

Lesson 2

Boundaries and Limits of Our Circle of Grace

Sometimes children reveal personal information or details about incidents that, in order to respect confidentiality, need to be handled outside of the group environment. If this happens, tell the child, “Thank you for sharing that, _____. That sounds really important. I will talk to you about that later (at the end of class, at the break, as soon as humanly possible, etc.)” When this happens, be sure you talk to the child at your first opportunity and alert the administration. Remember that you are the responsible reporter in cases of suspected abuse.

This lesson compliments the following Catholic teachings:

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

Lesson Goal

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

Lesson Objectives

Children will be able to:

1. Recognize when a boundary (Circle of Grace) may be threatened or violated.
2. Understand that God does not want or cause bad things to happen to them and that God is with them and for them even when they are hurting or sad.

Vocabulary

1. **Boundary:** The borders or limits we need to keep ourselves safe within our Circle of Grace.
2. **Feelings:** Something I sense inside myself (e.g. angry, sad, happy, afraid, embarrassed, confused, excited, peaceful, etc.) which gives me information about others or myself.
3. **Holy Spirit:** God present with and within me in a special way. The Holy Spirit helps me to remember that I belong to God. The Holy Spirit helps me to experience and live God’s love.
4. **Safe:** I am safe when my body and my feelings are respected by me and by others.

5. **Secret:** A secret is something I know but do not tell.
Safe secret: A secret is safe when it does not hurt others or me.
Unsafe secret: A secret is unsafe when I think that someone, including me, might be hurt or get in trouble if I do not tell.
6. **Safe Touch:** Touch that respects me and others.
7. **Signal:** A sign that tells me something may be safe or unsafe. This may be internal or external.
8. **Trust:** Being able to count on someone to help me to stay safe within my Circle of Grace.
9. **Trusted Adult:** A grown-up who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace.
10. **Unsafe:** Anything that causes harm to me or others.
 - **Unsafe Touch:** Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.
11. **Violate:** To break a law, promise, or boundary.

Materials Needed

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

Opening Prayer

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

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

Getting Started

It is important to begin the lesson by explaining that God does not want or cause bad things to happen. There will be children in every group who may have already experienced unsafe or hurtful situations. We want our children to understand that God is with them and for them even when they are hurting or sad.

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

Lesson Development

Review

1. Briefly review the vocabulary in Lesson 1.
2. Briefly review the worksheet in Lesson 1. It is a reminder of what belongs inside and outside of our Circle of Grace.

Discussion

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

A Boundary Can Be Physical, Symbolic, or Internal

We will now talk about the boundaries that are the borders or limits we need to protect ourselves within our Circle of Grace. *(As you go through the examples below, it is important to relate them to the children's safety.)*

Write "Physical", "Symbolic", and "Internal" on the board. During the discussion, write which items belong under each boundary heading.

Physical: An actual barrier that blocks or restricts something.

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

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

- Playing Field (*visual lines to help play fairly*)
- McGruff House Sign (*indicates a safe place to ask for help*)
- “Do not enter” Sign (*privacy or potential danger alert*)
- A Crosswalk (*a guide as to where to safely walk*)
- “No Trespassing” Sign (*alerts you to stop and keep out of another’s property*)
- “Keep Off the Grass” Sign (*alerts you to keep off another’s property*)
- “Keep Kids Alive! Drive 25!” (*encourages drivers to drive slowly around children*)

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

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

Activity – Boundary Scenarios - Keeping One Safe

Materials (*see the end of Grade 3 lessons for the scenarios*)

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

4. *Come back to the large group to discuss the scenarios in more depth. For each scenario, have groups present their responses to the questions following the scenario (below). Discuss the scenario as a large group. Expand the discussion by using the expansion questions (#5 below) with the large group. Discuss each boundary fully before going on to the next.*
- a. Has there been a boundary violation of your Circle of Grace? Why?
 - b. How would you feel if this were to happen? Why? (*Refer to the feeling chart.*)
 - c. If this boundary were violated, what would be the possible consequences for you? What would be the possible consequences for the person who violated this boundary?
 - d. What would be needed to make this situation safe?
5. *Expand each scenario by discussing the following questions with the large group.*
- a. How do you know this is a boundary? Is it physical, symbolic, or internal?
 - b. Whose rights would be violated if this boundary were not respected?
 - c. Does this boundary violation affect one's Circle of Grace?

