

GENERAL INSTRUCTIONS

When we say, "I believe in God the Father Almighty, creator of heaven and earth..." We are challenged to trust in God who created all things, be thankful for and care for the gifts of creation, and to live our lives within the context that all men, women, and children are equal and are at all times to be treated with dignity and respect.

LESSON PLAN

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

Goals	<ol style="list-style-type: none"> 1. The students will relate how we are created in God's image and that as a community of faith, we are called to treat each other with dignity and respect. 2. The students will identify strategies for dealing with unsafe situations.
Content Standards	<p>RELIGION</p> <ol style="list-style-type: none"> 1. Describe how the community of the Church (our families, friends, priests, religious, laity, bishops, pope) is a gift, which expresses God's love and care for us. <i>Doctrine.5.5.</i> 2. Discuss the consequences of sin in their own lives and in the life of their community. <i>Community.5.1.</i> 3. Select challenging moral issues and dramatize how Catholics ought to respond to them. <i>Community.6.6.</i> <p>HEALTH:</p> <ol style="list-style-type: none"> 1. Identify protective behaviors used to avoid and reduce threatening situations. <i>B.6.2</i> 2. Use conflict management skills. <i>B.6.4.</i> 3. Identify communication skills to build and maintain healthy relationships. <i>F.6.1</i>
Essential Questions	<p>How can you recognize an unsafe situation? What is your responsibility to yourself and others in an unsafe situation? What does the phrase, 'treat one another with dignity and respect' call us to do as Christians?</p>
Knowledge	<ol style="list-style-type: none"> 1. Students will recall safe environment strategies addressed in previous grades. 2. Students will demonstrate how to communicate with each other in a dignified, respectful manner. 3. Students will recognize the characteristics of healthy and caring relationships among people they know. 4. Students will distinguish between those who really care for them and those who have ulterior reasons for acting as though they care.

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

Performance Tasks	<ul style="list-style-type: none"> ● Participation in discussions to demonstrate the application of effective communication skills. ● Participation in discussion and/or other activities to demonstrate strategies to use in unsafe situations.
Other Evidence	<ul style="list-style-type: none"> ● Observation of student’s participation using the “What Would You Do?” scenarios followed by discussion.

IMPLEMENTING THE LESSON PLAN

How is the lesson structured to accomplish this task?

Resources needed:

- “What Would You Do?” resource sheet
- Definition posters for assertiveness and aggressiveness
- Optional - paper and pencils for “What would you do?”

Learning Activity	Sample Teacher Questions or Dialogue
<p>Review key concepts from the grade 4-5 lessons, including:</p> <ul style="list-style-type: none"> ● God’s gift of personal dignity to each individual and Jesus’ command that we treat others with love as we’d want others to treat us, ● Safe adults they can turn to, ● Strategies to use when confronted with unsafe or uncomfortable situations such as when a stranger approaches them at a mall or another student touches them in a way that makes them uneasy. <p>As an alternative strategy, ask students to write the answers to the questions first and then discuss them.</p> <p>NOTE: Students will most likely have had this material previously or in their public schools. It is important to approach this seriously and from the awareness that God has created us with the ability to care for one another and protect each other. That is the usual way we act, and it is good. But some people decide to hurt others. We need to recognize this and learn to keep safe and healthy.</p>	<p><i>We are all God’s children. As God’s children, we have been given personal dignity. Jesus taught us that we not only need to love God but also ourselves and others. Can you remember how Jesus taught us with the second golden rule to treat others?</i></p> <p><i>When you are feeling unsafe, scared, or worried about something, who are the people you would go to because you trust them?</i></p> <p><i>What do you remember about things you can do to keep safe when you feel threatened or if someone tries to hurt you? What would you do if...</i></p> <ul style="list-style-type: none"> ● <i>A stranger approached you at the mall and asked you to go with her?</i> ● <i>Another student touched you in a way that made you feel uncomfortable?</i> ● <i>An adult asked you to keep a secret about an unsafe touch?</i> ● <i>Another student was bullying you at recess?</i> ● <i>A group of students were teasing you and shoving you in the hall outside your classroom before school?</i>

<p>Remind the students that part of our strategies for staying safe is being assertive. Ask students what the difference is between <i>assertiveness</i> and <i>aggressiveness</i>.</p> <p>Use the definition posters provided in the resources to review, or familiarize the students with, the two definitions.</p> <p>Discuss the differences between the two and the positive uses of assertion such as saying “No!” when touched in an unsafe way or telling another that what he/she is doing makes you uncomfortable.</p>	<p><i>Do you remember discussions in earlier grades about being assertive to stay safe? Can you remember the definitions for aggressiveness and assertiveness?</i></p> <p><i>Assertiveness: Behaving confidently, saying in a direct way what you want and believe.</i></p> <p><i>Aggressiveness: Behaving in an unnecessarily forceful manner, showing a readiness or having a tendency to attack or do harm to others.</i></p> <p><i>How are assertive and aggressive similar? How are they dissimilar? How can assertive behavior be helpful?</i></p>
<p>Lead a discussion about the people who care for them. Students should identify parents, grandparents, teachers, friends, etc.</p> <p>Then ask how those people show their care. Elicit specific examples from students. [Protecting, setting standards for behavior...]</p> <p>Lastly, ask the students to identify the principle of faith behind the loving concern of others. Students should be able to point to the teachings of Jesus on love for one another as the source.</p>	<p><i>Who are some people who care about you?</i></p> <p><i>How do these people show that they care?</i></p> <p><i>What does our Catholic faith teach us about concern for others? [What we do to others we do to Jesus. He asks us to love one another as he has loved us, etc.]</i></p>
<p>Now, set a context for students by discussing creation, free will, and the consequences of bad choices. Use Genesis 2 and 3 as an example of using our free wills but making bad choices.</p> <p>Note: Remind the students that the gift of free will implies that we have the ability to <i>think</i> about our actions. It is not always easy to know what good or bad, safe or unsafe, healthy or unhealthy. We need to quietly <i>think</i> about it, pray about it, and ask people we trust about it.</p> <p>Jesus teaches us that normally we do not hurt others or ourselves and we do not allow others to hurt us.</p>	<p><i>In an ideal world, these examples and others would be the whole story... but... because God also gave us the gift of free will, we have the ability and the freedom to choose between good acts and bad acts.</i></p> <p><i>Remember the story of Adam and Eve in the garden. They chose to turn aside from the good that God had asked of them. In spite of the fact that free will is such a wonderful gift from God, it also means that some people make bad choices. Sometimes these bad choices involve the way individuals treat others.</i></p>

