

# *Circle of Grace*

Safe Environment Training

## *Modesty: A thing of the Past or Not?*

### *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.<sup>1</sup> 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, discern 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.

---

<sup>1</sup> [www.usccb.org](http://www.usccb.org), or <http://nccanch.acf.hhs.gov>

## *Leader Guidelines*

- A **Leader** is defined as clergy, administrator, director of religious education/formation, teacher, or catechist 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* because He desires an intimate relationship with His children.
- The time frame 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 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.
- The 9-12 curriculum is formatted to be used in two ways:
  - ✓ The traditional way: lessons to the identified grade.  
The lesson for grade 12 is only to be taught to seniors.
  - ✓ The second way: select any one of the 9-11 sections or alternate lessons to teach the class or group. Remember that all four lessons in grade 9 equal a section and must be taught together. One may consider presenting the 9<sup>th</sup> grade lessons as a retreat. Leaders will need to keep a record of what lesson is taught each year.
- 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 will be 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, concerns or “uncomfortable feelings” so they can help us be safe and take the right action.

# *Circle of Grace Vocabulary*

## **Words introduced in Kindergarten**

**Bullying:** Repeatedly being mean to someone on purpose

**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 (app) 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. In the near future, it may go to 280 characters.

**Photo Sharing App**: Captures, edits & shares photos, videos & messages with friends & family.

**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.

**Mobile Video App**: Allows you to send videos and pictures, both of which will disappear after about 10 seconds of a person viewing them. You can view them after the 10 seconds if you did a screen shot.

### **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 or other means 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 and/or photo between cell phones or other handheld devices.

**Webcam:** A front facing video camera that attaches to a computer or is built into 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, words that are spoken or written, that make one feel uncomfortable or scared. This type of media is disrespectful to people and would be something your parent/trusted adult would not approve.

## **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 good for you in mind, body, and spirit.

**Relationship:** An authentic 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 behaviors (physical, verbal or social) by a person or group with the intent to inflict harm on or make fun of 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 Middle School Alternate Lessons**

**Stress**: A state of mental/emotional strain resulting from adverse or demanding circumstances

**Pressure**: Typically applied from an external source (peers, teachers, family, etc.) in a demand for high performance or healthy/unhealthy behavior,

### **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.

## **Words Introduced in the High School Alternate Lessons**

### **Human Trafficking: Modern Day Slavery**

**Human Trafficking:** Slavery in the form of *forced labor* or *sex trafficking* in which the victim is under 18 years of age, or is compelled by force, fraud or coercion, respectively, to provide labor or services, or to engage in a commercial sex act. There is no requirement that the victim be transported or travel across a *national* border.

**Coercion:** Threatening physical or non-physical harm (psychological or financial) against someone in order to manipulate them into doing something they do not want to do or would not normally do.

### **Modesty: A thing of the Past or Not?**

**Humility:** Understanding of the truth of God and who we truly are; made in His image.

### **What is Your Motto?**

**Motto/Theme:** A maxim adopted as a guide to one's conduct. This motto can be derived from our Catholic or popular culture

### **Tech Savvy or Tech Safe?**

**Sexting:** Sexually explicit images or texts sent by way of the phone. There may be legal consequences if one or both persons involved are minors.

**Pornography:** 1: The depiction of erotic behavior (pictures or writing) intended to cause sexual excitement. 2: material (as books or a photograph) that depicts erotic behavior and is intended to cause sexual excitement 3: the depiction of acts in a sensational manner so as to arouse a quick intense emotional reaction, *Merriam Webster*

# *Circle of Grace*

## *Modesty: A Thing of the Past or Not?*

### *High School Alternate Lesson*

*Sometimes young people 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:**

- Church teachings revealed in the Creed applies in our daily lives
- Human relationships are intended to be experiences of Divine Love
- Personal covenant with God
- Live responsibly as fully initiated members of the Church
- Discipleship is our call to holiness
- The relationship between the love of God, our love of self and our love of others
- The image of God is in ourselves and others

#### **Lesson Objective**

##### **Young People will be able to:**

1. Identify and understand why modesty is important
2. Recognize the key elements of modesty
3. Understand the connection between modesty and their *Circle of Grace*
4. Recognize that modesty is a healthy boundary which protects the true person
5. Recognize ways they are pressured to not value modesty
6. Know how to respond when they are confronted with inappropriate interactions or violations

#### **Materials Needed**

1. What is your Modesty IQ? Quiz for each student (see the end of the lesson)
2. Leader answer guide to the Modesty IQ quiz (see the end of the lesson)
3. Intimate Center Handout for each student (see the end of the lesson)
4. Whiteboard or chalkboard
5. Art supplies and newsprint paper
6. Approved magazines

## Opening Prayer:

God,  
We ask for Your guidance and a little more:  
guidance in relationships,  
guidance in decisions,  
guidance in love,  
and guidance in worshiping You.  
Amen.

