



Keeping our
Promises

For the Sake of God's Children



Introduction

Catholic Education is rooted in our responsibility to teach the gospel message. As we model the teachings of Jesus we are called to affirm the dignity of the human person as created in the image and likeness of God. We recognize that ministry to and with children and young people is a sacred trust.

In recent times our church has experienced a crisis without precedent, a crisis that resulted in a tragic loss of trust. In 2002, the United States Catholic Conference of Bishops approved *The Charter for the Protection of Children and Young People*. Article 12 of that Charter directs that all dioceses create programs and processes to teach children and youth about sexual abuse and its prevention.

In that same summer the Bishop of the diocese of Wilmington convened committees to develop such a program for our Diocese and in March of 2003 approved and called for the implementation of *For the Sake of God's Children*. Since that time various processes and procedures have been set in place to insure the safety of children entrusted to our care.

In light of these efforts the Diocese has developed a curriculum guide to promote education that informs and empowers those served by Catholic education programs in a manner that fosters dignity, prevents abuse and encourages communication of potential and actual abuse.

The title *Keeping Our Promises* was selected because it reflects yet another aspect of the commitment of our Diocese to fulfilling the requirements of the Charter, of the commitment of educators to provide safe and secure environments for children entrusted to their care and the commitment of parents to the sacred trust they received in providing safety and security to the children with which they are blessed.

Annually the Office for the Protection of Children of the United States Catholic Conference of Bishops audits all Dioceses in the United States to assess the level of compliance with the "Charter for the Protection of Children."

One of the requirements of the Charter is to have in place a curriculum for children, young people and parents which prepares them to create and maintain a safe environment. This curriculum was designed as a help for teachers, principals, DREs and Coordinators of Youth Ministry in this process.

Frame of Reference/Frequency of Topics

Keeping Our Promises is a comprehensive, multi-disciplinary, multi-year curriculum focusing on “respectful relationships.” It is the intent of the curriculum guide to provide sequential and age appropriate information on an annual basis to be certain that our teaching is consistent and sequential. The materials presented here are taught at a specific or related point in the existing curriculum of the specific grade.

Accountability

Parents have a solemn obligation to educate their offspring, including matters of sexuality and sexual abuse. They are assisted in this task by educators working in schools, parishes and dioceses. It is therefore, vital that educators involve parents in the planning, programming and implementation of this program. Educators work not only with children but also with other adults, who continue to grow in their own understanding of these realities.

Lesson Plans/Resources

Keeping Our Promises is built around eleven essential elements of a safe environment. (*See Chart on next page*) If you judge that a topic covered at one age is more appropriate to your group at another age, please discuss this with the DRE or Principal and make the necessary adjustment.

A list of resources and bibliography is presented. The team who developed this made every effort to collect usable, obtainable sources for you.

Each element is accompanied by a poster developed by the students in the High Schools in the Diocese of Wilmington. These posters are intended for display in the gathering areas of the school or parish to continue to help our communities focus on our commitment to safe environments.

Teacher support materials are also listed to assist the individual educator in personal preparation for the instruction. Videos on Safe Environment and Understanding Child Abuse are also available for purchase or to be borrowed from the Department of Catholic Education.

The format for this program is consistent with the format utilized for other curriculum areas. The intent is that we no longer isolate these topics to a given week of instruction but rather incorporate them throughout the year at the time and place in our curriculum that is most fitting.

KEEPING OUR PROMISES

ELEVEN ELEMENTS

GRADE LEVELS

ELEMENT	Toddler	Pre-K/K	1-3	4-6	7-8	9-12
Life is a Gift from God	x	x	x	x	x	
Trusted Adults	x	x	x	x	x	x
Secrets	x	x	x	x	x	x
Good Touch/Bad Touch		x	x	x	x	
Appropriate Boundaries	x	x	x	x	x	x
Peer Relationships	x	x	x	x	x	x
Bullying		x	x	x	x	
Safe Environments	x	x	x	x	x	x
Role of the Church		x	x	x	x	x
Harassment					x	x
Harassment & Healing				x		
Bullying & Harassment						x
Healing					x	
Healing & Forgiveness						x

Topic: Life is a Gift from God

Age Group: Toddlers (2 & 3 Years Old)

God created man and woman in his image, in the divine image he created them; male and female he created them. Genesis 1:27.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will recognize that life is a gift from God.	Children’s story books and religion curriculums Prayer which emphasizes life as a gift from God	Ask students to name characteristics that make them special. Students can pray, “Thank you, God.”	Ask parents to pray with children, including gratitude for the gift of their child. Read stories which focus on goodness of God.	
Students will understand that each child is unique and special.	Name Games to learn and know each child in class Use of mirror/camera to capture unique differences in appearance Student of the Day/Week/Month focusing on unique characteristics of each child	Self-portraits, portraits of friends	With parents, make a timeline or poster about the child’s life and unique qualities.	
Students learn that each child has a right to express thoughts and feelings.	Games, Questions, Discussions Problem solving which includes opportunities for students to speak what they think and how they feel	Provide opportunities for students to tell stories about themselves	Ask child what happened at school, one thing they liked and one thing they want to learn about more tomorrow.	

	<p>Teachers may need to name positive and negative behaviors for students of this age.</p> <p>For example, “I really appreciate it when you passed the crayons to Mary,” or “John does not like it when you . . .”</p>		<p>Parents may also assist in naming feelings, especially when situations provide an opportunity for students to make connections with feelings (their own or other’s)</p>	
<p>Students understand that other people have thoughts and feelings too.</p>	<p>As above, modeling language and naming feelings will help students to express ideas and experiences.</p>	<p>Provide examples of specific feelings.</p> <p>If school has a virtue of the week, engage in conversation about the featured virtue.</p>	<p>Parents are encouraged to name their own feelings and to explain to students why they feel the way they do about things in family life.</p>	

Topic: Trusted Adults

Age Group: Toddlers (2 & 3 Years Old)

Your children should feel they can always tell you (parent), or someone else they trust what’s happening to them.

The Safe Child Book, by Sherryll Krazier, New York, NY Simon and Schuster. Page 63

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will be able to understand that a trusted adult is someone who cares for you and keeps you safe and healthy.	Read storybooks about families and friends.	Ask students to “read” stories to parents about family and friends.	Parents listen to stories “read” by students about family and friends.	
Students will be able to name trusted adults in their life and experience (parents, grandparents, teachers, etc.)	Describe virtues which make some adults trusted. Opportunity to emphasize Gospel values and teaching of Jesus.	Students name qualities that make an adult person “trusted.”	Parents discuss who are trusted adults within their family and friends.	
Students will understand that some persons within the community (police, firefighters, etc.) are often trusted adults.	Review Community Helpers unit from some Social Studies curricula	Ask students to name Community Helpers who they might ask for help.	Parents discuss roles of Community Helpers and name their doctor, crossing guard, dentist, police or fire company, etc.	

Topic: Secrets

Age Group: Toddlers (2 & 3 Years Old)

Since 85 to 90% of perpetrators are know to the child, it is clear that sexual abuse cannot take place without secrecy.

The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 61

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will understand the difference between a surprise and a secret.	Define a secret.	Students are able to describe the difference between a surprise and a secret.	Parents reinforce the difference between a surprise and a secret. Parents should be provided with examples of surprises and secrets for discussion.	
	Define a surprise.			
	How do we feel about a secret? How do we feel about a surprise?			
Students will learn to share a secret immediately with a trusted adult.	When something we know makes us feel uncomfortable or hurts us, it is important to share the information with a trusted adult.	Use simple case stories to ensure that students understand when it is important to share a secret.	Parents are also asked to discuss simple case stories with children.	

Topic: Appropriate Boundaries

Age Group: Toddlers (2 & 3 Years Old)

Lord protect us always; preserve us. Psalm 12, verse 8.

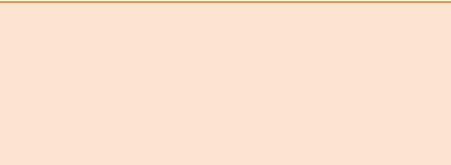
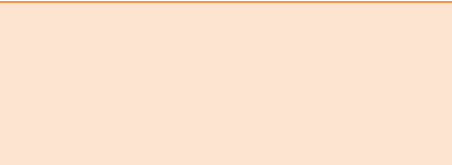
Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>Students will understand that it is important to care for our bodies: *appropriate clothing *sick and well visits to doctor *dental health *hygiene *good nutrition *exercise</p>	<p>Lessons about dress, visits to doctor, dentist, good hygiene, nutrition and exercise</p> <p>Incorporate good nutrition and exercise in every school day experience</p>	<p>Ask students to participate in choosing snack and exercise options for day/week.</p> <p>Incorporate good clothing choices in weather and calendar lessons.</p> <p>Have students complete a care list, with names of doctors, dentists, etc.</p>	<p>Ask for parent help in developing a care list or chart, with those who assist in providing care to students.</p>	<p>Invite dentists, doctors, etc. to visit class or plan field trip to local health professional's office.</p>
<p>Students will understand that they have a right to be touched the way they like to maintain cleanliness and health.</p>	<p>Students learn simple skills like good hand and face washing, good teeth brushing, etc.</p> <p>Students understand that touch is not the appropriate way to settle differences in school. Teachers re-direct physical contact to using words.</p> <p>Students are introduced to the concept of privacy; we undress only in specific situations.</p>	<p>Students can demonstrate or describe hand and face washing, teeth brushing, etc.</p> <p>Ability to address issues with others in school moves away from the physical.</p> <p>Students can name examples of private behaviors/actions.</p>	<p>Parents take lead in teaching good skills of hygiene.</p> <p>Parents reinforce problem solving that moves from physical to verbal.</p> <p>Parents name those who may assist with private actions such as dressing/undressing.</p>	

Students have a right to say no to touch that makes them uncomfortable.

Students are encouraged to say “no” when touch makes them feel uncomfortable or causes discomfort.

Students can name those who can help with dressing/undressing.

Students may always say no and ask for help.



Topic: Peer Relationship

Age Group: Toddlers (2 & 3 Years Old)

This is how all will know that you are my disciples, if you have love for one another. John 13:35

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will understand kindness and the Gospel roots for treating all people with love.	Religion lessons on God’s love drive instruction, along with active engagement with students to help them express feelings, learn to hear and understand other children’s feelings.	Students are able to express that God loves them. Observation of children’s behavior throughout the day., with opportunities for the students to express feelings.	Parents are encouraged to reinforce these lessons and appropriate behaviors. Parents and teachers share observations about development of behaviors at home and school.	
Students will learn the Golden Rule.	Books, lessons, dramatic play.	Students are able to express the Golden Rule. Students are able to recognize kindness when described in stories or examples.	Parents and teachers share observations about development of behaviors at home and school.	
Students will discuss friendship and learn what it means to be a friend.	Read and tell stories of friendship.	Students begin to describe behaviors of friendship.	Read and tell stories of friendship.	Teachers and parents should recognize that parallel play is developmental norm for this age and that peer friendships may not occur until 12-18 months from toddler age.

Topic: Safe Environments

Age Group: Toddlers (2 & 3 Years Old)

A safe environment is a frame of mind not just a location. For the Sake of God's Children, page 3.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Realize that a trusted adult should always be watching over them.	Discuss safety with students. Give examples of safety choices: *Wear helmets *Hold a grown-up's hand when crossing street *No running in school, house, stores, etc.		Discuss the concept of safe environments with parents. Enforce appropriate care of children at home and in other "play" environments.	
Learn that obedience to parents, teachers and other adults they trust help to keep them safe.	Discuss rules and reasons for rules. Play games like red light – green light	Ask students to name some rules (classroom, home, etc.)	Invite parents to discuss rules and obedience at home.	

Topic: Life is a Gift from God

Age Group: Pre School * Kindergarten

God created man and woman in his image, in the divine image he created them; male and female he created them. Genesis 1:27.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>Students will recognize that life is a gift from God.</p>	<p>Children’s story books and religion curriculums</p> <p>Prayer which emphasizes life as a gift from God</p> <p>Show pictures of animals, flowers, all aspects of the created world. Tell the story of Creation. All are created by God.</p>	<p>Ask students to name characteristics that make them special.</p> <p>Students can pray, “Thank you, God.”</p> <p>Ask students to tell what they know about the Bible story of Creation,</p>	<p>Ask parents to pray with children, including gratitude for the gift of their child.</p> <p>Read stories which focus on goodness of God.</p> <p>Ask parents to tell the Bible story of Creation.</p>	
<p>Students will understand that each child is unique and special.</p>	<p>Name Games to learn and know each child in class</p> <p>Use of mirror/camera to capture unique differences in appearance</p> <p>Student of the Day/Week/Month focusing on unique characteristics of each child. (School)</p>	<p>Self-portraits, portraits of friends</p>	<p>With parents, make a timeline or poster about the child’s life and unique qualities.</p> <p>Teacher may trace a shadow of the child and send it home to be personalized. Parents may ask child, “What makes you special?”</p>	
<p>Students learn that each child has a right to express thoughts and feelings.</p>	<p>Games, Questions, Discussions</p>	<p>Provide opportunities for students to tell stories about themselves</p>	<p>Ask child what happened at school, one thing they liked and one thing they</p>	

	<p>Problem solving which includes opportunities for students to speak what they think and how they feel</p> <p>Teachers may need to name positive and negative behaviors for students of this age.</p> <p>For example, "I really appreciate it when you passed the crayons to Mary," or "John does not like it when you . . ."</p>		<p>want to learn about more tomorrow.</p> <p>Parents may also assist in naming feelings, especially when situations provide an opportunity for students to make connections with feelings (their own or other's)</p>	
<p>Students understand that other people have thoughts and feelings too.</p>	<p>As above, modeling language and naming feelings will help students to express ideas and experiences.</p>	<p>Provide examples of specific feelings.</p> <p>If school has a virtue of the week, engage in conversation about the featured virtue.</p>	<p>Parents are encouraged to name their own feelings and to explain to students why they feel the way they do about things in family life.</p>	

Topic: Trusted Adults

Age Group: Preschool * Kindergarten

Your children should feel they can always tell you (parent), or someone else they trust what’s happening to them.

