

SAFE ENVIRONMENT LESSON PLAN

Grade: Sixth Grade

All **bolded** portions of this lesson plan are mandatory and can be completed in one session. The unbolded sections are *not* mandatory but would be extremely valuable to use with your students if you can devote more time.

OBJECTIVES

The Sixth Grade student will:

1. **Recite the NO, GO, TELL action plan and identify those trusted adults whom they can turn to when they are in an unsafe situation. (Review of Fifth Grade)**
2. Identify lures used by sexual predators.
3. **Define and give examples of assertive behavior. (Review of Fifth Grade)**
4. **Provide examples of bullying and cyberbullying and list appropriate Christian responses. (Review of Fifth Grade)**
5. **List conflict resolution skills.**
6. **Name two ways that they can live out the virtue of temperance in their everyday lives.**

MATERIALS NEEDED

Student needs:

- Pencil
- Notebook

Teacher needs:

- Chart paper
- Permanent marker
- NO, GO, TELL chart
- Tricks/Lures Used by Sexual Predators chart
- Bullying definition card
- Bullying strategies and outcomes chart
- Conflict resolution skills chart
- Temperance definition card
- Assessment materials:
 - Personal Action Plan Against Bullying
 - Internet Safety Scenarios
 - Five Commandments of Internet Safety
 - Conflict Resolution Paragraph
 - Virtue Weekly Calendar

CONTENT

PART ONE ~ RESPECT FOR OURSELVES AND OTHERS (~5 minutes)

God loves each of us. He created us with love for love. He made every one of us in His image and likeness. We are all children of God, and because of this we each have great dignity and value. We have this dignity without doing anything to earn it. God always loves

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us even when we choose to disobey Him. He calls us to love ourselves and our neighbors. One of the ways that we do this is to show respect for ourselves and others. Respect is a virtue or a character trait which leads us to do what is right and avoid what is wrong. Virtues are behaviors which we learn to do by practicing them every day. We are going to talk about the virtue of temperance later but right now we are going to focus on respect. What does respect mean? [Ask students for responses and then show definition card]. **Respect is speaking and acting with courtesy, treating others with dignity as children of God.**

How do you show respect for yourself? (Ask students for responses.) How do you show respect for others? (Ask students for responses.) **Respect for ourselves and others comes in many forms:**

- **Respect through our words: no cursing/foul language, no gossip, refraining from talking behind someone's back**
- **Respect through our bodies: dressing modestly, dressing up for Sunday Mass, eating a healthy diet, exercising, not using drugs, no excessive piercings or tattoos, no sexual arousal or activity outside of marriage**
- **Respect through our actions: not physically hurting ourselves or others, not fighting, not cheating, not stealing**

We respect things that are valuable: a treasure, a prized possession, an expensive belonging. We respect and protect these things because they are important to us. However, our lives are significantly more valuable! They are gifts from God. We have a responsibility to treasure and take care of the gift of our lives and the lives of others. God calls us to love one another, to be a gift of ourselves to others, and to put others' needs before our own. The Gospel of John talks about this when he says,

“We know what real love is because Christ gave up his life for us. And we also ought to give up our lives for Christian brothers and sisters. But if anyone has enough money to live well and sees a brother or sister in need and refuses to help, how can God's love be in that person? Dear children, let us stop just saying we love each other; let us really show it by our actions.” (1 John 3: 16-18)

We know that this is hard to live by at times, especially because sometimes the actions of others do not value us as a gift from God, and we feel threatened, violated, or unsafe.

PART TWO ~ UNCOMFORTABLE SITUATIONS (~10 minutes)

Sometimes people do not respect our bodies and try to trick or hurt us. They use bad touches and that makes us feel uncomfortable. We know when we are not safe because our bodies feel uncomfortable. This is our body's way of saying, “Something bad is happening,” and we should listen to the signals our bodies are sending.

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Sometimes a person doesn't hurt us physically, but they make us feel uncomfortable with a bad touch. A bad touch may be scary, and you might be nervous to tell someone, but it is important to tell a trusted adult if someone gives you a bad touch. Let's think about who some of these trusted adults are in our lives. Who can share the name of a trusted adult they know? (Ask students to share the names of the trusted adults in their lives. These may include a parent, relative, teacher, principal, coach, guidance counselor, doctor, police officer, firefighter, etc.) Any of these trusted adults would be able to help you. When someone touches you in your private areas when they are not supposed to, it is never OK, and it is never your fault. You can't get in trouble when you tell someone about a bad touch, even if someone told you to keep it a secret. The trusted adults God has put in your life are here to protect you, and they need to know when you feel unsafe.

When we feel uncomfortable, we listen to our bodies. God made us and loves us and made our bodies to have feelings. When we feel uncomfortable, it is our body's way of telling us, "This is not safe! Get away!" When we feel unsafe, there are rules we can follow to help us.

