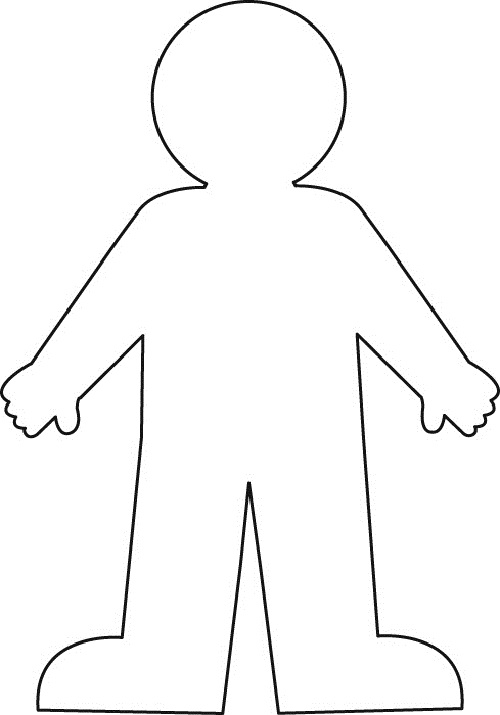
**Body Temple of Holy Spirit / Guardian Angel**

**Teacher Directions**

**Grade 1**

1. Say: God wants to take care of us and love us. He wants to live right inside of you (point to your own heart and have each of the students to the same on their own bodies)!
2. Say: He made your body special so that he can live inside of you.
3. **Take Out the Paper Doll (Worksheet 1). Have them color themselves and include the Holy Spirit inside of them. The dove represents the Holy Spirit. Explain to them just like a temple is a place where God dwells, so too our bodies are places where God wants to live.**
4. Say: God made your head (point to the head and have them point to their own heads), arms (point to the arms and have them point to their own arms), legs (point to the legs and have them point to their own legs), and many other areas of your body so that he can live in you!
5. Ask: What has God given each of us to protect us? Students raise their hand. Call on one. (Correct answer is **Guardian Angel**)
6. **Turn to the back of the Paper Doll Worksheet, and have students draw themselves and their guardian angel next to them!**
7. **Send Worksheet Home with Child**

**Body is a Temple of the Holy Spirit**



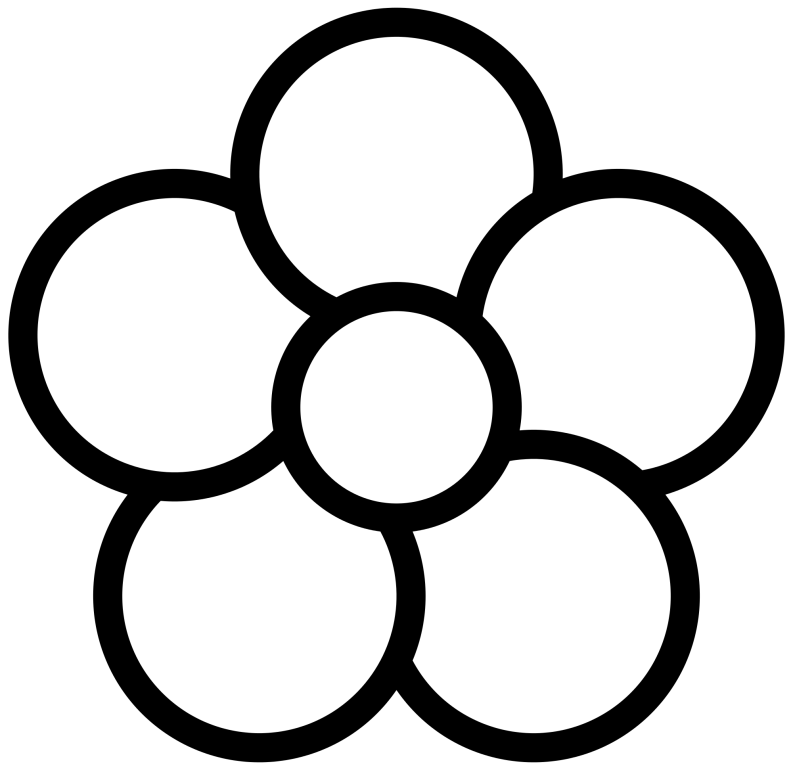
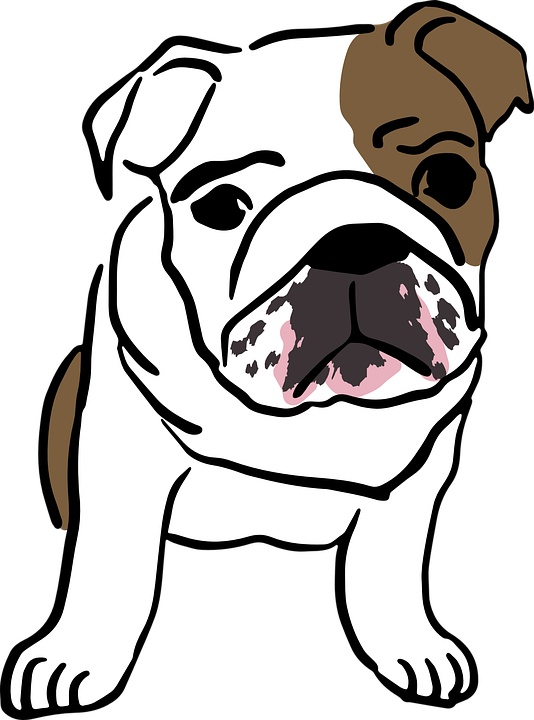
**Guardian Angel**

