

## GENERAL INSTRUCTIONS

Beginning with their current level of understanding raised through an introductory writing exercise on boundaries within relationships, students will be encouraged to build on their sense of God-given dignity established through the previous study of Scripture and Catholic morality. The class will focus on the need for appropriate boundaries to protect and maintain personal integrity. The students will practice through a problem solving activity the recognition of boundary violations within given relationships.

## LESSON PLAN

**DESIRED RESULTS** - *What do you want your students to know and be able to do?*

<b>Goals</b>	<ol style="list-style-type: none"><li>1. The students will review the principle of faith that all people have integrity because they are created in the image of God.</li><li>2. The students will relate the principle of faith to the principle of relationship that as such we each deserve dignity and respect.</li><li>3. The students will identify appropriate boundaries for specific relationships (friend, relative, peer, authority figure, stranger, significant other).</li></ol>
<b>Content Standards</b>	<ol style="list-style-type: none"><li>1. Young people must guard against those who may harm them through touch (sexual or otherwise).</li><li>2. Teenagers must respect their own health and safety and the health and safety of others.</li><li>3. Adolescents must recognize and avoid risky and threatening behaviors.</li><li>4. Teens must develop communication skills necessary to build and maintain healthy relationships.</li></ol>

**ASSESSMENT EVIDENCE** - *How will you identify what students know and are able to do?*

<b>Performance Tasks</b>	<ol style="list-style-type: none"><li>1. Students will identify scripture passages supporting the principle of personal integrity.</li><li>2. Students will recognize appropriate and inappropriate behavior within the boundaries of varying relationships.</li><li>3. Students will connect scripture and moral principles and apply to specific social and personal relationships.</li></ol> <p><i>Student levels of understanding will be determined:</i></p> <ul style="list-style-type: none"><li>• From the individual and group responses during role playing scenarios;</li><li>• From the level of participation in group discussion;</li><li>• From the ability to appropriately apply the moral decision making model to specific scenarios;</li></ul> <p>From ability to incorporate key ideas into optional extra activity of planning a prayer experience.</p>
--------------------------	---

## IMPLEMENTING THE LESSON PLAN

*How is the lesson structured to accomplish this task?*

<b>LESSON SEQUENCE</b>
<p><b>Resources needed for lesson</b></p> <ul style="list-style-type: none"><li>• Rules for a Reason worksheet for student writing</li><li>• What We Know and Believe handout for review</li><li>• Christian Moral Decision Making Model handout for review</li><li>• Scenario Cards cut into six sections for small group discussion</li><li>• <i>The Catechism of the Catholic Church</i>, #1699-1802.</li></ul> <p><b>Optional Extension of Lesson</b> Based on the lesson, students could prepare a prayer service on relationships based on God-given dignity of the human person.</p> <p><b>Preparing &amp; Setting Up</b></p> <ol style="list-style-type: none"><li>1. Make copies of Rules for a Reason for student writing</li><li>2. Make copies of What We Know and Believe for review</li><li>3. Make copies of Christian Moral Decision Making Model for review</li><li>4. Prepare Scenario Cards for small group discussion (cut into 6 pieces)</li></ol>
<p><b>Introducing &amp; Motivating:</b></p> <ol style="list-style-type: none"><li>1. Introduce the writing exercise on rules in relationships.</li><li>2. Handout the worksheet Rules for a Reason and ask students to spend 5-6 minutes on the sheet.</li><li>3. After allotted time, ask questions such as:<ul style="list-style-type: none"><li>• What relationships do you have now?</li><li>• Are the rules the same for every relationship?</li><li>• Who or what determines the rules of the relationship?</li><li>• What happens when the rules are broken?</li></ul></li></ol>
<p><b>Conducting the Lesson, Step 1</b></p> <ol style="list-style-type: none"><li>1. Remind students that relationships require choices, making decisions, and acting on those decisions.</li><li>2. Hand out the Christian Moral Decision Making Model sheets.</li><li>3. Review the sheets:<ul style="list-style-type: none"><li>• The <i>concern</i> is the relationship but also the individual's well being.</li><li>• To make good choices, we rely upon an <i>informed conscience</i>.</li><li>• The <b>conscience</b> is the interior voice of the human person, within whose heart the inner law of God is inscribed. It helps an individual to make a judgment as to the quality of human action. It moves a person at the appropriate moment to do good and to avoid evil. <i>Catechism of the Catholic Church</i></li></ul></li></ol> <p style="text-align: right;">(continued)</p> <ul style="list-style-type: none"><li>• The conscience is informed through the Word of God (Scripture and Jesus</li></ul>

Christ), the teachings of the Church, the sacramental and prayer life of the individual, objective truth in the world, and through experiences within our relationships in family, in church, and in community.

