

Children and Adolescent Protection Program

Date _____

Child Safety training has been offered at _____
(Name of parish)

My child _____ will not participate in this training for the
(Name of child)
school year _____. I have received Child Safety training
materials.

(Signature of parent)

(Please print name)

Children and Adolescents Protection Program

Teaching Objectives for Teachers and Parents

1. Each human being is created in the image and likeness of God. Our bodies are sacred and holy.
 - God made me special and others must respect me as I must respect myself. (Pre K-Grade-1)
 - God created me and I am unique and unrepeatable. Because I am created in God's image and likeness, I must give and receive respect. (Grades 2-4)
 - We are all created in the image and likeness of God. My body is the temple of the Holy Spirit. (Grades 5-8)

2. We are blessed with families and loving communities to help us grow.
 - We have families, friends, and a church family to help us grow in love. (Pre-K - Grade 1)
 - Our families, trusted adults and teachers work together to help us grow. (Grades 2-4)
 - Our families, trusted adults and teachers share a concern for our safety. (Grades 5-8)

3. We must differentiate between safe, unsafe, and unwanted touch.
 - Safe touch makes a person feel loved and cared for. Unsafe and unwanted touch makes a person feel uncomfortable and unhappy. Unsafe and unwanted touch must be avoided or immediately reported to a parent or a trusted adult. (Pre-K - 1)
 - Safe touch makes a person feel loved and cared for. Unsafe and unwanted touch makes a person feel uncomfortable and unhappy. Unsafe and unwanted touch must be avoided or immediately reported to a parent or a trusted adult. (Grades 2-4)
 - We learn to differentiate between safe, unsafe, and unwanted touch. We are called to chastity and we have a responsibility to avoid and immediately report any unwanted or unsafe touch to a parent or trusted adult. (Grade 5-8)

4. Because each person is made in the image of God, each person must be treated with dignity and respect. My body is a gift to me from God and deserving of respect.
 - We show respect for ourselves and others by how we talk and act. Each person must show special respect for the private areas of our bodies. Areas of the body covered by swimsuits are private. (Pre-K - Grade 1)
 - We show respect for ourselves and others by how we talk and how we act and interact.

Inappropriate language, jokes, and actions are not acceptable. The privacy of our bodies may never be violated by any one of any age. (Grades 2-4)

- We show respect for ourselves and others by the way we talk, act and live. We must identify respectful and disrespectful language and actions and avoid anyone who fails to respect us. In particular, the areas of our bodies covered by shirts and shorts are private and must not be violated. (Grades 5-8)

5. The God-given gift of choice has consequences.

- Good choices help us be happy and bad choices, on our part or on the part of others, can cause great unhappiness. We make good choices even if others are making bad choices. (Pre-K - Grade 1)
- We identify good and bad choices that affect us and others. Sometimes other people make bad choices that affect us, so we must tell and get help. (Grades 2-4)
- God gives us the gift of free will. All actions have consequences. We must learn how to discern the implications of the choices we make each day. When we experience the bad choices of others, we must report the offense and get help. (Grades 5-8)

6. Some actions or behaviors are wrong or sinful. Behavior or actions that harm self or others physically, psychologically, or spiritually are wrong.

- Small children, older children and adults can do things or behave in ways that are wrong. We avoid or report bad or wrong behaviors to be safe. (Pre-K - Grade 1)
- Adults and even children sometimes engage in actions or behaviors that are wrong or sinful. The harmful consequences of these actions and behaviors can damage our bodies, our minds and our spirits. They must be avoided or reported to a trusted adult. (Grades 2-4)
- The virtue of chastity helps us understand and identify actions or behaviors which are wrong or sinful. Children, young adults and adults must avoid actions, experiences or behaviors which offend against chastity. (Grades 5-8)

7. We must differentiate between good and bad play and avoid keeping secrets.

- Secrets can be good or bad. Bad secrets can harm us. We must always be able to tell secrets to a trusted adult. Good games and play are fun for each person. Bad play is not fun. It is wrong. (Pre-K - Grade 1)
- Games and activities with our friends should be fun and enjoyable. Some play and games can be wrong and very harmful and must be avoided or reported. Secrets must be shared with a trusted adult. (Grades 2-4)
- Secrets can be very harmful to us physically, emotionally, and spiritually. Always question secret play and secret games and determine how the secret helps or harms others. Report secrets to a trusted adult. (Grades 5-8)

8. Each of us experiences good and bad human relationships and friendships. Some people manipulate or misuse friendships.
- We learn to tell good friends from bad friends. Some friends love and help us. Other friends are not truly our friends. Good friends do not ask us to do bad things or things that will harm us. (Pre-K - Grade 1)
 - We must learn who is a good friend and who is not. When people misuse our friendship by asking us to do something wrong, they are not friends. It is painful to be mistreated or misused by someone we think is a friend. We must report any misuse to a trusted adult. (Grades 2-5)
 - There are many different kinds of friendship. Healthy relationships and friendships can help us to understand ourselves, God and others. We often meet false friends who mistreat us or take advantage of our trust and friendship. Poor relationships and false relationships can deeply harm us psychologically, emotionally, spiritually, and even physically. People who manipulate or misuse our friendship are not friends. We must report any relationships which can be harmful to us. (Grades 5-8)
9. Children must be provided with basic information to enable them to be safe and protected by the adults in their lives. The task of keeping children safe is shared by families, extended families, their neighborhood, community, and their school and church.
- I am surrounded by people who love me and who will help me be safe. My parents and family members and trusted adults in my life keep me safe. If anyone ever harms me in any way, I will find help. (Pre-K - Grade1)
 - Even though the world is not always a safe place, my parents and other trusted adults will keep me safe. While there are people who make bad choices and who harm others, there are good and loving people to help me. (Grades 2-4)
 - Good communication with my parents and family members helps keep me safe. I can also help keep younger siblings and others safe by being observant and concerned. (Grades 5-8)
10. Children must identify a number of trusted adults to go to for help.
- My parents and family members and other trusted adults will listen to me and help me. I make a list of three trusted adults, in addition to my parents and family members, I can go to with any problem. My parents and I will make this list together. (Pre-K - Grade 1)
 - My parents and family members and other trusted adults will listen to me and help me. I will make a list of three trusted adults, in addition to my parents and family members, I can go to with any problem. My parents and I will make this list together. (Grades 2-4)
 - My parents and family members and other trusted adults will listen to me and help me. I will make a list of three trusted adults, in addition to my parents and family members, I can go to with any problem. My parents and I will make this list together. (Grades 5-8).