Closing Prayer

**Thank you, God,
for always being with me in my Circle of Grace.
Thank you for the gift of the Holy Spirit
who helps me know what is good.
Thank you for giving me people who care about me
and want me to be safe.
Amen.**

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

Lesson 3

Action Plan

Sometimes children reveal personal information or details about incidents that, in order to respect confidentiality, need to be handled outside of the group environment. If this happens, tell the child, "Thank you for sharing that, _____. That sounds really important. I will talk to you about that later (at the end of class, at the break, as soon as humanly possible, etc.)." When this happens, be sure you talk to the child at your first opportunity and alert the administration. Remember that you are the responsible reporter in cases of suspected abuse.

This lesson compliments the following Catholic teachings:

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

Lesson Goal

Demonstrate how to take action if boundaries are threatened or violated.

Lesson Objectives

Children will be able to:

1. Understand that God wants them to do what they can to take care of themselves.
2. Name three trusted adults (in addition to their parents) whom they could seek out for help.
3. Demonstrate the three-step action plan.
 - a. Say, "No!"
 - b. Get Away!
 - c. Tell A Trusted Adult.

Special note to instructors: There may be children 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.

Vocabulary Review

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. "Personal Action Plan" card for each student (see the end of Grade 3 lessons)
2. Parent Letter (to be sent home at end of lesson) (see the end of Grade 3 lessons)
3. Post-assessment for each child (see the end of Grade 3 lessons)

Opening Prayer:

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

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

Getting Started

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

Open the discussion with the following statements:

- God does not want or cause bad things to happen.
- God is with you and wants the best for you, even when you are hurting or sad.

Lesson Development

Review

1. Briefly review the vocabulary from lesson 2.
2. Briefly review the concepts of boundaries and keeping one safe.

Open the discussion with the following statements:

- Now that we have talked about what does and does not belong in our Circle of Grace, let's talk about what to do if you need to take steps to protect yourself. We will call this your action plan.
- There are situations when it is very clear that someone is trying to enter your Circle of Grace and would be harmful to you. Can you think of some examples?
- Maybe you have heard about some situations that have happened to other kids or have seen something on the news. It is important in these situations to have an action plan for how to stay safe.

Below are the three steps necessary for a safe action plan:

1. Say, "No!"

- Let the other person, someone you know or a stranger, know in a clear and strong way that you do not want whatever it is they are doing or saying.
- Words like, **"Go away!"** or **"Stop that! I don't like it!"** are often enough to get the person to leave you alone, especially if you say it loud enough so others can hear. Most people do not want to attract attention when they are doing something wrong.
- If you are in a mall or other public place and someone you do not know or trust is trying to get you to go with them, say loudly, **"Leave me alone!"** **"You are not my dad/mom!"** This will draw other people's attention and the person will probably leave you alone.

2. Get Away!

- Do what you need to get away from the person. Walk, run, scream, or even kick to stop the other person. Again, most people who try to hurt children will stop if the child resists strongly or if the person is afraid someone will notice.
- Don't worry about being embarrassed. It is much better than being hurt.

3. Tell A Trusted Adult!

- Go immediately to an adult that you trust, tell them what has happened, and ask them for their help.
- If the first adult you tell doesn't believe you or understand, be very insistent! If that still does not convince them, tell another adult until you find one who will help you.
- **Never let yourself go on being hurt just because the first person you tell does not help you.** If you are clear about what has happened, tell the truth, there are lots of people who are ready to help.

Discussion

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

Distribute the "Personal Action Plan" card. Go over the following with the students:

- It is a good idea to have a list of three adults, in addition to your parents, that you know you can trust and ask for their help.
- Talk this over with your parents and make your list together. Be sure that you are comfortable and feel safe with the three identified adults.
- In some situations, it may not be as clear to you whether someone is really a threat to your Circle of Grace or not. The person may seem really nice but is acting in a way that makes you uncomfortable. This is the time to talk to a trusted adult.
- One warning signal would be if a person asks you to keep a secret from your parents or family. Sometimes we just get an uneasy feeling when something happens, and we are not really sure why.