## Getting Started

Today we are going to talk about modesty. You may be asking yourself, “how does modesty fit in with my *Circle of Grace*?” Our first activity will help us discuss this connection.

### **Opening Activity:** What is Your Modesty IQ?

*Option 1 - Pass out the quiz to each student. Have the youth do the quiz individually and then go to the large group discussion section.*

*Option 2 - Pass out the quiz to each student. Divide the class into several groups. Have the groups discuss the questions on the quiz then go to the large group discussion section.*

### **Large Group Discussion:**

What do you think is the definition of modesty? *Allow for a few responses then provide them with the definition.* Do you think modesty is an ancient concept? Does it have a place in our everyday lives?

*Allow for a few responses. Write them on the board.*

Let's visit about the questions on the quiz.

*The answer guide to the quiz is in the end of the lesson. Discuss each question. Prompt the youth to identify the correct answer and key concepts related to each question. After the discussion, proceed to the review.*

### **Review**

It is important that young people understand the relationship between the Circle of Virtue and the *Circle of Grace*. The *Circle of Grace* is always present and never leaves us. Our Circle of Virtue is our positive response to our *Circle of Grace*. Let's look at the definitions.

**Circle of Grace:** The love and goodness of God that always surrounds me and others.

**Circle of Virtue:** Our response to the invitation of God's grace by cultivating goodness and virtue in our lives.

**Modesty:** How we express the knowledge of who we truly are in the eyes of God.

**Humility:** Understanding of the truth of God and who we truly are; made in His image.

## **Introduction**

So what do these concepts really mean? We are going to discuss each concept in depth.

*Give a chance for the group to respond to the questions. Write the responses on the board.*

1. **Circle of Grace**: God's presence always; the in-dwelling and out-dwelling of the Holy Spirit.
  - What are some examples of the Holy Spirit dwelling within us?  
*Examples: Sacraments, Gifts of the Holy Spirit, yearning for the truth and to be loved.*
  - What are some examples of the Holy Spirit dwelling outside us?  
*Examples: Experience unconditional love and forgiveness, all good and holy interactions/relationships.*
2. **Circle of Virtue**: Our positive response to God's Grace. This response springs from an intimate relationship with God.
  - What are some positive responses to God's Grace?  
*Examples: A desire to know Him at a deeper level, ability to discern right from wrong, desire to take care of His creation which includes ourselves.*
  - What does an intimate relationship with God look like?  
*Examples: One has faith in His love and forgiveness. One desires to spend time in prayer.*
3. **Humility**: We develop humility by knowing the truth of God and who we are. Unfortunately, humility has an unjust reputation of being bad/weak. Many view it as a negative. Popular culture would have us believe that it is more important to be proud than humble. Humility is actually a beautiful virtue. It is coming to a clear understanding of the truth of God and who one truly is and that is good news!
  - Give some examples of how our culture entices us to have a false sense of pride.  
*Examples: One has control over his/her life. Winning and being the best becomes our god.*
  - Give some media examples of how someone showed a true sense of humility.  
*Examples: The police officer gives a homeless man some boots, TV show where the person in charge secretly does the front line work.*
4. **Modesty**: Because of this humility, we desire others to know us as we are created "In His image".
  - Give some examples of assaults on modesty in the media.  
*Examples: TV shows, Music Videos, Movies. Ask the youth for more examples.*
  - Give some examples of positive views of modesty in the media.  
*Examples: A football player kneels down to pray before a game. Teens raise money for a classmate who has cancer. Ask the youth for more examples.*

## **Activity - Intimate Center**

1. Pass out the Intimate Center Handout to each student.
2. Divide the class into four groups.
3. Give each group two large pieces of paper/newsprint. As a reference, both pieces of paper should have all four concepts from the handout on it. ~~The size should correspond to the concept as it is~~

~~on the handout.~~

4. *On the first piece of large paper, print a letter from a reader seeking help from an advice columnist about their struggles with modesty.*
5. *On the second large piece of paper, print the advice of the columnist on how to live the modesty concept in daily life.*
6. *Bring the groups back together and have them report on their columns. Which part was harder to do? Consider displaying it in the classroom.*

### **Final Discussion -**

**What are some ways a young person can seek help if he/she is pressured to be immodest or experience a violations of other personal boundaries?**

*Give the youth a chance to respond to the question. Write the responses on the board. Prompt the following responses.*

