**".
 - a. When you have an uncomfortable feeling, you are recognizing the Holy Spirit helping you know that something is not right.
 - b. You can ask questions to help you know how to act.
 - What are you doing?
 - Why are you saying that?
 - Where are you going?
 - Who are you?
 - What is this?
 - c. You can even ask yourself:
 - Why am I feeling this way?
 - Who can I ask for help?
 - d. What are other questions you can ask?
 - Allow for a few responses.*
 4. The next letter "**A**" reminds us to "**Act**". Your parents are not with you each time you have an uncomfortable feeling or when your gut instinct (**Holy Spirit prompting**) tells you that you are not in a safe situation. As you have grown older, you have learned some skills you need to know when your parents are not with you. One of those skills is

to take action by stating your needs clearly. It is simple to tell others when you are hungry, when you are sick, or when you are cold. To help protect yourself in your *Circle of Grace*, you need to tell others your internal needs too. This may take some practice.

Activity - (Second letter "A" Activity)

- Divide young people into pairs or groups of three seated or standing close to each other.
 - Together we are going to practice stating our needs clearly. After I state each need I want each of you to repeat the statements to your small group. We will start with some easier ones.
 - o I need to go to sleep.
 - o I need help with my homework.
 - o I need to call my parents.
 - o I need you to get away from me.
 - o I need to leave. Now.
 - Some of these statements may sound rude. Remember, we don't use "need statements" to hurt someone when we are angry; we use these statements when we have an uncomfortable feeling inside of ourselves and want to protect ourselves and others. They help us to resist unsafe situations. What are some other "need statements" that will help us resist? *Allow for a few responses.*
 - There are things we can do to help us to remove ourselves from unsafe situations. These include:
 - o getting away
 - o yelling for help
 - o always have a buddy with you
 - o refraining from giving personal information or photos of yourself on the internet.
 - Have the young people give other examples of actions to use when they are in an unsafe situation. *Allow for a few responses.*
 - The young people who have moved to participate in this activity may return to their places now.
5. The last letter "N" reminds us to "**Notify**". Notify your parents or another trusted adult whenever someone or something has not respected your *Circle of Grace* or someone else's *Circle of Grace*.
- Take a moment and think of three people besides your parents whom you can trust.
 - o Do these people respect your *Circle of Grace*?
 - o Do they respect their own *Circle of Grace*?
 - o Do they respect the *Circle of Grace* of other people that you know?
 - As you decide whom you want to be your trusted adults, you should be cautious of persons:
 - o who enjoy having kids, rather than adults, as friends
 - o who tell you it's OK to disobey the rules of parents or leaders
 - o who give you gifts that make you feel uncomfortable

- o who plan “private” activities for you or other groups of young people
- o who ask you to keep secrets.
- Trusted adults want what is best for you; they want your *Circle of Grace* to be respected.

Take Home Activity

Distribute Trusted Adult Home Activity Sheet and the writing paper.

1. On the writing paper, list the three persons in addition to your parents whom you have identified as trusted adults. Take this paper along with the activity sheet home to discuss with your parents.
2. The steps for talking with a trusted adult about an unsafe situation are:
 - o Look at the person.
 - o Say, “I need to tell you something important.”
 - o Clearly describe the unsafe situation.
 - o Thank the person for helping you.

Review (Optional)

Let’s review our PLAAN.

- Q. What does “P” remind us of?
A. *Protect with respect.*
- Q. What does respect do for our *Circle of Grace*?
A. *Values our uniqueness, honors boundaries, and creates healthy relationships.*
- Q. What does “L” remind us of?
A. *Listen.*
- Q. What do we need to listen to?
A. *Holy Spirit’s presence in our Circle of Grace.*
- Q. How do we know that the Holy Spirit is present?
A. *Jesus promised us a Helper/Guide; feelings.*
- Q. What should we do about our feelings?
A. *Listen to our feelings and name them.*
- Q. What does the first “A” remind us of?
A. *Ask.*
- Q. Why do we ask questions?
A. *To help us decide what to do next.*
- Q. What does the second “A” remind us of?
A. *Act.*
- Q. What are some ways to resist?
A. *Stating what we need.*

Q. And what does the “N” remind us of?

A. *Notify.*

Q. Whom should you notify?

A. *Trusted adult, which may be parents.*

Q. How do you know someone can be a trusted adult?

A. *Respects my Circle of Grace and others’ Circle of Grace.*

Closing Prayer

1. *Distribute puzzle pieces. Ask the young people to remain silent during this prayer time.*

Background music could be played.