Lesson Plan
Grades Pre-K - Grade 1
Child Protection Catechesis

(Note: To prepare for this lesson, it is necessary that the catechist reads and reflects on the teaching objectives)

Materials prepared ahead:

- ◆ For activity #1
Trace 2 circles on poster tag board for each child to make Stop and Go signs
Green and red crayons
A tongue dispenser for each child
Cut out circles for younger children
- ◆ For activity # 2
Copy the hand circle hand outs for each child
Glue onto white tag board.
Cut out the circles for younger children
A tongue depressor for each child
- ◆ For activity #3
Run off safety sheet for each child

Prayer:

Catechist: Dear God, You know me and You love me.
Children: Dear God, You know me and You love me.

Catechist: You watch over me like a mother hen with her chicks.
Children: **You watch over me like a mother hen with her chicks.**

Catechist: How wonderful You are O God, for keeping me safe!
Children: **How wonderful You are O God, for keeping me safe!**

All: Amen

Introduction

"Today, boys and girls, you will learn about how wonderful and special you are and how much you are loved. Your parents, family, and teachers want you to keep yourself safe. These are some of the ways."

Safety

(Begin the discussion by showing children the safety signs handout. Have them identify the safety signs and discuss how the signs help them stay safe.)

"Today you will make some safety signs and a safety sheet to keep you safe."

Activity # 1

(Give out 2 white circles to children. Have them color one red for STOP and the other green for GO. Glue circles on tongue depressors as children complete their coloring.)

"Boys and girls, we will now play a safety game. This is the way to play the game. If I tell you a safety story that is safe, show me the green sign for GO to say it is OK. If I tell you a safety story that is not safe, show me the red sign for STOP to say it not OK."

"Do you understand how to play? Let's begin:"

"A child came running into the classroom and ran into a desk. Is this being safe?"
(Children hold up their signs after each story. You will know who does/doesn't understand.)

"A child is holding an adult's hand while crossing the street. Is this being safe?"

"A child is playing ball outside and the ball rolls into the street. The child goes after it. Is this safe?"

"It is after school and a child's mom is waiting in the car. The child sees the car and runs in between the parked cars to mom. Is this safe?"

"Can anyone share a safety story?" *(Have children share stories)*

Activity #2

*(Using the handout of circles (**hand inside circle signs**) each child receives a circle with a heart/hand and a circle with a slash/hand. Glue the heart/hand on a tongue depressor and glue the slash/hand on the opposite side.)*

"Boys and girls, we will now play another safety game. This is the way to play the game. One sign has a hand with a heart in it. This is the sign for 'Good Touch.' The other sign is a circle with a hand and a line through it like the international traffic symbol for 'No.' This sign is for 'Bad Touch.' If I tell you a safety story that is a good touch, show me the hand with the heart inside it. If I tell you a safety story that is a bad touch, show me the hand with a line through it. Do you understand how to play?"

Let's begin."

"A child shakes hands with a friend." *(Children show their understanding by holding up the correct sign after each story)*

"A child starts hitting a classmate in school."

"A child hugs his grandma."

"A child is mad at a friend and bites him."

"Good! You did a great job playing the game and you know what is a good and bad touch."

Activity #3

(Pass out safety sheets)

"Boys and girls, I want you to look at the safety sheet that was given to you. Look at the safety signs at the top of the paper. Do you remember what they mean? Under the hand with the heart, it says: Good Touch is OK. Under the hand with a line through it, it says: Bad Touch is NOT OK."

(Have children share with you what they mean)

"Now look at the sign with the mom and child. Underneath that picture, it says Secrets Can Harm Me, I Will Tell My Parents. Secrets can harm us, so we always tell our parents, a family member, or another trusted adult. A good secret is a secret that will be told later. An example is a surprise birthday party for your mom that she will find out about on her birthday. This is a good secret. 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. This is a bad secret."

"Remember: Bad secrets can harm us, so we always tell our parents, a family member, or another trusted adult."

"Now, look at your paper again and find the boy and girl figures. Notice that the boy and girl are dressed in bathing suits. Those parts covered by a bathing suit are private. Private parts means: something that belongs to one person. It is not seen or used by anyone else. A grown up or bigger person should not force or trick you into touching his/her private parts. This is a bad touch.

A good touch is any touch that is made to help you keep clean and safe. A doctor gives you a shot on your bottom; this is a good touch because it helps you stay healthy. Grandma bathes you and may touch your private parts; this is a good touch because it keeps you clean."

