
Preface

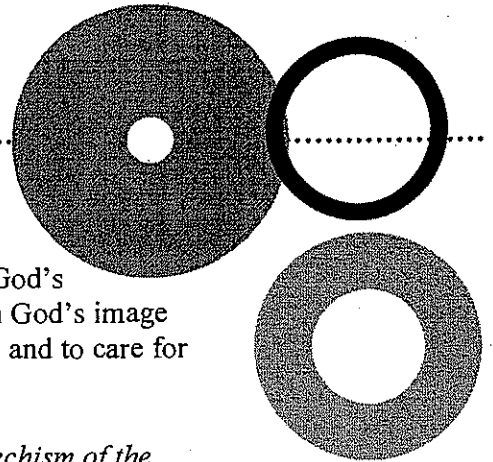
The foundation for *Circles of Care* is rooted in our faith as Catholic Christians: we are created in God's image and likeness, we share a common dignity as human persons, God's declaration that all creation is "good," and that, created in God's image and likeness, we are called to relationship, to community, and to care for one another, especially those most in need.

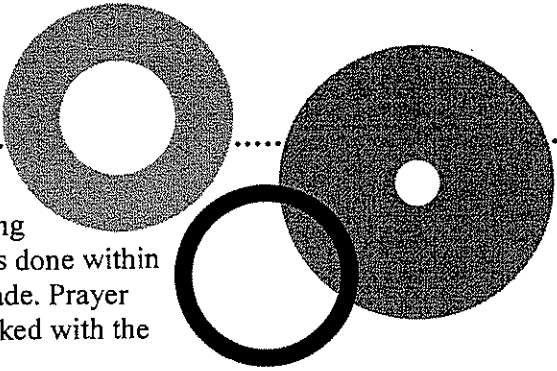
Circles of Care also addresses topics presented in *The Catechism of the Catholic Church*; in particular, Section Three: Life in Christ (pp 421-611) which addresses The Dignity of the Human Person, The Human Community, God's Salvation: Law and Grace, and The Ten Commandments.

The name of the program is rooted in the universal symbol for wholeness, the circle. Throughout the history of humankind the circle has signified completeness, infinity, and the sphere within which communication and dialogue happen best. A variety of cultures have expressed these understandings by gathering physically in circles for decision-making and/or prayer and using rings to symbolize commitment and interrelationship. The following quote from a Catholic theologian illustrates this well:

"We all need companions on the way. We thrive best in concentric and ever-widening circles of care. This has always been the assertion of the church: that we need one another to know and grow into God. That is what Christian community ideally is about." (Wendy Wright, The Vigil. Wendy Wright is a Professor of Theology at Creighton University.)

The lessons in *Circles of Care* are intended to strengthen and complement the care that is already part of the catechetical ministry in our Catholic schools and parish religious education programs. Throughout the lessons students will be introduced to foundational

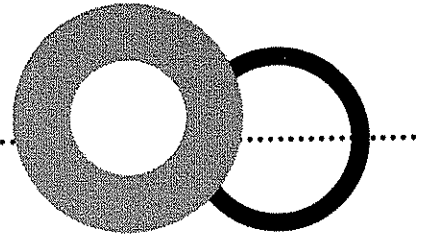




principles of living our faith, especially personal safety, making good decisions, developing wholesome relationships, and self-esteem. This is done within the context of the religion curriculum for each grade. Prayer experiences that conclude each lesson are also linked with the religion curriculum.

Also included in this manual is a letter to parents, an opt-out form for parents to sign if they do not want their child/children to participate, class activity sheets, take-home pages for the primary grades, and forms for reporting attendance to the Diocese of Baton Rouge.

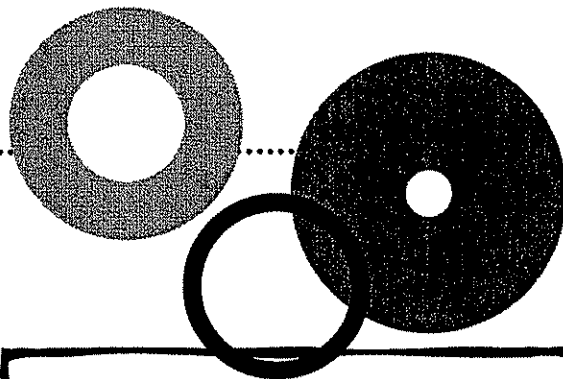
In preparing this curriculum, the intention and hope has been that all of the materials will assist you in continuing the ministry we share with you, that of caring for and forming in faith the young members of the church.



About the Authors

Mary Ellen Mahon holds a BA in theology from Trinity College, Washington, DC and a MA in Religious Studies from LaSalle University, Philadelphia, PA. She has been involved in catechetical ministry as a Parish Catechetical Leader and as a religion teacher in Catholic junior high and high schools. She has also served as a Master Catechist in diocesan catechist certification programs, developed a high school curriculum integrating Catholic Social Teaching and service, and facilitated retreats with adolescents and adults.

Mary Jane Silvia holds a BA in Religious Studies and English from St. Mary's College, South Bend, IN, and a MA in Pastoral Ministry from LaSalle University, Philadelphia, PA. She has been involved in catechetical ministry as a theology teacher in junior high and high school and served as a high school campus minister for 15 years. Mary Jane has also coordinated youth and young adult ministry for parishes. She has developed a high school curriculum which introduced supervised and peer ministry as electives. Her ministry has also included developing and implementing retreat experiences for youth and adults.



Pre K and Kindergarten Safe Environment Lesson

Outcomes

The learner will be able to:

- ✓ Identify some skills and talents that make her/him unique and special.
- ✓ Recognize that it is good that we are all different.
- ✓ Identify adults whom s/he trusts and make her/him feel special.

Part One

1. Welcome the students and introduce the lesson by explaining that the class will be talking about ways they are unique and special.
2. Read aloud the book When I Feel Good About Myself and be sure to share the illustrations as you read.

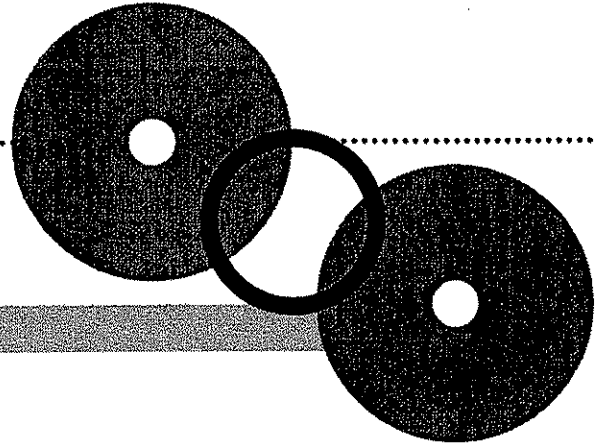
Part Two

1. Have students identify the situations in the book and characters they remember the most. Be sure to point out that in each situation, whether successful or not, the young characters always felt they were special no matter what.
2. Distribute drawing paper and crayons.
3. Invite students to draw a picture of their favorite part of the book.
4. Share individual pictures with the whole group.
5. Take some time to talk with the children about what it means to trust.
6. Invite the students to name adults whom they trust who help them feel special. Try to include examples like family members, teachers, doctors, firefighters, etc.

Gather the following items for this lesson:

- Book: When I Feel Good About Myself by Comelia M. Spelman
- Drawing paper for each child
- Crayons for each child
- A cut-out heart for each child (included-page 3)
- A small table and basket
- Take Home Page for each child (included-page 4)

**Pre K and Kindergarten
Safe Environment Lesson**



Part Three

Closing Prayer: An Echo Prayer

Preparation for Prayer

Give each child a cut-out heart. Explain that during the prayer you will invite each child to say the name of a person they trust, who keeps them safe, and makes them feel special. After they say the name, they will put the heart in a basket on the prayer table.

Talk with the children about what an echo is. This prayer is an echo prayer; i.e. the children will repeat each line of the prayer as you offer it.

Prayer Experience

Thank you, God, for always taking care of us. (children repeat)

Bless all of the people who keep us safe. (children repeat)

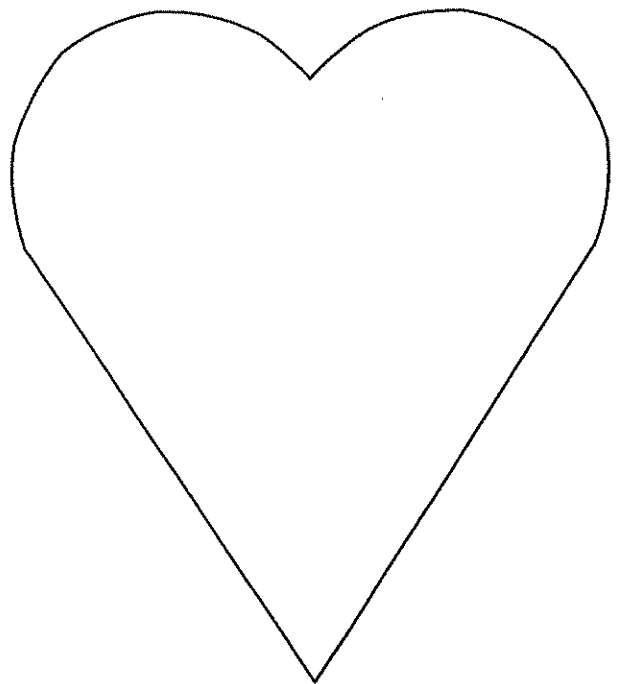
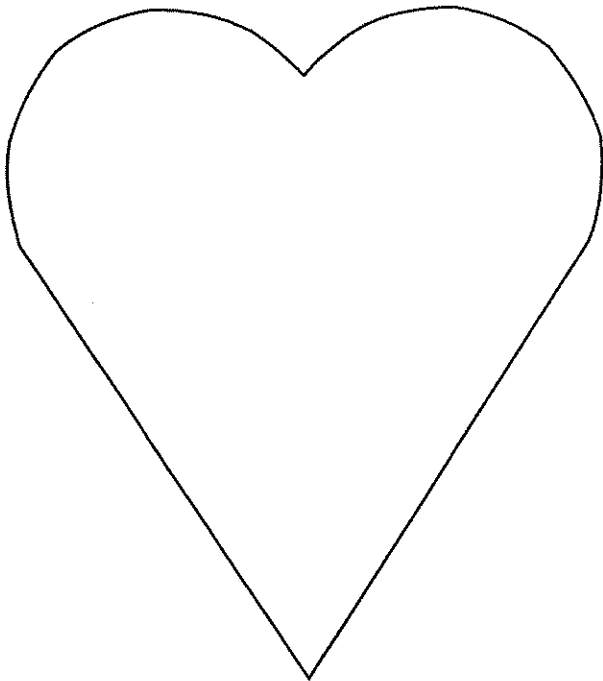
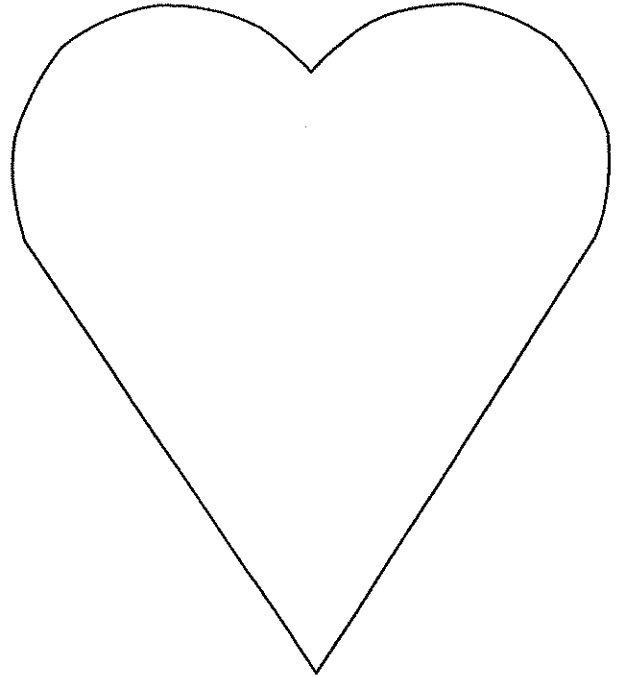
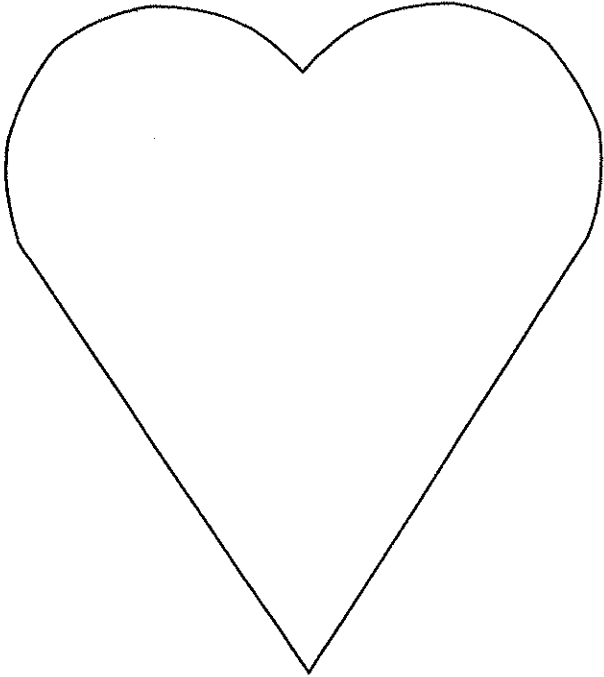
Bless all of the people who make us feel special. (children repeat)

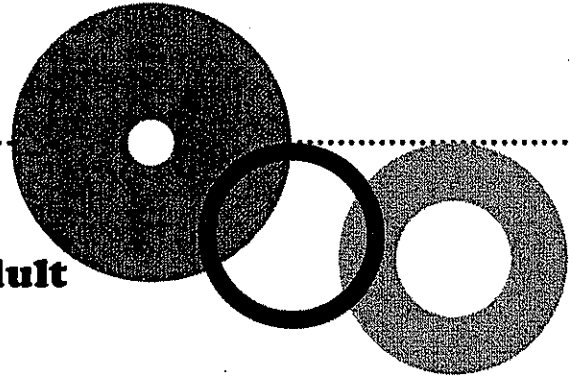
{At this time invite the children to say the name of one person who makes them feel special and to place the cut out heart in the basket.}

Help us to love and take care of each other. (children repeat)

Amen. (children repeat)

**Pre K and Kindergarten
Safe Environment Lesson**



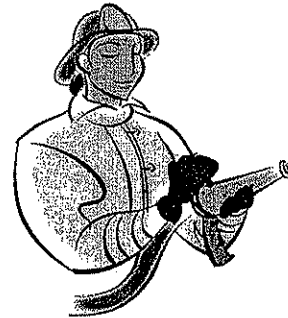
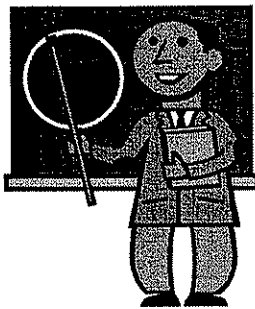


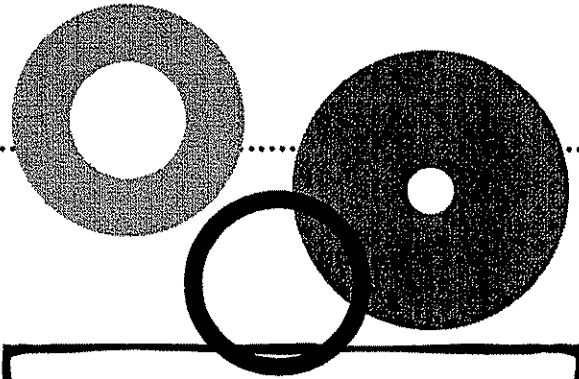
Take Home Page

Tell a Trusted Adult

Dear Parents,

One of the things we have discussed in class is the importance of identifying trusted adults who keep us safe and make us feel special. We discussed people like family members as well as police officers, firefighters, doctors, teachers, nurses. Each child has identified at least one person they know whom they can talk to and trust. Have your child circle the trusted adults and explain why these people can be trusted, then have him/her draw a picture in the empty space of someone they know and trust.





**Grade One
Safe Environment Lesson**

Outcomes

The learner will be able to:

- ✓ Recognize they are special because God created them and loves them.
- ✓ Identify specific qualities that make them unique and special.
- ✓ Name people they can talk to when something is bothering them.

Part One

1. Welcome the students and introduce the lesson by explaining that the class will be about how special they are and how much they are loved.
2. Read aloud the story Incredible You and be sure to share the illustrations as you read.

**Gather the following items
for this lesson:**

- Book: Incredible You by Dr. Wayne W. Dyer
- Drawing paper for each child
- Crayons for each child
- Pencils for each child
- A cut-out heart for each child (included-page 4)
- A Children's Bible, small table, and basket
- A large copy of the final prayer (optional; included-page 3)
- Take Home Page for each child (included-page 5)

Part Two

1. Have students identify the parts of the book and characters they remember the most. Discuss some of the questions at the end of the book, especially the one about what makes them feel scared or worried and the one about whom they can talk to when they have a problem.
2. Distribute drawing paper and crayons.
3. Invite students to draw a picture of their favorite part of the book.
4. Have each student write one or two words to describe her/his picture.
5. Share individual pictures with the whole group.
6. Discuss with the class the importance of knowing people to trust when they feel unsafe or worried. Have them name some people including family members whom they can go to in difficult situations, e.g., firefighters, police officers, teachers, doctors, nurses, etc.

7. Discuss with the class the following:

- a. Private parts are any areas covered by your bathing suit.
- b. Private is something that belongs to one person. It is not seen or used by anyone else.

A grown-up or bigger person should not touch your private parts except to make you clean or healthy (show children the bathing suit diagram on the back of this page).

- c. A good touch is any touch that is made to help you keep clean and safe. An example of a good touch can be a hug that makes you feel good.
- d. A bad touch is a touch that makes you feel afraid, upset or weird. An example of a bad touch could be your friend hitting you.
- e. A good secret is a secret that will be told later. An example of a good secret could be that your mom is having a surprise birthday party.
- f. A bad secret is something someone tells you to keep a secret from your mom and dad and they tell you never to tell them about it. An example of a bad secret could be someone giving you a gift and telling you to hide it from your parents.

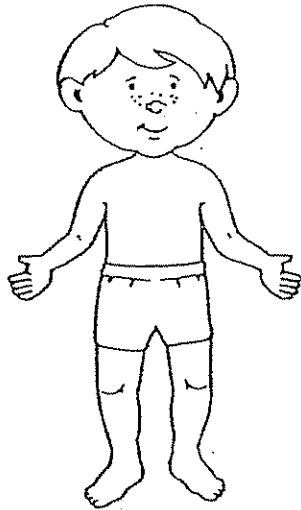
Remind the children that no adult should ever ask them to keep a secret from their parents.



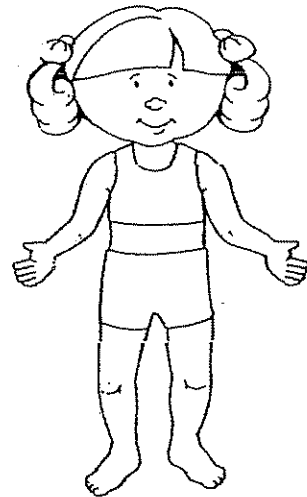
Good Touch is OK.



Bad Touch is NOT OK.



My Bathing Suit
Covers the
Private Parts
of My Body.



Grade One
Safe Environment Lesson

Part Three

Closing Prayer: God Made Us Special

Preparation for Prayer

Give each child a cut out heart. Ask them to think of the name of a person who is special to them. Explain that during the prayer you will invite the children to write the name of the person on the heart and say it out loud.

Prayer Experience

Read the account of the sixth day of creation from a Children's Bible or use the following text: Genesis 1: 26-31

Then God wanted to make human beings who could share His beautiful creation and His love. They would be able to take care of the fish, the birds, and all the animals, large and small. So God created a man and a woman and blessed them telling them to get married and to have many children. God told them that their children would live all around the earth. God put them in charge of the fish, the birds and all the animals. God gave them all kinds of grain and fruit to eat and enough food for all the animals, too. And it was all done. God looked around at everything that was created and saw that it was very good. He was very happy. The sun went down and came up the next day. Then God rested.

