

GENERAL INSTRUCTIONS

The lesson for eighth grade addresses the topics of harassment and abuse in the context of Christian behavior. The extensive information for this lesson is probably longer than one class, so some selection will be needed ahead of time. In addition, the content can easily be expanded to more directly address the religion or health standards as aligned with classroom curriculum.

LESSON PLAN

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

<p>Goals</p>	<ol style="list-style-type: none"> 1. The students will describe how we are created in God’s image and belong to a caring faith community that treats members with dignity and respect. 2. Students will relate the kinds of behaviors that are not in keeping with dignity and respect (harassment and abuse) and consequences that happen when civil and moral codes of conduct are not followed.
<p>Content Standards</p>	<p>RELIGION</p> <ol style="list-style-type: none"> 1. Discuss the implications for their lives of believing in Jesus as the Son of God and their Savior. <i>Doctrine.8.2.</i> 2. Identify ways they can be involved in appropriate Catholic responses to situations of social injustice in their community. <i>Community.8.3.</i> 3. Discuss what it means for a Catholic to "walk the talk." <i>Service.8.1.</i> 4. Minister to the needs of peers in a manner appropriate to their talents and gifts. <i>Service.8.7.</i> 5. Evaluate their practice of personal prayer and describe how they will make changes that would strengthen their prayer life. <i>Prayer.8.2.</i> 6. Explain how the practice of each of the Moral Virtues strengthens their spiritual life. <i>Spirituality.8.4.</i> 7. Practice the Moral (Cardinal) Virtues (Prudence, Justice, Temperance, and Fortitude) <i>Spirituality.8.5.</i> <p>HEALTH:</p> <ol style="list-style-type: none"> 1. Define bullying and harassment and recognize when it occurs. <i>B.8.4</i> 2. Describe signs of abusive relationships. <i>C.8.3.</i> 3. Recognize and report signs of self-destructive behaviors in others (e.g. suicide, eating disorder, gang membership). <i>C.8.5.</i> 4. Discuss legal issues related to alcohol and other drugs, violence in relationships, sexually transmitted diseases, harassment. <i>D.8.2.</i> 5. Define and discuss the meaning of sexual harassment and sexual abuse. <i>F.8.3.</i>
<p>Essential Questions</p>	<p>What is sin? What are the consequences of sin? What is the difference between breaking the civil law and not following the commandments of the Church? What are the consequences of breaking the civil law? What can I do if someone harasses/abuses me? What can I do if someone harasses/abuses others? What can I do if I find myself harassing/abusing someone?</p>

Knowledge	<ol style="list-style-type: none"> 1. Students will identify what harassment is and the different types of harassment. 2. Students will identify the different types of abuse: physical, emotional, and sexual. 3. Students will discuss when someone is accused of harassment and/or some type of abuse and what the reporting process is like. 4. Students will connect their Catholic faith with the obligation to treat themselves and others with dignity and respect.
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ASSESSMENT EVIDENCE - *How will you identify what students know and are able to do?*

Performance Tasks	Through participation in class discussions and activities, students will demonstrate their knowledge of safe environment content from previous grades as well as their understanding of harassment and abuse.
Other Evidence	The “Me, Others, and Challenges in Living My Faith!” worksheet.

IMPLEMENTING THE LESSON PLAN

How is the lesson structured to accomplish this task?

Resources needed for the lesson:

- Teacher’s resources:
 - 8th Grade Safe Environment Resource Sheet
 - Harassment Scenarios
- Student handout:
 - “Me, Others, and Challenges in Living My Faith” worksheets

Optional Extensions:

1. Police officer, pastor, parent who works in a health related field, or other resource speakers
2. Continue more in depth discussion on statistics and how to handle different situations in which students may find themselves

Learning Activity	Sample Teacher Questions or Dialogue
Review the seventh grade lesson: This may be done through discussion or by first giving students a “quiz” (not to be graded) on each of the topics and then beginning the review discussion after students have had an opportunity to think about each item. To strengthen teacher background, read the quotes from the Catechism of the Catholic Church in the seventh grade lesson.	<i>Before beginning today’s lesson, I want to see what you already know about safe environment issues from previous years, discussions, or classes.</i>

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<p>Next, introduce the lesson content on abuse. Then on the board or an overhead transparency create three columns. They will represent physical, emotional, and sexual abuse; however, do not label the columns yet.</p> <p>Take the students' responses and enter them under the appropriate column. Use the "8th Grade Safe Environment Resource Sheet" as a guideline. For example, if a student says, "Abuse is when someone gets beat-up or slapped," you would enter that and similar PHYSICAL descriptions in one column. If another student says, "threats," that would go in the EMOTIONAL column. Responses fitting the description of SEXUAL abuse would go in the third column.</p> <p>When the students have finished their examples/definitions, write the name of the kind of abuse at the top of each of the three columns (PHYSICAL, EMOTIONAL, SEXUAL). Refer to the "8th Grade Safe Environment Resource Sheet" to add to any of the columns, items that the students may have missed. Or, as another strategy, read off the missed items and ask the students to which column that kind of abuse belongs.</p>	<p><i>I want you to think about the word, "abuse." What does that word mean to you?</i></p> <p><i>You'll notice that I've formed three columns with your definitions and examples. The first column refers to PHYSICAL abuse. The information in the second column is called EMOTIONAL abuse, and the third column refers to SEXUAL abuse.</i></p>
<p>Next, using the "Harassment Examples Resource Sheet," read each example scenario and then ask the students to identify what has occurred.</p> <p>In example one, the students should recognize that both sexual and emotional abuse and harassment occurred. Point out the responsibility each character has.</p>	<p><i>Now, I want you to listen as I read what happened to these 12 year olds. As you hear about their experience, I want you to think about the kind of abuse this is, and who is responsible. What might you have been thinking or feeling if this had happened to you?</i></p>