PART THREE ~ NO, GO, TELL SAFETY RULES (~5 minutes)

We are going to review some rules of what to do if we feel uncomfortable. We follow these rules to get help and to keep us safe. There are 3 special rules called NO, GO, TELL. (Display chart of the NO, GO, TELL plan.) Let's learn about this action plan:

1. **NO** – We say, "NO, I don't like that!" in a loud, forceful voice and use our bodies to signal "NO." (Demonstrate standing up, saying "NO, I don't like that" loudly and, at the same time, stepping back and putting your hands out in a front of you motioning for the person to stop. Let's remember that when we say "NO!" loudly, it is because we respect ourselves and want to stay safe. We have to respect ourselves and those around us. That means that sometimes our friends around us may say "NO!" when they don't like something that we are doing to them. Even if you don't mean to, you may upset someone with your touch. They have the right to say "NO!" if you bother them, and you need to respect them and stop bothering them.
2. **GO** – After we yell, "NO, I don't like that," and step backwards with our hands up, the next step is to GO away from the person. We want to get away from the person quickly, and GO to a safe place so that we can tell someone we trust.
3. **TELL** – The last step is telling a trusted adult what happened. When we are in trouble and tell an adult what happened, we are doing the right thing. This is not tattling. God gave you these adults to keep you safe, and they need to know if someone has made you feel unsafe. If someone touches your private areas, it is not your fault. It is important to not keep secrets about bad touches, even if someone has made you promise not to tell. Bad touches are not safe for you or for anyone else. You need to tell a trusted adult if someone does a bad touch to you so that you can keep yourself safe and healthy. When you tell a trusted adult, they need to believe you and listen to

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you. If they don't believe you, go tell another adult.

PART FOUR ~ BEING AWARE OF THE TRICKS USED BY SEXUAL PREDATORS (~10 minutes)

When thinking about the NO, GO, TELL action plan, it is important to be aware of the potential tricks and lures that might be used by sexual predators to protect ourselves from being led into their traps. Knowing the potential tricks is also about paying attention to your surroundings. For example, if you were preparing to go on a hike, you would want to be prepared for what pitfalls you might encounter to avoid them and stay safe. You would find out if there were any dangerous animals around or poisonous plants. You would check the weather.. You would find out if there were any dangerous rockslides. Along these lines, knowing the possible tricks and traps that a sexual predator might use is a way to be prepared. We are going to read this list aloud and make sure we understand what they mean. (Go down the list of traps one by one, asking volunteers to read them out loud. Ask for someone to reword, rephrase, or give an example to check for understanding.) Now that you have seen this list, which of these do you think is most pertinent to your life as a sixth grade student? What can you do to protect yourself from that specific trap? (Ask for suggestions from students.)

PART FIVE ~ ASSERTIVE PHRASES & WAYS TO GET AWAY (~5 minutes)

Let's go back to our NO, GO, TELL action plan and go a little deeper into learning about it. The first step we mentioned is saying "NO" in an assertive voice. Being assertive is different from being aggressive. Let's look at these two words. (Put up empty assertive vs. aggressive Venn diagram.) Being assertive means standing up for yourself, respecting yourself and your rights, communicating clearly what you really mean, and being confident. It is not the same as being aggressive. Being aggressive means standing up for yourself in a way that hurts others and is not respectful. Frequently, when someone is aggressive, it is because they lack confidence and as a result, they try to put others down with their actions. Being aggressive is intentionally being hurtful for your own benefit. Let's compare and contrast assertive and aggressive behaviors. First, we'll fill in the overlapping area with similarities between the two words. (Sample answers for similarities include: firm, loud, involving more than one person, yelling or shouting). Now let's look at each word and write how they are different. (Sample answers for assertive include: respecting yourself, standing up for yourself, communicating what you mean and feel, confident. Sample answers for aggressive include: hurting others, disrespectful, insecure or weak, put others down). **Let's remember that being assertive is helpful in situations when we are feeling unsafe, attacked, or uncomfortable. How can being assertive in your words and actions be helpful? (Sample answers may include: draws attention to yourself, gets help, attracts the attention of others who can help)**

We also know that there are many ways that we can communicate our feelings. If we are feeling threatened, unsafe, or if someone is touching us in an inappropriate way, we should

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always assertively, loudly, and firmly say something like, “NO! This is not okay.” Let’s practice some other statements we could say assertively that would mean the same thing. (Brainstorm a list of assertive statements which may or may not include: “Stop it!”, “Leave me alone!”, “STOP! I don’t like that!”, “Get off me!”, “I don’t like what you’re doing, please stop it.”) I am going to read some situations aloud, and I would like someone to tell me what would be an assertive response to each one.

1. You walk into the school bathroom, and an older student tries to push the stall door open while you are using the bathroom.
2. You go to the movies on Friday night with your uncle, and he tries to touch your leg during the movie.
3. You go to the pool with your friend, and his stepfather tries to help you take off your bathing suit.

Being assertive is more than just saying something firmly and loudly. Being assertive is also speaking with our bodies using body language and actions that reinforce our words. The way we use our bodies can speak very clearly about how we feel. Our second step in our action plan is to GO which means getting away from the unsafe situation. Sometimes running away is the best option, but let’s think about some other ways we can GO and alert people that something bad is happening. Let’s discuss some of these ways using an example situation where we would feel unsafe: You are walking home from soccer practice and you notice that someone is following you. You get the feeling that this is unsafe, and you are uncomfortable. You yell to the person to, “Get away and leave me alone!” Then the next step is to get away. Some things that we could do would be to: run, go to the nearest store or restaurant, stop a police officer if one is close by, go to someone’s house that you know, stop by a family or group of people that you see, be loud and draw attention to yourself, make a scene, or act crazy by jumping around and making noise. Any of these options would alert others around you that something is wrong and could scare off the person following you.

