

A SAFE ENVIRONMENT CURRICULUM

Diocese of Worcester
March 1, 2007

INTRODUCTION

This **Safe Environment Curriculum** has been created to enable Catholic School Teachers in the Diocese of Worcester to provide instruction to elementary school students that enables them to remain safe from the dangers of any type of abuse, including sexual abuse. Many teachers, parents and school officials have participated in this project, in its various stages of development. We have also been guided by existing resources, particularly from the Dioceses of Providence, RI and Springfield, MA.

The Safe Environment Curriculum is based on six standards:

- Appropriate Behavior Based on Personal Dignity and Respect for Others
- Personal Safety and the Necessary Skills to Remain Safe
- Appropriate Boundaries
- Assertive Responses in Potentially Dangerous Situations
- Identifying Trusted Adults
- Abusive Situations

It has always been an important value to contextualize this instruction within a Catholic faith framework.. The recommended resources and the section of the template on values, particularly reflect this emphasis.

The Catholic School Office will provide implementation and professional development resources to the schools. We are recommending an infusion model of instruction for Catholic Schools.

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Most Reverend Robert J. McManus, D.D., S.T.D.
Bishop of Worcester

Sr. Anne M. Landry, CND
Associate Superintendent of Schools

Topic: Appropriate Behavior Based on Personal Dignity and Respect for Others

Grade: Pre K - 2

Learning Outcomes		Teaching / Learning Strategies			
<p>The student can:</p> <ul style="list-style-type: none"> • Express belief in and articulate that he/she is a beloved child of God. • Appreciate the differences in others. • Describe various feelings he/she experiences. • Demonstrate a variety of ways to communicate with others responsibly. • Explain that all life is a sacred gift of our God and our response is one of thanks and praise. 		<p>Teacher led discussion and activities to ascertain prior knowledge.</p> <p>Use situations that arise to teach the values of personal dignity and respect.</p> <p>Students write or articulate positive statements about other students, so they can reinforce habits of positive interaction and can also hear what others think of them.</p> <p>Develop a “Student of the Week” program.</p>			
Values / Attitudes		Resources		Assessment	
<p>Self- esteem</p> <p>Respect</p>		<p><u>I Am Special</u>, music CD</p> <p><u>The Ugly Duckling</u>, story</p>		<p>The student acts and plays cooperatively.</p> <p>The student generally avoids argumentative or bullying behaviors.</p>	

Topic: Personal Safety and the Necessary Skills to Remain Safe

Grade: Pre K - 2

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Distinguish feeling safe and feeling unsafe. • Express that each person has the right to feel safe at all times. • Explain that as part of God's family we are responsible to each other for the safety of all. • Respond to unsafe situations with confidence and learned skills. • Explain how exposure to violence can condition a person to respond with violence. 		<p>Role playing using specific situations posed in open ended statements, <u>i.e.</u>:</p> <p>One of your classmates is unhappy on the playground ... You see matches on the ground ... A strange car stops near you ...</p> <p>Visits to a fire station, by a police officer</p> <p>Discussion of feelings that tell you there might be trouble.</p> <p>Using moments of conflict among students as opportunities for teaching peace and non-violence.</p>	
Values / Attitudes	Resources	Assessment	
<p>Being peacemakers</p> <p>Personal Confidence</p> <p>Trusting one's own feelings</p>	<p>Safety Signs</p> <p><u>The Little Engine That Could</u></p>	<p>Assess individual understanding through expressive activities in Art, discussion and observation of behaviors.</p>	