(Have children color the boy and girl)

"Now, I will give your parents HOMEWORK! Look at the 3 lines at the bottom of the paper. When you bring this paper home today, together you and your family decide names of three trusted adults besides your parents who you can talk to. Write down those names on the 3 lines. Display this safety sheet on your refrigerator to remind you of what to do to keep safe."

(Review the list of Teaching Objectives and discuss any other issues mentioned, given the understanding and maturity level of the students.)

Closing Prayer:

Catechist: Thank You, Dear God for giving me people who love me and care for me.

Children: **Thank You, Dear God for giving me people who love me and care for me.**

Catechist: Thank You, Dear God for keeping me safe in Your love.

Children: **Thank You, Dear God for keeping me safe in Your love.**

All: Amen

**CHILDREN AND ADOLESCENTS PROTECTION PROGRAM
SUPPLEMENTAL: APPROPRIATE LANGUAGE FOR GRADE LEVELS
PRE-K - GRADE 1**

Pre-K - Grade 1

GOOD TOUCH/BAD TOUCH

Private parts are any areas covered by your bathing suit.

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.

A grown-up or bigger person should not force or trick you into touching his/her private parts.

Good touch is any touch that is made to help you keep clean and safe. A doctor gives you a shot on your bottom; this is a good touch because it helps you stay healthy. Grandma bathes you and may touch your private parts; this is a good touch because it keeps you clean. A teenager tries to trick you into letting him/her touch your private parts because he/she says he/she is playing a game. This would be a bad touch because it does not keep you clean or healthy. A good touch can be a hug that makes you feel good. A bad touch can be your friend hitting you.

GOOD SECRETS/BAD SECRETS

A good secret is a secret that will be told later. For example, a surprise birthday party for your mom that she will find out about on her birthday. This is a good secret. 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. This would be a bad secret.

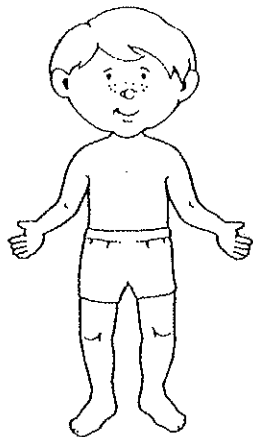
Name: _____



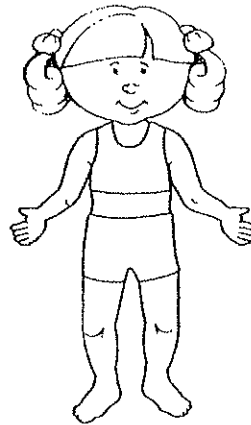
Good Touch is OK.



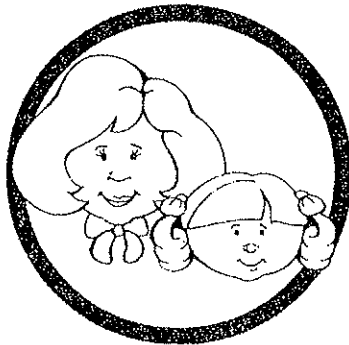
Bad Touch is NOT OK.



My Bathing Suit
Covers the
Private Parts
of My Body.

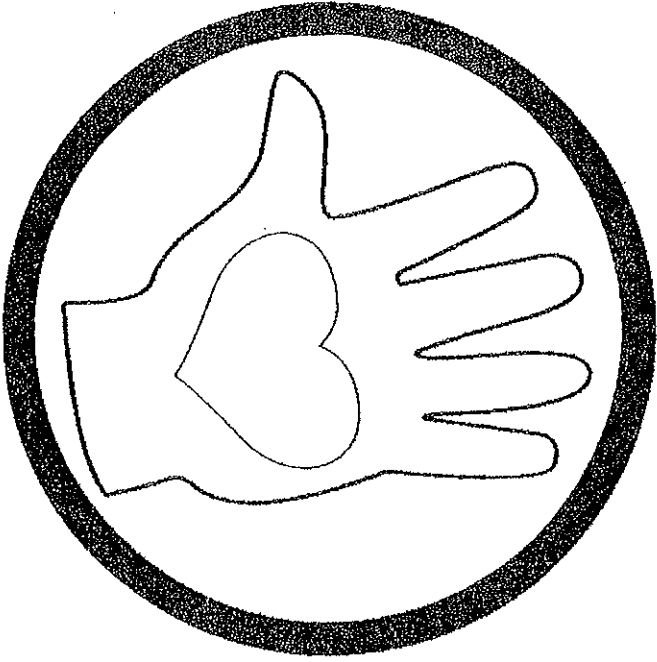


Secrets Can Harm Me.
I Will Tell My Parents.



Three Other People Who Can Help Me Are:

1. _____
2. _____
3. _____



Lesson Plan Grades 2, 3, 4 Child Protection Catechesis

(Note: To prepare for this lesson, it is necessary that the catechist reads and reflects on the teaching objectives.)

Prayer:

Dear Holy Spirit,
guide me
to listen
with open ears
to share with a loving heart
to see and understand
that I am safe in your care.

Amen

Introduction

What does it mean to respect life?

(Discussion: In the discussion bring out the points below)

1. Self-esteem:

- ◆ I am unique, created by God. I deserve respect and give respect to others.

(Brainstorm ways to be safe and discuss our family safety rules)

2. Safety:

- ◆ What is it?
- ◆ Ways to be safe.
- ◆ Family safety rules.

(Discuss how we care for something that we treasure. Move the discussion to include God's gift to us: our lives)

3. Gifts from God:

- ◆ We are gifts from God.
- ◆ God wants us to take care of others and ourselves in our family, our friends and all of God's creation.