PART SIX — BULLYING AND CYBERBULLYING — PART ONE (~10 minutes)

Being assertive by speaking and acting confidently and directly affirms our dignity and worth without diminishing the value of others. On the other hand, being aggressive is hurtful and forceful to another, specifically trying to decrease or diminish their worth. Bullying is a form of aggression. Let’s look at what we already know about bullying. (Have students brainstorm what they already know about bullying in their notebooks before sharing some of their ideas aloud with the class. Make a brainstorm list for the class as students share their responses.) From the suggestions, ask students to define “bullying.” I would like each of you to write down a sample definition of bullying based on the information we have up on the board. (Give students time to draft a definition of bullying. Then ask students to share their examples. Once a few students have volunteered, show the definition card to the class.)

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Bullying is one or more people intentionally causing injury or discomfort to another. These aggressive attacks leave the person being bullied feeling hurt, fearful, or violated. People are bullied for many different reasons. Most of the time it is because they are different in some way from those around them. There are countless reasons why someone may be bullied. It could be because of their weight, skin color, religion, the way they talk or walk, their lack of skills in sports, how smart they are, or another reason. A bully picks on what makes the other person a unique and unrepeatable individual.

Bullying is wrong because it hurts others, and because it goes against our nature to love others as Jesus loved. Jesus calls us to love as He loves. He respected everyone – men, women, children, young, old, disabled, rich, poor, all religions, all races. He treated everyone with care and dignity. We are all called to do the same. That is why bullying hurts so much – it goes against what we were created to be and do, which is to love.

A lot of kids bully because they:

- Have trouble at home and use bullying as a way of taking out their anger on someone else
- Are trying to be part of a group that bullies
- Have low self esteem and want to feel better about themselves and feel powerful
- Are searching for attention, and bullying someone else is the only way they know to get attention.

In the world we live in, bullying may take place in our neighborhood, at school, during sports practice, while hanging out with friends, while playing video games, while texting or online. Bullying using the computer, video games, or a cell phone is called cyberbullying. Cyberbullying may happen through text messages, instant messaging, video games, Skype, Facebook, Twitter, or other social media sites. Cyberbullying is especially dangerous because it is not seen publicly and therefore it is harder to know that it is happening. It is secretive which is what the bully wants. Generally, the bully doesn't want anyone to find out. Don't forget that there is only one world, whether cyber or real, and in it are real people with real hearts and minds. When have you seen or experienced bullying? (Have students share their examples that they may have experienced or witnessed but without including names. Ask them how it made them feel and what happened as a result of the bullying)..

If you are being bullied, use the same NO, GO, TELL action plan. No one deserves to be treated badly! God told us to love Him, ourselves, and others. By seeking help when you are being bullied, you are affirming your worth – you are saying, “I deserve better than being bullied.”

PART SEVEN ~ BULLYING AND CYBERBULLYING – PART TWO (~5 minutes)

As Christians, God also calls us to love others. What is our responsibility as Christians if we

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know someone is being bullied? *To help them, to get help for them, to stand up for them, to protect them, to not join in the bullying.* If you close your eyes right now, I am sure that each of you can picture someone who you would call a bully. It is important to remember that while many of us would not call ourselves bullies, we have been like a bully by NOT taking action to stop bullying. If you stand around while someone else is getting picked on, if you laugh when a bully calls someone names, if you walk away from a bullying situation so you “don’t have to deal with it” or “get involved,” you are helping the bully. Standing by or doing nothing as someone gets bullied is assisting the bully. So that we can become equipped to act in these situations and not just stand by, let’s think about the various strategies we have learned that can help us deal with bullying. Let’s make a list of the strategies that can help us combat bullying. After each one, we will list the possible effects and outcomes. (For each strategy, ask a volunteer to fill in the possible effects and outcomes of using that particular strategy. Fill in the bullying strategies and outcomes chart with responses.) Looking at the chart, and remembering that we are Christians called to respect others, which strategies would be the most effective and why? (Circle the strategies that are most effective.) Which strategies would be the least effective and why? Remind students that as Christians, an effective strategy cannot be one that hurts another such as physical violence.

We are going to illustrate some of these strategies through role-playing. I am going to read a bullying scenario and then we will stop discuss which strategy is best to solve it. (Do this together as a class.)

Bullying Scene:

Dan was on his way to class when Scott, a friend of his, knocked his book bag on the floor. Dan looked at him and was surprised because Scott was a buddy. “Hey! What did you do that for?” Dan asked. Scott just looked at him, laughed in his face and kicked his bag closer to a group of boys standing in the hallway. The boys grabbed Dan’s book bag, picked it up and dumped everything out on the floor. They started picking up the contents of the book bag, pointing at things and laughing. Dan was so embarrassed. His book bag had his personal belongings in it – things that not everyone needed to see! The hallway was filled with other kids, and many stopped to watch what was going on.

