

Grade 12

Diocese of Covington Safe Environment Curriculum

Topic: Personal Safety

Learning Outcomes
<ul style="list-style-type: none"> To increase one’s understanding of how the Moral/Cardinal Virtues of Prudence, Justice, Temperance and Fortitude are part of good decision making. Recognize that each person is a unique gift of God deserving respect and dignity. Name behaviors or situations that make a young adult feel uncomfortable and unsafe. Learn to avoid dangers and, when not possible, how to resist temptations, withstand peer pressure and demonstrate care for others. Build on personal strengths so as to enhance the ability to resist temptation or more aggressive efforts to engage the young adults in inappropriate activity. Discuss the differences between love, infatuation, and exploitation/abuse.

Teaching/Learning Strategies
<ul style="list-style-type: none"> Lecture, Scripture, Class Discussion This lesson can be applied at any point throughout the year, by may be helpful to do after covering chapter 6 in the Didache textbook. Creative learning: Discussion and brainstorming of potential situations that may arise with people their age.

Values & Attitudes	Resources & Materials	Assessment
<ul style="list-style-type: none"> We are called to make good choices. The Moral/Cardinal Virtues can strengthen our decision-making skills. As Christians we must protect others and report potential problems. Scripture teaches us that we are called to make good choices and to help others. Love is to will the good of the other. 	<p>Our Moral Life in Christ, A Complete Course, The Didache Series, Chapter 6</p> <ul style="list-style-type: none"> Bible (Matthew 19:16-17) Bible (Galatians 6:1-10) CCC 1804-1809 (Virtues) CCC 2889 (Sexual Abuse) CCC 1781-1788 (Freedom and Responsibility) CCC 1766 (Love) Diocese of Covington’s Policies and Procedures for Addressing Sexual Misconduct (available online at www.covdio.org in the safe environment box) Handout Open/Close Prayer Moral/Cardinal Virtues <p>CCC=Catechism of the Catholic Church</p>	<ul style="list-style-type: none"> Students will present an understanding of the material through discussion of specific scenarios they could encounter.

Special thanks to those who worked on this lesson plan:

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Safe Environment Curricular Points
Lesson Plan Grade 12 Components
Resources and Materials

- 1.1 The goal of personal safety education and awareness is to prepare young people to deal with physical and/or sexual abuse at the hands of a family member, a friend, or a trusted authority figure, as well as from other young people. It is important to know what these abuses are and how to respond so that effective help can be provided in time of need. In the event of abuse, immediate action is required to protect the young person from further mistreatment. All youth ministry personnel and high school teachers must be familiar with the Diocese of Covington's Code of Conduct and Guidelines for the Prevention of and Response to Sexual Misconduct as well as state law on mandatory reporting of abuse so that proper procedures are followed when abuse is discovered.
- 1.2 Adolescents, who have been empowered to make good choices, act responsibly and who have well developed self-esteem are generally more capable of dealing with a crisis. Victims of child abuse may have difficulty identifying themselves as victims and making appropriate choices. These are some of the insidious and harmful factors in abuse. It is important that teachers and youth ministers model appropriate behavior and guide teens in ways that keep their sense of worth intact.
- 1.3 With some young people, verbal and emotional abuse is more difficult to deal with than physical or sexual abuse. Adolescents can easily be hurt by the way they are treated emotionally, particularly by family members, peers, and others in authority. It is therefore important that in all sessions with high school youth, "ground rules" for respectful emotional and verbal interaction are established by the facilitator, modeled and practiced.
- 1.4 Resources from the Diocese are attached to help you cover/explain safe environment. Please use these as you plan your lesson using this document as your guide.
- 1.5 Remember that a notice must be sent home PRIOR to the lesson giving the date of the lesson and the option of using the "opt out" form. Copies of any submitted opt out form are to be kept on file at the parish and sent to the Office of Catechesis and Formation. A letter also is sent home AFTER the lesson is complete.

LESSON PLAN GRADE 12

1. Within the framework of moral actions, we will consider how to act when we are faced with some difficult decisions and potentially dangerous situations. Hopefully together we will be able to talk about them in a way that will make you more aware, better able to avoid and resist them, and should danger become harm, more able to take effective action and be more resilient bouncing back.
2. **Opening Prayer**
Each of you has been created in God's image. As you continue to grow in the understanding of your gifts and unique purpose in life, Jesus directs that you live a life of love. The Moral Virtues guide our decision making so that all are treated with respect and dignity, as God intended.
Our lesson today celebrates your gift of life and guides you how to be persons of authentic love and how to address those persons and situations which could harm you.

