

# Circle of Grace

## Grade Four

### 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 know what belongs inside and outside of my *Circle of Grace*?

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

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

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

**Suggested Scripture:**

**Assessment Evidence:** By the end of this lesson, learners can demonstrate their *Circle of Grace* and understand the concept of a *Circle of Grace* in relation to use of the internet on computer, phones.

Grade 3	Grade 4	Grade 5
<p><b><u>UNDERSTANDINGS:</u></b> Learners will understand that...</p> <p><b>Key Targets -</b></p> <ul style="list-style-type: none"> <li>○ (U<sub>1</sub>) 3.1.4.2 All people, despite their differences, deserve respect because they are created in God's image and likeness. (CCC#225; 355; 357; 362; 2319; 2713)</li> <li>○ (U<sub>2</sub>) 3.3.7.2 Healthy physical, emotional and spiritual habits are needed in caring for one's body and for respecting others. (CCC#2258; 2288; 2290-2291;2319) [CVL]</li> <li>○ (U<sub>3</sub>) 3.3.7.4 There are ways to express feelings of love and affection that are positive and respectful and ways that are negative and disrespectful. (CCC# 1763; 1768-1769; 1771)</li> </ul>	<p><b><u>UNDERSTANDINGS:</u></b> Learners will understand that...</p> <p><b>Key Targets -</b></p> <ul style="list-style-type: none"> <li>(U<sub>1</sub>) 4.1.1.3 Jesus revealed to people God's plan for true happiness. (CCC3 1718; 1725-26)</li> <li>(U<sub>2</sub>) 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]</li> <li>(U<sub>3</sub>) 4.3.6.2 God gives all people an equal human dignity. (CCC# 1933-34; 1945) [CVL]</li> <li>(U<sub>4</sub>) 4.1.1.2 Jesus, by his life and teaching, taught people how to love God and others. (CCC# 535—559; 561)</li> <li>(U<sub>5</sub>) 4.3.1.3 Loving others and treating them as Jesus taught results in a life of</li> </ul>	<p><b><u>UNDERSTANDINGS:</u></b> Learners will understand that...</p> <p><b>Key Targets -</b></p> <ul style="list-style-type: none"> <li>(U<sub>1</sub>) 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]</li> <li>(U<sub>2</sub>) 5.3.2.3 The Seventh Commandment teaches all Christians to respect others and their belongings. (CCC#2401; 2408; 2454; 2459)</li> <li>(U<sub>3</sub>) 5.3.2.4 The Eighth Commandment calls Christians to speak the truth about oneself and others. (CCC#2464; 2468; 2482-2483)</li> <li>(U<sub>4</sub>) 5.3.4.2 A well-formed conscience helps people exercise their free will to</li> </ul>

<ul style="list-style-type: none"> <li>○ (U<sub>4</sub>) 3.3.1.1 God’s Law is to love others by doing kind acts. The purpose of this Law is to help people have a happy life. (CC#1823; 1826-1827; 1970-1971; 2074; 2745; 2822; 2842) [CVL]</li> <li>○ (U<sub>5</sub>) 3.3.6.2 All human life is sacred. (CCC#2258; 2319) [CVL]</li> <li>○ (U<sub>6</sub>) 3.3.4.1 A conscience needs to be formed. (CCC#98; 1783-1785; 1802)</li> </ul> <p>Knowledge/Skills: Learners will know that / be skilled at...</p> <p><b>Key Targets -</b></p> <ul style="list-style-type: none"> <li>○ (K<sub>1</sub>) 3.3.7.1 Christians are called to offer help to people in need by serving others as Jesus did, especially the most vulnerable. (CCC# 952; 1586; 1944; 1948; 2122; 2315; 2449; 2642)</li> <li>○ (K<sub>2</sub>) 3.3.2.4 Christians are called to respect all human life. (CCC#2258; 2268; 2319) [CVL]</li> <li>○ (K<sub>3</sub>) 3.1.4.4 Christians are called to show respect and care for God’s creation. (CCC#2415; 2456)</li> <li>○ (K<sub>4</sub>) 3.3.3.5 Christians are called to seek the guidance of the Holy Spirit in choosing to do what is right. (CCC#1996; 1999; 2022-2023)</li> </ul>	<p>true happiness and freedom. (CCC# 1725; 1731; 1733; 1738)</p> <p>(U<sub>6</sub>) 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>(U<sub>7</sub>) 4.1.3.2 The Holy Spirit is advocate, helper, and guide. (CCC# 91; 243; 747; 852; 1299)</p> <p>(U<sub>8</sub>) 4.3.1.2 All moral laws are at the service of love. (CCC# 1950; 1975) [CVL]</p> <p>(U<sub>9</sub>) 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><b>Key Targets -</b></p> <p>(K<sub>1</sub>) 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>(K<sub>2</sub>) 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>(K<sub>3</sub>) 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>make good moral choices. (CCC#1777; 1783)</p> <p>(U<sub>5</sub>) 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>(U<sub>6</sub>) 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>(U<sub>7</sub>) 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>(U<sub>8</sub>) 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>(U<sub>9</sub>) 5.5.2.2 Jesus Christ is the model for interpersonal relationships and is a part of all healthy friendships. (CCC#1717)</p> <p>(U<sub>10</sub>) 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>(U<sub>11</sub>) 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><b>Key Targets -</b></p> <p>(K<sub>1</sub>) 5.3.1.1 All God’s laws are based on love. (CCC#1972; 1983; 2055)</p> <p>(K<sub>2</sub>) 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>
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### **Objectives for Part One:**