Lead the children in a brief reflection by asking them to think about how special God has made us; that when God created us, God said, "It was very good." Ask them to think of the people who are special to them and to write the name of one special person on their heart. Once the children have finished writing, invite them to place their hearts in the basket and, if they want to, to say the name of the person out loud.

Conclude by inviting the children to pray the following prayer either by echoing you or by reading the large one you have displayed:

Thank you, God, for making us special.
Bless the people who love us and take care of us.
Help us to remember that each person is special and very good.
Amen.

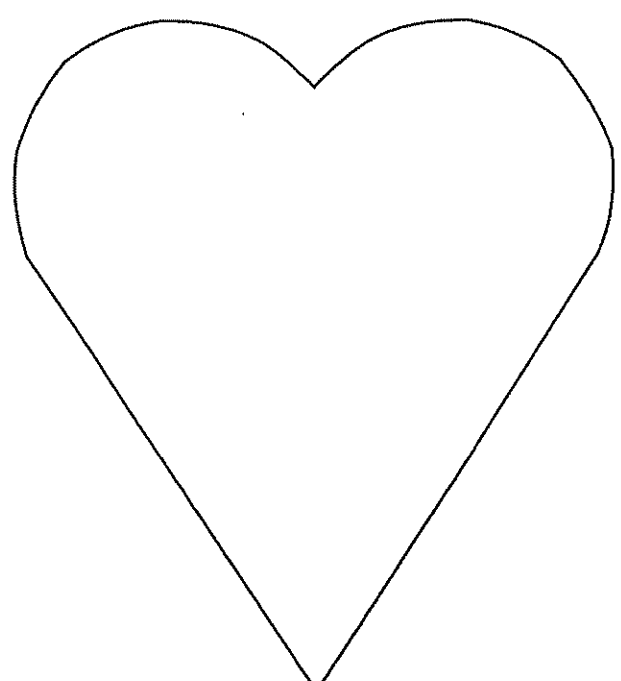
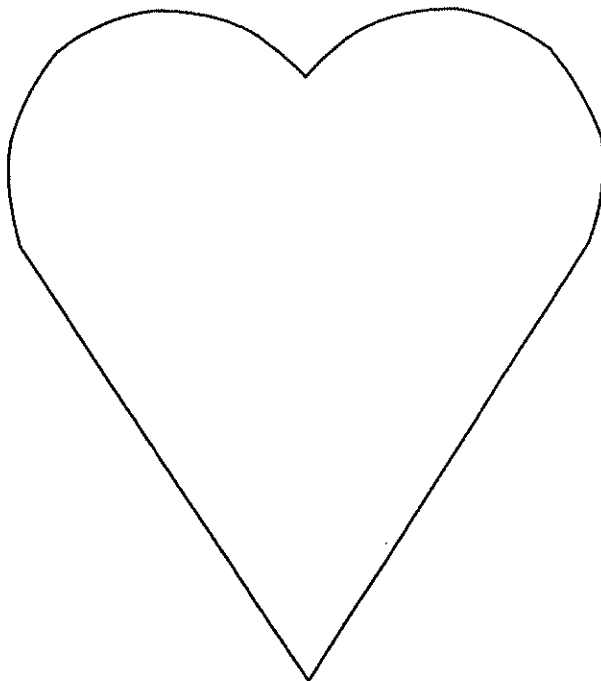
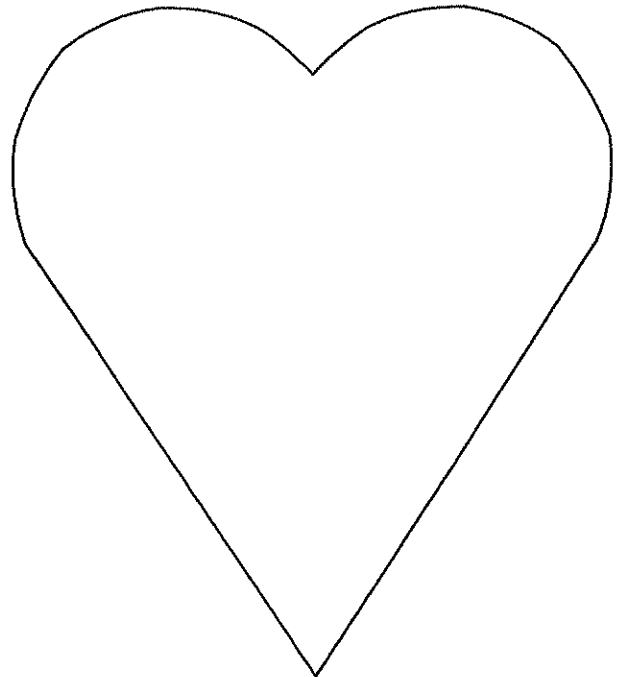
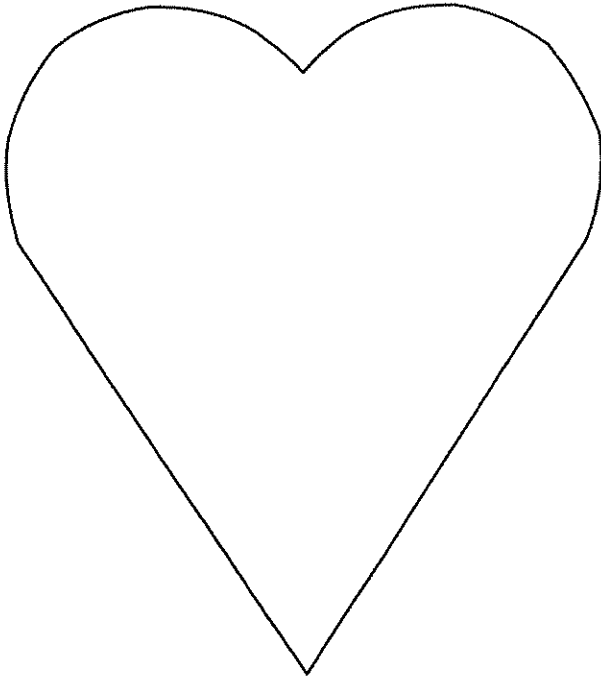
PRAYER

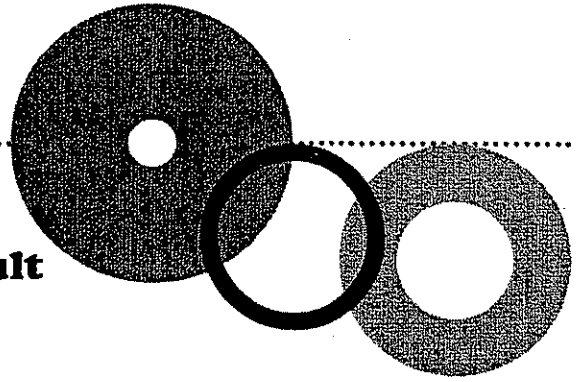
Thank you, God, for making
us special.

Bless the people who love us
and take care of us.

Help us to remember that
each person is special and
very good.

**Grade One
Safe Environment Lesson**



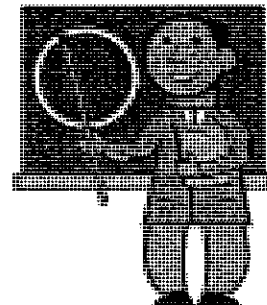
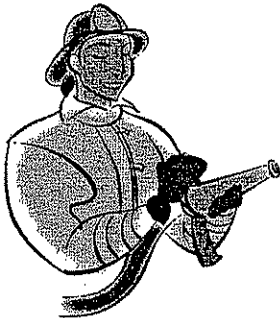
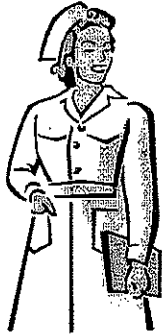


Take Home Page

Tell a Trusted Adult

Dear Parents,

One of the things we have discussed in class is the importance of identifying trusted adults. We discussed people like police officers, firefighters, doctors, teachers, nurses. Each child has identified at least one person they know whom they can talk to and trust. Discuss with your child why these people can be considered trusted adults even though they may be strangers. Have him/her draw a picture in the empty space of someone else they know and trust.



Take Home Page

We also discussed that private parts are the areas of our bodies covered by our bathing suits, examples of good/bad touches and good/bad secrets. Review with your child the following definitions:

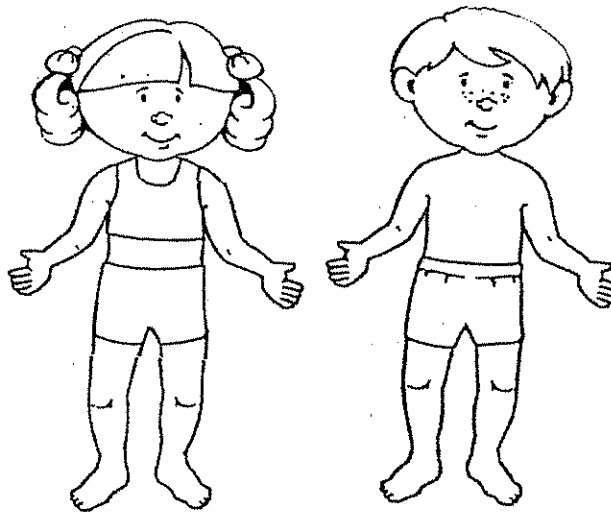
Good Touch: A good touch is a touch that makes you clean or healthy.

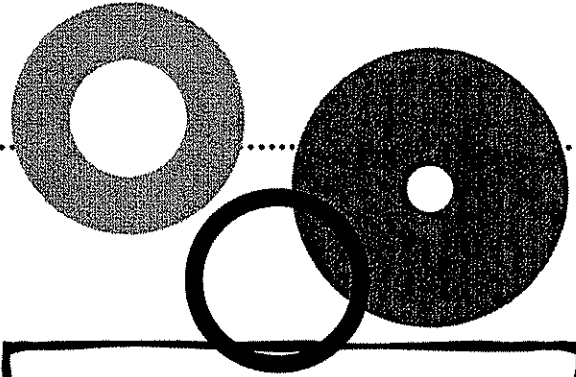
Bad Touch: A bad touch is a touch that makes you feel afraid, upset or weird.

Good Secret: A good secret is a secret that will be told later (like a surprise birthday party for a family member)

Bad Secret: A bad secret is something someone tells you to keep secret from your mom and dad and they tell you to never tell them about it.

My Bathing Suit
Covers the
Private Parts
of My Body.





**Grade Two
Safe Environment Lesson**

Outcome:

The learner will be able to:

- ✓ Identify potentially dangerous situations.
- ✓ Name ways to steer away from them (safety tips).

Part One

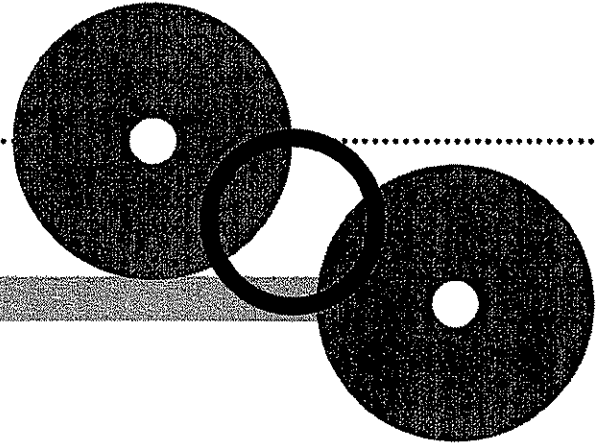
1. Welcome the students and introduce the lesson by explaining that the class will be talking about ways to stay safe.
2. Read aloud the story Officer Buckle and Gloria, and be sure to share the illustrations as you read.

Part Two

1. Have students identify the parts of the book and characters they remember the most. Ask them to come up with some new safety tips that were not in the book. Give some examples to get them started. There are several suggestions on the end pages of the book.
2. Distribute drawing paper and crayons.
3. Invite students to draw a picture of their favorite part of the story.
4. Have each student write two or three sentences to describe her/his picture and what they have learned.
5. Share individual pictures with the whole group.

**Gather the following items
for this lesson:**

- Book: Officer Buckle and Gloria by Peggy Rathman
- Drawing paper for each child
- Crayons for each child
- Pencils for each child
- A Children's Bible and small table
- A large copy, or copies for each child, of the final prayer (included-page 3)
- Take Home Page for each child (included-page 4)



**Grade Two
Safe Environment Lesson**

Part Three

Closing Prayer: Love One Another

Preparation for Prayer

Explain to the children that their drawing will be part of the prayer.

Prayer Experience

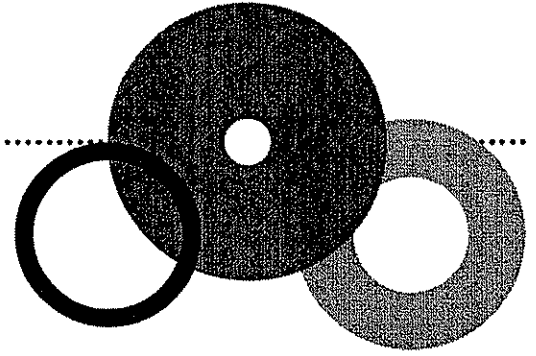
Read John 13: 34-35 from a Children's Bible or use the following text:

And now I give you a new commandment: love one another. As I have loved you, so you must love each other. If you have love for one another, then everyone will know that you believe in me and you are my followers.

Lead the children in a brief reflection on the passage from John's gospel by asking them to think about how they show love to others: their family, friends, neighbors, etc. Invite them to look at their drawing and what they wrote and see how they are examples of ways to show love, respect, and how we can take care of one another. Then ask them to place their drawing on the table as a sign of their promise to love one another.

Conclude by praying together...

Jesus, you showed us how to love others.
Thank you for loving us so much.
Bless the people who love us and take care of us.
Help us to show our love by taking care of each other.
Amen.



PRAYER

Jesus,
You showed us how to love
others.

Thank you for loving us so
much.

Bless the people who love us
and take care of us.

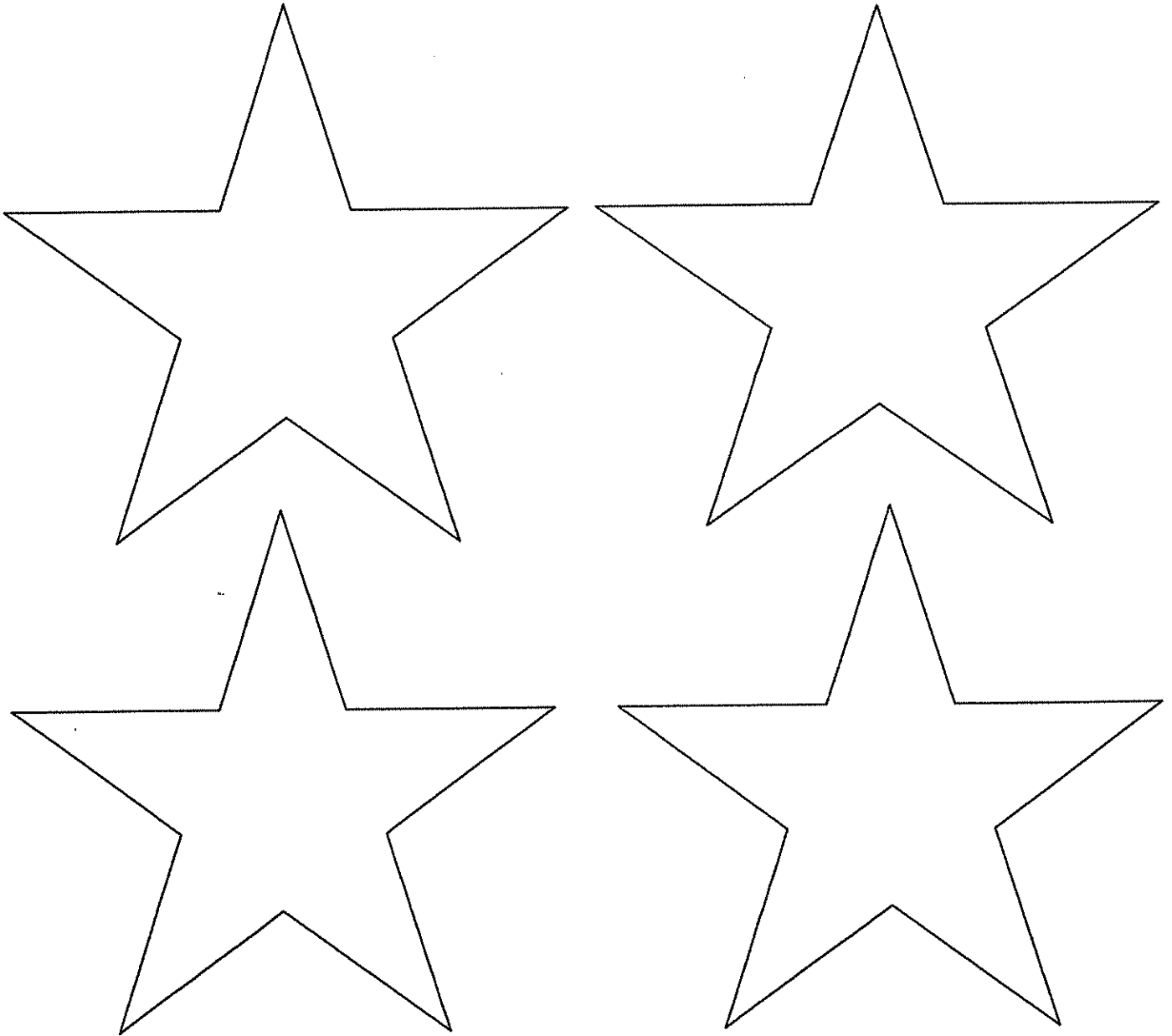
Help us to show our love by
taking care of each other.

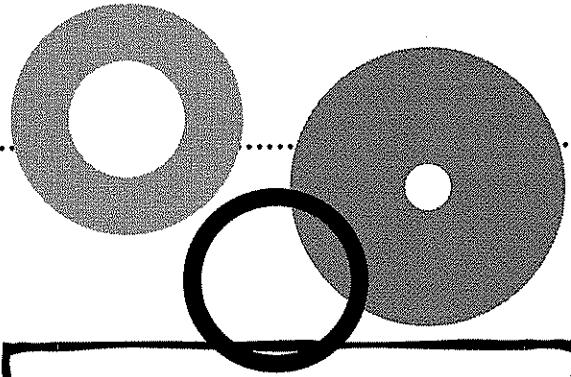
Amen.

Take Home Page

Safety Tips

Ask your child about the safety tips we discussed in class today. These safety tips involved all kinds of situations. Discuss some safety tips that you want your child to be aware of when s/he is at home. In the stars below, have your child write some of these tips. You may want to let them color and cut them out and put them on the refrigerator as reminders.





Grade Three Safe Environment Lesson

Outcomes

The learner will be able to:

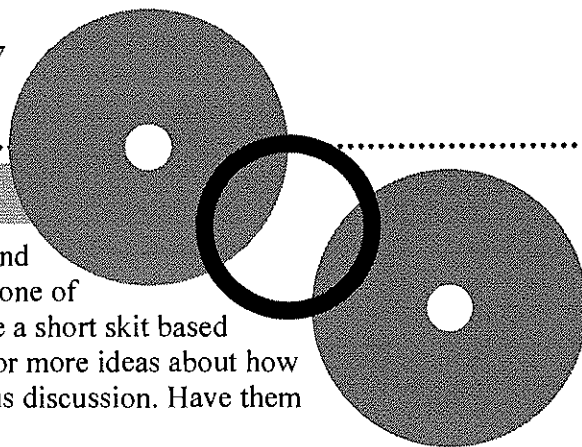
- ✓ Recognize bullying behavior.
- ✓ Demonstrate skills for dealing directly with being bullied.
- ✓ Decide when to ask for help.
- ✓ Identify adults to whom they can go for help.

Part One

1. Welcome the students and introduce the lesson by explaining that the class will be talking about ways to recognize and deal with bullying.
2. Share an experience of your own of being bullied or teased. If this has never happened to you, just tell a story about bullying. Be sure to include how the experience made you feel.
3. Make sure your students know what bullying is. Give them a definition something like this: a bully is a person who teases, frightens, threatens, or harms smaller or weaker people.
4. Invite the class to share experiences of times when they have been bullied, teased, etc. and how it made them feel. Write their examples on the board. You'll be using their examples for role playing later in the lesson.
5. Present to the class some ways to avoid or deal with being bullied:
 - Avoid the bully.
 - When the bully is around, walk away.
 - Do your best to make sure that you are not alone when the bully is around. Steer clear of any places where you know the bully hangs around.
 - Don't hit, punch, or kick the bully. The bully may do the same to you. Fighting is never a good solution and violence brings more violence.
 - Don't call the bully names.
 - Without telling the bully what you are going to do, tell an adult you trust.