- In these lessons we have talked about how each of us is unique and special. We decorated our puzzle pieces to reflect our gifts and talents that make us just who we are. We learned that we are in relationships with other people and that our puzzle pieces fit together to form a pattern. We also learned about unsafe situations that do not belong in our *Circle of Grace*; they don’t fit into our puzzle.
- Your puzzle piece is a symbol of you along with some of your gifts and talents within your *Circle of Grace*.
- Hold this symbol of who you are gently in your hands. Please close your eyes again as I read to you from the Gospel of John words that Jesus spoke to his disciples. (*John 14:15-18 from the New American Bible*)

If you love me, you will keep my commandments. And I will ask the Father, and he will give you another Advocate to be with you always, the Spirit of truth, which the world cannot accept, because it neither sees nor knows it. But you know it, because it remains with you, and will be in you. I will not leave you orphans; I will come to you.

God did send an Advocate, a Helper, whom we call the Holy Spirit. Notice how the Holy Spirit is with you and in your *Circle of Grace* as you end this prayer. Think of how God is present working in your life. Spend a few minutes thinking about this. When you are finished and your prayer has ended, you may open your eyes.

2. *Gently end the background music (if used) and invite the young people to open their eyes. Instruct them to take home the Trusted Adult Handout to share with their parents and their Puzzle Piece Art to remind them of the Circle of Grace lessons.*

Pre-Assessment Grade 6

Write the correct word or phrase for each definition.

Circle of Grace

Respect

Trusted Adult

Boundary

- | | | |
|-------|----|--|
| _____ | 1. | Being kind to others and doing what's best for myself and others. |
| _____ | 2. | A border or limit that defines our <i>Circle of Grace</i> . It tells us whether something belongs or does not belong in our <i>Circle of Grace</i> . |
| _____ | 3. | The love and goodness of God that always surrounds me. |
| _____ | 4. | A grown-up who helps me to stay safe in my <i>Circle of Grace</i> and to respect others within their <i>Circle of Grace</i> . |

Circle the correct answer.

- | | | |
|-------------|--------------|--|
| True | False | 5. Feelings are something I sense inside myself (angry, sad, happy, afraid, embarrassed, confused, excited, etc.) that give me information about myself or others. |
| 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 for the following situations.

- | | | |
|-------------|---------------|---|
| 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. An instructor at your school invites you and a friend to go to a movie on a Friday night. The instructor offers to take you and bring you home. He says he will pay for the movie and refreshments. |

Pre-Assessment Grade 6 Key

Write the correct word or phrase for each definition.

Circle of Grace

Respect

Trusted Adult

Boundary

Respect

1. Being kind to others and doing what's best for myself and others.

Boundary

2. 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*.

Circle of Grace

3. The love and goodness of God that always surrounds me.

Trusted Adult

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. Feelings are something I sense inside myself (angry, sad, happy, afraid, embarrassed, confused, excited, etc.) that give me information about myself or others.

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 for the following situations.

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.

