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God's Gift of Self

Background

Strong feelings are not decisive for the morality or the holiness of persons; they are simply the inexhaustible reservoir of images and affections in which the moral life is expressed. Passions are morally good when they contribute to a good action, evil in the opposite case... Emotions and feelings can be taken up into the virtues or perverted by the vices (Catechism of the Catholic Church 1768).

HOW WE ACT ON OUR EMOTIONS IS IMPORTANT.

As disciples of Christ, we are challenged to act in unselfish, compassionate and respectful ways. Through story form, your students will discover there are different ways in which they can act on their feelings.

Feelings of affection are some of the richest feelings a person can experience. All feelings are personal responses and should not simply be labeled as good or bad. People or events trigger feelings. It is important to recognize one's feelings and to name them. "Children and young people should be encouraged... to live in an orderly way, to make personal sacrifices in a spirit of love for God, self-respect, and generosity towards others, without stifling feelings..." (*The Truth and Meaning of Human Sexuality* 58).

How a person acts on their feelings is critical and determines whether the action is good or bad. Popular culture often gives the message "If it feels good, do it." Be alert to this harmful mentality, especially in your students. Help them see the meaning and consequences of living that way.

There are appropriate ways of expressing affection that are good and positive. However, there are also



inappropriate expressions of affection that can be harmful emotionally, physically and spiritually. Use the Child Safety information provided to help make your students aware of these differences.

JESUS WAS FULLY HUMAN. HE WAS THE INCARNATE

Son of God who was like us in all things except sin. The Church reminds us "Jesus was a man of deep feelings, love, and commitment... Likewise, we who bear the name *Christians* are called to experience and express human love as whole persons—body, mind, and soul" (*Human Sexuality: A Catholic Perspective for Education and Lifelong Learning*, page 10).

Jesus experienced and responded to his feelings. Reading and reflecting on Gospel stories, such as the wedding at Cana, Jesus' driving the money changers from the Temple courtyard and Jesus' raising of Lazarus or the daughter of Jairus from the dead can help the students learn the power of feelings to move us to do good. To use our feelings for good requires that we name our feelings, acknowledge how we feel and choose to use our feelings for good and not for evil purposes.

SPENDING REFLECTIVE TIME WITH GOD IS ONE WAY

for us to recognize, sort out and respond to our emotions. Our emotions and the feelings that accompany them can overwhelm us. There are many ways to express feelings. Sometimes we allow our feelings to explode, without trying to control them. Sometimes our expression of our feelings can be very

Additional Background

Catechism of the Catholic Church:
§§ 1763–1764, 1767, 1769

intentional and harmful. If so, we cannot excuse our behaviors away with the cliché “My feelings made me lash out.” Most of the time, we are in charge of determining how to express our feelings.

If the consequences are negative, such as causing hurt or pain, we are called to seek reconciliation with others, ourselves and God. We are called to receive the merciful grace of God in the Sacrament of Penance and Reconciliation. Be resolute in your own habit of praying for God’s mercy and celebrating the Sacrament of Reconciliation at your parish.

For Reflection

Read and reflect on the following:

“In Christ human feelings are able to reach their consummation in charity and divine beatitude”
(Catechism of the Catholic Church 1769).

- ▶ How well do I use my feelings for good? When did I use my feelings of anger or fear to bring about something good?
- ▶ What might I do if I let my feelings get out of control in the classroom and I embarrass a student?

Child Safety

Children can sometimes feel as if they are to blame for what happens to them, feeling shame or guilt for the actions of others, especially in cases of child abuse. This unit will help students to understand that it is important for them to share their feelings with a trusted adult. Emphasis is placed on the fact that children should never feel bad when they tell the truth or when someone does something harmful to them—they are not responsible for what others do.

Family Time

Partnering with the Family

Ask students to interview a family member about a joyous occasion or a courageous decision. The interview should include how they responded to their emotions in words and actions. Remind parents to reinforce the concepts taught in this unit by using both the Family Time page and the Parent Connection magazine. The Family Time page is to help the family live out its vocation as the primary school of social living.



LESSON 3 PLANNER

Goal: To understand God's gift of feelings and how they can affect us, then determine good ways to act in response to how we feel

Engage

Page 49

Objective

To explore what feelings are and why we have them

Family Time

Ensure that each student tears out their Family Time page to complete at home

Pray

Give thanks to God for feelings

Focus

Positively express our feelings

Discover

Discuss the difficulty in expressing how we feel

Teach

Page 50

Objective

To understand our feelings and why they change

Focus

Catholics Believe: Jesus is true God and true man, and has emotions because of his humanity.

Explore

Read, discuss and summarize the causes and reasons for having feelings and that we are to act appropriately in response to how we feel

Connect

Growing in Virtue: Fortitude

Describe some feelings and identify the emotions

Apply

Page 52

Objective

To make decisions about how to share feelings appropriately

Focus

Name emotions and the physical feelings that are related

Discover

Catholic Family Album: St. Philip Neri

Integrate

Imagine our reactions to certain feelings in a given situation

Pray

Sing a song of praise

Vocabulary Preview

Complementary sex—man and woman are not opposites, but complement each other because God created them to be one.

Emotion—subjective experience of a person or event that results in physiological changes

Fortitude—courage or strength of mind and will to overcome adversity or difficulty

Spiritualness—a feeling of excitement or energy that boosts a sense of courage within a person

Materials Needed

- ▶ writing paper
- ▶ Bible
- ▶ pens, pencils
- ▶ Lesson 3A and 3B Activity Masters
- ▶ art supplies

Call to Prayer

God, guide my thoughts and feelings to show my students that I care for each of them and that I am with them to share your love. Amen.

My Feelings

LESSON
3

Feelings on the Playground

The soccer ball bounced in front of Joey. For a moment, Joey didn't touch it. When he gave it a little kick, the ball moved only a little.

"Gee Joey!" yelled Carl as he laughed out loud. "Is that your best shot?" Carl was the best soccer player at the school.

After advancing the ball, Tony went over to Carl. "Joey's sad," Tony said softly. "His puppy was run over by a truck yesterday."

"I didn't know," Carl said.

Then the ball rolled in front of Carl. He spotted Rosa. He kicked the ball hard. It shot across the pavement and stopped at Rosa's white tennis shoes.

Carl thought Rosa was the cutest girl in the class. She was friendly to everyone. When Carl kicked the ball to her, Rosa's face lit up with joy. Carl's face turned red. He was blushing with embarrassment.

Rosa kicked the ball to her friend Jessica. Jessica had seen Rosa smile. Jessica didn't like it. Wasn't Rosa her best friend? Jessica was jealous.

Jessica kicked the ball to Tom. The ball came fast and straight at him. It hit Tom's face with a loud smack. Everyone laughed at "Poor Tom."

Tom smiled, too. But inside, he was filled with embarrassment. A girl made him look silly! He didn't like being laughed at.

Miss Anthony's whistle ended the game. "Recess is over," she said. "Let's line up for class."

This lesson will help you to:

- explore what feelings are and why you have them.
- discover why your feelings change and how to listen to and name your feelings.
- make the decision to let Jesus show you how best to share your feelings with others.



How can your emotions help you make better decisions?

My Feelings 23

ENGAGE

Objective

To explore what feelings are and why we have them

Pray

Ask: Who feels happy today? Give thanks to God for the ability to feel.

Focus

Have all the students stand up. Ask those who are happy to clap their hands and stomp their feet. Have students sit down. Say, "Now let's read a story about how other children express their feelings."

Discover

- Read the story "Feelings on the Playground." Pause occasionally for student comments. Ask: Which character from the story seems most familiar to you and why?
- Ask: What do you think Joey was feeling? (*sadness*) What about Jessica? (*jealous; perhaps she likes Carl*)

Teaching Tip

The Power of Feelings: Feelings serve as sensors to our inner selves. Just as our skin helps us to feel the physical world, our emotions help us to understand what is happening inside us. While we can learn to associate certain feelings with different events, situations or people, the ability to have feelings is part of human nature. Even though we can learn to control how we act on our feelings, we cannot control the feelings we have; they just happen. Feelings are individual and personal; not everyone feels the same thing when they have the same experience. Feelings are neither right or wrong, they just are. In order to live healthy lives, we must learn to recognize our feelings and to express them in appropriate ways.

- Discuss with students why it is sometimes difficult to talk about how we feel. (*We don't want to be embarrassed or made fun of.*) Explain that it is important to share how we feel, especially with trusted adults, like our parents.
- Refer to the question on the page. Ask: How can our emotions affect the decisions we make? (*Our feelings can keep us from thinking clearly and might allow us to make a bad decision.*)

Objective

To understand our feelings and why they change

Focus

- Read the Catholics Believe feature. Inform students that Jesus was sad (John 11:35), had a sense of humor (Matthew 19:24) and showed just anger (Mark 3:5). Regardless of his feelings, Jesus always chose to act with love and mercy.
- Ask students to give examples of how the five senses can lead to both pleasant and unpleasant feelings. For example, talk about how hearing music can make us happy or sad.

Explore

- Have students quietly read "Reasons for Feelings."
- Ask: What recent events have triggered strong feelings for you? What do you feel when you think of your parents? Of your siblings? Of your friends? Highlight the different kinds of feeling expressed.
- Discuss and elaborate: How do your feelings change based upon events and people? Provide a personal example in which you might have different feelings about the same person. For example, one day you like your best friend and then on another day you are upset at them. Explain that it is normal that feelings change. What is important is that we act on our feelings appropriately.



Catholics Believe

God gave us many kinds of emotions. Jesus has emotions, too. He is divine, but he is also human, just like us. Jesus helps us learn from our feelings. He also shows us the best ways to share our feelings with others.

Reasons for Feelings

You experience a feeling, or an emotion, as a response to something that happens to you. Feelings come from your body and mind working together. Your body gets information through your senses. Nerves send messages to your brain. Your brain responds with answers. Those answers are feelings. Some feelings are pleasant, and some are unpleasant.

What triggers your emotions? Your emotions are gifts within you that help you make decisions to do or say something. They help you react in different ways to the events in your life. You might feel excited when you get a new bike for your birthday. You could wake up startled during a terrible thunderstorm. During a long car ride home, you might feel relaxed and comfortably fall asleep on your mom's shoulder.

Other times, you have different feelings when around certain people. For example, you have a sense of excitement, joy or spiritedness with your teammates after winning a game. Or you feel hurt or disappointed inside if the team lost. Maybe you have had a bad day and you know that a certain friend always cheers you up. You feel good about yourself when others help you see God's goodness and love.



How has someone you know helped you see God's goodness and love? What feelings did you experience?



24 My Feelings

Teaching Tip

Say No to Verbal Abuse: Be alert to any situations of ridicule and teasing that may be happening among students. This is a form of bullying and verbal abuse and must be stopped. Let students know that such behavior is unacceptable because it causes harm to the person being teased and for the person doing the teasing. Have students involved in these situations think about what they have done and why they did it. Whether their actions were intended to cause harm or not, demand apologies from the offenders. Try to help the offended person practice forgiveness. Instruct students on the harm that can be caused by bullying and other forms of verbal harassment. Encourage the students to report such behavior to a teacher or other trusted adult.

Some feelings are hard to understand. Boys and girls your age might feel uncomfortable around each other. That will change. In the years to come, your body will undergo many changes. Slowly, over time, you will find yourself wanting to be with or even close to someone of the other, or complementary, sex.

Being close to others is important in God's plan for us. God created us to live with others. For example, in God's plan for married life, children are created through the shared love of a husband and wife.

"A Rainbow of Emotions"

In the space provided, draw and color a rainbow. On each color, write a feeling you think the color might symbolize. Then, choose one of the feelings and think about a time when you have experienced it. Write about that time inside the rainbow.

Activity



My Feelings 25

Growing in Virtue

Fortitude gives us the strength to do what is right. Courage is another name for fortitude. For example, we can practice the virtue of fortitude when we see someone being bullied on the playground. Fortitude helps us stand up for that person. It helps us make the right choice!



- Explain that the words "complementary sex" add to our understanding of both genders. God created human beings both male and female, coequal in dignity and made for each other. We are all called to work together and to be unified in love.

Connect

- Ask: What might happen when you make decisions when you are afraid? (*You might make wrong decisions.*)
- Read Growing in Virtue. Ask: What are some ways that students can act bravely? (*tell the truth, refuse to follow the crowd*) Be aware that some students may naturally feel afraid or embarrassed to speak out in class. Encourage and support everyone to share their thoughts.
- Have students name a positive feeling for the following situation: Having studied, you notice that you recall the answers to the test questions. (*glad that you studied, a sense of accomplishment*)
- Have students complete the activity on the page. If needed, have them finish the activity at home with their families.

Extending the Lesson

Using Activity Master 3A: Activity 3A will help students to name their feelings and think about how those feelings cause them to act.

A Family Affair: Have students interview a family member about a memorable moment in their life. The focus should be on what happened and how the person felt. Invite volunteers to share their interview in the next session.

Making Connections: Facilitate a discussion connecting the concepts of spiritedness, closeness and fortitude.

Once students have completed the activity, have them share and discuss their responses.

APPLY

Objective

To make decisions about how to share feelings appropriately

Focus

Have students name emotions and list them on the board. Then have students name the physical feelings that accompany the emotions (e.g., joy—energy all over, anger—warm in face, guilt—gnawing in gut). What events might cause these feelings? (A person anxious about singing in front of a group might feel queasy.)

Discover

- Read the Catholic Family Album. Ask: How did St. Philip Neri use feelings to preach about Jesus? (He used humor, carrying both the Bible and a book of jokes.)
- Read “Acting on Your Feelings.” Explain that we all have feelings and that talking about them helps us to understand them and how they influence the ways we act.

Integrate

Have the students answer the questions on the page. Invite volunteers to share their responses.

Pray

Celebrate God’s gift of feelings by singing a song of praise.

Catholic Family Album

Saint Philip Neri had the very special gift to make people smile and laugh. A bell rang. Children and grown-ups looked toward the sound. Their eyes brightened as they saw who was coming into their Italian village. They recognized the smiling face—it was Father Philip Neri. How he made them laugh! He was full of jokes and always ready for fun. Sometimes he wore big baggy clothes. Other times, he sang and told riddles. Saint Philip’s own feeling of joy brought happiness to others. He helped people see that following Jesus is not a gloomy thing, but a thing of joy.



26 My Feelings

Acting on Your Feelings

Each feeling you have can help you choose to do something good. It is important to ask yourself, “What am I feeling, and why am I feeling this way?” Naming a feeling you are having helps you to listen to it, understand it, learn from it and act on it appropriately.

Imagine yourself experiencing each of the events below. Complete the sentences to help you listen to and act on your feelings.

1. Today is your birthday. Your family has planned a celebration. Some cousins and friends are waiting for you. You didn’t know they were coming. You arrive and . . .
In this moment, I feel . . .
And I choose to . . .
2. You are playing during recess outside with friends. You notice two older boys tease and push a student. You see this student begin to cry and . . .
In this moment, I feel . . .
And I choose to . . .
3. It is your first night at camp. The sky is starry and the moon is full. You hear the sound of frogs croaking and . . .
In this moment, I feel . . .
And I choose to . . .

Extending the Lesson

Using Activity Master 3B: Activity 3B is a craft that students can use to have a personal visit with Jesus.

Recording Your Feelings: Some people find it very difficult to recognize their feelings. One way to help students to develop this skill is to have them keep a journal where they can write down what they feel. Invite students to keep a record for a week of the various feelings they have. Have them also note: What caused them to feel that way? What physical sensations did the feelings cause? How did they respond to their feelings?

ONLINE ACTIVITIES FOR LESSON 3

Activity Master 3A

Name _____

Who Are You?

Your feelings—and what you do about them—tell what kind of person you are. Learn about yourself by completing each sentence.

- I'm sad when I hear about _____
It makes me want to _____
- I admire people who _____
They make me want to _____
- I get angry at _____
It makes me want to _____
- I feel proud when I _____
It makes me want to _____
- I feel uncomfortable when _____
It makes me want to _____
- I feel jealous when _____
It makes me want to _____
- I'm thankful for _____
It makes me want to _____

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Family Life Grade 4

Activity Master 3B

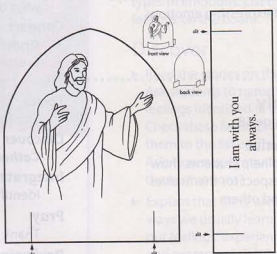
Name _____

A Visit with Jesus

If you were preparing for a visit from Jesus, what would you do?

Answer the questions. Then make the reminder that tells your family that Jesus is with you every day. Cut out the two sections and fit them together as shown.

- What would you tell Jesus? _____
- What would you ask Jesus? _____



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Family Life Grade 4



How to Find It How to Use It

Step 1: Click & Select



Go to RCLBFamilyLife.com
Click on the link for activities.
Then select the activity master you need.

Step 2: Print & Copy



Print each activity master in advance.
Then copy enough for everyone in the class.

Step 3: Share & Discuss



Once students have completed the activity,
have them share and discuss their responses.

LESSON 4 PLANNER

Goal: To help students learn to recognize their feelings and to express them appropriately

Engage

Page 55

Objective

To explore what influences feelings

Pray

James 1:16–17

Focus

Recognizing and naming emotions

Discover

Identify three main ways we learn to act on our feelings

Teach

Page 56

Objective

To discover appropriate ways of expressing emotions

Focus

Catholic Believe: Developing an informed conscience

Explore:

Read, discuss and summarize appropriate and inappropriate ways of showing affection

Connect

Growing in Virtue: Confidence

Create a collage of appropriate expressions of affection

Apply

Page 58

Objective

To help students show respect for themselves and others

Focus

The Ten Commandments as guides for moral living

Discover

Catholic Family Album: St. Katharine Drexel

Integrate

Identify appropriate acts of love and respect

Pray

Thank God for the gift of love

Reviewing Unit 2

Summarize and review the content from both lessons

Vocabulary Preview

Affection—a feeling of fondness or sign of liking someone, being affected by a person or event

Confidence—the feeling of certitude or “can-do” when faced with making a decision

Conscience—a sense of obligation to do what is right and good and to avoid what is wrong or evil

Fortitude—courage or strength of mind and will to overcome adversity or difficulty in doing the good

Materials Needed

- ▶ writing paper
- ▶ Bible
- ▶ pens, pencils
- ▶ Lesson 4A and 4B Activity Masters
- ▶ art supplies

Call to Prayer

Lord, giver of mercy and forgiveness, be my guide. Let forgiveness and reconciliation be everyday occurrences in my classroom. Amen.

Acting on My Feelings

LESSON
4

Here are two stories about two different kids who acted on their emotions.

A Bad Day for Chris

The day had started off miserably for Chris. First, he couldn't find the red belt for his team uniform. Then, one of the laces on his cleats broke. And finally, the new puppy had found his batting glove to be very tasty. Muttering loudly, Chris stomped his way to the dugout.

His coach walked up to him. "I see you are angry, Chris," the coach said. "When you're up to bat, focus on the ball. Put that energy into your swing, and get us a big hit!" And that's just what Chris did.

Rosalie and Her Grandmother

Before she died, Rosalie's grandmother often read to Rosalie from a special book of fairy tales. Rosalie loved the feeling of snuggling close to her grandmother while she read.

Sometimes, when Rosalie's mom was lonely for Grandmother, she would look at a photo album or play a special song on the piano. She seemed cheerier after that. So when Rosalie missed her grandmother, she knew just where she could find her—between the pages of a fairy-tale book.



Think about a time when you acted on what you were feeling. How did you handle your feelings?

This lesson will help you to:

- explore what influences our feelings.
- discover how to express your feelings.
- make a commitment to show respect toward yourself and others.



Acting on My Feelings 27

ENGAGE

Objective

To explore what influences feelings

Pray

Share with the students James 1:16–17. Offer thanks to God for every good gift you have received.

Focus

Ask students to name different types of emotions. List these feelings on the board.

Discover

- ▶ Read the stories on the page. Ask students to name the feelings identified in each story. Check these feelings off or add them to the list on the board. Ask: How would you feel in these situations?
- ▶ Explain that there are three ways we usually learn to act on our feelings: experience, advice and example. Ask: Who acted from advice? (*Chris, his coach*) Who acted from example? (*Rosalie, her mom*) What is an example of learning from experience? (*sister learning how baby brother responds to being held*).
- ▶ Ask students to share about a time when they acted on their feelings. Did they learn from experience, advice or example?

Teaching Tip

Dealing with Emotions: People commonly struggle to control their emotions; fourth graders are no exception. The following steps can help people learn to deal with emotions appropriately:

1. Recognize when you feel emotions.
2. Name what you are feeling.
3. Express what you feel in an appropriate way.
4. Identify what caused your emotion.
5. Take action to deal with your feelings.

Doing something that requires physical exertion can be a healthy way of expressing feelings. For example, crying and laughing are both appropriate ways for males and females to share their emotions. Sometimes emotions warn you that you may need help. Talk to a trusted adult.

Objective

To discover appropriate ways of expressing emotions

Focus

- Read Catholics Believe. Inform students that God has given us the gift of conscience so that we can learn to choose between right and wrong. In prayer we can ask God to guide and inspire us in forming and examining our conscience.
- Ask: How do you know if you made a good decision? (*the act itself was good, the intention was good, and the situation was good*) Explain that to make a decision they should identify what they want to do, think if the action is right or wrong and act only on a good decision.

Explore

- Have students read "Ways to Show Feelings."
- Ask: How do you know if you are showing your feelings in appropriate ways? (*I do no harm to myself or others. I demonstrate respect and love for myself and others. My decisions follow the teachings of the Church.*)
- Next, read "Feelings of Affection."
- Ask students to consider the following scenarios. What do they think would be an appropriate way of showing affection to: their mothers and fathers (*hugs and kisses*), a teacher (*a smile, a cheery "hello"*), a friend of their parents' (*a handshake*).

Catholics Believe

How do we know if our actions are right or wrong? God has given us a wonderful gift called our **conscience**. Our conscience works best for us when we train it to do a good job and then listen to it! We use the gift of our conscience as our guide in making good choices.

Ways to Show Feelings

Feelings themselves are neither good nor bad, right nor wrong. It is what we decide to act on that is important. Our actions, on the other hand, can be good or bad, right or wrong. Sometimes a wrong action—doing the wrong thing—makes us feel good. This does not make the action right.

Pretend you have won an award for the best school project. You feel joy and excitement! How do you show your feelings? You could happily say, "Thank you" to everyone who congratulates you. Or, you could go to the student who won the second place prize and say, "Ha, ha, I beat you!"

2 You might enjoy both ways of showing your feeling of excitement. But only one way is the right way. Which is the right way? Why?

Feelings of Affection

Showing and receiving feelings of affection are very important actions. God blesses people with many ways to show true affection. One way to show affection is with words. You might say, "I like you" to a friend. Another way is through actions. You might give your mom and dad a hug. Married people show affection in special, private ways. This is a part of God's plan for family and for the creation of new life. As you grow older, your feelings of affection will change, and the words and actions you use to express those feelings will also change. Your words and actions should always be right for your age and proper between people.



28 Acting on My Feelings

Teaching Tip

Relationship Skills: Learning to tell if a relationship is loving or harmful is a valuable skill. Learning to recognize the situation, knowing how to respond (what to do) in that situation and choosing to report what happened are important safety skills that every child needs to know. Learning to say no to people who cause one to feel upset, afraid or uncomfortable is important to a child's well-being. Tell students that they have a right to say no to unwanted touches or invitations. If circumstances prevent them from saying no, they should speak to a trusted and responsible adult as soon as possible. Appropriate expressions of affection are based on genuine caring for another person, on age appropriateness and on circumstances.

Someone may tell you that the way she or he is treating you is meant to show you affection. This person may say things or try to touch you in ways that you know are wrong. These are not ways God wants affection shown. If this happens to you, you must make a courageous decision to say "No!" You should immediately get help from a family member or an adult whom you trust.

"Collage of Affection"

Look through magazines and newspapers for pictures of people showing affection as God intended. Cut out the pictures. Glue them in the space provided or on a separate sheet of paper. Add a title to your work.

Activity



Acting on My Feelings 29

Growing in Virtue

Confidence is a virtue that can help you make good decisions and do the right thing even when it is difficult. With confidence you can try new things, or ask for help when you need it. We can act with confidence because we know that God is there to help us.



- Discuss inappropriate touching: Any touch that makes a person feel uncomfortable, especially if in the area of the body covered by a bathing suit; this is inappropriate. Explain to students that they have a right to say no to such touches. They should be clear by saying, "Stop that!" and then quickly walk away. Then they should tell a trusted adult what happened.

Connect

- Read Growing in Virtue. Tell the students that building up one's confidence and courage takes practice. Spiritedness is the energy needed to make courageous decisions.
- Have students show you their "confident" and "courageous" facial looks.
- Ask: What are some situations in which you need to make the courageous decision to say no? (*a friend asks you to do something your parents would not approve of; you are asked to do something you know is wrong*)
- Have students complete the activity on the page identifying what they will do to show affection appropriately. If needed, have them finish the activity at home with their families.

Extending the Lesson

Using Activity Master 4A: Activity 4A provides an exercise to help students check on the wisdom of their decisions.

It's Written on Your Face: Using only facial expression, have students react to the following scenarios: (1) you got a new pet; (2) no homework tonight; (3) there are five tests tomorrow; (4) a large, fuzzy spider is crawling on your shoulder; (5) your friend won a new bike.

Making Connections: Facilitate a discussion connecting affection, confidence and courage. Explain that not all emotions should be acted on with words or bodily actions. Sometimes we need to take a break to calm down and remove ourselves from a situation. Walking away might be the most courageous thing to do.

APPLY

Objective

To help students show respect for themselves and others

Focus

Ask students to recite or paraphrase the Ten Commandments (Exodus 20: 2–17; Deuteronomy 5: 6–21)

Discover

- ▶ Read the Catholic Family Album. How is St. Katharine a role model for courageous behavior? (*She left behind a life of luxury to care for the poor and abused.*)
- ▶ Read the text on the page. Explain that we show love and respect appropriately to all people because each of us was created in the image and likeness of God.
- ▶ Review appropriate ways of sharing love and respect for others. Connect them to the Ten Commandments or Beatitudes. Refer students to the Family Living page in the front of their books.

Integrate

- ▶ Review the activity with the students. Inquire: What are practical ways that you can show love appropriately to these various people?
- ▶ Have students complete the activity, then take it home to discuss with their parents.

Pray

Offer thanks to God for the gift of love.

Catholic Family Album

Saint Katharine Drexel was born in Philadelphia in 1858. Her family was very wealthy. She went to the best schools and traveled around the world. Katharine had great compassion and love for the poor. It took courage, but she told her family she wanted to care for people who needed help. Katharine Drexel spent her life serving Native American and African American people. She opened 50 missions for Native Americans in 16 states.



30 Acting on My Feelings

Showing Respect to All

To love as Jesus loves means to show respect for all people, not just the people who are easy to like. Showing respect means that we honor every person because they have been created in the image and likeness of God. We should love others because God loves them! When we respect a person, we treat that person as we would want to be treated.

On the lines below, write an action you could do that would show respect and love to each of the people listed. In the last space, add another person or two of your choice.

Person	Action That Shows Respect
Parents	_____
Sister/Brother	_____
Grandparents	_____
Friend	_____
Teacher	_____
Neighbor	_____
Others	_____

Extending the Lesson

Using Activity Master 4B: Activity 4B provides students with an opportunity to practice using their conscience. Have students take these papers home and review them with their parents.

Showing Respect: Showing respect for others can be challenging, especially when someone has been rude or hurts your feelings. Yet Jesus challenges us to love even our enemies. Encourage students to consider some of these difficult cases. What is Jesus asking of us when he says we should love these people? (*Remember that God loves them; reconciliation brings healing; have the courage to treat all people with respect.*)

Sacrament of Healing: If possible, arrange for students to celebrate the Sacrament of Penance and Reconciliation.

ONLINE ACTIVITIES FOR LESSON 4

Activity Master 6A

Name _____

Check It Out

What if someone you know is very sick? What if you think your sister is treated better than you are? What would you do about your feelings? This checklist can help you decide. Cut it out, and fold on the dotted lines for easy carrying. Glue the band together and slip it on.

	Have I had an experience like this before? What did I do? Did that help or make things worse?
	Have I seen others handle something like this? What did they do? Did that help or make things worse?
	Can someone give me advice about what to do? A parent? A friend? A teacher? A priest?
	What would Jesus do?

What should I do?
☒ Check it out!

Family Life Grade 4

Activity Master 6B

Name _____

Conscience Workout

You can keep your conscience in good shape with constant exercise. Give your conscience a workout with these short stories.

Story One: The Classmate Caper

Your new classmate is kind of—well—different. She just doesn't seem to fit in. But once you know her, you find that she's really friendly and fun. The problem: Your best friends say, "We don't want her around!" What will you do?

Story Two: The Wandering Book

You borrowed a book from a friend, who borrowed it from a friend, who had borrowed from another friend. (The book's owner doesn't know how far the book has wandered, or who's had it.) You accidentally spill juice on the book, which glues some pages together. What will you do?

Story Three: Supercard!

Your mean cousin with the straight A report card always teases you about your straight B report card. At last! One day, you bring home all A's! What will you say to your cousin?

Family Life Grade 4



How to Find It How to Use It

Step 1: Click & Select



Go to RCLBFamilyLife.com
Click on the link for activities.
Then select the activity master you need.

Step 2: Print & Copy



Print each activity master in advance.
Then copy enough for everyone in the class.

Step 3: Share & Discuss



Once students have completed the activity,
have them share and discuss their responses.

REVIEWING UNIT 2

Summary

- ▶ Review summary statements in a game format.
- ▶ Have students change the statements into questions to see if they can highlight the key part.
- ▶ Invite them to ask questions about any points that are not clear to them. Make sure to expand on any points that were touched on only lightly during class time.

Thinking It Through

- ▶ Have students answer all three questions on the page.
- ▶ Assign each student a number from one through three.
- ▶ Have students share with the class their answer to the question that corresponds to their assigned number, if they are comfortable doing so.

Choosing It Right

Use this section to help the students be able to choose the best answer to complete the sentence in order to assess their knowledge of important concepts from the unit.

REVIEWING UNIT 2

Name _____

Summary

Remember what you have learned in each of the lessons in God's Gift of Self.

LESSON 3: My Feelings

- There are many types of emotions, and I can express them differently.
- Understanding how I feel can help me to make better decisions.
- I live the virtue of fortitude when I show strength in doing what is right.

LESSON 4: Acting on My Feelings

- I can learn how to act on my emotions through experience, advice and example.
- God gave me the gift of conscience to help me choose what is good and right.
- Because each of us has the dignity of being created in God's image and likeness, I am to respect myself and others.

Thinking It Through

1. What are some ways I act on my emotions?

2. What are the appropriate ways a person my age can express affection?

3. Imagine a world without mercy and forgiveness. What would it be like?

Choosing It Right

Circle the letter of the choice that best completes each sentence.

1. _____ is another name for the virtue of courage.
a. Fortitude b. Justice c. Charity
2. You learn how to act on your feelings through experience, advice and _____.
a. thinking b. television c. example
3. Your words and actions should always be right for your age and _____.
a. proper between people b. pleasing to someone else c. follow your feelings
4. Jesus shows us how to properly share our feelings with others because he is _____.
a. only God b. true God and true man c. only human
5. When people are treated as if they have no value, we say they are _____.
a. lucky b. respected c. abused

Unit 2 Review 31

Teaching Tip

Expressive Color: While music might often evoke moods, colors and shapes tend to express our moods. Consider the primary colors of red, blue and yellow. Ask students to associate colors with how they might feel if their face turned that color. For example, a red face might symbolize anger. Allow students to express various moods with color.

Child Safety: Remind students that true love is positive and should not make them feel uncomfortable. Responding to inappropriate acts of love is not required in order to be an obedient child.

REVIEWING UNIT 2

Name _____

Recalling Key Concepts

Circle the T if the statement is true. Circle the F if the statement is false.

1. Some feelings are right and some feelings are wrong.
2. People can react with different feelings to the same event.
3. Holding a grudge is a good way to act on your anger.
4. There are different kinds of affection.
5. Jesus acted on his feelings.

T	F
T	F
T	F
T	F

Fill in the missing words in these sentences.

6. If a person touches you in a way you know is wrong, you should say " **NO** "!"
7. Your body and your **MIND** work together to form emotions.
8. Various **EVENTS** and certain people can trigger feelings.
9. God's gift of **CONSCIENCE** helps us to know and choose what is good and right.
10. We should show **RESPECT** for all people.

Working Together

Music can influence our mood and shape our emotions. For this art project, you will need markers or crayons and some large drawing paper. Listen to three different types of music. While you listen to each, use colors and shapes to describe the mood you feel. Compare your three drawings with others in the class.

32 Unit 2 Review

Recalling Key Concepts

- Use this section to help the students be able to accurately recall important information from the unit.
- For the true and false section, you can have students correct any false statements.
- To help with the fill-in-the-blank section, you might want to provide a word bank on the board.

Working Together

- Alternative projects are available online. Choose the project that best fits the needs and abilities of your students, as well as your schedule.
- Time permitting, have students complete the unit assessment individually or as a class; otherwise, encourage them to complete it at home.

Teaching Tip

Moody Music: To show the connection between music and emotions, you may want to find some samples of music that will evoke different moods. For example, ballads and waltzes might evoke a sense of dreaminess or restfulness; jazz selections might provoke a sense of bubbly excitement; marches tend to spark powerful moods; and the blues, of course, remind us of feeling sad. Mix it up so students hear and identify a variety of moods in the music.