(Have children give examples of good and bad choices: These could be listed on the board. Discuss: good and bad play)

4. Choices:

- ◆ We make choices everyday.
- ◆ Good choices: You feel good about yourself.

- ◆ Examples of good choices: Helping others, feeding the hungry, obeying our parents, being fair with others, telling the truth, being kind to others.
- ◆ Good play: can share this with parents.
- ◆ Bad choices: You feel bad about yourself. Lying, being mean to others, taking what doesn't belong to you, hurting others' feelings.
- ◆ Bad play: done in secret, cannot share with parents.

*(Ways to play the game: Have the **Jesus Says Game (pages 33 and 34)** cut up into mixed parts and have the teacher or students take turns calling out Jesus Says.*

Rules: We pretend to do the actions. We sit down, if we pretend to do an action that Jesus didn't say.)

(Play the game: Jesus Says)

(After the game: Jesus would not tell us to do something that would hurt others or ourselves)

(Discussion)

5. Secrets:

- ◆ Good secret - planning a surprise party and sharing it later.
- ◆ Bad secret - one that cannot be shared with a trusted adult. We may want to hide a mistake or something we did wrong. We may want to hide a mistake or something someone else did wrong. If someone has hurt us and tells us not to tell, it must be told to a trusted adult. We want to be happy and safe.

(Read and discuss together the children's learning objectives)

Keeping Safe

- ◆ Respect myself and others by the way I talk and act
- ◆ Good friendship: kind, fair, truthful, fun to be with, listens
- ◆ Bad friendship: unkind, unfair, may lead to bad choices
- ◆ Private parts: those which are under a bathing suit or shorts and a tee shirt. These parts of my body are to be respected.
- ◆ Good play: that type of play that can be shared with parents
- ◆ Bad play: that type of play that cannot be shared with parents
- ◆ Good Touch: high five, pat on the back, handshake. These touches make me feel safe and good.
- ◆ Bad Touch: hitting, pulling hair, pinching. A bad touch is having someone (besides a parent, doctor or nurse) touch parts of your body that are covered by your bathing suit without your permission.
- ◆ **Review Secrets**
 - Good secret- planning a surprise party and sharing it later.
 - Bad secret- one that cannot be shared with a trusted adult. We may want to hide a mistake or something we did wrong. We may want to hide a mistake or something someone else did wrong. If someone has hurt us and tells us not to tell, it must be told to a trusted adult. We want to be happy and safe.
- ◆ **Review Choices**
 - Good choices: You feel good about yourself
Helping others, feeding the hungry, obeying our parents,

- being fair with others, telling the truth, being kind to others. Good play: can share this with parents.
- o Bad choices: You feel bad about yourself. Lying, being mean to others, taking what doesn't belong to you, hurting others' feelings.

Bad play: done in secret, cannot share with parents.

- ◆ **Discussion: Trusted Adults**
 - o When someone does something wrong, I must tell someone I trust.
 - o Share names of trusted adults in our lives.
 - o Have students draw or write the names of three trusted adults besides their parents.
- ◆ **Conclusion:**
 - o Have students take the Keeping Safe sheet home to share with parents. Return it to school with parents' signature.

Closing Prayer:

**Thank you Holy Spirit
for all of creation
especially for the gift of my life.
Thank you for giving me people
who love me and in whom I can trust.
Thank you for keeping me safe in your love.**

Amen

**CHILDREN AND ADOLESCENTS PROTECTION PROGRAM
SUPPLEMENTAL: APPROPRIATE LANGUAGE FOR
GRADES 2, 3, 4**

GOOD TOUCH/BAD TOUCH

Private parts are any areas covered by your bathing suit or shorts and a tee shirt.

Abuse – One type of abuse is when an adult or someone older and stronger touches the private parts of a child's body without good reason (health or hygiene), or has the child touch the adult's private body parts. If you are asked to do anything that makes you feel uncomfortable, you can say no!

A good touch is a touch that makes us feel safe and good. A bad touch makes us feel bad. A good touch can be a high five, a pat on the back, shaking hands, etc. Bad touches can be hitting, pulling hair, pinching, having someone (besides a parent, doctor or nurse) touch the parts of your body that are covered by your bathing suit without your permission.

GOOD CHOICES/BAD CHOICES (GOOD PLAY AND BAD PLAY)

Make choices that you feel good about. Choosing not to take something that does not belong to you, giving things to the poor, helping someone carry something are good choices. A bad choice makes you feel bad. Choosing to take something that doesn't belong to you, choosing to lie, hurting someone's feelings are examples of bad choices. Good play is a good choice and can be shared with everyone, even your parents. Bad play is usually done in secret and cannot be shared with everyone.

GOOD SECRETS/BAD SECRETS

Good secrets can be eventually shared. Keeping a surprise present or party a secret until the person's birthday are examples of good secrets. A bad secret is one that cannot be shared with a trusted adult. If someone tells you that you cannot tell your trusted adult something, it is usually a bad secret. It may even make you feel bad.

SUPPLEMENTAL: Can be used for more discussion on personal safety for Grades 2, 3, 4

The What If... Game

The What If... Game helps you learn to stay safe by practicing what to do in different situations. You can play this game with your parents, teachers, family members, or friends.

Tell what you would do in these situations:

- *What if* a friend wants to visit you when you are home alone? Your parents say you are not allowed to let anyone in the house.
- *What if* a stranger tries to grab you?
- *What if* a stranger asks you to help him find his dog, cat, or other lost pet?
- *What if* your friend gives you some drugs to try?
- *What if* someone you meet in a chat room on the Internet wants to meet you in person?
- *What if* someone you don't know well offers to pay you to do chores or odd jobs?
- *What if* an adult you don't know well buys you a gift unexpectedly?
- *What if* someone you know wants to touch your private parts?

