

GENERAL INSTRUCTIONS

The seventh grade lesson plan builds on prior information regarding the difference between those who are true friends and safe adults and those who befriend them to gain their confidence for inappropriate behavior. The lesson focuses on teaching students to recognize appropriate and inappropriate behavior in themselves and others in the context of relationships.

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. Students will describe ways to treat others and themselves with respect and dignity and how to model Christ-like behaviors. 2. Students will identify differences between appropriate and inappropriate behavior.
Content Standards	<p>RELIGION</p> <ol style="list-style-type: none"> 1. Explain the steps involved in developing an "informed moral conscience." <i>Doctrine.7.6.</i> <p>HEALTH:</p> <ol style="list-style-type: none"> 2. Analyze the effects of alcohol and other drugs on functions of the body. <i>B.7.1</i> 3. Recognize, understand, and respect individual differences. <i>B.7.3</i> 4. Define bullying and harassment and recognize when it occurs. <i>B.7.4</i> 5. Discuss the steps in forming one's conscience according to Church teachings. <i>C.7.3</i> 6. Explain the impact of peer harassment on physical and emotional health. <i>E.7.2</i>
Essential Questions	<p>What is the difference between appropriate and inappropriate behavior? How do I know if I am being treated with dignity and respect? How do I know if I am treating others with dignity and respect?</p>
Knowledge	<ol style="list-style-type: none"> 1. Students will relate how we are all created in God's image and belong to a caring faith community that calls us to treat each other with dignity and respect. 2. Students will recognize peers and adults as true friends or peers and adults as people who befriend them to gain their confidence for inappropriate behavior. 3. Students will recognize appropriate behaviors of themselves and others in regard to their relationships with others. 4. Students will recognize inappropriate behaviors of themselves and others in regard to their relationships with others.

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

	<ul style="list-style-type: none"> • Teacher observation of student participation in class discussions that demonstrates their knowledge of safe environment content from previous grades and how one demonstrates appropriate and inappropriate behaviors. • Student written responses to activities.
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IMPLEMENTING THE LESSON PLAN

How is the lesson structured to accomplish this task?

Resources needed for the lesson:

- Definition Posters: *Aggressiveness; Assertiveness; Safe Environment.*
- Overhead projector, transparencies and markers or *Appropriate Behavior* and *Inappropriate Behavior* worksheets (or large flip chart sheets of paper)
- Paper and pens or pencils
- “Unwanted Touch, Tools I Can Use” handout
- “Unwanted Touch” scenarios from additional resources.

Learning Activity	Sample Teacher Questions or Dialogue
<p>Review sixth grade lesson by discussing the meaning of safe environment. Ask the students what they remember about last year’s lesson (see Scope and Sequence).</p> <p>Specifically, ask the students:</p> <ul style="list-style-type: none"> ● To give you a definition for “safe environment,” “aggressiveness,” and “assertiveness.” Use the definition posters if it would be helpful. ● To discuss how using assertive behavior can be both positive and helpful when someone is being aggressive with them. <p>To identify two or three situations they have seen or have experienced involving aggressiveness. Ask them how they would handle each identified situation.</p>	<p><i>What do you remember from previous years about safe environment lessons?</i></p> <p><i>What exactly is a safe environment? What is its purpose?</i></p> <p><i>Do you recall earlier discussions on “Aggressiveness” and “Assertiveness”? How would you define each of those?”</i></p> <p><i>When faced with someone who is treating you aggressively, what can you do?</i></p> <p><i>“Can you name a situation you have seen or experienced involving aggressiveness?”</i></p> <p><i>How could this aggressiveness be handled?</i></p>
<p>[Note: It is important for this age group that the teacher be factual and straightforward. Students can be uncomfortable with the topic, which may result in the extremes of ridicule or silence.]</p>	<p><i>Our behavior is key to our health and the health of our relationships with others. The way we conduct ourselves, our use of manners, our respect of others, and our behavior in general have consequences – good or bad.</i></p>

Lead into the appropriate and inappropriate behavior content of the seventh grade lesson by discussing with students the underlying principles of God given human dignity, free will, and the development of an informed moral conscience.

[The paragraphs below are from the Catechism of the Catholic Church. They are meant as a review for the teacher, but if the class is at a level to understand the complex sentences, it is well to quote them, at least in part.]

1776 "Deep within his conscience man discovers a law which he has not laid upon himself but which he must obey. Its voice, ever calling him to love and to do what is good and to avoid evil, sounds in his heart at the right moment. . . . For man has in his heart a law inscribed by God. . . . His conscience is man's most secret core and his sanctuary. There he is alone with God whose voice echoes in his depths." (Vatican II, *Gaudium et spes*, 16)

1777 Moral conscience, present at the heart of the person, enjoins him at the appropriate moment to do good and to avoid evil. It also judges particular choices, approving those that are good and denouncing those that are evil. It bears witness to the authority of truth in reference to the supreme Good to which the human person is drawn, and it welcomes the commandments. When he listens to his conscience, the prudent man can hear God speaking.

