

St. Mary Catholic Faith Community

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Dear Parent(s) of a 4th Grade Catholic Formation Student,

Within the next few weeks, your 4th grader will be discussing 'bullying' as part of the Archdiocesan Safe Environment Education (SEE) Program.

In the pastoral effort to respond to the need for the protection of children and youth, the Archdiocese of Milwaukee has developed curriculum that is to be presented in all Catholic school and faith formation classes. As part of this program, all children and youth in grades K4 through 11 are given information on how to protect themselves and become aware of their surroundings.

Attached is the information provided by the Archdiocese for the 4th grade level. The lesson plans contain information that you can reinforce at home. At the time of this writing, the date of this 15-minute class discussion will be February 25/27 during class time.

On the other side of this letter is a copy of the Grade Level Expectations for faith development of 4th graders. These standards have been approved by the Archdiocese to help parents, catechists, and parish staff know if the children are at an appropriate learning level for their age. Please take some time to review these standards.

If you have any questions, please feel free to contact the Office of Catholic Formation.

Anchored In Christ,

St. Mary Catholic Formation Team
Jeff, Rebecca, Kecia & Dolores



GRADE LEVEL 4 EXPECTATIONS

Creedal Church

- Believes in the goodness of creation and God's care for it
- Understands grace as a sharing in God's life
- Appreciates the Holy Spirit as helper and guide in making good choices
- Understands Church as a community of worship, witness and service which carries on the work and mission of Christ
- Understands that God communicates gradually to us
- Understands that our faith is Trinitarian as expressed in Baptism
- Understands that the story of Adam and Eve reminds us that our first parents sinned against God
- Understands that Jesus lived, suffered and died for us, and we will rise with Christ to new life after death
- Knows in everything Jesus did, he is our model
- Knows that the Trinity was fully revealed to Jesus' disciples at Pentecost
 - + Understands that Scripture is God's word to us
 - + Understands and responds to the following Scriptural passages as experiences of God's love for us, our love for humanity and our need for mercy and forgiveness: Ten Commandments (Exodus 20:2-17); Sermon on the Mount (Matthew 5:1-12); Good Samaritan (Luke 10:25-37); Prodigal Son (Luke 15:11-24); Temptation of Christ (Matthew 4:1-11)
 - + Knows the meaning of the covenant with Noah, Abraham and Moses (Genesis 9:1-3, Genesis 17:1-9, Exodus 19:1-8)
 - + Demonstrates the ability to locate the passages listed above in the Bible
- Knows that life begins at conception and grows inside the mother's body*
- Knows that God created human beings with a body and soul*

Liturgy and Sacraments

- Articulates the meaning of the Sacraments of Initiation
- Celebrates the Eucharist as a sacrament of the Church's unity, reconciliation and peace
- Celebrates Reconciliation as a sacrament of conversion, God's forgiveness, mercy and love
- Recognizes the value of and knows how to examine one's conscience
- Knows how to celebrate Rite I and II of the Sacrament of Reconciliation and can articulate the communal dimension of sin and forgiveness
- Expresses sorrow for sins in a prayer of contrition
- Knows the essential importance of regular participation in Sunday Eucharist, knowing that it is a celebration of the Paschal Mystery
- Explains ways Christ is present at Mass
- Has a growing understanding of the liturgical year

Characteristics of a Fourth Grader

- Demonstrates an interest in the wider world
- Grows in awareness of justice and fair play
- Exhibits awareness of self as individual and as a member of a group
- Recognizes need for guidelines and rules
- Acts more independently and confidently
- Begins to think of larger issues, e.g., environment, prejudice, violence, etc.
- Enjoys reading, listening to and participating in stories as well as role playing
- Develops friendships with members of the same sex
- Learns from observations as well as direct teaching
- Is able to use technology to obtain information and to communicate with others
- Displays curiosity about life, nature and people
- Desires to share and do things with others
- Develops an awareness that life requires making choices
- Is significantly influenced by teens and pre-teens in popular culture (music, television, movies)

Moral Life

- Recognizes that all Christians are called to holiness
- Knows Jesus' Two Great Commandments of love are a Christian's way of life
- Can articulate the Ten Commandments using the traditional formula
- Sees the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others
- Realizes that original sin is the human condition into which we are all born
- Recognizes conscience as the inner ability to judge between good and bad when making choices and recognizes the seven capital sins
- Realizes that temptation is a pull toward something we know is sinful and that it is a part of everyone's life
- Recognizes the seven gifts of the Holy Spirit
 - + Responds to the Ten Commandments as rules to help us live God's life of love (Exodus 20:2-17)
 - + Learns the Beatitudes as a way of life modeled by Christ to bring happiness (Matthew 5:1-12)
 - + Differentiates between sin which is choosing to turn away from God and mistakes which are accidents (Temptations of Christ - Matthew 4:1-11)
 - + Realizes that all choices have responsibilities and consequences and are to be made in light of Gospel values (Good Samaritan - Luke 10:25-37)
- Knows that listening to feelings can help one decide how to act*
- Knows that he/she can talk to someone when not feeling safe**
- Identifies "private and special" body parts and touches which can make a person feel uncomfortable**
- Can define bullying and harassment and recognize it when it occurs**

Christian Prayer

- Understands prayer as the living relationship of the children of God with their Father, his Son and the Holy Spirit
- Prays and understands the Prayer of St. Francis as a model for peace and love in the world
- Prays the Our Father
- Understands the Nicene and Apostles Creeds as statements of Catholic beliefs
- Reviews the memorization of previous prayers
- Memorizes the Glory to the Father (Doxology) and the Apostles Creed
- Recognizes forms of popular piety such as the Rosary and the Stations of the Cross
- Experiences personal and communal prayer, especially prayers of praise and thanksgiving



**Archdiocese of Milwaukee
Safeguarding All of God's Family
Religious Education Curriculum**

Lesson: Fourth Grade

Concept: Can define bullying and recognize it when it occurs. Follows Grade Specific Religious Education Curriculum concept under Moral life.