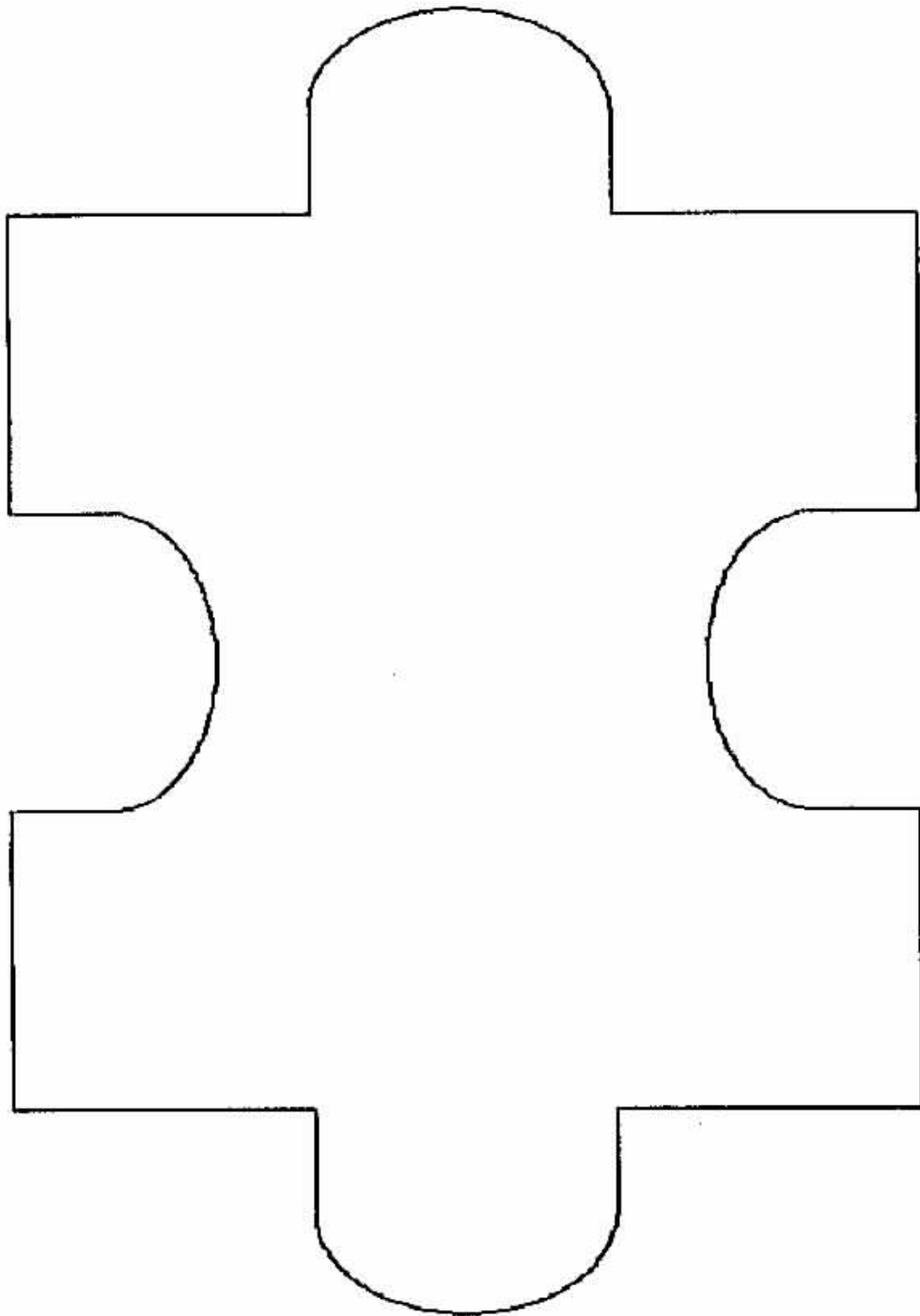
Unsafe

10. An instructor at your school invites you and a friend to go to a movie on a Friday night. The instructor offers to take you and bring you home. He says he will pay for the movie and refreshments.





Puzzle Piece



Activity Handout

1. **What are some things people have told you that you are good at?** God often lets you see your gifts and talents through other people.
2. **Who do you admire? What qualities in them would you like to develop in yourself?** This is God's way of helping you recognize qualities you would like to imitate.
3. **What are some things that you enjoy doing? Do you like art or writing? Do you take care of animals or the environment?** Using your special gifts brings pleasure to you and to God.
4. **What are your hopes and dreams for yourself?** What would you like to be or to do? Our hopes and dreams are special gifts that God uses to help us understand God's dream for us.
5. **What are some special things about your personality?** Are you patient or kind? Do you have a great smile, or are you always ready to help out? Are you funny? Do you notice when others are hurting?