(Opening and Closing Prayers are on Handout)
3. Let's begin by discussing what is meant by the word "abuse". Bring out the range of abuse: neglect, physical, sexual and emotional.
4. Learn the warning signs that indicate potential trouble.
5. **Internet dangers: chat rooms, solicitation, sexting, pornography**
These involve the moral virtue of prudence
6. **The role of alcohol and drug use: disinhibition (how the drugs lower inhibitions) and the legal age where people can use them.**
These involve the moral virtues of fortitude and temperance.
7. **Sexual acting out among peers: this includes date rape (criminal behavior) and violations of chastity (moral).** It can be presented also as an issue of respect for others.
These involve the moral virtue of temperance.
8. **Resisting the illicit attentions from an adult or pressure from peers, boyfriend/girlfriend.**
This involves the moral virtue of fortitude.
9. **Summarize the meaning of appropriate boundaries with all adults and among peers.**
Handout (These involve the moral virtue of prudence)
10. **Telling someone is a critical message.** Youth who don't keep abuse secret are less likely to carry shame and guilt for the long term. Help is available, but if no one knows, it is much harder to get help for the person being abused to get them to the life God intended—safe from fear and guilt.
This involves the moral virtue of justice.

11. What is the mandated reporting law? Bring out the responsibility of adults who learn of possible abuse of a minor. Discuss the reason for the law and why it makes sense for the youth to assist in bringing information forward. Reporting helps the abused to get help. Everyone has a right to get the help they need in order to live life the way God intended. This involves the moral virtue of justice.

KRS 620.030:

“Any person who knows or has reasonable cause to believe that a child is dependent, neglected or abused shall immediately cause an oral or written report to be made to a local law enforcement agency or the Department of Kentucky State Police; the cabinet or its designated representative; the Commonwealth’s attorney or the county attorney; by telephone or otherwise.”

12. Watching out for others is part of the Christian responsibility (John 13:34). Those youth who are themselves less vulnerable play an especially important role in watching out for the welfare of those who may be more vulnerable—by virtue of age, personality or other circumstances—to abuse or maltreatment.

This involves the moral virtue of prudence.

13. Discuss with the class that loving another means to desire and work at achieving what is good for the other person. Explain how this differs from infatuation (focused on how being around another makes you feel) and exploitation (using the other). Help the class to come to the conclusion that we need to foster relationships rooted in true love and how relationships rooted in infatuation and exploitation can risk abuse.

14. Have the students get into groups (if you have a large enough group). Say, “We have talked about a lot of different kinds of situations where young adults have to make a choice to say “no”, to protect themselves or to stand up for others who need help. God gives us the Moral Virtues to help strengthen us as we face these and all kinds of situations daily. Let us now consider some specific potential scenarios and how we are to react. Go through as many of the following scenarios as you see fit and help the young adults discuss the appropriate ways to respond.

A. You are in a relationship and your significant other is pressuring you to have sex.

He/she says, “If you really loved me, you would have sex with me...” After you tell your significant other that you don’t want to have sex, he/she says that if you don’t, they will tell everyone you had sex anyway. What should you do?

B. You are online and while doing a google search for something, you came upon a porn site. You know it is wrong, but don’t fully understand why if it doesn’t harm anyone. What should you do?

C. You receive a text message of a picture of a classmate or another teen who is partially nude? What should you do? What is the law?

D. You have been having conversations online with a person you have only met through social media (Facebook, Twitter...). After having conversations with the person for months, he/she suggests getting together in person. What should you do?

14. Close the class with prayer (handout)

Opening 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

(from Circles of Care, Grade 9)

Closing Prayer
St. Theresa's Prayer:

“May today there be peace within.
May you trust God that you are exactly where you are meant to be.
May you not forget the infinite possibilities that are born of faith.
May you use those gifts that you have received, and pass on the love that has been given to you.
May you be content knowing you are a child of God.
Let this presence settle into your bones,
And allow your soul the freedom to sing, dance, praise, and love.
It is there for each and every one of us.”