The Safe Child Book, by Sherryl Kraizer, New York,. NY: Simon and Schuster. Page 63.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
Students will be able to understand that a trusted adult is someone who cares for you and keeps you safe and healthy.	Read storybooks about families and friends. Discuss safety rules and reasons for obedience.	Ask students to “read” stories to parents about family and friends. Students will be able to offer examples of safety rules. Draw a picture of trusted adults.	Parents listen to stories “read” by students about family and friends. Parents discuss safety rules to keep children safe at home and school.	
Students will be able to name trusted adults in their life and experience (parents, grandparents, teachers, etc.)	Describe virtues which make some adults trusted. Opportunity to emphasize Gospel values and teaching of Jesus.	Students name qualities that make an adult person “trusted.”	Parents discuss who are trusted adults within their family and friends.	
Students will recognize that some community helpers (police, firefighters, etc.) may be trusted adults.	Review Community Helpers unit from some Social Studies curricula (School)	Ask students to name Community Helpers who they might ask for help.	Parents discuss roles of Community Helpers and name their doctor, crossing guard, dentist, police or fire company, etc.	

Topic: Secrets

Age Group: Preschool * Kindergarten

Since 85 to 90 % of perpetrators are known to the child, it is clear that sexual abuse cannot take place without secrecy.

The Safe Child Book, by Sherryll Kraizer, New York,. NY: Simon and Schuster. Page 61.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
Review the difference between a surprise and a secret.	Review the definition of surprise and secret.	Ask students to share their own description of surprise and secret.	Parents will ask students to tell the difference between a surprise and a secret.	
Students will understand that secrets are never to be kept.	Use puppets to role play the differences between a surprise and a secret, and make a distinction that a surprise will eventually be known, but this is different from keeping a secret someone does not want them to know.	Ask students to repeat ways of saying "NO."	Parents discuss secrets, what and when to tell.	
Students will respond, "NO, I am going to tell" when asked to keep a secret.	Focus on different ways to say "NO" when asked to keep a secret from trusted adults.	Ask students to role play saying "NO." "What if . . ."	Ask parents to brainstorm ways of saying "NO" with students.	
Students will share any request to keep a secret with a trusted adult.	Review with students who are trusted adults for them.	Ask students to describe times when they might keep a secret and times	Parents will review trusted adults with students.	

		when they would tell.		
Students will understand the difference between tattling and helping a person by sharing a secret.	Read stories about tattling. Define tattling.	Role playing, puppets, storyboards	Parents will reinforce difference between tattling and telling.	

Topic: Good Touch – Bad Touch

Age Group: Pre School * Kindergarten

Children develop a sense of appropriate and inappropriate touching.

The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 61.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>Students will understand that we need to care for our bodies.</p>	<p>Children’s story books and religion curriculum</p> <p>Prayer which emphasizes life as a gift from God</p> <p>Show pictures of animals, flowers, all aspects of the created world. Tell the story of Creation. All are created by God.</p>	<p>Ask students to name characteristics that make them special.</p> <p>Students can pray, “Thank you, God.”</p> <p>Ask students to tell what they know about the Bible story of Creation,</p>	<p>Ask parents to pray with children, including gratitude for the gift of their child.</p> <p>Read stories which focus on goodness of God.</p> <p>Ask parents to tell the Bible story of Creation.</p>	<p>Berenstain Bears Series, Learn About Strangers</p>
<p>Students will understand that we keep our bodies healthy by taking care of ourselves.</p>	<p>Discuss all the things we can do with our bodies—jump, swim, run, skate, walk.</p>	<p>Have the children draw a picture of something they can do with their bodies, (e.g., run, jump, swim, etc.).</p> <p>Have the children draw a picture of their face when they feel well and another picture when they feel sick.</p>	<p>Ask parents to discuss healthy habits. Ask students to share ways they are healthy.</p>	
<p>Students will appreciate that parents take care of our bodies by helping us to dress, bathe and eat good foods.</p>	<p>Discuss that parents, doctors and nurses look at/examine our bodies so we can be healthy.</p>	<p>Show pictures of good foods that make us healthy and a picture of junk foods that are not good for our bodies.</p>		

	Ask the children to tell how their parents care for them.	Ask students to describe how their parents care for them.		
Understand that we may be uncomfortable with the way some people touch our bodies, and we should tell these people to stop touching us and tell our parents about the uncomfortable touching	<p>Ask the children about touches that they like, (e.g., in play, kisses and hugs from parents and grandparents, etc.).</p> <p>Ask the children about touches they do not like, they may offer (e.g., hugs that are too tight, pinches on the cheek, kisses on the mouth, hitting, etc.).</p>	<p>Play a circle game (e.g., farmer in the dell, ring-a-round the rosie), where the children touch each other in play and realize this is good touch and that friends touch each other in good ways.</p> <p>Use puppets for a play of uncomfortable touching (e.g., hugs that are too tight, pinches on the cheek, etc.).</p>	Ask students what makes a touch good? Not good?	

Topic: Appropriate Boundaries

Age Group: Preschool * Kindergarten

Lord protect us always, preserve us. Psalm 12, Verse 8.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>Students will understand that it is important to care for our bodies: *appropriate clothing *sick and well visits to doctor *dental health *hygiene *good nutrition *exercise</p>	<p>Lessons about dress, visits to doctor, dentist, good hygiene, nutrition and exercise</p> <p>Incorporate good nutrition and exercise in every school day experience</p>	<p>Ask students to participate in choosing snack and exercise options for day/week.</p> <p>Incorporate good clothing choices in weather and calendar lessons.</p> <p>Have students complete a care list, with names of doctors, dentists, etc.</p>	<p>Ask for parent help in developing a care list or chart, with those who assist in providing care to students.</p>	
<p>Students will understand that they have a right to be touched the way they like to maintain cleanliness and health.</p>	<p>Students learn simple skills like good hand and face washing, good teeth brushing, etc.</p> <p>Students understand that touch is not the appropriate way to settle differences in school. Teachers re-direct physical contact to using words.</p> <p>Students are introduced to the concept of privacy; we undress only in specific situations.</p>	<p>Students can demonstrate or describe hand and face washing, teeth brushing, etc.</p> <p>Ability to address issues with others in school moves away from the physical.</p> <p>Students can name examples of private behaviors/actions.</p>	<p>Parents take lead in teaching good skills of hygiene.</p> <p>Parents reinforce problem solving that moves from physical to verbal.</p> <p>Parents name those who may assist with private actions such as dressing/undressing.</p>	

Students have a right to say no to touch that makes them uncomfortable.

Students are encouraged to say “no” when touch makes them feel uncomfortable or causes discomfort.

Students can name those who can help with dressing/undressing.

Students may always say no and ask for help.

Topic: Peer Relationships

Age Group: Preschool * Kindergarten

This is how all will know that you are my disciples, if you have love for one another. John 13:35.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>Students will understand kindness and the Gospel roots for treating all people with love.</p>	<p>Religion lessons on God’s love drive instruction, along with active engagement with students to help them express feelings, learn to hear and understand other children’s feelings.</p>	<p>Students are able to express that God loves them.</p> <p>Observation of children’s behavior throughout the day., with opportunities for the students to express feelings. (School) Students draw a picture of friends.</p>	<p>Parents are encouraged to reinforce these lessons and appropriate behaviors.</p> <p>Parents and teachers share observations about development of behaviors at home and school. (School)</p>	<p>Berenstain Bears, No Girls Allowed</p>
<p>Students will learn the Golden Rule.</p>	<p>Books, lessons, dramatic play.</p> <p>Discussion: How would it make you feel?</p>	<p>Students are able to express the Golden Rule.</p> <p>are able to recognize kindness when described in stories or examples.</p> <p>Students can name feelings and begin to understand how others may feel.</p>	<p>Parents and teachers share observations about development of behaviors at home and school.</p> <p>Parents and families may choose to do something kind for another person or family (say a prayer, make a meal, help out in some way)</p>	

Topic: Bullying

Age Group: Preschool * Kindergarten

Do to others as you would have them do to you. Luke 6:31.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
The student will understand the term "bullying"	Give examples of what it means to be a bully and to bully others. <ul style="list-style-type: none">• Pushing others• Being mean to others• Using power or strength against others in an unkind way• Making smaller, weaker children do things against their will or they don't want to do.	Use puppets to act out bullying scenarios and question the students about the situations presented.	Ask parents to invite kindness, to discuss making kind choices.	This lesson will be foundational for future work. Some students may not be mature enough to appreciate the full concept of bullying.

Topic: Safe Environments

Age Group: Preschool * Kindergarten

A safe environment is a frame of mind, not just a location. For the Sake of God’s Children, Page 3.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
Realize that a trusted adult should always be watching over them.	Discuss safety with students. Give examples of safety choices: *Wear helmets *Hold a grown-up’s hand when crossing street *No running in school, house, stores, etc.	Ask students to describe safety rules and reasons why.	Discuss the concept of safe environments with parents. Enforce appropriate care of children at home and in other “play” environments.	
Learn that obedience to parents, teachers and other adults they trust help to keep them safe.				

Topic: Role of the Church

Age Group: Preschool * Kindergarten

To the Church belongs the right always and everywhere to announce moral principles, including those pertaining to the social order.

Catechism of the Catholic Church, Paragraph 2032.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
Students will understand that they are members of the Church by virtue of their Baptism.	Have students tell the story of their Baptism, with pictures, photos, symbols.	Students can identify themselves as members of the Catholic Church. Visit the Baptismal font in the Church and ask students to tell the story of their Baptism.	Parents help students to know the story of their Baptism.	
Students will understand that Jesus Christ is the head of the Church, Pope Francis is the leader of the Church on earth, and our Bishop and priests help people to follow Jesus. **too much?	Show students pictures of the Pope and Bishop. Ask Pastor to visit with the students to talk about the Church.	Ask students to name the Pope, the Bishop and the Pastor.	Ask parents to introduce students to priest or pastor when they attend Mass on Sunday.	
Students know that Jesus help us to know how to be kind and to care for one another.	Teach students some of the stories about Jesus, and some of the ways He asked us to live.	Students can tell some Jesus stories. Students can describe some behaviors, virtues and actions that Jesus asks us to take.	Parents share Jesus stories with students. Parents ask students about choices they might make to live like Jesus.	

Topic: Life is a Gift from God

Age Group: Grades 1-3

God created man and woman in his image, in the divine image he created them; male and female he created them. Genesis 1:27

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>Students will recognize that life is a gift from God.</p>	<p>Children’s story books and religion curriculums</p> <p>Prayer which emphasizes life as a gift from God</p>	<p>Ask students to name characteristics that make them special.</p> <p>Students can pray, “Thank you, God.”</p>	<p>Ask parents to pray with children, including gratitude for the gift of their child.</p> <p>Read stories which focus on goodness of God.</p>	<p>“I am Special” materials are mentioned as particularly appropriate and helpful to this concept.</p> <p>Also, “Sharing God’s Story.”</p>
<p>Students will understand that each child is unique and special.</p>	<p>Name Games to learn and know each child in class</p> <p>Use of mirror/camera to capture unique differences in appearance</p> <p>Student of the Day/Week/Month focusing on unique characteristics of each child</p>	<p>Self-portraits, portraits of friends</p>	<p>With parents, make a timeline or poster about the child’s life and unique qualities.</p>	
<p>Students learn that each child has a right to express thoughts and feelings.</p>	<p>Games, Questions, Discussions</p> <p>Problem solving which includes opportunities for students to speak what they think and how they feel</p>	<p>Provide opportunities for students to tell stories about themselves</p>	<p>Ask child what happened at school, one thing they liked and one thing they want to learn about more tomorrow.</p>	

	<p>Teachers may need to name positive and negative behaviors for students of this age.</p> <p>For example, “I really appreciate it when you passed the crayons to Mary,” or “John does not like it when you . . .”</p>		<p>Parents may also assist in naming feelings, especially when situations provide an opportunity for students to make connections with feelings (their own or other’s)</p>	
<p>Students understand that other people have thoughts and feelings too.</p>	<p>As above, modeling language and naming feelings will help students to express ideas and experiences.</p>	<p>Provide examples of specific feelings.</p> <p>If school has a virtue of the week, engage in conversation about the featured virtue.</p>	<p>Parents are encouraged to name their own feelings and to explain to students why they feel the way they do about things in family life.</p>	

Topic: Trusted Adults

Age Group: Grades 1-3

Your children should feel they can always tell you (parent), or someone else they trust what’s happening to them. The Safe Child Book, by Sherryll Kraizer, New York, NU: Simon and Schuster. Page 62

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will be able to understand that a trusted adult is someone who cares for you and keeps you safe and healthy.	Read storybooks about families and friends.	Ask students to “read” stories to parents about family and friends.	Parents listen to stories “read” by students about family and friends.	
Students will be able to name trusted adults in their life and experience (parents, grandparents, teachers, etc.)	Describe virtues which make some adults trusted. Opportunity to emphasize Gospel values and teaching of Jesus.	Students name qualities that make an adult person “trusted.”	Parents discuss who are trusted adults within their family and friends.	
	Review Community Helpers unit from some Social Studies curricula	Ask students to name Community Helpers who they might ask for help.	Parents discuss roles of Community Helpers and name their doctor, crossing guard, dentist, police or fire company, etc.	