Topic: Appropriate Boundaries

Grade: Pre K – 2

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none">• Explain that some behavior is socially acceptable, OK, and some behavior is disrespectful, not OK, and may be unwanted by others.• Express that our bodies are created by God and are a gift to each of us. The parts covered by a bathing suit deserve our special respect and care. They are our private parts.• Articulate that we are in charge of our own bodies and other children or adults should not ask to see or to touch our private parts, unless for health reasons or safety reasons.• Demonstrate understanding that we are all of infinite worth in God’s eyes and therefore deserving of the respect of all.		<p>The students learn the “Golden Rule”, and describe some behavioral choices they make in light of the Golden Rule.</p> <p>The students practice choices using the guiding principle: What Would Jesus Do, WWJD.</p> <p>Given a set of circumstances, the students express in an age appropriate manner the conclusions they draw and choices they make.</p> <p>The students practice fairness at play and in group activities.</p> <p>The student practices decisive and constructive responses to the unfair, violent or disrespectful approaches of others.</p> <p>The students develop some rules of good living.</p>	
Values / Attitudes	Resources	Assessment	
Each child is special and loved by God. Confidence Sense of self worth Gratitude for God’s gifts	<u>Character Builders for Kids</u> “Designed by God, So I must Be Special.”	The student creates a self portrait that shows evidence of his/her talents and capabilities to maintain self respect and to care for oneself.	

Topic: Assertive Responses in Potentially Dangerous Situations

Grade: Pre K – 2

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Say “no” assertively in potentially dangerous situations, and to threatening people. • Demonstrate options and alternatives in dealing with threats, and develop the power to make good choices. • Recognize signs of anger and demonstrate ways to deal with anger. • Differentiate among safe, unsafe and unwanted touches. 		<p>The students are presented a list of possible choices that they evaluate and designate as good or bad choices.</p> <p>Students try out responses to potentially harmful situations using role-plays and puppets.</p> <p>Students practice looking directly at a threatening person, loudly saying “no”, and running away.</p>	
Values / Attitudes	Resources	Assessment	
<p>Sense of self worth and confidence.</p>	<p><u>When I Feel Angry</u>, Janan Cain</p> <p><u>When Sophie Gets Angry ... Really, Really Angry</u>, Molly Bang</p> <p><u>I’m In Charge of Me</u>, D. Parker</p>	<p>Students give feedback to each other as they respond to unsafe situations.</p> <p>Role-play alternative responses to unwanted situations.</p>	

Topic: Identifying Trusted Adults

Grade: Pre K – 2

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Identify three adults who would help keep them safe and whom they can talk to if they are afraid. • Identify some hypothetical situations and persons that might make a child afraid, and how they might get help. • Affirms that secrets can be good but, in harmful and threatening situations, a secret can also be bad for you. There should always be a trusted adult you can tell a secret to. 		<p>Develop a family code word to express discomfort with a family member.</p> <p>Explore some common lures used by child molesters and abductors and learn methods to resist.</p> <p>Each child talks with their parents about whom they can trust when they are in trouble or do not feel safe.</p>	
Values / Attitudes	Resources	Assessment	
<p>Parents as partners in establishing a safe environment for children.</p> <p>Child has alternatives in the face of threats to safety</p> <p>Knowing who to trust by remembering who has helped us in the past.</p>	<p><u>Child Lures</u> , by Kenneth Wooden</p> <p>Video: Berenstain Bears, <u>Learn About Strangers</u></p>	<p>The student identifies trusted adults and possible strategies to maintain their safety in different hypothetical situations.</p> <p>Students can draw themselves in a circle of trusted adults ready to help them when they do not feel safe.</p>	

Topic: Abusive Situations

Grade: Pre K – 2

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Explain different types of abuse: physical, sexual, mental, and emotional. • Distinguish that the fault is always with the person who does the harm. • Affirm that no one deserves to be treated disrespectfully. • Demonstrate the simple understanding that the abuser is one who makes bad choices; the abuser wrongly violates God’s law. 		<p>Carefully discuss hypothetical scenarios to separate the acts of the victim, which may include some mistaken judgments, and the acts of the abuser, who is always the one at fault.</p> <p>The teacher creates a simple story using puppets to illustrate that the one who inflicts harm bears the fault.</p> <p>The student draws and describes a fictional situation in which someone at school has verbally abused another person. The students share possible reactions and the values that are part of the story.</p>	
Values / Attitudes	Resources	Assessment	
<p>Each person, as a child of God, deserves care and respect.</p>	<p>Songs such as “This Little Light of Mine”, which emphasize personal worth and capability.</p>	<p>The students demonstrate understanding that they do not deserve any action of another that harms them physically, results in deep sadness or in feelings of inferiority.</p> <p>Teacher and students engage in “circle time” conversations to explore safe environment issues to assess each student’s level understanding and awareness.</p>	

