

# Family Life

## Child Safety Content

### Grade K Unit 1: God's Gift of Family

#### UNIT BACKGROUND

Young children often have a difficult time communicating because they may lack the correct words they need to describe an event or to express their feelings. Improving a child's ability to communicate well is an essential first step toward keeping them safe. In this unit students will learn to name the members of their families and will practice expressing their feelings appropriately toward family members.

#### LESSON 1: Families

##### Teaching Step

Remind students that it can be difficult to show love. Ask how they can show love when they get angry at someone in their family. Discuss problems and solutions that may occur in a family (e.g., you can show love when your sister bothers you by using kind words to ask her to wait until you can spend time with her).

#### LESSON 2: Sharing

##### Teaching Step

Reinforce through role-play what students can say in being safe when someone they don't know asks for help. For example, students can say, "Let me ask my parents if they can help you."

#### Extending the Lesson

**Smart Help:** Allow students to role-play different ways to help people other than family members. Teach what to do if someone they don't know asks them for help. Practice using these examples: (1) a man asks you to help him find his lost dog; (2) a bigger kid asks you to help her search for a lost ball in the woods. Create other examples as needed. In each case the correct response will be something like: "I'm sorry, but I can't help you. Let me ask my parents (or teacher) if they can help you."

##### Teaching Step

Instruct students that sometimes sharing is easy, other times sharing is hard. Ask for examples of each (e.g., sharing a meal may be easy, sharing your favorite toy can be hard).

##### Teaching Tip

**Frustrated with Sharing:** Some students might find it very difficult to share their space and things with others. Have them practice using sentences like, "I do not want to share (item) because (reason)." This may help them talk about their feelings. Encourage them to share, but do not force or pressure them if they do not. Praise them throughout the lessons for each time they do share.

## Grade K Unit 2: God's Gift of Self

### UNIT BACKGROUND

Children are most familiar with love through their families. Because every family expresses love in its own way, every child's understanding of love will be different. Help the students understand that love is always good and life giving. Help students also understand that it is okay to love someone and still feel hurt by them or angry toward them. In this unit students will learn how to appropriately express their feelings in safe and loving ways.

#### LESSON 3: I Am Loved

##### Teaching Step

Have students partner with each other. Invite them to use kind words to each other to show love. Examples: "Your painting was pretty." "I am glad you sit next to me." "Thank you for sharing the crayons."

##### Teaching Step

Inform students that God created everyone in the whole world. Each person looks different, and each one is special. Reinforce that God loves everyone. Inquire: What might happen if all people looked alike? How would you tell one person from another?

#### LESSON 4: Feelings

##### Teaching Step

Invite students to imitate the facial expression for each feeling plate. Then have them make one feeling plate. Have them act out that feeling and tell what made them feel this way.

##### Teaching Step

Inform students that they should tell their parents about how they feel. Practice saying, "I feel (name it) because (give reason)." They can also tell other trusted adults about their feelings.

## Grade K Unit 3: God's Gift of Life

### UNIT BACKGROUND

Child safety education for younger children is built around the principle that children can be taught a set of rules to follow that will help keep them out of danger. In this unit the students will be introduced to and will practice helpful rules that are designed to keep them safe. Be prepared to have students act out various scenarios so that rules are learned and understood.

#### LESSON 5: Being Safe

##### Teaching Tip

**Internalizing Safety:** Knowing how to stay healthy and safe in all environments does not come naturally to all children. Children at this age are rapidly growing and changing and very curious about what their bodies can or cannot do. They often test the limits as they grow and change. Providing rules and reasons for those rules helps them to internalize a sense of what it takes to keep them safe. Be sensitive to those students who may not have had such learning experiences and who have not been previously encouraged to be aware of situations that might be unsafe and/or unhealthy. Practice skills to instill self-confidence. Encourage good skills development to stay safe.

#### LESSON 6: God's Creation

##### Teaching Step

Point out how they can show respect for life by caring for each of the living things.

## Grade K Unit 4: God's Gift of Love

### UNIT BACKGROUND

This unit introduces the children to human sexuality by noting that there are difference between girls and boys. However, these differences do not mean better or worse, good or bad. This is an opportunity to help students understand that God made them either a boy or a girl, and that being created by God makes them special. They are entitled to be treated with respect and have the responsibility to treat others with equal respect.

#### LESSON 7: Girls and Boys

##### Teaching Step

Remind them that no one has the right to touch their bodies in ways that make them feel uncomfortable.

#### LESSON 8: Special Love

##### Teaching Tip

**Caring for Baby:** Allow students to role-play Story Eight by portraying how the Carters prepared for the arrival of a new baby. Expand the activity by having them dramatize what happens on the day the baby comes home. Discuss loving ways to express affection for a new baby. Remind them that a baby is a very small child who depends on others for all their needs and is to be appropriately handled with gentleness and respect. State that when we take care of a baby's needs, we show love. Include that everyone should always be gentle when holding or touching a baby.

## Grade K Unit 5: God's Gift of Community

### UNIT BACKGROUND

This unit focuses on the importance of having friends and the appropriate ways of showing friends that you care. Unfortunately, sexual abusers often take advantage of a child's willingness to help people in need. Students will learn skills that they can use to make friends and skills that will help them say no when someone tries to take advantage of their openness to make friends.

#### LESSON 9: Friends

##### Extending the Lesson

**Let's Work Together:** Invite students to make a mural of living things. Form small groups. Provide them with only a minimal amount of art supplies in a central area. Tell them that they need to decide how to best complete the project while sharing these supplies. Before they begin, discuss some good rules:

- respect each other with our words and actions,
- sharing begins with asking permission and
- find peaceful resolutions.

Observe their interactions while they work things out. Be aware of any potential hurt feelings or arguments.

#### LESSON 10: Helping Others

##### Teaching Step

Explain that as they grow, so will their ability to help others. Remind students that if they are not sure about who to help or when to help (even if someone tells them to), they should ask a trusted adult what to do.

## Grade 1

### Unit 1: God's Gift of Family

#### UNIT BACKGROUND

Young children rely on their families to be safe harbors, places where they are protected from life's dangers and from which they can go out into the world safely because they have reliable ties back home. In this unit students will learn to name the members of their families and recite their mailing addresses and phone numbers, and they will practice expressing their feelings appropriately toward family members.

#### LESSON 1: What Families Do

##### Teaching Step

Have students practice saying their first and last names and then their address and phone number.

#### LESSON 2: Families Love and Help

##### Teaching Step

Point out and read aloud to the students *Growing in Virtue*. Explain that they should only help people they know and trust and with parental approval.

## Grade 1

### Unit 2: God's Gift of Self

#### UNIT BACKGROUND

Children at this age are just beginning to notice that their bodies are different from their classmates. This is a good time to instill in them that their bodies and those of their friends are made special by God and are to be treated with care and respect. In this unit students will learn that their bodies were created good by God and that there is nothing they or anyone else can do to their bodies to take away that goodness. Students will also learn ways to appropriately act on their feelings.

#### LESSON 3: Child of God

##### Teaching Step

Read aloud the text on the page. Explain that God created each of us unique and very good both on the outside and the inside.

#### LESSON 4: I Have Feelings

##### Teaching Step

Read aloud together the text. Explain: A feeling is not good or bad; feelings are just how we feel inside. Yet we should be good and controlled in how we act on our feelings. For example, if you are angry at someone, you do not hit them. Explain to students that they should tell their parents how they feel: "I feel (emotion) because (reason)."

##### Teaching Step

Ask: Why is it good to talk about your feelings? (*helps to deal with them*) Explain that it is okay to have mixed feelings. It can be difficult to talk about your feelings. You can be brave and talk about your feelings to a parent or another trusted adult.

##### Teaching Step

Tell students that they can talk to people about their feelings. Explain that talking to others about our feelings helps us, especially when we are feeling sad or upset.

**Grade 1**  
**Unit 3: God's Gift of Life**

**UNIT BACKGROUND**

Child safety education for younger children is built around the principle that these children can be taught a simple set of rules to follow that will keep them out of danger. In this unit the students will be introduced to and will practice several rules that are designed to keep them safe. Be prepared to have students act out various scenarios so the rule is ingrained.