PART EIGHT – BEING A DEFENDER AGAINST BULLIES (~5 minutes)

We are called to help those in need. When it comes to bullying, that means defending those that need help or are being bullied. Defending someone being bullied may mean telling the bully to stop directly, supporting the student being bullied, not joining in the bullying, or telling a trusted adult. It may mean walking up to the bully (who may be your friend) and saying, “Leave that guy alone” or “Enough already, that’s not cool!” Sometimes it feels easier to just ignore the bullying, but we are encouraged to stand up when we see someone

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being wronged. Friends don't let friends bully! Jesus shows us the same lesson in the story of the Good Samaritan:

"But because he wished to justify himself, he said to Jesus, "And who is my neighbor?" 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. A priest happened to be going down that road, but when he saw him, he passed by on the opposite side. Likewise a Levite came to the place, and when he saw him, he passed by on the opposite side. But a Samaritan traveler who came upon him was moved with compassion at the sight. 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. 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.' Which of these three, in your opinion, was a neighbor to the robbers' victim?" He answered, "The one who treated him with mercy." Jesus said to him, "Go and do likewise." (Luke 10:29-37)

Jesus challenges us to always do what is right even when it is the hard choice. Jesus wants us to live lives of virtue, practicing good Christian habits every day, trying our best to be more like Christ. Being Christ-like is difficult especially when those around us aren't. It makes us stand apart, but we are reminded in the book of Jeremiah in the Bible that if we put our confidence in God, we will live a satisfying, fulfilling life.

"But blessed is the man who trusts in the Lord, whose confidence is in Him. He will be like a tree planted by water that sends out its roots by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit." (Jeremiah 17: 7-8)

We can truly be confident that following God's direction for our lives will not disappoint us and will lead us to experience the best kind of life!

PART NINE ~ CONFLICT RESOLUTION SKILLS (~5 minutes)

Being a defender against bullies takes an individual who wants to do what is right, even when that choice is a difficult one. It may mean being the one person among many who stands up for the dignity and worth of the individual being bullied. Being a defender against bullying takes moral strength, courage, and good conflict resolution skills. Conflict resolution skills are skills that help to stop an argument from erupting when a disagreement occurs. These skills seek to find a middle ground that both individuals can agree upon. It involves two or more people identifying their needs and then working together to find a solution that works for both of them. Let's look at a short list of these conflict resolution skills. (Show conflict resolution skills chart to the class. Read each aloud and discuss as a class.) What do

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you see as being the most difficult step in conflict resolution? (Ask students for feedback.)

One of the key components of successfully resolving conflict is a willingness to be humble and think about the needs of the other person. This can be extremely difficult to do, especially when we disagree with someone. We never truly know what is going on in the mind or life of another person. Empathizing and putting ourselves in someone else's shoes may be difficult to do, but it is vital to successful conflict resolution. If we truly believe, as Christians, that all people are created equal by God with dignity and worth, we should remember that this means that no one is better than anyone else. We are all worthy of respect and love because we are created by God out of love. This is good to repeat to ourselves, especially when we find someone in our path who we are struggling to get along with.

PART TEN ~ VIRTUOUS LIVING (~15 minutes)

Conflict resolution skills are a set of skills that become easier to do if we practice it often. We find that as we put ourselves in others' shoes, it becomes more natural for us in daily life to become more respectful of others, more charitable, more patient, and more loving. As with any set of skills, the more we practice, the better and stronger we can expect to become. This is also true with our moral lives. The more closely we try to live the way that Christ asks, the "easier" it becomes. Jesus gives us virtues to help us live good moral lives. Jesus gives us Scripture and the virtues found in it as a road map for life.

Virtues are character traits that make it easier and more pleasant to do the right thing because of the good habits we have formed. Just as you may practice playing basketball or the clarinet to improve your playing ability, you should also live out lives of virtue daily to keep your moral lives in shape. We will focus on one of the virtues that is extremely important in your lives right now. (Put the definition card on the board with the definition covered. Have students offer suggestions as to what the word "temperance" means. Show the students the definition. Assess the students' understanding of this virtue by making a list of what they already know.)

Temperance is self-control, self-mastery, and moderation in regard to pleasures and desires. This is the virtue that helps us to avoid being controlled by our desires. God gave us desires, which are all good things because they are created by God, but He also did not want us to be ruled by them. What type of desires do we have as human beings? (Ask students for suggestions. It may be best to start by saying that God created us with sexual desires. Then, have students offer other suggestions such as desires to want a lot of possessions, to be rich, to eat delicious food, to be independent, etc.) Let's think about a few of these in particular. God created us with sexual desires so that we would be united to our husband or wife in marriage and be open to having children. Sexual desires are a good thing if we use them in the right way in marriage. If we let ourselves become

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controlled by our sexual desires, we become like animals – we look for ways we can meet these desires in any way. Frequently, this means that we can become so controlled by our desires that we neglect the other parts of our lives. Some people become controlled by these desires and start using people sexually or looking at pornography. Both of these choices hurt individuals – God never wants for anyone to be used as an object to fulfill someone's out of control sexual desires whether this happens in person or with pornography.

How does temperance help to keep ourselves and others safe from being used? Prayer gives us the strength to live out virtuous lives. We cannot do it alone – we need God. It is important to pray that God will give you the grace of temperance for daily living. The next thing we can do is to work on keeping our desires in check. This means not going overboard when we want something – whether it's another piece of cake, more money, a girlfriend or boyfriend, or more soda. Temperance is saying to ourselves, "I have had enough. It would not be good for me to have more of _____, even if I want it." This takes work, time, and patience. Anyone who has sat at a large table of food at Thanksgiving knows how challenging temperance can be when it comes to the desire to eat and eat and eat. Eating is a good thing, but stuffing ourselves is too much. Temperance at Thanksgiving means not going for a third plate of food, not having a second slice of pumpkin pie, not gorging ourselves until we feel like we might burst. Temperance means controlling our desires, even if it is in a small way each day. Taking small steps in exercising the virtue of temperance in one area of our lives will help as we work towards achieving temperance in other areas of our lives. How can you exercise the virtue of temperance in your life? (Have students take two minutes to brainstorm some ideas on paper. Then, have them share their ideas with a neighbor. Finally, ask students to share their ideas aloud and compile a list.) Living out lives of virtue is important because it helps us to build and maintain healthy friendships and relationships. Think about it: if we are overcome and controlled by our own desires, how can we think of the good of the other in our friendships?