Gather the following items for this lesson:

- Pencils and paper for each child
- Blank strips of paper, one for each child for prayer
- Copies of the Take Home Page (on card stock, if possible) for each child (included-page 4)
- A Children's Bible, small table, and a basket
- A large copy, or copies for each child, of the final prayer (included-page 3)



Part Two

1. Divide the students into groups for role playing and give them paper and pencils. Assign each group one of the examples they shared and ask them to prepare a short skit based on the situation. Ask them to come up with one or more ideas about how to handle what is happening based on the previous discussion. Have them write their "scripts" on paper.
2. Give them 5-10 minutes to come up with a way to act out what they have prepared. Give each group a chance to act out their role play for the whole class.
3. When all the groups have finished, make a list of the ways the groups resolved or handled the situations. Be sure to include telling an adult as an important part of the process. Ask them to give examples of adults they could tell.

Part Three

Closing Prayer: We Are a Community of Love

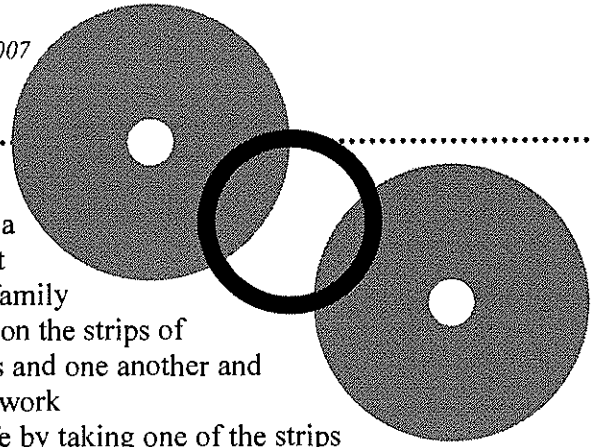
Preparation for Prayer

Make sure that each child has a blank strip of paper. Ask them to identify some ways we can act that are the opposite of bullying. Once they've generated a list of ways we can respect and care for each other, have them write one example of something they can do on the strip of paper. Explain that you will be collecting these strips of paper and they will be part of the prayer. When the children have finished writing on the strips of paper, collect them in the basket and place the basket on the table.

Prayer Experience

Read Acts 3:43-47 from the Children's Bible or use the following text:

Many amazing things were happening through the apostles, and everyone around them was filled with wonder. All of the people who believed in Jesus stayed close to each other and shared their belongings with one another. They sold their property and their possessions. They divided the money among all the people, giving them what each one needed. Every day they went to the Temple to pray and they ate their meals together in their homes. They were very glad and they praised God, and more people chose to follow Jesus every day.



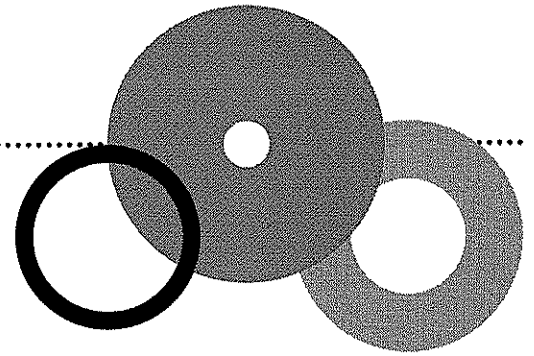
Lead the children in a reflection on being part of a community of love by asking them to think about how they take care of each other, and how their family takes care of them. Explain that what they wrote on the strips of paper are ways that we can take care of ourselves and one another and make our community safe. Invite the children to work together to make their community loving and safe by taking one of the strips of paper and then for the next week, practice what is written on the strip they took.

Conclude by praying together...

God our Father, you shared Jesus your Son with us. He taught us how to treat each other and care for each other with love. Help us to live together as your family. We ask this remembering that Jesus is our Brother and Lord. Amen.



PRAYER

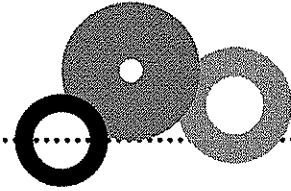


God our Father,
You shared Jesus your Son
with us.

He taught us how to treat each
other and care for each other
with love.

Help us to live together as
your family.

We ask this remembering that
Jesus is our Brother and Lord.
Amen.



Take Home Page

Review with your child the definition of and the tips about bullying that we discussed in class. Cut out the tent card on this page and keep it on the family table as a reminder and a review.

Definition:
A bully is a person who teases,
frightens, threatens, or harms
smaller or weaker people.

Ways to avoid and/or deal with a bully:

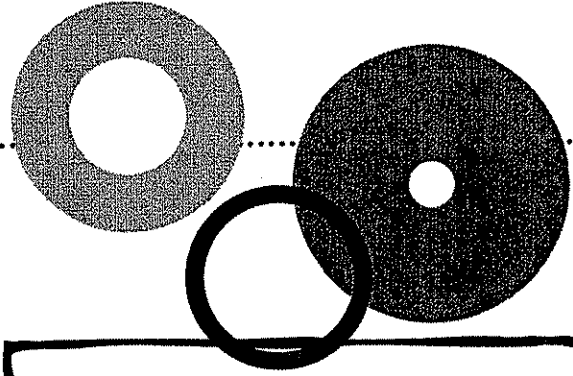
Avoid the bully. It might mean taking a different route to school, asking parents for a ride, etc.

Do your best to make sure that you are not alone when the bully is around. Steer clear of places where you know the bully hangs around.

Don't hit, punch, or kick the bully. The bully may do the same to you. Fighting is never a good solution and violence brings more violence.

Don't call the bully names.

Without telling the bully what you are going to do, tell an adult you trust.



Grade Four Safe Environment Lesson

Outcomes

The learner will be able to:

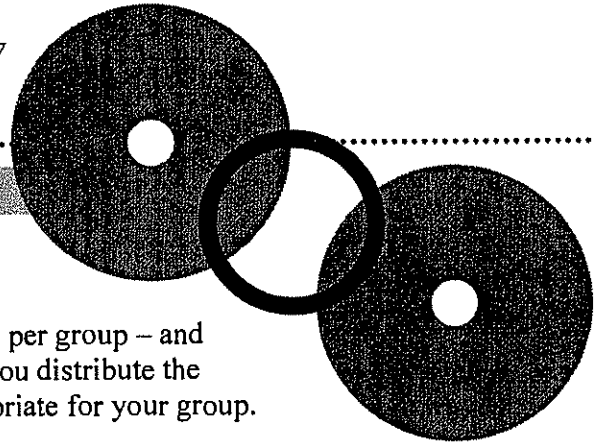
- ✓ Identify potentially dangerous situations.
- ✓ Recognize the difference between tattling and telling.
- ✓ Name situations in which it is appropriate to tell a secret.

Part One

1. Welcome the students and begin by explaining that this lesson is about some things we can do that will help us stay safe.
2. Have the students relate times they have told someone a secret and asked them not to tell. Ask them if they have ever been told to keep something a secret.
3. Discuss with the class the difference between tattling and telling:
 - *Tattling* can be selfish. Usually we tattle because we want to get someone in trouble.
 - *Telling* is to help someone not get hurt or to do the right thing.
 - Some examples:
 1. What if Joey's big brother is beating up on him? Would it be tattling to tell someone about it? (No, because Joey needs help.)
 2. What if someone were stealing your lunch money at school? Would it be tattling to tell your teacher about it? (No, because it is a problem that you need help to solve.)

Gather the following items for this lesson:

- Pencils for each child
- Writing paper for each child
- "Secret or Tell" sheets cut into strips (included-page 5)
- Bible, small table
- Paper candle for each child (included-page 6)
- Large copy or individual copies of closing prayer or song (included-page 4)



Part Two

1. Divide the class into groups of three or four.
2. Distribute “Secret or Tell” papers – one situation per group – and pencils and paper. Review this handout before you distribute the situations and select those that seem most appropriate for your group.
3. Invite the groups to discuss the situation on their slip of paper. Have them decide if this is something they should keep secret or something they should tell. Instruct them to write a brief explanation of why they decided as they did.
4. When they are ready, invite them to present their situation and explanation to the class.
5. After each group presentation, review the scene with the class and make comments. If necessary, make suggestions of alternate ways to deal with the situation.
6. End by summarizing that telling an adult you trust is always the right thing to do, especially if you or someone else is feeling uncomfortable or being hurt. Maybe the class would like to offer some other scenarios that have not been discussed. If time permits, allow the students to introduce the new situations and discuss how to resolve them.

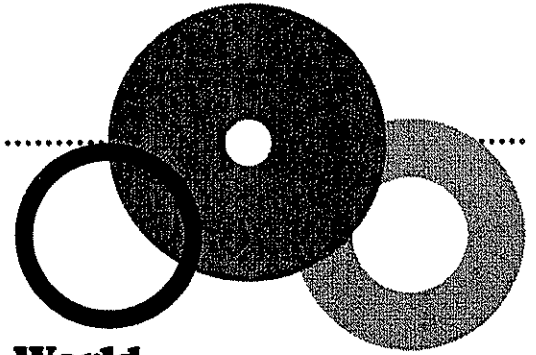
Part Three

Closing Prayer: “We Are the Light of the World.”

Preparation for prayer:

- Distribute a paper candle – one per child.
- Explain that the candles will be part of the prayer.
- Assign or ask for a volunteer to read the Scripture passage.
- Post a large copy, or give each child a copy, of the closing prayer.

PRAYER



We Are the Light of the World

Call to Prayer

Lead the children in a reflection about light being a symbol of God's presence with us and that Jesus is "The Light of the World". Remind the children that when they were baptized their parents were given a candle lit from the Christ or Paschal Candle in church as a sign that the light of Christ is now in them.

Reading Matthew 5: 14-16

Quiet Time

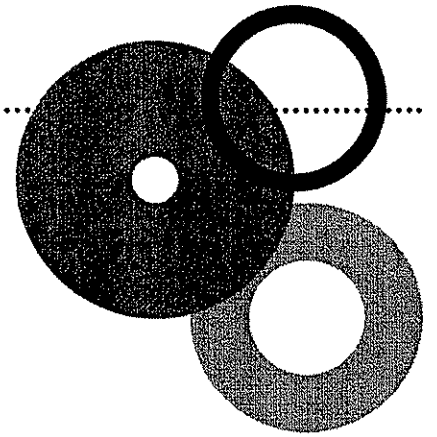
Based on their sharing during the lesson, invite the children to write on their candle one way they will be light for others. When they have finished writing, ask them to place their candle on the table and, if they wish, to say out loud how they are going to be light for others.

Closing Prayer (together)

Loving God, you are the Light that shows us the way to love and care for each other. Thank you for always being with us and keeping us safe. Help us to become more like you. Let your Light shine in us so that with Jesus we can be the light of the world. Amen.

Options for Concluding with Song:

This Little Light of Mine
We Are the Light of the World
We Are Walking in the Light



PRAYER

Loving God,

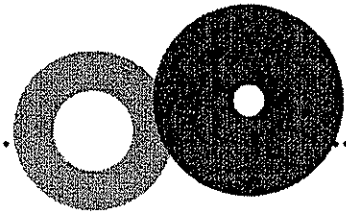
You are the Light that shows us the way
to love and care for each other.

Thank you for always being with us and
keeping us safe.

Help us to become more like you.

Let your Light shine in us so that with
Jesus we can be the light of the world.

Amen.



Review these situations before you distribute them to your group. Choose those that are most appropriate.

SECRET OR TELL??

- Your babysitter had her boyfriend over while she was staying with you. That's against your parents' rules. The boyfriend tells you that it's really okay and for you to keep it a secret.

Secret or tell?

- You and your friend are riding bikes and after you leave her house, she takes off her helmet because she doesn't like wearing it. You know she's supposed to wear it whenever she rides her bike. She tells you not to tell.

Secret or tell?

- Your friend tells you that whenever her older brother stays home with her and her parents are out, he is really mean and hits her a lot. He makes her promise not to tell or it might be worse the next time. She asks you to keep it a secret.

Secret or tell?

- Your friend tells you that he likes a girl in your class. He tells you to keep it a secret.

Secret or tell?

- Your older sister picked you up after school one day. Her friends were in the back seat, and they were drinking beer. Your sister asks you not to tell anyone what her friends were doing.

Secret or tell?

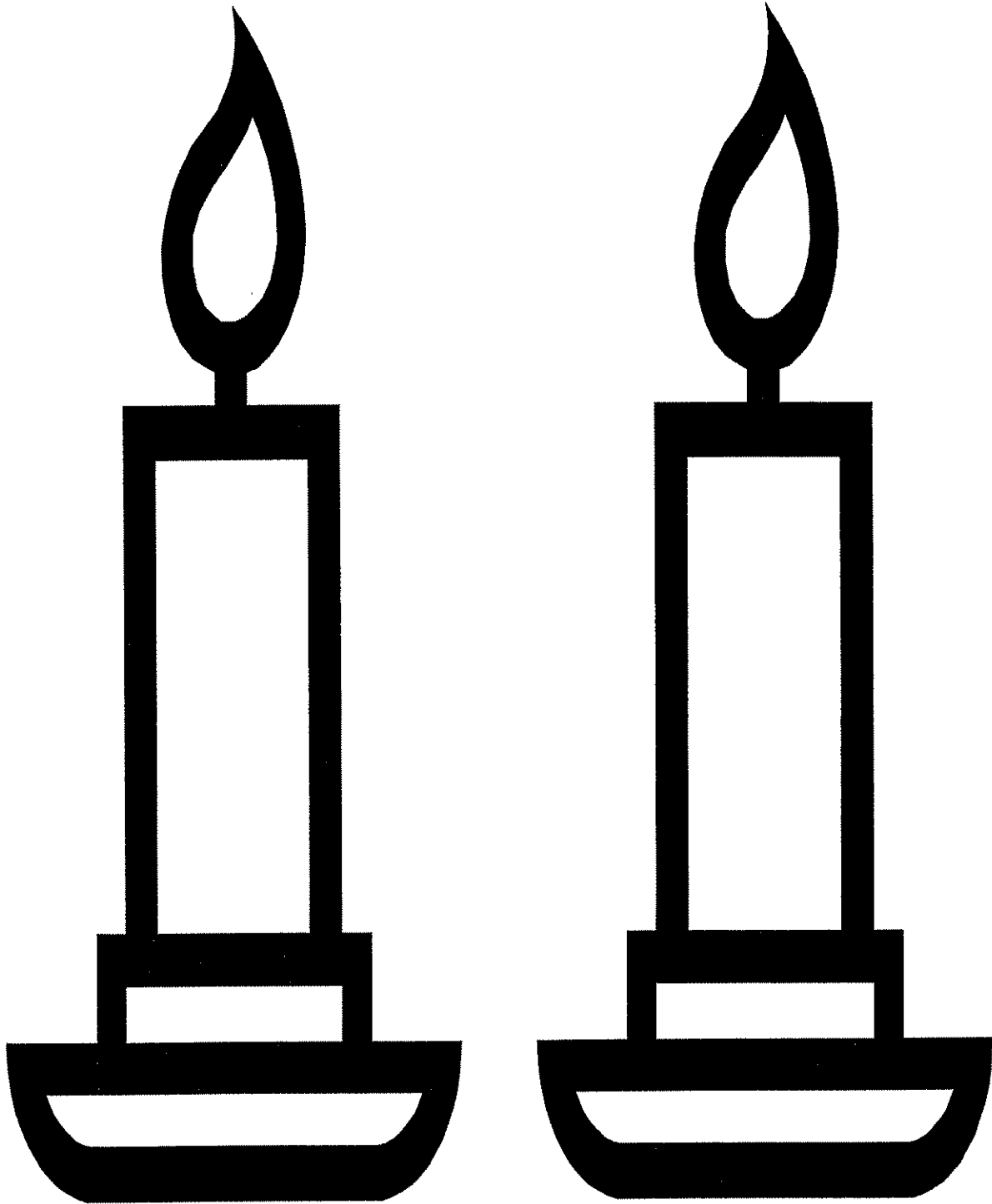
- Your friend invites you to her house for a sleepover. She asks you to keep it a secret because she is not allowed to invite anyone else.

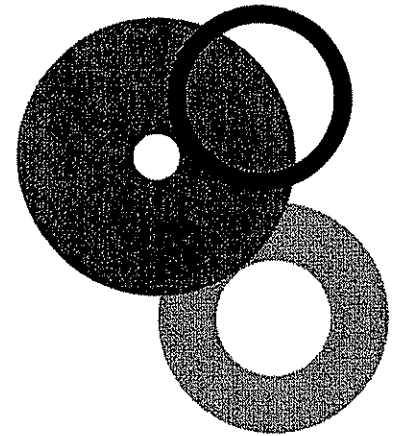
Secret or tell?

- One of your friends tells you about a tickling game that her stepfather plays with her. He tells her to keep it a secret between just the two of them. She asks you not to tell anyone.

Secret or tell?

Grade Four
Safe Environment Lesson





Take Home Page

Review with your child the definitions of tattling and telling that we discussed in class. Then use some of the following discussion starters to have a conversation about when to keep a

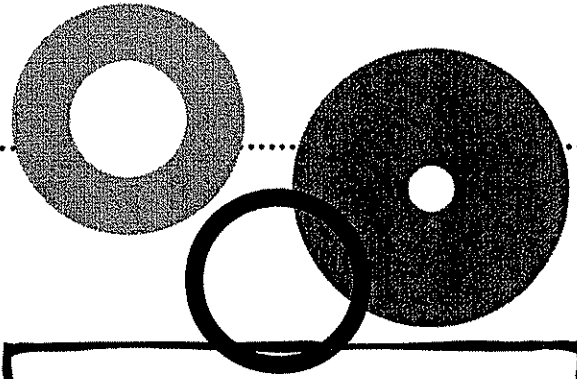
SECRET OR TELL??

Definitions:

Tattling can be selfish....just to get someone else in trouble.

Telling is to help someone not get hurt or to do the right thing.

- ✓ Initiate the conversation by asking your child to relate some of what they did in class. Do they recall the situation they were asked to discuss and then explain to the class?
- ✓ Encourage your child to give examples of when it is appropriate to tell someone when they feel something is wrong or someone needs help.
- ✓ Help them to identify some people they might tell.
- ✓ Have them practice “telling” someone about a situation. Come up with some examples with your child.



Grade Five Safe Environment Lesson

Outcomes

The learner will be able to:

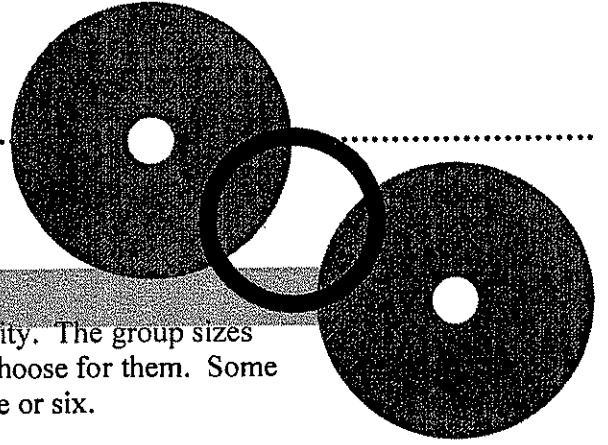
- ✓ Identify potentially dangerous or difficult situations.
- ✓ Name ways to handle these situations.
- ✓ Practice what to do and say in difficult situations.
- ✓ Name trusted adults and places where they feel safe.

Part One

1. Welcome the students and explain that this lesson will be about personal safety.
2. Invite the students to name some situations that could be scary, difficult, or possibly dangerous for people their age. Write their answers on the board or a piece of newsprint.
3. Present the following material in your own words:
 - Most adults care about you and want to help you.
 - Sometimes an adult makes bad choices and does not treat you in a way that respects who you are.
 - Be able to identify the adults in your life whom you can trust (Ask who these adults are and why students trust them).
 - Be able to name the places where you feel safe (Ask students to name these places and explain why they are safe).
 - When you feel uncomfortable in a situation, trust the feeling.
 - Find a way to get out of an uncomfortable situation: Say NO as loud as you can; GO away as fast as you can; TELL an adult you trust right away. Keep telling until someone listens.
 - Don't let anyone, adults or friends, talk you into doing something that you know is wrong or that you feel uncomfortable doing.
 - Respect yourself and others.