Closing Prayer⁴

Leader: But now, thus says the LORD, who created you, O Jacob, and formed you, O Israel: Fear not, for I have redeemed you; I have called you by name: you are mine.

Response: Eternal God, we bear your name, your imprint.

Leader: For I am the LORD, your God, the Holy One of Israel, your savior.

Response: You have impressed your Son, your likeness, on us, and we are yours.

Leader: Because you are precious in my eyes and glorious, and because I love you.

Response: We ask you that we may mirror your life in us and reflect your grace in all our human relationships as Christ our brother did in serving this world today and every day, forever and ever.

All: Amen.

⁴ Isaiah 43:1-4 with adaptation from Van Breeman, Peter SJ, The God Who Won't Let Go. Notre Dame, IN: Ave Maria Press, 2001.

Optional Extended Opening Prayer

How you arrange the young people depends on the size of your group. Invite the young people to sit or stand with sufficient space to allow for movement. Demonstrate the movements before the prayer begins to facilitate the flow of the prayer. Leaders may wish to play background instrumental music.

Invite the young people to be aware of God's presence by closing their eyes and breathing slowly. Encourage them by speaking in a clear voice allowing silence of five seconds between breathing instructions.

Inhale slowly through your nose. Feel the air come into your body and fill your lungs. Exhale slowly through your mouth. Feel your breath leave to make room for fresh air to enter your body. Inhale slowly again through your nose. Exhale slowly again through your mouth. As you continue breathing slowly: raise your hands above your head and then bring your arms slowly down, keeping them outstretched extend your arms in front of you and then behind you embracing all of the space around you knowing that God is in this space with you. Then slowly reach down to your feet. This is your *Circle of Grace*. You are in it. As you continue to breathe slowly, be seated.

Please close your eyes again as I read to you from the Gospel of John words that Jesus spoke to his disciples. (John 14: 15-18)

If you love me, you will keep my commandments. And I will ask the Father, and he will give you another Advocate to be with you always, the Spirit of truth, which the world cannot accept, because it neither sees nor knows it. But you know it, because it remains with you, and will be in you. I will not leave you orphans; I will come to you.

God did send an Advocate, the Spirit of truth whom we usually call the Holy Spirit. Notice how the Holy Spirit is with you and in your *Circle of Grace* as you end this prayer. Think of a time when God was present working in your life. Spend a few minutes thinking about this. When you are finished and your prayer has ended, you may open your eyes.

Allow 30-60 seconds for reflection. When most of the young people have opened their eyes, ask the following question. Allow a few of them to share if they wish. You may choose to talk about a time when you knew God was very present for you. If possible, allow the young people to share first.

Would anyone like to talk about a time when you knew God was with you?

Optional Extended Opening Prayer

(This prayer is based on Genesis 1 and 2.)

Give each young person their own puzzle piece from Lesson 1 and a prayer handout. Have the young people stand in a circle. Invite them to take turns with the “days”. Explain to the young people that they will be bringing their own puzzle piece to the center of the prayer circle and connecting it with the other pieces.

Today we are going to pray with the creation story. This prayer is a creative version of Genesis 1 and 2. Later in the prayer, you will be asked to bring your puzzle piece to the center of the circle. It may not work out that your piece will be with your friend’s or someone you even know well. This is how it is in life. We are called to be next to people we don’t know or sometimes even like. We will talk more about this later. For now, just place your puzzle in the most obvious place.

In the beginning, when God created the heavens and the earth,

On the first day...

God said, “Let there be light,” and there was light. God saw how good the light was. God separated the light from the darkness. God called the light day, and the darkness he called night.

On the second day...

God said, “Let there be a dome in the middle of the waters to separate one body of water from the other.” God made the dome, and it separated the water above the dome from the water below it. God called the dome the sky.

On the third day...

God said, “Let the water under the sky be gathered into a single basin, so that dry land may appear.” God called the dry land the earth, and the basin of the water he called the sea. The earth brought forth every kind of plant that bears seed and every kind of fruit tree on earth that bears fruit with its seed in it. God saw how good it was.

On the fourth day...

