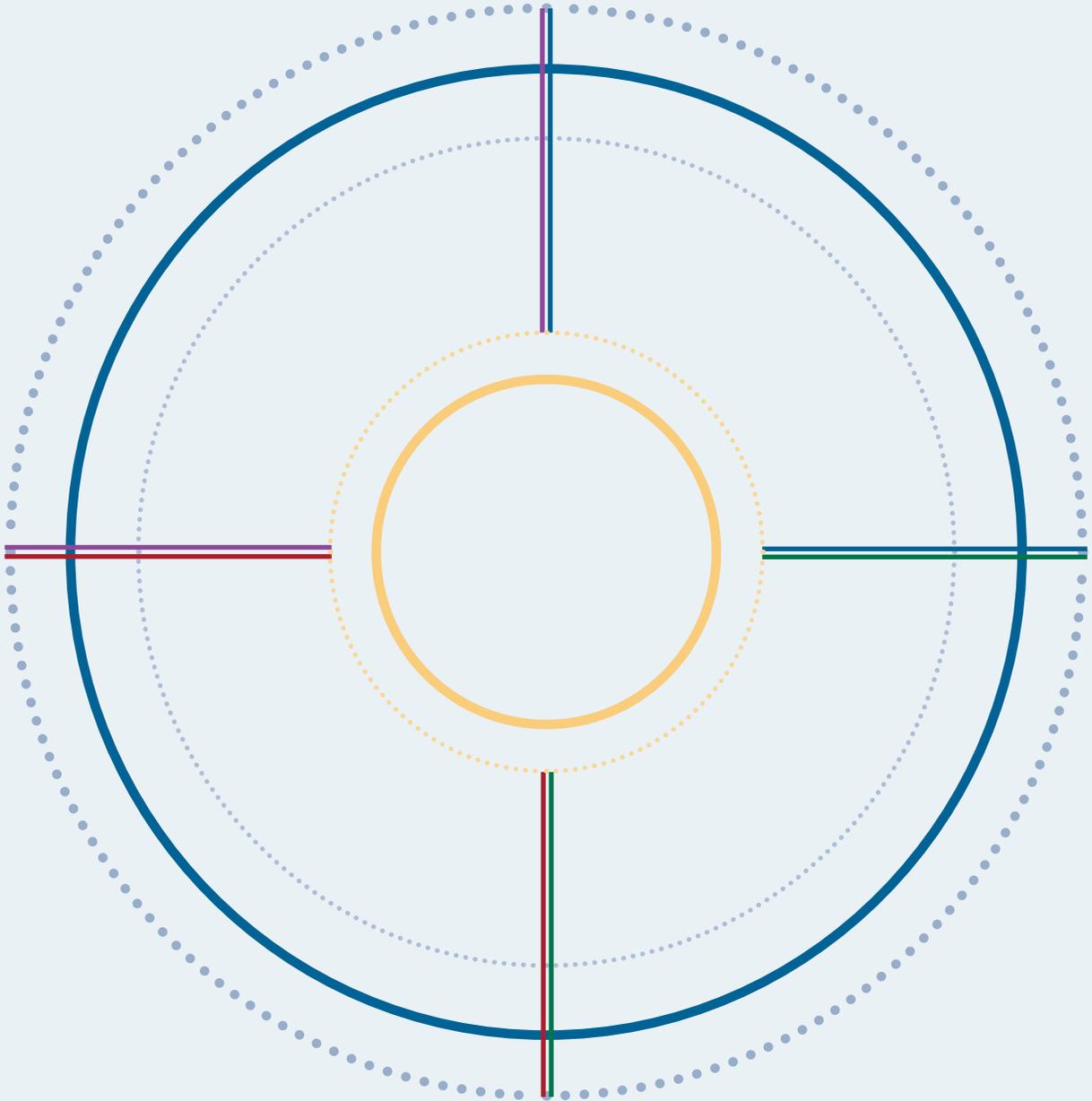


## IS THIS REALLY NECESSARY? PART 1

The circle diagram is essential to your full understanding of the virtuous life. This diagram will also serve as a useful tool for your personal life as well as those to whom you teach or counsel.



## The Father's Plan of Love

God first loved \_\_\_\_\_ (1 Jn 4:19).

My response: \_\_\_\_\_

\_\_\_\_\_

God created \_\_\_\_\_ in His image and likeness (Gn 1:27).