- Listen to your gut, it is the Holy Spirit prompting you that something is wrong. Learn to recognize the settings and interactions that can get you into uncomfortable situations.  
*Examples: There is alcohol at a party which makes you uncomfortable. Someone dares you to send a semi-nude photo. A classmate wants you to join in on defaming another classmate on a social network site.*
  - When someone pressures you, try to take yourself out of the situation.  
*Example: Prepare a response to get out of difficult situations. Discuss possible responses with your parent or trusted adult.*
  - You can free yourself from unhealthy relationships by seeking help from a trusted adult.
  - Tell someone who can help you. Talk to someone you trust – parent, professional, counselor, or other trusted adults.
-

## **Closing Prayer:**

**God help me slow down  
and be present to Your everlasting love.  
Help me have REAL conversations with You  
that guide and heal my brokenness.  
Cultivate in my heart Your truth  
and help me respond to Your Grace.  
Give me courage to reject the lie  
that You are a “distant” God.  
Bless me with the gift of discernment,  
knowing Your compassion and love is not relative  
but eternal.  
Your greatest desire from me  
is my sincere “yes”.**

**Amen**

## What is your Modesty IQ?

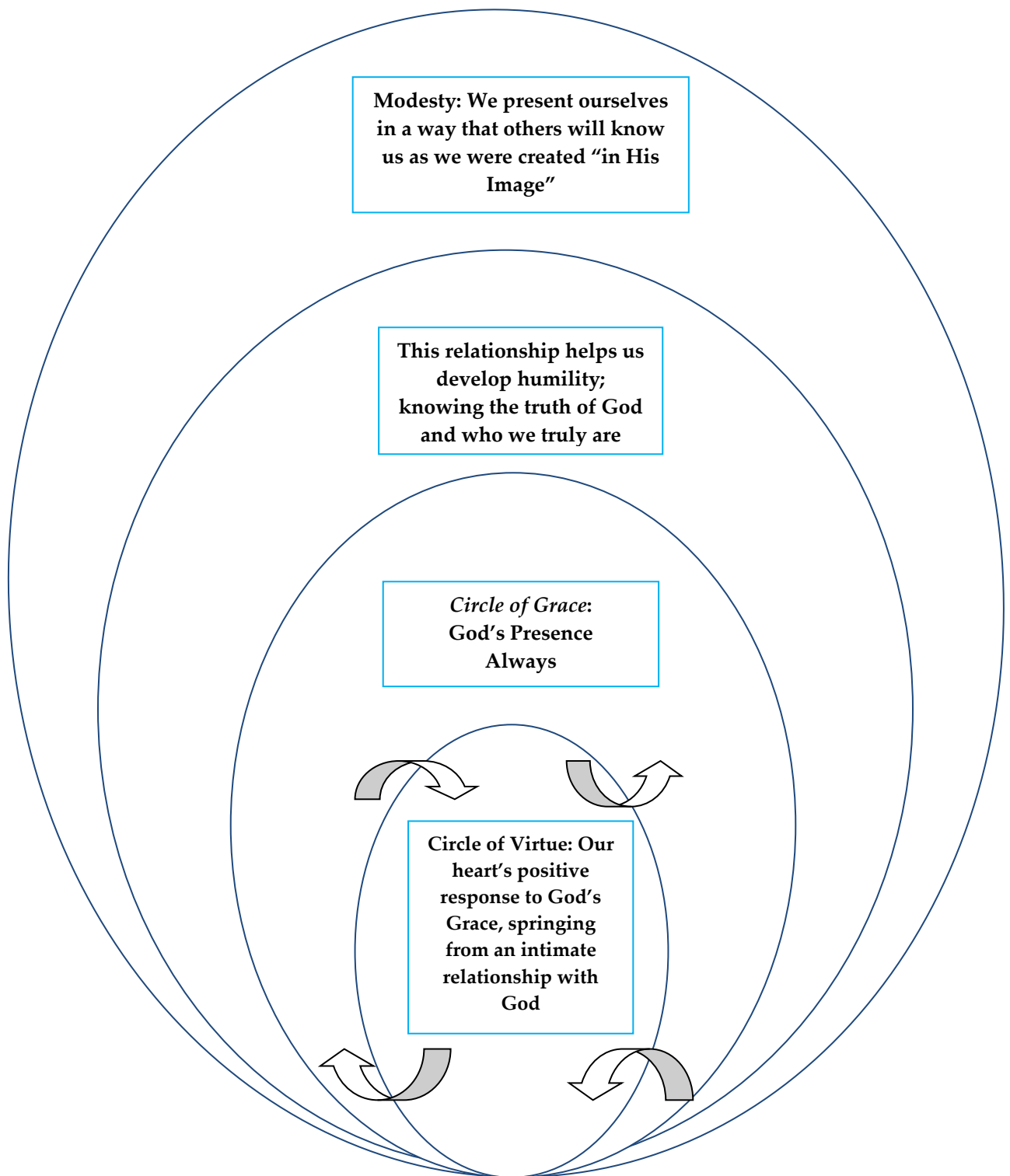
Complete the following questions. Be prepared to discuss them in the large group.