Topic: Appropriate Behavior Based on personal Dignity and Respect for Others

Grade: 3 – 5

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> ● Identify her/his strengths and areas that need improving. ● Realize that she/he is unique and loved by God. ● Feel comfortable in a safe, stress-free environment. ● Realize each person has the right to express and defend opinions based on logical thinking. ● Exhibit respect for others. 		<ul style="list-style-type: none"> ● Read the creation story and learn what God creates is good. ● Assign students to work in rotating pairs to learn to interact with various classmates. ● Prepare “All about Me” boards to affirm each child. ● Encourage children to praise one another generously. ● Write about future plans and goals. 	
Values / Attitudes	Resources		Assessment
<ul style="list-style-type: none"> ● Self-confidence; Positive attitudes ● Respect for opinions of others ● Teachers act as role-models 	<p>Family Life Series: Benziger</p> <p>School Spirit and Self-esteem Bulletin Boards: Richards, Joanne and Standley, Marianne</p> <p>Blest Are We: Silver Burdett Ginn</p>		<ul style="list-style-type: none"> ● Students treat classmates with respect, allowing others to voice opinions. ● Students are less judgmental of others. ● Students interact with all classmates and attempt to form new friendships. ● Teacher keeps a log on student behavior.

Topic: Personal Safety and the Necessary Skills to Remain Safe.

Grade: 3 – 5

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Learn when to tell a secret. • Learn it's okay to leave an uncomfortable situations. • Strengthen decision-making skills. • Be aware of the presence of strangers. • Be able to differentiate between safe and unsafe situations. • Learn to manage dangerous situations. 		<ul style="list-style-type: none"> • Role play various situations. • Take a walk to identify safe and unsafe places. • Discuss potentially unsafe situations and student reactions. 	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none"> • Knowledge of keeping oneself safe. • Awareness of unsafe situations and places to avoid. • Pray each day for guidance to make good decisions. 	<p>“What Would McGuff Say?” www.mcguff.org/grownups/lp “Risk Watch: Make Time for Safety” www.NFPA.org The Safe Child Book by Sol and Judith Gordon Who is a Stranger and What Should I Do? By Linda Girard</p>	<ul style="list-style-type: none"> • Does the Child respond correctly during role playing and discussion? 	

Topic: Appropriate Boundaries

Grade: 3 – 5

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none">• Learn what type of touching by others is inappropriate.• Know that areas covered by a bathing suit are private.• Learn that he/she should express affection on his/her own terms.• Distinguish between appropriate and inappropriate contact.		<ul style="list-style-type: none">• Read books that address touching and the body areas that are private.• Encourage children to follow their instincts and talk to trusted adults.	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none">• Self-Respect• Personal space• Knowing Boundaries• Our bodies are created lovingly by God and are gifts to us from God.	<p>A Better Safe Than Sorry Book: A Family Guide for Sexual Abuse Prevention: Sol and Judith Gordon</p> <p>My Body is Private: Linda Girard</p> <p>Your Body Belongs to You: Cornelia Spelman</p> <p>A Very Touching Book... for Little People and for Big People: Jan Hindman</p>	<ul style="list-style-type: none">• Observe Proper Student Behavior	

Topic: Assertive Responses in Potentially Dangerous Situations

Grade: 3 – 5

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Learn how to use the Internet safely. • Learn to be aware of surroundings and how to be safe in public places. • Know strategies to resist peer pressure. 		<ul style="list-style-type: none"> • Discuss strategies for being assertive and getting away from dangerous people. • Dramatize standing up to peer pressure. • Role play potentially dangerous situations and methods of escape. • Discuss proper use of the Internet and need for parents to monitor. 	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none"> • Safety • Coping Skills • Knowing boundaries 	<p>Al's Pals: Kids Making Healthy Choices: Colorado education</p> <p>Safe-at-Last: www.RASAC.org</p>	<ul style="list-style-type: none"> • Observe student reaction during role-playing. • Observe student use of the Internet at school. 	