My response: \_\_\_\_\_

\_\_\_\_\_

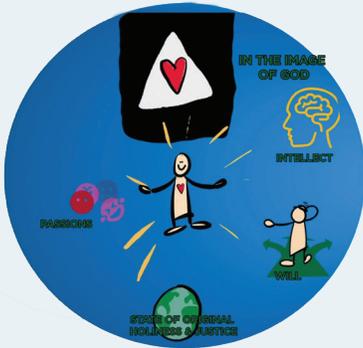
He chose \_\_\_\_\_ in him before the foundation of the world, that we should be holy and blameless before him (Eph 1:4).

My response: \_\_\_\_\_

\_\_\_\_\_



## Faculties of the soul – Intellect | Will | Passions

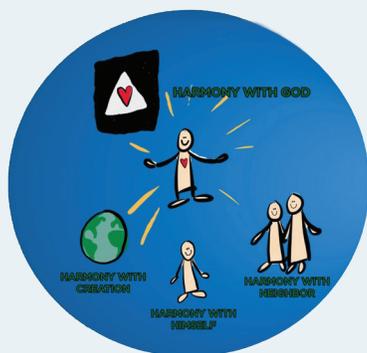


**Further Thought:** *List the passions/emotions.*

**Original Holiness** – Man lived in friendship with God



Harmony – With God, each other, and one's self



Further Thought: *How is obedience described?*

Communion – Walk with God, listening

## IS THIS REALLY NECESSARY? PART 1

Loss of Original Holiness — Disobedience



He was a murderer from the beginning, and has nothing to do with the truth, because there is no truth in him. When he lies, he speaks according to his own nature, for he is a liar and the father of lies. —John 8:44

God Comes in Search — Where are you?

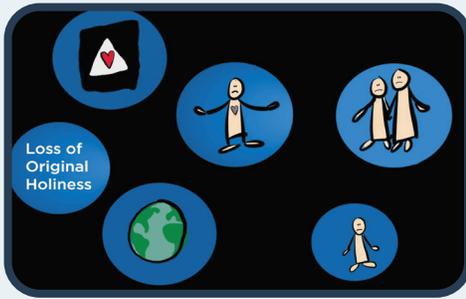


Further Reference

CCC 396–398

**Further Thought:** *List the ways you can discipline in love.*

## Effects of Original Sin — Disharmony



**Further Thought:** *Do you recognize the effects of original sin in society today? The loss of original holiness and justice?*