<p><i>*This activity may require additional class time or additional class periods to complete.</i> Introduce two scenarios for students so they can practice problem solving and their communication skills for their personal safety.</p> <p>One scenario should reveal an adult or an older child who <i>genuinely cares</i> for the other person or persons and whose only interest is in getting to know them better for the purpose of teaching, mentoring, tutoring, etc.</p> <p>The other scenario should be scripted to show an adult who is 'grooming' the other person or persons and whose intent is clearly to lead them into an unsafe situation.</p> <p>After reading the scenarios, ask the students for their reactions and responses.</p> <p>Lead the discussion to draw out of the students what they should be looking for or be aware of in both scenarios. Make a list of the 'red flag' items that come out of the discussion and add any to the list that they haven't included.</p> <p>Write any strategies they identify on the board.</p> <p>Come back to the assertion that in most cases, adults and older children will have their best interest at heart. But at the same time, students need to know strategies for avoiding unsafe situations whenever possible. They need to learn to <i>think</i> about the consequences of what's happening (unsafe, unhealthy, even sinful).</p>	<p><i>We need to learn to distinguish between people who really care for us and those who act like they care but are just trying to trick us into a situation that is not safe.</i></p> <p><i>Scenario One: Jeremy is struggling with math this year. Mr. Bigelow, the 7th grade math teacher asks Jeremy if he would want some additional help with his math work after school. Mr. Bigelow also asks Josh, an A student in math, to join the after school study group so the two boys can work together on their homework. He offers to send a note home to their parents explaining the study group. What should Jeremy and Josh do?</i></p> <p><i>Scenario Two: Rebecca wants to make first string for her school basketball team. One afternoon after practice, as she is leaving with her friends, the coach calls her aside. He tells her that she should stay for some one-on-one coaching after practice the next day, but that she should keep it a secret. He tells her not to tell the teammates so the other girls don't get jealous. He tells her to tell her parents that practice will last an hour longer. What should Rebecca do?</i></p> <p><i>What was similar in both scenarios? What was different? In the second scenario, what were some clues that might tell you if a situation could become unsafe?</i></p> <p><i>What can you do if someone tells you to keep something unsafe as a secret or warns/threatens you not to tell anyone?</i></p> <p><i>What are some things you can do if a situation might become threatening?</i></p>
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6th Grade

<p>Review by asking students the essential questions for the lesson or use the optional activity from the additional resource “What Would You Do?” sheet.</p>	<p><i>How can you recognize an unsafe situation?</i></p> <p><i>What is your responsibility to yourself and others in an unsafe situation?</i></p> <p><i>What does the phrase, “treat one another with dignity and respect,” call us to do as Christians?</i></p>
<p>Follow up the student responses to the questions by stressing that most people are good and they can often help someone without putting themselves in danger.</p> <p>God gave us the gift of feelings to sense what is dangerous or inappropriate. It is our responsibility to pay attention to these feelings in order to stay safe and healthy. It is also our responsibility to wear appropriate clothing to cover and protect ourselves, modest clothing that shows we respect our God-given dignity as human beings.</p> <p>Remind students that God loves them and is always listening to them. Let them know that the gift of life we have been given brings with it a responsibility to take care of ourselves and others, which means at times getting help from those we trust.</p> <p>Conclude with a prayer that thanks God for his gift of life and love and acknowledges that God waits for us to call upon him. ☩</p>	<p><i>Prayer</i></p> <p>Build upon the positive examples that have arisen in the discussion – when family, friends, teachers, etc. have shown respect for others. List some of these examples. Conclude each example: “Whatever you do to others, you do to me.”</p>

6th Grade Additional Resources

- *“What Would You Do?” Scenarios*
- *Definition Posters:*
 - *Aggressiveness*
 - *Assertiveness*

"What Would You Do?" Scenarios

- ★ You and a friend are at a mall. A stranger approaches you and asks you if you know where there is an ATM machine. You tell him that there is one next to the food court. He asks you if you'll show him. What would you do?
- ★ You are in the locker room at school, changing out of your uniform after ball practice when you notice another student watching you. You feel uncomfortable about his stare. What would you do?
- ★ At recess, one of your classmates walks over to you and shoves you. What would you do?
- ★ In the lunchroom, some older kids at the table next to you and your friend are teasing another student about her glasses. One of the kids takes her milk carton, opens it, and begins drinking out of it. The girl asks him to stop, but he only teases her by saying, "Oh, too bad, someone is drinking your milk." What would you do?
- ★ A man in your neighborhood tells you he will give you some beer but that you have to keep it a secret. What would you do?

Assertiveness:

Behaving confidently, saying in a direct way what you believe and what you want.

Aggressiveness:

Behaving in a forceful manner, showing a readiness or having a tendency to attack or do harm to others.