- Our parents model for us. They provide the earliest clues we get and rules we follow concerning relationships and making decisions.
- The Church teaches us about relationships and choices concerning others.

### **Conducting the Lesson, Step 2**

Hand out the What We Know and Believe sheets.

1. Review *Scripture tells us...*
2. Review *The Church teaches us...*
3. Ask students: “*So what is it that we know and believe?*”

Student answers should include:

- *Our personal integrity is from God in whose image we are made.*
- *God’s divine design calls for wholeness of the individual that includes the spiritual and physical.*
- *God’s perfect love is the key to our relationships.*
- *Love respects the personal integrity of others.*
- *Love seeks the well being of others.*

### **Conducting the Lesson, Step 3:**

1. Return to the Christian Moral Decision Making Model handout:
  - When we refer to the *heart* speaking, we are referring to an informed conscience beginning with God’s law inscribed upon our hearts. Our conscience is the inner voice. A well-formed conscience moves a person at the appropriate moment to do good and to avoid evil. One must use caution, however, for it is easy for us to rationalize evil when we want the results. At this point, it is good to ask if what we hear our heart saying is in keeping with the teachings and example of Jesus Christ. Jesus Christ is the Truth. He wants us to follow him so that we can choose what is good and avoid evil.
  - Real friends respect us. We respect friends.
  - You make the decision, ultimately, based on what you know and believe to be true.
2. Using the list of relationships generated by students in the opening activity, discuss what rules govern those types of relationships. What would be the governing principles or outcomes of each relationship? Examples students might suggest include:
  - Parents protect and nurture the children to maturity.
  - Friends care for and support one another.
  - Teammates support each other in a common goal. (continue)
  - Teachers and school personnel work to educate and form the youth into

healthy and knowledgeable adults.

- Neighbors look out for each other and support one another.
3. Ask students: “*What do you do when these principles are broken or violated?*”  
Ask students: “*What do you do when the current society norms conflict with what you know and believe?*”

#### **Conducting the Lesson, Step 4**

1. Present scenario #3 for group discussion.  
*Brittany and Daniel are finishing their junior year of high school. Since they have been a couple since they were in middle school, they know how much they are in love. Daniel’s parents are going away for the weekend, which means Daniel will have the house to himself. Brittany and Daniel have slowly become more physically intimate over the past year. Brittany tells Daniel she thinks this weekend would be the perfect opportunity for them finally to have sex. Daniel is not sure how he feels about them going all the way- especially since he knows how attracted he is sometimes to other girls at school.*
2. Using Christian Moral Decision Making Model, arrive at a decision. Add the question, “*To whom should you or could you talk to about this situation?*”
3. Divide group into smaller groups and give each one a scenario card to discuss using the Christian Moral Decision Making Model.
4. Review as a large group one or two of the scenarios and the decisions made by the small group.

#### **Assessing the Lesson**

1. Observe how students apply the Christian Moral Decision Making Model to different situations.
2. Assess student level of understanding from participation in discussions and other activities.
3. Observe to what extent students are able to recognize and articulate appropriate and inappropriate behavior within relationships.

#### **Concluding the Lesson**

- Remind the students that we all have God-given dignity and that we are to not only respect our own but that of others.
- We need to respect our own health and safety and the health and safety of others.
- It is wrong for someone to violate the rules of relationship for personal gratification or to the harm of another.
- We need to base our decisions on what we know and believe to be true.
- While trust is desirable, caution is necessary. We must recognize and avoid risky and threatening situations and behaviors in others.

# 10<sup>th</sup> Grade Activity Sheets & Handouts

## Activity Sheets:

- *Rules for a Reason*
- *Scenario Cards*

## Handouts:

- *What We Know and Believe*
- *Christian Moral Decision Making Model*



Rules for A

Reason

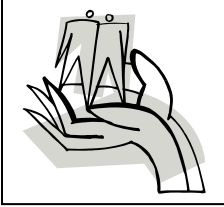
What type of relationships do you have (i.e. family, friend, coach, etc.)?

How do you determine what rules apply to which relationships?

What would you do if someone violated your rules of the relationship?