Topic: Secrets

Age Group: Grades 1-3

Since 85 to 90% of perpetrators are known to the child, it is clear that sexual abuse cannot take place without secrecy.

The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 61

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Review the difference between a surprise and a secret.	Review the definition of surprise and secret.	Ask students to share their own description of surprise and secret.	Parents will ask students to tell the difference between a surprise and a secret.	Felt Board Activity: <i>Who needs to know?</i>
Students will understand that secrets are never to be kept.	Use puppets to role play the differences between a surprise and a secret, and make a distinction that a surprise will eventually be known, but his is different from keeping a secret someone does not want them to know.	Ask students to repeat ways of saying "NO."	Parents discuss secrets, what and when to tell.	
Students will respond, "NO, I am going to tell" when asked to keep a secret.	Focus on different ways to say "NO" when asked to keep a secret from trusted adults. Practice telling.	Ask students to role play saying "NO." "What if . . ."	Ask parents to brainstorm ways of saying "NO" with students.	
Students will share any request to keep a secret with a trusted adult.	Ask students how they might feel when someone asks them to keep a secret that does not feel safe.	Ask students to describe times when they might keep a secret and times when they would tell.	Note: : At this age, students should have a	.

	Review with students who are trusted adults for them.	Ask students to name trusted adults.	trusted adult from whom they will not keep secrets. Parents will review trusted adults with students.	
Students will understand the difference between tattling and helping a person by sharing a secret.	Read stories about tattling. Define tattling.	Role playing, puppets, storyboards	Parents will reinforce difference between tattling and telling.	
Students will begin to distinguish between what is public and private information.	Give examples of public and private information.	What information will they share? Play "Tell, Don't Tell!"	Ask for parent involvement. What do they want their children to share? Name, address, telephone?	

Topic: Good Touch – Bad Touch

Age Group: Grades 1-3

Children develop a sense of appropriate and inappropriate touching. The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 61

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>Students will understand that our bodies are sacred and we must care for them.</p>	<p>Tell the Genesis story of Creation, including the formation of Adam and Eve. God loves us so much, He gave us our bodies.</p> <p>Help students to understand that their bodies belong to them and are special gifts of God.</p> <p>Play “Simon Says” as a way of demonstrating the many things our bodies are able to do.</p> <p>Repeat lessons from “Life is a gift from God” to emphasize the important of good hygiene and personal care.</p>	<p>Have students lead a thank you prayer which celebrates each body part.</p> <p>“Thank you for eyes to see . . . thank you for ears to hear, etc.”</p> <p>Invite students to make a body map of their bodies on large brown packing paper. Allow them to decorate and celebrate their bodies.</p> <p>Take photos of students and post them in the classroom, focusing on the unique and special talents of each child.</p>	<p>Invite parents to pray a similar thank you prayer with their children.</p>	
<p>Students will understand that their bodies belong to them.</p>	<p>Help students to know that doctors, dentists and nurses help us to care for our bodies.</p>	<p>Share magazine pictures of people who help us.</p>	<p>Parents may help students think about who may see their private body parts.</p>	

	<p>Discuss that the parts of our body which are covered by a bathing suit are usually considered private.</p> <p>Play a “Good-Touch Bad-Touch” game like Duck, Duck Goose or London Bridge. Invite students to talk about what is good and bad about touch.</p>	<p>Ask students to repeat which areas of the body are considered to be private.</p> <p>Invite students to name good touch: hugs, kisses, games with friends and loved ones. Ask them to name bad touch: hitting, slapping, pushing touching a person’s body without permission.</p>	<p>Communicate with parents about lessons. Ask for reinforcement.</p>	
<p>Students will understand that private body parts are private, and that we need to respect the private parts of others.</p>	<p>Work on names of body parts.</p> <p>Discuss privacy in the bathroom, classroom, bedroom, other areas.</p>	<p>Check student awareness. Use games and songs to build confidence with names.</p> <p>Ask students to describe bathroom courtesy.</p>	<p>Keep parents informed of conversations and ask for reinforcement of lessons at home.</p>	
<p>Students will realize that there are good touches and bad touches.</p> <p>Students will begin to develop strategies for moving away for a situation where there is bad touch.</p>	<p>Make a list of good touch, bad touch and unsure touch experiences.</p> <p>Practice saying no, running away.</p>	<p>Make a chart of good touches and bad touches. Play a version of “Red Light Green Light” about kinds of touches.</p> <p>Ask students to say no, run away.</p>	<p>Ask parents to reinforce good touch and bad touch.</p> <p>Have parents remind students of trusted adults and that it is okay to say “NO” in unsafe situations.</p>	

Topic: Appropriate Boundaries

Age Group: Grades 1-3

Lord protect us always; preserve us. Psalm 12, Verse 8.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>Students will understand that it is important to care for our bodies: *appropriate clothing *sick and well visits to doctor *dental health *hygiene *good nutrition *exercise</p>	<p>Lessons about dress, visits to doctor, dentist, good hygiene, nutrition and exercise</p> <p>Incorporate good nutrition and exercise in every school day experience</p>	<p>Ask students to participate in choosing snack and exercise options for day/week.</p> <p>Incorporate good clothing choices in weather and calendar lessons.</p> <p>Have students complete a care list, with names of doctors, dentists, etc.</p>	<p>Ask for parent help in developing a care list or chart, with those who assist in providing care to students.</p>	
<p>Students will understand that they have a right to be touched the way they like to maintain cleanliness and health.</p>	<p>Students learn simple skills like good hand and face washing, good teeth brushing, etc.</p> <p>Students understand that touch is not the appropriate way to settle differences in school. Teachers re-direct physical contact to using words.</p> <p>Students are introduced to the concept of privacy; we undress only in specific situations.</p>	<p>Students can demonstrate or describe hand and face washing, teeth brushing, etc.</p> <p>Ability to address issues with others in school moves away from the physical.</p> <p>Students can name examples of private behaviors/actions.</p>	<p>Parents take lead in teaching good skills of hygiene.</p> <p>Parents reinforce problem solving that moves from physical to verbal.</p> <p>Parents name those who may assist with private actions such as dressing/undressing.</p>	

Students have a right to say no to touch that makes them uncomfortable.

Students are encouraged to say “no” when touch makes them feel uncomfortable or causes discomfort.

Students can name those who can help with dressing/undressing.

Students may always say no and ask for help.

Topic: Peer Relationships

Age Group: Preschool * Grades 1-3

This is how all will know that you are my disciples, if you have love for one another. John 13:35

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>Students will understand kindness and the Gospel roots for treating all people with love.</p>	<p>Religion lessons on God’s love drive instruction, along with active engagement with students to help them express feelings, learn to hear and understand other children’s feelings.</p>	<p>Students are able to express that God loves them.</p> <p>Observation of children’s behavior throughout the day., with opportunities for the students to express feelings.</p>	<p>Parents are encouraged to reinforce these lessons and appropriate behaviors.</p> <p>Parents and teachers share observations about development of behaviors at home and school.</p>	
<p>Students will learn the Golden Rule.</p>	<p>Books, lessons, dramatic play.</p>	<p>Students are able to express the Golden Rule.</p> <p>Students are able to recognize kindness when described in stories or examples.</p>	<p>Parents and teachers share observations about development of behaviors at home and school.</p>	
<p>Students will discuss friendship and learn what it means to be a friend.</p>	<p>Read and tell stories of friendship.</p>	<p>Students begin to describe behaviors of friendship.</p>	<p>Read and tell stories of friendship.</p>	

Topic: Bullying

Age Group: Grades 1-3

Do to others as you would have them do to you. Luke 6:31

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
The student will understand what bullying is and examples of what it looks like. Consider ways to avoid bullying and being bullied.	Define bullying. Read stories about bullying. Role model strategies for telling.	Ask students to define bullying. Practice strategies for telling.	Engage parents in working with students to avoid bullying situations and in telling when someone hurts them.	

Topic: Safe Environments

Age Group: Grades 1-3

A safe environment is a frame of mind not just a location. For the Sake of God’s Children, page 3.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Realize that a trusted adult should always be watching over them.	Discuss safety with students. Give examples of safety choices: *Wear helmets *Hold a grown-up’s hand when crossing street *No running in school, house, stores, etc.	Ask Students to describe safety rules and reasons why	Discuss the concept of safe environments with parents. Enforce appropriate care of children at home and in other “play” environments.	
Learn that obedience to parents, teachers and other adults they trust help to keep them safe.	Story of the Good Shepherd	Have students describe places that are safe and those that are not unsafe.		

Topic: The Role of the Church

Age Group: Grades 1-3

To the Church belongs the right always and everywhere to announce moral principles, including those pertaining to the social order.

Catechism of the Catholic Church, Paragraph 2032

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will understand that through the sacrament of Baptism, he or she belongs to the Catholic Church.	<p>Discuss what it means to belong.</p> <p>Describe Baptism as a sacrament of initiation or welcome.</p> <p>Describe the Catholic Church as the family of Jesus.</p>	Ask students to bring in pictures of their own Baptism.	Ask parents to tell students the story of their baptism and to share some of the mementos of that day.	
Know that God helps each Catholic person to love others as God loves.	Remind students of the great Law of Love and the Golden Rule.	<p>Ask the students to repeat the Law of Love and the Golden Rule on a daily basis.</p> <p>Incorporate Love and Kindness into daily prayer.</p>	Ask parent to speak about love in the context of family, friends, school, play, etc.	
Share in God’s love by listening to the Gospel, living the Commandments, praying and helping others.	Discuss ways that we can thank God for his gifts and show that we belong to the Catholic Church.	Model participation in the life of the Catholic Church through participation in Mass and the sacraments.	Invite parents to model participation in the life of the Catholic Church through participation in Mass and the sacraments.	

		Invite students to offer prayers of thanksgiving for special blessings.		
<p>Recognize that God loves people even when they do not do what is right.</p> <p>Recognize that part of loving oneself as God does is not spending time with people who do harmful things.</p> <p>Consider the Holy Family and the saints as people who provide examples of kindness and caring.</p>	<p>Introduce the concepts of sorrow and forgiveness.</p> <p>Discuss ways of moving away from people who hurt us or others.</p> <p>Tell stories of the saints and the Holy Family that show courage and care for others.</p>	<p>Practice saying "I am sorry" and "I forgive you."</p> <p>Practice ways of moving away from people who hurt us or others.</p>	<p>Invite parents to discuss what happens when someone does not do the right thing.</p> <p>Ask parents to speak to safety and moving away from those who hurt others.</p>	

Topic: Life is a Gift from God

Age Group: Grades 4-6

God created man and woman in his image, in the divine image he created them; male and female he created them. Genesis 1:27

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>Students will recognize that life is a gift from God.</p> <p>Students appreciate that each person is a temple of the Holy Spirit</p>	<p>Review Scriptures which support that there are many gifts and many talents, but that we are all one in Christ. e.g. 1 Corn. 12.</p> <p>Identify personal strengths and weaknesses. What are the ways that we can build on our strengths and improve our weaknesses.</p>	<p>Paint a classroom mural that captures the creation story.</p> <p>Interview and write a letter about another student in class – their particular gifts and strengths.</p>	<p>Conversation with students: We are made in God’s image. What do we know about God from what we experience with and through</p> <ul style="list-style-type: none"> • Our parents • Our siblings • A disabled member of the parish • A poor or homeless person • The person at school that nobody wants to sit with at lunch • You! 	
<p>Students will understand that God’s creation is holy</p>	<p>Read Genesis 1:26-31</p> <p>Review the catechism . . . made in the image and likeness of God.</p>	<p>Write a poem about the beauty of God’s creation.</p> <p>Class creates a patchwork quilt with student scenes of creation.</p>	<p>Invite parents to discuss the blessings of the world and the abundance of God’s gifts to us.</p>	
<p>Understand the Law of Love in terms of respect for self and others</p>	<p>Provide examples from Scripture of God’s Law of Love (Beatitudes, Turn the other cheek, etc.) “The Golden Rule”</p>	<p>Write classroom rules based upon the golden rule.</p>	<p>What plans can families make to extend God’s love to others?</p>	

	Pray prayers of gratitude for life, for the world, for other people.	Ask students to choose service opportunities to extend God's Law of Love.	Volunteer at meal program for homeless. Friendship House accepts adolescent volunteers.	
Understand that all life is precious and that each must be cherished from the beginning to the end of life	<p>We have a responsibility to care for people in our life.</p> <p>Review ways in which the Church expresses care for others, including the works of mercy, Catholic Charities, FSGC curriculum.</p>	<p>Plan a lesson for younger students on how to care for self (brush teeth, wash body, stay away from strangers, etc.)</p> <p>Practice offering compliments and words of encouragement to others.</p>	<p>Talk to grandparents or extended family members about the ways we can be grateful for life.</p> <p>Make holiday cards for nursing home residents.</p> <p>Collect infant formula for food pantries.</p>	

Topic: Trusted Adults

Age Group: Grades 4-6

Your children should feel they can always tell you (parent), or someone else they trust what’s happening to them.

