

Circle of Grace

Safe Environment Training Grade 7 – 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 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 7 Leader Guidelines

- A **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 and 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 the 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.
- 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.
- Your Administrator, Religious Education Director, or Youth Minister Director is 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

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 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

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.

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 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 between cell phones or other handheld devices.

Webcam: A front facing video camera that attaches to a computer or is built into a 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 or words, spoken or written, that makes one feel uncomfortable, scared, or that intentionally degrade a human person.

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 vigorous in mind, body, and spirit.

Relationship: A 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 act, by a person or group, with the intent to inflict harm (physical or emotional) on 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 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.

Lesson

Saying No to Disrespect

Honoring Everyone's Circle of Grace

Sometimes young person 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 understand respect and disrespect within the context of their *Circle of Grace*.

Lesson Objectives

Young People will be able to:

1. Recognize that everyone deserves respect as a person created and loved by God.
2. Recognize words and actions that are disrespectful as boundary violations.
3. Identify skills to resist disrespectful behavior as part of their safety PLAAAN.

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.

Vocabulary

1. **Circle of Grace**: The love and goodness of God that always surrounds me and all others.
2. **Trust**: Being able to count on someone to help me to stay safe within my *Circle of Grace*.
3. **Respect**: Being kind to others and doing what is best for myself and others because I honor all people as Children of God.
4. **Disrespect**: Treating with rudeness, insult and lack of respect.
5. **Bullying**: Any deliberate aggressive act by a person or group with the intent to inflict harm (physical or emotional) on another person.
6. **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.
7. **Bystander**: Someone who witnesses the bullying. They can have a negative or positive influence on the bullying behavior.

Materials Needed

1. Code of Conduct for Children and Youth for each student.
2. Word Blank List and Vocabulary Review (at the end of the lesson).
3. Parent Letter.
4. Whiteboard/Blackboard.

Opening Prayer

Leader calls the young people to prayer by asking them to quiet themselves and join in the Sign of the Cross. Please listen quietly as I read from a letter that St. Paul wrote to the community at Philippi.

Rejoice in the Lord always. I shall say it again: rejoice! Your kindness should be known to all. The Lord is near. Have no anxiety at all, but in everything, by prayer and petition, with thanksgiving, make your requests known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus.

Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing what you have learned and received and heard and seen in me. Then the God of peace will be with you. (*Philippians 4:4-9 from the New American Bible*)

Getting Started

Open the lesson with the following statements:

- Today we are going to review *Circle of Grace*, look at behaviors that are disrespectful, and then see if we can find some ways to resist doing or saying things that we know will hurt others.
- We will also review the steps of our Safety PLAN when others are disrespectful of us.

Lesson Development

Vocabulary

1. Briefly present the vocabulary words.
2. Distribute the Word Bank List and the Circle of Grace Vocabulary Review (at the end of the lesson.)
3. Have the youth work individually or in small groups to complete the Vocabulary Review Activity.
4. Bullying, Cyber Bullying and Bystander are NOT in the Vocabulary review. This is because they need to be addressed separately later in the lesson.

Review

Summarize Circle of Grace with the following statements.

- We have already learned about the *Circle of Grace*. Our *Circle of Grace* is the love and goodness of God which always surround us.
- God is with us and within us in a special way. The Holy Spirit helps us to remember that we belong to God; we are always in a special, holy place. God is present because He wants a relationship with us.
- If we can remember that we are in our *Circle of Grace*, with God and surrounded by his love, we will remember to behave with respect for ourselves and others.

Discussion

Open discussion with the following.

- We don't always act in ways that are respectful. Take just a minute and think of a time when someone your age was not respectful of your *Circle of Grace*. *Pause*.
- Now think of a time when you said or did something that was hurtful to someone your age. *Pause*.
- These words and actions don't belong in anyone's *Circle of Grace*.

Continue discussion with the following.

- Together we are going to make a list of some of the disrespectful behaviors that include bullying.
- Write the words Bullying, Cyber Bullying and Bystander on the board. Discuss the definitions.