God made the two great lights, the greater one to govern the day, the lesser one to govern the night; and he made the stars. God set them in the dome of the sky, to shed light upon the earth, to govern the day and the night, and to separate the light from the darkness. God saw how good it was.

On the fifth day...

God created the great sea monsters and all kinds of swimming creatures with which the water teems, and all kinds of winged birds. God saw how good it was, and God blessed them, saying, "Be fertile, multiply, and fill the water of the seas; and let the birds multiply on the earth."

On the sixth day...

God made all kinds of wild animals, all kinds of cattle, and all kinds of creeping things of the earth. God saw how good it was. Then God said, "Let us make man in our image, after our likeness." God formed a human being out of the clay of the ground and blew into His nostrils the breath of life creating a living being. God created man in his image; in the divine image He created him; male and female He created them. God looked at everything that was made, and found it very good. Thus the heavens and the earth and their entire array were completed.

On the seventh day...

God was finished with the work and rested. So God blessed the seventh day and made it holy.

Pause, indicating that the following is not in the biblical version.

Then on the day called today ...

God desired to share His full presence with all He had created, so He fashioned a multitude of children and named them.

At this point, have the young people say their full names as they bring up their puzzle piece and put it together with the pieces to form a whole.

God sees the goodness in each of us and continues to bless us and create good in us. He wants us to live in God's presence and love, our *Circle of Grace*. God entrusts us with His grace so that we might help in God's work of caring for others and ourselves, filled with the love of the Father, the Son, and the Holy Spirit.

Amen.

Optional Extended Closing Prayer

Option: If there are two adults present, you may choose to alternate the lines that are after the pause.

Leader reads slowly...

Sit in your chair, upright but comfortable, with your back supported. Let your body relax with your feet on the floor in front of you and your hands at rest on your thighs or joined in your lap. Close your eyes. Concentrate all your attention on the physical feeling of breathing in and breathing out.

Now just notice the sounds that you can hear, sounds far away. Just hear them, don't even try to name them. Notice fainter sounds and then sounds that are nearer. Just listen. Become aware of the sound of your own heartbeat. It is your own rhythm of life. Notice the sound of silence in your place of prayer, the silence within yourself. Listen for a few minutes.

Now let your attention focus on what you can feel in your body. You start at your feet and work upwards, letting your attention dwell perhaps only for a few seconds on whatever part of the body you can feel, shifting attention from one part of the body to the other. Your attention is on what you are feeling, not on thoughts about feeling.

Pause for 15-30 seconds and then continue with this prayer (reading slowly).

Relationships... How do we expect to be treated? How does it feel to be safe, valued, and respected?

As a body is one though it has many parts, and all the parts of the body, though many, are one body, so also Christ.

How do I treat others in ways that respect their *Circle of Grace*? How do I keep my own *Circle of Grace* safe?

For in one Spirit we were all baptized into one body, whether Jews or Greeks, slaves or free persons, and we were all given to drink of one Spirit.

Sometimes we do not realize we need to value everyone. Sometimes we think that we do not need some people in our world.

Now the body is not a single part, but many. If a foot should say, "Because I am not a hand I do not belong to the body," it does not for this reason belong any less to the body.

Some people are afraid of those who are different, come from a different country, have a different religion, look different. Why are we afraid of differences? Why are we afraid to be different?

Or if an ear should say, "Because I am not an eye I do not belong to the body," it does not for this reason belong any less to the body. If the whole body were an eye, where would the hearing be? If the whole body were hearing, where would the sense of smell be?

But God has created each of us to be an important piece of His puzzle.

But as it is, God placed the parts, each one of them, in the body as he intended. If they were all one part, where would the body be? But as it is, there are many parts, yet one body.

We can complete His puzzle. We can build healthy relationships. We can use words and actions that tell others that their unique puzzle piece, the special person they are, is valued.

The eye cannot say to the hand, "I do not need you," nor again the head to the feet, "I do not need you." Indeed, the parts of the body that seem to be weaker are all the more necessary, and those parts of the body that we consider less honorable we surround with greater honor, and our less presentable parts are treated with greater propriety, whereas our more presentable parts do not need this.

What are some of the differences people have?