PART ELEVEN – USING GOOD JUDGMENT/INTERNET SAFETY (~5 minutes)

God gives us the example of how to live your life to the fullest by following His word, but He also gives us free will, which means that He allows us to make choices in our own lives. He never demands or forces us to act in a certain way. God created you with brains so that you can think before you act. Making a good choice, a choice that keeps you healthy and safe, is an example of using good judgment. This is using God's gift well. One way we can use good judgment is to be cautious of strangers. Dangerous people don't always look mean or scary. Sometimes they may smile and seem nice and friendly to try to trick you. Don't be fooled! If you feel uncomfortable around a person, even if you have seen this person before, listen to your body and get away. Always pay attention to the people and vehicles that are around you. Keep a look out for anything or anyone suspicious. Strangers can be people

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that you don't know or people that you don't know very well. Sometimes strangers that want to hurt you will pretend that they know you to try to get close to you. They may try to give you a gift or a ride home or tell you a secret. Be cautious around strangers! Always get permission from a teacher or parent before you go anywhere. Also, know who your safe trusted adults are, even before you need them, so that you are prepared. For example, if you are going to a baseball game, look around to see if there are any police officers or coaches around, in case you need help.

Being cautious of strangers also means that we should not talk to people online or on cell phones that we do not know. This includes people on Facebook/Instagram, in chat rooms, on video games, in emails, or text messages. If you use a computer and someone tries to become friends or chat or meet up and you do not know this person, do not talk to them. Do not meet with them. Do not give out any of your personal information. Treat this person as if they are a stranger in real life, and follow the action plan. Tell your parents or teachers or another trusted adult and stay away from them. Sometimes strangers will try to trick you into giving them personal information online. Don't ever give out your name, address, gender, phone number, pictures of yourself, or any other information to anyone or on any website, even if it is a game or site you like. Many websites can store information you post including your location, making it easier for a possible predator to locate you. Talk to your parents or teachers to get permission to use their contact information, if it is needed, and they think it is appropriate and safe. Always remember that whatever you post on the internet or through your cell phone, including emails, texts, and pictures, will always be stored for others to potentially access. Before you say or do something online, think about whether you would want your future employer or parents or spouse to read or see it. It's always good to have **boundaries for yourself when using the internet, playing video games, or texting.** Let's come up with some good boundaries or rules to have for internet, video game, and cell phone use to keep you safe. (Have students brainstorm 3 rules for internet/cell phone/video game usage in their notebooks. Then ask them to share with the person closest to them. After they have shared, ask for some volunteers to share their answers with the whole group. Compile those answers on a master list.)

If anything on the internet makes you feel uncomfortable (something inappropriate or naked pictures or gross images), tell a trusted adult. Always talk to your parents about what you see online, whom you talk to, and any messages you get through email or on your phone. God gave you the ability to make good choices so that you can keep yourself safe. He put people in your life who love you and whom you can trust. If you ever feel unsafe, get in contact with someone you trust right away.

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CLOSING PRAYER

God of love, you made us each as a temple of the Holy Spirit. We know that we are precious in your eyes. Be with us today – help us always to look out for not only our own safety but for the safety of friends, family members, and people you put into our path. Watch over us and help us every day, so that we might fulfill the plans you have for us. We ask this in the name of Jesus Christ our Lord. Amen.

Adapted from Diocese of Joliet

ASSESSMENT

Ask student to complete:

- Personal Action Plan Against Bullying
- Internet Safety Scenarios
- Five Commandments of Internet Safety
- Conflict Resolution Paragraph
- Virtue Weekly Calendar

TEACHER RESOURCES COVER PAGE

- NO, GO, TELL chart
- Tricks/Lures Used By Sexual Predators chart
- Bullying definition card
- Bullying strategies and outcome chart
- Conflict resolution skills chart
- Temperance definition card

NO

GO

TELL

TRICKS / LURES USED BY SEXUAL PREDATORS

Bad News Trick – The predator tells a child that something bad has happened (sickness or death of a parent, fire...) and that the predator was asked to pick up the child and bring them home.

Bribe Trick – The predator offers something special that the child may want, then asks for sexual favors in return.

Can I Help You Trick – The predator may give assistance to a child when needed or may offer to help the family of the child by offering rides, or babysitting. This puts the predator in a position of trust for future abuse.

Drug and Alcohol Trick – Drugs and or alcohol can be given to a child to make it easier to take advantage of the child.

Game Trick – Wrestling, tickling, accidental or deliberate contact with genitalia as part of the rule to a game played with a child.

Help Me Trick – The predator may ask for help from a child such as asking for directions, finding a lost pet, or for help to carry heavy packages.

Internet Trick – Predators will try to get personal information from the child. The predator may act as though they are the same age as the child to establish a friendship. They will often send the child sexual material and will try to set up a meeting with the child.

