

# Catholic Community: Right, Safe, Good Relationships

## Sexual Abuse Awareness Training in School and Catechetical Programs of the Archdiocese of New York

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## INTRODUCTION



*To Teach As Jesus Did* (1972) identified the three main goals of Catholic education: to teach the gospel message, to help people grow in the fellowship of the Christian community, and to emphasize the Christian call to service. Our Catholic tradition has always affirmed the dignity of the human person as created in the image and likeness of God. We know that ministry with children and youth, in particular, is a sacred trust.

Today, however, the Church is experiencing a crisis without precedent, a crisis that has resulted in the tragic loss of trust. In 2002, the United States Bishops approved *The Charter for the Protection of Children and Young People* in an effort to protect children and youth from sexual abuse at all levels of Church life and to restore trust in a Church scarred by the scandal of clergy sexual abuse. Article 12 of the charter directs all dioceses to create programs and processes to teach children and youth about sexual abuse and its prevention.

The Office of the Superintendent of Schools and the Catechetical Office of the Department of Education in the Archdiocese of New York have been charged with the two-fold task of creating programs for use with children, youth and their parents as well as of leading the implementation process for schools and for parishes with catechetical and youth ministry programs.

In light of these efforts, a comprehensive program, adapted from the *Sexual Abuse Awareness Training for Children and Youth* (Diocese of Albany) and correlated with the *Guidelines for Catechesis* (Archdiocese of New York), was adopted and approved in August 2004. The program is called *The Catholic Community: Right, Safe, Good Relationships*. Its main goal is to promote education that informs and empowers those served in Catholic education programs in a manner that fosters human dignity, prevents abuse and encourages communication of potential or actual abuse.

In its present form this program was piloted by the Schools' office and by the Catechetical Office for children in August summer school programs and for parents at late August information sessions. While the document focuses primarily on children, it also acknowledges the importance of parents as the primary educators of their children. Every effort will be made to provide parents with information and with parenting resources, as well as to inform them every step of the way as we implement this training with their children.

Since 2002, there have been measures implemented to insure the safety of children and youth in our care. Background checks are required for all adults working with children and youth and these same adults will receive safe environment training under the auspices of the Virtus Program: Protecting God's Children .

We thank you for your continued commitment to the sacred trust we have been given in the care and protection of children. We pray that the efforts we make bear fruit in children and youth, informed and empowered to recognize and to respond to potentially dangerous situations. May the collective vigilance and efforts of the entire Catholic community renew trust and confidence. We, ourselves, must trust Christ's promise: "for God all things are possible" (Mt. 19:26).

Department of Education  
Archdiocese of New York  
August 2004

# Strategy for Implementing Sexual Abuse Awareness Training for Children and Youth

## Frame of Reference and Frequency

Sexual abuse awareness education is provided each year for every grade level. Overlapping topical presentations annually is an attempt to make sure that no one “falls through the cracks” given the mobility of the population served in the Archdiocese of New York, and also, to make sure that necessary understanding and skill is acquired given that children learn according to readiness. Presenting similar or related topics in different yearly contexts allows students to appropriate understanding and skills from different presenters with new reference points from the religion curriculum. The sexual abuse awareness integration is taught at a designated, related point in the catechetical curriculum for each grade level. (See the condensed catechetical curriculum on pages 14 - 35 with suggested points of correlation boxed and highlighted with the graphic marker indicated in the margin.)



## Accountability

It is important to keep an accounting of when you offered the training, with whom, and what you did. This gives you a written record of your school or parish program’s execution of the mandate to provide and promote a safe environment for children. You may be asked by the Archdiocese to submit this report.

*Always notify parents before you begin this implementation. It is best to do this in writing directly to the parents’ home. (See sample letter in Appendix section). Parents have the right to know when and how this training will be implemented. They also have the right to preview any of the materials that will be used. Have a copy of this packet available for parents to review. Help parents understand why this training is important and empower them at home. (See outlines enclosed for a parent session and a parent/child session and suggestions for parent materials to send home). Parents always have the option to exempt their child from any session, and we must respect their right to do so. However, parental objections to this training does not exempt the schools or parish programs from doing this training, which we are mandated to provide.*

Sexual abuse awareness does not need to be limited to the scope described in this program, *The Catholic Community: Right, Safe, Good Relationships* but must include at least this scope.

In the section that follows are some suggested strategies for implementation of *The Catholic Community: Right, Safe, Good Relationships*. Choose one, or a combination of approaches, that best suits the needs of the students you serve and their parents.

**Single Lesson Plans** to be correlated by teacher with the Curriculum for Catechesis  
Integration of sexual abuse awareness into a **School/Parish Program Workshop or Retreat**  
School/Parish Program **Liturgical Year or Lectionary Integration**  
**Combined Parent/Child Session**

## LESSON SUGGESTION FOR PRIMARY GRADE STUDENTS

**Objective:** To help children distinguish the difference between good and bad (appropriate or inappropriate) touch. To affirm a child's right to say no to an adult who makes them feel uncomfortable.

Opening Prayer: Use a short prayer or song with gestures that speaks of God's love for all God's creation, especially children.

For example: Psalm 104:24

“O Lord, how wonderful are all your works. In Your wisdom, you have made them all, The Earth is full of Your creatures”;

Sing, “He's Got the Whole World in His Hands”

Part I (10 min.): Kinds of Touch and A Child's Right to Privacy

Introduce by saying, “God loves us so much. God created us to be happy. He gave us our bodies. What are some happy things we do with our bodies?” (run, jump, sing, laugh, smell flowers, pet puppies, hug our parents, play, see new faces...)

Touching is something we do with our hands. We give and receive touches. What are some good kinds of touches? Good touches make us happy and comfortable and loved.

What about bad kinds of touches that make us feel sad, confused or uncomfortable? Can you name some of those? (When someone forces you to kiss or touch them, when someone tickles you too much even when you have said “stop” when someone touches you in the private areas of your body).

Review the private areas of our bodies - those covered by a bathing suit. Point out that no one should ever touch those private parts of our bodies. There are exceptions, like when the doctor has to examine us when there is something wrong, or when we need to ask our parents to help us with something. We should try to take care of our own bodies as best we can by ourselves.

Part II (10 min): Learning the Skills to Avoid Bad Touching

Your bodies belong to YOU. Whenever a person bothers you with a bad, “not OK” touch, you can say “NO.” Even if it is an adult or someone who is bigger than you, or someone you even love and know well. Let's hear you all say “NO” in a big loud voice. (Have children all say “NO” together).

Now ask them to stand up and this time, say “no” with their voices and their bodies. Show them how to move back and hold up their hand in a stop motion. (Now have all children say “NO” with a hand up and move back)

“After we say “NO” in a big, loud voice and hand motion, what do you think you should do then?”

Answer: Go tell an adult that you trust.

Who are some people you can trust? Name them (parents, catechist, teacher, principal, pastor, nurse, police officer, etc.).

Sometimes a bad touch is scary and you might feel scared to tell someone, but it is important to do that. Remember you can't get into trouble when you tell someone the truth about a bad touch. When someone touches you that way, it is NEVER your fault. Adults are supposed to keep you safe and need to know when someone made you feel unsafe.

At this point you might want to use the video, "Speak Up, Say No" to reinforce Part II. (See **Annotated Resource List**)

As an alternative you might want them to practice saying no in the following scenarios:

- *Your older brother tickles you so hard, he makes you cry. He thinks it is fun, but you don't.*
- *Your grandpa holds you on his lap and squeezes you so tight that you feel uncomfortable, and doesn't let you down when you try to get down.*
- *Your mom's friend helped you get a wet bathing suit off, and stopped to feel your buttocks and penis. It made you feel scared and uncomfortable.*

Part III (5 min.): Closing

End with a prayer about God's love and protection of us, and make the sign of the cross in blessing on each child's forehead: "May God bless you and always keep you safe, in the name of the Father, and of the Son and of the Holy Spirit. Amen."