But God has so constructed the body as to give greater honor to a part that is without it, so that there may be no division in the body, but that the parts may have the same concern for one another. If one part suffers, all the parts suffer with it; if one part is honored, all the parts share its joy.

Why should we have friends that are different than ourselves?

Now you are Christ's body, and individually parts of it. Some people God has designated in the church to be, first, apostles; second, prophets; third, leaders; then, mighty deeds; then, gifts of healing, assistance, administration, and varieties of tongues. Are all apostles? Are all prophets? Are all leaders? Do all work mighty deeds? Do all have gifts of healing? Do all speak in tongues? Do all interpret? Strive eagerly for the greatest spiritual gifts. But I shall show you a still more excellent way. 1 Cor. 12:12-31

As we reflect on what we have just heard, bring your attention back to group, remembering what we have heard. Begin to hear the sounds in this room, and focus your attention not on your own heartbeat, but on the heartbeat of others. Listen to the hearts of others. Move from concentrating on your own breathing to the breath of God's Spirit within all of us. Focus your attention on those around you as we remember how God made each of us unique, but knowing that together we form a completed puzzle.

Slowly open your eyes. Notice everyone around you, and quietly thank God for creating them as a valued piece of the puzzle that is the body of Christ.

Optional: End with the song "If we are the body" by Casting Crowns or other appropriate song.

Feeling Faces Chart



Embarrassed



Frustrated



Happy



Lonely



Loved



Mad



Sad



Nervous



Proud



Relaxed



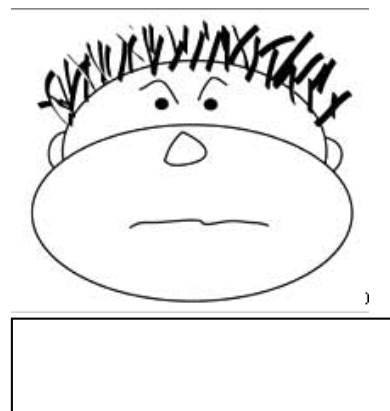
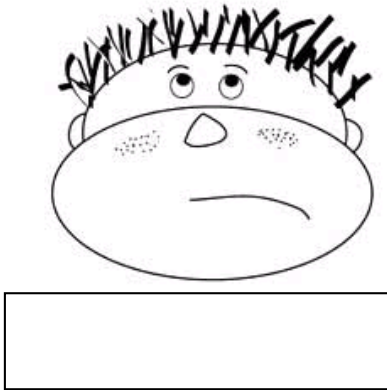
Scared



Stressed

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Feeling Faces Chart/No Labels









Opening Prayer

God sees the goodness in each of
us and continues to bless us.

God wants us to live in His presence and love,
our *Circle of Grace*.

God entrusts us with His grace
so that we might help in His work
of caring for ourselves and others
filled with the love of the Father, the Son, and the Holy Spirit.
Amen.

Closing prayer

Lord,
teach us to have loving and respectful relationships,
ones in which we feel safe and valued.

Guide us to treat ourselves and others with respect,
honoring all of our *Circle of Grace*.

Help us to model your unconditional love,
realizing we need to value everyone,
even those we do not like or who are different from us.

Enlighten us to know that God has created each of us
to be an important piece of His puzzle,
His creation of life.

Give us courage and desire to build healthy relationships,
prompt us to value others as Children of God,
lead all to participate in His masterpiece,
the glorious Kingdom of God.
Amen.

Parent Letter

Grade 6: Lesson 2: Safe Relationships

Putting the Puzzle Together

Dear Parent,

Your young person has just completed the second of four lessons in the *Circle of Grace* Program. Lesson one focused on the *Circle of Grace* as the love and goodness of God which always surrounds him or her. The focus of lesson two was healthy relationships and situations.

Lesson three will be about boundaries. The goal of lesson three is: “Young people will be better able to distinguish between healthy and unhealthy relationships.” The activities and discussion will help them be better able to recognize safe and unsafe situations, acknowledge and respect the boundaries surrounding their own *Circle of Grace* and those of others, and identify actions or words that violate one’s *Circle of Grace*.

Your young person will be given the following guidelines to help him or her decide whether a relationship or situation is safe or unsafe.

