

St. Mary Catholic Faith Community

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Dear Parents of a 5th grade Catholic Formation student,

Within the next few weeks, your 5th grader will be discussing bullying and harassment 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 5th 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 5th 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 5 EXPECTATIONS

Credal Church

- Explains how environment is God's creation and ours to respect
- Knows that God is the Creator, all-powerful, who made the world good
- Knows that the human race has a common origin reflected in the Adam and Eve story
- Knows and expresses belief that Jesus is the Son of God and the Word Made Flesh
- Understands Jesus as Savior and that "Jesus" means "God Saves"
- Understands that "Kingdom/Reign of God" is reflected in the good that happens in the world
- Knows and applies the concept of sacramentality: that Christ's life-death-resurrection is celebrated at liturgy
- Identifies ways that the Church carries on the mission of Jesus under the leadership of popes and the bishops
- Explains the communion of saints
- Identifies past and present Christian role models, e.g., patron saints
- Knows that Mary is the Mother of God as she is the mother of Jesus the Christ
- Understands that Christ's death and resurrection were part of God's plan
- Knows that the Assumption celebrates Mary taken to heaven, body and soul
- Knows that after death comes judgment which leads to heaven, hell or purgatory
 - + Knows an overview of the Bible, understanding that the Old Testament is fulfilled in the New Testament
 - + Is able to locate and read from the Bible the stories for this age group as listed, e.g., Genesis, chapters 1-3, two versions of the creation story
 - + Understands that there is one God (Deuteronomy 6:4-5)
 - + Knows that the Holy Spirit works in the Church, in the Scriptures and in the lives of people as at Pentecost (Acts 2:1-4, 17)
- Knows about human sexual development and its sacredness*
- Knows and lives the belief that all life is sacred*

Liturgy and Sacraments

- Knows the names, meanings, signs and symbols of each of the seven sacraments
- Celebrates the sacrament of Reconciliation
- Participates in the preparation of Eucharistic liturgies with class or group
- Recognizes the liturgical calendar and can explain the seasons of the Church year, their meanings and color
- Knows that the baptized share in the priesthood of Christ
- Understands the Sacrament of Holy Orders as the way Christ continues to preach and sanctify
 - + Is able to locate, read from the Bible and understands each story listed below as it relates to the Scriptures
 - + Experiences water, bread, oil and light as sacramental symbols (John 4:4-42)
 - + Recognizes Christ's presence at Mass: in the assembly, the priest-presider, the proclamation of the Word and especially in the Bread and Wine (John 6:1-58)
 - + Recognizes the meaning and celebration of the Sacred Triduum and Easter as our central feast – Anointing at Bethany (Mark 14:3-9)
 - + Knows that Baptism forgives original and personal sin – Nicodemus (John 3:1-21)
 - + Knows Confirmation and Baptism relate to the mission of Jesus (Mark 1:9-11, Matthew 3:13-17); and service (Mark 10:44)
 - + Understands that in the Sacrament of Matrimony, the family is seen as the "domestic Church" (John 2:1-11)
- + Understands the healing power of Christ in the Sacrament of the Sick (James 5:14-15)

Characteristics of a 5th Grader

- Transitions into puberty with rapid physical and emotional changes
- Demonstrates marked differences between boys and girls and even among the same gender
- Becomes aware of past, present and future community experiences
- Belongs to one or more groups because of commitments, e.g., sports, fun, service
- Belongs to peer groups who often develop their own codes of behavior
- Begins to make choices independent of adults
- Recognizes signs and symbols in games, sports, clothes and professions
- Appreciates and develops personal talents and abilities
- Practices problem solving
- Begins to be aware of different customs and rituals among people
- Values success in sports and is influenced by sports figures