## LESSON SUGGESTION FOR MIDDLE GRADE STUDENTS

**Objective:** To help children recognize the lures used by those who sexually victimize children. To give children strategies for keeping from being tricked into uncomfortable and dangerous situations.

Opening Prayer: Use an appropriate scripture reading, psalm or prayer that speaks of God's care for us, or God's protection of us. For example: Psalm 23 or an adaptation of "The Lord is My Shepherd".

### Part I (10 min): Identifying Safe People in our Lives

Begin by asking the children, "Who are the adults that make you feel safe?" (Try not to get generic categories, like "teachers," "parents," etc. Instead encourage them to name folks - Mom, Mrs. Brown, etc.). Continue by asking, "What do they do to make you feel safe?"

After they process the first two questions, tell children that most adults want us to be safe and try to protect us, but sometimes there are people that do not make us feel safe and protected, and make us feel uncomfortable. "What are some things people say or do to make us uncomfortable?"

You may get a variety of responses, but zero in on or prompt responses around unwelcome affection (over-tickling, forced kissing), uncomfortable touches, verbal control, being alone with someone, being tricked into doing something you don't want to do...

### Part II (20-25 min): Identifying Lures

Today we are going to learn to recognize people who cannot be trusted to keep you safe or try to trick you into situations that make you uncomfortable. Ask, "Are these persons always strangers?" Affirm that often these "tricky" people are known to you and try to get you to like or trust them first. The ways they do this are called "lures". Do you know what some lures are?

At this point you might show the video, "Tricky People" (see **Annotated Resource List**) or present common lures used by sexual predators (see **Appendix**).

### Part III (15 min): Responding to Lures

What do you think you would do if someone used one of those lures on you to try to get you into an uncomfortable situation? It is important to follow a few special safety rules for avoiding tricky people with lures (even if they are known to you):

- 1) Know that you always have the right to say "NO" to anyone who makes you feel uncomfortable, even if it is an adult and you were taught to do what adults tell you. You have the right to be respected and tell someone that is what you need. For example, "Uncle Tom, I feel uncomfortable when you keep tickling me. I need you to stop when I say it is enough!" or "I'm sorry I can't help you find your lost dog, but my parents do not allow me to go off alone with someone. Maybe you should find an adult to help you."

- 2) Tell a trusted person (remember you named some of them in the beginning) when someone makes you feel uncomfortable or when someone tells you to keep a secret about an uncomfortable situation. Even if someone threatens you if you tell, it is important to still tell.
- 3) Always let a trusted adult know where you are at all times and who you will be with. Never be in a situation where you are alone with a person who makes you feel uncomfortable.
- 4) Always stay alert! Sometimes we might know what a lure is, but we get involved in the situation and get tricked without realizing it.

Close by asking the children to either name or draw a picture of something new they learned today that would help them stay safe. End with a blessing for God's protection: "May God's love surround you and protect you from harm at home, at school and at play. May the Lord bless you in the name of the Father and of the Son and of the Holy Spirit. Amen."

## UUULESSON SUGGESTION FOR JUNIOR HIGH STUDENTS

**Objective:** To help youth recognize lures used by those who sexually victimize others via the anonymity of the Internet. To give young teens skills to avoid being victimized by internet sexual predators.

Opening Prayer: “I have formed you and I know you,” says the Lord. (Psalm 136)  
Reflect on God who knows us better than anyone and calls us by name.  
No one is anonymous to God.

### Part I (15 min): Watching Out While Having Fun

Ask young people what are some things they like to do for fun?

When we decide to do something for fun, we tend to just do it and only think about the fun it will be. Rarely, if ever, do we think about the dangers that something fun might hold.. For example, we think that rollerblading is fun, and it is! But it’s more fun when we are aware of and prepare for the dangers inherent in rollerblading. We need to know how to stop, what protective gear to wear, etc. If so, it can be great fun.

What are some of the dangers to be aware of in the things you mentioned above? How many of you think surfing the net and meeting people online is fun?

### Part II (20-25 min): Internet Safety Scenarios

Divide the group into three and give each group one of the following scenarios to talk about. Call the group back together after about 5 minutes to report on what they said.

- A) *You create a screen name by using your first name, last initial and birth date to make it easy for you to remember. It is easy to remember, but is this screen name a good idea? Why or Why not?*
- B) *You are in a chat room and someone starts to talk to you. She says she is your age and lives in a nearby town. At the end of a long conversation, she says she wants to meet with you. You really want to make some new friends and are interested in meeting her. What do you do?*
- C) *You are creating your own website. You want to make it in your personal style. What information should you put on it and what should you avoid putting on it?*

If the young people come up with ideas for internet safety, affirm them, then mention the others they did not come up with. Review some of the dangers and lures that predators use via the anonymity of the internet (see **Appendix**).

### Part III (15 min): Using the Internet Safely

Ask young people to come up with some “Ten Commandments” for online safety. Then fill in what they missed. Talk about the importance of parents in helping them to avoid the dangers of the Internet and to keep their online use safe and fun!

## LESSON SUGGESTION FOR HIGH SCHOOL STUDENTS

**Objective:** To help teens to set appropriate boundaries in their relationships with both adults and peers. To develop skills for addressing situations where boundaries are crossed.

Opening Prayer: I Corinthians 13 (the gift of love).

Part I (25 min): Knowing how to distinguish good/bad in relationships

How do you know when you are in a good relationship?

A good relationship is life-giving. The other person encourages you to grow. It does not demand all your time and attention; you are proud to be with the other person in the circles of your family and friends; you maintain our individuality while in a couple relationship; it is respectful; you feel a comfortable sense of belonging.

How do you know when you are in a bad relationship?

A bad relationship stifles you. It is demanding and possessive. You feel isolated from friends and family and embarrassed by the other person's behavior; you feel trapped and lose a sense of yourself; there is a loss of control over your own choices; it is not respectful of personal boundaries; you feel "disconnected" from yourself and others.

Put young people in groups of two. Ask them to create a scenario of a pair of "friends," a couple or an adult/teen relationship in each of those two categories. Share their scenarios with the large group as time allows.

Part II (15 min): Recognizing boundaries in peer and adult relationships

Define boundaries:

*Boundaries are the physical and emotional limits a person establishes in his/her relationships.* Example of physical boundaries include the comfortable physical distance we determine when we interact with people, when we allow people to touch, hug or kiss us, the sexual boundaries we set. Different cultures determine different physical boundaries. Some cultures accept greeting of others in physically demonstrative ways – with hugs and kisses, even with those they do not know; others accept only minimal eye contact in meeting someone new. It is important to know the culture you are dealing with for appropriate physical boundaries. Most boundaries reflect our personal preferences or our values. Emotional boundaries include limits we establish on what personal information we disclose to others, and how we respect others' self-esteem and feelings. Emotional boundaries are crossed by manipulative behavior, name-calling, sarcasm, ridicule, put-downs. Some people reveal a lot of personal information immediately, while others take longer to get to know. Some people welcome and even expect others to probe into their lives, while others are more "private," choosing to reveal themselves gradually with time and trust.

In good relationships, each individual is respectful of others' boundaries and does not cross them. In bad relationships, boundaries are ignored and people feel uncomfortable and even violated. Sometimes an individual tries to manipulate the other into believing he/she should cross his/her own pre-set boundary. This technique is often used to get others to cross over sexual boundaries.

What are some warning signs that someone is trying to cross your physical or emotional boundaries?

- A person gives you alcohol or drugs.
- A person tries to get you alone or asks you to keep a secret, or threatens if you reveal this.
- A person tries to win you over with gifts, special praise or consideration.
- A person uses conditions to get you to do something you might want. For example, “If you want a good grade, you need to have sex with me.”
- A person tries to isolate you from your support system (like friends and family).
- A person is persistent in trying to talk you into what they want, despite you saying no.

You have a right to have your boundaries respected and a responsibility to respect others’. It is important to recognize when a person is trying to cross your boundaries and stop it immediately, even if that person is someone you know and like.

