

Circle of Grace

Grade Five

The Big Picture (for the catechist)

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

Essential Question:

How does understanding the influence of the media help me to live a moral life?

Sub-Essential Questions:

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

Part B: How do I identify different types of media and how they influence the *Circle of Grace* in positive and negative ways?

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

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

Suggested Scripture:

Assessment Evidence: By the end of this lesson, learners can demonstrate their *Circle of Grace*, recognize that trusted adults help us stay safe and identify how different types of media influence our *Circle of Grace* in positive and negative ways.

Grade 4	Grade 5	Grade 6
<p>UNDERSTANDINGS: Learners will understand that...</p> <p>Key Targets -</p> <p>(U₁) 4.1.1.3 Jesus revealed to people God's plan for true happiness. (CCC# 1718; 1725-26)</p> <p>(U₂) 4.3.6.1 All people are created in God's image and have certain human rights. (CCC# 41; 1701; 1930; 1944; 2319; 2809) [CVL]</p> <p>(U₃) 4.3.6.2 God gives all people an equal human dignity. (CCC# 1933-34; 1945) [CVL]</p> <p>(U₄) 4.1.1.2 Jesus, by his life and teaching, taught people how to love God and others. (CCC# 535—559; 561)</p>	<p>UNDERSTANDINGS: Learners will understand that...</p> <p>Key Targets -</p> <p>(U₁) 5.3.2.2 God gave Moses the Ten Commandments to direct his people in living the covenant. They help people to make moral decisions and to express love and respect for God, others and themselves. (CCC#1980; 2072; 2081) [CVL]</p> <p>(U₂) 5.3.2.3 The Seventh Commandment teaches all Christians to respect others and their belongings. (CCC#2401; 2408; 2454; 2459)</p> <p>(U₃) 5.3.2.4 The Eighth Commandment calls Christians to speak the truth about oneself and others. (CCC#2464; 2468; 2482-2483)</p>	<p>UNDERSTANDINGS: Learners will understand that...</p> <p>Key Targets -</p> <p>(U₁) 6.3.1.1 Love governs the relationships that human beings have with God and one another. (CCC#2093)</p> <p>(U₂) 6.3.4.1 A person can be subject to influences that are contrary to right reason and divine law and err in judgments of conscience, or be subject to influences that help one to make decisions in accord with right reason and divine law. (CCC#1776-1781; 1786-1788; 1790-1793; 1799)</p> <p>(U₃) 6.3.5.1 Objective moral norms provide the foundation for the process by which people are called to make decisions. Such decisions lead to</p>