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Topic: Identifying Trusted Adults

Grade: 3 – 5

Learning Outcomes		Teaching / Learning Strategies	
The student can: <ul style="list-style-type: none">• Talk to trusted adults such as parents, teachers, guidance counselors, school administrators, clergy• Know when to tell a secret		<ul style="list-style-type: none">• Brainstorm a list of persons that children can rely upon.• Encourage children to follow their own instincts and talk to trusted adults.• Role play child starting a discussion with a trusted adult.	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none">• Safety• Confidence in one's judgment• Honesty• Communication skills	Family Life Series: Benziger No More Secrets for Me: Oralee Wachter	<ul style="list-style-type: none">• Assessments• Observe child's responses during role play.• Class Discussion of various situations and student responses.	

Topic: Abusive Situations

Grade: 3 – 5

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none">● Realize that no one deserves to be treated disrespectfully.● Grow in the conviction that abusive situations are created by the abuser and never the fault of the victim.● Discuss common lures used by abusers, abductors and how to resist them.		<ul style="list-style-type: none">● Present speakers who have experienced abuse.● Read stories on the topic.● View videos.● Discuss need for trusting one's instincts.	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none">● Respect for self.● Trust	<p>Child Lures: What Every Parent and Child Should Know about Preventing Sexual Abuse and Abduction: Kenneth Wooden</p> <p>Videos</p> <p>Public Speakers</p> <p>www.thesafeside.com</p>	<ul style="list-style-type: none">● Observe student discussions● Listen to student questions of speakers	

Topic: Appropriate Behavior Based on Personal Dignity and Respect for Others

Grade: 6-8

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Affirm that he/she is created in God's image and that the dignity of each human person guides their Catholic moral choices. • Demonstrate understanding that human sexuality is a gift from God and is integral to their personal identity. • Identify and express their feelings responsibly. • Develop and use appropriate skills to live according to Catholic sexual moral values. • Appreciate the gifts and differences in others. • Explain the meaning of a Catholic's call to practice the virtue of Chastity. 		<ul style="list-style-type: none"> • Have each student bring a picture of him/herself when very young. On a poster surround the picture with Bible quotes that speak to their creation by God, God's love for them, their dignity as God's creation <u>i.e.</u>, several in Isaiah 49. • Review the beatitudes as the summary of Jesus' teaching. Ask the students to apply the beatitude teachings to their lives today, in present day culture. • Carefully teach each of the life issues from the life of the unborn to the end of life issues in an age appropriate manner. 	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none"> • Respect for all Life. • Self respect in relationships. • Appreciation of other's gifts. • Avoid bullying behaviors. • Self -awareness. • All are called to be chaste. 	<p>Teacher Resource: <u>Catechism of the Catholic Church.</u></p> <p><u>Flowers for Algernon</u></p> <p><u>A Child Called Ed</u></p> <p><u>Night</u>, Elie Weisel (excerpts)</p> <p>Matt. 5: 3-12 The Beatitudes</p>	<p>Write a response to:</p> <ul style="list-style-type: none"> • What are some issues in our society that challenges our belief in the sacredness of all life? • What messages do some current movies, TV, music videos convey about the Catholic values we are learning? 	