### Part III: (20 min): Refusal and assertive skills for safeguarding boundaries

Give each group these scenarios and ask them to address each. Then choose pairs to role play each of the three in front of the group.

- 1) *A girl/guy wants to date you. S/he is constantly at your locker, at your lunch table and always around, trying to get your attention and get you to accept their invitation for a date. You are feeling your boundaries are being crossed and need to let this person know.*
- 2) *Your girl/boyfriend has been putting you down both in private and in public among friends. He makes fun of your mannerisms by accentuating them and laughing; he makes negative comments about your looks and tells you that you are lucky you have him/her because no one else would want you. You recognize your emotional boundaries are being violated and you need to address this.*
- 3) *An assistant coach you admire seems to favor you over the others. He appears when you are alone in the locker area and has “accidentally” touched your breast and buttocks on a few occasions. You don’t want to hurt his feelings and you know he has control over whether you start on the team or not. But his behavior is making you uncomfortable as you recognize that boundaries are being crossed. You need to deal with this.*
- 4) *Your employer calls you at home and talks about her personal life, gives you gifts. It is well known among the other employees that she favors you. It seems she is coming on to you, even though you are 15 years younger. One night she asks you, and only you, to work alone with her until late and promises to bring you home. This makes you uncomfortable, especially when she urges you to tell your parents you are going to a friend’s house and will be home by your 1:00 a.m. curfew! You don’t want to lose your job, but you know you need to address this.*

Point out through the role play:

- The need to be assertive and use “I feel,” and “I need,” statements.
- To get away from the person violating their boundaries.
- To tell a trusted adult who will help you determine whether or not to pursue this as harassment or abuse.
- The need to address the issue with someone, even if they are an adult in authority and have power over you.
- Teens may be sexually abused by either men or women.
- Teens are as vulnerable to lures as are children, since offenders know how to use lures so effectively and convincingly.
- To know beforehand clearly what your boundaries are, so you are not in a situation to have to determine them under duress.

Optional activities:

- After the session or at a journal time encourage young people to take some quiet time to write down:

My physical boundaries are...

My emotional boundaries are....

- Have young people rewrite I Corinthians 13 in their own way:

Love is . . .

Love is not . . .

## **SUGGESTION FOR PARENT SESSION**

For parents only, this session will help parents recognize the importance of sexual abuse awareness for themselves and for their children and empower them to protect their children.

### Opening Prayer and Introduction (5 min.)

“God you created us in your image and likeness and proclaimed that we are good. Be with us as we seek to follow truth and goodness, and to protect your children whom you entrust to us. Heal the divisions in our hearts and in our Church, and have mercy on all those who suffer. May we glorify you with one voice, united by our love for you. Amen.”

### Gathering Activity (15 min.)

Have parents think about the world when they were children, then look at the world today. What have your children always had in their world that didn't exist when you were a child? (cell phones, video cameras, the Simpsons, the Internet....) Although sexual abuse of children has always existed, today we know we need to face it with greater awareness and prevent it.

### The Reality of Sexual Abuse (15 min.)

Give parents a true/false quiz around the reality of sexual abuse, using these five questions:

- Most sexual predators are strangers, those unknown to our children.  
(*False*)
- The Internet is a prime source for sexual predators (*True*)
- Most offenders do not plan to molest children; it happens on impulse.  
(*False*)
- Teens are less vulnerable to sexual offenders because they are more savvy about lures (*False*)
- If my children are getting sexual abuse awareness training in school and church, I don't need to be involved (*false*)

### How we can protect our children (30 min.)

Develop a presentation/dialogue from these talking points:

- Our Catholic tradition has always affirmed that a person has dignity and is created in the image of God. We affirm that our children are a sacred trust for all of us.
- We want to ensure at all levels that when children are in the church community, they are safe, secure and treated with respect and dignity
- In light of the scandal of sexual abuse, the US Bishops implemented in 2002 the Charter for the Protection of Children and Youth.
- Process for screening of teachers, catechists and volunteers

- What the school,/parish program is doing to help children become aware and when and how it will be done on the local level
- What parents can do to reinforce this in their homes (use any of the suggested material in the **Annotated Resource List**).

A particularly good resource for this purpose is “Keeping our Children Safe: Tips for Parents, Teachers and Other Adults who Live and Work with Children” by Linda S. Pieczynski (National Pastoral Life Center). Or you may use a video or portion of a video here too.

Question/Answer time (15-20 min.)

Also, display materials that your parish will be using for children and adults for their review

Closing Prayer and Distribution of Home Materials (5 min.)

**Pre-Kindergarten and Kindergarten  
CONDENSED CURRICULUM  
Catechesis of the Good Shepherd**

- Environment – an open space (called an atrium) set aside for this program;

children feel safe and independent

- Scripture has a place of prominence; lighted candle during readings
- Booklets with Bible readings for those who can read



**Methodology**

- Method of signs helps the child discover the greater reality that is signified, e.g. love of God in Christ is conveyed by the Good Shepherd.
- Jesus, the Christ is the starting point – parables and stories
- Scriptures proclaimed are always taken from adult versions.
- Use of materials – simple, good quality, such as figures of Good Shepherd
- Prayer is fostered – almost exclusively praise and thanksgiving (rarely, if ever, petition) – spontaneous in response to God’s activity.

**Content (in accordance with liturgical year over a three-year period)**

- The Good Shepherd
  - Parable of the Good Shepherd
  - Parable of the found sheep
  - Psalm of the Good Shepherd
  - Eucharistic presence of the Good Shepherd



- The parables of the Kingdom
  - The mustard seed
  - The pearl of great price
  - The hidden treasure
  - The yeast/leaven
- Advent prophecies
  - The “light” and the “Child” (Isaiah)
  - The “Virgin” and “Bethlehem”
  - The “star”
- Events in the life of Jesus
  - The Annunciation
  - The Visitation
  - The birth of Jesus and the adoration of the shepherds
  - The birth of Jesus and the adoration of the Magi
  - The Last Supper
  - The Resurrection

- **The land of Jesus**
  - **The world and the land of Jesus**
  - **Nazareth, Bethlehem and Jerusalem**
  - **Places and features of the land of Israel**
  - **Places within Jerusalem**
  
- **Baptism**
  - **Light, word, water, oils, white garment**
  
- **The Eucharist**
  - **Preparation of cruets**
  - **Mingling of water and wine**
  - **Lavabo**
  - **Gesture of the invocation of the Spirit**
  - **The gesture of the offering**
  - **Gesture of the sign of peace**

## Grade 1 CONDENSED CURRICULUM

God is the Creator who made all things: angels, human persons, the whole world.

God is all loving, all holy, can do everything, is everywhere, knows everything and always was and always will be.

Through prayer and worship we respond with love and gratitude to God.

Created in God's image, each person has dignity and value. It is our responsibility to respect life and to care for ourselves, others and all that God has created (stewardship). We are to be respectful of the life, good name, property and possessions of others. ( Gen. 1:1-27)

(Matt. 18:10)



**Learn: "I believe in God, the Father Almighty, Creator of heaven and earth."**

Trust in Providence (Matt. 6:25-34)

We are children of God. God is our Father who made us, loves us, cares for us, and who wants us to be happy with him, on this earth and in heaven.



Through Baptism we become members of the Church, God's family, and receive grace, a sharing in God's life. (1 Pet. 1:3-5)

**Have children learn the Sign of the Cross.**

We are called to be members of God's family, to be saints. Saints are people who live God's way.

We are to be truthful.

We do not lie, destroy property, or steal.

Jesus, the Son of God, became human like us and loves us. (Luke 2:7-14)

**Explain that Advent is the beginning of the Church year and is a preparation for the celebration of the birth of Jesus.**

Jesus shows us how to live.

We are to show love and obedience to our parents and those who take care of us, as Jesus did to his parents.



We are to be like Jesus and to care for others who are in need. (Luke 2:41-52; Mark 10:13-16; Luke 4:40; Matt. 14:13-21)

**Teach children to pray for other people.**

Jesus teaches us how to listen and talk with God our Father. (Matt. 6:9-13)

**Teach children the Our Father.**

Foster daily prayer, especially in the morning, evening and at mealtimes.