**LESSON 5: I Grow and Learn**

**Teaching Step**

Invite students to tell about what they have learned this school year thus far. Help them identify areas such as math, reading, language, religion, science, art, safety, etc.

**LESSON 6: I Care for Myself**

**Teaching Step**

Have available cleanliness props like a brush or a bar of soap. Ask: Why do we use each of these items? *(to help us keep our bodies clean and healthy)*

**Teaching Step**

Have students practice saying no in role-playing scenarios if a stranger approaches them. Reinforce the idea: "Stop, Think, No, Tell." Stop before acting, think about what is happening and say no to unsafe or uncomfortable situations. Then tell a parent or another trusted adult.

**Teaching Step**

Tell students that sometimes saying no can keep you safe. Other times it is right to say yes. Practice with students saying no to a stranger asking for help. Also practice saying yes by obeying good rules from parents and teachers. Explain the difference between doing a good or bad thing. Encourage them to stop and think before they act.

**Grade 1**  
**Unit 4: God's Gift of Love**

**UNIT BACKGROUND**

Many young children are openly demonstrative of their affection for others. The challenge is to teach them how to appropriately show their affection without frightening them or dampening their natural desire to express that affection. In this unit students learn appropriate ways of sharing affection with different groups of people in their families, with their friends and teachers and with others. They will also learn to pray for others and will review family and child safety rules.

**LESSON 7: I Care for Others**

**Teaching Step**

Discuss appropriate ways to show love for various people like parents, siblings, friends, teachers, strangers or even those who have not been kind to us. Forgiving love is love too.

**Extending the Lesson**

**Child Safety:** Discuss appropriate ways to show love for various people. Ask these or similar questions: How would you show your parents or family members that you love them? *(hugs, kisses, say "I love you," say a prayer for them)* How would you show friends or teachers that you love them? *(smile, treat them with respect, tell them, pray for them)* For anyone else, they should be polite and pray for them. Tell students that we can show love for people who have not been kind to us by forgiving them.

## LESSON 8: Love Grows

### Extending the Lesson

**Child Safety:** Talk about appropriate ways to express affection for a baby: prayer, singing, tell Mom or Dad when the baby cries, offer to help with chores. Ask: What are appropriate ways for their parents to express affection for them? (sit on a lap, hugs, tickle games, kisses on the head or cheeks) Inappropriate ways to express affection to the baby: pick up or hug the baby tight without a parent's permission.

### Teaching Step

Read aloud the text as you point out each picture. Have students identify a rule for each, like chore rules for cleaning and helping.

## Grade 1 Unit 5: God's Gift of Community

### UNIT BACKGROUND

Many young children need to have a number of adults with whom they can feel comfortable asking sensitive questions and to whom they can go when they are frightened or need help. This unit practices with students the language and communication skills they need to tell a trusted adult when something is wrong. They are encouraged to speak with their parents about everything. The students will also practice how to forgive others and to seek forgiveness.

## LESSON 9: More Families

### Teaching Step

Discuss appropriate ways to show affection with different types of groups. (hugs and kisses for family, handshakes with neighbors and at school)

## LESSON 10: Family Peace

### Teaching Step

Pair up students and have partners act out some scenes in which disagreements between family members can be resolved. For example, a parent and child disagree over bedtime. Then have the scene be between two friends. For example, two friends disagree over which game to play.

### Teaching Step

Review the steps to resolving conflict. Write them on the board: (1) Identify what went wrong. (2) Identify how you can make things right. (3) Apologize to each other.

Explain the three steps for resolving conflict by having the students role-play several scenarios.

### Teaching Step

Tell students that it is okay to feel upset when you have been upset by someone. To deal with this, you should talk with a parent or trusted adult. You can also pray to Jesus for help.

## Grade 2

### Unit 1: God's Gift of Family

#### UNIT BACKGROUND

Young children rely on their families to be safe harbors, places where they are protected from life's dangers and from which they can go out into the world safely because they have such a strong safety net back home. In this unit students will learn to name the members of their families and to recite their mailing addresses and phone numbers; they will practice expressing their feelings appropriately toward family members. Students will also learn that rules concerning touching are like all other safety rules.

#### LESSON 1: God's Plan

##### Teaching Tip

**Child Safety:** Review with students the way that their family shows love. Remind students that if they feel uncomfortable with any expressions of affection (kissing, tickling, hugging, sitting on someone's lap) they can tell the person, "No, thank you. I don't like that." They should tell their parents if they feel uncomfortable with any sign of affection.

##### Teaching Step

Invite students to draw a picture of their family. Have them identify each member of their family by name and role. Then have students describe one family member and the things they enjoy doing with that person.

#### LESSON 2: Rules and Choices

##### Teaching Tip

**Child Safety:** Review child safety rules with students. For example, walk and play with a partner; get permission from their parents before leaving the house or yard; look both ways before crossing the street; accept nothing from strangers without a parent or teacher's permission; wear a helmet when riding a bicycle; say no if someone tries to

touch them inappropriately (e.g., their private areas where their bathing suit covers); tell a trusted adult when they are frightened. These kinds of good rules can help your students keep safe. Have good classroom safety rules clearly posted prominently and review them regularly.

##### Teaching Step

Practice this strategy: apologize for the specific act to those hurt, ask for God's forgiveness, promise to do better and follow the rule next time.

##### Teaching Step

Inquire: What are you doing each day to keep healthy, holy and safe? Invite students to discuss rules for keeping healthy. For example, Why do you brush your teeth? Wash your hands? Eat healthful food? If time permits, review personal hygiene rules.

##### Teaching Step

Pair students into groups. Have each group come up with a good rule for: caring for pets, keeping a garden blooming, keeping promises, keeping the playground safe, having good table manners or guiding the class in loving God.

## Grade 2

### Unit 2: God's Gift of Self

#### UNIT BACKGROUND

Children of this age are becoming more conscious of how their bodies and abilities are different from their classmates. This unit will help students to understand that their bodies and those of their friends are made special by God and are to be treated with care and respect. They will also learn to pay closer attention to their surroundings and to how others treat them. They will practice making good decisions.

## LESSON 3: Who Are You?

### Teaching Tip

**Peer Pressure:** Second graders are influenced by peer pressure. They need to learn that following the leader is not always the best thing to do. They need to acquire the self-confidence to see themselves as unique with special gifts to be shared. Someone who feels loved by God can extend that love to others more easily. Help the students discover their special gifts. Explain that sharing with others unselfishly and willingly is generosity, and wisdom means making good choices. Let the students give examples of times when they feel they have acted generously and wisely. You too can be a great role model.

### Teaching Step

Direct students' attention to the page. Read aloud the text. Remind students that God created us, including our bodies, in his image and likeness. So our bodies are good and need to be cared for properly.

### Teaching Step

Remind students that some people are better than others at specific things. God gave each person special gifts and abilities so we can help each other.

## LESSON 4: I Can Be Brave

### Teaching Step

**Ask:** What changes do you notice in yourself as you grow? Encourage students to be specific in how they have changed or grown in physical, emotional and spiritual ways. Have them name ways that people treat them differently now than when they were younger.

Tell students the importance of being aware of what is happening around them and how people treat them.

### Teaching Tip

**Feeling Overwhelmed:** Second graders are ambivalent about the growing process. They are eager for greater freedom, but they also long at times to retreat into the

years when less was expected of them. This can cause some anxiety and feelings of being overwhelmed in some students. If the students are feeling too overwhelmed at times, you may need to slow down a little and give them some extra encouragement, understanding and opportunities to relax.

Have students practice using WALT. Use these or other age-appropriate scenarios: you see someone teasing a student with braces; while on the Internet, someone requests a picture of you; a friend invites you to his house when no parent is home.

### Teaching Step

Have students practice using WALT. Use these or other age-appropriate scenarios: you see someone teasing a student with braces; while on the Internet, someone requests a picture of you; a friend invites you to his house when no parent is home.