Moral Life

- Understands that the presence of sin or evil in the world is "original sin" into which we are all born
- Recognizes attitudes and actions that are sinful or selfish
- Acts out of the belief that mercy and justice are essential to Christian living
- Follows Catholic Social Justice teaching by reaching out to others through positive words and actions
- Distinguishes between mortal (serious) and venial sin
- Has a working knowledge of the Beatitudes and Commandments and can apply them to daily life
- Understands the meaning of the four cardinal virtues: prudence, justice, temperance and fortitude
 - + Practices forgiveness and being forgiven and knows forgiveness stories in Bible, e.g., (Matthew 18:21-22)
 - + Begins to be aware of the need for on-going conversion (1 Corinthians 13:4-8)
- Identifies private and special body parts and touches which can make one feel uncomfortable**
- Can define bullying and harassment and recognizes when it occurs**
- Knows how to use conflict management skills**

Christian Prayer

- Participates in prayer services and other devotions, e.g., rosary, stations of the cross
- Prays the Our Father, Apostles Creed, Nicene Creed
- Knows how to pray the rosary
- Recognizes that Jesus prayed at decisive times in his life
- Prays to the saints in union with the Father, Son and Holy Spirit
- Prays in harmony with the seasons of the Church Year
- Understands the difference between the Mass, other communal prayer and private prayer
- Uses Scripture as a source of prayer and reflection



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

Lesson: Grade Five

Concept: Can define bullying and harassment and recognizes when it occurs. Knows how to use conflict management skills. Follows Grade Specific Religious Education Curriculum for fifth grade under Moral Life.

Goals of this lesson: To define bullying and learn conflict management skills.

Activity: Class discussion and role-play.

Part One: Discussion

- Ask them to raise their hands if they have witnessed someone being bullied, having been bullied, or have bullied someone else.
- Define the word **target**. The target is the person who is being bullied. Ask how it might feel to be the target of a bully?
- Define the word **bystander**. The bystander is the person who witnesses or hears about a bullying incident. Ask why someone might not speak up or do anything when they see someone being targeted by a bully? Go through some various ways someone might help a target. For example, tell an adult, tell the bully to stop, or help the target stand up for him or herself.

Part Two: Role Play

- Have the class identify several scenarios in which someone is being bullied.
- Divide the class into groups of four and have each group role play one situation with the following guidelines.
 - 1) There needs to be one bully, one target and 2 bystanders.
 - 2) Each group must demonstrate different ways in which the bystander can stand up for the target.

Closing Prayer:

Dear Lord, Help me to remember that my actions and words can cause harm to others. Let me trust in you guidance Lord, so that I may continue to treat others with the same gentle love and respect that you have for all humankind. Amen.

Alternate Activity – 5th 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 – 5th 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)

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 if your friends to help him fit in.
4. Something else (Open corner)

You have an older cousin who's very fond of you. He often wants to kiss you, and hug you, but although you like him, it makes you feel uncomfortable. What should you do?

1. Tell one of your parents, or another brother / sister.
2. Fight against it, and hit him whenever he does it.
3. Avoid him, and try to keep your distance.
4. Something else (Open corner)

Additional information for teacher

1. Target denial is an official martial arts technique that means, "Don't be there!" Target denial means not giving a bully a physical advantage by being too close. For example, kids can move away from someone who they know is a problem. Target denial means not giving a bully an emotional handle. One technique is to leave by smiling and waving and saying cheerfully, "No, thanks!" very calmly and sincerely instead of acting scared or angry.

2. Teach kids the power of words

In order to address bullying in schools, parents and teachers can teach children how to protect themselves from words and also by using words. Kids tell us that trying to "just ignore it when someone says something mean to you" doesn't really work. Stop serious name-calling with the same commitment that you would use to stop serious hitting. Teach kids to protect themselves from hurting words by imagining throwing them into a garbage can instead of taking them inside their hearts or their heads. Teach kids not to let insults, rude behavior, or guilt trips trigger them into feeling intimidated or emotionally coerced by a bully. Kids need to learn how not to let what others say or do control their choices. They also need to learn how not to behave in emotionally damaging ways towards others. Teach kids how to set clear strong verbal boundaries in a respectful, assertive way with people they know.

3. 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.

4. 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.

5. 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 victims feel.

6. Why are some children bullied?

Some young people are bullied for no particular reason, but usually it's because they are different in some way - perhaps it's the color of their skin, the way they talk, their size or their name. Sometimes young people are bullied because they look like they won't stand up for themselves.