- **It is important NOT to ignore these feelings/signals.** They can be one way the Holy Spirit is letting us know we need to take care of ourselves within our Circle of Grace.
- **These are times when it is important to go to one of the trusted adults on your list and ask for advice or help.**
- If a person is pressuring you or asking you not to tell anyone about what they are doing (or asking you to do), it is always important to say, “No,” until you can talk to a trusted adult. They can help you decide if the situation is safe and healthy for you. A true trusted adult would always want to help keep you safe from harm.

Activity – Preparation for Action Plan Role Play

Leader presents the following:

In this activity, we are going to role play a few situations to practice using our Action Plan in the event someone violates our Circle of Grace. Our practice situations will all begin right after the boundary violation has just taken place.

Remember our three-step plan:

1. Say, “No!”
2. Get away!
3. Tell a trusted adult. (My trusted adults are _____,
_____, _____.)

We will ask for one volunteer for each role play situation. That person will play the role of the person who feels their Circle of Grace has been violated. The leader will play the role of each volunteer’s trusted adult. **The children are not to role-play the violation happening. They are only asked to role-play the three-step action plan.**

Before you begin the role-play, let’s remember why we are doing this. We want you to have a chance to practice in these pretend situations so that if something like this ever happens to you in your real life you will know the steps to take to keep yourself safe. Sometimes when we are acting something out the goal is to entertain the audience or to make them laugh. That is not the goal here. You are trying to make these situations seem as realistic as possible so your audience gets a clear example of the right thing to do if something similar ever happens to them. This is not the time to be funny.

Let’s review a couple of important points before we begin. These are a few tips for how to communicate clearly when you have something important to say.

1. If you want to tell someone to stop what they are doing to you, you have to make sure that your facial expression, body language, tone of voice, and words are all saying the same thing. If your words are telling someone to stop, but at the same time you are

laughing, it is easy for the person to ignore what you are saying or not take you seriously.

2. When you need to tell someone to stop what they are doing, this is not the time to worry about being polite. Your safety and your Circle of Grace are more important right now than whether someone might think you are being rude. You need to be firm and clear. You need to **tell** the person, not ask them.
3. When you tell your trusted adult about what happened, you need to be as direct and clear as you can.
 - a. Tell them who the person was that hurt you or made you uncomfortable.
 - b. Tell them exactly what the person said or did that made you feel that way.
 - c. Ask them to help you be safe and feel comfortable again.

Now let's role-play some situations where you use your action plan.

Activity - Action Plan Role Play

Role Play Situations: Ask for *one volunteer* for each role-play situation. That person will play the role of the person who feels their Circle of Grace has been violated. The leader will play the role of the each volunteer's Trusted Adult in the second scene.

Situation A: Remember the situation from Lesson 2 where the coach asks you to stay after practice to talk and then sits or stands too close to you?

Scene 1:

Sit in a chair in the front of the room and imagine that the coach is sitting in the chair right next to you. (Volunteer)

- *Leader asks the following:*
 - What would you say?
 - What would you do?

Scene 2:

Volunteer and leader role play step three of the action plan.

- Whom would you tell?
- What would you say to them?

Situation B: Remember the situation where a relative at a family reunion is tickling you and doesn't stop when you ask them to?

Scene 1:

- Sit in a chair in the front of the room and pretend you are sitting in the lap of that relative. (Volunteer)
- *Leader asks the following:*
 - What would you say when they keep tickling you?
 - What tone of voice would you use?

- What would you do to get away?

Scene 2:

Volunteer and leader role play step three of the action plan.

- Whom would you tell?
- What would you say to your trusted adult?

Situation C: Remember the situation where your friend wants you to watch an R-rated movie and not tell your parents?

Scene 1:

- Stand at the front of the room and pretend your friend is standing next to you.
(Volunteer)
- *Leader asks the following:*
 - What would you say to this person?
 - If they kept insisting you watch the R-rated movie, what would you do?