<p>Encourage the students to explore thoughts and feelings, while ultimately framing the discussion in terms of morality, conscience, good decision-making and atonement. [See previous lessons, particularly seventh grade.] Invite students to consider what we as Christians are called to do in such an incident.</p> <p>Continue in the same way with the other harassment story as time allows...</p>	<p><i>Here's another student's story. Listen carefully as I read about his experiences. I'll ask you the same questions afterwards...</i></p>
<p>Finally, present the legal and moral consequences of harassment and abuse by first asking the students what they already know and filling in gaps as needed. List their answers on the board or overhead. It's not necessary to get too technical here, but use the information on the "8th Grade Safe Environment Lesson Background Information Sheet" resource to correct any misconceptions, answer questions, or to address their concerns.</p> <p>When students come up with issues related to morality, sin, forgiveness, etc., address their concerns in light of the teachings of the Catholic Church.</p> <p>[For teacher background: CCC 1700-1802]</p>	<p><i>What do you already know about the consequences for harassment or abuse?</i></p> <p><i>There are civil laws to protect us from abuse and harassment. If someone breaks these laws, there are consequences including fines and imprisonment. But what about the moral law, God's law? Harassment and abuse are sins against God's law that demand respect of and for others and care of and for others out of love of God. (This is a two-way street: You have a right to be respected and cared for; but you also have a duty to respect and care for others.) Breaking these laws has consequences, too. The offender needs to seek forgiveness from God, from the one hurt, and from the community that has been harmed by the transgression.</i></p>
<p>Distribute the "Me, Others, and Challenges in Living my Faith" handout. Ask students to complete their papers with the knowledge that their names will be kept confidential and that their information will help you find out what they have learned from this lesson. If students reveal confidential or troubling information, follow up with the student or talk to the CRE/DRE, school principal or pastor.</p>	<p><i>This is an assignment that will help to determine how well you understand what we have discussed in class today and what we may need to discuss in the future as a follow-up to today's lesson. It would be helpful if you put your name of the assignment at the bottom. But notice that it is optional. Let's read through a few of the questions... As you can see, these are personal topics. No other student will see what you have written."</i></p>
<p>After collecting their papers, conclude the lesson with a review of appropriate behavior – treating others with respect and dignity, and inappropriate behavior which can take the form of harassment or abuse and which does not recognize the dignity of God's creation –</p>	<p><i>[Summarize appropriate/inappropriate. Focus on our responsibility to both recognize these behaviors in others, but also to act in accord with the God given gift of human freedom and the power to make decisions for appropriate God pleasing values and virtues.]</i></p>

the human person.

This is a two-way street: treating self with respect and dignity by appropriate actions such as:

- understanding clothing as protection as well as decoration;
- avoiding danger, be it food, drink, places, or persons in order to stay safe and healthy;
- doing to others what we would have them do to us;
- thinking seriously about the consequences of our actions.

It is inappropriate for us to:

- hurt others
- act thoughtlessly or blindly

Ask students in small groups to create a closing prayer that focuses on thanking God for the gifts, talents, and abilities he has given us to make good decisions and to ask God for the courage to do what is right and to ask for forgiveness when we sin.

Because this class topic may be uncomfortable for some students, invite them to contact you. You do not have to deal with their issue personally, but contact your principal, DRE/CRE, or pastor for support if that appears the appropriate course of action. ☞

In your small groups, you will have about five minutes to create a closing prayer that focuses on:

- *Thanking God for the gifts, talents, and abilities he has given us to make good decisions,*
- *Asking God for the courage to do what is right, and*
- *Asking for forgiveness when we sin.*

Now, let's hear each group take a turn reciting together their closing prayer.

Thank you for sharing your thoughts and feelings today. If anyone would like to talk further about something that was discussed in class today, please let me know. You can give me a note, or just let me know sometime.