1784 The education of the conscience is a lifelong task. From the earliest years, it awakens the child to the knowledge and practice of the interior law recognized by conscience. Prudent education teaches virtue; it prevents or cures fear, selfishness and pride, resentment arising from guilt, and feelings of complacency, born of human weakness and faults. The education of the conscience guarantees freedom and engenders peace of heart.

1794 A good and pure conscience is enlightened by true faith, for charity proceeds at the same time "from a pure heart and a good conscience and sincere faith."

The more a correct conscience prevails, the more do persons and groups turn aside from blind choice and try to be guided by objective standards of moral conduct.

We have all been created by God and given dignity as individuals. In our faith community, respecting the dignity of others is extremely important. Remember Jesus' teachings about loving others and his statement in the parable (Matthew 25) that whatever we do for or to even the least, we do for and to him.

*We make little decisions for what is good, better, or best all day, every day. We make decisions about our behavior, – how we do things, how we dress, how we treat ourselves and others, what is safe to eat, and where we go. Most of those decisions – because you want to do the **good** thing – are driven by our conscience. Our conscience is "the interior voice of a human being, within whose heart the inner law of God is inscribed." Our conscience moves us to do good and to avoid evil. There are moments in our lives when we have a sense of something being unhealthy or inappropriate. We have a sense for things that are bad and even for what is evil. It is then that we need to be attentive to our conscience and be careful to avoid the bad that could hurt us.*

Our conscience is informed through life's lessons and teachings. Key among these are the teachings of scripture. Jesus' teachings and his example inform our conscience. You've seen the logo "WWJD." We would do well to ask that question when we are faced with behavior decisions. Another way that our conscience is informed is through the teaching of the Church and through prayer and sacraments. Finally, our conscience is informed through our relationships with others and their examples such as our parents, our peers, and our community.

In summary, conscience is the interior voice of a human being, within whose heart the inner law of God is inscribed. (Moral conscience is a judgment of practical reason about the moral quality of a human action. It moves a person at the appropriate moment to do good and to

<p>Using the definition poster for “conscience” provided in the additional resource materials, review with the students the term.</p> <p>Next introduce the meaning of appropriate behavior and inappropriate behavior. Include the words ‘dignity’ and ‘respect’ in the discussion.</p> <p>After distinguishing between the two behaviors, hand out the <i>Appropriate Behavior</i> worksheets. Ask students to write examples of treating others with dignity and respect. Tell them to include themselves, their peers, and adults treating each other with dignity and respect – using appropriate behavior.</p> <p>Ask the students to share their responses. Record these on a transparency or the board.</p> <p>Discuss how the examples are related to the individual’s understanding of God given dignity and respect for others that flow from the recognition of that dignity.</p>	<p><i>avoid evil.) (When we think about things and make a decision, we try to act in ways that are good and that avoid evil.) The conscience is informed by the scriptures, the teachings of the Church, and prayer. The human conscience is assisted by the gifts of the Holy Spirit.</i></p> <p><i>Every year we learn more and more about appropriate behavior, behavior that respects the dignity of ourselves and others. Examples of appropriate behavior might include:</i></p> <ul style="list-style-type: none"> • <i>respecting the privacy of your siblings,</i> • <i>honoring the rules your parents have established for curfew and free time,</i> • <i>students including a bystander in a game at recess,</i> • <i>helping a student pick up books that he dropped,</i> • <i>a teacher helping a student open a locker that is stuck,</i> • <i>an adult greeting a child personally by name with a smile.</i> <p><i>Examples of inappropriate behavior might include:</i></p> <ul style="list-style-type: none"> • <i>listening in on your siblings’ phone conversations,</i> • <i>breaking curfew,</i> • <i>students bullying a new student at recess.</i> <p><i>On this appropriate behavior worksheet, write down examples of using appropriate behavior. Your examples could include yourself, your peers, older or younger students, and adults.</i></p> <p><i>Let’s hear some of the behaviors you’ve written.</i></p> <p><i>How do these examples show that they are treating one another with dignity and respect?</i></p>
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7th Grade

<p>Place the students in groups of three or four. Give each group a transparency and marker or large flip chart sheet of paper. Ask the groups to discuss situations when peers, or peers and adults do not treat each other with respect and dignity – inappropriate behavior. Each group should have a recorder to write down the situations discussed by the group. (Use blank transparencies or <i>Inappropriate Behavior</i> worksheets or large piece of paper.)</p>	<p><i>For the next activity, I will be placing you in groups with two or three other students. In your groups, you are to discuss situations when peers, or peers and adults do not treat each other with respect and dignity → inappropriate behavior. One person should serve as the recorder for the group’s ideas and write them down so that they can be shared with the class.</i></p>
<p>After an appropriate length of time, have the students come back together and share their situations of inappropriate behavior. Each group should display their transparency on the overhead (or paper) and discuss with the class their examples.</p> <p>Include, if the students don’t, situations where students excuse their behavior by saying, “We’re just having fun!” (Are the others? If they were the victims, how would they feel...?) During the discussion lead the students to realize that they could be the victim or the offender and that when they are the offender their behavior is inappropriate and harms the dignity of the other person.</p> <p>If the following situations do not come up, introduce them yourself and lead the students to discuss:</p> <ul style="list-style-type: none">• Excluding a peer,• Calling peers names,• Making fun of peers,• Hitting peers “in fun,”• An adult belittling a child,• Adults belittling each other.	<p><i>Let’s take a look at some of the situations you discussed ... Let’s start with group 1...</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i> Hand out the “Unwanted Touch, Tools I Can Use” handout. Review it with the students.</p>	