Student Name: _____

KEEPING SAFE

I am God's Child!

I must receive and give respect in the ways I talk
and act and in the ways others treat me.

I learn the difference between true friendship and false friendship.

My body is private and must be respected.

I learn the difference between good play and bad play.

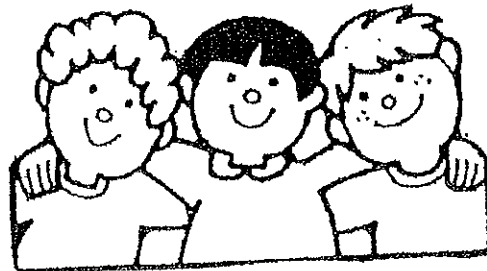
I learn the difference between good touch and bad touch.

Secrets are not good. Secrets can separate us
from others and can harm us.

People make good choices and bad choices
and I learn how to tell the difference.

When someone does something wrong,
I must tell someone I trust.

My parents and I name three people I can go to for
help besides my parents:



GAME: "Jesus Says"

<p>GAME INSTRUCTIONS: This game is played exactly like "Simon Says." Before you begin, explain to the children they must be good listeners to play this game. Practice a few commands with them first.</p> <p>GAME VARIATION: Have children play this game with a partner. BOTH children sit down if one makes a mistake. Note that Jesus never tells us to do something wrong. Wrong choices by others can hurt us.</p> <p>JESUS SAYS: You should pray often - Fold your hands.</p>			
<p>JESUS SAYS: Put your hands on your head if you are a child of God. (Pause) OK, take them down.</p>	<p>Cover your eyes when you see somebody steal something.</p>	<p>JESUS SAYS: Feed the hungry.</p>	<p>JESUS SAYS: Close your eyes so you can feel how a blind man feels. (Pause) Open your eyes.</p>
<p>Blow out a candle.</p>	<p>Make the Sign of the Cross.</p>	<p>JESUS SAYS: Put your hands in pockets.</p>	<p>JESUS SAYS: Cover your eyes when you see someone being bullied.</p>
<p>JESUS SAYS: You just made up with someone after an argument. Shake hands.</p>	<p>Call someone a bad name.</p>	<p>Stomp your foot.</p>	<p>Don't let someone sit at your table at lunch time.</p>

<p>JESUS SAYS: Raise your right hand if you want to help your teacher in class.</p>	<p>JESUS SAYS: Knock and it shall be opened unto you.</p>	<p>Shake your head "No" when your dad asks you to do something.</p>	<p>Stick out your tongue.</p>
<p>Make a fist.</p>	<p>JESUS SAYS: Say a prayer for someone who is sad.</p>	<p>JESUS SAYS: Put your hands over your ears so you can't hear some gossip. (Pause) OK, Take them down.</p>	<p>Make a face at your neighbor.</p>
<p>JESUS SAYS: Put your hand behind your back to remind you never to take what doesn't belong to you.</p>	<p>Whisper in your partner's ear a secret you aren't supposed to tell.</p>	<p>JESUS SAYS: Give someone a pat on the back for something good he or she did.</p>	<p>JESUS SAYS: Love one another - give someone in your family a hug.</p>
<p>Touch your toes.</p>	<p>Cross your fingers and tell a lie.</p>	<p>Hop on one foot.</p>	<p>JESUS SAYS: Kneel down and say a prayer.</p>

Lesson Plan
Grades 5, 6, 7, 8
Child Protection Catechesis

(Note: To prepare for this lesson, it is necessary that the catechist reads and reflects on the teaching objectives.)

Prayer: Psalm 131

*O Lord, my heart is not proud
Nor haughty my eyes.
I have not gone after things too great
Nor marvels beyond me.
Truly I have set my soul
In silence and peace.
As a child has rest in its mother's arms,
Even so my soul.*

**O Israel, hope in the Lord
Both now and forever.**

Amen

Introduction

What does it mean to respect life?

*(Discussion: In the discussion bring out the points below, using the **Keeping Safe** handout as a guide for discussing content.)*

1. Self-esteem:
I am unique, created by God. I deserve respect and give respect to others. My body is the temple of the Holy Spirit.
2. Current events about the endangerment or abuse of children. *(Discussion about news reports and let children share their feelings about this.)*
3. Safety:
Families, schools and whole communities have the responsibility to keep children and young people safe. *(Discussion: Amber Alert System, ways schools and the community keep us safe.)*
4. Family rules

(Have students share safety cautions or rules their parents have given to protect them. Use the Keeping Safe handout to cover points below.)

- ◆ Safe, unsafe and unwanted touch: Safe touch makes us feel safe and good. An unsafe touch makes us feel scared and bad. We have the right to say no to touches that do not make us feel safe. Unsafe touches cannot be openly shared with others. This usually makes us feel bad. We have a responsibility to avoid or report any unwanted or unsafe touch to a parent or a trusted adult.
- ◆ Respect for ourselves: how we talk, act and live. We need to know the difference between respectful and disrespectful language and actions and avoid anyone who disrespects us. The private parts of our body (those which are covered by shorts and tee shirts) are not to be violated
- ◆ Free will: we can make good and bad choices. All actions have consequences. If we experience the bad choices of another, we need to report them and get help.
- ◆ Chastity: is the virtue that calls us to love unselfishly, responsibly, and faithfully.
- ◆ Secrets:
 - a. Good secrets can be eventually shared with others, especially your parents. A good secret is keeping a present or a surprise party secret until someone's birthday.
 - b. A bad secret is one that makes you feel bad. It cannot be shared. If someone tells you to keep a secret because you will be hurt, or you will get in trouble, or someone you love will be hurt, then this is a bad secret. Always question secret play and secret games and determine if the secret will cause harm.