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Activity
Sheets
&
Handouts

Handouts:

- *Me, Others, and Challenges in Living My Faith*

Me, Others, and Challenges in Living my Faith

Directions: *Following are items and questions that reflect the topics talked about in the harassment and abuse lesson. Your answers will tell what you have learned as well as how you can apply that knowledge. It will also let your teacher know what topics should be discussed again.*

1. Describe at least 5 things that you like about yourself: (for example: your eyes, your personality, your hobbies or interests, etc...)
2. Name at least 5 things that people have said to you that make you feel uncomfortable or that upset you.
3. How often do you tease others? What are you thinking and feeling when you tease others?
4. How often are you teased? What are you thinking and feeling when you are teased?
5. What did you learn new about the topics discussed in this lesson?
6. As a Christian, what are you called you to do as a result of what you have learned in this lesson?
7. What is something else you wished you knew or would like to learn regarding the topics discussed in this lesson?
8. Anything else you'd like to add?

8th Grade Additional Resources

- 8th Grade Safe Environment Lesson Background Information Sheet
- Harassment Examples
- Additional Resources for lesson
- Sample Parent Letter

8th Grade Safe Environment Lesson Background Information

Core Lesson Information

I. **Harassment:** a broad range of verbal, physical, or written behavior intended to offend, intimidate or harm another:

1. Physical or mental abuse
2. Racial/ethnic slurs and derogatory remarks
3. Sexual advances or inappropriate touching
4. Sexual comments or jokes
5. Display of offensive materials
6. Can be one severe incident or a persistent pattern of behavior

II. Abuse

A. **Physical Abuse:** Any act that results in a non-accidental trauma or physical injury including beatings, burns, welts, broken bones, scars, serious internal injury, and unexplained bruising on the body

B. **Emotional Abuse:** Behavior that attacks the emotional development and well-being of another, especially his/her sense of personal worth and dignity.

Behaviors include:

1. Constant criticism and belittling;
2. Rejection and isolation;
3. Withholding of affection, support, and guidance;
4. Exposure to situations of drug and alcohol abuse.

C. **Sexual abuse:** The exploitation of children or youth through sexual activities for which they are developmentally unprepared.

- Non touching sexual abuse
 - Indecent exposure / exhibitionism
 - Exposing children to pornographic material
- Touching sexual offenses
 - fondling
 - making a child touch an adult's sexual organs
- Sexual exploitation - using child to film, photograph, or model pornography

III. Many people are required by law to report suspicions of abuse of minors:

1. All medical and mental health professionals including:
 - Doctors,
 - Nurses,
 - Dentists,
 - Optometrists
 - Chiropractors
2. Professional counselors
3. EMT's, Paramedics
4. School administrators, teachers, and counselors
5. Childcare providers and workers
6. Police and law enforcement officers
7. Clergy (sexual abuse only)

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- IV. People who are not mandated by law should report as well to protect children and youth.
- V. Those who suspect abuse may contact:
- Local law enforcement,
 - Child protective services,
 - Human services agency
- VI. Laws
- a. Statutes that would go with the different types of abuse / harassment accessible from local police department or from <http://www.legis.state.wi.us/rsb/stats.html>)
 - State statute 947.013 : Harassment
 - State statute 940.285 : Abuse of Vulnerable adults
(Some of this applies to teens and children)
 - State statute 940.32 : Stalking
 - b. Penalties / Punishments (for the accused adult or teen)
 - Class A Misdemeanor: fine and/or imprisonment
 - Class I felony: fine and/or imprisonment

Harassment Scenarios

Case Study 1:

Tess and Brian have been friends and neighbors since they were in second grade. Brian loves giving Tess a hard time at school. He thinks it is funny that she and the rest of girls get embarrassed when he or the other boys brush up against them from behind or by making comments about how short their skirts are. Tess is not used to Brian touching her or looking at her like that, but she rather likes it. This week she has been writing him notes in class asking Brian if he has ever kissed or gone further with any of the other girls in their grade, and whether he wishes he could do those things with her. Brian's mother found one of the Tess' notes in Brian's pocket when she was doing laundry yesterday, but she gave it back to Brian- assuming the kids were just joking.

Case Study 2:

Chase really likes movies and TV and he wants to be an actor someday. At school and church, he is always in the plays and musicals. Most of his friends are girls so some of the other boys in religious education and at youth group call him vulgar names or shove and trip him if he gets too close to them. Chase's friends, Elizabeth and Stacy, sometimes tell the other boys to stop, but they also laugh because sometimes what they say about Chase is funny. The youth minister, David, usually ignores what happens to Chase, thinking the boys are just acting tough and if Chase acted less feminine interacting with the other kids it would be a lot easier for him.

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Resources Used in preparing this lesson:

1. Platteville Police Department
2. *The Diocese of Madison Policy Regarding Abuse of Minors, Sexual Misconduct, and Sexual Harassment*, “A Safe Environment For All”
3. Wisconsin Domestic Violence Prosecution Manual
4. <http://www.aauw.org/ef/harass/index.cfm> Harassment – Free Hallways: How to Stop Sexual Harassment in Schools
5. <http://www.wcasa.org/> Wisconsin Coalition Against Sexual Assault: Wisconsin Stalking and Harassment Laws
6. www.preventchildabusewi.org
7. www.preventchildabuse.com
8. www.safechild.org
9. <http://www.legis.state.wi.us/rsb/stats.html>
10. Catechism of the Catholic Church, Section One, Chapter One, The Dignity of the Human Person