The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 63

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will know who can be trusted.	Define trust and trustworthy. Describe what it means to be trusted. Give examples.	Ask students to role play situations where they know they can trust an adult.	For discussion: Who do you trust? Is there any adult that you do not trust?	
Students will know the signs or characteristics of a person who cannot be trusted.	<p>Discuss qualities that may lead to lack of trust. Give examples.</p> <p>Express reasons to be cautious when one does not know whether a person is trustworthy or not.</p> <p>Discuss ways that we differentiate people and roles: priest, coach, teacher, police person, etc. Explain that a person is trustworthy because of how they act, not what their role may be.</p>	<p>Ask students to think of a person whose behavior might cause a young person not to trust them. Discuss.</p> <p>Discuss stranger danger, and ways to be safe when you do not know an adult who is present. What behaviors might cause you to question whether to trust?</p> <p>Look for examples in the media of situations where adults could not be trusted. Play “what if” game.</p>	<p>For discussion: Who would you trust?</p> <ul style="list-style-type: none"> • Man you see at church whose close are dirty. • School bus driver who talks on cell phone and uses bad language while driving students. • Neighbor whom you see at church, volunteers in your school and brings you a cake when your dad is sick. <p>What other information would help you to decide whether these people are to be trusted?</p>	

<p>Students will understand what it means to violate trust.</p>	<p>When a person acts in a way that puts others in danger or at risk, they violate trust.</p> <p>Give examples of persons who may be untrustworthy (stranger, a person who tells you a lie, someone who tries to get you to do something you do not want to do).</p> <p>Explain that sometime even trusted adults may not be safe. Discuss ways to keep safe and be safe.</p>	<p>When a student does not trust an adult, he or she has the right to seek out another person who can help them in the situation.</p> <p>If a student feels threatened in any way, he or she should seek immediate assistance from another adult.</p> <p>Brainstorm ways to be safe, and how to act when a student is unsure of a person or a situation.</p>	<p>For discussion: What are the ways that students can leave a situation which feels unsafe? e.g. walk up to teacher in playground or cafeteria; write a trusted adult a note that you don't feel safe; emphasize it is okay to call home from an event at someone's house to say you want to come home now. Develop a family code word or phrase a child can use on phone when away from home.</p>	
<p>Appreciate ways that the Church works to be sure that adults who work with children are safe and can be trusted.</p>	<p>Explain ethical standards, safe environments, criminal background checks and other requirements of <i>For the Sake of God's Children</i>.</p>	<p>Ask students to explain how these safety checks can help children to be safe in school and church programs.</p>	<p>For discussion: Why do you think the Church wants students to know who they can trust?</p>	

Topic: Secrets

Age Group: Grades 4-6

Since 85 to 90% of perpetrators are known to the child, it is clear that sexual abuse cannot take place without secrecy.

The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 61

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will know what is private and what is public information.	Discuss information that everyone knows is public and other types of information which is more personal and should be kept private.	Students will be able to give examples of information that is okay to share and information which should not be shared.	For discussion: What information do parents want children to know? To share? It is always okay to check with a trusted adult before sharing any information with another person.	
Students will appreciate what is a good secret and what is a bad secret.	Define a secret. Help students to distinguish between what information may be kept private and what information should be shared.	Provide students with a variety of situations and ask them to discuss if they would keep the secret or not?	For discussion: When do you keep secrets? When do you tell? What happens when you keep a secret? What happens when you tell?	
Students will appreciate when it is not okay to keep a secret. i.e. a secret that makes a child feel anxious, angry, sad or confused. This kind of secret should be shared with a trusted adult	Describe reasons for telling secrets. Give examples: drugs, drinking, someone is hurting a friend, etc.	See above.	For discussion: Ask parents to tell a story from their childhood when they did or did not keep a secret.	
Students will understand the consequence for telling a secret	Ask students to develop a list of consequences for keeping or not keeping a secret.	Allow students to express feelings about these consequences.	For discussion: When students are unsure about a secret, it is a good idea to discuss with a trusted adult.	

	There are positive and negative consequences for this decision.	Ask how Gospel and family values may help to decide the right choice.		
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Topic: Good Touch - Bad Touch

Age Group: Grades 4-6

*Children develop a sense of appropriate and inappropriate touching.
 The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 61*

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>Students will understand that touch is an essential human sense and a gift from God.</p>	<p>Present information on the human need for touch as part of healthy development: babies growing, touch as a tool for exploring and learning, touch as comfort, etc.</p> <p>Discuss the Scripture stories of Jesus healing with his hands., how much art and work is through the sense of touch.</p>	<p>Ask students to write or tell a story about when touch made a difference in their lives.</p> <p>Ask students to make a collage, sculpture or other work of art celebrating the sense of touch.</p>	<p>For discussion: What things have you recently discovered using your sense of touch?</p>	
<p>Students will understand the difference between a good touch and a bad touch.</p>	<p>Explain good touch – bad touch – confusing touch.</p>	<p>Ask students for examples of touch that is good, bad, and confusing. N.B. Schools could invite nurse or guidance counselor in to discuss</p>	<p>For discussion: What should students do when they are unsure about an experience of physical contact or touch?</p>	
<p>Students will understand that touch and related feelings may sometimes be confusing and should be discussed with a trusted adult.</p>	<p>Identify situations when touch might be confusing or bad: not knowing a person well, a bully pushing or shoving, etc.</p>	<p>Brainstorm strategies for uncertain or unsafe situations: leave, ask an adult, ask the person to stop, call for help, etc.</p>	<p>For discussion: What can you do when you see or feel something that is wrong or about which you are unsure?</p>	

Students should have confidence that they may reach out to a trusted adult when a touch is bad or confusing.	Brainstorm trusted adults who might be willing and able to help.	Role play asking for help.	For discussion: See above.	
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Topic: Appropriate Boundaries

Age Group: Grades 4-6

Lord protect us always, preserve us. Psalm 12, Verse 8

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will respect the space of others.	Define personal space. Consider cultural and family differences which may impact understanding or personal space.	Have students give examples of how they will respect the personal space of others.	For discussion: In our family setting, how do we respect the space of others?	
Students will know when, where and how to touch another person.	Discuss when and where touching is acceptable. When is touching not acceptable?	Ask students to role play or illustrate an example when it is okay to touch and when it is not okay. For example, consoling a friend vs. fighting on the playground.	For discussion: How does our family demonstrate affection? Express concern? Solve problems? Is that the same or different with other people? In different situations?	
Students will consider the responsibility that each person has to respect the rights of others.	Read Matthew 19:13-15. Discuss the ways in which Jesus calls children to him. Discuss the role of adults and children in being with one another.	Ask students to illustrate this story and tell it to a younger group. Discuss appropriate ways for students and adults to interact with one another.	For discussion: Jesus loves children. What are the ways that children and adults work and play together safely?	
Students will review school or program rules relating to touching and physical contact.	Have students read the rules and explain them to one another.	Have students sign a contract to be posted in the classroom agreeing to abide by school or program rules.	Have students write a letter to parents explaining a school or program rule and why it is important.	

Students will appreciate that FSGC is one way that the Church helps to communicate standards for physical contact and touching.

Review the FSGC curriculum with students and explain that we work on these skills in many areas: Religion, Health, Social Studies, etc.

Have students share one FSGC lesson with parents.

Ask parents to send a note explaining which lesson student has shared with them.



Topic: Peer Relationships

Age Group: Grades 4-6

This is how all will know that you are my disciples, if you have love for one another. John 13:35

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>Students will understand the importance of having and maintaining healthy relationships.</p>	<p>Discuss girl/girl, boy/boy, girl/boy friendships and ways to maintain and strengthen all relationships.</p> <p>Discuss what it means to be a friend. Discuss what it means to be an acquaintance.</p>	<p>Role play different kinds of positive friendships. Make lists of characteristics desired in friends.</p> <p>Ask students to consider ways to offer kindness to each person, whether or not they are friends.</p>	<p>For discussion: What kinds of virtues do you look for in friends? How can you demonstrate that you are a good friend?</p> <p>Pray together to bless family members and friends. Pray for those who have no one to pray for them.</p>	
<p>Students will learn how unhealthy relationships can hurt them and others.</p>	<p>Discuss hindrances to healthy relationships and ways to avoid them: (power, unkindness, manipulation, etc.)</p>	<p>Ask students to name behaviors which are hard to deal with in friendships and ways to discuss them with others.</p> <p>Have students brainstorm ways to avoid unhealthy friendships.</p>	<p>For discussion: How do you choose friends? How do you tell friends when they do something that hurts you? Hurts other people?</p>	
<p>Discover ways to avoid unhealthy relationships.</p>	<p>Discuss ways of building a healthy self-image and self-confidence.</p> <p>Use the example of Jesus, the teaching of Scripture and the Church to help know what is right and wrong.</p>	<p>Name qualities in yourself that are positive and demonstrate your ability to make good decisions.</p> <p>Build a collage of images which show good decision making. Have students work with a partner to role play scenarios involving healthy</p>	<p>For discussion: What kind of group do you NOT want to be a part of and why? Which groups would you like to join?</p>	

		decision-making.		
Students will understand the concept of peer pressure.	<p>Discuss examples where peer pressure can be positive or negative: gangs, sports teams, clubs, cliques, church, etc.</p> <p>Identify reasons for including and excluding people from participation.</p> <p>Discuss what happens when the group wants to do something you do not want to do?</p>	<p>Ask students to write a reflection on how they might choose to become part of a group OR why they might choose not to be part of a group.</p> <p>Ask students to consider good and bad reasons for inviting others to group situations.</p>	<p>For discussion: How will you decide what groups you want to join? What does it mean to be part of a group? What responsibilities do you have when you become part of a group?</p> <p>Students are responsible for choosing persons and groups in which to participate. Parents and trusted adults can help to make good decisions.</p>	
Understand stereotyping and how it may support abuse.	<p>Define stereo typing and name common stereotyping of students at this age.</p> <p>Discuss the consequences of making assumptions about other persons (positive or negative).</p> <p>Read John 6:60-69 and discuss Jesus friendship with others.</p>	<p>Define a list of questions to ask oneself in order to avoid stereotyping.</p> <p>Name self-qualities which make you different and special to reinforce idea that each person is unique and special.</p> <p>Think of one time when students felt included, not included, or did not want to be included.</p>	<p>For discussion: How do you make decisions about other people? When is it okay to choose NOT to be part of a group or spend time with a person?</p>	

Appreciate that God's love and grace can help us to make good choices about people.

God is present in every situation: good or bad.

Review Scripture stories, power of prayer, and opportunity for students to invite God into every situation.

In times of distress, praying to God can help.

God works through us. It is okay to listen to our thoughts and feelings about good and bad situations and to act.

It is important to share feelings with trusted adult at home/school

For discussion: Being safe is caring for God's gift of life. When you feel uncertain about the people or the situation you are in, what choices can you make?

Reinforce how to get help if child is in unsafe situation.

Lord protect us always, preserve us. Verse 8.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will understand what bullying is and why it happens.	Define bullying. Read an age appropriate story about bullying.	Students can define bullying and describe situations which might denote bullying behavior.	For discussion: What is bullying? What can you do when you are being bullied? When you see others being bullied?	
Students will consider ways to avoid bullying and being bullied.	Consider strategies for moving away from situations, stopping situations, and asking for help.	Ask students to write a jingle or advertisement against bullying and to communicate strategies to deal with these situations.	For discussion: How do friendships help bullying situations? How might they hurt?	
Students will realize that bullying is hurtful for both the bully and for others.	Explore the reasons for bullying: low self-esteem, experience of being bullied, desire for control, etc. Discuss the targets of bullying – sometimes it is a person who is weaker than another; sometimes it is a person who may be considered a threat.; or a person who is considered “different”	Consider ways to use an understanding of the motivations of a bully in re-directing a bullying situation. Is there a way to help a bully feel strong while removing the target of his or her attention from harm?	For discussion: What is our obligation to those who need our help? What are the best ways to help?	
Students will consider the power of community or team in working to change the behavior of a bully.	Discuss the power of offering friendship to a person who is disabled, or in other ways considered to be vulnerable?	Discuss what would happen if the bully was invited to a new activity or included in a different group?	For discussion: How can parents and teacher help in an unhealthy peer disagreement or dispute?	

	Discuss the opportunity of two or three people working together to change or re-direct the actions of a bully.	Discuss what might happen if a community worked together to be sure that everyone was included in an event or a program.	How can students be encouraged to work out difficulties among themselves?	
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Topic: Safe Environments

Age Group: Grades 4-6

A safe environment is a frame of mind, not just a location. For the Sake of God’s Children, page 3.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will understand the concept of safe environment.	Define safe environment. Discuss what makes an environment safe and why. Discuss physically, emotional, and sexual safe environments	Role play situations which qualify as a safe environment. Encourage students to develop a list of qualities needed for an environment or situation to be safe.	For discussion: What makes an environment safe at home? At friends? In other places?	
Students will be able to seek and find safe environments.	Teach students safe environment strategies: <ul style="list-style-type: none"> • Speak to a trusted adult • Call a parent or teacher • Move to a place with other persons • Go to the nearest store or office • Ask for or call for help 	Ask students to make posters depicting safe environments at school, home, church, other places OR Make posters illustrating actions or strategies students may take in order to be safe.	For discussion: How do you decide whether a situation is safe? Focus on your “gut” feeling. What do you do if a situation or individual makes you feel unsafe? What do you do if you see another person in an unsafe situation?	
Students will be able to identify situations which are unsafe and take action.	Practice saying “No!” and “Stop That!” Tell a trusted adult. Consider opportunities to leave and/or to walk away from unsafe situations.	Ask students to describe a situation when they felt unsure OR to tell a story they may have seen on TV or in cartoons which apply.	For discussion: What strategies do parents think are best to ensure their children’s safety? Encourage parents to reassure child that they won’t be angry or upset if the child talks about uncomfortable or anxious feelings.	