(Discussion: Why would it be difficult to share a bad secret. Reasons: fear, embarrassment, thinking I am in trouble or it was my fault.)

- ◆ Friendship:
 - a. Good friends help us to understand God, others and ourselves.
(Have children share characteristics of a good friend.)
 - b. False friends mistreat or take advantage of our trust and friendship. They can hurt us psychologically, emotionally, spiritually, and even physically. People who manipulate or misuse friendship are not friends.
(Have children share characteristics of a false friend.)
- ◆ Communication: with parents and family helps keep us safe. We can be observant for the safety of our siblings.

Conclusion: List three trusted adults besides your parents to whom you could go for help.

(Have children take the Keeping Safe handout home with them and let their parents give their approval of the list of trusted adults with their signature.)

Closing Prayer: Psalm 31

In You, O Lord have I put my trust.
Let me never be disappointed.
In Your goodness save me,
incline your ear to me,
come quickly to my side
For You are my rock, O Lord,
my fortress in time of trouble.

For Your name's sake,
lead me and guide me.
Make Your face shine upon Your servant,
and in Your tender care rescue me.
How great is Your goodness,
which You have stored up
for those who put their trust in You!

Love the Lord with all your heart,
for the Lord upholds His faithful servants.

Amen

Student
Name: _____

KEEPING SAFE

- We are all created in the image and likeness of God. My body is the temple of the Holy Spirit.
- Our families and trusted adults and teachers share concern for our safety.
- We learn to differentiate between safe, unsafe and unwanted touch. We are called to chastity and we have a responsibility to avoid or immediately report any unwanted or unsafe touch to a parent or trusted adult.
- We show respect for ourselves and others by how we talk, act and live. We must identify respectful and disrespectful language and action, and avoid anyone who fails to respect us. In particular, the areas of our bodies covered by shirt and shorts are private and must not be violated.
- God gives us the gift of free will. All actions have consequences. We must learn how to discern the implications of the choices we make everyday. When we experience the bad choices of others, we must report the offense and get help.
- The virtue of chastity helps us understand and identify actions or behaviors which are wrong or sinful. Children, young adults, and adults must avoid actions, experiences or behaviors which offend against chastity.
- Secrets can be very harmful to us physically, emotionally and spiritually. Always question secret play and secret games and determine how the secret may cause great harm.
- There are many different kinds of friendship. Healthy relationships and friendships can help us to understand ourselves, God and others. We often meet false friends who mistreat us or take advantage of our trust and friendship. Poor relationships and false friendships can deeply harm us psychologically, emotionally, spiritually, and even physically. People who manipulate or misuse friendship are not friends. We must report any relationship which can be harmful to us.
- Good communication with parents and family members helps keep me safe. I can also help keep younger siblings and others safe by being observant and concerned.
- My parents, family members and other trusted adults will listen to me and help me. My parents and I choose three trusted adults I may go to for help:

Supplemental: Appropriate Language for Grades 5, 6, 7, 8

GOOD CHOICES/BAD CHOICES

Private parts are any areas covered by shorts and tee shirts.

Abuse – One type of abuse occurs when an adult or someone older and stronger touches the private parts of a child's body without good reason (health or hygiene) or has the child touch the adult's private body parts. If you are asked to do anything that makes you feel uncomfortable you can say no!

SAFE AND UNSAFE TOUCH (GOOD TOUCH/BAD TOUCH)

Safe touches make us feel safe and good. Unsafe touches make us feel scared and bad. We have the right to say no to touches that do not make us feel safe. Unsafe touches cannot be openly shared with others. This usually makes us feel bad.

GOOD SECRETS/BAD SECRETS

Good secrets can be eventually shared with others, especially your parents. A good secret is keeping a present or a surprise party secret until someone's birthday. A bad secret is one that makes you feel bad. It cannot be shared. If someone tells you to keep a secret because you will be hurt, you will get in trouble, or someone you love will be hurt, then this is a bad secret.

ADDITIONAL SUGGESTIONS

It may be appropriate at this grade level to develop "what if" scenarios. For example, a neighbor invited you into his house and you felt uncomfortable with that invitation. Brainstorm with students what they can do in this situation. An example of a situation that feels right might be your dad's boss comes over for dinner and after being introduced to you, he put his hand on your shoulder and said that he was happy to meet you. Your parents are there and you feel comfortable and safe.

What if Scenarios Appropriate for Grades 7 & 8

Show what you could or would do if...

1. An older relative of the opposite sex came to visit and greeted you at the door with a big kiss on the lips.
2. Your brother's friend spent the night with your brother and you woke up in the night and found the friend in your room touching you.
3. You were walking to your next class and a boy came up to you and put his arm around you and pushed you toward the locker.
4. Your favorite uncle came over to visit and he gave you a big hug and you felt love and care for him.
5. You started to walk home from school and your favorite friend came up and put his or her arm around your shoulder.
6. You got on the bus by yourself and later a stranger sat down next to you and then put his or her hand on your thigh.
7. A relative came over and you felt very uncomfortable with his or her long and "mushy" kiss.
8. A neighbor invited you into his or her house and you felt uncomfortable with that invitation.
9. Your dad's boss came over for dinner and after being introduced to you, he put his hand on your shoulder, smiled and told you he had heard a lot about you and was happy to meet you.
10. While collecting on your paper route, a woman customer offers you a beer, puts her arm around you and says what a fine body you have.
11. You woke up with a bad dream and your dad came in to comfort you and you immediately felt better.
12. A family member came into your bedroom in the middle of the night and gently started to touch you on your private areas or asked you to touch his or her private areas.
13. You told your mom or dad about someone sexually abusing you and they didn't believe you.
14. A friend of your cousin's offered you a ride home and instead of taking you to your home, he went down a dead-end street, parked and started rubbing his hand on your leg.