Gather the following items for this lesson:

- Pens for each student
- Writing paper for each student
- "What If?" role play cards (included-pages 4 and 5)
- Bible
- Copy of prayer for each student (included-page 3)
- Strips of construction paper; one per student
- Stapler



Part Two

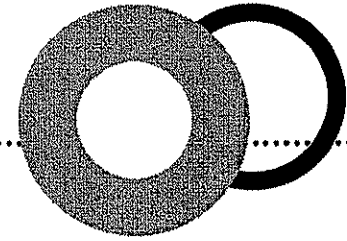
1. Divide the students into groups for the next activity. The group sizes will depend on the role play situations that you choose for them. Some groups may have three and others as many as five or six.
2. Using the “What If...?” worksheet included with this lesson, assign a role play to each group. You may also use some of the examples of situations given by the students at the beginning of this lesson.
3. Give each group about 10-15 minutes to discuss the situation and write out a “script” for their skit. There should be a narrator as well as those who will act out the situation.
4. Once they are finished, invite students to present their skits to the class.
5. After each skit, have the students identify the situation that was presented and review what happened. Make any comments or suggestions, especially if things could have been handled differently.
6. Conclude this part of the lesson by answering any questions the students may have.

Part Three

Closing Prayer: “God Loves Each One of Us.”

Preparation for prayer:

- Ask the students to think about the people they trust and the places they feel safe. They will be asked to write these on a strip of construction paper during the prayer. You may also want to tell them that they will be saying aloud what they have written.
- Assign someone (or ask for a volunteer) to read the scripture passage.
- Assign readers (or ask for volunteers) for the intercessions.
- Have a stapler or two ready for the paper strips to create the “Trust Chain” during the sharing time.



PRAYER

God Loves Each One of Us

Call to Prayer

We know that we have been created in the image and likeness of God. We gather today knowing that God loves us and cares for us very much. We are thankful for God's presence with us each day.

Reading Matthew 6:26 or Luke 12:24

Quiet Time

On a strip of construction paper, write the name(s) of someone you trust and a place you feel safe.

Sharing

Each person will read what is written on their paper and then bring it forward to create a "Trust Chain".

Intercessions

Our response is: Lord, hear our prayer.

Leader: Let us pray for the needs of our world and for all the people who care for us.

Student: For our parents and grandparents, that God will bless them with wisdom and peace, we pray...

Student: For all who teach us, that God will make their hearts strong and be their light, we pray...

Student: For our friends and each one of us, that God in his love will continue to keep us safe, we pray...

Student: For young people around the world who live in unsafe conditions, that they will receive the help they need to grow up happy and healthy, we pray...

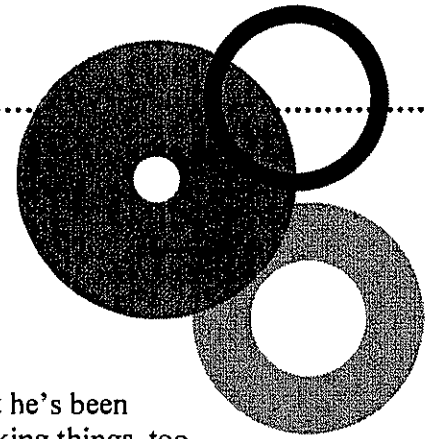
Student: For those who are sick in our families, that they will be comforted and know God's love through our care for them, we pray...

Student: For those who have died, that God's love and peace will be theirs forever, we pray...

Leader: God we know that we are important to you. We ask that you receive our prayers and keep all of us safe in your love.

Closing Prayer:

All say the *Our Father* together.



What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Stephanie's older brother, Mark, tells her that the group of friends that he's been hanging around with has started to shoplift. They want him to start taking things, too. They tell him that if he doesn't start shoplifting, they don't want to be friends with him anymore. Mark is pretty shy and finds it hard to make friends. What do you think Stephanie should do?

What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Chris and his family are arriving at the arena for a hockey game and he gets separated from them. He doesn't have his own ticket with him so he doesn't know where his family will be sitting. What do you think Chris should do?

What If...?

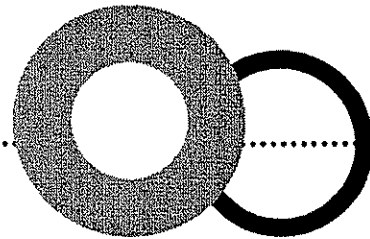
In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Amanda is home alone and the doorbell rings. She goes to the door and looks out the window and she doesn't recognize the person. He tells her through the door that his car broke down and he wants to use the phone. What should Amanda do?

What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

A teenager you know is driving by while you are walking home from school with a group of your friends. He asks you if you want to go for a ride in his new car. What should you do?



What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Melanie is outside in her yard and her neighbor calls over to her and asks her to come in and make cookies. Melanie is home alone. What should she do?

What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

As you are waiting in front of school for your mom to pick you up, a friend of your mom drives up. She says that your mom has asked her to pick you up today. What should you do?

What If...?

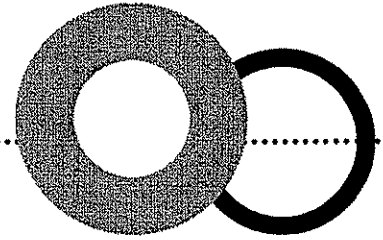
In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Paul is at his friend Jim's house and they are playing computer games. Jim suggests that they go on the internet and try to find some cool web sites. Paul knows that his parents have strict rules about the internet. What should Paul do?

What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Your friend Jessica tells you that lately she has felt really uncomfortable when her Uncle Dave comes to visit. He sits real close to her and hugs her a lot. She tells you not to tell anyone because she doesn't want to get him in trouble or hurt his feelings. What should you do?



Take Home Page

Spend a little time with your child discussing what they learned in class about recognizing potentially dangerous situations.

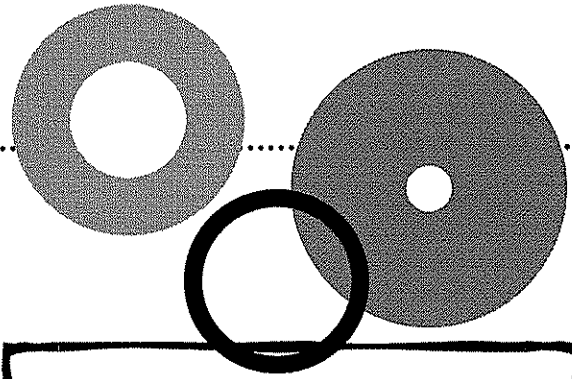
Using this month's calendar, look ahead at the activities in which your child expects to be involved. Choose a few of these and together with your child, list some ways that they could try to be safe as they participate in these activities.

1.

2.

3.

4.



Grade Six Safe Environment Lesson

Outcomes

The learner will be able to:

- ✓ Identify potentially dangerous situations.
- ✓ Name ways to steer away from potentially dangerous situations.
- ✓ Dramatize scripture passages that illustrate God's love and care for all people.
- ✓ Apply lessons from scripture to daily living, especially ways to treat others.

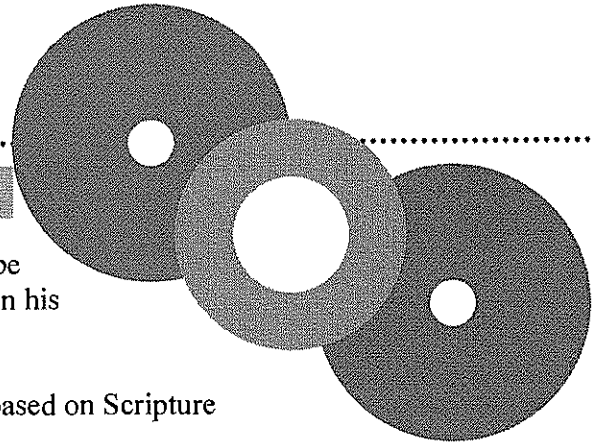
Part One

1. Welcome the students and explain that this lesson is about personal safety.
2. Brainstorm with the class a list of situations that they feel could be scary, uncomfortable or potentially dangerous for people their age. Write their responses on the board.
3. Present the following material in your own words:
 - Most adults care about you and want to help you.
 - Sometimes an adult makes bad choices and does not treat you in a way that respects who you are.
 - Be able to identify the adults in your life whom you can trust (Ask who these adults are and why students trust them).
 - Be able to name the places where you feel safe (Ask students to name these places and explain why they are safe).
 - When you feel uncomfortable in a situation, trust the feeling.
 - Find a way to get out of an uncomfortable situation: Say NO as loud as you can; GO away as fast as you can; TELL an adult you trust right away. Keep telling until someone listens.
 - Don't let anyone, adults or friends, talk you into doing something that you know is wrong or that you feel uncomfortable doing.
 - Respect yourself and others.

After your presentation, ask if the students have any questions. Reinforce the "No, Go, Tell" strategy.

Gather the following items for this lesson:

- Pens for each student
- Writing paper for each student
- Scripture passages for skits (included-pages 4-8)
- Bible for prayer
- Copy of prayer for each student (included-page 3)
- Bibles; one for each small group
- CD player/CD with instrumental music (suggestion—*The Quiet* by J.M. Talbot)



Part Two

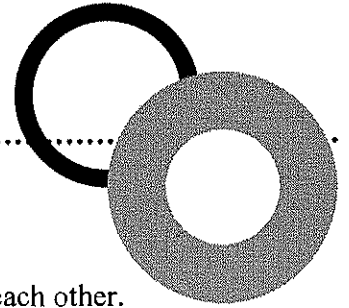
1. Discuss with the class that all people deserve to be treated with respect because God has created us in his image and likeness and we are good.
2. Divide the students into groups to prepare skits based on Scripture passages.
3. Distribute Bibles, pens, and paper to each small group.
4. Explain that each group will be assigned a Scripture passage that illustrates God's care for all people and how God wants human beings to treat each other. (See the passages included in this lesson.)
5. Give the groups 15 minutes to read the passage they have been given and to decide how they will present it to the rest of the class. Encourage them to assign parts to all group members and to write out a script for their skit.
6. Invite the groups to present their skits to the class. Review the message in each skit as they finish. With the group's input, summarize the message in one sentence and have one group member write it down. This will be used during prayer.
7. Review with the whole group the message of Scripture – our human dignity is based on God's love for each one of us. We deserve to be treated as God's children and we are called to treat others in the same way. We are responsible for each other.

Part Three

Closing Prayer: "God Calls Us His Friends."

Preparation for prayer:

- Assign or ask for a volunteer to read John 15: 12-17.
- Assign or ask for volunteers to lead and read the intercessions.
- Assign or ask one person from each small group to share a one sentence summary of the message of their skit during the prayer.



God Calls Us His Friends

Call to Prayer

God cares for all people. We are God's children, and sisters and brothers to each other. Let us remember this special relationship of love that God has with us and that we are called to care for and love one another.

Reading John 15: 12-17

Quiet Time (Play some background instrumental music)

After a brief period of silence, a representative from each group offers the message of their skit. Allow for a few moments of silence in between each message for reflection.

Intercessions

Leader Our response is "Lord, hear our prayer."
Let us pray for the needs of our world.

Reader For our Pope, Benedict XVI, and all church leaders
that their example will inspire us to care for those in need,
let us pray to the Lord...

For world leaders
that they will work harder to free
all those unjustly accused and in prison,
let us pray to the Lord...

For community and social workers
that they will find new ways for us to work with them
to care for homeless and hungry people,
let us pray to the Lord...

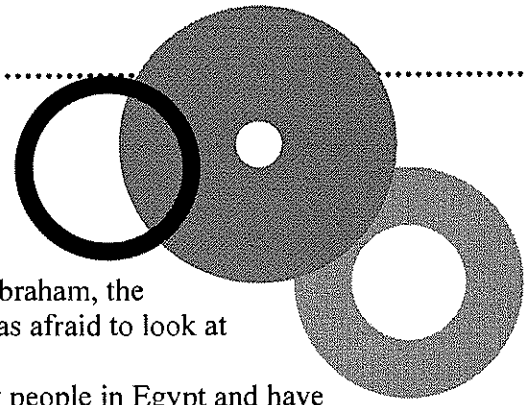
For presidents of corporations and companies
that they will work to create jobs and help care for the unemployed,
let us pray to the Lord...

For each of us
that God's Spirit of compassion will help us
to care for all people, especially the physically, mentally,
and emotionally challenged,
let us pray to the Lord...

Leader God, you are our loving Father and we are your children.
We know you listen to our prayers. Give us the gift of courage
to work with you and each other to care for all people. Amen.

Close by praying the *Our Father*.





Scripture Passages for Skits

Exodus 3: 6-8a

6 I am the God of your father," he continued, "the God of Abraham, the God of Isaac, the God of Jacob." Moses hid his face, for he was afraid to look at God.

7 But the LORD said, "I have witnessed the affliction of my people in Egypt and have heard their cry of complaint against their slave drivers, so I know well what they are suffering.

8 Therefore I have come down to rescue them from the hands of the Egyptians and lead them out of that land into a good and spacious land...

1 Samuel 3-13a

3 Invite Jesse to the sacrifice, and I myself will tell you what to do; you are to anoint for me the one I point out to you."

4 Samuel did as the LORD had commanded him. When he entered Bethlehem, the elders of the city came trembling to meet him and inquired, "Is your visit peaceful, O seer?"

5 He replied: "Yes! I have come to sacrifice to the LORD. So cleanse yourselves and join me today for the banquet." He also had Jesse and his sons cleanse themselves and invited them to the sacrifice.

6 As they came, he looked at Eliab and thought, "Surely the LORD'S anointed is here before him."

7 But the LORD said to Samuel: "Do not judge from his appearance or from his lofty stature, because I have rejected him. Not as man sees does God see, because man sees the appearance but the LORD looks into the heart."

8 Then Jesse called Abinadab and presented him before Samuel, who said, "The Lord has not chosen him."

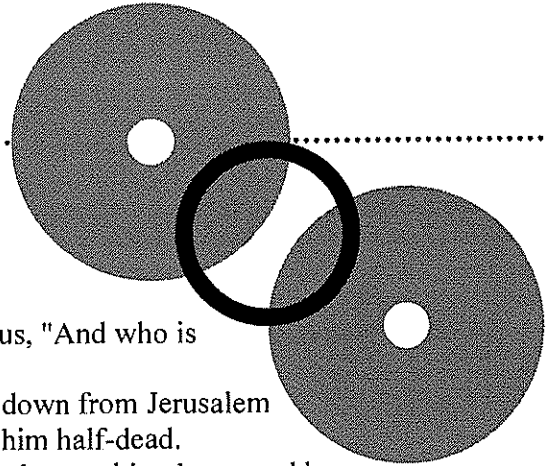
9 Next Jesse presented Shammah, but Samuel said, "The LORD has not chosen this one either."

10 In the same way Jesse presented seven sons before Samuel, but Samuel said to Jesse, "The LORD has not chosen any one of these."

11 Then Samuel asked Jesse, "Are these all the sons you have?" Jesse replied, "There is still the youngest, who is tending the sheep." Samuel said to Jesse, "Send for him; we will not begin the sacrificial banquet until he arrives here."

12 Jesse sent and had the young man brought to them. He was ruddy, a youth handsome to behold and making a splendid appearance. The LORD said, "There-anoint him, for this is he!"

13 Then Samuel, with the horn of oil in hand, anointed him in the midst of his brothers; and from that day on, the spirit of the LORD rushed upon David.



Scripture Passages for Skits

Luke 10:29-37

29 But because he wished to justify himself, he said to Jesus, "And who is my neighbor?"

30 Jesus replied, "A man fell victim to robbers as he went down from Jerusalem to Jericho. They stripped and beat him and went off leaving him half-dead.

31 A priest happened to be going down that road, but when he saw him, he passed by on the opposite side.

32 Likewise a Levite came to the place, and when he saw him, he passed by on the opposite side.

33 But a Samaritan traveler who came upon him was moved with compassion at the sight.

34 He approached the victim, poured oil and wine over his wounds and bandaged them. Then he lifted him up on his own animal, took him to an inn and cared for him.

35 The next day he took out two silver coins and gave them to the innkeeper with the instruction, 'Take care of him. If you spend more than what I have given you, I shall repay you on my way back.'

36 Which of these three, in your opinion, was neighbor to the robbers' victim?"

37 He answered, "The one who treated him with mercy." Jesus said to him, "Go and do likewise."

Matthew 25: 31-40

31 "When the Son of Man comes in his glory, and all the angels with him, he will sit upon his glorious throne,

32 and all the nations will be assembled before him. And he will separate them one from another, as a shepherd separates the sheep from the goats.

33 He will place the sheep on his right and the goats on his left.

34 Then the king will say to those on his right, 'Come, you who are blessed by my Father. Inherit the kingdom prepared for you from the foundation of the world.

35 For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me,

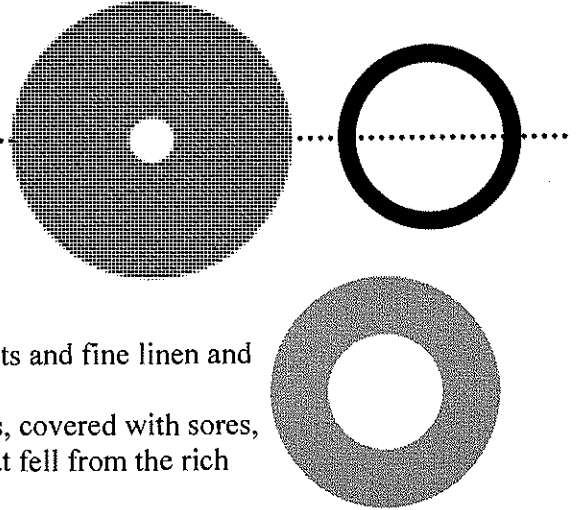
36 naked and you clothed me, ill and you cared for me, in prison and you visited me.'

37 Then the righteous will answer him and say, 'Lord, when did we see you hungry and feed you, or thirsty and give you drink?

38 When did we see you a stranger and welcome you, or naked and clothe you?

39 When did we see you ill or in prison, and visit you?'

40 And the king will say to them in reply, 'Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me.'



Scripture Passages for Skits

Luke 16: 19-29

19 "There was a rich man who dressed in purple garments and fine linen and dined sumptuously each day.

20 And lying at his door was a poor man named Lazarus, covered with sores,
21 who would gladly have eaten his fill of the scraps that fell from the rich man's table. Dogs even used to come and lick his sores.

22 When the poor man died, he was carried away by angels to the bosom of Abraham. The rich man also died and was buried,

23 and from the netherworld, where he was in torment, he raised his eyes and saw Abraham far off and Lazarus at his side.

24 And he cried out, 'Father Abraham, have pity on me. Send Lazarus to dip the tip of his finger in water and cool my tongue, for I am suffering torment in these flames.'

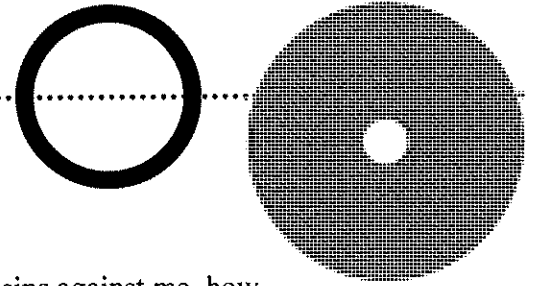
25 Abraham replied, 'My child, remember that you received what was good during your lifetime while Lazarus likewise received what was bad; but now he is comforted here, whereas you are tormented.

26 Moreover, between us and you a great chasm is established to prevent anyone from crossing who might wish to go from our side to yours or from your side to ours.'

27 He said, 'Then I beg you, father, send him to my father's house,

28 for I have five brothers, so that he may warn them, lest they too come to this place of torment.'

29 But Abraham replied, 'They have Moses and the prophets. Let them listen to them.'



Scripture Passages for Skits

Matthew 18: 21-35

21 Then Peter approaching asked him, "Lord, if my brother sins against me, how often must I forgive him? As many as seven times?"