## Grade 2 Unit 3: God's Gift of Life

### UNIT BACKGROUND

In this unit students will review and practice different kinds of safety rules so that they understand that rules concerning appropriate touching and avoiding strangers are similar to rules for bicycle safety. The students will be given various situations and be asked to say what are appropriate ways that they can help others.

### LESSON 5: New Life

#### Teaching Tip

**Gift of New Life:** When discussing a newborn be sure to reinforce that the baby has been growing even before being born. The newborn baby takes on a new stage of development having been born. Now the whole family can help care for the baby. Discuss that, just like all of us, even a baby has bad or sad days when not feeling well.



This is when the family can help support one another and care for the baby by helping during feeding times, singing to the baby, etc.

### **Teaching Step**

Talk with students about rules for keeping babies safe (e.g., being gentle around pregnant mother, having parents' permission before handling baby, being calm and gentle around the baby, etc.).

## **LESSON 6: Caring for Life**

### **Teaching Tip**

**Child Safety:** In caring for God's creation, we must not forget to care for ourselves. Reinforce the concept of caring for life by using proper hygiene. Review with the students ways they can care for themselves; for example, bathing or washing themselves, brushing teeth, getting exercise, doing things with a buddy, wearing a bike helmet, saying no when someone makes them feel uncomfortable with a touch or suggestion. Also remember to review the "3 R's" in child safety: Recognize, Respond/Resist and Report.

### **Teaching Step**

Review with students safety rules for helping others; always first have permission from a parent or other trusted adult.

## **Grade 2 Unit 4: God's Gift of Love**

### **UNIT BACKGROUND**

Child abusers often take advantage of children's willingness to show affection and to make promises. Thus, learning appropriate ways to share affection and to distinguish between different kinds of promises are important skills for children to learn. In this unit students will learn and practice appropriate ways of sharing affection with different groups of people (families, friends,

teachers and neighbors). They will also learn about promises and when it is appropriate not to keep a promise. Students will also practice seeking and offering forgiveness.

## **LESSON 7: Signs of Love**

### **Teaching Tip**

**Words, Actions and Things:** When asking students to show signs of love, be sure to avoid only one type of sign. Elicit from them various types of signs that deal with words, body movement, audio and visual interaction or common objects that they would be familiar with. In this way you can encourage multiple intelligence learning as well as reach out to those students who learn in various ways. For example, you can pair up or group students to work on imitating a song or poem that they can rewrite and sing using words or acts of kindness.

### **Teaching Step**

Discuss with students appropriate ways of showing love to various people. Help them understand that how they express love will be different depending on the relationship. Review rules for appropriate touching, reinforcing that they should inform a trusted adult immediately if someone acts inappropriately toward them.

### **Teaching Step**

Show how the words on the board match the steps Marcy took. Explain that this is a way you can help fix or reconcile relationships.

### **Extending the Lesson**

**Child Safety:** Discuss appropriate ways to show love for various people. Ask these or similar questions: How would you show your parents or family members that you love them? (hugs, kisses, say "I love you," say a prayer for them) How would you show friends or teachers that you love them? (smile, treat them with respect, tell them, pray for them) For anyone else, they should be polite and pray for them. Tell students that we can show love for people who have not been kind to us by forgiving them.

## LESSON 8: Promises

### Teaching Tip

**Child Safety:** Tell students that promises are very important and should only be made in certain situations. Review with them the specific times when they should not make promises. Begin by asking them for examples of such times. Be prepared to add to what students say. They should not make a promise to keep silent when they have been hurt or know of someone else who has been hurt. They should not make a promise to keep silent when they see someone doing something dangerous or wrong. And they should not make a promise to keep silent when they have been touched on their private places or asked to touch another person's private places. They should not make a promise to do something that is wrong.

### Teaching Step

Review that promises are important, yet we should never keep silent when we or someone else is being harmed or hurt.

## Grade 2 Unit 5: God's Gift of Community

### UNIT BACKGROUND

Young children need to have a number of adults with whom they can feel comfortable asking sensitive questions and to whom they can turn when they feel frightened or need help. In this unit students will make a list of the people to whom they can turn when they feel sad or afraid, and they will be reminded of the importance of telling their parents everything. Students will also learn what it means to keep a secret and when they should not keep secrets.

## LESSON 9: Family Connections

### Teaching Tip

**Child Safety:** When discussing or having students identify people whom they feel comfortable around or would be considered a trusted adult, help them keep a list of these people. Tell students that they can talk to any of the people on their lists whenever they need help. Include on the list relatives, teachers, school, parish officials and public servants (police, etc.). Remind them of the proper uses of calling 911. Encourage parents to help their children keep this list current and available.

### Teaching Step

Have students list people who they feel comfortable around and like to celebrate with.

### Teaching Step

Remind students that any time they feel sad or upset they should speak to their parents or another trusted adult.

### Teaching Step

Review with students appropriate ways of showing love and helping others.

## LESSON 10: More Connections

### Teaching Tip

**Child Safety:** Review with students what it means to keep a secret: You don't tell anyone that you have a secret or what the secret is. Then review when they should NOT keep a secret: If someone will get hurt; if someone asks you to keep a secret about something that you know is wrong; if keeping the secret makes you feel sad, confused or uncertain; if you have big doubts about keeping the secret; if you have been forced to keep a secret by someone who frightens you; if someone asks you to keep a secret about being touched inappropriately or looking at offensive pictures. Remind students that a promise to keep a secret about one of these issues is not a real promise and so they should not feel sad or guilty about telling a trusted adult about the secret.

## Grade 3

### Unit 1: God's Gift of Family

#### UNIT BACKGROUND

This unit highlights the experience of belonging to a family. Children learn to model the behavior of their parents, to follow family rules and to keep family secrets. Do not ask or allow the students to violate these family rules or share family secrets openly in class. Yet, students need to have a trusting adult with whom they can share in confidence things that trouble them. Offer students the opportunity to speak with you privately if they have concerns or want to share something with you.

#### LESSON 1: The Human Family

##### Teaching Step

Ask: How do people in your family show love? Brainstorm many ideas and list them, or have students write them on the board. Review with students ways their families keep them safe.

##### Teaching Step

Have students name different families that live in their neighborhood. Ask: How many do you know by name? How are they similar? How are they different?

Ask students who among their neighbors would they tell if they (1) found a bullet on the street, (2) saw a big dog unleashed, (3) were approached by a stranger in a car.

#### LESSON 2: Family Living

##### Teaching Step

Help students understand that lying is wrong and hurts our relationships with others. Ask: What are you to do if you tell a lie? (apologize and tell the truth)

Encourage students to always tell the truth. Discuss also that they don't keep secrets when someone could be hurt or when asked to do something that is wrong.

##### Teaching Step

Discuss with students when it is okay not to be loyal to a friend or another person. *(when they are asked to do something they know is wrong or are asked to tell a lie or to keep a hurtful secret)*

##### Teaching Step

Have students practice the skill of forgiveness by saying "I'm sorry" and "I forgive you." Explain that real forgiveness is a process that takes time.

## Grade 3

### Unit 2: God's Gift of Self

#### UNIT BACKGROUND

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.

#### LESSON 3: Feelings

##### Teaching Step

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.

##### 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.

### **Teaching Step**

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.

### **Teaching Step**

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.

### **Teaching Step**

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.

## **LESSON 4: Learning to Choose**

### **Teaching Step**

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.

Reinforce that God created us in his image and likeness and we are not machines. We can choose what we will say or do.

### **Teaching Step**

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.

## **Grade 3**

## **Unit 3: God's Gift of Life**

### **UNIT BACKGROUND**

Children who have been mistreated or abused often feel guilty or bad about themselves. It is important that all children learn that no matter what happens to them or what they do, they are always loved by God. God made them in his image and likeness, which means that God created them special, and they can never lose their dignity. In this unit students will learn about God's plan for creation and the proper use of God's creation, along with how they are to be treated and how they are to treat others.

### **LESSON 5: Being Alive**

#### **Teaching Step**

Remind students that God created them in his image and likeness, so they are good. There is nothing that they can do or that can be done to them that will change the fact that God will always love them.

