

## GENERAL INSTRUCTIONS

The context for the ninth grade safe environment lesson is ideally situated within the religious education curriculum that focuses on morality. The lesson invites students to explore the concept of personal integrity, building on the God-given dignity from prior years and including an exploration of what that implies for developing and maintaining appropriate 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 and relate how all people are created in the image of God and have worth and dignity.</li><li>2. The students will identify what is meant by the concept of personal integrity.</li><li>3. The students will identify positive, negative, and confusing touch.</li><li>4. The students will identify some of the causes of each of these types of feelings (positive, negative, and confusing).</li><li>5. The students will recognize the physical and mental effects of drugs and/or alcohol</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></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 distinguish between positive and negative touch.</li><li>2. Students will discuss the impact of feelings on situations in relationships.</li><li>3. Students will differentiate between aggressiveness and assertiveness.</li><li>4. Students will identify when being assertive is appropriate.</li><li>5. Students will identify different techniques for saying 'no' assertively.</li><li>6. Students will articulate that all people have free will and a responsibility to choose wisely.</li></ol> <p><u>Student levels of understanding will be determined by:</u></p> <ul style="list-style-type: none"><li>• Individual responses and group reactions during discussion of scenarios;</li><li>• Level of participation in group discussion;</li><li>• Correctly identifying aggression vs. assertion in scenarios;</li><li>• Appropriately apply moral decision making model to specific scenarios.</li></ul>
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## IMPLEMENTING THE LESSON PLAN

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

### LESSON SEQUENCE

#### Resources Needed for Lesson

- Bible (Psalm 139: 1-18)
- Journal Sheet
- Scenarios for Small Group Discussions
- Christian Moral Decision Making Model
- *The Catechism of the Catholic Church: 1699-1802.*

#### Preparing & Setting Up

- Copy journal sheets for student writing (one for each student)
- Copy and prepare scenarios for small group discussion
- Copy Moral Decision Making Model (one for each student)

#### Introducing & Motivating

Introduce journal topic of healthy & safe environments by asking students to write answers to the questions on the journal sheets (handout #1). These will help students review and assess their prior knowledge about safe environment issues.

Following their journaling, lead a large group discussion on each question. (*See prior safe environment lessons for information on scope and sequence leading to the grade 9 lesson.*)

- **What is a healthy and safe environment?** An environment that honors the God given integrity of human beings and nurtures them spiritually, emotionally, physically, and intellectually.
- **How would a healthy and safe environment impact your personal sense of integrity and value?** Within such an environment, individuals respect the gifts God has given to them as well as to others. Within such an environment, individuals grow in their understanding of self in relationship with God and with others.
- **List ways that you respect your own health and safety and that of others.**
  - Taking care of your personal health through proper regimens of diet and exercise;
  - Avoiding unhealthy exposure to or addictions to drugs and alcohol;
  - Honoring rules of relationships and valuing others through respect and genuine Christian concern;
  - Respecting the body given to us by God and the proper role of sexuality in our lives and relationships;
  - Refusing to allow others to exploit us or our bodies;
  - Refusing to engage in any activity that would exploit another.

- **How is assertiveness different from aggression? What would be an example of each?** Assertiveness is confident behavior flowing from what one believes and wants. It is a behavior that assists us in dealing with aggression that is the harmful tendency to attack or harm others for personal pleasure or gain.

### Conducting Lesson

1. Teacher – Link discussion of safe & healthy environments to positive and negative touch:  
*In speaking of healthy and safe environments, we briefly discussed the exploitation of or harm to others. Touch can be positive as in the case of a friend patting us on the back after getting a good grade or a grandparent hugging us when we visit. Sometimes, touch can be negative. Let's look at a group of scenarios. Discuss them in small groups.*
2. Students – Discuss scenarios in small groups. Then role play realistic situations and consequences which could arise from of the given scenarios. At the conclusion of this activity, the students should be able to identify: their personal interpretation of each scenario, influencing factors that may have helped create the following circumstances, and the person(s) responsible for the behavior described.
3. Teacher - Introduce and identify key steps in ***Moral Decision Making Model***
  - The *concern* is the relationship but also the individual's well being.
  - To make good choices, we rely upon an *informed conscience*.
  - The **conscience** 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. *Catechism of the Catholic Church*
  - The conscience is informed through the Word of God (Scripture and Jesus 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 is the primary source for the informed conscience. The Church teaches us about relationships and choices concerning others. Specifically, the Church teaches us:
    - *Our personal integrity is from God in whose image and likeness we are made.*
    - *God's divine design calls for wholeness of the individual that includes spiritual holiness and physical wellness.*
    - *God's love is the key to our relationships.*
    - *Love respects the personal integrity of others.*
    - *Love seeks the well being of others.*

- 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.