At Mass, we listen to God's Word and pray together as God's family.

**Encourage children to participate in Sunday Mass at their parish.**

Jesus suffered and died for us and rose from the dead. (John 21:1-14)

To live in peace it is necessary at times to say we are sorry, to forgive and to make up with others.

**Explain that Lent is a season of the Church year, a time of preparation for Easter.**

The Holy Spirit is sent by Jesus to make us holy. The Holy Spirit helps us to pray. (Gal. 4:6)

**Have the children review the Sign of the Cross and learn the Glory to the Father (Doxology)**

Sacred Scripture is the Word of God. (Psalm 119:105)

In Sacred Scripture we learn about God: Father, Son and Holy Spirit.

**Give Sacred Scripture a special place in the classroom. Encourage the children to do the same at home.**

**WORDS TO BE TAUGHT**

Advent	Creator	Mass
Amen	Easter	Parish
Catholic	Guardian Angel	Sacrament of Baptism
Christmas	Lent	Sacred Scripture
Church	Liturgical Year	Saint

**LITURGICAL SYMBOLS AND GESTURES TO BE TAUGHT**

Altar	Holy Water	Sanctuary
Baptismal Font	Kneeling	Sign of the Cross
Genuflection	Lectern	Tabernacle
		Tabernacle Lamp

**PRAYERS TO BE TAUGHT**

Sign of the Cross  
Our Father  
Hail Mary  
Glory to the Father (Doxology)\*

**PRAYERS TO BE ENCOURAGED**

Morning and evening prayer  
Grace at Meals  
Spontaneous Prayer

**\* DOXOLOGY**

Glory to the Father,  
and to the Son,  
and to the Holy Spirit:  
as it was in the beginning,  
is now, and will be forever. Amen.

## Grade 2 CONDENSED CURRICULUM

God the Father gives us the gift of Jesus. (John 3:16)

Jesus, the Son of God, who existed from all eternity, “was conceived by the power of the Holy Spirit and born of the Virgin Mary” (Incarnation).

Jesus is divine and human (Mark 1:11)

We are to care for and respect the life of the unborn, persons with disabilities, the elderly and all people.

Continue to teach the Apostles’ Creed: “I believe in Jesus Christ, His only Son . . . He will come again to judge the living and the dead.”

Mary is the mother of Jesus and our mother.

She was always close to God and said “yes” to God with faith and trust. She is our model. (Luke 1: 26-38)

**Review the Hail Mary.**

**Prepare children for the Feast of the Immaculate Conception: December 8<sup>th</sup>.**

Joseph is the foster father of Jesus.

Joseph is our model because he trust God’s ways and treated people justly. (Matt. 2:13-14)

**Encourage devotion to St. Joseph.**

**Pray with the children using the Advent wreath.**

Jesus came to save all.

During the Christmas season we celebrate God’s gift of Jesus to us. In this season of gifts, we help the poor, the homeless, the lonely. (Luke 2:1-20; Matt. 2: 1-12)

**Explain Christmas, December 25<sup>th</sup>, the celebration of the birth of Jesus.**

**Explain the meaning of the Christmas crèche.**

Jesus was always obedient to God his Father, and he expects the same of us. When we are disobedient to God’s law, we sin.

We are to respect and obey those who have the right to tell us what to do. (Luke 2: 39-40)

Jesus is the model of love and goodness. (Mark 6: 53-56); Luke 7: 11-15; John 21: 4-12)

We imitate Jesus when we treat others fairly and justly.

**Explain the feast of the Sacred Heart which celebrates Jesus’ great love for each of us.**

**Review the Our Father.**

**Explain the Feast of the Holy Family and encourage family prayer.**

Jesus died for us on the cross: Crucifixion. He rose from the dead on Easter Sunday: Resurrection. Jesus returned to His Father in heaven (Ascension) and sent the Holy Spirit to be with us always (Pentecost).



Introduce Holy Week, especially Palm Sunday, Holy Thursday, Good Friday, Holy Saturday and Easter Sunday.

Jesus is present: within us by grace  
in the community of the Church  
when we gather to pray in His name  
in Sacred Scripture  
in all the sacraments, especially the sacrament of the Eucharist  
(John 14: 23; Rom. 12:4-5; Matt. 18:20; 1 Pet. 1:23-25; John 6:35)

There are seven sacraments. Sacraments are signs (words and actions) we see through our senses. They show us Jesus' love for us. They give us His grace.

We need help to live the Christian life. One of the greatest helps is the sacraments.

Baptism: we are freed from sin, share in God's life, and become members of God's family, the Church. (Matt. 28:19-20)

Penance (also called Reconciliation): we receive and celebrate God's forgiveness. We express sorrow and are made one with the Body of Christ. (John 20:22-23); Luke 15:4-7)

Eucharist: we receive the gift of Jesus' Body and Blood which he shares with us at Mass just as he shared with the apostles at the Last Supper. (Mark 14:22-24); John 6:51)

When we gather with other members of God's family at Mass and receive Communion, we are strengthened to live the Christian life.

**Encourage prayer before the Blessed Sacrament. Review the practice of genuflecting or making a profound bow before the Blessed Sacrament as an expression of reverence for the Real Presence of Jesus in the Eucharist.**

**Explain that on Holy Thursday the Church celebrates Jesus' gift of himself at the Last Supper.**

The Sacrament of Penance:

God has given us free will to choose between what is good and what is evil. We are responsible for our choices. Our choices affect our lives, our relationship with God and our relationship with others. (Sir. 15:14-15)

God gives us the Spirit to empower us to make loving choices of what is good. We are expected to treat ourselves and other persons with gentleness and caring, and not with violence. (John 14:15-17a)

God continues to love us even when we sin. True freedom means we choose to live God's way. Sin is a deliberate choice to act against the will of God. (Luke 15:11-24)

God calls us always to be sorry for our sins and to accept his forgiveness.

**Teach the rite of Penance.**

**Prepare the children for their first celebration of the Sacrament of Penance.**

The reception of Holy Communion nourishes and strengthens our relationship with Christ begun in Baptism and continued throughout our lives.

We worship God on Sundays and holy days through the Eucharistic celebration.  
(1 Cor. 11:23-26)



Teach the general outline of the Mass, and the simple responses at Mass.

At Mass we gather as God's family.

The Liturgy of the Word: We listen to God's message to us so as to put it into practice in our lives.

The Liturgy of the Eucharist: With the priest, we offer the gifts of bread and wine. The bread and wine are changed into the body and blood of Jesus (Transubstantiation). In the Eucharist Jesus gives himself as the bread of life and the cup of salvation.

During Mass we:

- praise and thank God
- remember what God has done for us in Christ
- grow in love, which cleanses and preserves us from sin
- ask for help for ourselves and others

**Prepare the children for their first reception of Holy Communion.**

**WORDS TO BE TAUGHT**

Ascension	Holy Day	Rite of Penance
Blessed Sacrament	Holy Week	Resurrection
Crucifixion	Liturgy of the Word	Sacrament of the Eucharist
Charity	Liturgy of the Eucharist	Sacrament of Penance
Grace	Pentecost	
Heaven	Prayer	
Hell		

**LITURGICAL GESTURES AND SYMBOLS TO BE TAUGHT**

Reconciliation	Give Sacred Scripture a special place in the classroom.
Confessional	Encourage a reverent and prayerful attitude in the place of worship. Foster the children's participation in the prayer and worship of the parish community.

**PRAYERS TO BE TAUGHT**

Act of Contrition (\* see the rendition recommended for use throughout the Archdiocese)  
Simple Responses at Mass

**PRAYERS TO BE ENCOURAGED**

Quiet prayer before the Blessed Sacrament

**REVIEW PRAYERS OF THE PREVIOUS GRADES**

Sign of the Cross  
Our Father  
Hail Mary  
Glory to the Father (Doxology)  
Morning and Evening Prayer  
Grace at meals  
Spontaneous prayer

**ACT OF CONTRITION**

My God, I am sorry for my sins with all my heart.  
In choosing to do wrong and failing to do good, I have sinned against you whom I should love above all things.  
I firmly intend, with your help, to do penance, to sin no more, and to avoid whatever leads me to sin.  
Our Savior Jesus Christ suffered and died for us.  
In His name, my God, have mercy.