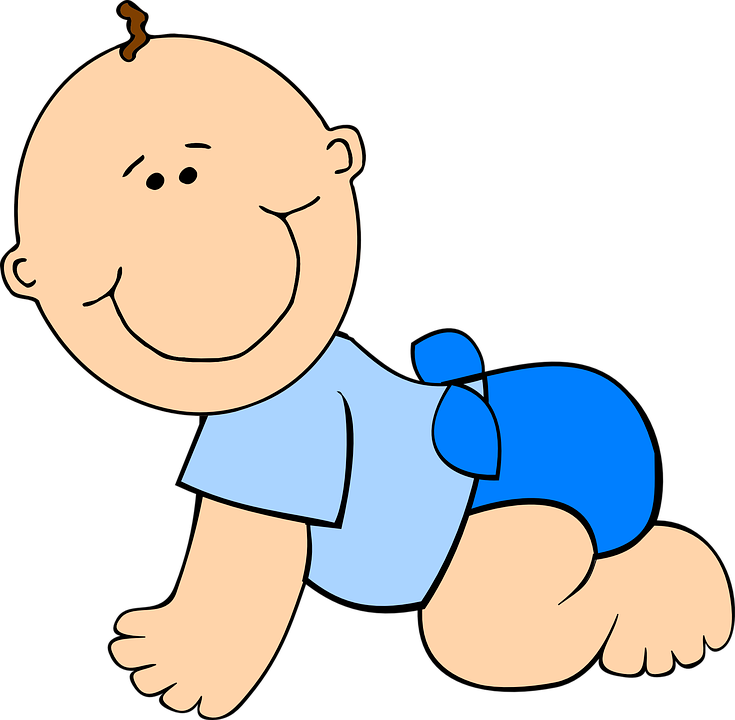
**Draw your guardian angel protecting you**



**Worksheet 2 (Kindergarten)**

***Which of the following is MOST IMPORTANT?***





**Good Play / Bad Play**

**Teacher Directions**

**Grade 2**

1. Say: Everyone deserves respect because God made them!
2. Say: When you play with friends, be kind and respectful**. Use Worksheet 3 to differentiate between good and bad play.**
3. Ask: How do you know when someone is a good friend? (Answers may vary but some examples might be they are kind to you, they want to help you, they have something in common with you).
4. Say: Sometimes, there are people who might think they are our friend, but they are not
5. Ask: What should a friend never do? (Answers may vary, but some examples might be that they will never take something from you, they will not be selfish, they don’t want you to do everything for them, they don’t make you do something that will get you in trouble, they don’t make you do something that makes you feel unsafe)
6. Students can share pictures when done.
7. **Send the completed worksheet home with the child.**