- Have the children identify how a bystander could have negative or positive influence on bullying behavior. Be sure these behaviors are identified and discussed.
 - I. Negative: Instigate, encourage, join in, passively accept.
 - II. Positive: Directly intervene by discouraging the bullying behavior, defending the victim or redirecting the situation away from the bullying, getting help by rallying support or reporting the behavior.

Have the young people brainstorm ideas of disrespectful behaviors/bullying as you list them on the board. Prompt as needed to include: Peer Pressure, Bullying, Excluding, Teasing, Purposefully Embarrassing, Gossiping, Being Dishonest, Being a False Friend.

Activity

Divide the young people into small groups. Have each small group select one or two disrespectful behaviors and then make a list of ways to resist the pressure to participate in those behaviors or make a list of how to be a helpful bystander if one is witnessing bullying behavior. Suggested examples are: "No, that doesn't interest me," or, "I have decided not to do that."

Share ideas in a large group. Write on the board the combined list of appropriate words or actions to resist pressure. Conclude discussion by summarizing the following:

- Standing up for what is right sometimes means taking a risk.
- If no one laughs (joins in) you are taking the bully's power away.
- You can stand up for another person's Circle of Grace by not joining in.
- If you are the one being made fun of or disrespected, look around for the people who are not laughing. They are resisting the pressure to join in the disrespectful behaviors. They have qualities of someone who would be a good friend. They are respecting your Circle of Grace.

Activity - Code of Conduct for Children and Young People

Distribute the Code of Conduct to each student. Discuss the importance of giving their pledge so they will act consistent with the Catholic faith. Have the students take it home for the parents to sign and return to the leader. Students should receive a copy of the Code of Conduct after the leader signs it.

Optional Activity - Divide the young people into small groups. The group's task is to educate the younger students (third and fourth grade) on bullying and how to respond in a positive way. This can be done using a skit, writing, drawing or collage. The class will vote on the best group's project/activity. The project/activity will be given to the principal/director of religious education.

Discussion- Review Safety **PLAAN** Summary

1. Write on the board

P – Protect

L – Listen

A – Ask

A – Act

N – Notify

2. Review

➤ The first letter “P” stands for **Protect with Respect**

- 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.*
- The letter “P” is about knowing that each of us has a *Circle of Grace* and respecting it.

➤ The letter “L” stands for **Listen**

- In every situation we need to remember that the Holy Spirit is always with us to help us stay safe.
- The Holy Spirit gives us feelings or instincts and we need to listen to them.
- The letter “L” connects us with the Communion of Saints and the qualities we have been given as expressions of God’s love.

➤ The letter “A” stands for **Ask**

- When you have an uncomfortable feeling, you are recognizing the Holy Spirit helping you know that something is not right.
- The letter “A” asks: “Does this say, ‘Yes,’ to what God has called me to be? Does this belong in my *Circle of Grace*?”
- There are some questions that the letter “A” reminds us to ask ourselves whenever we are in a situation that makes us feel uncomfortable or that just doesn’t feel quite right. The questions are also good ones to ask every so often even when we don’t get a gut feeling - sometimes asking the questions helps us to hear the Holy Spirit when we did not remember that we needed to listen.
- *Read each question allowing a few moments for quiet reflection between each.*
 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?

➤ The next letter "**A**" stands for **Act**

- To protect your *Circle of Grace*, you need to tell trusted adults you need help.
- There are other things you can do to protect your *Circle of Grace* when your parents or trusted adults may not be around. Some of them are:
 1. Don't 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. Be particularly cautious of social networking websites such as myspace.com and personal blogs.
 2. Stay away or get away from situations that make you feel uncomfortable.
 3. Tactics may include saying, "No," walking away, calling a parent.
 4. Understand that comments about another person's physical attributes, race, religion, economic status, etc., which de-value or criticize are never appropriate.
 5. Avoid unsafe situations, which involve alcohol, drugs, or smoking.
 6. Be cautious about situations in which one is left alone with an adult.