Scene 2:

Volunteer and leader role play step three of the action plan.

- Whom would you tell?
- What would you say to your trusted adult?

Situation D: Remember the situation where your babysitter comes into your room without knocking when you are changing to get ready for bed?

Scene 1:

- Sit in a chair in the front of the room and pretend your sitting on the edge of your bed.
(Volunteer)
- Imagine the babysitter is standing just inside the door.
- *Leader asks the following:*
 - What would your say to the babysitter?
 - What would you do if they won't leave your room when you ask them to?

Scene 2:

Volunteer and Leader role play step three of the action plan.

- Whom would you tell?
- What would you say to your trusted adult?

Activity – Post-assessment

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

Closing Prayer

**Thank you, God,
for always being with me in my Circle of Grace.
Thank you for the gift of the Holy Spirit
who helps me know what is good.
Thank you for giving me people who care about me
and want me to be safe.
Amen.**

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

Pre-Assessment Grade 3

Write the correct word or phrase for each definition.

Circle of Grace

Respect

Trusted Adult

Signal

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

Circle the correct answer.

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

Circle the correct answer.

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

Pre-Assessment Key Grade 3

Write the correct word or phrase for each definition.

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

Circle the correct answer.

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

Circle the correct answer.

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





WORKSHEET 1: WORD/PHRASE LIST

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

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

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

Home Activity for Parents – Discussion Questions

Dear Parent,

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

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

1. **Grace:** The gift of God's goodness and love to help me live as his child.
2. **Children of God:** All people are made by and loved by God.
3. **Holy:** Special because of a connection with God.
4. **Holy Spirit:** God is present with and within me in a special way. The Holy Spirit helps me to remember that I belong to God. The Holy Spirit helps me to experience and live God's love.
5. **Respect:** Being kind to others and doing what's best for myself and others because I honor all people as Children of God.
6. **Circle of Grace:** The love and goodness of God which always surrounds us.
7. **Symbol:** A picture or object that stands for something else.
8. **Treasured:** We are so unique and precious that we could not be replaced in God's eyes.

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

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

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

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

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

Boundary Discussion Activity

Scenarios

1. FENCE

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

- a. Has there been a boundary violation of your Circle of Grace? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what would be the possible consequences for you? What would be the possible consequences for the person who violated this boundary?
- d. What would be needed to make this situation safe?

2. BEDROOM DOOR

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

- a. Has there been a boundary violation of your Circle of Grace? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what would be the possible consequences for you? What would be the possible consequences for the person who violated this boundary?
- d. What would be needed to make this situation safe?

3. CLOTHES

You are at a family reunion and a relative pulls you on their lap and starts tickling you in a way that makes you uncomfortable.

- a. Has there been a boundary violation of your Circle of Grace? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what would be the possible consequences for you? What would be the possible consequences for the person who violated this boundary?
- d. What would be needed to make this situation safe?

4. HOME (YOURS OR OTHERS)

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

- a. Has there been a boundary violation of your Circle of Grace? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what would be the possible consequences for you? What would be the possible consequences for the person who violated this boundary?
- d. What would be needed to make this situation safe?

5. SPACE BETWEEN YOU AND A KNOWN OR UNKNOWN PERSON

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

- a. Has there been a boundary violation of your Circle of Grace? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what would be the possible consequences for you? What would be the possible consequences for the person who violated this boundary?
- d. What would be needed to make this situation safe?

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

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

- a. Has there been a boundary violation of your Circle of Grace? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what would be the possible consequences for you?
What would be the possible consequences for the person who violated this boundary?
- d. What would be needed to make this situation safe?

7. APPROPRIATE BEHAVIOR IN SCHOOL

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

- a. Has there been a boundary violation of your Circle of Grace? Why?
- b. How would you feel if this were to happen? Why?
(Refer to the feeling chart.)
- c. If this boundary were violated, what would be the possible consequences for you?
What would be the possible consequences for the person who violated this boundary?
- d. What would be needed to make this situation safe?