**Good Play / Bad Play Worksheet**

|  |  |
| --- | --- |
| **Draw something good that can happen between two people at recess:** | **Draw something bad that can happen between two people at recess:** |
| **Write the answer below: Which situation is showing more respect? How?** | |

**Worksheet 4 (Grade 2)**

**Memorizing the Guardian Angel Prayer**

***Cut the following lines into strips of paper. Cut the strips apart and mix them up. Have the students put the strips of paper in order according to how the prayer goes!***

Angel of God

my Guardian dear

to whom His love

commits me here

ever this day

be at my side,

to light and guard,

to rule and guide. Amen.

**Hand Worksheet / Trusted Adult**

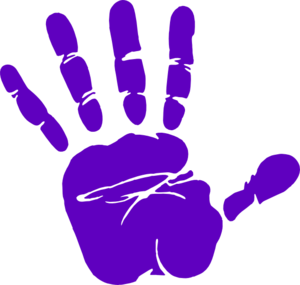
**Teacher Directions**

**Grade 3**

1. Say: If anyone ever makes you feel uncomfortable or unsafe, you just say “no” and walk away to a trusted adult and tell them what happened.
2. **Hand each student a Hand Worksheet. Say: When something unsafe happens, you are to go to a trusted adult. List one trusted adult on each of your fingers. You should have five people total that you are comfortable going to and talking with. (Examples could include: Dad/Mom, teacher, Grandpa/Grandma, a friend’s parent, coach, etc)**
3. Ask: Why do you feel safe with these five people? Students raise their hand. Call on one. (Answers may vary, but some examples might be that they look out for their good, they love Jesus, they make good decisions, they are present and help me when I need help, they pray with me, etc).
4. Go through a few examples of situations where you would say “no” and tell a trusted adult:
   1. If someone is following you
   2. If someone is trying to get you to go with them
   3. If someone you don’t know is trying to give you a ride
   4. If someone you don’t know is knocking at the door
   5. If you see something bad on the computer
5. **Send the completed worksheet home with the child**

**Hand Worksheet / Trusted Adult**

***Draw or list people that you trust to go to if someone makes you feel uncomfortable***



***Share with a Partner or the class WHY you trust these people.***

**Worksheet 5 (Grade 2)**

***Draw or list people that you know in the following boxes who represent each type of relationship.***

|  |  |
| --- | --- |
| **Family**  **(Closest friendship)** | **Close friend**  *(could be fr*  *om school, sports team, dance, etc.)* |
| **Long-distance friend** | **Acquaintance**  *(someone who is not a close friend, but you know them)* |

**Worksheet 6 (Grade 3)**

|  |  |
| --- | --- |
| **Draw a bike** | **Purpose of bike** |
| **Draw a chair** | **Purpose of a chair** |
| **Draw an apple** | **Purpose of an apple** |
| **Draw a person** | **Purpose of a person** |

**Temptations - Solution Worksheet**

**Teacher Directions**

**Grade 4**

1. Say: The Devil tried to tempt us to take us far away from God, just as he did to Eve in the Garden of Eden.
2. You need to realize that every day and every moment the devil is trying to get you to do bad things so you won’t be close to God.
3. What are some things that you feel tempted to do (Examples: Steal Candy from store, tell mean things about a friend to other people, cheat on test.)
4. What are some things you can do to try to overcome temptations? (Examples: Pray to Saints, Pray to Mary, go to confession to get grace to try to do better the next day, etc…)
5. **Handout worksheet. On the worksheet you will be writing or drawing various temptations. Then, on the right column, you’ll be writing out ways to overcome these temptations.**
6. **Make sure to send the completed worksheet home with the students.**