Topic: Personal Safety and the Necessary Skills to Remain Safe

Grade: 6-8

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> ● Explain the importance of feeling safe at all times and being able to recognize unsafe situations. ● Describe the need for personal responsibility in making moral choices that foster growth in the Christian life. ● Assertively respond to unsafe situations. ● Affirm and recognize internal cues (feelings) which indicate discomfort and stress in certain unsafe situations. ● Describe the impact of violence on TV, movies, Internet, music on their behavior and attitudes. ● Demonstrate understanding that venturing into the realm of drug use and sexual expression outside of marriage are not only morally wrong but invariably lead to dangers beyond their ability to control. 		<ul style="list-style-type: none"> ● Students create a set of standards for safe and positive Internet use. ● Students write short stories based on issues in bullying, violence in media, stereotypes, pornography, which have an impact on our life values, and show how the lead character chooses to rise to values – driven choices. ● Students analyze the values which guide characters in media, in history and literature and articulate a set of standards to live a full Catholic life. ● Students role play their response to situations which entice them into the realm of danger and possible harm. 	
Values / Attitudes	Resources	Assessment	
<p>Living our Catholic values takes courage.</p> <p>Prayer strengthens our resolve to do the right thing.</p> <p>The Gospel is a road map in following Jesus.</p>	<p><u>Child Lures : What every Parent and Child Should Know About Preventing Sexual Abuse and Abduction</u>, Kenneth Wooden, at www.amazon.com</p>	<p>The student creates and explains his/her personal shield portraying values and virtues which are at the center of their lives.</p> <p>The student describes the circle of family and friends who constitute their safety supports.</p>	

Topic: Appropriate Boundaries

Grade: 6-8

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> ● Distinguish between acceptable and unacceptable behaviors in school and in public, and the need to avoid anyone who fails to respect us as children of God. ● Recognize the harmful effect of sexist and stereotypical language and behaviors. ● Employ decisive refusal skill, an emphatic “No” to inappropriate and harmful advances. ● Demonstrate personal values and a center of inner control in developing good, healthy relationships. ● Affirm his/her personal boundaries, and distinguish between appropriate and harmful touch. 		<ul style="list-style-type: none"> ● Role plays to practice emphatic and effective refusals. ● Students develop a repertory of expressions that reveal their values. i.e. “ I choose to treat you with the respect you deserve.” ● Students to keep a journal of reflections and biblical and literary quotations that express their guiding life values. ● Students discuss hypothetical situations in which actions and behaviors occur which are morally wrong and violate chastity. 	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none"> ● Respect the dignity of others. ● Strong self esteem ● Chastity is a gift from God. 	<p>Created in the image of God:</p> <p>Isaiah 49 Genesis 1:27</p>	<p>Students list safety precautions and rules they follow to protect themselves.</p>	

Topic: Assertive Responses in Potentially Dangerous Situations

Grade: 6-8

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Demonstrate skills in dealing with aggression and anger. • Recognize and respond in domestic abuse and bullying situations. • Explain positive and negative uses of power. • Use learned skills in the resolution of conflict, in problem solving and in constructive personal expression. 		<p>Student groups create scenarios which portray aspects of power, anger, aggression and being assertive, and then are able to present them for discussion and critique.</p> <p>Students practice using “I” statements and assertive responses in role plays to gain confidence in responding positively to anger, conflict and bullying.</p> <p>Students build a “healthy communications” wall with “bricks” that contain ideas for promoting good relationships and respectful interactions.</p>	
Values / Attitudes	Resources	Assessment	
<p>Our dignity as God’s creation is at the center of positive efforts in interpersonal expression.</p>		<p>The students randomly list values and virtues related to a given scenario. They then give each a weight according to importance and share reasons for their ranking.</p>	

Topic: Identifying Trusted Adults

Grade: 6-8

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none">● Identify adults who inspire confidence in them, persons to whom they would turn if they were in trouble.● Designate a trusted person in each of the places he/she spends significant time.● Affirms the importance of group activities with family, school and parish activities and social activities with friends who hold the same values as theirs.● Seeks safe and supportive opportunities to share their hopes, plans, mistakes and troubles.● Give examples of healthy friendships and exploitive or manipulative ones.		<ul style="list-style-type: none">● Engage in an activity in which students place themselves in hypothetical circle of friends, using an oak tag circle and five magazine pictures of their “friends”. They give each a name, describe the “friends” likes, dislikes, habits, plans, and hopes etc. and the reason they chose them as friend.● Students record in a journal the new persons of trust they have found, as they continue to maintain themselves among nurturing and supportive persons.	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none">● Alert to a need for help developing appropriate trust by following instincts and trusting feelings.	<ul style="list-style-type: none">● <u>All Summer in a Day</u>: Ray Bradbury Prentice Hall	<ul style="list-style-type: none">● The student demonstrates good judgment and appreciation of belonging to a safe circle of friends in his/her writing and in day to day decision making.	