Feeling Faces Chart



Embarrassed



Frustrated



Happy



Lonely



Loved



Mad



Sad



Nervous



Proud



Relaxed



Scared



Stressed

Feeling Faces Chart/No Labels





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We welcome your feedback on this Training Module. Please go to the CSEFEL Web site (<http://csefel.uiuc.edu>) or call us at (217) 333-4123 to offer suggestions.

Lesson 2: Boundaries and Limits

Dear Parent,

We presented the second lesson “Boundaries and Limits of our Circle of Grace” to your child. The goal of this lesson is that children will better able to identify safe and unsafe situations. We talked about borders or limits needed to protect themselves within their Circle of Grace. Below are the vocabulary words being taught in this lesson.

1. **Feelings**: Something I sense inside myself (e.g. angry, sad, happy, afraid, embarrassed, confused, excited, peaceful, etc.) which gives me information about others or myself.
2. **Holy Spirit**: God present with and within me. The Holy Spirit helps me to remember that I belong to God. The Holy Spirit helps me to experience and live God’s love.
3. **Signal**: A sign that tells me something may be safe or unsafe. This may be internal or external.
4. **Safe**: I am safe when my body and my feelings are respected by me and by others.
5. **Unsafe**: Anything that causes harm to me or others.
6. **Safe Touch**: Touch that respects me and others.
7. **Unsafe Touch**: Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.
8. **Trust**: Being able to count on someone to help me to stay safe within my Circle of Grace.
9. **Trusted Adult**: A grown-up who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace.
10. **Boundary**: A border or limit to keep ourselves safe within our Circle of Grace.
11. **Violate**: To break a law, promise, or boundary
12. **Secret**: A secret is something I know but do not tell.
 - Safe secret**: A secret is safe when it does not hurt others or me.
 - Unsafe secret**: A secret is unsafe when I think that someone, including me, might be hurt or get in trouble if I do not tell.

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

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

Lesson 3: Action Plan

Circle of Grace: Third Grade

Personal Action Plan

Steps to take to protect yourself:

1. Say, "No!"
2. Get Away.
3. Tell A Trusted Adult.

My trusted adults in addition to my parents are:

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

Circle of Grace: Third Grade

Personal Action Plan

Steps to take to protect yourself:

1. Say, "No!"
2. Get Away.
3. Tell A Trusted Adult.

My trusted adults in addition to my parents are:

- | | |
|----------|--------------|
| 1. _____ | Phone: _____ |
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Circle of Grace: Third Grade

Personal Action Plan

Steps to take to protect yourself:

1. Say, "No!"
2. Get Away.
3. Tell A Trusted Adult.

My trusted adults in addition to my parents are:

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

Dear Parents,

The goal of Circle of Grace Lesson Three is for children to know and demonstrate how to take action if a boundary is threatened or violated. We call this their “Action Plan”.

They were taught the following:

Steps to take to protect yourself:

1. Say, “No!”
2. Get Away.
3. Tell A Trusted Adult.

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

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

It is a good idea to contact these individuals to let them know you and your child have identified them as trusted adults. Being identified as a “trusted adult” will most likely make them feel honored as well as alert them to your safety plan for your child.

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

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

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

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

Post-Assessment Grade 3

Write the correct word or phrase for each definition.

Circle of Grace

Trusted Adult

Boundary

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

Circle the correct answer.

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

Complete the following.

10. The three steps in the ACTION plan are:

1. _____
2. _____
3. _____

Post-Assessment Grade 3 - Key

Write the correct word or phrase for each definition.

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

Circle the correct answer.

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

Complete the following.

10. The three steps in the ACTION plan are:

1. Say NO
2. Get away
3. Tell a Trusted Adult

Grade 3 Evaluation

Parish/School _____ City _____

Leader _____ Number of young people in class _____

Each grade's curriculum was designed to meet the overall program objectives.
Please check if each of the objectives of the Circle of Grace Program were met.

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

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

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

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

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

Please list what worked well and any resources that you would like to share (use back if necessary).

Please list any suggestions that would improve lessons (use back if necessary).

Return to your School Administrator or Director of Religious Education.