**Temptations - Solution Worksheet**

*Think of various temptations you have throughout the day. Draw or write them. Then on the right column, write about what you can do to defeat this temptation.*

|  |  |
| --- | --- |
| **Temptation** | **What I can do to Overcome (Solution)** |
|  |  |
|  |  |
|  |  |
|  |  |

**Sin Relationship Worksheet**

**Teacher Directions**

**Grade 5**

1. Say: The first two chapters of Genesis deal with the Creation story. God created everything, then he gave a command to Adam and Eve: “You are free to eat from any of the trees of the gardenexcept the tree of knowledge of good and evil. From that tree you shall not eat; when you eat from it you shall die.” Genesis 2:16-17) Sadly, we know what happen: Eve chose to listen to the devil, and thus, sin entered our world and still affects us today. **On your worksheet, you will be thinking how the original sin affected Adam and Eve and how it continues to affect and hurt us and our world, today.**
2. **In each box, describe how each item was hurt after original sin.** 
   1. **Describe how Adam and Eve’s relationship with the physical world was hurt. Write about how we are still affected today.** Physical world is the earth, forests, oceans, nature, etc…)
      1. Answers may vary: They have to leave the garden of Eden that land of plenty and beauty. They went from having everything that God created to being cast into the desert and into the hardships of surviving on their own.
      2. Answers may vary: There are Natural disasters. Some are caused by man made greed, such as pollution, litter, etc….
   2. **How was Adam and Eve’s relationship between each other hurt? Describe how our relationship between each other was hurt**. How do we sin against each other even though we are children of God?
      1. Answers may vary: They noticed they were naked and they were ashamed. Sin was caused between them, becuase no longer did they have pure love.
      2. Answers may vary: Today we sin against each other, even though we are to love one another. Some people even abuse or hurt others.
   3. **How was Adam and Eve’s Spiritual LIfe / Morality? How is our today?**
      1. Answers may vary: They introduced original sin and thus caused themselves and us to sin each and every day.
   4. **How was their relationship with God? Our relationship with God?**
      1. Answers may vary: They hid from God. They now felt ashamed and scared of the God they use to love. Now they were scared of him.
      2. We continue to feel ashamed with be do things wrong. Sometimes our sin even causes us to not want to go to confession, when that’s what we need to do to become whole again.
3. **Send completed worksheet home with Student.**

**Sin Relationship Worksheet**

Adam and Eve were given the *free will* to choose good or evil - to obey God or disobey God. They decided to disobey God thus introducing **death into their relationships.**  Sin always hurts our relationships with God and with others.

**Describe how each of the following relationships was hurt** after Adam and Eve disobeyed God.

Share with a partner or the class.

|  |  |
| --- | --- |
| **Adam and Eve’s Physical World**  **Our Physical World Today** | **Relationship Between Adam and Eve**  **Our Relationships Between Each Other** |
| **With Adam and Eve’s Spiritual Life and Mortality**  **With Our Own Spiritual Life and Morality** | **Adam and Eve’s Relationship**  **With God himself**  **Our Relationship with God Today** |

**Parent Communication / Scenario Worksheet**

**Teacher Directions**

**Grade 6**

1. Say: In order to remain safe and respected, it’s important to talk with your parents frequently and to keep open communication with them. They love and respect you just as God does and it is healthy to talk with them and share what is occurring in your life.
2. **On the worksheet, for Part 1 of the worksheet, answer honestly.**
3. Hold a discussion about the worksheet results (the second half of the worksheet is to be done with parents and students and to be talked about the following class).
4. Say: How do you know when a situation is good for you? You are going to be looking through various situations on the back of the worksheet, and you have to determine the best plan of action (Scenarios To Think About).