Children and Adolescents Protection Program SPEAKING WITH ADOLESCENTS ABOUT CHILD ABUSE

- **Remember in talking with adolescents, seek first to listen and understand what the adolescents might be thinking or feeling.**

Ask them about their questions, concerns, and issues. Their issues are certainly not all the same as ours.

Try to understand what adolescents have heard from the media, teachers, parents, and friends. So much of what they hear from friends and family can be distorted. Unfortunately, much of the bad news that they are hearing in the media will be accurate.

Please remember in speaking with groups or individuals that some adolescents will have abuse in their background. Always be sensitive to this. Be pastoral. This is an opportunity to express feelings, fears, confusions, and doubts.

- **Before speaking with adolescents**

Pray. Ask God for the guidance and wisdom you will need.

Take time on your own to honestly assess your thoughts and feelings about child abuse, especially sexual abuse by adults who are in positions of trust like clergy, principals, teachers and youth ministers. You may find it helpful to process these thoughts and feelings with a mentor or spiritual director. It is important to know where you are with the issue.

If you are not comfortable with talking about child sexual abuse, find another trained faculty member to do it.

- **When you speak, be honest. Here are some things you might consider.**

Lack of honesty has caused some of our problems. Secrecy may have been intended to spare both victims and perpetrators from embarrassment, but it has led only to greater harm in most cases. All professions are made up of human beings. We see both good and bad behaviors in all professions.

The sexual abuse of children is found in the general population, including other churches, professions where there are coaches and teachers, as well as other youth-serving organizations. Let young people know that those who are victims of abuse are victims of violence and that one victim is one too many. When abuse by a member of the clergy or church personnel occurs, victims often lose trust in authority and church. The church seeks to restore any broken relationships. This is sometimes difficult. This is the humanness of the Church. It is good to reiterate that the school, the religious education classes, the youth ministry programs are part of the Catholic Church. It is not healthy to separate "the church" from these other areas. We are all "the church."

Talk to young people about the importance of getting help for their friends (or themselves) if they are victims of abuse. Make sure conversation does not lead to "blaming the victim." It is wrong to say "He's 15. He should have known better," or "Why did she keep seeing him if he was abusing her? It's her fault too." The adult is always in the position of power. This should be made clear.

Be clear about child abuse. Lots of things are getting jumbled in the media. It is helpful to give young people accurate information. Let young people know what is being done in this diocese to safeguard them. Let them know that there is a diocesan policy about those who sexually abuse a child and what it says.

- **Reminders**

Be age appropriate. Talking with pre-kindergarten and kindergarten students will be very different from talking with middle school students and certainly different from high school students.

Keep your sense of humor -- Help the group to be mindful of the effect of inappropriate jokes that are inevitable.

Affirm young people for asking their questions, and stating their opinions. Affirm the courage of victims who have come forward. When appropriate, review the principles of Good Touch/Bad Touch.

The church is larger than the persons in charge of the church. We need to help young people see that their faith is larger than individuals or specific crises. The church is ultimately the relationship of our believing community with God across time.

- **Be a Good Role Model**

This would be a good time to highlight things you have done to make the young people feel safe. They can learn much about an environment of safety from your modeling. They should know from watching you:

- Adults are always present when there are activities and events for young people.
- Adults purchase or bring for the group's use things that are appropriate to young people.
- The "buddy system" of a young person with another young person when away from campus is a good safety requirement.
- It is not appropriate for an adult to share a bed with young people when on a trip, or for a young person to sit on an adult's lap.
- If a young person is uncomfortable with a hug, then we do not hug or ridicule that person.
- You meet with young people in areas that are accessible and visible.
- You carefully select volunteers in consultation with others to ensure the quality of adults working with your young people.
- It is always a safe practice to have two adults in the area.

These are all things to keep in mind when working with young people in parishes and schools. They are not meant to be a checklist of items to be read to students, but rather information to assist the adult leaders to be in an ongoing dialogue with the young people they serve.

*The Diocese of Birmingham in Alabama, wishes to acknowledge the excerpts used from the Office of Child Protection, Archdiocese of Mobile

To Protect and to Heal Safe Environment for Grades 9 - 12

God created man in his image; in the divine image he created him; male and female he created them. Gen. 1:27

Human life is sacred because from its beginning it involves the creative action of God and it remains for ever in a special relationship with the Creator, who is its sole end. CCC 2258

Prayer

Thank you, God, for the gift of ourselves. Remind us, too, that those around us were created by you and are loved by you, just the way we are. Thank you for your gifts to others. Thank you for your gifts to us. Amen.

Introduction

This guide will help you reflect on and understand child abuse, specifically child sexual abuse – what it is, ways to avoid sexual abuse, and things to do if you or someone you know has been sexually abused.

It is estimated that one in four girls and one in seven boys is sexually abused at least once by the time they are eighteen. In some cases, especially those involving incest, the abuse occurs on a regular basis for many years. The average age for sexual abuse is about 10 or 11, but children of all ages, even teenagers, have been molested.