<p>(U₅) 4.3.1.3 Loving others and treating them as Jesus taught results in a life of true happiness and freedom. (CCC# 1725; 1731; 1733; 1738)</p> <p>(U₆) 4.1.1.4 Jesus is the perfect image of God, sent to show divine love and goodness and to affirm the human potential for good. (CCC# 241; 299; 689; 1701)</p> <p>(U₇) 4.1.3.2 The Holy Spirit is advocate, helper, and guide. (CCC# 91; 243; 747; 852; 1299)</p> <p>(U₈) 4.3.1.2 All moral laws are at the service of love. (CCC# 1950; 1975) [CVL]</p> <p>(U₉) 4.3.7.2 Good moral choices are marked by love of self and others. (CCC# 1751-54; 1760)</p> <p>Knowledge/Skills: Learners will know that / be skilled at...</p> <p>Key Targets -</p> <p>(K₁) 4.1.3.8 People have been given the gift of reason and free will by God. (CCC# 143; 155; 176; 1704-05; 1711)</p> <p>(K₂) 4.3.1.1 Christians love one another based on Jesus' Command-ment to "Love one another as I have loved you." (CCC# 459; 1823; 1970; 2074; 2822; 2842)</p> <p>(K₃) 4.3.7.1 The Holy Spirit calls Christians to develop moral virtues and to live lives that seek the good for themselves and others. (CCC# 1811; 1830-31; 1845)</p>	<p>(U₄) 5.3.4.2 A well-formed conscience helps people exercise their free will to make good moral choices. (CCC#1777; 1783)</p> <p>(U₅) 5.3.4.3 Right moral judgments are formed by being open to the guidance of the Holy Spirit, by practicing the virtue of prudence, and by following advice of competent people in accordance with right reason and divine law. (CCC#1786; 1788)</p> <p>(U₆) 5.3.4.4 Paying attention to one's feelings, recognizing that they play a role in determining what is right in a given situation, while at the same time recognizing that there are other elements that also need to be considered, is a part of making good moral choices. (CCC#1762-63; 1768)</p> <p>(U₇) 5.3.6.1 Because all human persons are created in the image and likeness of God, people are called to treat everyone with dignity and respect. (CCC#1929-1933; 1945)</p> <p>(U₈) 5.3.6.2 Every Christian has the responsibility to protect and defend the sanctity of human life. (CCC#2258; 2270; 2319) [CVL]</p> <p>(U₉) 5.5.2.2 Jesus Christ is the model for interpersonal relationships and is a part of all healthy friendships. (CCC#1717)</p> <p>(U₁₀) 5.5.2.4 The formation of healthy relationships includes a Christian response to the emotional aspects of human life. (CCC#1789; 1970)</p> <p>(U₁₁) 5.5.2.7 All Christians are called to model Christian behavior that demonstrates respect and responsibility for the care of others. (CCC#1929; 1936-37; 1944)</p> <p>Knowledge/Skills: Learners will know that / be skilled at...</p> <p>Key Targets -</p> <p>(K₁) 5.3.1.1 All God's laws are based on love. (CCC#1972; 1983; 2055)</p> <p>(K₂) 5.3.5.2 The Church's moral and social teachings are rooted in the fundamental principle of the sacredness of every person. (CCC#1970-1971; 1978; 2032; 2319; 2422-2423)</p>	<p>harmonious relationships among individuals and societies. (CCC#396)</p> <p>(U₄) 6.3.7.3 The Theological Virtues of faith, hope, and love are gifts from God that allow a person to share God's life and thereby strengthen Christians to live a moral life. (CCC#1813; 1840; 2662)</p> <p>(U₅) 6.4.3.3 As adopted children of God through Baptism, the trust that a Christian has for God is that act of a child to a parent and is therefore called filial trust. (CCC#2734; 2756)</p> <p>(U₆) 6.5.2.1 Each person is given the responsibility of following Christ's way of love. (CCC#1337; 1933; 2055)</p> <p>(U₇) 6.5.2.3 Personal identity is formed through loving relationships. (CCC#2346-237)</p> <p>(U₈) 6.5.2.4 The formation of healthy relationships requires a healthy love of self.</p> <p>(U₉) 6.5.2.7 Discernment is necessary to determine which aspects of secular values, peer pressure and media are harmful or helpful in developing loving relationships. (CCC#2344)</p> <p>Knowledge/Skills: Learners will know that / be skilled at...</p> <p>Key Targets -</p> <p>(K₁) 6.3.6.2 God calls all people to love, care for, and protect all life because life ultimately belongs to God the Creator. (CCC#2258; 2319)</p> <p>(K₂) 6.3.6.3 The Church teaches that all of human life is sacred from the moment of conception until natural death. (CCC#2258; 2319)</p> <p>(K₃) 6.5.5.5 The catholicity of the Church means that the Church has a mission to the whole human race, and finds expression in all peoples and cultures around the world through a legitimate diversity of liturgical and spiritual traditions. (CCC#831; 1208)</p> <p>(K₄) 6.6.2.5 Christians are called to be good stewards of the personal vocations they received from God.</p>
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Objectives:

1. Understand and explain that as Children of God we are treasured and filled with grace. God's presence is within us and around us creating our own *Circle of Grace*.
2. Recognize that trusted adults help us stay safe in our *Circle of Grace* and help us respect others in their *Circle of Grace*.
3. Identify different types of media and how they influence our *Circle of Grace* in positive and negative ways.

Materials Needed:

One *Circle of Grace* logo.