➤ The last letter "**N**" stands for **Notify**

- Notify your parents or another trusted adult whenever someone has violated your boundaries, such as manipulating to control you or not respecting your *Circle of Grace* or someone else's *Circle of Grace*.
- Think of three people besides your parents whom you can trust, whom you feel will listen and would offer help. Ask yourself these questions:
 - Do these people respect your *Circle of Grace*?
 - Do they respect their own *Circle of Grace*?
 - Do they respect the *Circle of Grace* of other people you know?

Continue by saying:

- Trusted adults want what is best for you; they want your *Circle of Grace* to be respected. Discuss with your parents the three other persons whom you feel are trusted adults. Then let the trusted adults know you have chosen them. Share with them what *Circle of Grace* means to you. Today is a good day to start those conversations.

Closing Prayer

Call the young people to prayer by asking them to quietly reflect on disrespectful behaviors that they may have seen, received, or done to others. Remind them that as Catholics we have access to the healing grace of God through the Sacrament of Reconciliation. Invite them to listen as you pray, beginning with the Sign of the Cross:

**With each new day, I am growing up, Lord.
I want to be a person close to Your Heart.
It's very hard I think,
to make the choices You desire
which are always best for me.
Today's culture
would have me think otherwise
especially when it is about respecting others
and standing up for what is right.
I pray that You will help me and guide me.
Let me share each day,
my talents where they are needed,
and, when You prompt me with Your Holy Spirit,
let me have the courage to be generous and open
to do what you want.
Amen.**

Parent Take Home Activity
Grade 7: Saying No to Disrespect
Honoring Everyone's *Circle of Grace*

Dear Parent,

We presented the *Circle of Grace* Lesson "SAYING NO to Disrespect, Honoring Everyone's *Circle of Grace*" to your Child. The goal of the lesson was to help the youth understand and combat negative behavior especially bullying. Your child has received a *Circle of Grace* Code of Conduct contract.

Please sign and review with your child. The contract should be sent back to class the following week.

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 children.



Code of Conduct for Children and Young People

I understand that I am created by God and live in the love of the Father, Son, and Holy Spirit.

I understand that God does not want or cause bad things to happen.

I understand that God is with me even when I am hurting or sad.

I understand the *Circle of Grace* that God gives me and others.

I understand that I can help stamp out “bullying” by not being a silent bystander.

I understand that speaking out and taking positive actions when bullying occurs makes a difference.

Because of this understanding when I interact with someone, either in person or when using technology such as texting and social networking, I will strive to:

- Have my actions be safe and show respect toward myself and others.
- Have my words and actions represent the truth.
- Identify and maintain appropriate and healthy boundaries and relationships.
- Talk with my parents/trusted adult if I have concerns (bullying) or if there is a question that these boundaries are violated.