1. Split the class up into small groups or work together to complete the back side. After some time, get back together and discuss.
2. **Send completed worksheet home with students.**

**Parent Communication**

**Part 1**

1. On a scale of 1-10, how comfortable do you feel sharing about yourself with your parents?

1 2 3 4 5 6 7 8 9 10

Not comfortable Very Comfortable

2. Explain your reasoning (as to why you feel uncomfortable or very comfortable).

3. How many times do you eat a family dinner together (Counting Sundays and Saturdays)?

4. What sometimes prevents you from eating a family dinner together?

5. Do you ask your parents about how their day went? If so, why do you do it? If not, why?

**Part 2: Talk with your parents for the following questions.**

6. How can we improve our communication with one another (between you as the child and them as parents?)

7. Identify 3 times, places, or moments that you could talk more regularly together. Explain how these times, places, or identified moments will help you communicate better.

8. Name one area where you and your parents do not agree on. How can you come to a resolution to this conflict (or how did you resolve it if it’s already been settled)?

**Scenarios to Think About**

***Work as a small group on the following scenarios.***

1. You receive a message online from a person who you don’t know. They seem really friendly, and want to hold a conversation with you and possibly meet up. What do you do?
2. You and some friends are hanging out at another friend’s place. His older brother is watching a movie and asks if you guys want to watch too. As you sit down, you realize the content of the movie is not that good and makes you really uncomfortable. Everyone else seems to be ok with watching it. What do you do?
3. You are at the mall with your family and get separated. You can’t seem to get through to anyone on their phones and you don’t know what to do or where to go. To stay safe, what do you do?
4. You are on your computer and on the side, an ad comes up that is not good and the person is dressing immodestly. It doesn’t go away, what do you do?
5. You are asked by someone in your class to come home with them after school and not tell your parents. This friend is someone of the opposite gender and you are a bit uncomfortable with the situation. What should you do?

**Boundary Application Worksheet**

**Teacher Directions**

**Grade 7**

1. Pass out worksheet 10 to be completed.
2. Say: In worksheet 10, **you are finding ways that Jesus demonstrated his own understanding of personal boundaries and self-control.**
3. Then underneath the first section, list ways in which you can safely protect and safeguard your own personal boundaries (to remain safe, but also healthy in sleep, personal space, boundaries with technology, etc).
4. **Send the worksheet home with the student at the end of this class period regardless if it is finished or now.**

**Boundary Applications Worksheet**

**Look at the following Scripture passages and answer the following question. Divide the class into four groups if that is more manageable.**

**How did Jesus establish boundaries or demonstrate self control in the Scripture?**

Mark 1: 32-39 Matthew 5:37

Luke 4:16-30 Luke 22:39-46

**What are some ways to protect your own personal boundaries in the following categories?**

With family: On the internet:

With friends: On your phone:

With strangers:

**Boundaries / Assertiveness Worksheet**

**Teacher Directions**

**Grade 8**

1. **Split up into male specific and female specific groups.** As a team work to identify physical, spiritual, and emotional boundaries for a Catholic Christian person. Use Boundary Worksheet to do this. Answers may vary. Check each group to make sure they are accurate. Do not allow the groups to become crude in their language especially in completing the physical boundary section. Examples include:
   * Physical boundary – keeping you body pure by dressing modestly, not participating in certain dances or actions that degrade your body, not dating someone who pushes physical boundaries
   * Emotional boundary – do not spend time with people who might lead you down the wrong path, convince you to do sinful actions, or manipulate you and make you feel afraid
   * Spiritual boundary – saying no to commitments so you can attend Mass on Sundays and have enough time to pray, choosing your friends wisely so they help your relationship with God, having the courage to say no to those who tempt you with looking at sinful pictures, participate in bad text messages, or harm another person

.