Topic: The Role of the Church

Age Group: Grades 4-6

To the Church belongs the right always and everywhere to announce moral principles, including those pertaining to the social order.

Catechism of the Catholic Church, paragraph 2032

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will identify words that hurt and words that heal.	Brainstorm a list in small groups. Develop a chart of words for discussion in the larger group.	Ask students to write a story of words that hurt and words that heal.	For discussion: When do we use hurtful words? When do we use healing ones?	
Students will recognize that he or she is a child of God, loved by God, and called to love others.	Discuss situations where words were hurtful to students. Situations where they were healing? Discuss when Joking or teasing can be hurtful. Study Scripture stories where words of love make a difference or provide an example.	Look for words of healing and love in the Bible or in the prayers of the Church. Write a prayer of thanksgiving for the experience of God's love and healing in our lives.	For discussion: When do you experience God's love? When do you pass God's love on to others?	
Students will know that each person is capable of appropriate (good) choices and inappropriate (bad) choices.	Talk about the role of conscience and free will in making choices.	Ask students to reflect/write about a good choice and a bad choice which they made recently. Read a story where a child made a good choice; then a story of a bad choice.	For discussion: What can you do when you make a bad choice? How does it feel to make a good choice? A bad choice?	
Students will appreciate that the Catholic Church helps people to understand God's Law of Love, to know	Discuss the Sacraments of Healing: Anointing of the Sick and Reconciliation.	Ask students to teach a lesson on one of the Sacraments.	For discussion: What does it mean to make good choices? What does it mean to give and seek forgiveness?	

good from evil, and to lead a holy life.

Discuss God's Law of Love, the Ten Commandments, and the Beatitudes as ways that God teaches us to live holy lives.

Ask them to write a story about what it means to live a holy life.
Read a story as a class about people who showed courage and did the right thing.



Topic: Harassment and Healing

Age Group: Grades 4-6

To the Church belongs the right always and everywhere to announce moral principles, including those pertaining to the social order.

Catechism of the Catholic Church, Paragraph 2032.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will understand the concept of harassment (physical, verbal, sexual)	Define harassment. Appreciate that harassment is an action which is unwelcome, unwanted, and repeated. Thoughtless comments may fall in this category	Have students give examples of harassment, repeating the “unwelcome, unwanted, and repeated” qualifier.	For discussion: What can we do as a family to promote kindness? To fight unkindness?	
Students will discover that harassment is a serious issue, both for the victim and the person responsible for the harassment.	Discuss ways that this behavior is hurtful to the victim, the person responsible and the community.	Have students give examples of harassment and its impact on others.		
Students will understand that most schools, companies and organizations have policies prohibiting harassment.	Students review school policies.	Make posters promoting kindness and a no-tolerance policy for unkindness.	Model respect within and outside home. Speak up against racial, religious, ethnic stereotypes	
Understand that the United States has laws protecting against such behavior.	Students appreciate that this type of behavior may have criminal penalties.	Find current events which speak to violence, bullying, harassment, etc.		
Students will appreciate that God’s Law of Love is the principle reason for	Our responsibility as Christians is to care for all people and especially people	Find Scriptural references which support this understanding.	For discussion: WWJD? Share stories from books such as “The	

treating others with reverence and dignity.

in need.

Chicken Soup Series” to model respect.

Topic: Life is a Gift from God

Age Group: Grades 7-8

God created man and woman in his image, in the divine image he created them; male and female he created them. Genesis 1:27

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will develop the ability to appreciate the human body as a gift from God.	Explore in discussion format issues such as euthanasia, abortion, use of technology, availability of pornography on the intranet.	Explore media and current events for examples of places where society does not honor the human body as precious in God’s sight.	Share current events search with parents.	
Students will demonstrate respect and kindness for self and others.	See the Family Life and Human Sexuality curriculum embedded in the Becoming Disciples curriculum.	Seek evidence in student behaviors and through writing assignments.	Engage parents in discussion around Human Sexuality lessons.	
Students will respect differences in other people (physical, ethnic, cultural, etc.)	Explore times in history when people were not respected and great injustices occurred (the Holocaust, Rwanda, United States Civil Rights reform.	Ask students to interview grandparents, parents or others who might have lived through one of these experiences. Use videos to highlight what we know about these historical situations.	For discussion: When in your life have you felt unwelcome or treated unfairly because of your background?	
Students will develop a deep and abiding respect for life in all forms.	Explore art (sculpture, art, poetry, music, literature) which celebrates life.	Ask students to develop a piece of art which shows this profound respect for life .	For discussion: How do we understand God’s precious gift of life?	

Topic: Trusted Adults

Age Group: Grades 7-8

Your children should feel they can always tell you (parent), or someone else they trust what's happening to them.

The Safe Child Book, by Sherryll Kraizer, New York, NY., Simon and Schuster. Page 63

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
The student will determine how to identify a trusted adult in various activities and programs.	Identify trusted adults in student lives. Brainstorm characteristics that make an adult a trusted adult.	Students give examples of trusted adults.	For discussion: Who are the trusted adults for students?	
The student will determine how to identify adults that do not meet this standard.	Brainstorm characteristics that make an adult not to be trusted.	Students give examples of adults (real or fictional) that cannot be trusted.		
Students will develop an ability to assess the trustworthiness of adults.	Role play situations where whether to trust is in question.	Ask students how they will determine the trustworthiness of an adult.	For discussion: How will you decide when you are unsure?	

Topic: Secrets

Age Group: Grades 7-8

Since 85 to 90% of perpetrators are known to the child, it is clear that sexual abuse cannot take place without secrecy.

The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 61

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>The student will discern the difference between rattling/tattling and disclosing information in the interest of being a true friend to a peer.</p>	<p>Discuss friendship: the varieties of friendship, and give examples.</p> <p>Establish that friendship is a gift freely given and cannot be demanded.</p>	<p>Role play the distinction between tattling and disclosing information.</p> <p>Consider all the aspects of friendship, including the need to work with one another in school, team or work situations.</p>	<p>For discussion: What characterizes a true friend?</p>	
<p>Discuss the difference between public and private information.</p>	<p>Explain the difference between information that is private and information that must be disclosed in order to keep a student or other person safe.</p> <p>Discuss the meaning of “appropriate disclosure” and give examples.</p> <p>Reference the For the Sake of God’s Children program and the guidance it provides in making good decisions about public and private information.</p>	<p>Write an essay on the experience of being a good friend or having a good friend.</p> <p>Write an essay on a time when a student had to choose between keeping or sharing information.</p>	<p>For discussion: How do you make hard decisions about what is right?</p>	

Topic: Good Touch – Bad Touch

Age Group: Grades 7-8

Children develop a sense of appropriate and inappropriate touching. The Safe Child Book, by Sherryll Kraizer, New York, NY: Simon and Schuster. Page 61

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>The student will be able to discern the difference between good touch and bad touch in their relationships with:</p> <ul style="list-style-type: none">• Peers• Younger children• Adults	<p>Review ethical standards of behavior, volunteer covenant, and code of conduct.</p> <p>Review student policies which impact behavior and choices.</p> <p>Review the Diocesan Harassment policy.</p> <p>Emphasize that students can decide to act if a situation makes them uncomfortable.</p>	<p>Discuss buddy systems, including prayer partners, and appropriate behaviors in these relationships.</p> <p>Have students develop a covenant of conduct for themselves and their peers.</p> <p>Practice “leave”, “stop” and other strategies for ending behavior which makes them uncomfortable.</p>	<p>For discussion: Why is it important to think about and evaluate relationships with other people?</p>	

Topic: Appropriate Boundaries

Age Group: Grades 7-8

Lord protect us always, preserve us. Psalm 12, Verse 8

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
The students will determine appropriate boundaries.	Review standards for various activities identified in Section III of FSGC.	Ask students to give examples of what and when effective boundaries are in place, using FSGC standards.	For discussion: What boundaries are important to parents in order to ensure safety.	
The students will determine how to assess when the boundaries are breached.	Establish the right of students to establish what makes them uncomfortable. View and discuss: <i>Building Healthy Relationships: Breaking the Chain</i> .	Role play establishing boundaries and communicating discomfort.	For discussion: What makes you uncomfortable?	
Students will understand that it is their responsibility to communicate their boundaries, especially when they are feeling uncomfortable.	Develop a check list of behaviors or situations which make students uncomfortable.	Design a poster communicating appropriate boundaries.	For discussion: What would you say to an adult when you are uncomfortable?	

Topic: Peer Relationships

Age Group: Grades 7-8

This is how all will know that you are my disciples, if you have love for one another. John 13:35

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will identify the components of a positive relationship.	Identify three components to healthy relationship building.	Ask students to write about the importance of friendship in their life.	For discussion: What makes a good friend? What is different between a friend and a classmate in school?	
Students will identify the different standards of behavior which may apply in group relationships (male-male, male-female, female-female)	Discuss the ways in which different groups of people may interact. What changes or governs the way in which people and groups work together?	Make posters to illustrate different kinds of healthy relationships.		
Students will understand personal responsibility in personal peer relationships.	Invite students to make lists about what is important to them in relationships.	Brainstorm what happens when two people have different ideas about responsibilities and obligations in friendship?	For discussion: What makes YOU a good friend? How could you be a better friend?	
Students will understand that there is a developmental aspect to relationships, and people mature at different rates.	Review some of the developmental milestones for young adults: physical, emotional, intellectual, etc.	Ask students to thoughtfully reflect on the changes which they are going through and how these changes can complicate friendships.	For discussion: What do you most look forward to as a teenager? What holds anxiety or anticipation?	

Topic: Bullying

Age Group: Grades 7-8

Lord protect us, preserve us John 13:35

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>The students will understand what bullying is in the context of school, church and play activities.</p>	<p>Discuss bullying with students. When have they seen bullying? How did they respond?</p> <p>Student understand that bullying may be manifested in a variety of behaviors including physical beating, verbal abuse, innuendo and even suggestion.</p>	<p>Students are able to define bullying in their own words and provide examples of bullying situations.</p> <p>Have boys role-play how they see girls bullying and vice-versa. Discuss.</p>	<p>For discussion: Are bullies always aware that people perceive them as being bullies?</p>	
<p>The students will practice positive conflict resolution skills.</p>	<p>Practice “I” statements, gate-keeping, active and reflective listening, other conflict resolution skills.</p>	<p>Consider actual scenarios and problem solve resolutions.</p>	<p>For discussion: Share one conflict resolution strategy with parents.</p>	
<p>The students will determine when it is appropriate to ask for adult help in a bullying situation.</p>	<p>Discuss situations where an adult may be needed (when there is genuine risk or danger for a person at stake).</p>	<p>Develop a series of questions that can guide tell an adult or asking for help.</p>	<p>For discussion: What if I gave my word to keep a secret but then I learn my friend could be hurt?</p>	

Topic: Safe Environments

Age Group: Grades 7-8

A safe environment is a frame of mind not just a location. For the Sake of God’s Children, page 3.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>Students will be able to define safe environments at home, school, church, and other activities.</p>	<p>Have the students to work in small groups to review standards for safe environments in various programs.</p> <p>Consider how to be sure a safe environment is in place for a field trip.</p>	<p>Have students develop a project to demonstrate safe environments and present to peers. Does the presentation demonstrate what a safe environment needs to be?</p>	<p>For discussion: What can you do to promote a safe environment?</p>	
<p>Students will appreciate that providing a safe environment is part of what we must do for one another as responsible Catholic Christians.</p>	<p>Scripture stories (examples of safe environments – inn where the Good Samaritan brought the injured man, upstairs room, etc.)</p>	<p>Tell a story to younger children that promotes safe environments.</p>		

Topic: Role of the Church

Age Group: Grades 7-8

To the Church belongs the right always and everywhere to announce moral principles, including those pertaining to the social order.

Catechism of the Catholic Church, Paragraph 2032

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
<p>The students will become familiar with the <i>Charter of Protection for Children and Youth</i>.</p>	<p>Read the Charter; either as text or in overview format.</p> <p>Discuss why the Bishop’s felt compelled to issue the Charter.</p>	<p>Invite students to write an essay on one aspect of the Charter.</p>	<p>For discussion: Why does the Church take the protection of children so seriously?</p>	
<p>The students will become familiar with the diocesan <i>For the Sake of God’s Children</i> program.</p>	<p>Read the Introductory materials of the FSGC program. Read the curriculum for Grades 7 and 8.</p> <p>Discuss why the Diocese adapted this program.</p>	<p>Ask students to explain why we teach FSGC lessons.</p>	<p>For discussion: How does FSGC work to protect children?</p>	
<p>The students will appreciate that our call as Catholic Christians require us to do more than what is expected by law or by policy.</p>	<p>Read Scripture stories which highlight respect.</p> <p>Discuss the Law of Love and the opportunity we have to serve God and neighbor.</p>	<p>Ask students to tell a Scripture story which highlights the way in which we are asked to give of ourselves with selflessness and generosity.</p>	<p>For discussion: What is your favorite Scripture story about love?</p>	

Topic: Harassment

Age Group: Grades 7-8

Harassment is a serious problem that affects the lives of many people. It is not something imagined or exaggerated.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
The students will become familiar with appropriate behaviors with peers, younger children, and adults.	Review the diocesan policy on Harassment, and any school or program policies on Harassment.	Develop a pamphlet that describes harassment and how to avoid it. Have students present their work to others.	For discussion: Why is harassment an issue for schools or communities to address?	
Students will be aware that harassment should always be reported, either by the victim or by any person who is aware that it is happening.	Review local, state and federal expectations relating to harassment. Give examples of harassment from current events.	Review scenarios and circumstances where students might need to make a choice about acting.	For discussion: What can individuals do about harassment?	