### **LESSON 6: Life Continues**

#### **Teaching Tip**

**Safety Around Babies:** Talk with students about the appropriate ways to care for an infant. They must be picked up and carried with great care and only with prior permission of the baby's parents. Consider using a baby doll for students to practice the proper ways of holding and carrying an infant. This may also be a good time to talk with students about appropriate touching. Remind them that no one has the right to touch them in their private areas, those covered by their bathing suits, and that they shouldn't touch others in those areas either, especially not a baby sibling, unless they are asked by a parent to assist in changing a diaper or in giving the baby a bath.

**Grade 3**  
**Unit 4: God's Gift of Love**

**UNIT BACKGROUND**

In this unit students will learn about the goodness of God's creation and how to show reverence for God by respecting all of creation. Be prepared to help students to understand that respecting all of creation includes showing respect for their own bodies and the bodies of others. Help students to understand the need for proper hygiene and nutrition. Focus also on the importance of safety rules. Rules about appropriate touching will fit naturally into a conversation on respect for one's body.

**LESSON 7: Caring for Plants**

**Teaching Step**

Connect caring for plants with respecting all of God's creation. Point out that watering and tending to plants is caring for the plant, and that good hygiene is caring for their bodies.

**LESSON 8: Caring for Animals**

**Teaching Tip**

**Child Safety:** Ask these questions: "What are some ways that we can take care of plants and animals? What can we do responsibly to take care of others? What can we do to take care of ourselves?" Help the students understand that while it is important that we take care of nature and help others, they should always get their parents permission (or that of a teacher at school) before doing anything. Remind them of the steps to take before acting: (1) Get information. (2) Think about what they can do. (3) Consider the results of possible actions. Some of these concepts may be beyond their immediate abilities, but you can still help them to stop and think before acting.

**Grade 3**  
**Unit 5: God's Gift of Community**

**UNIT BACKGROUND**

The premise behind child safety education is that children can be taught basic rules that they can follow to keep them out of harms way. Some safety rules have been included in this program's materials. Also included are simple steps for students to think before acting so that they make good decisions. As you prepare your lessons, review the child safety rules of your school or parish and incorporate them. This will allow you more time to instill in students the importance of respecting themselves and other people.

**LESSON 9: Having Good Sense**

**Teaching Step**

Remind students that caring for their body involves good nutrition and good hygiene. In this way they honor God and show respect for themselves and others. Review rules about appropriate touching.

**Teaching Step**

Read aloud the Growing in Virtue feature. Ask: What are some good decisions that you made recently? Explain that when you make good decisions about healthy and holy choices, you can avoid what is harmful and dangerous.

Review steps for making good choices: (1) Get necessary information. (2) Think about your choice. (3) Consider the consequences. (4) Always choose what is good and right.

**LESSON 10: Community Life**

**Teaching Step**

Have students make a list of the adults in their neighborhood, school and parish communities whom they know and trust.

## Grade 4 Unit 1: God's Gift of Family

### UNIT BACKGROUND

Children of this age are accustomed to taking orders from adults and older children. A child abuser can take advantage of the child's eagerness to do what is asked. This unit will help students to understand that it is okay to question or to say no to orders or requests that they feel are unusual or dangerous or that cause them to feel uncomfortable (such as improper touching) even when the order or request comes from an adult.

### LESSON 1: Being Needed

#### Teaching Tip

**Child Safety:** You will find child safety teaching suggestions embedded within each of the lessons of this course. The lessons are designed to provide students with the knowledge and skills that they need to live safely in today's world. The teaching suggestions are integrated into the lessons and are to be treated similar to any other teaching suggestions offered.

The child safety approach offered here is based upon three fundamental principles, the 3 R's of child safety: (1) Recognize the situation, (2) Respond appropriately and (3) Report the situation to a trusted adult. When you make these child safety suggestions a part of your lesson, you provide the students a firm foundation for healthy living.

#### Teaching Step

Explain that keeping promises is one way of showing dependability. However, students should not keep promises that might put them at risk or force them to do something that they feel is wrong. Ask students for examples of this. (*When you promise a friend not to tell when they plan to do something that may be dangerous. When an adult or older child asks you to do something and keep it a secret.*)

### LESSON 2: Why Rules?

#### Teaching Step

Reinforce that parents are concerned about the safety of their children. Good family rules help keep people safe.

#### Teaching Step

Teach students these safety rules: They have the right to say no when someone tries to touch them inappropriately. They can say no when someone asks them to keep a secret if they feel it is wrong.

## Grade 4 Unit 2: God's Gift of Self

### UNIT BACKGROUND

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.

### LESSON 3: My Feelings

#### Teaching Step

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.

## LESSON 4: Acting on My Feelings

### Teaching Step

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*).

### Teaching Step

Discuss inappropriate touching: Any touch that makes a person feel uncomfortable, especially if in the area of the body covered by a bathing suit is inappropriate. Explain to student that they have a right to say no to such touches. They should be clear by saying, “No, thank you” quickly walking away. Then they should tell a trusted adult what happened.

## Grade 4 Unit 3: God’s Gift of Life

### UNIT BACKGROUND

Children at this age are becoming aware of their bodies and the bodies of their friends. This unit will help students to understand that their bodies are special because they were created by God, that some areas of their bodies are considered private and that no one has the right to touch them inappropriately. Students will also learn the importance of treating their own bodies and those of others with respect.

## LESSON 5: Your Amazing Body

### Teaching Step

Review with students the correct names of the body’s various parts and systems. Help them to understand that they need to know the correct names and that they can say them without feeling embarrassment or shame. Some words may sound funny to the students and there may be some giggling among them.

## LESSON 6: The Stages of Life

### Teaching Step

Discuss with students how they can show respect for their own bodies and for the bodies of others (e.g., through personal hygiene—bathing daily, brushing their teeth, combing their hair; by eating nutritious food and avoiding junk food; by wearing clothes that are not too revealing; by getting plenty of sleep and exercise). They can show respect for others by not making them feel bad about their appearance and by playing with them and being their friend.

## Grade 4 Unit 4: God’s Gift of Love

### UNIT BACKGROUND

Sexual abuse can involve the touching of a child’s private parts, but it can also involve showing a child sexual pictures, taking sexual pictures of a child or asking a child to touch another’s private parts. This unit will help students to understand the goodness of the body, how they are changing as they grow and the proper use of the body. This information will help students better understand if they are being asked to do something that is inappropriate.

## LESSON 7: Growing and Maturing

### Teaching Step

Explain to students that because they were made in God’s image and likeness, they can make good decisions, like caring for their bodies and being proud of who God created them to be, who they are now and who they hope to be when they become an adult.

## Extending the Lesson

**Changing Relationships:** As children mature, they may become uncomfortable with touches by a parent or relative. Explain that such feelings are normal, and that the child has the right not to be touched if they don't like it. Remind the students that they should tell others not to touch them if it makes them uncomfortable, and they should tell a trusted adult what happened if the touch was inappropriate. Help students understand that they are not to blame for the thoughts or actions of others.

## LESSON 8: Healthy Discipline

### Teaching Step

Discuss with students some things that they have no control over (their height, the size of their feet) Help them to understand that knowing the difference between the things that they can control and the things they can't control is important. When they say no to things they can control, they are using good judgment.

## Grade 4 Unit 5: God's Gift of Community

### UNIT BACKGROUND

Learning how to forgive can be a challenge for everyone, but it is especially difficult for children who have been betrayed or abused by a friend or a trusted adult. This unit will help the students to understand that real forgiveness takes time and will provide practice steps that they can take to learn to forgive others.

## LESSON 9: Reaching Out

### Teaching Step

Talk about teasing and other forms of abusive language. Why do people tease others? (*They want to hurt or make fun of others.*) Help students understand that not only is teasing hurtful and morally wrong, but it is also a form of abuse. If they tease or make fun of others, they may cause the other person terrible harm.

Ask: What can you do if you see someone being teased or verbally abused in some way? (*refuse to take part in the teasing, tell the teasers to stop, find and tell a trusted adult what happened*)

## LESSON 10: Looking to the Future

### Teaching Step

Remind students that God never asks anything of them that would cause them harm. If they are ever asked to do something harmful or secret "because God wills it," they should say "No," get away and tell a trusted adult.