Whiteboard, markers.

Paper, pen/pencil

Vocabulary sheet (attached for catechist reference only).

Commandment Activity Signs

Catechist Evaluation.

Opening Prayer

Catechist:

Pray: Sign of the Cross

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

Pray: Sign of the Cross

Engage

Mental warm-up; personal connection

Catechist: **Today, we are going to talk about how all forms of media and mass communication influence us in our *Circle of Grace*.**

Activity

The media gives us ways to communicate with people. Can you give some examples of types of media? (wait for responses: suggestions may be: music, TV, movies, video, computer games, books, advertisements, newspapers, radio, internet, magazines, cell phone, etc.) List their suggestions on the whiteboard.

Catechist says: ***The typical functions of media are to educate, communicate, inform and advertise.*** List these four functions on the whiteboard. Now, go back over the list of types of media the students suggested (written on the whiteboard) and have the students name what function(s) each type of medium performs and write it next to it. (E.g., books/educate and inform, movies/inform (& entertain), cell phones/communicate).

Essential Questions

Share and post this lesson's Essential Question: ***How does understanding the influence of the media help me to live a moral life?***

Sub-Essential Questions:

Part A: What is a *Circle of Grace*? How do I determine "safe secrets" from unsafe secrets?"

Part B: What is the concept of a *Circle of Grace* in relation to use of the internet on computer, phones, etc.?

Explore

[Part A]

Activity – *Circle of Grace*

Catechist: Show the *Circle of Grace* logo. Ask the students: ***What do the various parts of the logo represent?*** (Guide them toward the conclusion that):

- a. Red Circle of Grace Words – Color of the Holy Spirit
- b. Person – Child of God
- c. Yellow Circle – Grace
- d. Dove – Holy Spirit
- e. Blue Background – The world in which we live

Model the Circle of Grace:

Catechist: Ask students to stand with enough room around them to fully expand their arms without touching each other. Give the following directions while modeling the desired actions:

Ask the students to stand with enough space between them that they can extend their arms without touching their neighbors. Tell them to: ***reach with both hands as high over your head as you can and then bring your arms down in a big arc***

until they circle around your feet. As you stand back up again, turn in a circle as you bring your arms up, to show that your Circle of Grace is really a sphere that surrounds you on all sides.

Explain: Our Circle of Grace is the love and goodness of God that always surround us. God is with us and within us in a special way. God is with us because He desires a close relationship with each of us. The Holy Spirit helps us to remember that we belong to God. We are always in a special, holy place. If we can remember that we are in a Circle of Grace, with God and surrounded by His love, we will remember to behave with the respect for ourselves and others.

Catechist asks: ***How can the internet be used in both safe and unsafe ways?***
(Some suggestions are below – be sure to have students help determine if suggestions are “safe” or “unsafe.”)

- We can find answers to questions for homework assignments (safe)
- We can post false information about people we don't like (unsafe)
- We can communicate with friends about going to a movie (safe)
- We can look at whatever we want without supervision (unsafe)

What are some of the rules for using the internet in a safe manner so your boundaries will not be violated? (Wait for responses: some suggestions are below.)

- Never give out personal information
- It is important that you are comfortable with a trusted adult seeing what you are typing on the computer or texting on the cell phone.
- It is important that you are comfortable with a trusted adult seeing what you are looking at on the computer or cell phone.
- If you are in a site where you feel like you should lie or if you wonder if what it says is true, you are not in a safe place. You must get a trusted adult to help you.

Explain and Check for Understanding
[direct teaching, infused with Scripture & group work]

[Part B]

Activity – Positive and Negative Influences of Media

1. Have the students gather into small groups of 4 – 6. Pass out pens and paper. Break down the list of media forms on the whiteboard and assign some to each small group. Have the groups list both positive and negative ways each form of medium can be used. You might want to assign the same types of media to more than one group to get a broad range of answers.
2. From the list on the board, have each small group rank the top three forms of media that influence them in a positive way and the top three that influence them in a negative way.
3. Bring the students back to the large group. Take each form of medium on the board and have small groups report on positive and negative ways it can be used.
4. Have each group report on their choices for the top three media types that have a positive influence and the top three for negative influences. Tally the total to get the top three positive and negative influences for the class.