Position of Power or Authority Trick – A predator may be in a position of authority such as a coach, police officer, priest or teacher and use this position to get children to be obedient to their request.

“You Are Special” Trick – The predator gives special attention or favor to a child to gain their trust so they can sexually abuse them in the future.

BULLYING:

One or more people intentionally causing injury or discomfort to another. These aggressive attacks leave the person being bullied feeling hurt, fearful, or violated.

Bullying Strategies and Outcomes

Strategy	Outcome/Effect

Conflict Resolution Skills

1. Agree that you disagree and want to find a solution.
2. Take turns talking and use eye contact.
3. Be specific in describing how you feel and what you want. Be honest!
4. Listen to what the other is saying using active listening. Restate what you think you heard the other say.
5. Empathize and put yourself in the other person's shoes to understand how they may be feeling.
6. Brainstorm solutions that would work for both people.
7. Agree to a mutual solution.

TEMPERANCE:

Temperance is self-control, self-mastery, and moderation in regard to pleasures and desires.

ASSESSMENT RESOURCE COVER PAGE

- Personal Action Plan Against Bullying
(Resource A)
- Internet Safety Scenarios (Resource
B)
 - Five Commandments of Internet
Safety (Resource C)
 - Conflict Resolution Paragraph
(Resource D)
- Virtue Weekly Calendar (Resource E)

Name _____

Personal Action Plan Against Bullying

For the bullying scenario below, write about what strategy you would use to combat the bullying. Then write your personal mission statement about how you will combat bullying in your school/neighborhood.

1. Carlos is a bully at Alex's school. When Alex happens to be walking near Carlos at recess, Carlos will push him and say he is "in the way" or "walking too close to him." Carlos also gets in Alex's face and threatens him with physical harm if he doesn't move out of the way. However, Carlos never pushes Alex in the classroom or around any adults, so they don't see what is happening.

My mission statement against bullying is:

Name _____

Internet Safety Scenarios

Write a brief response to each of the questions below:

A) You create a screen name by using your first name, last initial and birth date to make it easy to remember. While, it is easy to remember, is this screen name a good idea?

Why or why not?

B) You are in a chat room and someone starts to talk to you. She says she is your age and lives in a nearby town. At the end of a long conversation, she says she wants to meet. You really want to make some new friends and are interested in meeting her.

What do you do?

C) You are creating your own blog. You want to make it in your personal style. What information should you include and what should you leave out?

Name _____

Five Commandments of Internet Safety

Make a list of the rules to follow to help you stay safe on the internet (including websites, Facebook, Instagram, chat rooms, etc.)

A large, empty rectangular box with rounded corners and a decorative scroll effect on the left side, intended for writing a list of internet safety rules. The box is white with a black outline and a grey shadow on the left side, giving it a 3D appearance. The scroll effect is a grey, semi-circular shape that curves around the left edge of the box, starting from the top and ending at the bottom.

Name _____

Conflict Resolution Paragraph

Read the disagreement below, and using the conflict resolution skills, write a script of how the conversation could go. End the paragraph with the agreed upon solution.

Your best friend has been acting very aloof over the past week. He/she hasn't been answering your text messages or calls. When you see this friend in class, he/she walks away and starts talking to someone else. You finally catch up with him/her in the hallway before lunch. He/she says that he/she doesn't like the fact that you decided to quit band to play soccer (you were in band together for 2 years.) He/she says that you never hang out anymore. You really love soccer and don't regret your decision at all to switch.

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

SOLUTION: _____

Name _____

Virtue Weekly Calendar

Fill in the calendar with a way that you will work to exercise the virtue of temperance each day. Mark off the day once you have completed the task.

<i>Day of the Week</i>	<i>What will you do to exercise temperance?</i>	<i>Mark {X} if you completed this task.</i>
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		

SAFE ENVIRONMENT COMIC
BOOK PAGES, COLORING
BOOK PAGES, AND INTERNET
SAFETY SHEET
ON PAGES TO FOLLOW

CAN BE USED AS
SUPPORT MATERIALS

God's Greatest Gift

GOD GAVE HUMANS SOMETHING HE AND THE ANGELS DIDN'T HAVE. YOU HAVE A PHYSICAL BEING, A **BODY**. ONLY HUMANS HAVE BODIES.

GOD GAVE HIS **GREATEST GIFT** TO HUMANITY WHEN HE SENT HIS SON **JESUS** TO US. GOD HAD A **BODY**. HE PERFORMED **MIRACLES**, HE HONORED HIS MOTHER, **MARY** AND HIS STEP-FATHER, **JOSEPH**.

HE MADE THE **ULTIMATE GIFT** OF HIMSELF WHEN HE **DIED** ON THE **CROSS** FOR US. THIS WAS THE **TRUE, SELFLESS LOVE** OF **GOD** FOR EVERYONE.

GOD-LIKE LOVE CAN BE PRESENT IN MANY WAYS: THE LOVE BETWEEN **FRIENDS**, WITHIN **FAMILIES**, BETWEEN A **HUSBAND AND WIFE**, BETWEEN **CLERGY** OR **RELIGIOUS PEOPLE** AND **GOD**. YOU MAY HAVE HEARD OF "LOVE THY NEIGHBOR", REAL LOVE IS ALWAYS **SELFLESS**. IT NEVER HAS CONDITIONS LIKE "YOU WILL IF YOU LOVE ME" OR "WHAT'S IN IT FOR ME".