**Conducting Lesson (continued—possibly in a second class hour)**

- Real friends respect us. We respect friends.
  - You make decisions and act out your decisions, ultimately, based on what **you know** and **believe** to be true.
4. Students – In large group discussion, apply the Moral Decision Making Model to each scenario with each group sharing their thoughts on each of the scenarios.

**Assessing the Lesson**

Observe how students apply the Moral Decision Making Model to different situations; how they articulate ways to say 'No' assertively; and how they express what feelings the people in the scenarios may have.

**Concluding –**

*Teacher leads students in prayer using Psalm 139: 1-18.*

O LORD, you have probed me, you know me:  
 You know when I sit and stand; you understand my thoughts from afar.  
 My travels and my rest you mark; With all my ways you are familiar.  
 Even before a word is on my tongue, LORD, you know it all.  
 Behind and before you encircle me and rest your hand upon me.  
 Such knowledge is beyond me, far too lofty for me to reach.  
 Where can I hide from your spirit? From your presence, where can I flee?  
 If I ascend to the heavens, you are there; If I lie down in Sheol, you are there too.  
 If I fly with the wings of dawn and alight beyond the sea,  
 Even there your hand will guide me; your right hand holds me fast.  
 If I say, "Surely darkness shall hide me, and night shall be my light" --  
 Darkness is not dark for you, and night shines as the day.  
 Darkness and light are but one.  
 You formed my inmost being; you knit me in my mother's womb.  
 I praise you, so wonderfully you made me; wonderful are your works!  
 My very self you knew; my bones were not hidden from you,  
 When I was being made in secret, fashioned as in the depths of the earth.  
 Your eyes foresaw my actions; in your book all are written down;  
 My days were shaped, before one came to be.  
 How precious to me are your designs, O God; how vast the sum of them!  
 Were I to count, they would outnumber the sands; to finish, I would need eternity.

# 9th Grade Activity Sheets & Handouts

## Activity Sheets:

- *Journal Sheet*

## Handouts:

- *Scenarios for Small Group Discussion*
- *Christian Moral Decision Making Model*

## Grade 9 - Journal Sheet

1. **What is a safe & healthy environment? (How do you define it and/or how would you describe this type of environment?)**
2. **How would a healthy and safe environment impact your *personal sense* of integrity and value?**
3. **List ways that you respect your own health and safety and the health and safety of others.**
4. **How is assertiveness different from aggression? What would be an example of each?**

## Scenarios for Small Group Discussions

- 1) Your math teacher this year is just out of college and really knows how to relate to his students. Sometimes, he hangs out with some of them after school and he shares things going on in his own life or experiences he has had in the past with drinking, dating, etc. Many of the girls at school think he is pretty cute and it is obvious he is flirting with a few of them in class. You have heard rumors that he secretly took one of the junior girls out on a date last month. Tonight, a close friend tells you that he said he has been thinking about her a lot lately and is even having dreams about her.
- 2) You are staying over at a friend's house after a birthday party. As a group, you decide to sneak some alcohol out of the family's liquor cabinet. Your friend's older sister comes home and catches you drinking in the basement, but promises not to "rat you out" as long as you all agree to be her "servants" for the rest of the night while she entertains some of her friends who are coming to the house. Your first 'assignment' of the night is to kiss one other person in the room (of the older group's choosing).
- 3) At the family Thanksgiving celebration, you and two of your male cousins are looking at adult websites on their laptop. Your uncle (their dad) joins you later and starts suggesting which webpages you should check out.
- 4) Your boyfriend/girlfriend sneaks out of the house on Saturday night and text messages you he/she will be at your house in a few minutes. Your mom says it is okay if he/she stays for a little while and the three of you watch a movie together. After your mom goes to bed, the two of you start wrestling and tickling each other. He/she then starts to touch you in ways that are more sexual than playful.
- 5) Your next-door neighbor just got his license a few months ago and a car for his birthday last week. Your parents decide it is more convenient for you to ride to and from school with him everyday. He usually drives quite a bit faster than the speed limit and he often makes jokes about hitting and/or running over some of people in his grade he does not like. Yesterday morning, he mentioned to you he might start keeping his hunting rifle in the trunk of his car- 'just in case'.

# 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 my . . .

a. 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.

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

- Sample Parent Letter