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. Describe their own *Circle of Grace*.
3. Understand the concept of a *Circle of Grace* in relation to use of the internet on computer, phones.

### **Materials Needed:**

One *Circle of Grace* symbol.

Whiteboard, markers.

Paper, pen/pencil

Vocabulary sheet (attached for catechist reference only).

Internet Smart Worksheet (one for each student)

Parent Information Sheet (one for each student)

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 discuss how God treasures all of us by giving each of us a *Circle of Grace*.**

Catechist: **Name some things that you consider sacred and holy.** (allow time for a few student responses: e.g., host (Body of Christ), altar (sacred space), home, etc.)

Catechist: ***We are all made in the image and likeness of God and therefore we are sacred and holy, deserving of great respect. Jesus told us that he would***

always love us and His Spirit would always be with us. If we are always in His presence, we are always in a special, holy place. We call that place our Circle of Grace. If we remember that we are in a *Circle of Grace*, that God is there with us and we are surrounded by His love, we will remember to behave with special respect for ourselves and for others. God is with us because he desires a close relationship with each of us.

### 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: ***all persons, every Child of God, lives and breathes in their own circle of God's love and goodness, their own Circle of Grace.***

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

**[Part B]**

**For Catechist**

**Objective:** Help students identify safe and unsafe secrets:

- Understand difference between a safe secret and an unsafe secret. (See vocabulary below.)
- Recognize and define vocabulary that relates to the internet. (See below and an additional Catechist Vocabulary Sheet, attached)
- List positive uses of the internet.
- Describe their Circle of Grace.
- Identify the different technology devices that offer internet availability.
- Identify behaviors that would be appropriate in relation to a student's *Circle of Grace* when using the internet.
- Identify boundaries when using the internet.
- Formulate an action plan for safe use / safe exit of the internet.

Review the following vocabulary:

1. **Boundary:** the borders or limits we need to keep ourselves safe within our *Circle of Grace*.
2. **Circle of Grace:** The love and goodness of God which always surrounds me and all others.
3. **Safe Secret:** A secret is *safe* when it does not hurt oneself or others.
4. **Unsafe Secret:** A secret is *unsafe* when one thinks that someone, including oneself, might be hurt or get in trouble if one does not tell.
  - a. Provide examples: (surprise birthday party (safe secret), you notice your older sister/brother on the computer late one night when you get up to go to the bathroom. Your sibling says not to tell anyone because both of you will get into trouble (unsafe secret).

5. **Trust:** Being able to count on someone to help one to stay safe within one's *Circle of Grace*. Trust will also include to be safe from one's *Circle of Grace* to another person's *Circle of Grace*.
6. **Trusted Adult:** A grown-up who helps one to stay safe in their *Circle of Grace* and to respect others within their *Circle of Grace*.

### **Activity**

Ask students to list positive and negative uses of the internet. Use a chart on the whiteboard to list responses. ("Positive" on left side of chart and "Negative" on right side of chart on the whiteboard.) You may want to use the analogy of a hammer: how it can be used for building things (positive) but may also be used to destroy things (negative).

(Some examples of positive and negative aspects of the internet may include: **Positive:** communication, information, entertainment. **Negative:** damage someone's reputation, steal someone's identity, view inappropriate sites.)

Present and discuss the following (a copy of these rules and guidelines are available for the students to take home to their parents).

- Never give out personal information such as your address, telephone number, parent's names and phone numbers, or where you go to school or grade level.
- Never assume someone is who they say they are. They are not "friends" if you have never met them in person.
- Treat everyone that you encounter online as a stranger using the same rules for dealing with strangers online as you would for strangers you meet on the street.
- Never agree to meet someone that introduced themselves on the internet without a parent's or trusted adult's approval.
- Never send a picture or anything else to someone who requests it.
- If you come across information on the internet that makes you feel uncomfortable, tell a trusted adult immediately.

- Never respond to any messages or send any messages that are mean, threatening, or make anyone feel uncomfortable. Go tell a trusted adult immediately.
- Follow the rules established by your parents for computer, phone and internet usage.
- Never download or install software or do anything that could jeopardize a family's privacy. If it happens by accident, go tell a trusted adult immediately.
- Keep your internet password secret and change it regularly.