Topic: Abusive Situations

Grade: 6-8

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none">● Affirm that abuse is never the fault of the victim even when the victim may have made a mistake in judgment. The abuser makes a bad moral choice, violates God's law and harms God's creation.● Identify different types of abuse and the need to report harmful situations. Secrets about abuse or sexual activity are never appropriate.● Differentiate between flirting, friendly teasing and sexual harassment.● Demonstrate understanding that all actions have consequences and implications. Abusive situations have far reaching consequences.		<p>Students keep a journal recording insights and struggles with issues of maturing, decision making, and the values important to them as Catholics and other informative topics.</p> <p>In a teacher led discussion of a news story on the mistreatment or abuse of a child or family member, emphasize in an age appropriate way, some learnings about safety, communication, secrets and the bad choices made by the abuser(s).</p>	
Values / Attitudes	Resources	Assessment	
<ul style="list-style-type: none">● Virtue of Chastity● Respect for ourselves and others.● We are created in the image and likeness of God.● Making moral decisions in light of Catholic teachings.	<p>Loved by God: Matt. 19: 13-15</p>	<ul style="list-style-type: none">● The student participates in discussion by sharing personal decision making perspectives.	

Topic: Appropriate Behavior Based on Personal
Personal Dignity and Respect for Others

Grade: 9 - 12

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Recognize that dignity and respect are the cornerstone themes of Catholic Social Teaching • Discuss the connection between the dignity and sanctity of human life and the common good • Explain what the common good is and how this involves a responsibility to treat oneself and others with dignity and respect. • Recognize that one's actions have an impact in the lives of others • Explain how Jesus' message and mission encourage disciples to respect life and the dignity of the person • Describe the causes and effects of social sin as played out in society • Demonstrate the importance of the virtues, which aid in habits of good behavior • Recognize and describe the characteristics of a healthy person regarding his/her personal boundaries** • Demonstrate respect for one's body by keeping free of illegal substances, by appropriate sexual expression, and by healthy exercise and a nutritionally sound diet • Explain the importance of respecting life from conception to natural death, and how the virtue of reverence can impact society and many personal future decisions • Distinguish genuine human rights from mere desires, privileges or subjective assumptions 			
Values / Attitudes	Resources	Assessment	
	<p><i>**Called to Protect</i></p>		

**Topic: Personal Safety and the Necessary Skills
To Remain Safe**

Grade: 9 – 12

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Explain how Jesus’ teaching of love in the Gospels helps us build safe and nurturing relationships • Identify ways we can use Catholic Social teaching to create safe communities • Become aware of some of the dangers of the internet, technology usage and media, and identify safe practices in their use • Recognize the symptoms and consequences of stress and practical techniques to reduce personal stress and optimize the ability to make good decisions. • Appreciate abstinence and chastity and how their practice brings about personal safety, leading to healthy relationships, marriage and family • Describe the causes of addictions (drug/alcohol, sexual) and the effects on one’s personal health • Recognize and acknowledge feelings that indicate a situation or a person may be a source of insecurity, instability , or danger • Acknowledge that acting to please others (“going along to get along”) may not always be wise if “pleasing” puts one in an unsafe situation (Ex.: drunk driving) 			
Values / Attitudes	Resources	Assessment	