Topic: Healing

Age Group: Grades 7-8

Peace I leave with you, my peace I give to you. Not as the world gives do I give it to you. John 15;27

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Comments
Students will recognize when one has been hurt by one's peers or adults, and identify how and where to get help.	Where are the places people can go to when they need help?	Students can name ways they can help and people and places that can provide help as well.	For discussion: Who do you know that might need healing?	
Students will recognize that the Church has a role in reaching out to all people in need.	Cite stories from the Gospel that illustrate Jesus as Healer.	Ask students to describe how Jesus shows them ways to be a healer in their own situation and circumstances.	For discussion: What is your favorite Jesus story of healing?	

Topic: Trusted Adults

Age Group: Grades 9-12

Your children should feel they can always tell you (parent), or someone else they trust what's happening to them.

The Safe Child Book, by Sherryl Kraizer, New York, NY: Simon and Schuster. Page 63.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
Students will recognize the importance of confiding in a trusted adult.	Ask students to name trusted adults. Provide students with a resource list (diocesan, community and school) of people who may be able to help in certain situations.	Ask students to build a list of trusted adults. Ask students to brainstorm situations where they know or learn sensitive information. What will they do?	For discussion: Who do you trust? What kinds of situations might benefit from discussion with an adult?	
Students will understand the importance of confidentiality	Ask students to discuss situations where their confidences were held or broken. Review current events situations where privacy or transparency might play a role.	Ask students to creatively express guidelines for keeping and telling secrets.	For discussion: How do you feel when a confidence is kept? Broken?	
Students will appreciate that telling is not a weakness or betrayal but a part of the healing process.	Invite a counselor or social worker to discuss the aspects of professional confidentiality, including the need to determine those things that a person in counseling may not want to say.	Students will be able to describe circumstances when confidences should be kept and when they should be shared. Student may prepare a summary report of the speaker's presentation.	For discussion: How do you decide when to share a confidence and with whom?	

<p>Students will discern when reporting a “suspicion” or a “worry” may be appropriate.</p>	<p>Is the secret or the reason for the secret a risk to the health or the safety of the person? Of others?</p>	<p>Students discuss situations where telling is the appropriate choice.</p>	<p>For discussion: When would you break a confidence? Keep one?</p>	
<p>Students will discuss the difference between truth and embellishment.</p>	<p>In the excitement of the moment, it is easy to stray from facts. Discuss truth/perception.</p>	<p>Ask students how they can be sure they are communicating what they know.</p>	<p>For discussion: In serious situations, how do you learn to set drama aside?</p>	

Topic: Secrets

Age Group: Grades 9-12

Since 85 to 90% of perpetrators are known to the child, it is clear that sexual abuse cannot take place without secrecy.

The Safe Child Book, by Sheryll Kraizer, New York, NY: Simon and Schuster, Page 61.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>The students will fully appreciate the difference between public and private information.</p>	<p>Review the previous lessons on public and private information presented in middle and elementary school.</p>	<p>Students will write a paper illustrating their understanding of the public/private continuum.</p>	<p>For discussion: What kind of information does our family consider private?</p>	
<p>The students will understand what it means to gossip and how gossiping can cause real pain to people.</p> <p>Students will appreciate that gossip can ruin the reputation of both persons.</p>	<p>Define gossip and give concrete examples of gossiping.</p> <p>Read Pope Francis' recent article on the virtue of not gossiping.</p>	<p>Review current TV and movies which address the issue of gossip.</p> <p>Students prepare group presentations or skits on teens and experiences of gossiping.</p> <p>Students will make appropriate values connections between gossiping and Christian love, integrity and compassion.</p>	<p>For discussion: How can you avoid gossip?</p>	
<p>Students will appreciate that technology is both a gift and a tool for sharing appropriate information.</p>	<p>Review Technology Acceptable Use Plan and relevant laws governing use of technology (cell phones, cameras, etc.). There are no secrets on the internet. NetSmartz: 6 degrees of information</p>	<p>Students will be able to describe and follow through with established policies and practices.</p> <p>Students will assign an agreement to honor the AUP.</p>	<p>For discussion: What are the most appealing benefits of technology? What are its limitations?</p>	

Topic: Appropriate Boundaries

Age Group: Grades 9-12

Lord, protect us always, preserve us. Psalm 12, Verse 8.

Learning Outcomes		Assessment Strategies	Parent Engagement	Notes
The student will know the definition of appropriate and inappropriate boundaries.	Use guided role plays regarding boundaries (for example, appropriate responses on the phone, email, texting, in person, etc.).	Discuss case studies. Ask students for examples from their own experience. Class projects to be shared within the school or community.	For discussion: When another person gets in your space, what will you do? How will you assess boundaries with an adult? A peer? Someone younger than yourself?	
Students will know the importance of truthfulness and the consequences of not being truthful.	Students will appreciate that if a person expresses concern or unwillingness about any action, the best case is to stop until the situation can be better understood. Review current events where the facts of a situation may be in question.	Ask students to describe situations where they were aware that people were seeing the same situation in a different manner.	For discussion: What are the consequences of telling the truth? Are there any circumstances where you would not tell the truth?	
Students will learn ways of understanding and respecting personal privacy and personal space.	Discuss assault, particularly sexual assault, date rape, and other assault issues which may be particularly relevant for young adults.	Ask students to brainstorm strategies for avoiding or redirecting unwanted behaviors.	For discussion: What will you look for in a dating friendship? How will you respect the space of your date? Your own personal space?	

Learn the consequence of sexual assault.	Invite a Rape Counselor or Community Police Officer to discuss sexual assault.	Students can describe and offer specific strategies for good peer communication and decision making.	For discussion: If a friend experiences a sexual assault, what can you do to help?	
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Topic: Peer Relationships

Age Group: Grades 9-12

This is how all will know that you are my disciples, if you have love for one another. John 13:35

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
Students will appreciate the love, dignity and equality which is due to their peers and an expectation of our Christian faith and heritage.	This is an opportunity to focus on the goodness of God’s creation and our call to see that each person is made in God’s image and likeness.	Have students write of an experience when they felt they were not respected or their voice was not heard.	For discussion: How do you consider your peers in decision making? How do you consider personal needs in decision making? Personal desires? God’s desires?	
Students will appreciate the strong influence which peers can exert (both positive and negative).	Facilitate a discussion on peer influences as they impact decision making.	Have students identify issues where peers impact choices, and discuss reasonable options for action in these situations.	For discussion: What are the positive ways that your friends influence you? Are there any negative ways? How do you influence your friends?	
Students will know the difference between diminishment, intimidation and rape.	<p>Define and discuss these words, using examples which students can understand.</p> <p>Ask students to consider the importance of free choice and maturity in all decisions, but especially ones of intimate relationships.</p> <p>In circumstances where a friend may be a victim, how can students respond?</p>	<p>Ask students to share incidents from the media where the choices of young people did not adequately consider the needs or the choices of others.</p> <p>Discuss.</p> <p>Discuss.</p>	<p>For discussion:</p> <p>What are the best ways to appreciate the feelings and perceptions of your friends? Your peers?</p>	

Topic: Bullying/Harassment

Age Group: Grades 9-12

Do unto others as you would have them do to you. Luke 6:31.

Harassment is a serious problem that affects the lives of many people. It is not something imagined or exaggerated.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>The students will be able to define bullying and harassment.</p>	<p>Read relevant Scriptural passages about kindness and the way to treat others.</p> <p>Consider the similar guidance offered by other world religions.</p> <p>Present a clear definition of bullying and harassment which students can use to guide behavior and discern appropriate response.</p>	<p>Ask students to write essays connecting Church teaching, collective cultural wisdom with negative and destructive behaviors.</p> <p>Ask students to present ways that this information might be shared effectively with younger students.</p>	<p>For discussion: What is bullying? What is harassment?</p>	
<p>Identify the various ways they manifest themselves in current culture and among both genders</p>	<p>Discuss behaviors that may be problematic, including teasing, hazing, verbal abuse, peer relationships, cliques, etc.</p> <p>Discuss the unwelcome, unwanted and repeated elements of behavior which are clear clues to desist.</p>	<p>Students share stories of personal experience, current events.</p> <p>Students write case studies that help to illustrate the concepts.</p>	<p>For discussion: Have you seen or experienced these behaviors?</p>	

<p>Understand value/worth/dignity of each person</p> <p>Identify hazing (particularly in respect to athletic teams)</p>	<p>Present the scientific, psychological and sociological evidence which illustrates the negative results of these behaviors.</p> <p>Case Studies</p>	<p>Students will be able to articulate the moral reasons and negative impacts which result in the specified behaviors.</p>	<p>For discussion: Why is it important to avoid these behaviors? What obligation to we have to address these behaviors?</p>	
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Topic: Safe Environments

Age Group: Grades 9-12

A safe environment is a frame of mind, not just a location. For the Sake of God’s Children, Page 3.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>The student will review safety instructions and policies and be able to follow crisis procedures appropriately.</p>	<p>Share the various written documents and plan which address crisis situations.</p> <p>Review Section 3 of the FSGC document.</p>	<p>Students participate in various drills (bomb, fire, lockdown, etc.).</p>	<p>For discussion: What are the appropriate safety procedures that should be discussed and implement at home?</p> <p>Why do church organizations follow <i>For the Sake of God’s Children</i>?</p>	
<p>Students will understand the importance of engaging an adult when there is a threat to safe environment.</p>	<p>Share Gospel values which drive the need to keep children and young adults safe.</p> <p>Discuss what adults can bring to evaluating threats to environmental safety (maturity, experience, ability to assess risk, etc.).</p>	<p>Discuss unsafe environments currently in the news. Why are they unsafe?</p> <p>Develop a prayer experience for those in the world who find themselves in danger.</p>	<p>For discussion: When parents are not available, which adults would you reach out to when you were unsure of a situation?</p>	
<p>Students will accept that certain behaviors such as hazing, harassment, bullying, put downs and other behaviors are hate-motivated actions which cannot be tolerated in a Christian environment.</p>	<p>Research the Catechism of the Catholic Church for guidance on acceptable behavior and actions.</p>	<p>Make a poster, psa, skit or other creative project to place the rights and responsibilities for every person in maintaining a safe environment.</p>	<p>For discussion: What will you do when you are asked to participate in a behavior which is disrespectful or unkind to a classmate or peer?</p>	

Topic: The Role of the Church

Age Group: Grades 9-12

To the Church belongs the right always and everywhere to announce moral principles, including those pertaining to the social order. [Catechism of the Catholic Church](#), Paragraph 2032

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>Students will understand the scope and context of the current sexual abuse scandal.</p>	<p>Have a group discussion led by trained personnel to address the issue of abuse in the Church.</p> <p>Communicate that the new policies and practices established to protect from abuse includes discussing the past transgressions with openness and honesty.</p> <p>Read articles from Catholic and other sources relating to the sexual abuse experience in the Church.</p>	<p>Each student develops a written report on one aspect of the abuse scandal within the Church.</p> <p>Students discuss in group setting the implications of this experience and the impact of the scandal on the Church faithful.</p> <p>Students can describe specific policies and practices that ensure students and young people will be protected in the future.</p>	<p>For discussion: Why do you think that the Church scandal on sexual abuse was able to happen?</p> <p>How can the Church avoid similar situations on institutional sin in the future?</p>	
<p>Students will consider the ways in which those who embrace priestly or religious vocations have been impacted by the abuse.</p>	<p>Students will learn about the dimensions of the abuse and understand that there are many good and faithful Church leaders. The abuse was carried out by a minority within the Church.</p> <p>Students will understand that Church leaders are also accountable for the abuse which occurred and that Church leaders have worked to establish new</p>	<p>Students discuss the situation with a religious sister or priest.</p> <p>Students make a connection between the sexual abuse scandal and the virtues of honesty, charity and compassion.</p> <p>Students reflect in a written manner on the dynamics of group and individual accountability for action.</p>	<p>For discussion: How do you think that the Church has been impacted by this crisis?</p> <p>The individual victims of abuse?</p> <p>The accused and convicted?</p> <p>All who embrace a religious vocation?</p>	

	protections.			
<p>Students will understand the nature of the Church's response to the sexual abuse issue.</p>	<p>Students will be introduced to the following:</p> <ul style="list-style-type: none"> • Bishops' Charter • For the Sake of God's Children • Keeping Our Promises • Other formal and informal responses to keep children safe. <p>Students will become acquainted with the ways that victims are being assisted by the Church, and the ways in which the Church safeguards against any future issues.</p> <p>Students will be introduced to the concepts of forgiveness and healing and invited to think about the ways that those issues must be applied to the sexual abuse issue.</p>	<p>Students give an oral report on any one component of the Church's response to the sexual abuse issue.</p> <p>Students plan a prayer service for all victims of abuse.</p> <p>Students invite a speaker who can offer a particular perspective on this issue, challenges and progress made in the Church response.</p>	<p>For discussion: What can we do as a family to address the issue of abuse in our society?</p>	

Topic: Forgiveness and Healing

Age Group: Grades 9-12

Peace I leave with you, my peace I give to you. Not as the world gives do I give it to you. John 15:27.