(taken from the Rite of Penance)

**GRADE 3  
CONDENSED CURRICULUM**

**The Trinity**

Model of our love for one another  
Need to use God's name with reverence  
Jesus is the one who reveals the Father and the Holy Spirit (**Jn. 14:9-10;26**)

**Jesus**

Son of God  
Gathered a community of followers: DISCIPLES  
Taught about the Kingdom of God  
    Imitation of Jesus makes God's Kingdom visible in the world  
    Parables of the Kingdom (**Matt. 13:44-46**)  
    Wedding at Cana (**Jn. 2:1-11**)  
    Widow's Son (**Luke 7:11-17**)  
    Multiplication of Loaves (**Mark 6:34-44**)  
    The Lord's Prayer – "thy kingdom come"  
Shared joys and sorrows  
Healed sicknesses  
Sent by the Father to show us how to love God, ourselves and others (**Jn. 3:16**)

**Followers of Jesus**

Followers of Jesus belong to His Church  
Followers of Jesus are called to love everyone without exception – friends and enemies  
    prayer for friends and enemies  
Love is the sign of the Christian community (**Jn 15:12**)  
    Respect for life: especially the weak - unborn, elderly

Care for ourselves: our body Developing our gifts/talents Parents, guardians and family members
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Care for the reputation of others  
Care for the property and possessions of others  
Care for the earth (STEWARDSHIP)

Two Great Commandments (**Lk. 10: 25-28**)  
Good Samaritan (**Lk. 10:29-37**)  
Love of Enemies (**Mtt. 5:43-46**)  
The Sign of Peace as an expression of Love  
The importance of thanksgiving for God's many blessings

<b>Sin</b> Refusing to love God, ourselves and our neighbor ( <b>1 Jn. 4:20-21</b> ) 10 Commandments: the standard for love
---

What to do when we sin:  
    Be sorry  
    Ask for forgiveness  
    Make up for wrong-doing  
Act of Contrition  
Meaning of Lent and Easter



## Major Feasts

Ascension (**Mark 16:19-20**)

40 days after Easter – Jesus’ return to God the Father  
we will one day be united in heaven with Jesus and the Father

Pentecost (**Acts 2:1-13**)

50 days after Easter: the birth of the Church  
the Holy Spirit sent to us so we could continue Jesus’ work  
the grace of the Holy Spirit empowers us to be faithful followers and ministers

## The Church

Community filled with the Holy Spirit who share the same faith and sacraments under the leadership of the Pope and the bishops

Sacraments of Initiation: we receive the Holy Spirit and become members of the Church

Baptism: God gives us His life (**Acts 2:38**)

Removes original sin

Removes personal sin in someone who is beyond the age of reason

Explain the symbolic use of water in the rite of Baptism

Confirmation: full outpouring of the gifts of the Holy Spirit

Enables us to be like Jesus

Eucharist: the body and blood of Jesus (**1 Cor 11:23-25**)

Jesus feeds us with His body and blood

Jesus makes us one with Him and with one another

Obligatory worship on Sundays and holy days – keeping united with Jesus and  
one another

Sacrifice of Jesus/ Sacrifice of the Mass

Spiritual nourishment for strength and ministry

Through God’s word (explain Liturgy of the Word)

Through union with Jesus and one another in the Eucharist (explain Liturgy of the Eucharist)

Sacraments of Healing: we are forgiven, strengthened and comforted

Sacrament of Penance: forgiveness of personal sin (**Luke 15:11-32**) **Prodigal Son/  
Forgiving Father**

Renews and restores our relationship with God and the Church (others)

Explain the Rite of Reconciliation

Stress the importance of regular reception of the Sacrament of Penance

Anointing of the Sick

Comfort, strength, peace to the sick, elderly and dying (**Mtt. 15:29-30**)

**Mary (Jn. 19:26-27a)**

Mother of God

Mother of the Church

Model of how Jesus wants us to live

Feast of the Assumption (August 15<sup>th</sup>) – Mary raised body and soul to heaven

Belief in the resurrection of the body

Dignity of the human body

Teach the last section of the Apostles’ Creed (I believe in the Holy Spirit, the Holy Catholic Church ...)



**Leadership and Service in the Church**

Apostles, with Peter as leader, chosen to continue Jesus' mission and serve (Lk. 6:12-16

Mtt. 16:18-20)

Importance of praying for our leaders

At every Mass we pray for Pope and bishop of our diocese by name

(Students should know these names)

Pope and bishops teach, sanctify and govern in imitation of Jesus (Mtt. 28:16-20)

Students should know the feast day of their parish and the name of the pastor and other important parish Church leaders

**WORDS TO BE TAUGHT**

Annunciation	Lay man, lay woman	Religious Sister	Deacon
Assumption	Parables	Samaritan	Disciple
Bishop	Pastor	Savior	Pope
Priest	Religious brother	Stewardship	Trinity
			Word of God

**LITURGICAL SYMBOLS AND GESTURES TO BE TAUGHT**

Presider's Chair	Sacred Vessels	Sacristy	Vestments
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**REVIEW PRAYERS OF PREVIOUS GRADES**

Sign of the Cross	Our Father	Hail Mary	Glory to the Father	Act of Contrition
Morning and Evening Prayer	Grace at meals	Spontaneous prayer		
Prayer before the Blessed Sacrament				

**GRADE 4  
CONDENSED CURRICULUM**

**God, Creator**

**Sanctus** – prayer praising God for His goodness

**Creation**

Reflection of God’s goodness

Respect for creation acknowledges God’s goodness

**The Human Person**

God’s image: ability to think, choose freely, love

Gen. 1:27, 31; 2:4b – 25

**Lent** – season of renewal leading to Easter

Prayer, penance & fasting ways to be renewed

**Conscience Formation**

Called to know the good & love unselfishly

**Steps for making a good moral choice:**

Prayer to Holy Spirit

God’s law and Church teachings

Consequences of choice (outcome)

Seeking advice

Prayer to Jesus

Effect on relationships with God and other people

Deut. 30:16 (choose good)

**Teach: Stations of the Cross**

Conscience – judgement about whether an action is right or wrong

Scripture

Church’s interpretation of Scripture

Catholic teaching

Example of good people

Temptation – attraction to selfish choices, *not* sin

Feelings don’t necessarily determine right or wrong

Development of conscience enables a person to take responsibility for choices

**Teach practice of examination of conscience**

Habits and attitudes of Prayer:

Gratitude for blessings, assistance

Petition for forgiveness

<p><b>Sin</b> – disobeying God and His law by thought, word, action or omission</p> <p>Mortal sin – serious harm to relationship with God and/or other people</p> <p>Venial sin – that which weakens one’s relationship with God and/or other people</p>
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Choice of Evil – Gen. 3:1-24, Gen. 4:1-16

## **Covenant**

God revealed Himself through His action in human history

Covenant with the Chosen People: God wishes to make people His own

Abraham Gen. 12:1-3

Covenant Promise Exodus 19:3-6

## **Prayer: Act of Faith**

Covenant – how to live; how to find happiness

**Two Great Commandments (Lk. 10:27)**

**MEMORIZE THE TWO GREAT COMMANDMENTS**

**10 Commandments (Ex. 20:1-17) – obliged to live by them always & every**

**MEMORIZE THE 10 COMMANDMENTS**



Jesus, the revelation of God (Jn. 1:17-18)

Teach about the season of Advent (Advent Wreath, Jesse Tree)