1. Gather the gender groups together to discuss and close activity.
2. Close by saying: God wants to keep us safe from any harm. We must continue to pray for courage, faith, and trust in His will to remain true to our boundaries. The best place to ask for these gifts is at the Holy Mass each weekend. God intimately meets us there and wants to give of himself when he says, “this is my body, given for you.”
3. **Turn to the back side.**
4. Say: Abuse of any kind is when boundaries are crossed by one person who is not listening to the will of God. There are many consequences of these actions. We must speak to a trusted adult if we see someone taking advantage of another person.
5. Say: When boundaries are broken, people often suffer. If someone oversteps your personal boundaries, you must practice assertiveness (defined as a self-assured confidence that often results in bold action). In order to be assertive, great courage from God is necessary. In order to speak or act in the right way, sometimes you have to do so quickly and boldly even if you’re not sure if what is happening is in fact good or evil.
6. Read the situations and discuss in class how an assertive person would act or speak.
7. **At the end of class, send worksheet home with student.**

**Boundary Worksheet**

**As a team work to identify physical, spiritual, and emotional boundaries for a Catholic Christian person.**

**Physical Boundaries (for our bodies):**

**Emotional Boundaries (for our feelings):**

**Spiritual Boundaries (for our soul):**

**Assertiveness Worksheet**

**Discuss or write out ways to assert yourself in the following situations.**

You are invited over to a friend’s house, but there are people there that you don’t know. They aren’t acting kindly nor are they speaking or acting respectfully. They are using dirty and foul language. You start to feel a bit out of place and uncomfortable.

You are in class and you hear a classmate of yours tell someone else about her father hitting her inappropriately. You often see her with bruises on her arm which she says is from simply being clumsy.

You are in the hallway and a student pushes someone else, starts yelling at them, and takes their backpack contents and dumps them in the middle of the hallway.

You are at the mall and you see a little child crying. She looks lost and confused.

You are told a secret from an adult that just doesn’t seem right to you. They told you NOT TO TELL ANYONE. It seems rather strange to you why they would tell you and why you would need to keep it a secret.

**Works of Mercy Mix Up / Mercy Put Into Action Worksheet**

**Teacher Directions**

**Grade 9**

1. Hand out the works of **Works of Mercy Mix Up** worksheet.
   1. Group Option - Either cut between each of the corporal and spiritual works of mercy. Mix them up.. Divide students into groups of two or three. Have them place each work of mercy into the correct category: Spiritual or corporal. Remind them that “corpus” means body (as a little hint). Spiritual has to deal with the more internal
   2. Individual Option - Next to the work of Mercy, have students write Spiritual or Corporal to place the Work in the correct category
2. Give each student **Mercy Put Into Action worksheet**. Talk about the meaning of the words. Answer the questions on the worksheet together.
3. **Send the worksheets home with student at the end of class whether they are completed or not.**

**Works of Mercy Mix Up**

To feed the hungry

To give drink to the thirsty

To clothe the naked

To shelter the homeless

To visit the sick

To visit the imprisoned

To bury the dead

To instruct the [ignorant](http://www.newadvent.org/cathen/07648a.htm)

To counsel the [doubtful](http://www.newadvent.org/cathen/05141a.htm)

To [admonish sinners](http://www.newadvent.org/cathen/04394a.htm)

To bear wrongs patiently

To forgive offences willingly

To comfort the afflicted

To [pray](http://www.newadvent.org/cathen/12345b.htm) for the living and the [dead](http://www.newadvent.org/cathen/04653a.htm).

**Works Of Mercy Put into Action**

**Corporal Works of Mercy Spiritual Works of Mercy**

* To feed the hungry
* To give drink to the thirsty
* To clothe the naked
* To shelter the homeless
* To visit the sick
* To visit the imprisoned
* To bury the dead

**How can our bodies (root word, *corpus*) be used for good, specifically, tonight after class?**

**How can our spirit be used for good, specifically, tonight after class?**

**When you do good with your body, which particular saints come to mind? (name saints you’ve talked about in class or had to know when you got to the door)**

**Saint name Saint action to emulate (what did the saint do)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name a particular corporal or spiritual work of mercy that you do well**

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**Name a particular corporal or spiritual work of mercy that you struggle with**

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