Unfortunately, an alarming number of teens and children are not given a choice about engaging in sexual activity. Sex is forced upon them by someone older and

stronger, often someone they know and love. In these situations sex is a degrading act of violence.

The overwhelming majority of adults working with youth today are positive and faithful individuals, dedicated to helping our youth grow in the Catholic faith. Unfortunately, there have been cases where adults have behaved inappropriately and have even abused people entrusted to their care.

The Church believes in the dignity of the human person and recognizes abusive behavior as sinful and in some cases criminal. One victim of abuse is one too many. The Church seeks to restore any broken relationship . . . sometimes this is difficult.

The Diocese of Birmingham is sincerely committed to the spiritual and emotional well being of all by providing morally good, healthy, and informed leaders, thereby making the Church a place of safety and trust. The Diocese needs you to share in this responsibility of awareness and to seek help for yourselves or your friends if you are aware of any prior or present sexual abuse.

What constitutes child abuse, including sexual abuse?

Child Physical Abuse: the infliction or attempted infliction of physical injury or, as a result of inadequate supervision, the allowance of physical injury to a minor.

Child Sexual Abuse: includes sexual molestation or sexual exploitation of a minor and other behavior by which an adult uses a minor as an object of sexual gratification.

Child Neglect: The refusal or willful failure by a caretaker to provide for a minor the proper or necessary medical care, nutrition, or other care necessary for a minor's well-being.

What types of behavior or touch are acceptable, inappropriate, never acceptable, and illegal?

Your body is your sacred domain. You have a right to decide how it will be touched and by whom. No one is ever free to force, pressure, or tease you into having sexual contact of any kind.

Appropriate forms of affection include:

- Side hugs
- Shoulder to shoulder or "temple"
- hugs
- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- Verbal praise
- Kneeling or bending down for hugs with small children
- Arms around shoulders
- Holding hands while walking with small children
- Holding hands during prayer

There are some forms of touch or physical affection that have been used by adults to initiate inappropriate contact with young people. If you feel uncomfortable with any of these actions, it is appropriate for you to stop the action and to tell a trusted adult. If you are unable to stop the action, it is appropriate for you to tell a trusted adult after the incident occurs. Here are some examples of possible inappropriate behavior:

- Compliments that relate to physique or body development
- Any type of massage given by an adult to a minor or a minor to an adult
- Touching buttocks, chest, or genital areas
- Touching knees or legs of a minor or young person

There are some forms of touch or physical affection that are never acceptable. In order to maintain the safest possible environment for young people, the following are examples of touch inappropriate for use in Church - or school - sponsored and affiliated programs. If a young person is unable to stop the action, it would still be appropriate for the young person to tell a trusted adult after the incident occurs. Here are some examples of never acceptable behavior or touch:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Showing affection in isolated areas of the program such as bedrooms, closets, "staff only" areas, or other private rooms
- Sleeping in bed with a minor
- Any form of unwanted affection

The final type is abusive behavior. Those are defined on the first page of this guide.

What can I do to protect myself?

- If you are uncomfortable with the way someone is treating you, trust your feelings
- Know who you are and know what is important to you. Know what you want for your future. Don't let present activities get in the way of your future
- Get to know a person before you go alone on a date with him/her
- Never take a drink from someone you don't know. Pour your own drinks at a party and don't set them down where you cannot see them
- Do not drink alcohol or take any substance that will lower your ability to make clear decisions
- Leave a party or activity and call a trusted adult to help you if you feel uncomfortable or unsafe

How does a teenager identify instances of abuse of a young person, including sexual abuse?

Sexual abuse may be indicated by certain physical and behavioral signs as well as by indirect comments made by the young person. There are several clues to look for when one suspects the possibility of child sexual abuse. Physical signs include irritation, pain or injury to the genital area, and genital or urinary infection. A young person may withdraw or show a sudden, unexplained change in behavior. Other signs may be nervous, aggressive, hostile, or disruptive behavior toward adults, especially parents. A young person may manifest eating or sleep disturbances, including nightmares or insomnia. One should also be alert to knowledge or actions of a sexual nature that are not age-appropriate. One sign alone may not be a positive indication, since any of these signs can point to other conditions as well. However, if a number

of signs are present, the possibility of sexual abuse should be considered and appropriate action taken, including seeking medical evaluation. (*Walk in the Light: A Pastoral Response to Child Sexual Abuse*, USCCB)

What are the lifetime effects of physical and/or sexual child abuse?

Approximately 40% of all victims and survivors suffer after-effects serious enough to require physical and/or psychological assistance. After-effects can include:

- Difficulties with trust
- Difficulties with self-protection
- Difficulties with self-esteem
- Difficulties with fitting in
- Difficulties with love/relationships
- Difficulties with sexual behavior
- Physical difficulties like urinary tract infections, sexually transmitted disease, speech impediments, nightmares, headaches, stomach aches
- Spiritual difficulties like angry feelings toward God and inability to pray

What should you do if you or someone you know has been physically or sexually abused?

If you have been abused and have never talked about it, tell someone you trust, preferably a parent, teacher, counselor, or youth minister. You may need professional help to cope with the abuse, to put it in perspective, and to move on to a healthier way of relating to the world. If a friend tells you that they have been physically or sexually abused by an adult and asks you to promise not to tell, don't be sworn to secrecy. Say, "I can't promise to keep a secret if your life is in danger or you are being hurt." Then, seek the help of a trusted adult or professional who can help you report the situation.

To report any child abuse, call the
telephone number listed below:

Diocese of Birmingham
Victims' Assistance Coordinator
Frank Slapikas
2121 3rd Avenue North
Birmingham, AL 35203
(205) 776-7179