Learning Outcomes	Instructional Strategies	Assessment Strategies	Parent Engagement	Notes
<p>The students will understand the important value of forgiveness in Christian teaching.</p>	<p>Read and discuss Scriptural passages which illuminate the concept of forgiveness.</p> <p>Students will consider some of the important sacramental components of Reconciliation.</p> <p>Consider several film and video options which develops the theme of forgiveness and healing (see resources).</p>	<p>Students will develop a prayer experience that focuses on the concept of forgiveness and healing.</p> <p>Write a personal reflection paper on the importance of forgiveness and healing in the student’s life.</p>	<p>For discussion: How could this situation happen in an institution devoted to serving God by serving others?</p>	
<p>Students will explore the concept of forgiveness as it relates to the sexual abuse scandal in the Church.</p>	<p>Students will review materials relating to the local sexual abuse issue, including the settlements, and changes to policies and practices.</p> <p>Students will consider the public apologies of the Pope and local bishops to victims of sexual abuse.</p> <p>Students will appreciate the new rules and processes which are in place to avoid future incidents of abuse.</p>	<p>Students will be able to describe the experience of sexual abuse in the Church and apply the Church teaching of forgiveness to an assessment of the experience.</p> <p>Students will be able to name to specific programs which are now in place to prevent future issues of abuse.</p>	<p>For discussion: What are the most important aspects of forgiveness?</p>	

<p>Students will understand the impact that sexual abuse has on the victim.</p>	<p>Read letters, current event articles, etc. from victims relating to the experience of those who have been abused.</p>	<p>Students will articulate some of the long term feelings and effects of those were impacted by the abuse.</p>	<p>For discussion: Tell me about your experience of the victims and their concerns.</p>	
<p>Students will understand the responsibility and the role of the Church as it relates to victims of sexual abuse.</p>	<p>Invite the Victims Assistance Coordinator to meet with the students and discuss the experience.</p>	<p>Small group discussions to consider the presentation of the Victim's Assistance Coordinator.</p>	<p>For discussion: How has the Church responded? How should the Church respond?</p>	

Appendix B

SAMPLE LETTER FOR PARENTS

Sample letter for parents/guardians introducing *Keeping Our Promises*

Dear Parent:

Our Catholic faith affirms the dignity of every human person as created in the image and likeness of our God. Every person with whom we come into contact deserves to be seen by us with the eyes of God. We know that ministering with children and youth in particular, is a sacred trust. We, at

_____ school/parish are committed to preserve, at all times and places, this sacred trust, to provide a safe environment for our children.

In 2002, the United States Catholic Conference of Bishops approved The Charter for the Protection of Children and Young People in an effort to protect children and youth from sexual abuse at all levels of church life and to restore trust in a Church scarred by the scandal of clergy sexual abuse. Article 12 of the Charter directs dioceses to create programs and processes to teach children and young people about sexual abuse and its prevention. In the Diocese of Wilmington, this training will be integrated into the existing school and parish religious education program curriculum each year.

We welcome you to an informational session introducing you to *Keeping Our Promises*, a program of instruction regarding sexual abuse awareness and how it is being implemented in our parish on (date) _____, from _____ until _____ at _____.

We look forward to seeing you as we partner with you to give our children the safest possible environment in which to grow and learn.

OR

With this letter we are sending home an information packet to inform you of the sexual abuse awareness training that is being initiated at the parish/school.

We thank you for your support and interest as we partner to give our children the safest possible environment in which to grow and learn.

Sincerely in Christ,

Pastor/Principal/DRE/ Youth Ministry Leader

Appendix C

FOR THE SAKE OF GOD'S CHILDREN

Introduction

For the Sake of God's Children

The document *Charter for the Protection of Children and Young People* was approved by the United States Catholic Conference of Bishops (USCCB) in June of 2002. In July of that same year, Bishop Saltarelli appointed three committees to develop the response of the Diocese of Wilmington. These committees were composed of lay men and women from throughout the Diocese in differing areas of competence. Additionally, priest representation and staff members were appointed. These forty men and women worked for seven months to produce a final recommendation to the bishop in March of 2003. The committees determined that the recommendation to the Bishop was to create our own safe environment program, and with the submission of "For the Sake of God's Children" the task was complete. The bishop approved the program and called for its immediate implementation.

In May of 2003 the Diocese convened more than 15 meetings around the diocese for parish leadership, priests, employees and deacons. Special sessions were conducted later that summer for seminarians.

By August of 2003 all priests, deacons, diocesan employees and all those who either as employee or volunteer worked on a regular, recurring basis with young people were introduced to the program. Thus began the ongoing process of background screening, ethical standards of behavior/covenants and the educational processes aimed at maintaining a safe and secure environment for the children.

For the Sake of God's Children is the Safe Environment Program for our Diocese. The elements of the program include education, criminal background checks for all adults who have regular, recurring contact with youth and a set of ethical and behavioral standards for all adults.

In parts three, four and five of the manual are the guidelines needed for conducting activities with youth, educational materials for use with teachers, parents and parish communities and other helpful educational information.

Appendix D

CHARTER FOR THE PROTECTION OF CHILDREN AND YOUNG PEOPLE

Charter for the Protection of Children and Young People

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Preamble

Since 2002, the Church in the United States has experienced a crisis without precedent in our times. The sexual abuse of children and young people by some deacons, priests, and bishops, and the ways in which these crimes and sins were addressed, have caused enormous pain, anger, and confusion. As bishops, we have acknowledged our mistakes and our roles in that suffering, and we apologize and take responsibility again for too often failing victims and the Catholic people in the past. From the depths of our hearts, we bishops express great sorrow and profound regret for what the Catholic people have endured.

With this revision of the *Charter for the Protection of Children and Young People*, we reaffirm our deep commitment to creating a safe environment within the Church for children and youth. We have listened to the profound pain and suffering of those victimized by sexual abuse and will continue to respond to their cries. We have agonized over the sinfulness, the criminality, and the breach of trust perpetrated by some members of the clergy. We have determined as best we can the extent of the problem of this abuse of minors by clergy in our country, and we await the results of a study of the causes and context of this problem.

We continue to have a special care for and a commitment to reaching out to the victims of sexual abuse and their families. The damage caused by sexual abuse of minors is devastating and long-lasting. We apologize to them for the grave harm that has been inflicted on them, and we offer our help for the future. The loss of trust that is often the consequence of such abuse becomes even more tragic when it leads to a loss of the faith that we have a sacred duty to foster. We make our own the words of His Holiness, Pope John Paul II: that the sexual abuse of young people is “by every standard wrong and rightly considered a crime by society; it is also an appalling sin in the eyes of God” (Address to the Cardinals of the United States and Conference Officers, April 23, 2002).

Along with the victims and their families, the entire Catholic community in this country has suffered because of this scandal. In the last three years, the intense public scrutiny of the minority of the ordained who have betrayed their calling has caused the vast majority of faithful priests and deacons to experience enormous vulnerability to being misunderstood in their ministry and even to the possibility of false accusations. We share with them a firm commitment to renewing the image of the vocation to Holy Orders so that it will continue to be perceived as a life of service to others after the example of Christ our Lord.

We, who have been given the responsibility of shepherding God’s people, will, with his help and in full collaboration with all the faithful, continue to work to restore the bonds of trust that unite us. Words alone cannot accomplish this goal. It will begin with the actions we take in our General Assembly and at home in our dioceses and eparchies.

We feel a particular responsibility for the “the ministry of reconciliation” (2 Cor 5:18) which God, who reconciled us to himself through Christ, has given us. The love of Christ impels us to ask forgiveness for our own faults but also to appeal to all—to those who have been victimized, to those who have offended, and to all who have felt the wound of this scandal—to be reconciled to God and one another.

Perhaps in a way never before experienced, we have felt the power of sin touch our entire Church family in this country; but as St. Paul boldly says, God made Christ “to be sin who did not know sin, so that we might become the righteousness of God in him?” (2 Cor 5:21). May we who have known sin experience as well, through a spirit of reconciliation, God’s own righteousness.

We know that after such profound hurt, healing and reconciliation are beyond human capacity alone. It is God’s grace and mercy that will lead us forward, trusting Christ’s promise: “for God all things are possible” (Mt 19:26).

In working toward fulfilling this responsibility, we have relied first of all on Almighty God to sustain us in faith and in the discernment of the right course to take.

We have received fraternal guidance and support from the Holy See that has sustained us in this time of trial.

We have relied on the Catholic faithful of the United States. Nationally and in each diocese, the wisdom and expertise of clergy, religious, and laity have contributed immensely to confronting the effects of the crisis and taking steps to resolve it. We are filled with gratitude for their great faith, their generosity, and for the spiritual and moral support that we have received from them.

We acknowledge and affirm the faithful service of the vast majority of our priests and deacons and the love that their people have for them. They deservedly have our esteem and that of the Catholic people for their good work. It is regrettable that their committed ministerial witness has been overshadowed by this crisis.

In a special way, we acknowledge those victims of clergy sexual abuse and their families who have trusted us enough to share their stories and to help us appreciate more fully the consequences of this reprehensible violation of sacred trust.

Let there now be no doubt or confusion on anyone’s part: For us, your bishops, our obligation to protect children and young people and to prevent sexual abuse flows from the mission and example given to us by Jesus Christ himself, in whose name we serve.

As we work to restore trust, we are reminded how Jesus showed constant care for the vulnerable. He inaugurated his ministry with these words of the Prophet Isaiah:

The Spirit of the Lord is upon me,
because he has anointed me
to bring glad tidings to the poor.
He has sent me to proclaim liberty to captives
and recovery of sight to the blind,
to let the oppressed go free,
and to proclaim a year acceptable to the Lord. (Lk 4:18-19)

In Matthew 25, the Lord, in his commission to his apostles and disciples, told them that whenever they show mercy and compassion to the least ones, they show it to him.

Jesus extended this care in a tender and urgent way to children, rebuking his disciples for keeping them away from him: “Let the children come to me” (Mt 19:14). And he uttered a grave warning that for anyone who would lead the little ones astray, it would be better for such a person “to have a great millstone hung around his neck and to be drowned in the depths of the sea” (Mt 18:6).

We hear these words of the Lord as prophetic for this moment. With a firm determination to restore the bonds of trust, we bishops recommit ourselves to a continual pastoral outreach to repair the breach with those who have suffered sexual abuse and with all the people of the Church.

In this spirit, over the last three years, the principles and procedures of the *Charter* have been integrated into church life.

- The Office for Child and Youth Protection provides the focus for a consistent, ongoing, and comprehensive approach to creating a secure environment for young people throughout the Church in the United States.
- The Office also provides the means for us to be accountable for achieving the goals of the *Charter*, as demonstrated by its two reports on the implementation of the *Charter* based on independent compliance audits.
- The National Review Board is carrying on its responsibility to assist in the assessment of diocesan compliance with the *Charter* and to commission studies on the sexual abuse of minors, and it has issued its own *Report on the Crisis in the Catholic Church in the United States*.
- The descriptive study of the nature and scope of sexual abuse of minors by Catholic clergy in the United States, commissioned by the National Review Board, has been completed. The resulting study, examining the historical period 1950-2002, by the John Jay College of Criminal Justice provides us with a

powerful tool not only to examine our past but also to secure our future against such misconduct.

- Victims' assistance coordinators are in place throughout our nation to assist dioceses in responding to the pastoral needs of those who have been injured by abuse.
- Diocesan/eparchial bishops in every diocese are advised and greatly assisted by diocesan review boards as the bishops make the decisions needed to fulfill the *Charter*.
- Safe environment programs are in place to assist parents and children—and those who work with children—in preventing harm to young people.

Through these steps and many others, we remain committed to the safety of our children and young people.

While it seems that the scope of this disturbing problem of sexual abuse of minors by clergy has been reduced over the last decade, the harmful effects of this abuse continue to be experienced both by victims and dioceses.

Thus it is with a vivid sense of the effort which is still needed to confront the effects of this crisis fully and with the wisdom gained by the experience of the last three years that we have reviewed and revised the *Charter for the Protection of Children and Young People*. We now re-affirm that we will assist in the healing of those who have been injured, will do all in our power to protect children and young people, and will work with our clergy, religious, and laity to restore trust and harmony in our faith communities, as we pray for God's kingdom to come, here on earth, as it is in heaven.

To make effective our goals of a safe environment within the Church for children and young people and of preventing sexual abuse of minors by clergy in the future, we, the members of the United States Conference of Catholic Bishops, have outlined in this *Charter* a series of practical and pastoral steps, and we commit ourselves to taking them in our dioceses and eparchies:

To Promote Healing and Reconciliation with Victims/Survivors of Sexual Abuse of Minors

ARTICLE 1. Dioceses/eparchies are to reach out to victims/survivors and their families and demonstrate a sincere commitment to their spiritual and emotional well-being. The first obligation of the Church with regard to the victims is for healing and reconciliation. Each diocese/eparchy is to continue its outreach to every person who has been the victim of sexual abuse* as a minor by anyone in church service, whether the abuse was recent or occurred many years in the past. This outreach may include provision of counseling, spiritual assistance, support groups, and other social services agreed upon by the victim and the diocese/eparchy.

Through pastoral outreach to victims and their families, the diocesan/eparchial bishop or his representative is to offer to meet with them, to listen with patience and compassion to their experiences and concerns, and to share the “profound sense of solidarity and concern” expressed by His Holiness, Pope John Paul II, in his Address to the Cardinals of the United States and Conference Officers (April 23, 2002).

ARTICLE 2. Dioceses/eparchies are to have policies and procedures in place to respond promptly to any allegation where there is reason to believe that sexual abuse of a minor has occurred. Dioceses/eparchies are to have a competent person or persons to coordinate assistance for the immediate pastoral care of persons who report having been sexually abused as minors by clergy or other church personnel. The procedures for those making a complaint are to be readily available in printed form in the principle languages in which the liturgy is celebrated in the diocese/eparchy and be the subject of public announcements at least annually.