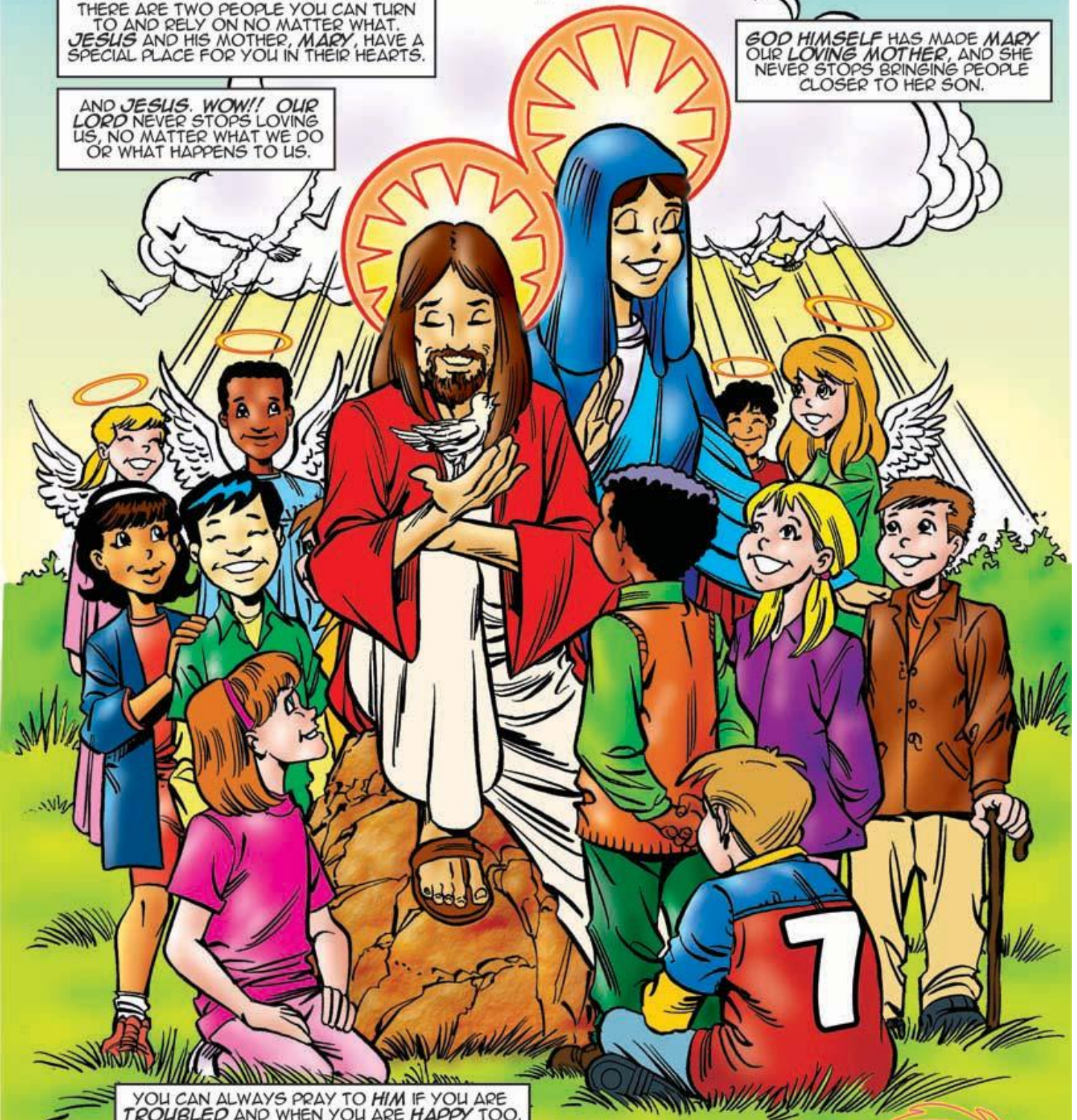


Jesus Always Loves Us

THERE ARE TWO PEOPLE YOU CAN TURN TO AND RELY ON NO MATTER WHAT. **JESUS** AND HIS MOTHER, **MARY**, HAVE A SPECIAL PLACE FOR YOU IN THEIR HEARTS.

AND **JESUS**. **WOW!!** OUR LORD NEVER STOPS LOVING US, NO MATTER WHAT WE DO OR WHAT HAPPENS TO US.

GOD HIMSELF HAS MADE **MARY** OUR **LOVING MOTHER**, AND SHE NEVER STOPS BRINGING PEOPLE CLOSER TO HER SON.



YOU CAN ALWAYS PRAY TO HIM IF YOU ARE **TROUBLED** AND WHEN YOU ARE **HAPPY** TOO. HE THINKS IT'S GREAT TO BE PART OF YOUR DAY. HE **LOVES YOU ALWAYS**, AND THAT WILL NEVER CHANGE. **EVER!**



Be On-Guard-Online

Will you be my friend?

THE INTERNET CAN BE A LOT OF FUN. YOU CAN CHAT WITH FRIENDS, DO HOMEWORK, OR LISTEN TO MUSIC. BUT IT CAN BE **DANGEROUS** TOO. YOU NEVER KNOW WHO ELSE IS OUT THERE.