Student_____ Teacher_____

Parent_____ Date_____

Bullying Prevention Resources

Nickelodeon Bullying Campaign

www.nick.com

Cyberbullying Research Center

www.cyberbully.us

Stop Bullying Now

www.stopbullying.gov

Pacer National Bullying Prevention Center

www.pacer.org/bullying

Netsmartz Cyberbullying

www.netsmartz.org/Cyberbullying

Bullying.org

www.bullying.org

Boys Town National Hotline

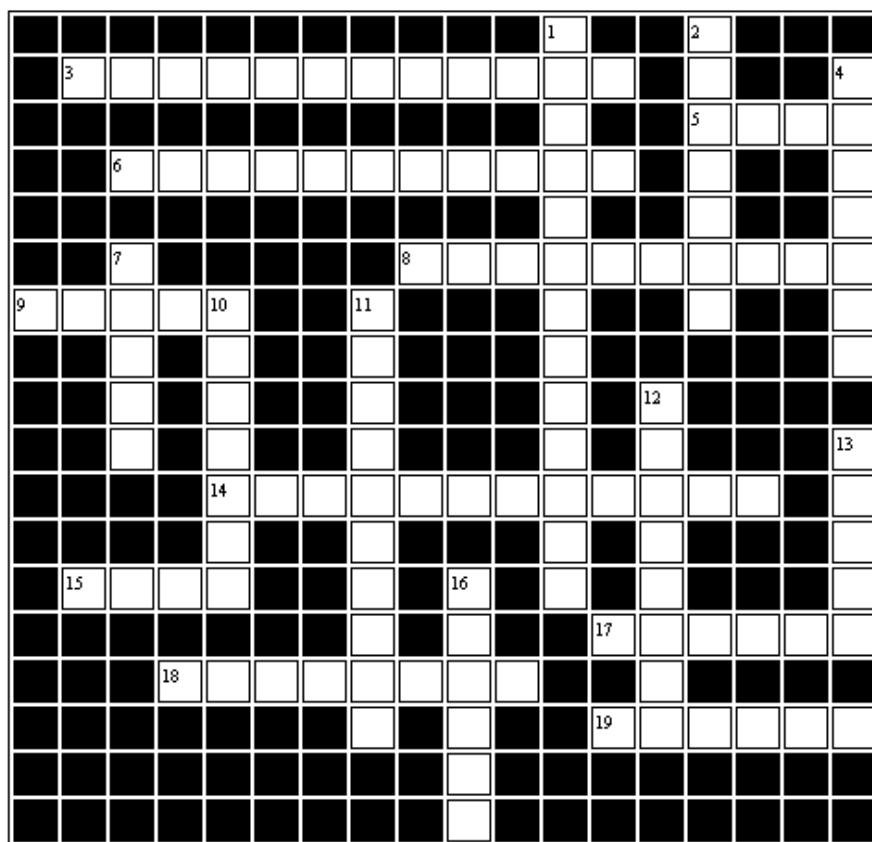
1-800-448-3000

hotline@boystown.org

Word Bank List for the Vocabulary Review Puzzle

1	Boundary	12	Relationship
2	<i>Circle of Grace</i>	13	Respect
3	Culture	14	Safe
4	Empathy	15	Safe Secret
5	Feelings	16	Signal
6	Grace	17	Symbol
7	Greed	18	Talent
8	Healthy	19	Trust
9	Holy	20	Trusted Adult
10	Holy Spirit	21	Unsafe Touch
11	Honesty	22	Value

Circle of Grace Vocabulary Review



Across

3. A connection with God or others
5. When my body and my feelings are respected by me and by others
6. Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused (2 words)
8. A secret that doesn't hurt others or me (2 words)
9. Gift of God's goodness and love to help me live as a Child of God
14. An adult who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace (2 words)
15. Special because of a connection with God who loves me always
17. Special God-given ability or gift
18. Something I sense inside myself that gives me information about others or myself
19. Picture or object that stands for something else

Down

1. The love and goodness of God that always surrounds me and all others (3 words)
2. Being kind to others and doing what is best for myself and others
4. That which is sound and vigorous in mind, body and spirit
7. Intrinsic importance or worth
10. Ability to understand the feelings of another person
11. God present with and within me in a special way (2 words)
12. Something that marks a limit or border
13. Being able to count on someone to help me to stay safe within my Circle of Grace
16. Internal or external sign that tells me something may be safe or unsafe

Circle of Grace Vocabulary Review Key

											1 C				2 R				
	3 R	E	L	A	T	I	O	N	S	H	I	P		E				4 H	
											R			5 S	A	F	E		
		6 U	N	S	A	F	E	T	O	U	C	H		P			A		
											L			E			L		
		7 V							8 S	A	F	E	S	E	C	R	E	T	
9 G	R	A	C	10 E				11 H				O			T			H	
		L		M			O				F							Y	
		U		P			L				G			12 B					
		E		A			Y				R		O					13 T	
				14 T	R	U	S	T	E	D	A	D	U	L	T			R	
				H			P				C		N					U	
	15 H	O	L	Y			I			16 S		E		D				S	
							R			I				17 T	A	L	E	N	T
				18 F	E	E	L	I	N	G	S			R					
								T		N				19 S	Y	M	B	O	L
										A									
										L									

Grade 7 Evaluation

Date _____

Parish/School _____ City _____

Leader _____ Number of young people in class _____

Each grade's curriculum was designed to meet the overall program objectives.

Please check if each of the objectives of the *Circle of Grace* Program were met.

1. YES _____ NO _____ 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* that 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.

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.