## Grade 5 Unit 1: God's Gift of Family

### UNIT BACKGROUND

Half of all child abuse is done by extended family members. Children cannot stop such abuse because they are psychologically and/or socially dependent on the offender. Abused children suffer both physically and emotionally. Children need to know how to seek help when in an abusive situation. The lessons in this unit provide an opportunity to discuss what is appropriate behavior within a family and appropriate ways to respect others, to show loyalty and to act responsibly.

### LESSON 1: Family Ties

#### Teaching Step

Explain that while you may emphasize that the students are old enough to take on added responsibilities, they can and should ask for help when fulfilling a responsibility proves difficult.

Review the six qualities of a healthy family. Explain the importance of good communication with parents, especially about what is happening in their life.

Role-play how to show respect to others. Emphasize also the importance of respecting the body by avoiding improper touch.

### LESSON 2: Family Feelings

#### Teaching Step

Have students reflect on how they can be responsible for their words and actions no matter their mood. Encourage them to know people with whom they can talk about personal matters, making sure that they include trusted adults.

Explain that we should avoid and prevent using words and actions that are violent or otherwise harmful. Abusive behavior of any kind is never right or acceptable.

#### Teaching Step

Discuss what students can do if they ever experience abuse. (Tell a parent or another trusted adult; get away from the person.)

If students start to discuss a personal experience of abuse, stop the public conversation and talk with the student in private.

## Grade 5 Unit 2: God's Gift of Self

### UNIT BACKGROUND

Psychologists sometimes speak of the Law of Exposure and the Law of Cognition: You think about what you are exposed to and you eventually act upon or become what you think about. In this unit students will discuss the importance of honest communication. They will examine some of the messages they receive from the media and discuss appropriate ways of responding to these messages. They will also discuss the importance of having a trusted adult whom they can talk to about these and other issues.

### LESSON 3: Communication

#### Teaching Step

Inquire: What rules does your family have for watching movies and television, listening to music and surfing the Internet? Discuss how these rules help promote respect and dignity of the person. Invite students to work in groups to create a list of guidelines for reading, watching and listening to the mass media.

#### Teaching Step

Explain that each of us needs someone to talk to about important things. Have students identify who they would tell if they (a) found \$20, (b) saw someone with a gun, (c) were asked to look at inappropriate pictures.

## LESSON 4: Change

### Teaching Step

Talk with students about the emotions they may feel as they enter puberty. Explain that these emotions are normal, and they need to learn how to act positively on emotions. Note that their love for God and others as well as their prayer life is an important part of helping them deal with their emotions and acting appropriately.

### Teaching Step

Talk with students about how they use social online networks. Discuss the risks involved in sharing certain information online.

## Grade 5 Unit 3: God's Gift of Life

### UNIT BACKGROUND

Child safety education is based upon the premise that each person has inherent dignity having been created by God. Because of this dignity, we are to respect others and ourselves in thought, word and deed. We do this most effectively when we build a culture that respects everyone as gifts from God to be cherished from conception to natural death. In this lesson students will learn appropriate ways that they can show respect for everyone. Students will also practice paying attention to their surroundings and what is happening to them.

## LESSON 5: New Life

### Teaching Step

Talk with students about the work involved in caring for an infant. Discuss appropriate ways to treat a baby.

### Teaching Step

Discuss with students ways to show respect. Point out that every person has dignity and worth because they were created in God's image and likeness. Explain that taking care

of their bodies and respecting the bodies of others is one way to respect their own dignity.

### Extending the Lesson

**Small Group Work:** Have students work in small groups to offer solutions to the following situations: (1) A friend uses smokeless tobacco; (2) An older student is caught drinking at school; (3) While at the mall, they notice a person irritated at an elderly lady who walks very slowly. Ask: How does each example violate the sacredness of human life? What can they do to promote respect for the human person.

## LESSON 6: Parenthood

### Teaching Step

Discuss with students appropriate ways of showing respect for each other. Explain that if they don't like how they are being treated by others, they have the right to say "no" and "stop" and to walk away. Have students role-play what they would do if they were uncomfortable with the way others were treating them.

## Grade 5 Unit 4: God's Gift of Love

### UNIT BACKGROUND

Students at this age are often consumed with the desire to be a friend. Unfortunately, child abusers often use this desire to seduce them into harmful relationships. You can use this desire of friendship to promote child safety. Encourage students to do things with groups of friends, as there is safety in numbers. Be prepared to talk frankly with students about what a good friend would and would not do. This unit also provides an opportunity to discuss appropriate touching depending upon the relationship and the child's right to say no to any touch that makes them feel uncomfortable.

## LESSON 7: Friendship

### Teaching Step

Discuss positive peer pressure as the influence to do the right thing, the fun stuff and the safe way. Have students list benefits of doing things with friends.

As a class make a list of tips such as:

- (1) always be with a group when outdoors,
- (2) be aware of your surroundings, (3) never accept rides from strangers.

### Teaching Step

Discuss and elaborate: How does chaste living show respect and love toward another? How does it respect human dignity? Explain that God desires us to love one another, knowing that love is to will the good of another. Love is more about what the other person needs than what we want. Chastity frees us to love respectfully.

### Teaching Step

Talk with students about what a real friend would do and never do or ask them to do (e.g., a real friend would not ask them to do anything wrong, harmful or dangerous; would not touch them inappropriately or keep secrets about such touches). Have students list the differences between a “real” friend and a “fake” friend.

## LESSON 8: Marriage

### Teaching Step

Help students understand that touching is an important part of any relationship, yet there are appropriate ways of touching according to the kind of relationship. Ask: What is appropriate touch between husband and wife? (*intimate hugs and kisses*) Between friends? (*friendly hugs, pats on back*) Between acquaintances? (*hand shake, etc.*) Remind students they have the right to say no if they are uncomfortable when someone touches them.

Review basic touching rules: God wants you to be safe; respect people’s personal space; touching is never a secret; talk with a trusted adult; etc.

## Grade 5

## Unit 5: God’s Gift of Community

### UNIT BACKGROUND

Children need to identify a few people whom they can feel comfortable talking with about important issues. This unit provides a good opportunity to identify people outside the family yet within the community whom they can trust. This unit also provides an excellent opportunity to speak with students about the importance of forgiving and seeking forgiveness. Children who have experienced abuse often have trouble with this topic. Many children who have been abused struggle with feeling guilty for the abuse. Helping them to make this distinction will help with their healing.

## LESSON 9: Supporting Families

### Teaching Step

Inquire: How can forgiveness help a family faced with problems? Explain that Jesus asks us to forgive others. He gave us the sacraments to help us receive the grace we need.

### Teaching Step

Review with students what they can do if they or another member of their family experiences abuse. Encourage them to talk with their parents about family issues. Help students identify trusted adults in whom they can confide.

## LESSON 10: A Caring World Family

### Teaching Step

Help students recognize the difference between being responsible to care for something and being responsible for problems that others may have.

### Teaching Step

Read the Catholics Believe box. Explain that the Church has always been concerned about social issues. Every major problem that we face, in some way, deals with violations of the dignity of the human person.

## Grade 6

### Unit 1: God's Gift of Family

#### UNIT BACKGROUND

Because their bodies are developing rapidly, children of this age often feel uncomfortable with how they look. These feelings may cause them to be susceptible to predators who offer them compliments and tell them how beautiful they are in order to groom them for abuse later. The lessons in this unit can help keep children safe from such grooming techniques by teaching them that God made everyone with different body shapes and sizes and that respecting their own bodies and the bodies of others is mature behavior necessary for living healthy and holy lives.

#### LESSON 1: Family Background

##### Teaching Tip

**Child Safety:** You will find child safety teaching suggestions embedded within each of the lessons of this course. The lessons are designed to provide students with the knowledge and skills that they need to live safely in today's world. The teaching suggestions are integrated into the lessons and are to be treated similar to any other teaching suggestion offered.

The child safety approach offered here is based upon three fundamental principles, the 3 Rs of child safety: (1) Recognize the situation, (2) Respond appropriately and (3) Report the situation to a trusted adult.