**The New Commandment (Jn. 15:12)**  
**MEMORIZE THE NEW COMMANDMENT**



Freedom – following Jesus' law of love

The more one does good, the freer one becomes

Gal. 5:1

Jn. 8:32

Final Judgement (Mtt. 25: 31-46) – emphasizes response to the needs of one's brothers and sisters as the standard by which one will be judged

## **MEMORIZE Corporal & Spiritual Works of Mercy**

Sermon on the Mount – God's plan for our happiness

Beatitudes (Matt. 5:1-12)

Communal practices of works of mercy – collection at Mass

Lenten almsgiving

## **Holy Spirit**

Enables us to enter into covenant with God by helping us to live as Jesus did

Gifts of the Holy Spirit (Rom. 5:5b, Gal. 5:25)

## **Catholic Christian Community**

Guided by the Holy Spirit

Imp. of community: where we are taught God's commandments by word and action

teach students about patron saints, Jesus, Mary, those who suffered

Holy Days or Church Feasts

**All Saints – Nov. 1**

**All Souls – Nov. 2**

Apostles Creed – teach the **communion of saints**

## **Eucharist**

the Eucharist as an ever-present renewal of God's covenant with us

Eph. 5:1

1 Cor. 11:23-26

**Provide for the opportunity for students to experience a communal Penance Service**

**WORDS TO BE TAUGHT**

absolution	Contrition	Old Testament	Beatitudes	Corporal Works of Mercy
Saint	Commandment	Covenant	Sanctus	Communion of Saints
Holiness	Conscience	New Testament	Temptation	Spiritual Works of Mercy

**LITURGICAL SYMBOLS AND GESTURES TO BE TAUGHT**

Give Sacred Scripture a special place in the classroom.  
Encourage a reverent and prayerful attitude in the place of worship.  
Foster the children's participation in the prayer and worship of the parish community.

**PRAYERS TO BE TAUGHT**

Joyful Mysteries of the Rosary    Sanctus

**PRAYERS TO BE ENCOURAGED**

Act of Faith    Stations of the Cross

**REVIEW PRAYERS OF THE PREVIOUS GRADES**

Sign of the Cross	Hail Mary	Act of Contrition
Simple Responses at Mass	Morning and Evening Prayer	Grace at Meals
Spontaneous Prayer	Prayer Before the Blessed Sacrament	Our Father
Glory to the Father (Doxology)		

**GRADE 5  
CONDENSED CURRICULUM**

God is the source of all life. ....Gloria: praise for being God

signs and symbols (the natural becomes the supernatural)

**definition of a sacrament** – relationship w/the Risen Lord – communal & personal moment

7 sacraments

- |   |
|---|
| rite<br>matter (signs & symbols)<br>form (essential words)<br>scripture<br>minister |
|---|

**SACRAMENTS OF INITIATION** – common vocation: holiness & evangelization

BAPTISM-----original sin

CONFIRMATION

EUCCHARIST -----transubstantiation

living the Mass  
Sundays and **Holy Days**

**SACRAMENTS OF HEALING**

- |               |  |
|---------------|--|
| PENANCE ----- | mortal sin<br>venial sin<br>repentance<br>satisfaction<br>absolution<br>social sin<br>confession<br>contrition |
|---------------|--|



Joyful Mysteries of the Rosary ← ADVENT & LENT: seasons of repentance  
 ↓ -----paschal mystery

**Sorrowful Mysteries of the Rosary**

**ACT OF LOVE**

SACRAMENT OF ANOINTING OF THE SICK

**SACRAMENT AT THE SERVICE OF COMMUNION**

MARRIAGE

HOLY ORDERS -----bishops-----ordination  
 priests  
 deacons

## **PROFESSION OF FAITH**

Review of the Apostles' Creed

## **WORDS TO BE TAUGHT**

Absolution 1449	Original Sin 397, 417	Sacrament of Holy Orders 1536
Confession 1455	Paschal Mystery 654	Sacrament of Matrimony 1601
Contrition 1451	Sacrament 1131	Sign 1123, 1075, 1145
Evangelization 848	Sacrament of the Sick 1499	Transubstantiation 1376
Gloria 333	Sacrament of Confirmation 1285	Vocation 1533
Minister		

## **LITURGICAL SYMBOLS AND GESTURES TO BE TAUGHT**

Give Sacred Scripture a special place in the classroom 103, 132  
Encourage a reverent and prayerful attitude in the place of worship. 1186, 1199  
Foster the children's participation in the prayer and worship of the parish community, in particular in the rites of the Sacraments 2179, 2226

## **PRAYERS TO BE TAUGHT**

Gloria\*  
Sorrowful Mysteries of the Rosary

## **PRAYERS TO BE ENCOURAGED**

Act of Love 2658

## **REVIEW PRAYERS OF PREVIOUS GRADES**

Sign of the Cross 1235, 2157  
Our Father 2759  
Hail Mary 2676 – 77  
Glory to the Father (Doxology, page 8)  
Act of Contrition (page 20)  
Simple responses at Mass  
Morning and evening prayer 2698, 2685, 2659  
Grace at meals 2834, 2698  
Spontaneous prayer 2590, 2659 – 60  
Prayer before the Blessed Sacrament 1380  
Joyful Mysteries of the Rosary 1674  
Sanctus (page 44) 1352, 559  
Stations of the Cross 1674  
Act of Faith

## **GLORIA**

Glory to God in the highest  
and peace to this people on earth.  
Lord God, heavenly King,  
almighty God and Father,  
we worship you, we give you thanks  
we praise you for your glory.

Lord Jesus Christ, only Son of the Father,  
Lord God, Lamb of God  
you take away the sin of the world:  
have mercy on us;  
you are seated at the right hand of the Father:  
receive our prayer

For you alone are the Holy One  
you alone are the Lord,  
you alone are the Most High,  
Jesus Christ,  
with the Holy Spirit,  
in the glory of God the Father. Amen.

## GRADE 6 CONDENSED CURRICULUM

### THE WORD OF GOD

Names: Sacred Scripture, Bible, Revelation ----guide for living ---use reverently

Structure: O.T. & N.T.

Multiple Purposes

Use (5th grade study) -----lector -----worship

Authorship -----inspiration

various kinds of literature

Jewish roots -----Chosen People-----Canticle of Zachariah

Genesis

creation-----respect for all life especially human life  
Adam & Eve

Cain & Abel

Noah & the Flood

Abraham-----covenant-----Magnificat

Isaac

Jacob & Esau

Joseph

Exodus

Moses-----Passover-----manna

David

-----Psalm

leadership

judges -----Deborah

prophets-----Jeremiah, Hosea, Amos, Ezekiel

kings-----David

JESUS-----messiah-----incarnation

priest

prophet

king

Paschal Mystery

new covenant

Church -----Pentecost

Glorious Mysteries of the Rosary



4 MARKS OF THE CHURCH  
PRECEPTS OF THE CHURCH

KINGDOM OF GOD -----ADVENT

Act of Hope-----(waiting for fulfillment of divine promises)

**PROFESSION OF FAITH**

Review the Apostles' Creed

**WORDS TO BE TAUGHT**

Bible 81, 120	Inspiration 105-07	Passover 1164
Canticle	Lector 1143, 1154	Prophet 702, 64, 2595
Chosen People 62-63, 218	Manna 1334	Psalms 2596-97
Community 752	Magnificat 2619, 2682	Revelation 50, 53
Exodus 62, 1221	Paschal mystery 571, 654	Worship 2135, 1070

**LITURGICAL SYMBOLS AND GESTURES TO BE TAUGHT**

Give Sacred Scripture a special place in the classroom. 103, 132  
Encourage a reverent and prayerful attitude in the place of worship. 1186, 1199  
Foster the children's participation in the prayer and worship of the parish community.  
2179, 2226