7th Grade

<p>Then using the “Unwanted Touch Scenarios,” practice applying the resources to the situations. Ask students what they can do to prevent, avoid, or solve the inappropriate behaviors, using the “Unwanted Touch, Tools I Can Use” handout</p> <p>Read one or more scenarios and ask students to brainstorm after each.</p>	<p><i>Let’s brainstorm what you can do to prevent, avoid or solve any of the inappropriate behaviors that I am going to share with you.</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i> Have students discuss the development of the conscience and how it helps one in decision-making.</p>	<p><i>From what we’ve learned about conscience, how would it be of assistance to us in life situations?</i></p> <p><i>Right, our conscience is the interior voice that helps us to choose good over evil.</i></p>
<p>Conclude the lesson with a review of appropriate behavior - treating others with respect and dignity, and inappropriate behavior – not treating others with respect and dignity. Recall the <i>faith</i> principle: What we do to others we are doing to Jesus.</p> <p>Jesus has lived his life in love and service of others. He has asked us to do the same over and over again.</p> <p>Ask students in their small groups to create a closing prayer that focuses on the class theme.</p> <p style="text-align: right;">CR</p>	<p><i>In your small groups, you will have about five minutes to create a short prayer that addresses today’s topics of conscience, behavior, respect and dignity. Remember, we were created to be good and to make appropriate choices, but we have to decide for this. We have to decide to act as Jesus has taught us by his words and example. Perhaps in your prayer you can ask Jesus to help you make decisions for what is good and to avoid what is evil.</i></p> <p><i>Now, together, let’s pray each group’s closing prayer.</i></p>

7th Grade Activity Sheets & Handouts

Activity Sheets:

- *Appropriate Behavior*
- *Inappropriate Behavior*

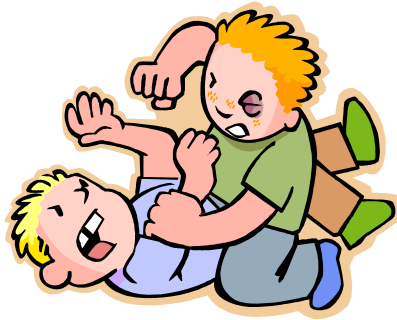
Handouts:

- *Unwanted Touch – Tools I Can Use*

Appropriate Behavior



Inappropriate Behavior



Unsafe Touch

Tools I Can Use

- *Use common sense about safety whenever possible*
- *Trust my gut feelings when I am uncomfortable*
- *Use my voice to say, "NO!" or "Stop!"*
- *Walk away from inappropriate behavior*
- *Don't keep inappropriate behavior by another a secret*
- *Speak to a trusted adult about the inappropriate behavior*

- *Remember that I am created by God with dignity and that those who care about me will respect my boundaries, my body, my feelings, and me.*

7th Grade Additional Resources

- Unwanted Touch Scenarios
- Definition Posters
 - Assertiveness
 - Aggressiveness
 - Safe Environment
 - Conscience
- Sample Parent Letter

Unsafe Touch Scenarios

- *You are at the mall. Your friend wants to go into a store you don't like. So you decide to sit on the bench nearby and wait. A stranger comes up to the bench and sits down. You notice that the stranger is moving closer and closer to you on the bench. You feel uncomfortable. What do you do?*
- *You are standing at your locker, changing books for your next class, when an older student walks by and shoves you into your locker. What do you do?*
- *At the family picnic on the Fourth of July, a cousin suggests that the two of you go for a walk together on the trails. When you have walked quite a way from the rest of the family, your cousin suggests that you sit down and rest. As you are sitting on the ground*

together by the path, he reaches over and puts his hand on your thigh and starts to rub your leg. What do 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.

Safe Environment:

- *An atmosphere where people care for one another and for each other's well being;*
- *an environment that is healthy physically and emotionally;*
- *an environment that stresses respect for others because of the God given dignity every person possesses.*

Conscience:

“The interior voice of a human being, within whose heart the inner law of God is inscribed. Moral conscience is a judgment of practical reason about the moral quality of a human action. It moves a person at the appropriate moment to do good and to avoid evil.”

The Catechism of the Catholic Church, glossary.

The conscience is informed by the scriptures, the teachings of the Church, and prayer. The human conscience is assisted by the gifts of the Holy Spirit.