When you make these child safety suggestions a part of your lesson, you provide the students a firm foundation for healthy living.

##### Teaching Step

Have students define "respect" in the context of diversity. Explain that a person who acknowledges that differences can enrich our lives shows respect.

Have students define "reverence" in the context of diversity. Explain that a person who appreciates or enjoys the variety and variations within creation shows reverence for God.

#### LESSON 2: Family Traits

##### Teaching Step

Explain that God created each of us to be unique, yet we are also interconnected. For example, your physical traits are a blending of your parents' genetic makeup yet you are still different from both of them. Discerning how you should use your unique traits and talents is your choice. Discuss and elaborate: How can you show responsibility in using the gifts God has given to you?

## Grade 6

### Unit 2: God's Gift of Self

#### UNIT BACKGROUND

Psychologists speak of two laws that affect child development: the law of exposure and the law of cognition. The law of exposure says that we think about what we see and hear. The law of cognition says that what we think about shapes our actions and behavior. In this unit students will start to establish personal goals. Help them to incorporate a positive personal attitude into their goals. This will help them set high standards about how they wish to be treated. By setting these standards they will come to know when others are not treating them appropriately.

## LESSON 3: Know Thyself

### Teaching Step

Review the self-discovery tools chart in the activity. Speak about the importance of having a positive attitude. Explain that this exercise can help them learn more about themselves; it is not to beat up on them for what they cannot do. Remind them that they start from a wonderful foundation: God has created them and so they are good and have an inherent dignity that can never be taken from them.

## LESSON 4: Looking to the Future

### Teaching Step

In student groups, have them discuss what attributes make them feel bad about themselves? For example, when they don't achieve good grades, when people treat them badly, when they know they have messed up, etc. Point out the difference between internal and external causes of happiness. Remind students that they should never be afraid to speak with a parent or other trusted adult about those things that cause them to be happy or sad. Learning to express their feelings is an important step toward maturity.

## Grade 6

## Unit 3: God's Gift of Life

### UNIT BACKGROUND

Children at this age are asked to take on a lot of new responsibilities for which they may not have been prepared. They are also experiencing new emotions and may not feel comfortable with how to respond to them appropriately. This unit provides a wonderful opportunity to help students talk about their responsibilities and to practice skills that can help them respond in healthy ways. Help your students understand that they are responsible for their own actions, not the actions of others.

## LESSON 5: Expecting a Baby

### Teaching Step

Talk with students about the responsibilities they would have if their parents were expecting a child. Help them understand that they should always feel comfortable asking a trusted adult for help. Use scenarios like child spitting up, coughing badly, turning blue or bleeding to see if they know what best to do. Encourage students of both genders to ask their parents to sign them up for a babysitting course that teaches the necessary skills for babysitting.

## LESSON 6: A Baby Arrives

### Teaching Step

Have students compare the needs of a newborn with theirs. How are they similar or different? Who is responsible for meeting those needs for each? Make sure they include these needs: treated with respect, love and understanding; given proper food and clothing; handled gently; protected from harm. Discuss appropriate ways of touching a baby and appropriate ways of treating their own bodies with respect.

## **Grade 6**

### **Unit 4: God's Gift of Love**

#### **UNIT BACKGROUND**

One of the tasks in this lesson is to help students identify people whom they can trust to provide them with a solid support system. Students will also learn how to be proactive and assertive about protecting themselves. Use care when discussing sensitive topics. Distinguish between good (healthy and wholesome), bad (harmful and violent) and secret (controlling and abusive) touch. Remind students that (1) Touching should never be a secret. (2) The victim is never to be blamed for abuse. (3) Abuse doesn't always feel bad at the time that it happens. (4) Asking for help when abused will promote healing and may also protect others from abuse.

#### **LESSON 7: Respect Thyself**

##### **Teaching Step**

Ask students: What would you do if (1) someone walked in on you while you showered? (2) a friend sent you a link to a website that had pictures of nude people? (3) an online friend invited you to meet them for a movie? (4) an adult friend paid extra attention to you and invited you over to their apartment? Explain that adults usually want to spend time with other adults, and that it is a warning sign when they want to spend time with a child. Have students create a set of safety rules that they think would cover these and other dangerous situations.

#### **LESSON 8: Aging and Death**

##### **Teaching Step**

Discuss how to properly act when being shown disrespect. Invite students to role-play situations in which they might not feel respected.

## **Grade 6**

### **Unit 5: God's Gift of Community**

#### **UNIT BACKGROUND**

The National Center for Missing & Exploited Children suggests that the best way to protect children is to help them build self-confidence in all types of situations. The self-confidence that students will learn in this unit relates to handling finances and working with people of other cultures. In this unit they will be encouraged to identify their own "rules of thumb" to help guide their actions, including rules concerning Internet and personal safety. Students will also be encouraged to pay attention to what is happening in the world around them. Being aware of their surroundings is an important skill students need to learn in order to protect themselves from harm.

#### **LESSON 9: Family Economics**

##### **Teaching Step**

Have students create a simple personal budget to learn how to pay attention to situations that affect them. They can track how they earn or get money; what they purchase; the manner in which they save money; what happens when they spend their savings on items they don't need.

#### **LESSON 10: Worldwide Family**

##### **Teaching Step**

Connect a world event or a local event to the question "Who is my neighbor?" Have students list what they are able to do to become aware of the needs of others? Remind students that they can take responsibility for their own attitudes and actions toward others.

## Grade 7 Unit 1: God's Gift of Family

### UNIT BACKGROUND

Approximately one million children are abused in the United States each year. Teenage girls are the ones most likely to be sexually abused. The lessons in this unit provide an opportunity to teach skills to keep students safe. Lesson 1 addresses the children's right to say no to any touch or sign of affection that they feel inappropriate or are uncomfortable with. Lesson 2 explains that if they feel pressured by anyone to engage in physical contact that they think is inappropriate or to watch or hear something that is sexually explicit, they should get away from the situation as quickly as they can and then tell a trusted adult about what happened.

### LESSON 1: Family Relationships

#### Teaching Tip

**Child Safety:** You will find child safety teaching suggestions embedded within each of the lessons of this course. The lessons are designed to provide students with the knowledge and skills that they need to live safely in today's world. The teaching suggestions are integrated into the lessons and are to be treated similar to any other teaching suggestion offered.

The child safety approach offered here is based upon three fundamental principles, the 3 Rs of child safety: (1) Recognize the situation, (2) Respond appropriately and (3) Report the situation to a trusted adult.

When you make these child safety suggestions a part of your lesson, you provide the students a firm foundation for healthy living.

#### Teaching Step

Explain that for safety, all students should have at least two adults whom they trust and can confide in.

Remind students that they can say no to anyone if they feel uncomfortable with what is being asked of them.

### LESSON 2: Values and Virtues

#### Teaching Step

Have students name some of the peer pressure that they experience. Have them practice handling this pressure in positive ways, offering a positive response to negative pressure. Remind students that they have the right to say no to unwanted pressure from anyone. Encourage them to speak to a trusted adult if they have concerns about the pressures they experience.

## Grade 7 Unit 2: God's Gift of Self

### UNIT BACKGROUND

Adolescents are at high risk for sexual abuse because of their strong need to be accepted. Taking advantage of their mental, emotional and psychological immaturity, abusers often look for teens who have few friends and inadequate support systems and then "groom" them using compliments and promises of companionship. In this way, many adolescent victims of sexual abuse are tricked into believing that they are involved in a loving, healthy "adult" sexual relationship. The lessons in this unit will help the students recognize and avoid such sexual grooming.

### LESSON 3: Identity

#### Teaching Step

Introduce the concept of "sexual grooming" (see teaching tip). Have they ever felt manipulated by someone? That's what sexual grooming is. Discuss prevention and rejection of such manipulation. Explain that normal adults should befriend other adults not children or teenagers.

Be prepared to talk with students about appropriate behavior between sexes at their age (group outings, group hugs), but keep the conversation appropriate as well. Remind students that they can say no to any unwanted touches.