**PRAYERS TO BE TAUGHT**

Glorious Mysteries of the Rosary

**PRAYERS TO BE ENCOURAGED**

Act of Hope

**REVIEW PRAYERS OF THE PREVIOUS GRADES**

Sign of the Cross 1235, 2157	Grace at meals 2834, 2698
Our Father 2759	Spontaneous prayer 2590, 2659-60
Hail Mary 2676-77	Prayer before the Blessed Sacrament 1380
Glory to the Father (Doxology, p. 8)	Act of Faith
Act of Contrition (page 20)	Act of Love 2658
Simple responses at Mass	Stations of the Cross 1674
Joyful Mysteries of the Rosary 1674	Sanctus (page 44) 1352
Sorrowful Mysteries of the Rosary 1674	
Gloria (page 56) 333	Morning and evening prayer 2698, 2685, 2659

**Grade 7  
CONDENSED CURRICULUM**

**PERSONAL GROWTH, Part I**

**(one sixth)**

**I. Experiences of Growth: Physical, Sexual, Emotional, Intellectual,  
Social and**

**Spiritual**

**II. Challenge to Growth During Adolescence**

- A. Accepting Ourselves**
- B. Self-Direction**
- C. Responsibility**
- D. Our Need for Others**
- E. Our Need for God**



**JESUS AND THE GOSPEL MESSAGE**

**(one-third)**

**I. Introduction to Scripture**

- A. Revelation**
- B. Inspiration and Authorship**
- C. Stages of Gospel Formation**
- D. The Literary Aspects of the Gospels**

**II. Introduction to Jesus**

- A. Jesus, Son of Mary**
- B. Jesus, Son of God**

**III. Introduction to Each of the Gospels**

- A. The Gospel of Matthew**
- B. The Gospel of Mark**
- C. The Gospel of Luke**
- D. The Gospel of John**

**SACRAMENTS**

**(one third)**

**I. Sacraments**

**II. Baptism**

- A. Introduction**
- B. History**
- C. The Sacrament Today**
- D. Celebration of the Sacrament**
- E. Effects**
- F. Living the Sacrament**

## **II. Confirmation**

- A. Introduction**
- B. History**
- C. The Sacrament Today**
- D. Celebration of the Sacrament**
- E. Effects**
- F. Living the Sacrament**

## **III. Eucharist**

- A. Introduction**
- B. History**
- C. The Sacrament Today**
- D. Celebration of the Sacrament**
- E. Effects**
- F. Living the Sacrament**

## **IV. Penance**

- A. Introduction**
- B. History**
- C. The Sacrament Today**
- D. Celebration of the Sacrament**
- E. Effects**
- F. Living the Sacrament**



## **V. Anointing of the Sick**

- A. Introduction**
- B. History**
- C. The Sacrament Today**
- D. Celebration of the Sacrament**
- E. Effects**
- F. Living the Sacrament**

## **VI. Matrimony**

- A. Introduction**
- B. History**
- C. The Sacrament Today**
- D. Celebration of the Sacrament**
- E. Effects**
- F. Living the Sacrament**

## **VII. Holy Orders**

- A. Introduction**
- B. History**
- C. The Sacrament Today**
- D. Celebration of the Sacrament**
- E. Effects**
- F. Living the Sacrament**

## **HUMAN SEXUALITY**

**(one sixth)**

### **I. Sexuality in the Plan of God**

**A. Gift from God**

**B. Adolescence and the Lifelong Process of Becoming Mature Sexual Persons**

### **II. Sexuality and the Dignity of the Human Person**

### **III. Proper Uses of the Gift of Human Sexuality**

**A. Sexual Feelings**

**B. Relationships**

**C. Sexual Union in Marriage**

### **IV. Abuses of the Gift of Sexuality**

**A. Lack of Respect for Ourselves and Others**

**B. Misuses of Sexual Activity**

### **V. Ways to Foster Sexual Maturity**

**A. Sexual Activity and Love**

**B. Resisting Temptation**

**C. Developing Friendships**

**D. Seeking Advice**

**E. Responding to God's Gift**



**Grade 8  
CONDENSED CURRICULUM**

**PERSONAL GROWTH II: THE HUMAN COMMUNITY**

(one sixth)

- I. The Nature and Purpose of Relationships**
  - A. Created as Relational Beings**
  - B. Love: The Cornerstone of All Relationships**

**II. The Value of Relationships**

**III. Family and Friends in the Human Community**

- A. The Family in the Plan of God**
- B. Our Experience of Family**
- C. Friendship in the Plan of God**
- D. Our Experience of Friendship**

**IV. Our Relationship with God and Church**

- A. Loved by God**
- B. Called into Relationship with God**
- C. Our Experience of God and Church**

**V. Social Responsibility**

**CHURCH HISTORY**

(one third)

**I. The Journey of the Catholic Church from the Time of Jesus to 100 AD**

- A. The Mission of the Church**
- B. Significant Members of the Church**
- C. Struggles and Upheavals of the Church**

**II. The Journey of the Catholic Church Continues from 100 AD to 500 AD**

- A. The Mission of the Church**
- B. Significant Members of the Church**
- C. Struggles and Upheavals of the Church**

**III. The Journey of the Catholic Church Continues from 500 AD to 1000 AD (Early Middle Ages)**

- A. The Mission of the Church**
- B. Significant Members of the Church**

**IV. The Journey of the Catholic Church Continues from 1000 AD to 1500 AD  
(High and Late Middle Ages)**

- A. The Mission of the Church**
- B. Significant Members of the Church**
- C. Struggles and Upheavals of the Church**

**V. The Journey of the Catholic Church Continues from 1500 AD to 1800 AD**

- A. The Mission of the Church**
- B. Significant Members of the Church**
- C. Struggles and Upheavals of the Church**



**VI. The Journey of the Catholic Church Continues from 1800 Ad to the Present Time**

- A. The Mission of the Church**
- B. Significant Members of the Church**
- C. Struggles and Upheavals of the Church**

**MORALITY**

**(one third)**

**I. Definition of Morality**

**II. The Basis of Catholic Morality in the Life and Teaching of Jesus**

- A. Jesus' Relationship with God the Father**
- B. Jesus' Teaching on the Commandments**
- C. Jesus' Teaching on Love**
- D. Jesus' Vision of the Kingdom**
- E. Jesus' Invitation to His Disciples**

**III. Learning to Choose**

- A. Fundamental Choices**
- B. Definition of Conscience**
- C. The Development of Conscience**
- D. Elements of a Moral Decision**
- E. The Process of Making a Good Moral Choice**
- F. Dealing with Temptation**
- G. Failure to Choose the Good as God Sees It**

**IV. The Supports for Moral Living**

- A. Personal Prayer and Openness to the Holy Spirit**
- B. The Witness of the Community**
- C. Sacraments as Nourishment and Strength**
- D. The Communion of Saints**

**PRAYER**

**(one sixth)**

**I. Relationship**

- A. The Nature of Friendship**
- B. Friendship with God**

**II. Nature of Prayer**

**III. Basic Elements of Prayer**

**IV. Ways of Praying**

**V. Qualities of Prayer**

**VI. Distractions in Prayer**

**VII. People Who Show Us How to Pray**



## ALTERNATIVE APPROACHES

### **Integration of sexual abuse awareness into a WORKSHOP MODULE OR RETREAT**

Often on the younger and older adolescent level, workshops or day retreats on self-esteem, relationships, sexuality, dating and love, gender issues, violence prevention, etc. are offered. A print or video program segment, adapting a lesson plan above, or a peer or adult presentation can be inserted into the day.

### **Integration of sexual abuse awareness into a LECTIONARY OR CHURCH YEAR-BASED CATECHESIS**

Some suggested times of the year appropriate for doing sexual abuse awareness are:

- Respect Life month – October or January
- Lent – in exploring sin and the effects of sin on the community
- Jesus’ stories of healing – “good” touch, compassion for those vulnerable to and victimized by others
- Stories of Jesus and children - each person has dignity and is sacred regardless of their social position

## **Combined Parent/Child Session**

Using a combination of together time and time to break into peer groupings, this strategy allows you to do the training in a holistic way so that the family (parents as well as children of different age levels) is exposed to the topics at the same time. This will facilitate follow-up conversations at home. The plan below is for 1-1/2 hours.

Opening Prayer and Introduction (5 min.)