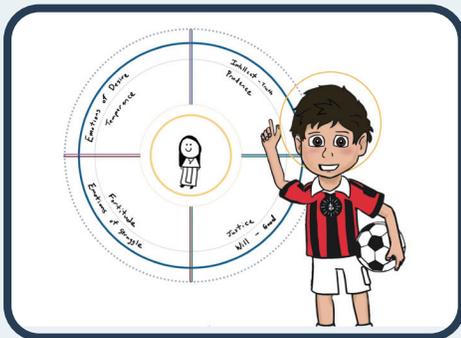
## Expelled From the Garden



### Further Reference

CCC 399–409 |  
ETM 15

Man is inherently good, desires virtue





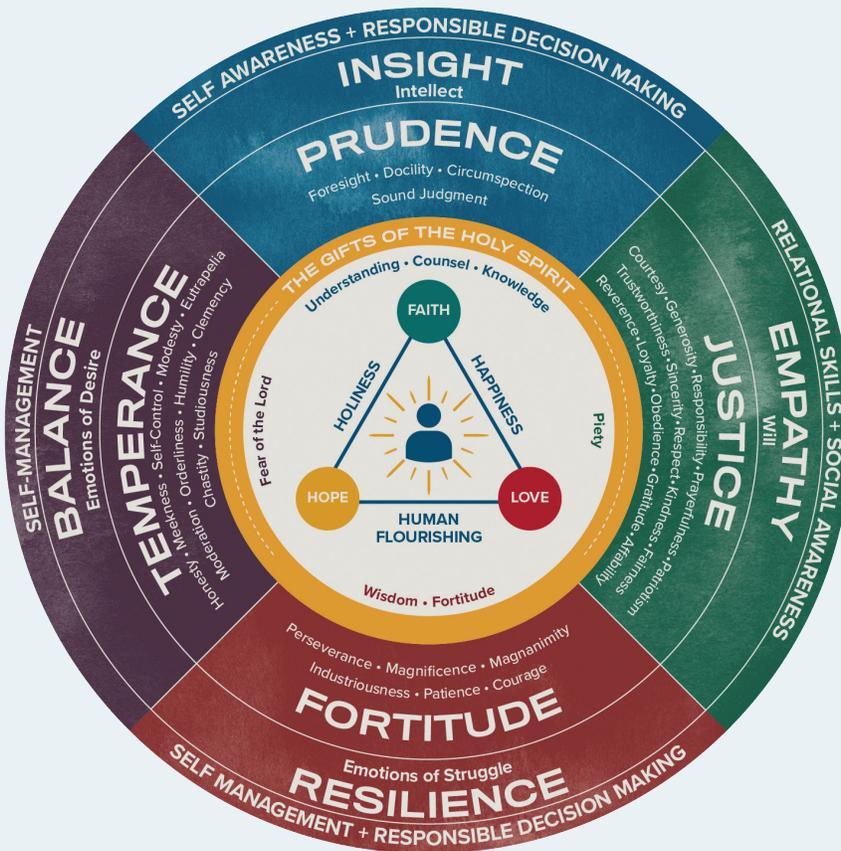
### Four Dogmas of Mary

- Divine Motherhood
- Immaculate Conception
- Perpetual Virginity
- The Assumption

**Further Thought:** *Mary is the New Eve. How does she untie the knot of Eve's disobedience?*

Through baptism all sins are forgiven. The person becomes immersed in the life of the Trinity and receives sanctifying grace which enables the baptized to:

- Believe in God, to hope in Him, and to love Him through Faith—Hope—Charity
- Live and act under the prompting of the Holy Spirit through the Gifts of the Holy Spirit
- Grow in goodness through the moral virtues



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**Further Thought:** *Why is educating in virtue necessary?*

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**Further Thought:** *How would you describe the virtuous life to someone?*

---

**Further Thought:** *Describe this statement: As people change, the culture changes.*

## History of Catholic Education

**CATHOLIC EDUCATION**  
1965

- ☀️ 14,000 SCHOOLS
- ☀️ 6.5 MILLION STUDENTS
- ☀️ 96% RELIGIOUS MEN AND WOMEN
- ☀️ 4% LAITY



**Further Thought:** *What were the benefits of having religious men and women teach in the schools?*

*How was/is their particular charism a source of unity?*

## Catholic Education Today

**Further Thought:** *Describe the impact of the decrease of religious presence in the schools.*

**CATHOLIC EDUCATION**  
2018

- ☀️ 6,000 SCHOOLS
- ☀️ 1.7 MILLION STUDENTS
- ☀️ 97% LAITY
- ☀️ > 3% RELIGIOUS MEN AND WOMEN



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## Decade of the Brain

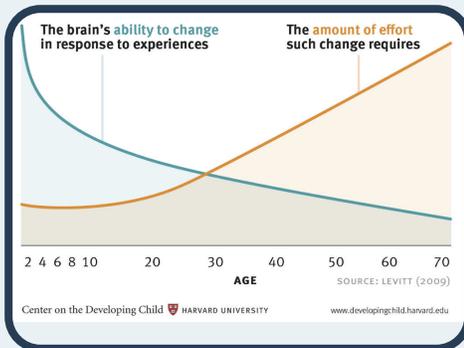
1990-1999—Declared by President Bush to direct funding to brain research and enhance public awareness of the benefits/findings derived from that research

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**Interpersonal Neurobiology** — interdisciplinary field that focuses on continuous brain growth and how personal relationships affect the mind

---

**Neuroplasticity** — the brain's ability to wire and rewire itself across the lifespan



**Integration:** Neurons that wire together, fire together. As a child grows and develops, he or she operates from a more integrated perspective where they are open to receive information from their environment. They also have the ability to interact with their environment in a more calm and reasoned way.

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**Further Thought:** *How can understanding the synergy of interpersonal neurobiology and the virtuous life have a positive impact a school and classroom?*

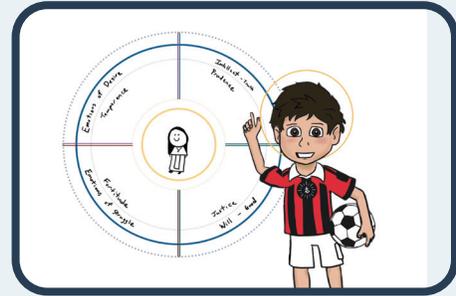
# IS THIS REALLY NECESSARY? PART 2

*The Yes Brain* (Dr. Dan Siegel, M.D.)