1. The *Circle of Grace* is really someone's personal space.  
True      False
2. The *Circle of Virtue* allows someone to discern right from wrong in difficult situations.  
True      False
3. Define humility:
4. Define modesty:
5. Modesty protects the "intimate center of the person".  
True      False
6. Modesty is only about the type of clothing you wear.  
True      False
7. There is freedom in being modest.  
True      False
8. There is nothing wrong with showing off your physical attributes.  
True      False
9. What does popular culture say about modesty?
10. List 5 ways youth are pressured not to be modest:

# What is your Modesty IQ?

## Answer Guide for Leaders

1. The Circle of Grace is really someone's personal space.  
*False, Circle of Grace is much more than "personal space". It is the love and goodness of God that always surrounds each of us. It is space that is always shared with God who longs for an intimate relationship with each of us.*
2. The Circle of Virtue allows someone to discern right from wrong in difficult situations.  
*True, but it is much more. Circle of Virtue is our response to the invitation of God's grace by cultivating goodness and virtue in our lives*
3. Define humility: Humility is based on knowledge of the truth about God, oneself and others. The more we truly know God, the more we realize who we truly are... each second of our lives is held in existence by the loving hand of God.
4. Define modesty: Catechism of the Catholic Church states that modesty protects the intimate center of the person. This intimate core holds our true divine desire to love completely (body, mind and soul) in union with God's will and love for us.
5. Modesty protects the "intimate center of the person".  
*True, see answer 4*
6. Modesty is only about the type of clothing you wear.  
*False, one may think modesty is a response to outward influences such as faith, parents or culture. True modesty stems from an inward influence. This inward influence directs our appearance and interactions with the world. It has a direct correlation to our relationship with God and our understanding of being made in His image. In the image of God he created them male and female, and found it very good. (Genesis 1:27-31)*
7. There is freedom in being modest.  
*True. Freedom to be who you really are and not what media/culture dictates you to be.*
8. There is nothing wrong with showing off your physical attributes.  
*False, there is nothing wrong with wanting to look your best! But highlighting or accentuating one particular part of your body, in an immodest way, does not give honor to your true self (examples: low cut blouses, very short shirts, shirtless or pants that hang below the waist.) You want people to remember you for who you truly are and not a particular part of your physical appearance*
9. What does popular culture say about modesty?  
*Its motto is "if you got it, flaunt it". The key word is "it". Culture deceives youth into believing that their body is separate from who they are. It encourages them to believe the lie that what they do with their body does not have an impact on a person. This disconnect causes them to lose sight of who they really are, a child of God.*
10. List 5 ways youth are pressured not to be modest:  
*Write the youth's answers on the board.*



*Intimate Center of a Person:  
How it influences the outward expression of our true selves*

## Opening Prayer

God,

We ask for Your guidance and a little more:  
guidance in relationships,  
guidance in decisions,  
guidance in love,  
and guidance in worshiping You.

Amen

## Closing Prayer

God help me slow down  
and be present to Your everlasting love.  
Help me have REAL conversations with You  
that guide and heal my the brokenness.  
Cultivate in my heart Your truth  
and help me respond to Your Grace.  
Give me courage to reject the lie  
that You are a "distant" God.  
Bless me with the gift of discernment,  
knowing Your compassion and love is not relative  
but eternal.  
Your greatest desire from me  
is my sincere "yes".

Amen

# *Modesty: A Thing of the Past or Not? 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 whether 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*.
3. YES \_\_\_\_\_ NO \_\_\_\_\_ Young People will be able to describe Circle of Virtue.
4. YES \_\_\_\_\_ NO \_\_\_\_\_ Young People understand how having an intimate relationship with God helps us know who we truly are.
5. YES \_\_\_\_\_ NO \_\_\_\_\_ Young People understand that modesty comes from an inner desire to present oneself in a way that others will know us as we are created, "in His Image".
6. YES \_\_\_\_\_ NO \_\_\_\_\_ Young People will identify ways in which they are pressured to be immodest, not honoring who they truly are.
7. YES \_\_\_\_\_ NO \_\_\_\_\_ Young People will know what action to take when pressured in to being immodest or other boundary violations.

*Please list what worked well and any resources that you would like to share with others (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.**