22 Jesus answered, "I say to you, not seven times but seventy-seven times.

23 That is why the kingdom of heaven may be likened to a king who decided to settle accounts with his servants.

24 When he began the accounting, a debtor was brought before him who owed him a huge amount.

25 Since he had no way of paying it back, his master ordered him to be sold, along with his wife, his children, and all his property, in payment of the debt.

26 At that, the servant fell down, did him homage, and said, 'Be patient with me, and I will pay you back in full.'

27 Moved with compassion the master of that servant let him go and forgave him the loan.

28 When that servant had left, he found one of his fellow servants who owed him a much smaller amount. He seized him and started to choke him, demanding, 'Pay back what you owe.'

29 Falling to his knees, his fellow servant begged him, 'Be patient with me, and I will pay you back.'

30 But he refused. Instead, he had him put in prison until he paid back the debt.

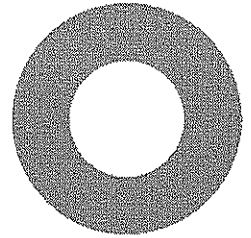
31 Now when his fellow servants saw what had happened, they were deeply disturbed, and went to their master and reported the whole affair.

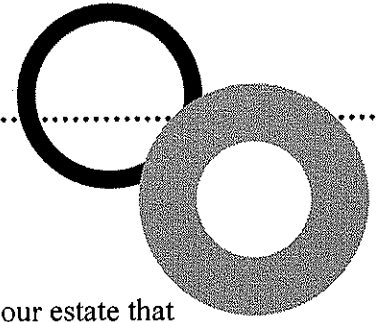
32 His master summoned him and said to him, 'You wicked servant! I forgave you your entire debt because you begged me to.

33 Should you not have had pity on your fellow servant, as I had pity on you?'

34 Then in anger his master handed him over to the torturers until he should pay back the whole debt.

35 So will my heavenly Father do to you, unless each of you forgives his brother from his heart."

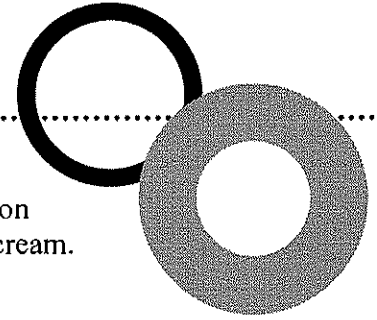




Scripture Passages for Skits

Luke 15: 11-32

- 11 Then he said, "A man had two sons,
12 and the younger son said to his father, 'Father, give me the share of your estate that should come to me.' So the father divided the property between them.
13 After a few days, the younger son collected all his belongings and set off to a distant country where he squandered his inheritance on a life of dissipation.
14 When he had freely spent everything, a severe famine struck that country, and he found himself in dire need.
15 So he hired himself out to one of the local citizens who sent him to his farm to tend the swine.
16 And he longed to eat his fill of the pods on which the swine fed, but nobody gave him any.
17 Coming to his senses he thought, 'How many of my father's hired workers have more than enough food to eat, but here am I, dying from hunger.
18 I shall get up and go to my father and I shall say to him, "Father, I have sinned against heaven and against you.
19 I no longer deserve to be called your son; treat me as you would treat one of your hired workers."'"
20 So he got up and went back to his father. While he was still a long way off, his father caught sight of him, and was filled with compassion. He ran to his son, embraced him and kissed him.
21 His son said to him, 'Father, I have sinned against heaven and against you; I no longer deserve to be called your son.'
22 But his father ordered his servants, 'Quickly bring the finest robe and put it on him; put a ring on his finger and sandals on his feet.
23 Take the fattened calf and slaughter it. Then let us celebrate with a feast,
24 because this son of mine was dead, and has come to life again; he was lost, and has been found.' Then the celebration began.
25 Now the older son had been out in the field and, on his way back, as he neared the house, he heard the sound of music and dancing.
26 He called one of the servants and asked what this might mean.
27 The servant said to him, 'Your brother has returned and your father has slaughtered the fattened calf because he has him back safe and sound.'
28 He became angry, and when he refused to enter the house, his father came out and pleaded with him.
29 He said to his father in reply, 'Look, all these years I served you and not once did I disobey your orders; yet you never gave me even a young goat to feast on with my friends.
30 But when your son returns who swallowed up your property with prostitutes, for him you slaughter the fattened calf.'
31 He said to him, 'My son, you are here with me always; everything I have is yours.
32 But now we must celebrate and rejoice, because your brother was dead and has come to life again; he was lost and has been found.'"



Take Home Page

Try to find a comfortable place away from your house to have a conversation with your child. Go for a walk, go to the park, or get a soda or go for ice cream.

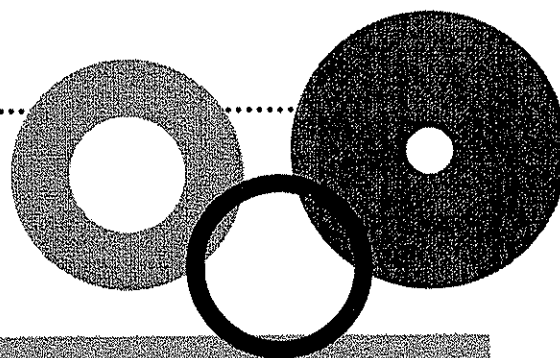
In conversation with your child, recall concepts that your child has learned from you, from religion class, from school, and in the media regarding **basic safety**. Evaluate your child's understanding of potential danger for people her/his age and what to do about it.

- ✓ Identify actual uncomfortable situations and specifically what to do about each. How can you identify a safe place? Safe people? Safe procedures? Ask them to explain to you the “NO, GO, TELL” strategy they have learned.
- ✓ What is the child's responsibility when confronted with someone or something that he/she knows is wrong? Remember that a sixth grader is still a child and it's not advisable to overwhelm them with the burden of responsibility.
- ✓ In class we have discussed that basically, people are good. All of us, at all ages, sometimes make poor and even bad choices. God has created us in His own image and likeness and we are good.
- ✓ Respect is important. How is respect practiced in your family? Reinforce the importance of respecting oneself. God cares for all people and wants human beings to treat each other with respect. We deserve to be treated as God's children and we are called to treat others in the same way.

Optional: Scripture passages that demonstrate God's love and that the dignity of human beings is based on that.

Matthew 18:21-35, Matthew 25:31-40

Luke 10: 29-37, Luke 15:11-32, Luke 16:19-29



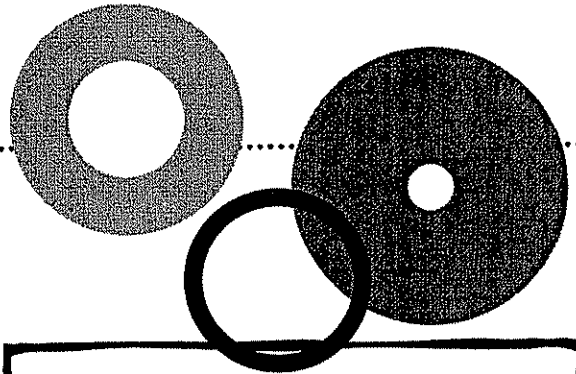
Introduction to Junior and Senior High School Lessons

The lessons that follow are provided and designed as a general framework for use with a variety of groups of teens. In other words, once you know your group and plan to teach a lesson, review the lesson outlines and select the topics, activities, and prayer resources that best meet the needs of your particular group.

Some catechists have successfully incorporated the junior high curriculum into an extended session with the students; e.g., in the context of a morning or evening retreat experience. Others have divided the lessons into shorter presentations and covered the material in a series of lessons spaced throughout the year rather than all at once. When you are able, use movie clips, music, TV ads, or other media to enhance your presentation.

It is recommended that consideration be given to planning an Orientation Workshop for the adults who are willing to be part of these presentations for junior and senior high students. You may want to incorporate this with a regular catechist or faculty in-service. This will enable the adults to not only have a better grasp of the curriculum but also to express their preference for which areas of the lessons they are most comfortable presenting.

For the lessons for senior high students, the first lesson (labeled "Grade 9") serves as the foundation lesson which can be built on in subsequent years. Once this lesson has been presented the other lessons/topics can be selected for presentation in any sequence. Be sure to review each lesson plan carefully and select the options that best suit the group you will be working with during the lesson. Selection of the lesson and options needs to include consideration of both the adults involved in presenting the material and the teens participating in the session.



Grades Seven and Eight Safe Environment Lesson

Outcomes

The learner will be able to:

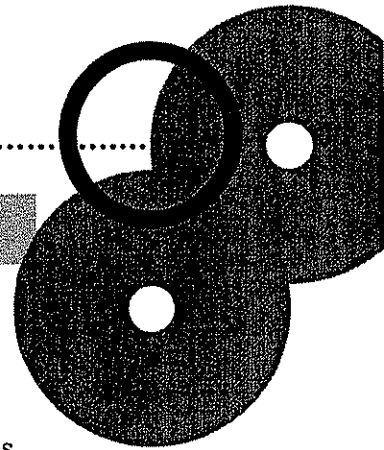
- ✓ Recognize that respect for self and others is grounded in being created in God's image and likeness.
- ✓ Identify potentially dangerous situations.
- ✓ Name ways to steer away from potentially dangerous situations.
- ✓ Identify practical tools for creating a safe environment.

Part One

1. Welcome the students and provide a brief overview of the session.
2. Provide each participant with a copy of the handout "Discussion Starters." Allow 5 minutes for them to complete the handout on their own.
3. Divide the group into smaller groups of 6-8. Allow about 10 minutes for them to share their responses with the group. Be attentive to the groups and try to ensure that they stay on task. Answer questions of clarification that may arise. Share the following points with the whole group:
 - Talking about sexual abuse can be awkward and uncomfortable. Just remember that as you begin your discussions.
 - The purpose of the discussion is to give voice to your own concerns, as well as to listen to the thoughts and concerns of others in hopes of better understanding and becoming more aware of the issues.
4. Gather the students back to the large group and ask for some sampling of answers from each small group. Pay particular attention to the way they ranked the assets that teenagers need to be happy and healthy. Ask what they could do to improve the quality of the assets they chose regardless of how they were rated.
5. Remind everyone that there is no right or wrong answer. This is an opportunity to speak their thoughts and feelings in a safe and trusting environment and to listen to the concerns of others.

Gather the following items for this lesson:

- Pens for each student
- Writing paper for each student
- "Discussion Starter" handout for each student (included-page 6)
- Bible for prayer
- Poster Board (one for each small group—Grade 7 only)
- Markers (an assortment for each small group— Grade 7 only)
- A copy of the closing prayer for each participant (included-page 5)
- A strip of paper for each student (for prayer)



Part Two

Invite the students to return to their small groups. Present the following helpful hints to the group adding your own examples as appropriate.

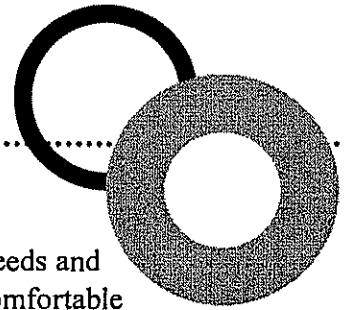
- Nothing we will learn in this session will prevent all young people from ever being harmed in any way. However, there are some tools and tips we can practice that will be beneficial in creating safe and sacred places and that will offer the coping skills necessary to move through a time of crisis.
- Crisis can touch our lives in the form of something such as a failing grade on a test or in a class, a broken friendship, minor mistakes or accidents, or something more serious such as a devastating accident or illness, or even physical, emotional, or sexual abuse. Here are some tips and tools you will want to keep in mind for staying safe and for dealing with tough times:

→Practice asking questions.

Spend one entire day thinking of a question for everything you do in that day. Do not rule out any questions. Try to think of everything, from how orange juice is squeezed from oranges to why math was created, from whether you should believe a rumor you heard to how a person is affected by participating in extra-curricular activities. After an entire day of asking questions, you will find that you do not need to ask questions about everything all the time, but certainly you take some things for granted and blindly accept as truth yet do not always know why you accept them. There is often more information to be gained than what you have immediately available to you. Practicing asking questions will get you into the habit of seeking all available resources to help you learn more about something, a habit that will be especially beneficial when a serious situation arises and you need to make an informed decision.

→Trust your instincts.

As you mature into young adulthood, you are becoming more and more aware of the opportunities to make choices for yourself. Along with this opportunity comes the responsibility to surround yourself with people—peers and adults—who will help guide you in making healthy choices. Through prayer and conversation, you can learn about the ways your decisions impact other people—either positively or negatively. You must also trust in the gifts God has given you. Your intuition alerts you when something is not right, your complex mind makes sense of a complicated situation, and your spiritual connection with God provides you the perseverance and strength to carry through difficult times. Practice trusting your feelings by discussing how you feel about something with another person you trust—a parent, sibling, friend, or significant adult. Use journaling to voice your thoughts on paper, and allow the tool of writing to help you unfold and clarify your daily thoughts.



→Be clear about what you want and need.

How simple is it to ask for a new game, a new bike, or new clothes for your birthday or as a holiday gift? What if you were able to voice your internal needs and wants just as clearly and easily? It is okay to tell someone that you feel uncomfortable or want to get out of a situation because it doesn't feel right, whether the situation is lying, stealing, gossiping, or putting someone down. You don't have to do something that goes against what you believe is right just because someone else says you should—even if that someone is an adult. Practice being clear about what you need to be healthy in everyday life situations—how much sleep you need, communicating how you are feeling, wanting to have time alone, or needing help with homework. Communicating what you need has nothing to do with being selfish. In fact, it is self-care to think about and to articulate what your body, mind, and soul need to stay healthy and happy. Look to the significant adults in your life, such as your parents, teachers, or trusted family and friends, to help you balance the difference between need and greed.

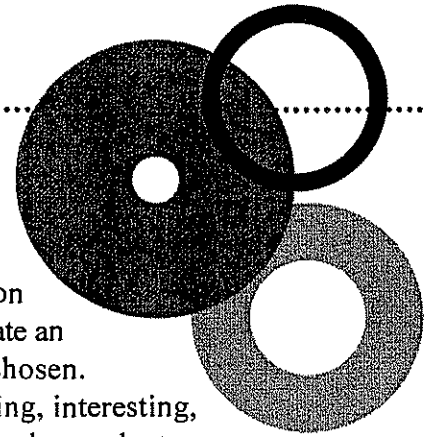
→Get involved.

Being involved in the community does not have anything to do with being popular or being the most active or voted the friendliest or most outgoing. Do not limit yourself because you don't think you deserve to be an active community member. Educate yourself about the different ways you can be involved in the community. Find something that is interesting to you. Take piano lessons outside of school, meet your neighbors, volunteer at a local shelter, babysit for family and friends, walk in a benefit race, teach Bible stories to children at your church, tutor peers, or participate in a team or club. Choose something that inspires you or is interesting to you. Being involved serves two main purposes: (1) you get to know other teens and adults who can potentially support you and whom you can potentially trust, and (2) you build your own character, set examples for others, and gain insight into who you are and who you want to be. Community involvement gives you an opportunity to think about your future and your goals.

Ask the participants if they have any additional tips or ideas to offer.
Allow for some discussion if time permits.

Grade 7 Activity

1. Tell the participants that each small group is to create an advertisement for one of the tips they have just heard. Provide each group with a poster board and several markers. Assign each group one of the four tips presented in step 1. It is okay if several groups are assigned the same tip.



2. Tell the groups to imagine they are at a baseball game, riding in a car, surfing the Internet, or reading a magazine. They should create an advertisement for that place or space. Assign one of those locations to each small group, or invite the groups to choose a different location they would like to create an advertisement for. Ask them to create an advertisement that might be found in the location they have chosen. Remind the groups that their advertisement should be engaging, interesting, and informative and that it should make a viewer want to buy the product or service they are promoting. Invite the groups to imagine how they could make their viewers want to have this "product." To make the activity more challenging, tell the groups that the other groups will judge their advertisements for effectiveness and that there will be prizes awarded to the winning advertisements. Give the groups 15 minutes to complete the assigned task.
3. Invite each group to present to the large group the advertisement they have created. Add comments and suggestions where necessary. Consider posting the advertisements in a visible location for parishioners and/or other students to see.

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Grade 8 Activity

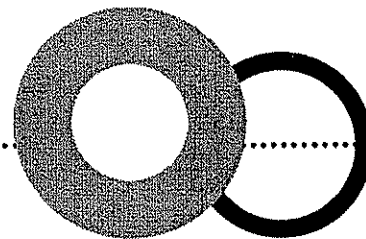
In small groups invite students to write Public Service Announcements (PSA) for TV or radio that would teach other young people some of the things they have learned in this lesson. Encourage them to write out a complete script and then take some time to practice. After about 10-15 minutes, ask them to present their PSA to the class.

Part Three

Closing Prayer: "We Are Signs of God's Presence"

Preparation for prayer:

- A prayer table with Bible (a small basket is optional)
- Strip of paper for each student
- Divide the group into LEFT and RIGHT for the Community Response



PRAYER

We Are Signs of God's Presence

Call to Prayer God, you are the Father of all people.
Thank you for life and for each other.
Fill us with your Holy Spirit
and help us to live as your family.

Reading Galatians 5: 22-23

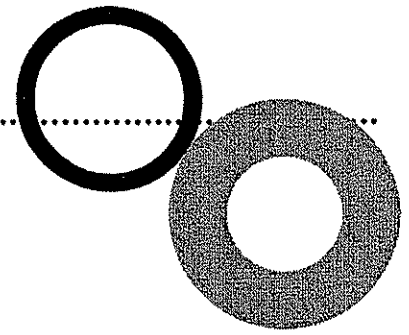
Lead the students in a brief reflection on the fruits (or signs) of the Presence of God's Spirit by slowly repeating each of the fruits in the Scripture passage. Invite them to think about which Fruit of the Holy Spirit they need right now and one way that they can practice it in their daily life. Give each student a strip of paper and have them write on it the Fruit of the Spirit that they need and how they are going to practice it.

When they have finished writing, have the students place their strip of paper on the prayer table (or in the basket).

Community Response The Pentecost Sequence (adapted)

- Left Come to us, Holy Spirit. Come to us, Father of the poor;
come to us, giver of God's gifts; come to us, light of our hearts.
- Right Kind Spirit, you bring us peace and comfort.
If we are tired, you bring us rest; in the heat of temptation, you cool us with
strength; when we are heartbroken, you console us.
- Left Light of the Spirit, shine on our hearts, even into their darkest corners;
for without your help we cannot stay good, and we would choose to do wrong.
- Right Wash us clean; rain down your life on our dry hearts and heal us.
Cherish and warm those with ice-cold hearts,
and guide those who have lost their way.
- Left Give us your gifts because we put our trust in you. Strengthen us to be signs of
your Presence in our world until we come to rest with you forever. Amen.

Conclude with a Sign of Peace and by praying the Our Father



Discussion Starters

I think talking about sexual abuse is (circle one word) . . .

Scary Uncomfortable Gross Important
Necessary Helpful Pointless

Rank the assets that you need to be a healthy and happy teenager:

- caring adults and parents
- patience
- a relationship with God
- a good job
- money
- friends
- trust
- an education

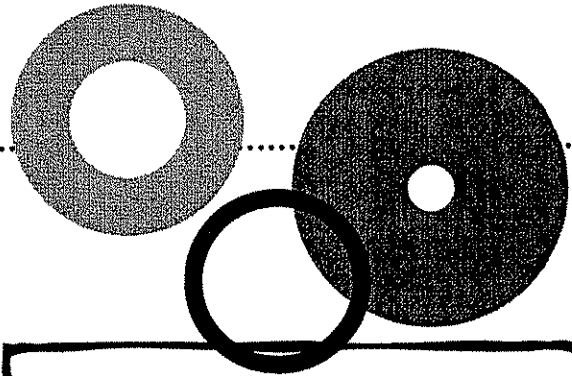
If a friend told me that he or she had been sexually abused as a child, I would...

If someone asked me how I felt about talking to my parents about sex, I would say...

If I were in a situation with someone where I felt uncomfortable and wanted to get out of the situation for my safety, I could say or tell the person...

If that person were an adult, I would...

If someone in my family or community were accused of sexually abusing someone, I would feel . . .