## LESSON 4: Gender

### Teaching Tip

Child Safety Tips for Parents: Share this important information with the children's parents or guardians:

- Friendships outside the home are very important. Know your child's friends: who they are, where they spend their time and what they do together. Supervision is the key.
- Encourage group friendships between boys and girls. Discourage dating until late in the high school years. Mixed group activities are best for youth in the middle school, junior high and early high school grades.
- Electronic media dominates your child's life. Monitor their computer and cell phone use carefully. Know what sites your child visits, monitor their electronic communication and general Internet usage.

### Teaching Step

On a sheet of paper, have students anonymously complete the statement: "I'm proud to be a boy or girl because . . ." Collect the papers and read them aloud. Tell students how important it is for them to value their gender and to be proud of who they are. Point out that children who have pride in themselves are less likely to be fooled by flattery or "grooming" techniques.

### Teaching Step

Read "Part of God's Plan." Explain that our attitudes can influence our actions. Valuing who they are as boys and girls will give youth confidence to make good decisions at difficult times.

## Grade 7 Unit 3: God's Gift of Life

### UNIT BACKGROUND

Young teens, stuck in the throes of puberty, often feel unattractive, unwanted and unloved. This may leave them vulnerable to anyone who is kind to them or who pays them any positive attention. These lessons will help the students to feel better about and take better care of themselves and provide support to faltering egos and battered self-esteem. Strong self-confidence is one of the greatest defenses against those who seek to take advantage of young people.

## LESSON 5: Wellness

### Teaching Step

Explain that if God, Creator of all, is the source of beauty, then beauty can be found in everything and everyone. This beauty can never be lost, but it can be hidden by sin.

### Teaching Step

Form groups of four. Have groups make a list of qualities needed for physical, mental, emotional and spiritual beauty. Discuss the reasons students included each of the qualities they chose.

### Teaching Step

Ask students what they think "self-confidence" means. Caution that high confidence can lead to pride while low self-image can lead to despair. Have students identify what makes them feel good about themselves and what makes them feel less confident.

Explain that people with healthy self-esteem do not need others to always tell them how good they are and so are not as susceptible to sexual grooming. Review the concept of sexual grooming.



## LESSON 6: Choose Life

### Teaching Step

Inquire: Why do you think people choose to use drugs or alcohol? Point out that many teens drink, smoke or take illegal drugs because they want to “act like an adult” or want to escape from issues they find too difficult to handle. Both of these reasons show a low self-image. Students with self-confidence, who value who they are, like their bodies and who love their lives are less likely to use or abuse tobacco, alcohol or illegal drugs.

## Grade 7 Unit 4: God’s Gift of Love

### UNIT BACKGROUND

One of the developmental tasks of adolescents is learning how to express affection appropriately. This difficult task has been further complicated by the availability and unsupervised use of social networking sites and electronic communication. Where once young teens worried about holding hands, dancing, and first kisses, now they also are confronted with Internet pornography and sexually explicit electronic messages. This unit will help students identify and develop appropriate responses to temptations and inappropriate requests.

## LESSON 7: Love Is

### Teaching Step

Ask student how they would feel if an acquaintance started showing affection that was appropriate only in a marriage? What should they do in this situation? Explain that they should express their discomfort, ask the person to stop, move away and tell a trusted adult what happened.

## LESSON 8: Chastity

### Teaching Tip

**Chastity Versus Abuse:** Chastity promotes a healthy and holy use of one’s sexuality; abuse debases one’s sexuality. People who have been abused fear that they will forever be considered unlovable and undesirable, that no one will want “damaged goods.” Abuse deeply wounds the victim’s self-image. The emphasis in this lesson focuses on helping students understand that God created everyone good and that goodness can never be destroyed, no matter what is done to them. Abuse victims need reassurance that they have done nothing wrong, but that wrong was done to them; that the abuse did not make them dirty or bad, but that terrible things were done to them. They have not lost their dignity; they are still lovable and good.

### Teaching Step

Point out that chastity also refers to how a person acts in public: in real or virtual life. Have students offer examples of how they think a chaste person would act in person or online in a social network.

Review Internet safety rules. What is appropriate to post online? Discuss why “sexts,” sexually explicit messages or photos, are wrong. Have students make up a list of steps that they should take when they are exposed to sexually explicit materials. Post rules in the classroom.

### Teaching Step

Remind students that they can always speak to their parents or another trusted adult about the pressures they feel and how they should respond.

## Grade 7 Unit 5: God's Gift of Community

### UNIT BACKGROUND

Chastity is the virtue at the core of child safety education. By practicing the virtue of chastity, children learn what is appropriate behavior regarding sexual expression. By learning what is appropriate behavior, children will then learn to quickly recognize inappropriate or unchaste behavior. Once taught to recognize inappropriate behavior, they can then make informed decisions on what to do in uncomfortable situations and decide quickly how to respond to and report any inappropriate behavior.

### LESSON 9: Consequences

#### Teaching Step

Reinforce the concept of sexuality as the integration of the whole person as God created them to be, male or female. Therefore, sexual abuse can be physical, emotional and mental.

#### Teaching Step

Read the Catholics Believe box. Have students discuss how chastity enables one to resist and protect oneself from sexual abuse. They can then reject abusive behavior, move to safety and report it to a trusted adult.

#### Teaching Tip

##### **Sexual Abuse Fact Sheet:**

- Sexual abuse usually includes inappropriate touching, fondling, prostitution, pornography and obscene phone calls.
- One in four girls and one in six boys will experience some form of sexual abuse before the age of 18.
- Approximately 90 percent of all sexual abuse is done by people the victim knows: friends, acquaintances, family members, teachers, camp counselors, etc.
- Offenders often blame the child for what happens. Children are never to blame for adult abusive behavior.

- There is no typical offender profile. They can be charming, attend church, volunteer in their communities and have families.

#### Teaching Tip

##### **Sexual Abuse Fact Sheet:**

- It is impossible to tell by appearances if a child has been sexually abused. Some appear withdrawn, others are outgoing; some do well in school, others don't. Typically, abuse victims do not interact as well with their peers as other children do. Any remarkable change in a child's typical demeanor or behavior is worth noting. It may not reflect abuse, but it likely reflects some important change that you can help the child negotiate.
- As many as 90 percent of victims never tell anyone about their abuse. It is never too late to tell someone about abuse. Respond with care, comforting authority and effectiveness.

#### Teaching Step

Inquire: What do you think a chaste person would do if they received a sexually explicit e-mail message?

Review with students what they've learned about sexual abuse. Listen closely to their comments; offer corrections as needed. Refer to local diocesan guidelines to shape the limits of this review.

#### Teaching Step

Ask for volunteers to discuss this statement: "There is no harm in posting sexually suggestive words and images online for others to see."

### LESSON 10: Civility

#### Teaching Step

Review the concept of "sexual grooming" that has been discussed in previous lessons. How does a sexual predator misuse friendship? Inquire: How can you tell that a person is a true friend and not using friendship as a lure to abuse someone?

## Grade 8 Unit 1: God's Gift of Family

### UNIT BACKGROUND

The three key words in child safety education are these: Recognize, Respond and Report. Your task is to help the students recognize those situations and behaviors that have the potential to cause them harm. Next, the students need to understand what steps they can take to avoid or to deal with these possibly dangerous situations. Finally, students need to understand the importance of telling their parents or another trusted adult about the dangerous situation and how they dealt with it.

### LESSON 1: Homegrown Happiness

#### Teaching Tip

**Child Safety:** You will find child safety teaching suggestions embedded within each of the lessons of this course. The lessons are designed to provide students with the knowledge and skills that they need to live safely in today's world. The teaching suggestions are integrated into the lessons and are to be treated similar to any other teaching suggestion offered.

The child safety approach offered here is based upon three fundamental principles, the 3 R's of child safety: (1) Recognize the situation, (2) Respond appropriately and (3) Report the situation to a trusted adult.

When you make these child safety suggestions a part of your lesson, you provide the students a firm foundation for healthy living.

#### Teaching Step

Discuss with students what makes people happy. Help them to recognize that they are not responsible for the happiness of others. They should be concerned when others depend upon them in order to be happy. Encourage students to speak with a trusted adult adviser in such situations.