Dioceses/eparchies are also to have a review board that functions as a confidential consultative body to the bishop/eparch. The majority of its members are to be lay persons not in the employ of the diocese/eparchy (see Norm 5 in *Essential Norms for Diocesan/Eparchial Policies Dealing with Allegations of Sexual Abuse of Minors by Priests or Deacons*, 2002). This board is to advise the diocesan/eparchial bishop in his assessment of allegations of sexual abuse of minors and in his determination of a cleric’s suitability for ministry. It is regularly to review diocesan/eparchial policies and procedures for dealing with sexual abuse of minors. Also, the board can review these matters both retrospectively and prospectively and give advice on all aspects of responses in connection with these cases.

ARTICLE 3. Dioceses/eparchies are not to enter into settlements which bind the parties to confidentiality unless the victim/survivor requests confidentiality and this request is noted in the text of the agreement.

To Guarantee an Effective Response to Allegations of Sexual Abuse of Minors

ARTICLE 4. Dioceses/eparchies are to report an allegation of sexual abuse of a person who is a minor to the public authorities. Dioceses/eparchies are to comply with all applicable civil laws with respect to the reporting of allegations of sexual abuse of minors to civil authorities and cooperate in their investigation in accord with the law of the jurisdiction in question.

Dioceses/eparchies are to cooperate with public authorities about reporting cases even when the person is no longer a minor.

In every instance, dioceses/eparchies are to advise victims of their right to make a report to public authorities and support this right.

ARTICLE 5. We affirm the words of His Holiness, Pope John Paul II, in his Address to the Cardinals of the United States and Conference Officers: “There is no place in the priesthood or religious life for those who would harm the young.”

Sexual abuse of a minor by a cleric is a crime in the universal law of the Church (CIC, c. 1395 §2; CCEO, c. 1453 §1). Because of the seriousness of this matter, jurisdiction has been reserved to the Congregation for the Doctrine of the Faith (Motu proprio, *Sacramentorum sanctitatis tutela*, AAS, 93, 2001). Sexual abuse of a minor is also a crime in all civil jurisdictions in the United States.

Diocesan/eparchial policy is to provide that for even a single act of sexual abuse of a minor*—whenever it occurred—which is admitted or established after an appropriate process in accord with canon law, the offending priest or deacon is to be permanently removed from ministry and, if warranted, dismissed from the clerical state. In keeping with the stated purpose of this *Charter*, an offending priest or deacon is to be offered therapeutic professional assistance both for the purpose of prevention and also for his own healing and well-being.

The diocesan/eparchial bishop is to exercise his power of governance, within the parameters of the universal law of the Church, to ensure that any priest or deacon subject to his governance who has committed even one act of sexual abuse of a minor as described below shall not continue in ministry.

A priest or deacon who is accused of sexual abuse of a minor is to be accorded the presumption of innocence during the investigation of the allegation and all appropriate steps are to be taken to protect his reputation. He is to be encouraged to retain the assistance of civil and canonical counsel. If the allegation is not proven, every step possible is to be taken to restore his good name, should it have been harmed.

In fulfilling this article, dioceses/eparchies are to follow the requirements of the universal law of the Church and of the *Essential Norms* approved for the United States.

ARTICLE 6. There are to be clear and well-publicized diocesan/eparchial standards of ministerial behavior and appropriate boundaries for clergy and for any other paid personnel and volunteers of the church in positions of trust who have regular contact with children and young people.

ARTICLE 7. Dioceses/eparchies are to be open and transparent in communicating with the public about sexual abuse of minors by clergy within the confines of respect for the privacy and the reputation of the individuals involved. This is especially so with regard to informing parish and other church communities directly affected by ministerial misconduct involving minors.

To Ensure the Accountability of Our Procedures:

ARTICLE 8. By the authority of the United States Conference of Catholic Bishops, the mandate of the Ad Hoc Committee on Sexual Abuse is renewed, and it is now constituted the Committee for the Protection of Children and Young People. It becomes a standing committee of the Conference. Its membership is to include representation from all the episcopal regions of the country, with new appointments staggered to maintain continuity in the effort to protect children and youth.

The Committee is to advise the USCCB on all matters related to child and youth protection and is to oversee the development of the plans, programs, and budget of the Office of Child and Youth Protection. It is to provide the USCCB with comprehensive planning and recommendations concerning child and youth protection by coordinating the efforts of the Office and the National Review Board.

ARTICLE 9. The Office for Child and Youth Protection, established by the Conference of Catholic Bishops, is to staff the Committee for the Protection of Children and Young People and be a resource for dioceses/eparchies for the implementation of “safe environment” programs and for suggested training and development of diocesan personnel responsible for child and youth protection programs, taking into account the financial and other resources, as well as the population, area, and demographics of the diocese/eparchy.

The Office is to produce an annual public report on the progress made in implementing and maintaining the standards in this *Charter*. The report is to be based on an annual audit process whose method, scope, and cost are to be approved by the Administrative Committee on the recommendation of the Committee for the Protection of Children and Young People. This public report is to include the names of those dioceses/eparchies which the audit shows are not in compliance with the provisions and expectations of the Charter.

As a member of the Conference staff, the Executive Director of the Office is appointed by and reports to the General Secretary. The Executive Director is to provide the Committee for the Protection of Children and Young People and the National Review Board with regular reports of the Office’s activities.

ARTICLE 10. The whole Church, especially the laity, at both the diocesan and national levels, needs to be engaged in maintaining safe environments in the Church for children and young people.

The Committee for the Protection of Children and Young People is to be assisted by the National Review Board, a consultative body established in 2002 by the USCCB. The Board will review the annual report of the Office of Child and Youth Protection on the implementation of this *Charter* in each diocese/eparchy and any recommendations that emerge from it, and offer its own assessment regarding its approval and publication to the Conference President.

The Board will also advise the Conference President on future members. The Board members are appointed by the Conference President in consultation with the Administrative Committee and are accountable to him and to the USCCB Executive Committee. Before a candidate is contacted, the Conference President is to seek and obtain, in writing, the endorsement of the candidate's diocesan bishop. The Board is to operate in accord with the statutes and bylaws of the USCCB and within procedural guidelines to be developed by the Board in consultation with the Committee for the Protection of Children and Young People and approved by the USCCB Administrative Committee. These guidelines are to set forth such matters as the Board's purpose and responsibility, officers, terms of office, and frequency of reports to the Conference President on its activities.

The Board will offer its advice as it collaborates with the Committee for the Protection of Children and Young People on matters of child and youth protection, specifically on policies and best practices. The Board and Committee for the Protection of Children and Young People will meet jointly several times a year.

The Board will review the work of the Office of Child and Youth Protection and make recommendations to the Director. It will assist the Director in the development of resources for dioceses.

The Board is to oversee the completion of the study of the causes and context of the recent crisis. The Board will offer its assessment of the data gathered and preliminary results to the Committee for the Protection of Children and Young People as the study moves forward.

ARTICLE 11. The President of the Conference is to inform the Holy See of this revised *Charter* to indicate the manner in which we, the Catholic bishops, together with the entire Church in the United States, intend to continue our commitment to the protection of children and young people. The President is also to share with the Holy See the annual reports on the implementation of the *Charter*.

To Protect the Faithful

ARTICLE 12. Dioceses/eparchies are to maintain "safe environment" programs which the diocesan/eparchial bishop deems to be in accord with Catholic moral principles. They are to be conducted cooperatively with parents, civil authorities, educators, and community organizations to provide education and training for children, youth, parents, ministers, educators, volunteers, and others about ways to make and maintain a safe environment for children and young people. Dioceses/eparchies are to make clear to clergy and all members of the community the standards of conduct for clergy and other persons in positions of trust with regard to children.

ARTICLE 13. Dioceses/eparchies are to evaluate the background of all incardinated and non-incardinated priests and deacons who are engaged in ecclesiastical ministry in the

diocese/eparchy and of all diocesan/eparchial and parish/school or other paid personnel and volunteers whose duties include ongoing, unsupervised contact with minors. Specifically, they are to utilize the resources of law enforcement and other community agencies. In addition, they are to employ adequate screening and evaluative techniques in deciding the fitness of candidates for ordination (cf. National Conference of Catholic Bishops, *Program of Priestly Formation*, 1993, no. 513).

ARTICLE 14. Transfers of clergy who have committed an act of sexual abuse against a minor for residence, including retirement, shall be as in accord with Norm 12 of the *Essential Norms*. (Cf. Proposed Guidelines on the Transfer or Assignment of Clergy and Religious, adopted by the USCCB, the Conference of Major Superiors of Men, the Leadership Conference of Women Religious, and the Council of Major Superiors of Women Religious in 1993.)

ARTICLE 15. To ensure continuing collaboration and mutuality of effort in the protection of children and young people on the part of the bishops and religious ordinaries, two representatives of the Conference of Major Superiors of Men are to serve as consultants to the Committee for the Protection of Children and Young People. At the invitation of the Major Superiors, the Committee will designate two of its members to consult with its counterpart at CMSM. Diocesan/eparchial bishops and major superiors of clerical institutes or their delegates are to meet periodically to coordinate their roles concerning the issue of allegations made against a cleric member of a religious institute ministering in a diocese/eparchy.

ARTICLE 16. Given the extent of the problem of the sexual abuse of minors in our society, we are willing to cooperate with other churches and ecclesial communities, other religious bodies, institutions of learning, and other interested organizations in conducting research in this area.

ARTICLE 17. We pledge our complete cooperation with the Apostolic Visitation of our diocesan/eparchial seminaries and religious houses of formation recommended in the Interdicasterial Meeting with the Cardinals of the United States and the Conference Officers in April 2002.

We commit ourselves to work individually in our dioceses/eparchies and together as a Conference, through the appropriate committees, to strengthen our programs both for initial priestly formation and for the ongoing formation of priests. With new urgency, we will promote programs of human formation for chastity and celibacy for both seminarians and priests based upon the criteria found in *Pastores Dabo Vobis*, the *Program of Priestly Formation*, and the *Basic Plan for the Ongoing Formation of Priests*. We will continue to assist priests, deacons, and seminarians in living out their vocation in faithful and integral ways.

We bishops and eparchs commit ourselves to work as one with our brother priests and deacons to foster reconciliation among all people in our dioceses/eparchies, especially with those individuals who were themselves abused and the communities that have suffered because of the sexual abuse of minors that occurred in their midst.

Conclusion

As we wrote three years ago, “It is within this context of the essential soundness of the priesthood and of the deep faith of our brothers and sisters in the Church that we know that we can meet and resolve this crisis for now and the future.”

We wish to re-affirm once again that the vast majority of priests and deacons serve their people faithfully and that they have the esteem and affection of their people. They also have our love and esteem and our commitment to their good names and well-being.

An essential means of dealing with the crisis is prayer for healing and reconciliation, and acts of reparation for the grave offense to God and the deep wound inflicted upon his holy people. Closely connected to prayer and acts of reparation is the call to holiness of life and the care of the diocesan/eparchial bishop to ensure that he and his priests avail themselves of the proven ways of avoiding sin and growing in holiness of life.

It is with reliance on prayer and penance that we renew the pledges which we made in the original *Charter*:

We pledge most solemnly to one another and to you, God’s people, that we will work to our utmost for the protection of children and youth.

We pledge that we will devote to this goal the resources and personnel necessary to accomplish it.

We pledge that we will do our best to ordain to the priesthood and put into positions of trust only those who share this commitment to protecting children and youth.

We pledge that we will work toward healing and reconciliation for those sexually abused by clerics.

Much has been done to honor these pledges. We devoutly pray that God who has begun this good work in us will bring it to fulfillment.

This *Charter* is published for the dioceses/eparchies of the United States. It is to be reviewed again in five years by the Committee for the Protection of Children and Young People with the advice of the National Review Board. The results of this review are to be presented to the full Conference of Bishops for confirmation.

*In accord with *Sacramentorum sanctitatis tutela* (SST), article 4 §1, sexual abuse, for purposes of this *Charter*, shall include any offense by a cleric against the Sixth Commandment of the Decalogue with a minor as understood in the *Code of Canon Law*, c. 1395 §2 (“A cleric who in another way has committed an offense against the sixth commandment of the Decalogue, if the delict was committed by force or threats or publicly or with a minor below the age of sixteen years [raised in SST to eighteen years which has been the age of majority for the USA since 1994], is to be punished with just penalties, not excluding dismissal from the clerical state if the case so warrants”) and the *Code of Canons of the Eastern Churches*, c. 1453 §1 (“A cleric who lives in concubinage or gives permanent scandal by publicly sinning against chastity is to be punished with a suspension, to which, other penalties can be gradually added up to deposition, if he persists in the offense”).

If there is any doubt whether a specific act qualifies as an external, objectively grave violation, the writings of recognized moral theologians should be consulted, and the opinions of recognized experts should be appropriately obtained (*Canonical Delicts Involving Sexual Misconduct and Dismissal from the Clerical State*, 1995, p. 6). Ultimately, it is the responsibility of the diocesan bishop/eparch, with the advice of a qualified review board, to determine the gravity of the alleged act.

The document *Charter for the Protection of Children and Young People* was developed by the Ad Hoc Committee for Sexual Abuse of the United States Conference of Catholic Bishops (USCCB). It was approved by the full body of U.S. Catholic bishops at its June 2005 General Meeting and has been authorized for publication by the undersigned.

Msgr. William P. Fay
General Secretary, USCCB

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