Grade Nine Safe Environment Lesson

Outcomes

The learner will:

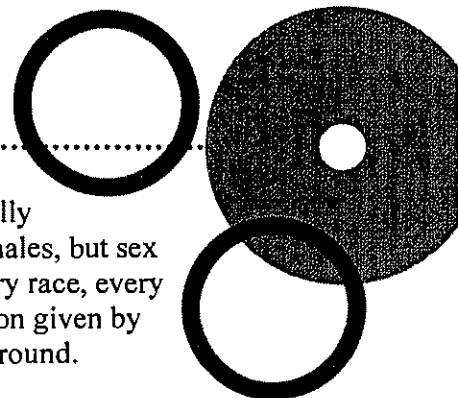
- ✓ Be able to identify the risk factors associated with sexual abuse.
- ✓ Develop a plan for responding to and supporting others in a crisis situation.
- ✓ Be provided with information and tools to identify and steer away from questionable and potentially dangerous situations.

Part One

1. Welcome the students and provide a brief overview of the session.
2. Provide each student a copy of the handout "Quiz Time." Allow about 5-7 minutes for them to complete the handout on their own.
3. When everyone has completed the quiz, review each question and provide the participants with the correct answers and additional information as noted below.
 - *Can a person be sexually abused without being touched?*
Answer: Yes. In reality, sexual abuse can take on various forms. It can be actions involving sexual intercourse to fondling under or over the clothes to the sexual exploitation of children where no direct physical action is perpetrated but where they are in the presence of someone who is clearly becoming sexually aroused by their presence. For example, a perpetrator might expose a child to pornography while watching to see what the child does in response to this exploitation, or a perpetrator might take photos of a naked child for personal sexual stimulation.
 - *What percentage of the time does a victim of sexual abuse know his or her abuser?*
Answer: 90 percent. Sexual abuse happens most often with people who know the victim. Stranger abuse is fairly rare. Abuse also happens in familiar places. Abusers are most often fathers, stepfathers, siblings, aunts, uncles, baby-sitters, caretakers, or supervisors. Normally the victim of sexual abuse knows his or her abuser.

Gather the following items for this lesson:

- Pens or pencils (one for each student)
- Bible
- Copy of the handout "Discussion Starters" for each student (included-page 8)
- Copy of the handout "Quiz Time" for each student (included-page 9)
- Poster Board (one for each small group)
- Markers (an assortment for each small group)
- A copy of the closing prayer for each student (included-page 7)



- *Who is the most common sex offender?*

Answer: A white married male. Perpetrators of sexual abuse usually know their victims. Most often, sex offenders are white, married males, but sex offenders can be found in every socio-economic classification, every race, every sexual orientation, and every description. Contrary to the impression given by the media, sexual offenders are also found in every religious background.

- *Do most children readily tell an adult, usually a parent, when something serious like sexual abuse happens to them?*

Answer: No. Children frequently do not tell about being sexually abused, especially if the abuser is a member of the family. Those who have broken their silence are very often not believed as children or as adults. Abused children often struggle with the thought that they must be very bad for God to allow the abuse to happen in the first place.

- *Why is abuse not often reported immediately?*

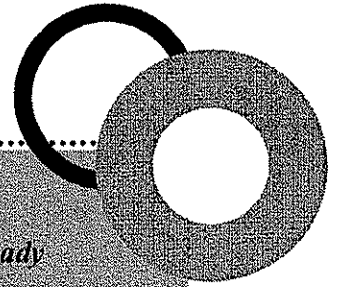
Answer: There are often no witnesses. The key to understanding why sexual abuse is not reported immediately is recognizing that so often the abuse happens in a secluded place. The abuser most often is someone who has power and influence over the child and who has used that power and influence to both groom and silence the child. Victims often want to tell and want to have the abuse stopped. As children, victims do not possess the mental capacity to break away from the power of their abuser to report what is happening.

- *Are most offenders prosecuted and punished?*

Answer: No. Only a few of those who commit sexual assaults are apprehended and convicted for their crimes. Most convicted sex offenders are eventually released into the community under probation or parole supervision.

- *Of those who abuse, how many were abused themselves?*

Answer: 30 percent. Most sex offenders were not sexually assaulted as children, and most children who are sexually assaulted do not sexually assault others. Not all abusers are acting out of revenge for their past victimization. Adolescent sex offenders do not always become adult offenders. Factors that may influence a victim to become an abuser include when the abuse happened, what kind of treatment the victim received, how the family reacted to the abuse, how many times the abuse took place, and what kind of abuse was inflicted on the victim.



Ask the participants the following questions:

- *What surprised you in this activity?*
- *Is there anything in the quiz that didn't surprise you or that you already knew?*
- *How realistic do you think these facts are?*

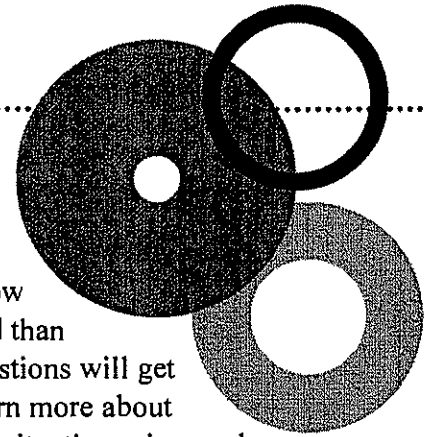
4. Provide each participant with a copy of the handout "Discussion Starters." Allow 5 minutes for them to complete the handout on their own.
5. Divide the group into smaller groups of 6-8. Allow about 10 minutes for them to share their responses with the group. Be attentive to the groups and try to ensure that they stay on task. Answer questions of clarification that may arise. Share the following points with the whole group:
 - Talking about sexual abuse can be awkward and uncomfortable. Just remember that as you begin your discussions.
 - There is no right or wrong answer to any of the questions. The purpose of the discussion is to give voice to your own concerns, as well as to listen to the thoughts and concerns of others in hopes of better understanding and becoming more aware of the issues.
6. Gather the students back to the large group and ask for some sampling of answers from each small group. Pay particular attention to the way they ranked the assets that teenagers need to be happy and healthy. Ask what they could do to improve the quality of the assets they chose regardless of how they were rated.
7. Remind everyone that there is no right or wrong answer. This is an opportunity to speak their thoughts and feelings in a safe and trusting environment and to listen to the concerns of others.

Part Two

1. Invite the students to return to their small groups. Present the following helpful hints to the group adding your own examples as appropriate.
 - Nothing we will learn in this session will prevent all young people from ever being harmed in any way. However, there are some tools and tips we can practice that will be beneficial in creating safe and sacred places and that will offer the coping skills necessary to move through a time of crisis.
 - Crisis can touch our lives in the form of something such as a failing grade on a test or in a class, a broken friendship, minor mistakes or accidents, or something more serious such as a devastating accident or illness, or even physical, emotional, or sexual abuse. Here are some tips and tools you will want to keep in mind for staying safe and for dealing with tough times:

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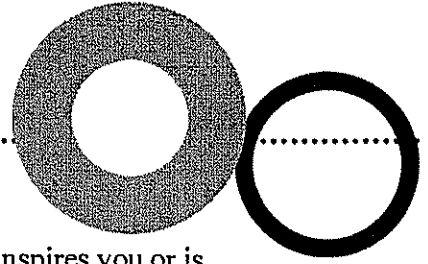


believe a rumor you heard to how a person is affected by participating in extra-curricular activities. After an entire day of asking questions, you will find that you do not need to ask questions about everything all the time, but certainly you take some things for granted and blindly accept as truth yet do not always know why you accept them. There is often more information to be gained than what you have immediately available to you. Practicing asking questions will get you into the habit of seeking all available resources to help you learn more about something, a habit that will be especially beneficial when a serious situation arises and you need to make an informed decision.

→ **Trust your instincts.** As you mature into young adulthood, you are becoming more and more aware of the opportunities to make choices for yourself. Along with this opportunity comes the responsibility to surround yourself with people—peers and adults—who will help guide you in making healthy choices. Through prayer and conversation, you can learn about the ways your decisions impact other people—either positively or negatively. You must also trust in the gifts God has given you. Your intuition alerts you when something is not right, your complex mind makes sense of a complicated situation, and your spiritual connection with God provides you the perseverance and strength to carry through difficult times. Practice trusting your feelings by discussing how you feel about something with another person you trust—a parent, sibling, friend, or significant adult. Use journaling to voice your thoughts on paper, and allow the tool of writing to help you unfold and clarify your daily thoughts.

→ **Be clear about what you want and need.** How simple is it to ask for a new game, a new bike, a new car, or new clothes for your birthday or as a holiday gift? What if you were able to voice your internal needs and wants just as clearly and easily? It is okay to tell someone that you feel uncomfortable or want to get out of a situation because it doesn't feel right, whether the situation is lying, stealing, gossiping, or putting someone down. You don't have to do something that goes against what you believe is right just because someone else says you should—even if that someone is an adult. Practice being clear about what you need to be healthy in everyday life situations—how much sleep you need, communicating how you are feeling, wanting to have time alone, or needing help with homework. Communicating what you need has nothing to do with being selfish. In fact, it is self-care to think about and to articulate what your body, mind, and soul need to stay healthy and happy. Look to the significant adults in your life, such as your parents, teachers, or trusted family and friends, to help you balance the difference between need and greed.

→ **Get involved.** Being involved in the community does not have anything to do with being popular or being the most active or voted the friendliest or most outgoing. Do not limit yourself because you don't think you deserve to be an active community member. Educate yourself about the different ways you can be involved in the community. Find something that is interesting to you. Take piano lessons outside of school, meet your



neighbors, volunteer at a local shelter, baby-sit for family and friends, walk in a benefit race, teach Bible stories to children at your church, tutor peers, or participate in a team or club. Choose something that inspires you or is interesting to you. Being involved serves two main purposes: (1) you get to know other teens and adults who can potentially support you and whom you can potentially trust, and (2) you build your own character, set examples for others, and gain insight into who you are and who you want to be. Community involvement gives you an opportunity to think about your future and your goals.

Ask the participants if they have any additional tips or ideas to offer.
Allow for some discussion if time permits.

2. Tell the participants that each small group is to create an advertisement for one of the tips they have just heard. Provide each group with a poster board and several markers. Assign each group one of the four tips presented in step 1. It is okay if several groups are assigned the same tip.
3. Tell the groups to imagine they are at a baseball game, riding in a car, surfing the Internet, or reading a magazine. They should create an advertisement for that place or space. Assign one of those locations to each small group, or invite the groups to choose a different location they would like to create an advertisement for. Ask them to create an advertisement that might be found in the location they have chosen. Remind the groups that their advertisement should be engaging, interesting, and informative and that it should make a viewer want to buy the product or service they are promoting. Invite the groups to imagine how they could make their viewers want to have this "product." To make the activity more challenging, tell the groups that the other groups will judge their advertisements for effectiveness and that there will be prizes awarded to the winning advertisements. Give the groups 15 minutes to complete the assigned task.
4. Invite each group to present to the large group the advertisement they have created. Add comments and suggestions where necessary. Consider posting the advertisements in a visible location for parishioners and/or other students to see.

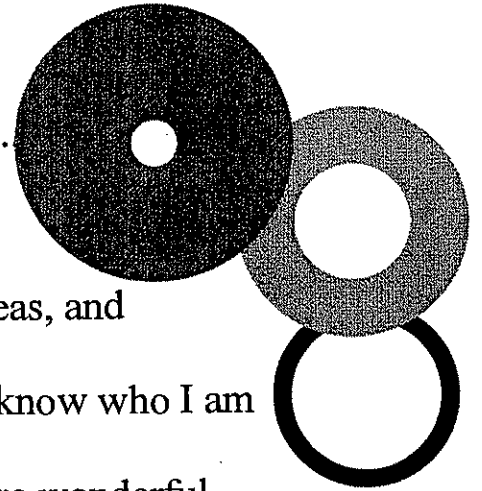
You Know Me

1. Invite someone to proclaim Jeremiah 29:11-12. Allow a few moments of silence after the reading.
2. Share the following points with the participants:
 - Although many things in life may challenge us, God has great things in mind for each of us.
 - God knew us even before we were born and desires for us to follow God's lead and be guided by God's love.
 - God's plans for each of us involve growing spiritually, seeking goodness, and trusting in God's all-knowing power.
 - With God's guidance and the guidance of the Church, we can persevere through difficult situations.
4. Invite the students to share any thoughts or reflections they might have on the reading from Jeremiah.

Conclude by inviting the participants to pray the closing prayer together:

Lord, you have created me with specific thoughts, ideas, and characteristics. You know everything about me. You know who I am and who I will become. You have plans for me that are wonderful, plans that I might not even be able to imagine for myself. Help me to trust in your guidance, Lord. Help me to believe that I don't have to do anything by myself. Help me to remember that you are ever-present, all-knowing, and completely loving. Grant me the gifts I need to believe in myself. When I feel discouraged, remind me that I am a capable person. When I feel lonely, send me friends and family who will support me. When I am totally confused, show me the right path to follow. When I doubt the future, enlighten me to trust in your creative plans. I ask this with a humble heart and with much gratitude. AMEN.

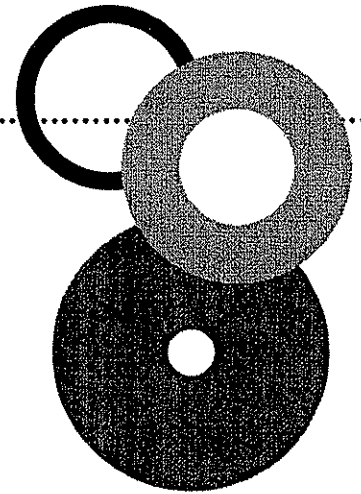
Creating Safe and Sacred Places, (Winona, MN St. Mary's Press®, 2003). Used by permission of the publisher. All rights reserved.



PRAYER

Lord, you have created me with specific thoughts, ideas, and characteristics. You know everything about me. You know who I am and who I will become. You have plans for me that are wonderful, plans that I might not even be able to imagine for myself. Help me to trust in your guidance, Lord. Help me to believe that I don't have to do anything by myself. Help me to remember that you are ever-present, all-knowing, and completely loving. Grant me the gifts I need to believe in myself. When I feel discouraged, remind me that I am a capable person. When I feel lonely, send me friends and family who will support me. When I am totally confused, show me the right path to follow. When I doubt the future, enlighten me to trust in your creative plans. I ask this with a humble heart and with much gratitude.

AMEN.



DISCUSSION STARTERS

I think talking about sexual abuse is (circle one word) . .

Scary	Uncomfortable	Gross	Important
Necessary	Helpful	Pointless	

Rank the assets that you need to be a healthy and happy teenager:

- caring adults and parents
- patience
- a relationship with God
- a good job
- money
- friends
- trust
- an education

If a friend told me that he or she had been sexually abused as a child, I would...

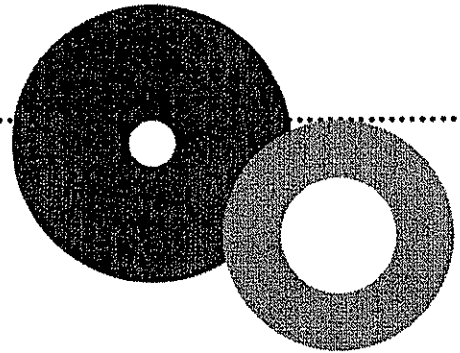
If someone asked me how I felt about talking to my parents about sex, I would say...

If I were in a situation with someone where I felt uncomfortable and wanted to get out of the situation for my safety, I could say or tell the person...

If that person were an adult, I would...

If someone in my family or community were accused of sexually abusing someone, I would feel . . .

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Quiz Time

1. *Can a person be sexually abused without being touched?*
 - a. Yes
 - b. No

2. *What percentage of the time does a victim of sexual abuse know his or her abuser?*
 - a. 50 percent
 - b. 66 percent
 - c. 75 percent
 - d. 90 percent

3. *Who is the most common sex offender?*
 - a. a homosexual
 - b. a poor person
 - c. a white married male
 - d. someone who was previously abused

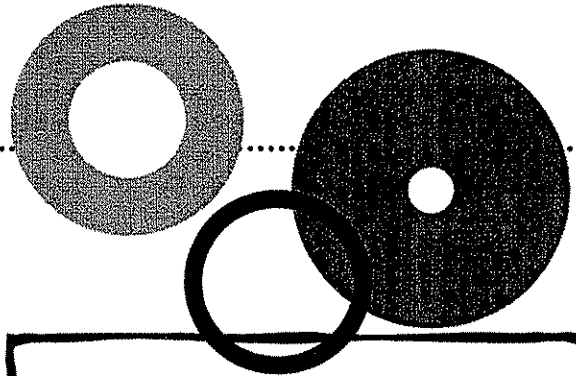
4. *Do most children readily tell an adult, usually a parent, when something serious like sexual abuse happens to them?*
 - a. Yes
 - b. No

5. *Why is abuse not often reported immediately?*
 - a. there are no witnesses
 - b. children are good storytellers and don't always know what they're saying
 - c. most reported cases turn out to be false accusations
 - d. victims do not want to tell anyone

6. *Are most offenders prosecuted and punished?*
 - a. Yes
 - b. No

7. *Of those who abuse, how many were abused themselves?*
 - a. 10 %
 - b. 22 %
 - c. 30 %
 - d. 48 %

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Bullying/Harassment Safe Environment Lesson

Outcomes

The learner will be able to:

- ✓ Identify different forms of bullying and harassment
- ✓ Identify ways to respond if he or she is bullied by another
- ✓ Name and practice some approaches that may help someone who is being bullied

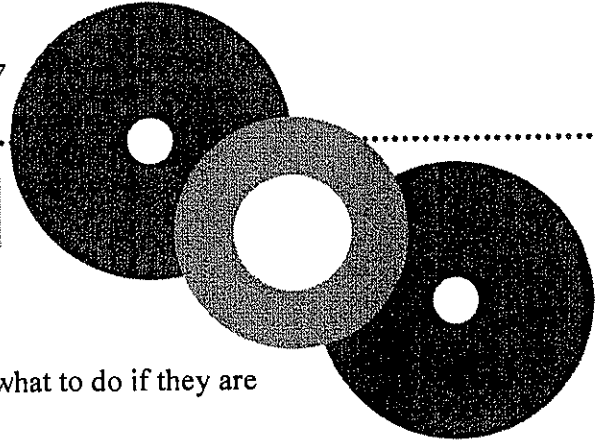
Gather the following items for this lesson:

- Pens for each student
- Writing paper for each student
- Bible for prayer
- Copy of prayer for each student
- Movie clips as needed

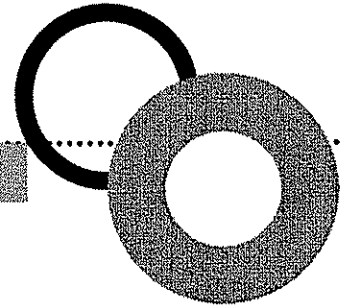
Part One

1. Ask the students to define bullying.
In general, bullying can be defined as behaviors that hurt or scare another who is vulnerable or perceived as weak.
2. Go over some facts and statistics about bullying and harassment. Some students may think that this doesn't happen anymore in high school, but it will be important for them to understand that it DOES happen...people choose not to talk about it or tell anyone if it's happening to them. A victim of harassment or bullying often feels ashamed or weak and they decide to keep things to themselves. Unfortunately, bullying and harassment behavior are most often recurring, that is, it is hardly ever a one time offense.
3. 15-25% of high school students are bullied with some frequency.
Bullying behavior can take on many forms:
 - ◆ Physical—pushing, pulling, tripping, blocking someone's way, knocking over someone's books or tray in the cafeteria, etc.
 - ◆ Sexual—overt behaviors, comments, gestures, pictures
 - ◆ On-line—inappropriate text messages, IM's, blogs
 - ◆ Gossip—spreading rumors about others
 - ◆ Exclusion—keeping certain people out of a group/club/team/organization
 - ◆ Teasing—saying things to someone in a mean-spirited or demeaning way
 - ◆ Ganging up on someone
4. Ask the students for feedback about bullying and harassment. Do they ever see it happening? Why do they think people bully or harass others?
Some possible responses are:
 - ◆ Others are doing it and getting away with it
 - ◆ They want to feel like they belong
 - ◆ Makes some people feel stronger, smarter, or better than the victim
 - ◆ It keeps others from bullying them

Part Two



1. Ask the students for some suggestions about what to do if they are being bullied or harassed.
2. After they have had a chance to raise some possible responses, outline the following with them:
 - ◆ First of all, remember it is not your fault...nothing you can do or say gives anyone the right to mistreat you
 - ◆ Tell an adult whom you trust...it always helps to let someone know what is happening. Don't worry about being a "rat"!
 - ◆ Walk away from the bully
 - ◆ Stay in a group as much as you can so you won't find yourself alone with the bully
 - ◆ If it feels safe to do so, stand up to the bully by telling him or her why you find their behavior unacceptable
 - ◆ If you are being harassed online or by phone, **DO NOT REPLY**. Print out and/or save the harassing message. Share them with a trusted adult.
 - ◆ Join groups or clubs to meet people
3. Provide some ideas as to what **NOT** to do:
 - ◆ Don't bully back or bully someone else
 - ◆ Don't keep it to yourself or hope the problem will just disappear
 - ◆ Don't hurt yourself
 - ◆ Don't skip school or avoid groups—Statistics show that many students (up to 160,000 per day) stay home from school to avoid being bullied or harassed
4. Consequences of being bullied or harassed:
 - ◆ Self esteem drops
 - ◆ Feelings of overwhelming sadness, loneliness, or anxiety
 - ◆ Depression that can carry over into adulthood
 - ◆ Dropping out of social situations
 - ◆ Cutting school and falling behind in class work



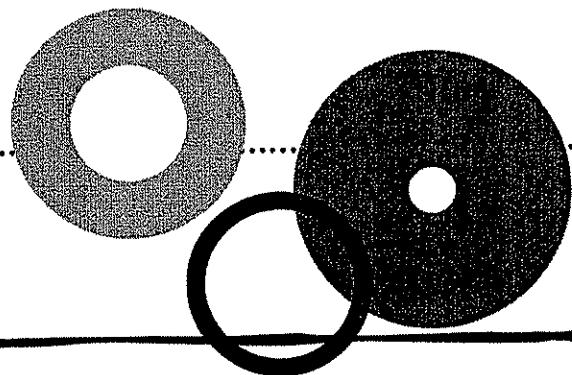
Part Three

Closing Prayer

Design a prayer experience using some of the resources provided at the end of the high school lessons. You may choose to engage your students in planning this prayer experience.