#### Teaching Tip

**Child Safety:** Young teens, in particular, have a great need to be liked and accepted. Their happiness is aided on the kind words they receive from others. Sexual abusers will often take advantage of a young person's desire to please, using it to "groom" them for sexual activity. Help students understand that while their behaviors, attitudes and actions can affect others' feelings, they are neither responsible for another's happiness or sadness, nor are they capable of making another happy or sad. Help them to see that expecting another to make them happy and taking responsibility for another's happiness are emotionally unhealthy behaviors. Help them to identify healthy and unhealthy behaviors.

#### Teaching Step

Encourage the youth to speak with a trusted adult advisor if they are ever pressured to do something uncomfortable or inappropriate to make another person happy.

### LESSON 2: Gifts for the Journey

#### Teaching Tip

**Basic Rules to Follow:** Introduce the students to these basic rules to follow when making decisions:

1. STOP—Sit down until you are no longer angry, frustrated, or afraid.
2. THINK—What is your situation? Are you in any danger? What resources do you have at hand that you can use to help you find your way?
3. OBSERVE—What do you see? Are there any signs that help you recognize where you are? Is there anyone nearby that you can safely ask for help? Are there any signs of potential danger?
4. DECIDE—Make a plan for what you will do and then follow it.

### Teaching Step

Ask: What should you do when you are lost? (*Think, Judge and Act. Don't panic, look for signs to tell you where you are, look for someone you can trust to help you, call for help.*)

### Teaching Step

Have students put together a list of rules of what they should do if they became lost. What rules would they recommend to keep from getting lost? Have the youth relate these rules to making good moral choices.

### Teaching Step

As a class, develop a list of the people to seek advice from on various topics (for example, fixing a car, biology question, moral decision, peer pressure, an abusive situation). It is important for them to have several trusted adults in their lives with whom they can talk.

## Grade 8 Unit 2: God's Gift of Self

### UNIT BACKGROUND

One of the developmental tasks of adolescents is learning how to express emotions appropriately. Young teens, stuck in the throes of puberty, often feel frustrated by the changes taking place within them and wonder if anyone will ever consider them attractive and lovable. This may leave them vulnerable to abuse. These lessons will help the students understand that they can take positive steps to manage their feelings appropriately. Such steps will provide support to their self-esteem. A strong and positive self-esteem is one of the greatest defenses against those who seek to take advantage of young people.

## LESSON 3: Understanding Yourself

### Teaching Step

Remind students that personality is neither good nor bad; people are good because everyone is created in God's image and likeness.

## LESSON 4: Emotions

### Teaching Step

Explain to students that people's emotions are often linked to their self-esteem. If they feel good about themselves, their emotions are positive; but if they feel bad, their emotions turn negative.

Ask: "What does 'playing with my emotions' mean?" How might a person take advantage of a person's emotions? How can a person guard themselves from another person in this situation?

## Grade 8 Unit 3: God's Gift of Life

### UNIT BACKGROUND

The two lessons in this unit focus on protecting the dignity of human life. Lesson 5 addresses the various forms of violence that are experienced in the world, including child abuse. Lesson 6 looks at the ways that people may harm themselves. All violence and self-abusive behavior wound human dignity and are violations of God's law of love. Be knowledgeable about the parish's or school's policies regarding child safety.

## LESSON 5: The Value of Life

### Teaching Step

Ask students to identify other important life issues, including child abuse. Have them identify various forms of child abuse. Help them to understand that child abuse can be more than inappropriate touching. Remind them that child abuse is never the fault of the child.

### Teaching Step

Assign a small group child abuse as its issue. What can eighth graders do to prevent child abuse? Focus on speaking out against abuse and encouraging people who have been abused to tell someone what has happen to them.

## LESSON 6: Stay Healthy

### Teaching Step

Go through the same scenario step by step to discern whether or not the bottle of water is safe. Use the following: (1) Can I trust this person? (2) Do I know with certainty that this is safe? (3) What potential harm is there in using it? (4) Am I okay without it? (5) What real good would it do me in using it? (6) Would I offer it to someone whom I care about?

### Teaching Tip

**Good Decisions:** Good decisions require careful thought. People who make good decisions generally follow a few simple rules. (1) They focus only on what is most important. (2) They might break larger decisions into smaller ones. (3) They choose what is right and good, avoiding what would violate their own integrity. (4) They consider the positive results that might come from their decision, as well as the negative. (5) They determine how they will implement their decision because decisions without plans rarely get implemented. (6) They try to keep things simple. (7) They consider as many options as possible. Making good decisions usually leads people to make more good decisions. Conversely, poor choices often lead to additional poor choices down the road.

### Teaching Step

Tell the students that people who abuse drugs, alcohol and food often have low self-esteem and lack self-respect.

Discuss this question: "Why do some teens have poor self-respect?" Have the students identify ways that teens can improve their self-esteem.

## Grade 8 Unit 4: God's Gift of Love

### UNIT BACKGROUND

This unit helps students examine what it means to be in a healthy relationship and to recognize the warning signs for unhealthy relationships. The child safety messages students have learned can protect them from abuse, and will also help them to develop healthy relationships as they grow older and begin to date. Remind students that they have the right: to be treated with dignity and respect; to say no if someone touches them inappropriately or asks them to do something that causes them embarrassment; to assert themselves and their values, and to pay attention to their instincts.

## LESSON 7: Loving Together

### Teaching Step

Organize the class into groups by gender, boys in one group, girls in another. Have each group make a list of what they want from a friendship with a member of the other gender and how they expect to be treated in that friendship.

### Teaching Step

Discuss the lists as a class. How are they similar? Different? Compile an appropriate class list and post it on the board. Remind students that they should insist that they be treated with dignity and respect by everyone in every relationship.

## LESSON 8: Marriage and Family

### Teaching Step

Explain that in marriage a couple makes a promise of lifelong commitment and fidelity to each other. Inquire: Why is a lifelong commitment needed in marriage? Lifelong fidelity?

Talk about the keeping of promises. When should a promise be kept? (*when freely given and leads to healthy growth*) When should a promise not be kept? (*when it is coerced by threat or fear; when keeping the promise may cause harm*)

### Extending the Lesson

**Trust in Promises:** Invite students to share experiences of making promises or demonstrating trust. Focus on the expectations of making a promise and the consequences of breaking them. Clearly explain different kinds of secrets. For example, keeping secret a surprise birthday party is not the same as keeping secret the mistreatment of someone. Discuss how students might react in situations where a promise was broken or a secret revealed for good and bad reasons.

## Grade 8 Unit 5: God's Gift of Community

### UNIT BACKGROUND

Online social networks create new challenges in the effort to keep children safe. Sexual predators can easily prey upon the unsuspecting person as they chat blithely away with "friends." Lesson 9 introduces social networking safety tips and provides an opportunity for the students to discuss this topic and to determine acceptable behaviors. Lesson 10 addresses the question of appropriate responsibility for eighth-graders.

## LESSON 9: The Social Scene

### Teaching Step

Have students discuss their experience of their group work, especially how it impacted the results of their efforts. Note that the sturdiest are those that bundle sticks together. Compare the solidity of their structures to the idea of strength in numbers. There is safety in numbers. Have students give examples for this axiom.

### Teaching Step

Ask students how they use social networks. Together, make a list of the benefits of these networks. Then, make a list of concerns they have about them.

### Teaching Step

Review the rules their parents have established for using these networks. Work with the students to create what they think would be appropriate rules for eighth graders. What is important here is the discussion that takes place.

Guide the discussion so that students consider the issues carefully. Emphasize the 3 R's of child safety: Recognize, Respond, Report.

### Teaching Step

Review with students when it is inappropriate to keep a commitment. (When the commitment is forced or may cause or allow harm.)

## LESSON 10: Growing in Christ

### Teaching Step

Ask: What is an appropriate level of responsibility for an eighth grader? What should they be responsible for? (*their own attitudes, choices, actions, thoughts and behaviors*) What should they not be responsible for? (*the choices, thoughts, actions, attitudes and behaviors of others; others' problems*)