**Discussion:** Identify and maintain appropriate internet boundaries. List examples and discuss how one would know if there is a violation of boundaries. Make sure the following points are covered. **The goal is to start to develop an internal sense of conscience about appropriate internet boundaries.** Some suggested points to review with the students:

- If you feel unsure or unsafe, you are probably not "safe" in what you are doing.
- It is important that you are comfortable with a trusted adult seeing what you are writing on the computer.
- It is important that you are comfortable with a trusted adult seeing what you are looking at on the computer.
- Could you say face-to-face to a person what you wrote about the person on the internet?
- Sending messages that intentionally harm or embarrass another person is **not** respecting their *Circle of Grace* and is considered cyberbullying.
- Sometimes we are tempted to lie on the internet; doing so may increase our tendency to lie and is disrespectful of our *Circle of Grace*.
- Your *Circle of Grace* boundaries should not be crossed when you use the internet. This is to keep you safe and respect other's *Circle of Grace*.

## **Activity** – Telephone Game

**Objective:** This activity is to help the students understand how stories or conversations on the internet may occur and not be totally accurate or true.

**Instructions:** Seat 6 – 8 students in a circle with their backs to each other with some space between them (either on chairs or on the floor) so that the story can be heard by one person at a time. See further instructions listed below the stories. Catechist may make up a story with 3 or 4 details or use the suggested stories below:

- Three friends are going to go to the movie on Friday afternoon after school. They decide to go to the theater at the mall. One of their moms goes with them. At the movie, they have popcorn and a soda. It is a funny movie that lasts two hours. After the movie, they go out for pizza.
- The Saints had a soccer game on Saturday morning. They were playing the Knights. The game was played at Tranquility Park. The teams were playing for first place in the league. The final score was 3 – 2 in favor of the Knights.
- An author came to visit our school. The author writes mystery stories. The author has written ten stories and had six of them published. The author lives in Montana on a ranch. He has three horses and a dog.

### **Instructions for Activity:**

1. Catechist: Stretch a ball of string or yarn throughout all of the students (each student is able to touch part of the string).
2. Catechist tells the story to the first student and surrenders to that student the tail of the string (this student now has the tail and the string that was between the catechist and the first student).
3. This student now moves to another student in the circle and hands off the string and quietly retells the story as heard from the leader.
4. The story is retold until all in the circle have a turn.



5. The final student repeats the story as they recall it. This student now has all of the string in a ball or wad.
6. **Discuss:** if the story is the same as when the story was first told or if details changed as the story was passed on. **Reinforce: This activity is to help the students understand *how stories or conversations on the internet may occur and not be totally accurate or true.***

(The string may be replaced with Talking Sticks (Native American story telling) or cards or any other suitable objects for the students to surrender to each other as the story is passed along.)

**Evaluate**  
[Individual Accountability]  
**Extend**

### **Activity** – Internet Smart Worksheet

1. Hand out the Internet Smart Worksheet to the students. Explain: “T” = True, “F” = False, and “U” = Unsure. Place one of these three letter on the line to the left of each paragraph.
2. Read the first scenario out loud to the students and give them an opportunity to write their own individual answer.
3. After the students have had an opportunity to answer the scenario on their own, the catechist reviews this scenario with the class and asks the following questions:
  - a. How hard was it to know how you would act in each scenario?
  - b. Do you think some of the scenarios seem to make you choose between your friends and doing the right thing?
  - c. Can you give me some other difficult situations?
4. Catechist reads the next scenario and repeats the above instructions for each scenario on the worksheet.
5. Tell the students that this worksheet will not be collected but will be sent home in their take-home folder and returned with the parent’s signature.

Hand out the Parent Information Sheet. After reviewing the following information, have the students write both Action Plans at the bottom of the Parent Information Sheet. Place these completed sheets in the student's Take-home folder.

**Scenario A:** You are unsure or feel unsafe while viewing something or interacting with someone while using the computer, I-pad, tablet or phone.

Action Plan

1. Find a trusted adult and show them what you are concerned about. Do not exit the site.
2. Review how you got to this point on the computer (I-pad, tablet or phone).
3. Have an adult help you exit the site.

**Scenario B:** You are unsure or feel unsafe when you are asked by someone to view something on the computer / technical device (I-pad, tablet or phone) which makes you uncomfortable.

Action Plan

1. Walk away from the computer.
2. Tell a trusted adult.

**Debrief/Self-Reflect**

[Mystagogy; transfer beyond the lesson]

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:

Send home the Internet Smart Worksheet and the Parent Information Sheet with the students in their Take-Home folder.

Send home Parent handouts, including the ***How Internet Smart Are You? Worksheet*** and the ***Parent Information Sheet***.