Activity – Ten Commandments

Catechist says: **God gave us the Ten Commandments to help us know what is right to do even when other influences try to confuse or manipulate us. Today you are going to decide if you think examples from various forms of media support the Ten Commandments or work against our desire to follow the Commandments.**

1. Post signs declaring one side of the room as *“Media that help us to obey the Ten Commandments,”* the other side of the room as *“Media that do not help us to obey the Ten Commandments,”* and the transitional space between as *“Neutral to the Ten Commandments.”*
2. Name a type of medium (from the whiteboard) and have children stand where they think it belongs in the spectrum of supporting or not supporting our desire to obey the Commandments.
3. Now ask the students to stand where they believe a particular form of medium is on the spectrum when it has a particular action in it. Some examples:
 - a. You are watching TV and someone is punching another person.
 - b. You read an article in the newspaper where a firefighter saves a family from a house fire.

- c. You read a text from your best friend that you know says something that is not true about another friend of yours.
- d. A classmate sends you an e-vite to a birthday party.
- e. Friends gathering at someone's home decide to watch a movie on Netflix that you know is "mature" but no one else seems to mind.
- f. You've been invited to play in a group video game that is rated "mature adult". You're really excited that you were invited. You know your parents would not approve but they are not at home right now.
- g. You've been listening to random music on Spotify when a song plays that has a lot of words in it that are degrading to women, but it has a really good beat.

Have children do this with all the major forms of media that are written on the board.

Evaluate

[Individual Accountability]

Extend

Review

1. **What caused you to move? What changed in the medium?**
2. **Media can give us both positive and negative information. God gave us the freedom to choose our own actions. How can we use the media in a way that helps us make good choices** (Wait for students to respond. E.g., choose media sources that support the Ten Commandments, the teachings of our Catholic faith, our parents, and trusted adults)?
3. **What is the purpose of the messages that parents and trusted adults give us** (e.g., to teach, protect, love)? **What is the purpose of the messages that are conveyed by the media** (e.g., to sell things, influence your decisions, manipulate your opinions)?
4. **What can we do if we are not sure if a type of medium is a positive or a negative influence?** (Give time for responses.) **We can always turn to a trusted adult to help us know if a type of medium is a good influence and to help us make decisions that keep us safe in our *Circle of Grace*.**

5. Ask the students to quietly reflect on all the ways that the media influence our thinking and behavior every day. Remind them that as Catholics, God has given us the Ten Commandments, and teachings of our Catholic faith, and that our parents and trusted adults are available to help us make decisions and keep us safe in our *Circle of Grace*.

Debrief/Self-Reflect

[Mystagogy; transfer beyond the lesson]

Catechist says: ***God calls us to be responsible for our actions and He teaches us to lead a healthy life and make good choices. Our conscience helps us to know what is right and do what we believe is right and to be responsible for our own actions. As young people, you need to understand that trusted adults help us to stay safe in our Circle of Grace and they help us respect others in their Circle of Grace. Media, such as the internet, is useful. However, we must be able to discern (prayerfully decide) that some information and images are not truthful and can be harmful to ourselves or others. God gave us the Ten Commandments to help us choose to do right even when other influences try to confuse or manipulate us. If we are confused or scared, ask your parents or other trusted adults to help you. You will know when you are confused or scared - trust your feelings (conscience).***

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

Catechist says: ***Reach with both arms as high as you can over your head. Circle your arms down on each side and bend down until you reach all the way under your feet. As you stand back up again, turn all the way around once as you raise your arms back over your head. This is the Circle of Grace that you live in.***

Closing Prayer:

Sign of the Cross.

***Thank you, God, for always being with me in my Circle of Grace.
Thank you for the gift of the Holy Spirit who helps me know what is good.***

*Thank you for giving me people who care about me and want me to be safe.
Amen.*

Sign of the Cross.

Parent Connection: