

CONTENTS

Program Overview

Welcome to RCL Benziger Family Life	4
QuickStart for Teachers and Catechists	12
Models for Implementation	28
Scope and Sequence for Grade 3	29



Unit 1: God's Gift of Family

Unit Background	30
Lesson 1: The Human Family	32
Lesson 2: Family Living	38
Reviewing Unit 1	44



Unit 2: God's Gift of Self

Unit Background	46
Lesson 3: Feelings	48
Lesson 4: Learning to Choose	54
Reviewing Unit 2	60



Unit 3: God's Gift of Life

Unit Background	62
Lesson 5: Being Alive	64
Lesson 6: Life Continues	70
Reviewing Unit 3	76



Unit 4: God's Gift of Love

Unit Background	78
Lesson 7: Caring for Plants	80
Lesson 8: Caring for Animals	86
Reviewing Unit 4	92



Unit 5: God's Gift of Community

Unit Background	94
Lesson 9: Having Good Sense	96
Lesson 10: Community Life	102
Reviewing Unit 5	108



Additional Resources

Reviewing This Year	110
Glossary	114

UNIT 2

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 ... The upright will orders the movements of the senses it appropriates to the good and to beatitude; an evil will succumbs to disordered passions and exacerbates them. Emotions and feelings can be taken up into the virtues or perverted by the vices (Catechism of the Catholic Church 1768).

HUMANS ARE UNIQUE GIFTS OF LIFE AND LOVE.

Each person—infant, child, adolescent, adult—is a unique expression of God's own divine love. Our life is a journey to discern the “gifts” that make us the person who God created us to be. In turn, we are to use our God-given gifts not just for ourselves but for others. In the sharing of our love, we are set apart from the rest of creation, making us most like God.

Saint Teresa of Ávila came to understand the secret of discovering one's God-given identity. She came to understand that Christians can never grasp God with intelligence alone, but can only grasp God with love because love has no limits.

OUR EMOTIONS ARE GIFTS FROM GOD. THEY ARE

neither right nor wrong, yet can incite us to act. They can give us the passion to choose what is good and work for what is right and just or they can move us to sin. If one is moved by negative responses to emotions, the emotions can eventually translate into committing evil acts.



Many psychologists suggest that no one should deny or suppress their feelings. However, it is important to learn how to properly manage one's feelings. Everyone is responsible for their actions. In the situation of dealing with the feeling of anger, for example, students need to learn to recognize the stages of anger. Action needs to be taken to control one's feeling of anger in order to better manage the expression of the anger. We can learn that just anger can lead us to do what is right from the example of Jesus. He responded with just anger seeing how the merchants turned the Temple courtyard into a place of personal profit (see Matthew 23:27–28). Jesus' just anger moved him to proclaim the truth about true worship of God the Father.

If anger is suppressed over time, it could result in outbursts in which the person is less able to control their actions. Therefore, work with your students on identifying how they feel, thinking about their choices and then acting only for the good.

Additional Background

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

SEEKING THE WILL OF GOD THROUGH OUR SENSES

is in part the way in which the Church works, especially in the sacraments and the Mass. Prayer to God has an inward and outward movement that includes both personal and communal expressions. Our senses can help deepen our awareness of the presence of God. Encourage the use of sacramentals in class prayer.

For Reflection

Read and reflect on the following:

"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" (Catechism of the Catholic Church 1768).

- ▶ What role do my feelings play as a disciple of Christ? How do they help me live as a disciple of Christ with "passion"?
- ▶ How might I use my feelings to build up the self-confidence of my students?

Child Safety

Children are often confused when they have mixed feelings. They may feel love for a person who frightens or hurts them or asks them to do something they know is wrong. In this unit students will learn a process for considering and acting on their feelings. Students will be taught to ask for help when they feel confused or when they have doubts. They will also be assisted in creating their own personal "safety net" of people to whom they can turn when they have questions about their feelings.



Family Time

Family Focus

Encourage students to choose psalms that express feelings and to pray these psalms to share their feelings with God at home. Allow time for students to share with the class a particular Psalm that they selected and to name the feeling it describes. Remind parents to reinforce the concepts taught in this unit through the use of both the Family Time page and the *Parent Connection* magazine.



LESSON 3 PLANNER

Goal: To explore God's gift of feelings, discover how to act on our feelings, and how to listen to our feelings.

Engage

Page 49

Objective

To explore God's gift of feelings

Family Time

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

Pray

Pray the Our Father; begin and end with the Sign of the Cross

Focus

Use "How are you?" question to focus on feelings

Discover

Act out a story, and identify with the feelings of the characters

Teach

Page 50

Objective

To discover how to properly act on feelings

Focus

Practice using facial expressions to show feelings

Explore

Catholics Believe: God's gift of feelings helps us know ourselves better and communicate better with each other

Connect

Growing in Virtue: Courage in following good rules; stop, think and act

Apply

Page 52

Objective

To identify and use feelings that warn of danger

Focus

Name situations in which a person's feelings could help keep them safe

Discover

Catholic Family Album: St. Teresa of Ávila

Integrate

Identify feelings and actions in different situations

Pray

Pray Psalm 100

Vocabulary Preview

Abuse—physical, sexual, emotional and/or verbal maltreatment of a person

Courage—the strength to do or say what is right and good and to overcome fear, anxiety or any negative attitude that weakens our confidence to do or say what is right and good

Feeling—a way of responding to something that has happened to you; incline us to act or not to act

Justice—giving to another what is due to them by right

Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ Bambi
- ▶ children's Bible
- ▶ Lesson 3 Activity Masters

Call to Prayer

Lord, I pray for the students, who are often like uncertain travelers in a storm of feelings. Show them that you are their companion and guide through life. Turn their anxieties and fears to hope and peace. Amen.

Feelings

LESSON
3

All Kinds of Feelings

Beth: (She's outside, kicking some stones, and mumbling aloud.) I don't want to go! This is my street!

Rosa: Beth, want to jump rope?

Beth: I don't feel like it right now. Okay? Maybe later.

Rosa: When are you moving, Beth?

Beth: On Saturday. I don't want to go. I'm going to miss you. I'm even going to miss this street.

Rosa: I know. Remember when they put in the new curbs? We all put our names in the wet cement.

Beth: Uh-huh. Right in front of our building. It'll always say "Beth." But Beth won't always be here.

Rosa: It's hard to imagine you not living here. How does Aaron feel about moving?

Beth: You know how big brothers are! He wants to move. He thinks it'll be exciting to go to a new school. He hopes he'll get on the soccer team and maybe even have a girlfriend. (Both girls giggle.)

This lesson will help you to:

- explore God's gift of feelings.
- discover how to properly act on feelings.
- identify and use feelings that warn of danger.



Have you ever felt like Beth in this story?

Feelings 23

ENGAGE

Objective

To explore
God's gift of
feelings

Pray

Begin the session with the Our Father. Open and close the prayer with the Sign of the Cross.

Focus

Ask: How do you respond when someone asks, "How are you?" Listen to student responses. Explain that the greeting is usually asking how the person feels.

Discover

- ▶ Ask each student how they are doing today by inviting them to call out how they are doing or feeling.
- ▶ Choose two students to take the parts of Beth and Rosa from "All Kinds of Feelings." Have the volunteers do a dramatic reading of the story.
- ▶ Ask: What feelings are Beth and Rosa expressing? Discuss why the students think each girl is feeling a certain way. Ask: Do you think Beth felt the same at the end as in the beginning of the story? How can you tell?
- ▶ Invite students to work with a partner to demonstrate the following: Think of a feeling. How can you show that feeling in a good way?

Teaching Tip

In Another's Shoes: Divide students into small groups. Tell them that in this activity, they are going to put themselves in another person's shoes. As a group, students are to write a scene about Beth's first day at her new school. Have them focus on the different kinds of feelings that Beth might experience and express. Time permitting, have each group perform their scene. Discuss how it can be helpful to stand in another person's shoes and be able to understand what that person is feeling, and why they might be feeling that way.

Objective

To discover
how to properly act
on our feelings

Focus

Explain that people often communicate their feelings without using words, through facial expressions and other ways. Have students use facial expressions to demonstrate how they might feel in the following situations: serious storm, lunch full of desserts, you didn't make the team, you won an award.

Explore

- ▶ Read aloud with students the Catholics Believe feature box. Explain that we express our feelings in a variety of ways, but our feelings are not right or wrong. However, the way we act upon our feelings can be right or wrong.
- ▶ Read aloud the text on the page. Invite students to think of a feeling and then present that feeling to the class in a charade or pantomime. Have the class try to guess the feeling being portrayed.
- ▶ Explain to students that one of the best ways to deal with their feelings is to talk with a caring adult whom they trust. Have students make a list of the people whom they can talk to when they are confused, have strong feelings or have been hurt.



Catholics Believe

God gives us the language of feelings to help us know ourselves better and to communicate with one another. Prayer can be a way of sharing our feelings with God.



24 Feelings

Acting on Feelings

A feeling is a way of responding to something that has happened to you. Feelings are like a language speaking to you from inside. Human beings have all kinds of feelings, every day. The ability to feel is a gift from God. For example, you might feel proud or delighted when you do your best in school or score for your team. You might feel angry or hurt when someone calls you a name. Maybe you feel shy when you meet new people, or perhaps you're afraid when it storms.



Think of a feeling. How do you show or express that feeling?

Feelings are very personal and can be expressed in many good ways. People can experience the same thing and have different feelings about it. Sometimes, feelings just come out, like the way you laugh when you are surprised.

You can control how you express your feelings by following good rules. For example, you may feel very happy playing ball outside your house. If the ball goes into the street, you may feel like dashing out to get it. The rule of stopping at the curb and looking in both directions helps you to act in a safe way.

Teaching Tip

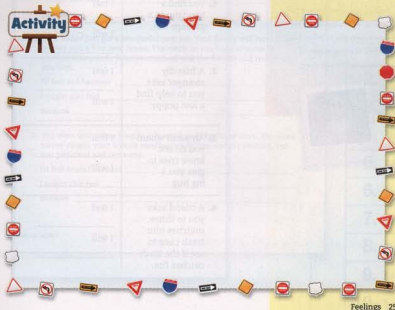
Responding to Abuse: Some students may have been abused in their families. The material in this section may cause feelings of shame, guilt and fear to surface. Your warmth and understanding with them is particularly important. If a student chooses to confide in you about an abusive situation, keep the following tips in mind: (1) let the student talk, (2) avoid questions, (3) respect privacy, (4) address feelings, (5) explain that you must report what you've been told. Consult your school's policies and procedures. Realize that abuse can be physical, sexual and/or emotional.

Feelings are not right or wrong. How you act on your feelings can be right or wrong. Making good choices with your feelings takes courage. Following good rules helps you to best act on your feeling. Rules help you know how to act, no matter how you feel at the time.

The rules of God are the most important rules of all. These rules are called the Ten Commandments. The first three are about love of God, and the other seven are about love of others, as we love ourselves. The Commandments help guide us in our actions.

"Following the Rules"

Draw a picture of someone following a rule that may be hard to follow. Share and describe your picture to the class.



Growing in Virtue

Making good choices with your feelings takes courage. Good rules can help you think before you act.

- Ask: Why is it important to think before you act? Listen to responses, and then invite volunteers to re-read the section aloud.

Connect

- Discuss and elaborate on some rules that can help guide our actions when we have strong feelings. Challenge students to be specific in their responses. Explain that we should
 - (1) stop to calm ourselves,
 - (2) think before we act and
 - (3) act in a virtuous way.
- Read the Growing in Virtue box. Ask: How do rules help you use your feelings? Explain that God's rules, like the Ten Commandments and the Beatitudes, guide us in our actions to do good regardless of how we feel.
- Have students name various rules that they are expected to follow. Then identify for each rule differing emotions that some students might feel when trying to follow that rule.
- Review some safety rules (e.g. how to cross the street; how to respond to strangers asking for help; using the Internet; what to wear when riding a bike). Inquire: How do you feel about some of these rules? Ask students to name 3 or 4 trusted adults whom they can talk with and ask for help.
- Have students complete the activity on the page. If needed, have them finish the activity at home with their family.

Extending the Lesson

Using Activity Master 3A: Use the Activity Master, "Reading Your Feelings" to help the students better understand their feelings. After they have completed the activity, have them share their responses in small groups. As a class, discuss other situations the students have experienced recently, how they felt in those situations and why they may have felt that way.

Feeling Art: Have students create an artistic expression of their feelings. For example, have them create a self-portrait of what they believe is their strongest emotion today. Encourage them to be expressive in their use of color and line. Allow time for their works of art to settle and dry. Have each student title their work according to the expressed emotion(s). Take time to hold an art exhibit of their works.

APPLY

Objective

To identify and use feelings that warn of danger

Focus

Explain that feelings can warn us of potential dangers. Listening to our feelings can help us respond correctly and safely in certain situations. What is important is how we act on our feelings.

Assure the students that they can always talk with a trusted adult when they feel confused by their feelings.

Discover

Invite a volunteer to read about St. Teresa of Ávila in the Catholic Family Album. Tell the students that she is a model for us of how our feelings can help us give praise to God.

Integrate

- ▶ Form small groups for the activity. Explain that the groups are to talk about each of the situations listed in the chart and identify what their feelings might be and what their actions might be in each situation.
- ▶ Have the groups share what they've discussed. Remind them that we can choose how to best act with our feelings.

Pray

Close the lesson with a prayerful reading of Psalm 100.

Catholic Family Album

Saint Teresa of Ávila said, "God can be served well among the pots and pans." Whatever she did, even scrubbing the dishes, Teresa did with love for God.

St. Teresa lived a very simple life in Spain around 500 years ago. Everyone enjoyed being with her because she was full of fun and laughter. Teresa played the flute, sang and danced. She used her feelings to express her love for God. St. Teresa of Ávila found time to pray and told God how she felt. She praised him no matter what she was doing.



26 Feelings

Listening to Your Feelings

Feelings can help protect you. Listening to your feelings is important. Sometimes they give you warnings about danger. They can say it's time to be cautious. They also guide you to recognize if you are being abused or mistreated. Listening to your feelings can help you protect yourself and keep you safe.

Imagine you are in the following situations. Tell how you feel and what you will do.

Situation	Identify Your Feelings and Actions
1. You find a handgun in a garbage can.	I feel _____ I will _____
2. A friendly stranger asks you to help find a lost puppy.	I feel _____ I will _____
3. An adult whom you do not know tries to give you a big hug.	I feel _____ I will _____
4. A friend asks you to throw matches into trash cans to see if the trash catches fire.	I feel _____ I will _____

Extending the Lesson

Using Activity Master 3B: Use the Activity Master, "Count to Ten." Review the Count to Ten process with the students. Present several scenarios so that they can practice how the process works. Encourage them to share the Count to Ten rule with their families and apply it to situations at home.

Storytelling: If available and appropriate for your students, read the chapter, "How Bambi Found the Meadow" from the book *Bambi* by Felix Salten. Discuss the different and challenging feelings of the young deer.

ONLINE ACTIVITIES FOR LESSON 3

Activity Master 3A

Name _____

Reading Your Feelings

It's important to read the messages your feelings send you. (If you've ever said, "Who me? I'm not jealous," maybe you didn't get the message.) Picture yourself in these situations and explore the feelings they might cause.

1. You and your brother were supposed to clean up the yard together. But he ducked out and left you to do it by yourself. You knew your parents needed your help, so you stuck with it and did a good job. Your brother came around just in time to take credit for it.
I'd feel mad because _____
I might also feel _____
because _____
2. Your father just got a wonderful new job. Your family will have more money and a fine new house. The catch is: you have to move to another state, away from your school and the friends and neighbors you love.
I'd feel sad because _____
I might also feel _____
because _____
3. You were with some friends in a small neighborhood store. The store owner caught your friends stealing candy. You weren't stealing, but you panicked and ran away.
I'd feel scared because _____
I might also feel _____
because _____

Family Life Grade 3

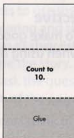
Activity Master 3B

Name _____

Count to Ten

An old rule about dealing with feelings is to count to ten. Give yourself a few seconds to cool down and decide what's best to do. Make this Counter and keep it handy! Accordion fold the ten steps and glue the sleeve as shown.

1. Take two slow, deep breaths.
2. Think: I can handle my feelings.
3. Take two more deep breaths.
4. Think: I'm in charge.
5. Take another deep breath.
6. Think: Be kind. Be honest. Be fair.
7. Stand straight and feel strong.
8. Think of a good thing to say or do.
9. Feel yourself being calm and cool.
10. Put yourself in God's hands.



Family Life Grade 3



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 recognize the gift of our intellect and conscience, and how we can use these gifts and our five senses to make good choices

Engage

Page 55

Objective

To explore how we learn about the world through our senses

Pray Together

Reflect prayerfully on our five senses

Focus

Play a senses guessing game

Discover

Read a story, identify the senses in the story, and name ways our senses work together

Teach

Page 56

Objective

To discover that God created us to think, wonder and choose

Focus

Growing in Virtue: Curiosity and imagination

Explore

Consider ways we use our five senses

Catholic Believe: God created us with the ability to think, imagine and do what is right

Connect

Compare a robot to a human

Apply

Page 58

Objective

To make good choices when using our senses

Focus

God has given us the gift of the ability to make good choices

Discover

Review the process for making good choices

Integrate

Complete the activity on making good-sense choices

Pray Together

Pray "thank-you" prayers for the things learned in this lesson

Reviewing Unit 2

Summarize and review the content from both lessons

Vocabulary Preview

Conscience—a gift from God that guides one to discern right from wrong

Curiosity—character trait of examining or wondering about someone or something

Individuality—the quality of being distinguished from others by the ability to think, wonder and choose, or unique behavior

Intellect—the part of the mind that thinks, reasons and understands

Senses—the five senses of sight, hearing, touch, taste and smell that help us learn

Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ five paper bags for senses activity
- ▶ children's Bible
- ▶ Lesson 4 Activity Masters

Call to Prayer

Dear God, everything we are—our senses, body, mind and spirit—comes from you. Help us to use our gifts rightly, to praise you and to come closer to you. May the Holy Spirit guide us in every choice we make. Amen.

Learning to Choose

LESSON
4

Sensing the World Around Us

Mrs. Lawrence rang the dinner bell. Her family glanced to the shore of the lake. She was waving them over for supper. "Come on, let's go," said Jenny. "I'm getting hungry."

As they arrived back at the campsite, their mother signaled them to hurry. "The sun will be setting soon," she said, "We'll need the fire to keep warm."

Their father was cleaning the fish. Jimmy touched one. "Kind of slimy," he thought. Their mother uncovered the corn bread and poured the hot chocolate. "Smells good, Mom," Peter sighed.

Everything tasted great. The corn bread and honey were sweet and sticky. As they ate, the family heard the sounds of chirping crickets and an owl "whooping" in the woods.

After they finished eating, the family listened to Mr. Lawrence tell ghost stories. They all laughed at the spooky shadows that he made. Finally, there were good-night hugs, and everyone headed for their sleeping bags. They were amazed at all the stars that sparkled in the dark sky.

This lesson will help you to:

- explore how we learn about the world through our senses.
- discover that God created you to think, wonder and choose.
- make good choices when using your senses.



What things do you sense right now?

Learning to Choose 27

Teaching Tip

Cross-Curricular: When possible tap into other academic disciplines that relate to the content of Family Life that you are presenting. If relevant, coordinate and collaborate with other teachers on a common project. Students could complete a single project for multiple academic disciplines. For example, for both religion and language arts, students could write a creative essay based on a moral dilemma. Or students could investigate how a computer works versus how God created human beings to think, imagine and decide to do good.

ENGAGE



Objective

To explore how we learn about the world through our senses

Pray

Begin by guiding the students in a prayerful reflection on the gift of our five senses.

Focus

Prepare five paper bags with items that are good to see, hear, touch, smell, and taste. Label each bag with the name of the appropriate sense. Ask a volunteer to use the appropriate sense to determine what is in the bag.

Discover

- ▶ Tell students to use their sense of hearing and their imagination as they listen to and imagine the story. Read the story, and ask the question at the bottom of the page.
- ▶ Have students think of their favorite thing to do and create a diagram where all five senses overlap. In each section of the diagram, they should identify the sense and what specifically is being sensed as they do their favorite thing.
- ▶ Ask: What are some of the ways your senses can work together?

Objective

To discover that God created us to think, wonder and choose

Focus

Write "curiosity" on the board and talk about its meaning. Ask each student to name one thing they are curious about. Read aloud the Growing in Virtue feature box. Tell them that we can use God's gift of curiosity with our five senses to discover the world.

Explore

- ▶ Read aloud the text on the page. Have students offer ways they have used each of their five senses since they woke up this morning.
- ▶ Ask: What else could Samantha have chosen to do in using her conscience? Suggest both right and wrong choices.
- ▶ Have students read aloud the Catholics Believe box on the next page.
- ▶ Ask: What is conscience? Explain that conscience is a gift from God that guides us in knowing right from wrong.
- ▶ Elicit from students examples of them using their conscience. Reinforce that God gave us our mind and conscience so that we can know and choose to do what is good and right. For example, God said that lying is wrong. Lying is wrong because it is not speaking the truth. God created us to speak the truth, so we should not lie.

Growing in Virtue

Using your imagination, you can be curious about life. Using your mind and conscience, you can courageously choose to do good.



28 Learning to Choose

The Power to Sense

We learn about the world God gave us through our senses. The five senses are sight, hearing, touch, taste and smell. For each sense there is a special system or organ in the body. Your sense organs are your eyes, ears, skin, taste buds and nose. Other sense systems give you balance, direction and feelings of hunger and thirst. Sense organs and systems do not work alone. They receive information and send it to your brain. You decide how to react to the messages they send.

One day Samantha was wondering if there really were aliens living on some distant planet. She imagined what they might look like. Then she realized she still had homework to finish. Like all of us, Samantha could think and imagine. She could choose how to use her mind. Samantha is also able to choose between right and wrong. You too have the power to think, imagine and choose.



Think about times you have had to choose between right and wrong.

The Power to Choose

When you use your power to understand if something is right or wrong, you are using your conscience. Conscience is a special gift God gives to all people. It reminds you that you are responsible for what you do and helps you to make good choices. You have the freedom to make bad and good choices.

Teaching Tip

Facing Difficulties: Discuss how everyone occasionally struggles in making a moral decision. Sometimes making the right choice is difficult. God offers us this grace, especially through the sacraments, so we can make good choices or we can make amends for bad choices. Encourage the children to receive the Eucharist and celebrate the Sacrament of Penance and Reconciliation regularly. God desires and helps us to always make good decisions.

Your power to think is your intellect. It helps you make decisions. For example, you can think about what you can do and how much fun you will have at an amusement park. You have the ability to think for yourself and to use your imagination to do good and avoid evil. God has given you the gift of individuality. You are not programmed like a computer. You have the freedom to choose to live a healthy and holy life. Sometimes, it takes courage to choose to do good.

"Command the Robot"

Imagine that you have designed and built a robot. Since it cannot think, you must tell it what to do. You need to command the robot to help you with your chores. Draw your robot and write your commands in the space provided.

Activity



Learning to Choose 29

Catholics Believe

God created us with the ability to think, imagine and choose to do what is right. He gave us the gift of our conscience to guide us to make good decisions.

- Using the Catholic Home section in the student book, read the Eighth Commandment aloud to the students and have them repeat it aloud. Explain that God gave us this rule. Read aloud Exodus 2:16 from the Bible. Explain that we have the choice to obey or disobey God's good rule.

Connect

- Inquire: How are we different from computers? Listen to their responses.
- Have students list activities that a human can do that a computer cannot. Then vice versa.
- Remind students that computers are built by humans and can only do what they are programmed to do.
- Review safety rules for using a computer and being on-line.
- Reinforce that God created us in his image and likeness and we are not machines. We can choose what we will say or do.
- Remind students that God loves them and can never lose his love.
- Have students complete the activity on the page. If needed, have them finish the activity at home with their family.

Extending the Lesson

Using Activity Master 4A: Use the Activity Master, "Senses, Safety and Joy." Divide the class into five groups. Assign one of the senses to each group. Encourage the groups to brainstorm how the sense could keep them safe and give them joy. Have them come up with several real-life examples for each situation. Invite each group to share their findings with the class.

Robot Commands: Have students test their robot commands with a fellow student. While one reads the commands, the other will follow the commands like a robot. Reinforce that the "robot" cannot perform anything unless the command explicitly states to do so. Have students share what was easy and difficult.

APPLY

Objective

To make good choices when using our senses

Focus

Read "Making Good Choices." Explain that this point of the lesson is to examine how we use our senses, emotions, intellect, imagination and conscience to do what is good and right.

Discover

- ▶ Explain that making good decisions can be difficult so one should not act in haste. Sometimes the wrong choice may be easy, but that doesn't make it right.
- ▶ Review the process for making good choices: (1) gather information, (2) think about your choices, (3) know the consequences and (4) choose to do what is good and right.

Integrate

- ▶ Have students complete the activity on the page.
- ▶ Invite volunteers to share their responses.

Pray

Invite the students to pray "thank-you" prayers to God for the things they've learned about during this lesson.

Making Good Choices

People choose right and wrong ways to use their five senses. In the following activity, read each of the two choices. Then write the choice you will make. Tell why your choice is a good one.



- 1. Sight**
Watch a violent TV show.
Watch a bird build a nest.
I will _____
- 2. Hearing**
Listen carefully to the Gospel at Mass.
Let someone lie about a friend.
I will _____
- 3. Taste**
Try new healthful foods served at home.
Fill up on chips before dinner.
I will _____
- 4. Touch**
Hit someone who upsets me.
Shake hands after a game.
I will _____
- 5. Smell**
Wear my dirty socks.
Keep the pet's space clean.
I will _____

30 Learning to Choose

Extending the Lesson

Using Activity Master 4B: Use the Activity Master "The Robot Servant," which challenges the students to reflect on how humans are different from robots. We have the power to use our conscience, our free will and our intellect. Ask them to work with partners to develop their responses, and then have the pairs join with another pair to create a foursome and compare their answers.

Computers and Humans: Have students list activities that a human can do that a computer cannot. Then vice versa. Remind students that computers are built by humans and do what they are programmed to do. However God created us in his image and likeness. We are not machines and are not to be used by others.

ONLINE ACTIVITIES FOR LESSON 4

Activity Master 4A

Name _____

Senses, Safety and Joy

You learn about things with your five senses. Your senses also do two other important things for you: They keep you safe, and they give you joy. Fill in the chart below to help you appreciate these amazing gifts from God.

The Sense	How could it keep you safe?	How could it give you joy?
Sight		
Hearing		
Touch		
Smell		
Taste		

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Family Life Grade 3



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.

Activity Master 4B

Name _____

The Robot Servant

A robot servant would do exactly what you say, without being able to judge the results of its actions. It couldn't think about possible dangers or know right from wrong. On the lines, write what the robot might do if you gave these instructions: How would a human carry out the instructions differently? Why?

- "Take all the food out of the refrigerator and wash it."
- "Pick up all small objects from the lawn and throw them in the trash."
- "Take the dog for a long walk."
- "Cook lunch every day at twelve o'clock."
- "If you run out of detergent, you can get some from our next-door neighbor."
- "When you answer the phone, say 'hello' very politely."

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Family Life Grade 3

REVIEWING UNIT 2

Summary

- ▶ Ask the students to read through the Summary section.
- ▶ Invite them to ask questions about any points that are not clear to them.
- ▶ Make sure to expand on any points that were perhaps touched on only lightly during class time.

Content Review

- ▶ Use the word bank to complete each sentence.
- ▶ Then complete the True and False section.
- ▶ You may choose to have the students complete this section as a class or as individuals.

REVIEWING UNIT 2

Making Good Choices

Name.....

Summary

We have learned about God's Gift of Self.

LESSON 3: Feelings

- God gives us the language of feelings to help us communicate with one another.
- Making good choices with my feelings takes courage. Good rules can help me think before I act.
- Some feelings can give me warnings about danger and help keep me safe.

LESSON 4: Learning to Choose

- I learn about the world and people through my five senses.
- God created me with the ability to think, imagine and choose.
- I can make good choices when using my senses.

Content Review

Complete each sentence using one word from the word bank.

conscience courage feeling imagine touch

1. It takes **COURAGE** not to lie and to tell the truth.
2. God gave us the gift of **CONSCIENCE** to make good decisions.
3. A **FEELING** is a way of responding to someone or something.
4. God created us with the ability to think, **IMAGINE** and choose what is good.
5. The five senses are sight, hearing, **TOUCH**, taste and smell.

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

1. Animals have four senses, humans have five.
2. Unlike animals, God expects us to grow in love.
3. We can have more than one feeling at a time.
4. "Feeling" is the same as "knowing."
5. Telling people how we feel is a good thing to do.

T	F
T	F
T	F
T	F
T	F

Unit 2 Review 31

Teaching Tip

Child Safety: Review with the children these Messages that Protect:

- ▶ Our bodies are good and special.
- ▶ Boy and girls have many body parts that are the same and some that are different. We speak respectfully about our bodies.
- ▶ Private parts are kept special (which means that adults and older children should not "play with" their private parts, and that older children and adults do not need help with their private parts).
- ▶ It is okay to say "no" to any kind of touch.
- ▶ Touching is never a secret.
- ▶ When feeling mixed-up or uncertain about something or someone, it is a good idea to ask adults for help.
- ▶ Three or four adults I can ask for help are: (Brainstorm with the children who these people might be.)

REVIEWING UNIT 2

Name _____

Thinking It Through

Read each question. Then write a short response. Share your answers.

1. What is one good choice you made recently?

2. How has listening to your feelings helped you today?

3. What are three choices you can make to keep yourself safe?

Working Together

In a small group, take turns using your body and your senses to imitate one of the following: a prowling lion, a tulip bud opening to the sun or tumbling leaves.

32 Unit 2 Review

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.

Working Together

- ▶ Invite students to form small groups to imitate one of the choices provided.
- ▶ End the unit with a prayer from The Catholic Home section.

Teaching Tip

Caution in Exploration: While it is important to encourage children to explore and enjoy the world through their senses, you also want to discourage inappropriate experimentation. For example, students should be told about the dangers of toxic substances and the immorality of abusive acts. Encourage students to use the stop, think and act process in making all of their decisions. Every voluntary act is a choice and should be preceded first by time to think and to consider the moral implications of acting. If the student thinks the act might be wrong, then the student should not choose to act in such a way. They can always consult with a knowledgeable, trusted adult when they have any questions about what is the good and right thing to do.