CHILD TAKEN FROM MALL

MALL CHILD MISSING

REMEMBER THAT EVERYONE HAS FREE WILL. SOME PEOPLE LIE. **A LOT.** THEY EVEN PRETEND TO BE OTHER PEOPLE TO TRICK KIDS. YOU SHOULD **NEVER** TELL ANYONE ONLINE WHERE YOU LIVE OR HOW TO CALL YOU.

AND **NEVER** AGREE TO MEET ANYONE YOU CHAT WITH ONLINE. IF IT IS A FRIEND OR SOMEONE YOU KNOW, **CALL THEM** BEFORE MEETING THEM.



Trash Talk

GOD DOESN'T LIKE IT WHEN SOMEONE USES BAD LANGUAGE ESPECIALLY AROUND CHILDREN! ADULTS ARE NOT SUPPOSED TO USE BAD LANGUAGE IN FRONT OF KIDS EVER!

IF SOMEONE DOES, YOU NEED TO TELL SOMEONE YOU TRUST, LIKE A PARENT, TEACHER OR PRIEST. IF THEY KEEP IT UP, KEEP TELLING AND TELL OTHER PEOPLE.

@#*% ##\$\$
?@#?... %\$*@!!

#&*@@!!!



SOMETIMES, BEING SELFISH CAN BE **MEAN** TOO. THAT IS **NOT** BEING LOVING OR GOD-LIKE. OFTEN, SOMEONE BEING SELFISH CAN MAKE IT **UNSAFE** FOR YOU AND OTHERS.



WHEN BULLIES **HIT** OTHERS TO GET WHAT THEY WANT, THEY **NOT ONLY** HURT OTHERS, BUT **THEMSELVES** AS WELL. THEY ARE MAKING THEMSELVES LESS GOD-LIKE.

Internet Safety

For kids and teens



Walking the line while being online

Going online can be much like walking a tight rope; it's probably for the best if you don't get too distracted.

Have you ever wondered what might happen right before you double click your web browser? The internet literally brings the world to your fingertips, but though the world holds many things wondrous, it also harbors many dangers. And on the world wide web especially, those dangers can be very, VERY well disguised. Just as surely as if you and your family were traveling to a foreign country, you need to do your part to keep them and yourself safe from harm. Have fun, enjoy the sights, but be careful as you go about your business.

Never give out personal information to anyone online (like your name, address, phone number, school name, where you hang out).

Don't put personal information like your name and birthdate in a screen name.

Never arrange a face-to-face meeting with someone you meet online.

Always let a parent know if someone online asks you to meet them someplace.

Never go into chat rooms unless your parents approve.

Never open emails from people you don't know.

Always keep your passwords secret.

Never send pictures of yourself to someone without your parent's approval.

Without a doubt, the internet is one of the most useful and powerful tools ever invented by man. And like most powerful tools, it really should come with instructions and a user's guide. The instructions are pretty straight-forward, but the user's guide would definitely include some precautions because, like every other tool ever invented, the internet is neither good nor bad, but it can be used by both good and bad people. That's what this is about; using the internet safely. With that in mind, here are some of the basics.

Never post pictures of yourself online (even on MySpace and Facebook).

Any pictures posted online should use the lowest resolution possible.

Never go to links you don't recognize.

Always let your parent know if someone offers you a gift.

Always tell an adult if you see anything or get a message that is hostile, threatening, suggestive, obscene, or makes you feel uncomfortable.

Don't believe everything you read on-line. Something that is "too good to be true" probably is. People aren't always what they claim to be.

Understand that your parents will be looking after you to protect you -- even if that means "invading your privacy" or "spying on you".



This brochure was developed by the Safe Environment Program of the Archdiocese of New York. If you have any questions, please visit us on the web at www.archny.org/pastoral/safe-environment-program or feel free to call us at 212-371-1000 ext. 2810 or email us at safe@archny.org

Internet Safety

For parents

Holding the line online



As if parenting did not used to have enough challenges, along comes the internet. Keeping an eye on the neighborhood bully is one thing, but spotting the efforts of a faceless and malicious stranger requires some adjustment to historical parental skills. The internet can provide countless benefits to your family, but the wide open access to information can present substantial lures and temptations to children of all ages. Whether it may be naiveté, curiosity, or the desire to find answers to difficult questions, children are very much aware that answers can be found online for any query imaginable. How do parents utilize the power of knowledge and convenience that is the world wide web while protecting our families from the unsavory efforts of those who abuse the same tool?

Watch for warning signs:

- Your child spends large amounts of time on-line, especially at night.
- You find pornography on your child's computer.
- Your child turns the computer monitor off or quickly changes the screen on the monitor when you come into the room.
- Your child becomes withdrawn from the family.
- Your child is using an on-line account belonging to someone else.

Like it or not...ready or not, keeping our kids safe online is part of our responsibilities as parents. Like every other safety practice in the home or family, it all comes down to writing the rules, living by the rules, and, if necessary, enforcing the rules. Here are some tips on making the family computer not only more user-friendly, but more family-friendly as well.

Actively protect your children

- Actively supervise your kids when they are online. You would when they were crossing the street or in the pool wouldn't you?
- Talk to your child about sexual victimization and potential on-line danger.
- Spend time with your children on-line. Have them teach you about their favorite on-line activities.
- Keep the computer in a common room, not their bedroom. It is much more difficult for a computer-sex offender to communicate with a child when the computer screen is visible to a parent or another member of the household.



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