- Open and receptive to learning environment
- Creatively engaged
- Curious and joyful



**B.R.I.E. Acronym**



**Further Thought:** See Page 38 to fill in circle diagram

*Balance:*

*Resilience:*

*Insight:*

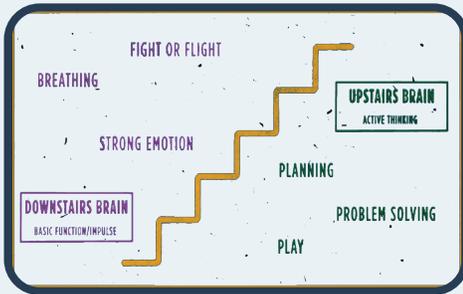
*Empathy:*

## River of Integration



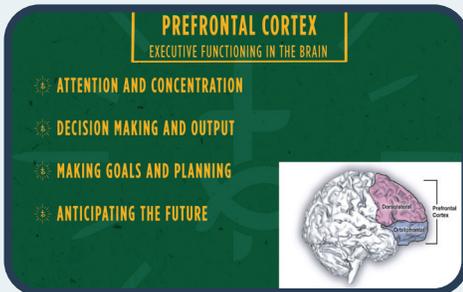
Integration is flowing down the middle of a stream with flexibility, adaptability, coherence/resilience, energy, and stability (FACES). Two banks on either side of this river occur when a child leaves integration and ends up in red zone chaos (angry outbursts, anxiety) or blue zone withdrawal or rigidity (shutting down, avoidance, depression, self-isolation).

## Upstairs Brain/Downstairs Brain



Because of neuroplasticity, the majority of cortical structures develop postnatally. Children are born with their downstairs brain essentially intact; however, their upstairs brain is under major construction throughout their childhood. The prefrontal cortex, in particular, grows entirely outside of the womb and in the context of experiences the child is having. The prefrontal cortex while important in goal setting, attention/concentration, and planning, also has strong reciprocal connections with the emotional centers of the brain.

## Prefrontal Cortex



The key to where there is a convergence of emotion and cognition to engage with the world; the very expression of the self and the seat of character and morality.

Daily wiring and rewiring taking place at a molecular level.

Experience is the architect of the mind.

**Further Thought:** *How should we be attentive to signs of change?  
How does a culture of virtue positively impact the classroom?*

## Healthy Mind Platter



**Further Thought:** *List the seven daily activities needed.*

*What are some things that can take away from the Healthy Mind Platter?*

---

## Strategies and Tools

**Balance** — Ability to manage one's emotions and behavior

- i. Regulation
- ii. Breathing exercises

**Temperance** — Brings order to our life particularly the emotions and desires

---

**Further Thought:** *How do the strategies for balance support the living of temperance and the related virtue? And vice versa?*

---

**Resilience** — Ability to bounce back from life's problems and struggles

**Tools for Resilience— Four S's:**

- Secure
- Safe
- Seen
- Soothed

---

**Fortitude**— Ability to endure difficulties and face life's struggles

---

**Further Thought:** *Why is it essential for young people to experience the 4 S's?*

*How does it enable them to be courageous and resilient?*

IS THIS REALLY NECESSARY? PART 2

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**Insight** — Ability to look within and understand themselves— to learn how to make good decisions and be in control of your life

**Prudence** — Right reason in action helps in making decisions

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**Further Thought:** *How does the practice of prudence enhance and strengthen the insight?*

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**Empathy** — Ability to understand the perspective of another— to have genuine care for others

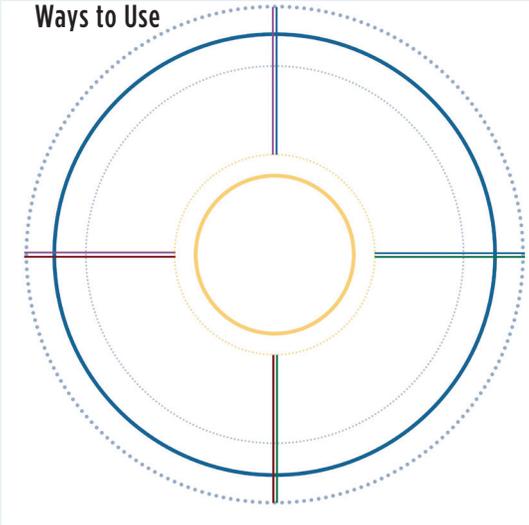
**Justice** — Give to others, beginning with God, what is due him

---

**Further Thought:** *A just person will treat others with dignity and respect. How are empathy and the virtue of justice related and how do they support human flourishing?*

### Ongoing Conversion

#### Ways to Use



#### Application to a Disciplined Life

**Further Thought:** *Think of ways you can have more discipline in your life.*

#### Application to Personal Life

**Further Thought:** *List ways or resources you can use in your life or the life of your students that will help in applying virtue to daily life.*

**Learn the Virtues**—Identifying areas of growth

- Practice
- Witness