## What We Know and Believe

*Scriptures tell us...*

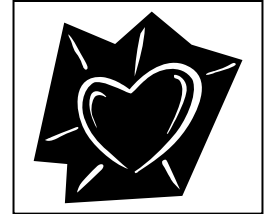


**Genesis 1:27** *God created man in his image; in the divine image he created him; male and female he created them.*

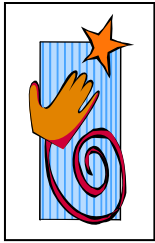
**1 Corinthians 3:16** *Are you not aware that you are the temple of God, and that the Spirit of God dwells in you?*

**Matthew 22:37-40** *“You shall love the Lord your God with your whole heart, with your whole soul, and with all your mind.” This is the greatest and first commandment. The second is like it: “You shall love your neighbor as yourself.”*

**1 Corinthians 12:4-8** *Love is patient; love is kind. Love is not jealous, it does not put on airs, it is not snobbish. Love is never rude, it is not self-seeking, it is not prone to anger; neither does it brood over injuries. Love does not rejoice in what is wrong but rejoices in the truth. There is no limit to love’s forbearance, to its trust, its hope, its power to endure. Love never fails.*



*The Church teaches us...*



### **Catechism of the Catholic Church (356-357)**

*Of all visible creatures only man is “able to know and love his creator.” He is “the only creature on earth that God has willed for its own sake,” and alone is called to share, by knowledge and love, in God’s own life. It is for this end that the human being was created, and this is the foundational reason for human dignity . . . . Being in the image of God, the human individual possesses the dignity of a person, who is not just something, but someone. He is capable of self-knowledge, of self-possession and of freely giving himself and entering into communion with other persons.*

### **Catechism of the Catholic Church (362)**

*The human person, created in the image of God, is a being at once corporeal and spiritual.*

### **Catechism of the Catholic Church (364)**

*The human body shares in the dignity of the “image of God”: it is a human body precisely because it is animated by the spiritual soul, and it is the whole human person that is intended to become, in the body of Christ, a temple of the Spirit.*

Remember: As human beings, God desires that we have integrity. To maintain our integrity, we must maintain our physical, spiritual, and mental health and we must remain in good and right relationship with God, others, and ourselves.

**Scenario 1:**

Cole and Sophia have been dating for six months. Sophia has never been happier even though Cole calls her names sometimes. She used to get upset by it, but after a while, she got used to it and it seems normal to her now. Last week, he pushed her when he was upset after he had an argument with his dad. Cole apologized right away and has been doing his best to show Sophia how much he really loves her since the *accident* happened.

**Scenario 2:**

James and Mark have been playing sports together since they were six years old. Now that they both are going out for the varsity football team next year, Mark has started taking some muscle enhancement pills he managed to score from one of the older guys on the team. James can tell Mark is really starting to buff up over the last two months and Mark does not seem to be having any negative side effects to the pills. James knows if he does not start to get stronger, he may not make the team next year.

**Scenario 3:**

Brittany and Daniel are finishing their junior year of high school. Since they have been a couple since they were in middle school, they know how much they are in love. Daniel's parents are going away for the weekend, which means Daniel will have the house to himself. Brittany and Daniel have slowly become more physically intimate over the past year. Brittany tells Daniel she thinks this weekend would be the perfect opportunity for them finally to have sex. Daniel is not sure how he feels about them going all the way- especially since he knows how attracted he is sometimes to other girls at school.

**Scenario 4:**

Abby has struggled with making friends most of her life until she signed up for an account on MySpace. She finds it is much easier to be more outgoing and social on-line than she often can be face-to-face. Abby met her best friend, Madison, through her webpage. Madison is a senior at a different high school in town and now Abby actually hangs out on campus at the local university because Madison's boyfriend is in college. Lately, Abby has started to notice she is getting more attention at school as well- thanks in part to some of the photos from parties and comments Madison and Abby have posted on their MySpace pages.

**Scenario 5:**

Carly and Lucas' mother remarried last year. Their stepfather, Mike, sometimes lets Lucas have a beer with him after the rest of the family goes to bed. Mike has also started to pay a lot of attention to Carly and he teases her a lot about the way her body is developing. Overall, Lucas and Carly are pretty comfortable with Mike and having him there is better than their mom being alone. As one of their aunts pointed out to them at the wedding, they should really appreciate having him in the family.

## Christian Moral Decision Making Model

1. What is the issue/problem/concern?

2. Seek an Informed Conscience  
*(seeking knowledge toward the **truth**  
 rather than what we want to think/hear)*

3. Check with . . .

a. My family	b. The Church	c. My heart	d. Respected Adults	e. Peers
What do my parents say?	What does the Church teach?  What would Jesus do?	What is my heart telling me?  Am I listening to the law deep within my heart?	What do adults whom I respect say?	What do friends whom I respect say?

4. What do I believe?

5. What should I do?

6. Make the decision.

# 10<sup>th</sup> Grade Additional Resources

- Sample Parent Letter