Other Options

- ◆ Invite a guest speaker to class to discuss the topic of bullying and harassment
- ◆ Watch a movie clip that illustrates the effects of bullying/harassment
- ◆ Have the students choose some popular music that seems to encourage this negative behavior or takes a stand against it



Hazing Safe Environment Lesson

Outcomes

The learner will be able to:

- ✓ Identify behaviors that constitute hazing
- ✓ Develop skills that will help them avoid uncomfortable initiation behaviors
- ✓ Distinguish between the facts and the myths about hazing
- ✓ Strategize ways to initiate members into a community that are positive and growth-producing

Part One

1. Ask the students to define hazing.
In general, hazing can be defined as humiliating and dangerous activity expected of someone joining a group, regardless of the person's willingness to participate.

Lead a discussion surrounding the hazing experiences that the students have experienced or heard about. Ask the students if they have participated in any kind of hazing of another student or if they have ever been the victim of hazing. Encourage them to be specific about the behaviors they describe because everyone defines hazing differently until they have the facts.

2. Give the students the Pre-Test on Hazing.
3. Once they have taken the Pre-Test, go over these facts:

Myth # 1: Hazing is a problem for fraternities and sororities primarily.

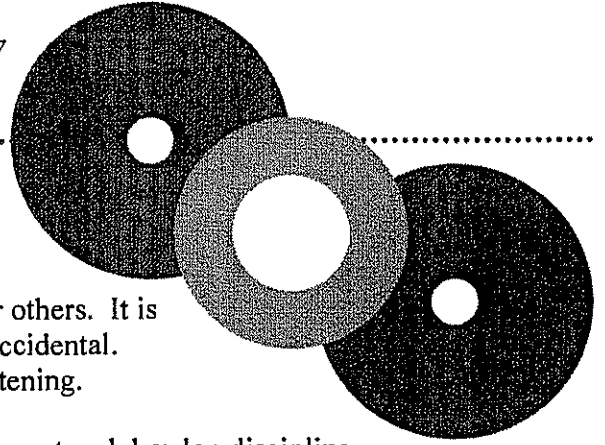
Fact: Hazing is a societal problem. Hazing incidents have been frequently documented in the military, athletic teams, marching bands, religious cults, professional schools and other types of clubs and organizations. Reports of hazing in high schools are on the rise.

Myth # 2: As long as there is no malicious intent, a little hazing should be okay.

Fact: Even if there is no malicious intent, safety may still be a factor in traditional hazing activities that are considered to be "all in good fun." For example, serious accidents have occurred during scavenger hunts and "kidnapping" trips. Besides, what purpose do such activities serve in promoting growth and development of group or team members?

Gather the following items for this lesson:

- Pens for each student
- Writing paper for each student
- Copies of Hazing Pre-test
- Bible for prayer
- Copy of prayer for each student
- Copies of articles on hazing (included at the end of this lesson.)
- "Unless a Death Occurs" video (optional)



Myth # 3: Hazing is no more than foolish pranks that go awry.

Fact: Hazing is an act of power and control over others. It is victimization. Hazing is pre-meditated and not accidental. Hazing is abusive, degrading and often life-threatening.

Myth # 4: Hazing is an effective way to teach respect and develop discipline.

Fact: First of all, respect must be earned, not taught. Victims of hazing rarely report having respect for those who have hazed them. Just like other forms of victimization, hazing breeds mistrust, apathy, and alienation.

Myth # 5: If someone agrees to participate in a hazing activity, it can't be considered hazing.

Fact: In states that have laws against hazing, consent of the victim cannot be used as a defense in a civil suit. This is because even if someone agrees to participate in a potentially dangerous or hazardous action, it may not be true consent when considering the peer pressure and desire to belong to the group.

Myth # 6: Hazing is no big deal.

Fact: Hazing is against the law and a person may be prosecuted for a misdemeanor if involved in any hazing activity.

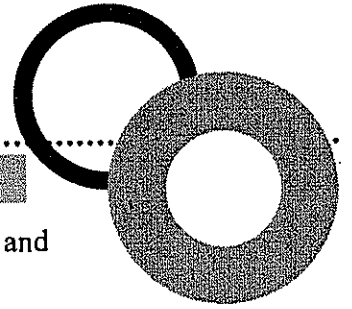
Myth # 7: It's difficult to determine whether or not certain activity is hazing. It's such a gray area sometimes.

Fact: It is not difficult to decide if an activity is hazing if you use common sense and ask yourself the following questions:

- Is alcohol involved?
- Will active/current members of the group refuse to participate with the new members and do exactly what they are being asked to do?
- Does the activity risk emotional or physical abuse?
- Is there risk of injury or a question of safety?
- Do you have any reservation describing the activity to your parents, to a teacher, or other official?
- Would you object to the activity being photographed or filmed for the newspaper or local TV news?

If the answer to any of these questions is "yes," the activity is probably hazing.

Some of this information is adapted from the web site www.stophazing.org.



Part Two

Give the group some statistics that show the extent of hazing in high schools and colleges:

- ✓ According to a study published in 2000 by Alfred University, 48% of high school students reported being subject to hazing by school groups; 43% subjected to humiliating hazing; 30% forced to perform illegal acts; both males and females were involved.
- ✓ A 1999 study of hazing in NCAA sports reported the following:
 - 79% of student athletes, or about 250,000 students, experience hazing
 - 1 in 5 students are subjected to unacceptable and potentially illegal hazing such as beatings and being tied up, being forced to destroy property, or harass others
 - 50 % were required to participate in drinking contests or alcohol-related hazing
 - 1 in 5 students participated in positive initiations such as team trips or ropes courses.
- ✓ Negative consequences of hazing:

71 % of high school students involved in hazing experience consequences such as:

 - Getting into fights
 - Being injured
 - Fighting with parents
 - Doing poorly in school
 - Hurting other people
 - Having difficulty eating, sleeping, concentrating
 - Feeling angry, confused, guilty
- ✓ No group is immune—incidence among different groups:
 - 24 %--sports
 - 16%--peer groups
 - 8 %--music, art, theater groups
 - 7%--church groups

Other Options

Option A

Distribute articles and/or editorials about hazing incidents. Some have been provided with this lesson, but it will be important to have current information.

Divide the students into groups if your group is large and give each group a different piece to read and discuss. No doubt there will be some disagreement over whether or not certain incidents are actually hazing. What should the punishment be, if there should be any at all?

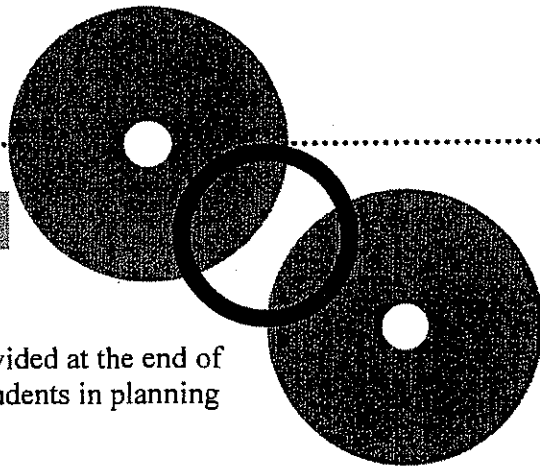
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Part Three

Closing Prayer:

Design a prayer experience using some of the resources provided at the end of the high school lessons, You may choose to engage your students in planning this prayer experience.



Hazing Pre-Test

Write TRUE or FALSE in each blank.

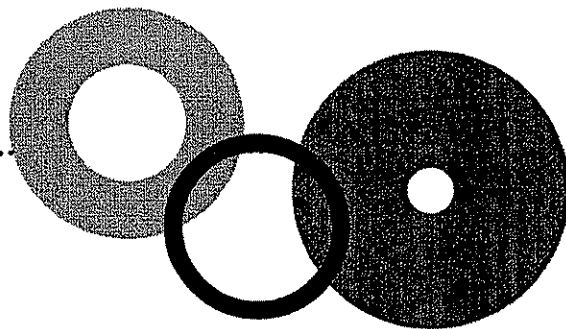
1. _____ The only organization in which hazing occurs is in the military.
2. _____ Fraternities and sororities on a college campus often experience problems with hazing.
3. _____ Hazing is not usually a problem for religious groups.
4. _____ Hazing in high school is on the rise.
5. _____ Instances of hazing are usually exaggerated and made to seem worse than they are.
6. _____ Hazing amounts to foolish pranks by foolish people.
7. _____ Teaching discipline through hazing is generally very effective.
8. _____ Hazing is pre-meditated and not accidental.
9. _____ Hazing is not an effective way to teach people loyalty or respect.
10. _____ It's hard to determine whether or not certain actions can be classified as hazing.
11. _____ Hazing is against the law.
12. _____ If someone agrees to participate in a hazing activity it can't be considered hazing.
13. _____ Sometimes hazing requires people to perform illegal acts.
14. _____ One negative consequence of hazing is poor grades in school.
15. _____ An NCAA study of student athletes indicated that 79% of them experienced hazing.

Hazing Pre-Test



Answer Key

- 1.False
- 2.True
- 3.False
- 4.True
- 5.False
- 6.False
- 7.False
- 8.True
- 9.True
- 10.False
- 11.True
- 12.False
- 13.True
- 14.True
- 15.True



Relationships Safe Environment Lesson

Outcomes

The learner will be able to:

- ✓ Recognize qualities of meaningful relationships
- ✓ Appreciate more deeply their friendships with others – adults, friends, and Jesus
- ✓ Identify how they will incorporate the Christian values and relationship skills discussed into their personal relationships
- ✓ Appreciate the Christian understanding that we are created in the image and likeness of God and that all of creation is good

Gather the following items for this lesson:

- Pens for each student
- Writing paper for each student
- Bible for prayer
- Copy of prayer for each student
- Copies of all handouts (included in a separate section at the end of this lesson.)
- Movie clips as needed

LESSON OUTLINE

Large Group Presentation: Qualities of Relationships

Part I: Introduction: icebreaker, activity, or media presentation

Characteristics of Healthy and Unhealthy Relationships and Skills for Healthy Relating

Part II: Choose one of the following

Option A

- Relationships in Scripture
- Jesus and Friends
- Saint Paul

Option B

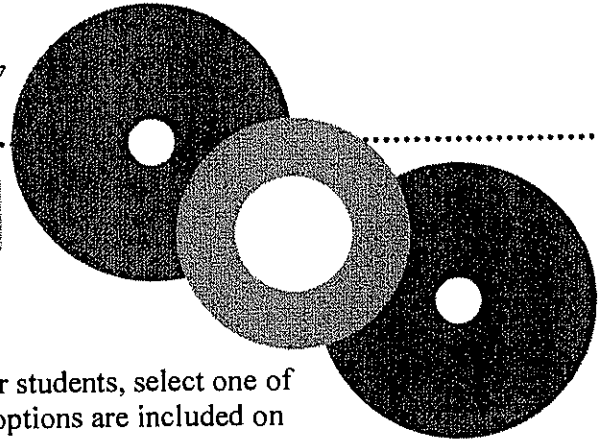
Small group “stations” or “centers” or “workshops” (groups would rotate through)

- Self-esteem
- Friends
- Dating
- Parents/Family

Option C

- Large Group Presentation: Jesus as Human, Friend, and Reconciler
- Relationship Cycle
- Relationship Problems / Forgiveness

Part III: Closing Prayer



Part One

Introduction

1. Based on the characteristics and needs of your students, select one of the following (Instructions for all three of these options are included on pages 9 through 12 of this lesson.):

- A. Pinwheel Icebreaker: Focusing on Relationships
- B. Demonstration Activity: The Effect of Relationships
- C. Evaluating Media Images: Select video clip, TV show, ad, or song

2. Characteristics of Healthy and Unhealthy Relationships

Distribute copies of the handout, *Characteristics of Healthy & Unhealthy Relationships*. Ask the students to read through the lists and look for any characteristic they think is on the wrong list. (There are not any, but some could feel that there are.) Respond to any students who feel that a characteristic is on the wrong list by explaining why the characteristic is listed where it is.

Lead the group into a quiet time for reflection (and journaling if this a practice you use with your group). Give each student a copy of *Skills for Healthy Relating* and allow about 15 minutes for them to read through the statements and write (in their journal) how they will incorporate one or two skills into their life.

Part Two

Choose one of the following options and determine the scope of the activity based on the group of participants and the time frame of the session.

Option A: Relationships in Scripture

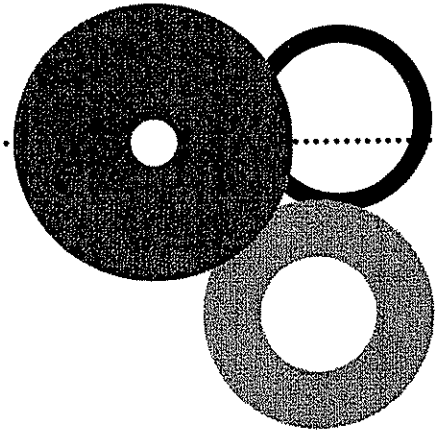
Jesus and Friends

This portion of the presentation needs to be prepared in advance either by teens and/or adult facilitators. Each facilitator presents the characteristics of the meaningful relationship presented in the Scripture passage. An alternate way to present the characteristics of relationships from Scripture would be to divide the large group into smaller groups and assign a prepared facilitator to each group. Plan to use as few or as many of the following to meet the needs of your teens and your schedule:

- Peter: Matthew 4:18-22, 21-28;
- Mark 14:32-41, 66-72;
- John 1:35-42; 21:15-19; 13:3-20

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Nicodemus: John 3:1-21; 7:45-52; 19:38-42
Zaccheus: Luke 19:1-9
Thomas: John 11:16; 14:1-14; 20:24-29
The Samaritan Woman: John 4:1-42
Matthew: Luke 5:27-32
Lazarus: John 11:1-44; 12:1-2
The Blind Man: Luke 18:35-43

Introduce this portion of the presentation by saying in these or in your own words,
The real meaning of relationships or friendship for us as Christians can be found in how Jesus related to people and the way he interacted with them. Let's take a look at a few of the people Jesus met during his life and ministry.

If you choose to present the Scripture passages to the large group by a prepared facilitator:

Explain that during this part of the session, qualities of meaningful relationships will be presented from a variety of Scripture passages. Have a flip chart or prepared poster boards ready to record the characteristics highlighted. (See the bulleted points below for specific focus areas.)

If you choose to do the Scripture passages in small groups:

Explain that during the next 10 minutes each facilitator or small group will read the Scripture passage assigned to them and prepare a presentation on the characteristics of the meaningful relationships in the Scripture passage. They might use a flip chart, power point, very short skit (2 minutes), or some other creative presentation that highlights:

- What the Scripture story is about
- What qualities of meaningful relationships are present in the story
- What the Gospel character learned through his/her relationship with Jesus

After 10 minutes have gone by, invite the facilitators or group representative to make their presentation to the large group. Keep the presentations short and focused on the points you have outlined above.

Summarize what we can learn from Jesus in these or your own words:

We have noticed that Jesus loved each person he met. In fact, he loved them to the point of giving up his life for their sake. This example of Jesus shows us how we are called give of ourselves in our personal relationships: to treat others with respect and equality, to communicate honestly in all our dealings, and to work for justice and peace for all.

Saint Paul

Follow the format used above with the Scripture passages about Jesus and Friends or use an alternate format for variety of presentation; i.e., presentation by prepared teen or adult facilitator or by small groups. Have a flip chart ready to record the meaningful qualities from Saint Paul.

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Introduce this portion on Saint Paul in these or your own words: *Throughout his letters to the early Christians, Saint Paul gives us a portrait of meaningful relationships. He writes to the earliest Christian churches instructing them on how to live together in peace and harmony. Let's look at some of his recommendations and consider how they might apply to us today.*

- Ephesians 4: 1-2, 23-32
- Romans 12:3, 9-12
- Philippians 2:3-4
- Galatians 5: 22-26; 6:2
- Colossians 3: 12-15

Have a brief discussion on how the qualities highlighted in these passages apply to their daily lives.

Summarize what we can learn from Saint Paul in these or your own words: *Looking at the qualities that Saint Paul urges the early Christian churches to practice: compassion, kindness, humility, gentleness, patience, tolerance, forgiveness, love, we can see that these qualities lie at the heart of all Christian relationships. They are the hallmark qualities and what marks us as disciples of Jesus Christ.*

(Conclude the lesson with Part 3—Closing Prayer, page 8.)

Option B: Learning Stations

Set up four areas as Learning Stations for these topics: Self-Esteem, Friends, Dating, and Parents/Family. If the group is small, plan to move from station to station as a whole. If the group is large, divide the group into four small groups. If the group needs significant time for these topics, plan to address just one or two and leave the others for another time.

1. Self-Esteem

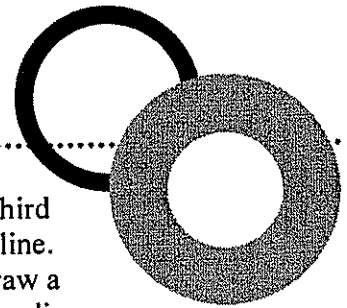
This station provides exercises on giftedness, barriers to self-esteem, and self-love. The exercises are reflective in nature and allow for individual and original expression. Each exercise can be followed by sharing and discussion with the guidance of a prepared adult facilitator. Again, if the group's needs require more time, choose one or two rather than all of the topics.

2. Friends

Scripture is the basis for this station. The passages are the same as those listed in Part One—Option A, and focus on the characteristics of Jesus' friendships and on Saint Paul's qualities of relationships. The other two exercises, *Qualities of Meaningful Relationships (handout)* and *Charting Personal Relationships (exercise)*, involve activity and discussion.

Instructions for Charting Personal Relationships

1. Give each young person a 4 foot long strip of adding machine tape and a pen or a pencil. Direct them to unroll the tape and draw a line approximately 20 inches long down the left side of the tape, beginning about 5 inches from the top. Then have them

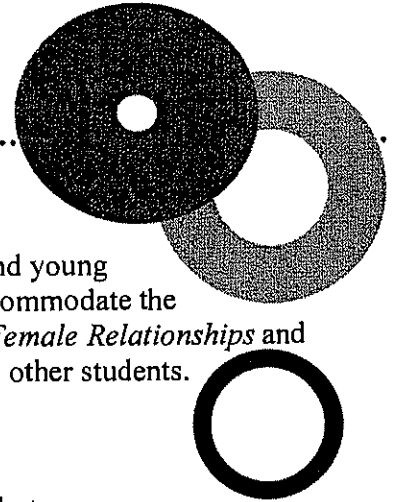


write "Grades K-5" at the top of the line, "Grades 7-9" about one third down the line, and "grades 10-present" about two thirds down the line. (Adjust according to the grade level of your group.) Have them draw a horizontal line across the tape a few inches below the end of the timeline.