1. How long have you **known** this person?
2. Is your knowledge of this person face-to-face?
3. How much do you know about this person?
4. How have you verified what this person has told you about themselves?
5. What do your feelings (instincts) tell you about this person or situation?
6. How many things do you have in common with this person?
7. Is the relationship respectful of your boundaries and the other person’s?
8. Are you able to say, “No,” to this person?
9. Does this person’s age or status influence your behavior in the relationship?
10. Does this person ever ask you to keep secrets?

Your young person will also learn about potentially unsafe and dangerous situations and relationships. *Ask your young person what they learned after Lesson Three. Your ongoing conversations with your young person are very important. It is important to reinforce that they can come to you with any situation and that you are willing to talk with them and help them.* In Lesson Four, they will learn that they are to talk to a trusted adult about any situation that confuses them or is unsafe.

Caution your young person:

1. Not to reveal personal information on the internet. That includes full names, school, grade, address, phone, sports teams, church groups, etc. Perpetrators try to identify young people by learning about their activities and schedule patterns.
2. To let you know about any time they feel bullied. Help them understand how to respond to bullies, whether **that is on social media, a text**, at school, or in another setting.
3. **To be** sensitive to comments that devalue or criticize others for their physical attributes, race, religion, economic status, etc. Model appropriate respectful behavior yourself. Watch the jokes **you tell, your children do**.
4. To avoid unsafe situations involving alcohol, drugs, and smoking.
5. To be cautious about situations in which they are alone with an adult.

Unsafe Behaviors

The young people will not be presented the following information about unsafe and potentially dangerous behaviors. They will be asked to talk with you about it. We encourage you to discuss this with your young person.

- Cutting is a form of self-harm in which a young person cuts or scratches themselves deep enough **that it may bleed**. This cutting can be on their wrists, arms, legs or stomachs, places where they can hide the scars that will form. **Cutting can be a symptom of deeper emotional issues so it is important to seek professional help for your young person.** Cutting can lead to suicide ideation. If you have any concerns about this call the Suicide Prevention Lifeline (1-800-273-8255, Boys Town National Hotline 10800-273-8255 or text VOICE to 20121).
- Suicide is the third leading cause of death in ages 10-14 and the second leading cause for those 15-34 years old. **Someone dies of suicide every 13 minutes.**
- Sexting is when someone sends sexually suggestive photos/**texts** to another person by way of the cell phone or social networking site. This behavior has significant legal and emotional consequences.
- In recent years, both nationally and locally, young people have died playing asphyxiation games (also known as the choking game and the fainting game) either alone or in groups.
- There is also a prevalence of potentially dangerous behaviors including genital contact (Rainbow Parties, Chicken Games). In these situations, problem-solve with your young people the appropriate ways to remove themselves from this environment (e.g. I have to call my mom/dad now, I have to go to the bathroom, I don't feel good, etc.).
- **Nexflix and Chill is an internet slang term used as a invitation to watch Netflix together and have sex.**

Thank you for your support of the Circle of Grace Program. It is essential and appreciated as we strive to provide the safest possible environment for our young people. If you have any questions please call your school or parish office.

SAFE

UNSAFE

Guidelines for Protecting Boundaries Handout

Ask Yourself:

1. How long have you known this person?
2. Is your knowledge of this person face-to-face?
3. How much do you know about this person?
4. How have you verified what this person has told you about themselves?
5. What do your feelings (instincts) tell you about this person or situation?
6. How many things do you have in common with this person?
7. Is the relationship respectful of your boundaries and the other person's?
8. Are you able to say, "No," to this person?
9. Does this person's age or status influence your behavior in the relationship?
10. Does this person ever ask you to keep secrets?

Guidelines:

1. Do not reveal personal information on the internet. That includes full names, school, grade, address, phone, sports teams, church groups, etc. Those who want to exploit young people will try to identify potential victims by learning about their activities and schedule patterns.
2. Let a trusted adult know anytime you feel bullied. Know how to respond to bullies, whether in an internet chat room, at school, or in another setting.
3. Understand that comments which devalue or criticize others for their physical attributes, race, religion, economic status, etc., are not appropriate.
4. Avoid situations, which involve alcohol, drugs, and smoking, or other risk taking behavior.
5. Be cautious about situations in which you are alone with an adult.