Goals of this lesson: Can identify bullying and knows that he or she can talk to someone when not feeling safe.

Teacher: Ask the following questions:

- 1) What is bullying?
- 2) Why do some children bully?
- 3) Why is bullying harmful?

Activity: Words can hurt. Out loud, have the class list words that come to mind when they think of bullying. Let them know these can be words that the bully uses, or the target feels. (The Target is the person being bullied.) You may use the attached "Teen Tools" sheet for reference. As they say the words, write them on a black board or large piece of paper so the entire class can see them. Take only a few minutes to do this. When you have a list of at least 10 to 20 words or phrases have the children write a short story or poem (may include pictures) about bullying, using as many of the words as possible. Have the children read their stories or poems to the class. **This should be voluntary.**

Note: If you have too many children in the class, you can pair them for the writing part of this activity.

Teacher: Tell the children that they should never join in when someone else is being bullied and that they should always try to help another child being who is being bullied. Otherwise it's the same as supporting the bully and that doing nothing to stop the situation means that they're saying it's okay.

Closing prayer:

Dear Lord, Thank you for giving me the ability to express myself. May my words and actions serve to do no harm and good to others. Amen.

Answers to the Introduction Questions to 4th Grade Archdiocese of Milwaukee
Safeguarding All of God's Family Religious Education Curriculum:

1) What is bullying?

Bullying is where a child or group of children keep taking advantage of the power they have to hurt or reject someone else.

Some of the ways children bully another child include: calling them names, or saying or writing nasty comments about them, leaving them out of activities or not talking to them, threatening them, or making them feel uncomfortable or scared, stealing or damaging their things, hitting or kicking them, or making them do things they don't want to do.

2) Why do some children bully?

There are a lot of reasons why children bully. They may see it as a way of being popular, showing off, or making themselves look tough.

Some children bully to get attention, and some just like making other people feel afraid of them.

Others might be jealous of the person they are bullying, or might be being bullied themselves.

They may not even realize that what they are doing is wrong and how it makes their targets feel.

3) Why is bullying harmful?

Some people think bullying is just part of growing up and a way for children to learn to stick up for themselves.

But bullying can make children feel lonely, unhappy, frightened, unsafe and think that there must be something wrong with them.

Signs that might indicate your child is being bullied include tummy aches, nightmares, reluctance to go to school and loss of confidence.

They may lose contact with friends and seem isolated.

Alternate Activity – 4th Grade

Teacher: Explain that you will look at different ways people can respond to situations involving bullying.

Demonstrate how it will work: You will read a scenario/situation of bullying. For each scenario/situation, three possible responses are given. A fourth response is always open if someone thinks of a different response. Each corner of the room is numbered. After you hear the situation and the responses, go to the corner that represents what you think you would do in this situation. Read out the bullying situation, give the children time to choose their response and to go to the responding corner of the room. Once the children have taken a position, ask a few in each position why they chose that response. Allow those children who chose the open corner to explain how they would respond.

BULLYING SCENARIOS – 4th Grade

Your friends start calling you names, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What should you do?

1. Nothing. You must have done something wrong to make your friends act like that.
2. Start calling them names in return and threaten them.
3. Speak to your parents or teacher and tell them what is happening.
4. Something else (Open corner)

You notice one of your friends is teasing and making fun of the younger children in the summer camp. Your friend has started taking things from them as well. What should you do?

1. Tell the camp leaders what is happening without letting your friend know.
2. Help your friend in taking things from the younger children in case he/she starts to take things from you.
3. Tell your friend that you think that what he/she's doing is wrong and that they should leave the younger children alone.
4. Something else (Open corner)

Your older sister or brother keeps hitting and kicking you when nobody is looking and tells you that if you tell anyone she / he will just hurt you more. What should you do?

1. Tell your parents or teachers about what is happening.
2. Ask your friends at school to help you in fighting her / him.
3. Tell her / him that it hurts and to stop doing it.
4. Something else (Open corner)

You've been teasing one of your friends because he or she is really bad at reading and writing and you noticed that recently he/she has started to sit alone. Once you noticed tears in the child's eyes. What should you do?

1. Nothing, he / she was probably just having a bad day and it has nothing to do with you.
2. Stop teasing your friend and ask him / her about why he / she was crying.
3. Tell your friend that you won't tease him / her in front of anyone anymore but that he / she should get some extra lessons/help.
4. Something else (Open corner)

A new boy in your class is refugee (a person who has been forced to leave their country in order to escape war, persecution, or natural disaster). Your friends always say unkind things to him, make fun of his English and tell him to go back home. What should you do?

1. Join in, he's not your friend so you don't have to worry about him.
2. Tell your teacher that your friends are saying unkind things to him.
3. Offer to give him English lessons when you're not playing with your friends to help him fit in.
4. Something else (Open corner)