2. Instruct them to create a personal relationship history according to the following directions. As you give the directions, it will be helpful to refer to a sample timeline that you have prepared before the lesson.
 - First, write your name and the heading "Relationship Timeline" across the top of your tape. Below this title write the words "friends," "family," and "other significant people." These terms will serve as a reminder of the timeline categories.
 - Second, in the blank spaces for each of the three age periods, write the names of your friends, family and other people who were significant in your life at that time. For example, in the section labeled "Grades K-5" you might name your grade school friends, parents, siblings, grandparents, teachers, etc. Leave some space after each name.
 - Third, beside the name of each friend write some things you did with that person, how the relationship began, what you two talked about, and how or why the relationships ended, if it has.
3. Now that they have created the outline for their timeline, give them directions for filling in some of the relationship details. Distribute colored pencils or pens and give the following instructions:
 - Put a small x by any relationship in which you experienced disappointment, hurt, conflict, or betrayal.
 - Put a small star by the relationships in which you experienced joy.
 - Put a checkmark by the relationships that have changed significantly. Write a few words about how they have changed.
 - Circle any relationship in which you were your best self. Jot down a few thoughts about why you think this is true.
 - Underline any relationship that challenged you to move beyond who you thought you could be. Indicate how you were challenged by that person.

As you read each instruction, allow time for the group to think and write. When all have finished, invite participants to share one or two things from their timeline, as time permits.

Summarize the points made: *The information recorded on the chart gives a quick glimpse of your relationship history. It indicates beginnings and endings as well as good and difficult relationships. It is likely that any relationship will have hurt and disappointment and by learning how to handle these feelings, we can avoid becoming bitter or resentful. Our healthiest relationships call us to be our best selves. Those that challenge us, though uncomfortable at times, help us learn about ourselves and make positive changes. All relationships are opportunities for growth and can help us acquire skills for future healthy relationships.*



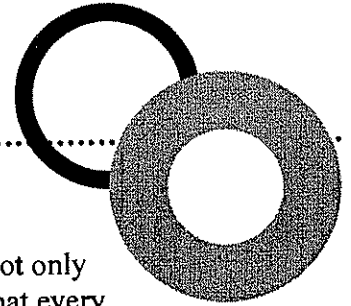
3. Dating

A type of “Dating Game” is part of this station. There are two handouts included which give some questions for young men and young women to ask each other. Consider setting up the station to accommodate the bachelors and bachelorettes. There are also handouts on *Male-Female Relationships and Pressure*. These involve personal response and sharing with the other students.

4. Parents/Family

- *Animal Friends* is one of the resources at this station. Distribute one or more descriptions from this handout to each participant. Use them all. Have each person read the description aloud without revealing the animal and have the group guess which animal is being described. As each one is revealed, write the animal name on newsprint or on the board.
- Tell the group that we can think of these animal characteristics as describing ways human beings relate. Ask the group to write the names of their family members on a blank piece of paper and to write beside each name the animal(s) that most closely resembles that person’s style of relating. They can use the animals already named or they may think of new ones. Tell them their information will remain private.
- Have them write their own names and an animal(s) that resembles their style of relating. Do they see any similarities with their parents or other family members? Ask if anyone wants to share anything they have learned from this exercise.
- Finish this step by making some points:
 - ◊ Family members know one another better than anyone else. They see each other at their best and their worst. It’s easy to take family for granted or to take things out on them even though they may not be the cause of our frustrations.
 - ◊ People often exhibit the same styles of relating as one or both parents or other family members. This happens even if there are characteristics that we don’t want to have. But, we live what we learn so we have to make conscious choices to change if that’s we believe we must do.
 - ◊ The joys and difficulties we experience in family settings will most likely occur in other relationships. Often we think that when we leave home, everything will be different—no more arguing, conflicts, etc. This isn’t true. We will relate, whether positively or negatively, the same with close friends as we did with family members.
 - ◊ People don’t choose their family of origin, but we can choose to change how we have learned to relate...It may be difficult, but not impossible, to learn to relate in new ways. Good, positive relationships enrich our lives, and though they require hard work, they are certainly worth the effort.
- The other three resources for this station are: *Improving your Relationship with Parents*, *Parent-Teen Relations*, and *10 Ways to Build Better Relationships with Parents*.

(Conclude the lesson with Part 3—Closing Prayer, page 8.)



Option C: Relationships / Forgiveness / Reconciliation

1. A lesson on relationships needs to include a consideration of not only the characteristics of meaningful relationships but also the reality that every relationship requires ongoing effort. We are good yet limited people and our limitations are as much a part of who we are as our strengths are. In this section we will address the cycle of relationships, forgiveness and reconciliation.

2. Using the list of characteristics of meaningful relationships from Part One, involve the students in a reflective sharing or journal session on which of these qualities are part of their relationship with Jesus and which are weak in their relationship with him. Invite them to add qualities that are not part of the list but are significant to their relationship at this time.

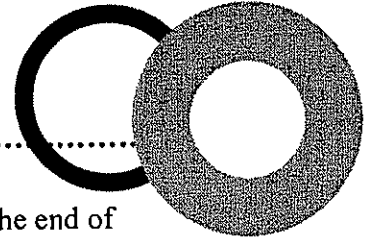
Ask for some feedback in the large group. Listen for and list the qualities that are particularly important to this group of teens. When the list includes enough qualities for you to work with, lead the group into a consideration of how their relationship with Jesus began and how it has grown throughout their life. Remind them that each of us is invited by God to develop and live in relationship with him. We are invited to be friends of Jesus and to live as God's children. One way for each of us to strengthen our relationship with God and with others is to celebrate the Sacrament of Penance.

Share a Scripture passage that would highlight an important dimension of who Jesus is and/or what friendship with him involves. For example:

- John 15:10-17 ("Love one another...I call you friends...")
- Mark 8:27-29, 31 ("Who do you say that I am?")
- Mark 10:35-45 ("Grant that we may sit one at your right...")
- Matthew 7:7-8 ("Ask and it will be given to you...")

3. After a brief discussion on the passage, introduce *The Relationship Cycle*. It may be best to have a large version on newsprint as well as handouts for the students. You will need to be willing to share a relationship that you are part of to go through the cycle. Keep your sharing to pertinent information so that it is not too personal. Use the same relationship throughout your presentation of the cycle. Invite the students to identify a past and current relationship that they can reflect on as you move through the cycle with them. It does not have to be a boy-girl relationship.

4. Address the need for forgiveness and reconciliation within relationships. The students' experience of the cycle of relationships will highlight this in varying degrees. Look over the handouts related to problems in relationships (*Relationship Challenges, Step By Step, Got Problems?, Tips for the Troubled*) and ways to deal with them. Select one or more appropriate for the group. If you choose a handout that asks the students to respond to questions, invite them to do so and specify a time for them to complete it. If you choose the handout *Tips for the Troubled*, ask the students to read them quietly. Once they are finished reading, invite comments or highlight a few of the items from the list and engage in a brief dialogue.



Part Three

Closing Prayer (Use this or choose from some of the options listed at the end of these lessons)

Prayer for Lighting Two Candles

Our God is a faithful God, loving us no matter what and always with us.
As the source of all life God guides us and walks with us.

Aware of God's loving, faithful presence, we light a candle to the past.
(Pause for the lighting of the candle.)

We pray in gratitude for all our family members and friends
who have gone before us, held fast to their faith, and walked with us
in relationship. May their example guide us, especially in times of trouble and hardship.

And we light a second candle to the future. *(Pause for the lighting of the candle.)*

We pray in hope that the love and care we have known from others will be strengthened within
us and help us to be and live as true friends of Jesus.
May the active, loving presence of God be clearly visible in all that we do and be a strong
foundation for God's Kingdom.

And between the past and the future is the now,
the present moment where God lives within and among us in relationship.
Let us open our minds, our ears and our hearts
to the timeless, active, living Word of God.

Reading John 15: 10-17

Reflection

Invite the group into a few minutes of quiet reflection on what it means to them when they hear
Jesus say that he calls them "friend".

Depending on the group and its size:

- Invite the teens to share their reflection with one other person in the group
- Have the teens write a word or phrase that sums up their reflection on a small piece of paper. Collect the papers in a basket and place them on the table with the two candles.
- Have the teens write a word or phrase that sums up their reflection on a small piece of paper. Collect the papers in a basket and have two teens read some or all of the words/ phrases as a litany of thanks for Jesus' choosing and calling them him his friends.

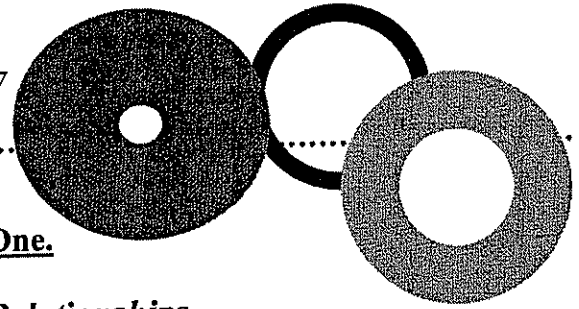
Community Response

Invite the group as friends of Jesus to pray in the words that he taught us,
"Our Father..."

Invite the teens to share a Sign of Peace

Closing Song

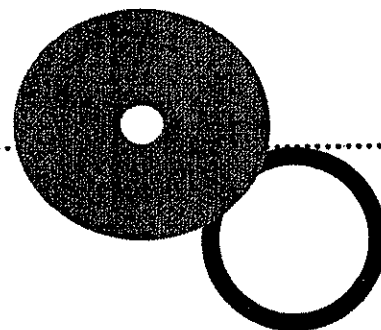




Instructions for three options suggested in Part One.

Option A: Pinwheel Icebreaker: Focusing on Relationships

1. Ask participants to select a partner, and include yourself in this process. If you have an odd number of teens, pair up with one of them; if you have an even number, form a trio.
2. Direct the pairs to form two circles, with one circle inside the other and one partner in each circle. If you are part of a trio, join the partner in the outer circle, and when the game begins, move with that person as he or she is directed to move. The people in the inner circle should face their partner in the outer circle. It is easiest to do this standing, but you can use chairs if you wish.
3. Announce that you will read some comparison statements that the participants are to discuss with their partner. After about 60 seconds of discussion, ask the people in the outer circle to move one person to the right and read another comparison statement for them to discuss with their new partner. Repeat this process, with a new statement for each round, until time is up. Use the following statements or create your own:
 - In your relationship with your best friend, are you more like a pogo stick or in-line skates? Why?
 - In your relationship with your parents, are you more like a volcano or a babbling brook? Why?
 - In your relationship with your siblings, or the relative closest to your own age, are you more like a world championship boxing match or the Olympic ice-skating finales? Why?
 - In your relationship with the teacher you like the least, are you more like a pit bull or a Dalmatian? Why?
 - In your relationship to your school, in general are you more like a cheerleader or a political analyst? Why?
 - In your relationship with your boss, are you more like a vulture or a hummingbird? Why?
 - In your relationship with your peers, are you more like a butterfly or an ant? Why?
 - In your relationship with your neighbors, are you more like a squirrel or a groundhog? Why?
 - In your relationship with God, are you more like a puppet or a musician in an orchestra? Why?
 - In your relationship with strangers, are you more like a rosebush or a field of daisies? Why?
 - In your relationship with people you date (or would like to date), are you more like a teddy bear or a grizzly bear? Why?
4. In your own words, explain to the teens that the analogies can help them understand how they relate to people. Did their responses indicate an open or closed pattern in their relating? a pattern? Just as this exercise explored a wide variety of relationships, the rest of the course will do the same. Invite the teens to discuss with their last partner any patterns they may have noticed in their answers.



Option B: Demonstration Activity:
The Effects of Relationships

NB: Because this activity uses rubber bands and push pins, it is important that you evaluate the maturity of the group of teens and that you weigh that reality against the possible misuse of the rubber bands and push pins. Be sure that you prepare a relationship model prior to the lesson. It will serve as a very effective demonstration tool to introduce and summarize the lesson. Otherwise, choose Option A or C to introduce this lesson.

Before the session: Assemble a relationship connections model to use in the demonstration. You will need the following materials:

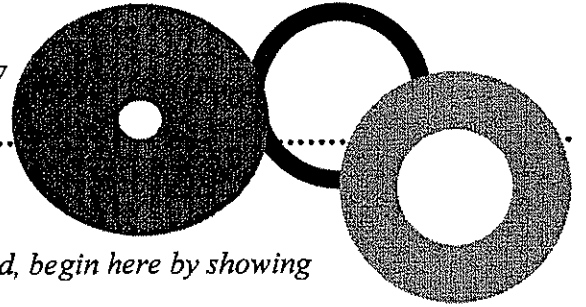
- An 18 x 18 inch piece of cardboard or a cardboard box
- 16-20 large paper clips
- 8-10 rubber bands of different sizes
- 8-10 push pins
- A large washer, at least one inch in diameter

Attach a paper clip to each end of each rubber band to the washer, using the paper clips. Then attach the other end of the rubber bands to the piece of cardboard or the cardboard box by sticking pushpins through the paper clips into the cardboard. The result should resemble a hub with spokes. The washer should be in the center. Because each rubber band is a different size, the resulting shape will not be a perfect circle. You may find that this works most easily if you initially attach the washer to the center of the cardboard with a push pin and remove the pin once the rubber bands are secured. This will leave the washer freely suspended by the rubber bands.

Also, pin a couple of rubber bands with paper clips to the cardboard that are not attached to the washer. Finally, tie two rubber bands to each other so that it would be difficult to separate them. (See illustration at end of handout section)

If you are having the teens participate in creating a relationship model begin here:

1. Gather the group members in your meeting area and divide them into teams of three. Give each team a set of materials like you used in making your sample model. Tell them each team is to use these materials to create a model that represents the relationships that a person with healthy, well-balanced relationships has with other people. The model should also illustrate what happens when those relationships become unbalanced or unhealthy. You can give them the following clues: the washer represents the person, the rubber bands represent the person's relationships, and all the pieces should be attached to the cardboard. Each team must be able to explain its model to the whole group. Give them 10 minutes to spread out and work.
2. After 10 minutes call the teams back and have each team explain its model to the whole group. Applaud each team's work.



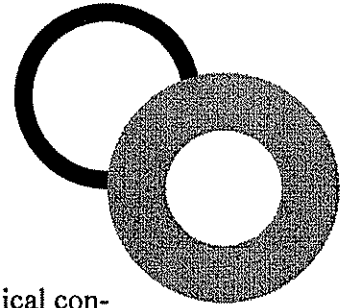
If you are using a demonstration model that you prepared, begin here by showing the group the model you created.

Using the model you created or the ones created by the students, make the following points about healthy and unhealthy relationships.

- The models represent that people are connected to each other through personal relationships. We know that human beings are social creatures; we cannot survive or grow in healthy ways independent of other people.
- The different rubber bands represent that we are involved in many different kinds of relationships. Some are strong and influential like relationships between best friends and family members. These relationships are represented by the strong heavy rubber bands. Other relationships are relatively weak and fragile, and the model represents these with the thinner rubber bands.
We are all part of a web of relationships. We have relationships with family members, classmates, and people at our workplaces. Such groups can exert great influence in one another's lives. What affects the life of one of our friends can also affect our relationship with him or her. (To demonstrate this, pull on one rubber band in your model and ask all the groups to notice how all the others are affected. This movement is even more dramatic if you pull on one of the thicker rubber bands.)
- When people are excited or joyful, the people connected to them also feel that excitement or joy. On the other hand, if people are in an argument with their friends, the argument can put a strain on every other relationship they have. If one of their relationships becomes stronger, or if one of their weak connections grows into a strong connection, it can strengthen the entire network of relationships.
- If one of our relationships becomes overpowering and dominates our life, it can waken all the other relationships. (Demonstrate by pulling on a rubber band in your model, snapping it several times.) Notice what happens to all the other relationships – they become strained. When one person in a relationship pulls the other in a direction that is unhealthy and manipulates or controls the relationship, the whole web of relationships is affected. For example, if a friend has an eating disorder and has sworn you to secrecy, you may be afraid to inform others of the problem because you are afraid the person won't be your friend anymore. Sometimes people fear abandonment and so stay connected to others even when they know doing so is an unhealthy situation.
- This kind of relationship is called codependency. Each person is dependent on the other in some way, and the relationship supports the unhealthy manipulation and control that one person has over another. In a codependent relationship, the person who allowed the other to dominate sometimes makes the codependency worse by allowing everything to look okay from the outside. These are very unhealthy relationships.

**Relationships
Safe Environment Lesson**

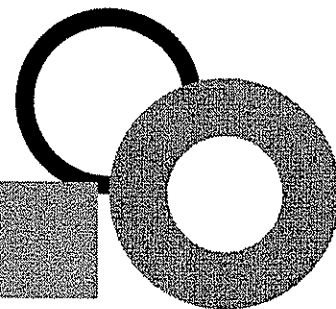
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- In the worst situations, one person controls another with violence or physical control. This kind of relationship has a victim and an abuser. Often the interconnectedness in an abusive relationship is so tight the only way that the abuse can be stopped is for the relationship to break or be severed. (Demonstrate by pulling one rubber band very tight. Then cut that rubber band with a scissors.) Consider what has happened to the abusive relationship and the other relationships. The person in the center was able to regain some balance in his or her other relationships. People can never fully understand themselves as persons or assume some control of their life without understanding how their important relationships influence them.

Option C: Relationships and the Media- Evaluating the Images

Before the session: Select a movie clip, currently popular song, magazine, newspaper, or TV advertisement that presents or portrays an image or images of relationships. Review the media you have selected in relation to the questions on the prepared handout, *Relationships and the Media: Evaluating the Images*, included in the separate handout section at the end of this lesson.



PRAYER RESOURCES

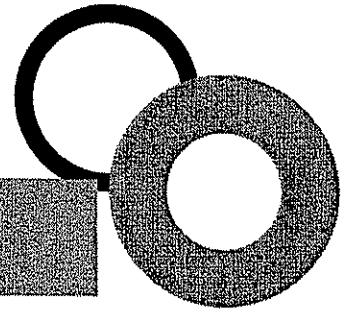
Listed on this page are Scripture references and suggested music for use with the high school lessons.

SCRIPTURE

- | | |
|-----------------------|----------------------------|
| 1. Genesis 16 | Love and Jealousy |
| 2. Genesis 33: 1-17 | Letting Go of the Past |
| 3. Judges 10: 10-16 | Effects of Sin |
| 4. 1 Samuel 20 | Friends Forever |
| 5. Psalm 51 | A Fresh Start |
| 6. Psalm 103 | Letting Go of Anger |
| 7. Proverbs 22: 24-25 | Choosing friends |
| 8. Sirach 6: 5-17 | Friendship, False and True |
| 9. Matthew 18: 21-35 | Forgive Us Our Debts |
| 10. Matthew 26: 36-45 | Jesus' Imperfect Friends |
| 11. Mark 2: 1-12 | Faithful Friends |
| 12. Mark 14: 66-72 | A Friend's Betrayal |
| 13. Luke 15: 1-7 | Lost and Found |
| 14. Luke 15: 11-32 | God's Limitless Love |
| 15. John 17 | Prayer for Friends |
| 16. Acts 20:36-38 | Good-bye to a Friend |

MUSIC

- | | |
|------------------------------------------|---------------------------------|
| 1. Envia Tu Espiritu/Send Us Your Spirit | Bob Hurd |
| 2. Lean On Me | Bill Withers |
| 3. We Are One Body | Dana Scallon |
| 4. Bread for the World | Bernadette Farrell |
| 5. Christ Be Our Light | Bernadette Farrell |
| 6. Be Not Afraid | Bob Dufford |
| 7. Go Make a Difference | Steve Angrisano |
| 8. Pescador de Hombres | Cesareo Gabarain |
| 9. Somos El Cuerpo de Cristo | Jaime Cortez |
| 10. The Summons | KELVINGROVE (arr. Bobby Fisher) |
| 11. Gather Your People | Bob Hurd |
| 12. Lead Me, Lord | John D. Becker |
| 13. Here I Am | Tom Booth |
| 14. Be With Me, Lord | Tom Booth |



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