Your parents have received more information about activities that are unsafe and may be potentially dangerous. I encourage you to talk with them about these situations that you might encounter.

Trusted Adult Take Home Activity

Grade 6: Lesson 4

Safety PLAN When Something Doesn't Fit

Dear Parent,

Lesson 4 Goal: Young people will be better able to safeguard their *Circle of Grace* from violations.

In this lesson, we ask young people to identify three trusted adults (in addition to their parents). They were asked to consider the following criteria when identifying trusted adults.

- Do these people respect your *Circle of Grace*?
- Do they respect their *Circle of Grace*?
- Do they respect the *Circle of Grace* of others you know?

Adults to be cautious of are those...

- who enjoy having kids, rather than adults, as friends
- who tell you it's OK to disobey the rules of parents or leaders
- who give you gifts that make you feel uncomfortable
- who plan "private" activities for you or other groups of young people
- who ask you to keep secrets.

Please ask your child who they selected as their trusted adults. Parents are encouraged to contact these individuals to let them know you and your child have identified them as trusted adults. This can be done in person, by phone, or a letter. Being identified as a trusted adult will most likely make them feel honored as well as alert them to your safety plan for your young person.

Post-Assessment Grade 6

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. Feelings are something I sense inside myself (angry, sad, embarrassed, confused, etc.) that give me information about myself or others.
- True False 5. Respect is being kind to others and doing what is best for myself and others because I honor all people as Children of God.
- True False 6. Anytime a person is in a relationship where the other does not respect your *Circle of Grace* is a time when hurt or damage may occur.
- 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. A person you know from the internet wants you to meet at the mall this weekend and told you not to tell your parents. Although you are curious, you feel uncomfortable in keeping a secret from your parents.
- Safe Unsafe 9. An instructor at your school invites you and a friend to go to a movie on a Friday night. The instructor offers to take you and bring you home. He says he will pay for the movie and refreshments.

10. PLAAN stands for:

P _____

L _____

A _____

A _____

N _____

Post-Assessment Grade 6 Key

Write the correct word or phrase for each definition.

Circle of Grace

Trusted Adult

Boundary

- | | |
|-------------------------------|---|
| <u>Boundary</u> | 1. A border or limit that defines our <i>Circle of Grace</i> . It tells us whether something belongs or does not belong in our <i>Circle of Grace</i> . |
| <u><i>Circle of Grace</i></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 <i>Circle of Grace</i> and to respect others within their <i>Circle of Grace</i> |

Circle the correct answer.

- | | |
|--------|--|
| True | 4. Feelings are something I sense inside myself (angry, sad, embarrassed, confused, etc.) that give me information about myself or others. |
| True | 5. Respect is being kind to others and doing what is best for myself and others because I honor all people as Children of God. |
| True | 6. Anytime a person is in a relationship where the other does not respect your <i>Circle of Grace</i> is a time when hurt or damage may occur. |
| Unsafe | 7. Your big brother's friend wants you to watch a movie your mom or dad told you not to watch. |
| Unsafe | 8. A person you know from the internet wants you to meet at the mall this weekend and told you not to tell your parents. Although you are curious, you feel uncomfortable in keeping a secret from your parents. |
| Unsafe | 9. An instructor at your school invites you and a friend to go to a movie on a Friday night. The instructor offers to take you and bring you home. He says he will pay for the movie and refreshments. |

10. PLAAN stands for:

- | | |
|---|-----------------------------|
| P | <u>Protect with Respect</u> |
| L | <u>Listen</u> |
| A | <u>Ask</u> |
| A | <u>Act</u> |
| N | <u>Notify</u> |

Grade 6 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 whether the objectives of the *Circle of Grace* Program were met.

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

Number of Young people who got 70% or better on their pre assessment _____

Number of Young people who got below 70% on their pre assessment _____

Number of Young people who got 70% or better on the post assessment _____

Number of Young people 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, Director of Religious Education, or Director of Youth Ministry.