Topic: Appropriate Boundaries

Grade: 9 – 12

Learning Outcomes		Teaching / Learning Strategies	
<p>A. Students will utilize critical thinking skills to recognize appropriate boundaries in social settings in order to live a healthy life style.</p> <p>The student can:</p> <ul style="list-style-type: none"> • Identify inappropriate invitations from adults and peers** • Identify the warning signs of date rape • Define sexism and relate that sexist attitudes can lead to harmful behaviors • Employ refusal skills to avoid dangerous situations and unwanted advances** • Distinguish between acceptable and unacceptable behaviors at school, during extracurricular activities, in public and at work • Distinguish between appropriate signs of affection and harmful touching** • Recognize inappropriate solicitation of information while using on line services to limit the possibility of a harmful encounter • Protect and assert one’s own boundaries effectively** <p>B. Students will develop a strong sense of self awareness and assert their personal values in relationships.</p> <p>The student can:</p> <ul style="list-style-type: none"> • Recognize that their actions impact the lives of others • Recognize their inherent dignity and assert their personal values in relationships 			
Values / Attitudes	Resources	Assessment	
	<p><i>**Called to Protect</i></p>		

Topic: Assertive Responses in Potentially Dangerous Situations

Grade: 9 - 12

Learning Outcomes	Teaching / Learning Strategies
<p>A. Students will learn how to deal with aggression.</p> <p>The student can:</p> <ul style="list-style-type: none">• Define aggression• Distinguish between healthy and unhealthy ways to deal with anger• Understand the power dynamics between peers, especially “bully” and “victim”, in the academic and extracurricular environment• Understand the power dynamics between teacher, administrator, coach and student• Understand the power dynamics between parent and child in domestic abuse• Assertively respond to disrespectful behavior directed against themselves or others**• Identify cues that anger is getting out of control <p>B. Students will improve social skills and social competence.</p> <p>The student can:</p> <ul style="list-style-type: none">• Employ assertive responses in a variety of ways**• Practice conflict resolution skills• Interpret emotions by reading body language and facial expressions• Constructively express anger and other emotions <p>C. Students will feel a sense of empowerment and belonging.</p> <p>The student can:</p> <ul style="list-style-type: none">• Use assertive choices and methods when expressing a broad array of emotions• Accept and assume responsibility for one’s actions• Appreciate the value of sharing vs. competing• Conclude that we can make a difference when we work together to solve problems	

Assertive Responses in . . . Situations (con't)

D. Students will learn effective communication skills

The student can:

- Practice positive emotional expression
- Select strategies for problem solving when dealing with conflict
- Differentiate between helpful, unhelpful and harmful communication
- Recognize that one's gender, ethnicity, and religion shape the way we view topics and communicate with others

Values / Attitudes	Resources	Assessment
	<i>**Called to Protect</i>	

Topic: Identifying Trusted Adults

Grade: 9 – 12

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Identify adults who are non-judgmental and to whom he/she can turn if in trouble** • Designate a trusted person in each place he/she spends time: work, home, school, extracurricular activities, parish** • Identify safe persons and locations where he/she can report aggressive behavior occurring at home, at school, at athletics or on the job** • Differentiate between healthy relationships with adults vs. relationships with exploitive or manipulative adults** 		<p>Students will be provided with resources <u>i.e.</u>: telephone numbers and web sites for various and appropriate social services and hot lines</p>	
Values / Attitudes	Resources	Assessment	
	<p><i>**Called to Protect</i></p>		

Topic: Abusive Situations

Grade: 9 – 12

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Identify and define various forms of abuse: physical, emotional, neglect and sexual** • Understand the behavioral, emotional and physical signs of each** • Recognize that abuse can happen to anyone: male and female, child, teenager and adult** • Learn that abusive situations have far reaching personal consequences** • Understand the need to report harmful situations for him/her self or for someone else.** • Realize that abuse is never the fault of the victim, even if the victim makes a mistake in judgment** • Understand the myths/facts about abuse in relationships and sexual harassment • Differentiate between flirting, friendly teasing, and sexual harassment** • Understand the nature of the predator** • Recognize the internet predator 			
Values / Attitudes	Resources	Assessment	
	<p><i>**Called to Protect</i></p>		