(You may use suggestions from lesson plans section)

Gathering Activity (20 min.)

Using various media available (paper, markers, popsicle sticks, pipe cleaners, ribbon and strings) make something to symbolize where you feel safe and secure. Who is with you in this safe, secure place? Share this with each other in your family.

Peer Group Presentation (35 min.)

Five breakout sessions for each of the four age groups and adults. Use materials from lesson plans or video/resource section to lead this short age-appropriate session.

*You may wish to invite parents to the breakout session with the young children ages 5-7.*

Break (10 min.)

Family Together Time (10-15 min.)

Share one thing you learned today that will help you be more safe from dangerous situations.

Closing Prayer and distribution of home materials (5 min.)

## Annotated Resource List

This section contains an annotated listing of print and video resources. Information for purchase is included. In some instances, NYSLIB funds may be used to purchase material. A selected group of websites is also included.

### Books

*Abuse Is Not O K !*, by Susan Gore Zahra, Liguori Publications, 2003.

This 24 page booklet teaches kids how to recognize different types of abuse, tells what to do if abused, and ways to prevent abuse. *(Please note: the vocabulary in this booklet is more appropriate for older children ages 11 – 13 although it is advertised for younger children).*  
\$1.00

1 800 325-9521 OR [www.liguori.org](http://www.liguori.org)

*Boundaries: A Guide for Teens*, by Val J. Peter & Tom Dowd, Boys Town Press, September 2000.

Illustrates why healthy boundaries are important to developing meaningful relationships. This book's format allows readers to place themselves in a situation and to process what the reader would do if they were in the same situation. (Ages 14-18). \$8.95

1 800 282-6657 OR [www.girlsandboystown.org](http://www.girlsandboystown.org)

*Know What? Your Body is Yours!* Channing L. Bete Co., Inc., 2001.

Through interactive exercises and reader-friendly text, children learn to identify inappropriate touches and behavior. It also provides a simple definition of private parts. Readers are encouraged to tell a trusted adult about any experiences that have made them feel unsafe or uncomfortable. Includes a Leaders Guide. (Ages 6-8).

1 800 477-4776 OR [www.workbooks.channing-bete.com](http://www.workbooks.channing-bete.com)

*Mike and Will's Not-So-Excellent Adventure* by Chris Godfrey, Life Athletes, Inc., 2002.

This program converts the content of, *That's Where I Live: A Guide to Good Relationships*, (see below) into a format for use in a retreat program or youth meetings. Like the book, *That's Where I Live. . .*, this version also helps students learn why humans are different than the rest of creation, how humans grow by giving themselves to others, and the goodness and challenge of loving rightly.

[www.lifeathletes.org](http://www.lifeathletes.org)

*My Body Belongs To Me*, Channing L. Bete Co. Inc., 2000.

In the story, Mother Teddy Bear teaches her children about touching. Young children learn from the story that their bodies are their own, how to protect themselves against an unwelcome touch, and the importance of telling an adult if they've been touched in a way that makes them feel unsafe. (Ages 2-6).

1 800 477-4776 OR [www.workbooks.channing-bete.com](http://www.workbooks.channing-bete.com)

*My Body Is Private*, by Linda Walvoord Girard, Albert Whitman & Company 1984.

Teaches the reader what private means, and that your body is private too. It talks about touching that can make you feel good, like a hug. It also talks about touching that doesn't feel good. (Ages 5-8). \$5.95

[www.awhitmanco.com](http://www.awhitmanco.com)

*Preventing Child Sexual Abuse*, by Kathryn Goering Reid, United Church Press 1994

This book contains ten sessions that provide sexual abuse prevention material that can be used in a classroom setting or special event. Session topics are: 1) God cares about children 2) God created Me! 3) Why bad things happen to people 4) God wants me to be safe 5) God's gift of feelings 6) Good touch/bad touch/confusing touch 7) God gives us courage 8) No more secrets 9) Justice and forgiveness: responding to harm 10) Wrapping up with a positive self-image. (Ages 5-8).

**1 800 537-3394** OR [www.ucpress.com](http://www.ucpress.com)

*Preventing Child Sexual Abuse*, by Kathryn Goering Reid with Marie Fortune, United Church Press, 2002.

This book contains thirteen sessions that provide sexual abuse prevention material for ages 9-12 (grades 4-6). The material may be used in a classroom setting or special event. Session topics are: 1) Each child is a child of God 2) God's gift of feelings 3) The rights of children 4) God wants you to be safe 5) Good touch/Bad touch/ confusing touch 6) God cares about us 7) What about the family? 8) Saying "No!".9) No more secrets 10) Justice and Forgiveness: Responding to harm 11) Peer pressure 12) Advertising/Males and females in media 13) Wrapping it up with a positive self-image (Ages 9-12).

**1 800 537-3394** OR [www.ucpress.com](http://www.ucpress.com)

*Sexual Abuse Prevention: A Course of Study for Teenagers*, by Rebecca Voelkel-Haugen and Rev. Marie M. Fortune, United Church Press, 1996.

Revised and updated curriculum for church youth ministry. Six sessions provide information from the facts and myths of sexual assault to media messages about women, men and relationships.

**1 800 537-3394** OR [www.ucpress.com](http://www.ucpress.com)

*Telling Isn't Tattling*, by Kathryn M. Hammersing, Parenting Press, Inc., 1996.

Many children and adults have trouble knowing the difference between telling and tattling. In this book, children learn when to tell an adult they need help and when to deal with problems themselves. Adults learn when to pay attention to kids' request for help. Thirteen stories portray examples of children telling or tattling. Each story ends with the question, "Is she/he telling or tattling?" The situation role play in this book is wonderful to pull kids into discussion. (Ages 8-11).

[www.parent-ed.com](http://www.parent-ed.com)

- ★ ***That's Where I Live: A Guide to Good Relationships***, by Chris Godfrey, Life Athletes, Inc., 1999. (Also available: A Teacher Manual – same title)

The goal of Life Athletes is to teach and inspire others to live lives of virtue, abstinence and respect for life. The book begins by considering the most basic questions of existence and explaining to students the correlation between what they choose and the happiness they experience. They learn why humans are different than the rest of God's creation, how humans grow by giving themselves to others, the goodness and challenge of loving rightly. The student is led toward the possibility of making the following pledge:

I will try to do what is right, even when it is difficult.

I will give myself only to that special person I marry as my partner for life.

I will respect the lives of others, especially the unborn and the aged.

I will not quit or make excuses when I fail. I will try again.

The course includes a Pre-Course Survey and a Post-Course Survey to demonstrate growth in realizations.

[www.lifeathletes.org](http://www.lifeathletes.org) (interactive web site for teachers, parents and students)

- ★ **endorsed by Cardinal Egan for use in teaching Archdiocesan Guidelines for Catechesis in junior and senior high school.**

*The Right Touch*, by Sandy Kleven, LCSW, Illumination Arts Publishing Company, Inc., 1997.

A beautifully illustrated book to be read by an adult to children, that teaches the skills to help prevent child sexual abuse. The story is about a mother who tells her son a story about a child who is lured by a neighbor to see some non-existent kittens as a way of teaching him about sexual abuse. Children will learn that secret or forced touching is wrong and should be reported to a trusted adult. (Ages 5-8).

**1 888 210-8216** OR [www.illumin.com](http://www.illumin.com)

*Unmasking Sexual Con Games, 3<sup>rd</sup> Edition*, by Kathleen M. Mc Gee and Laura J. Buddenberg, Boys Town Press, 2003.

This teen-relationship curriculum uses real intercepted letters between teens to expose often used lies and manipulative actions that trick young people into sexual activity. The Leader's Guide can be used to teach adolescents how to: Recognize nine emotional grooming tactics; Identify distorted thinking and language cons.; understand the 12 steps of physical closeness; Practice good friendship and dating skills; Combat sexual harassment; Avoid intimidation and dating violence. The curriculum also includes a new revised Teen Guide. (Ages 14-18).

**1 800 282-6657** OR [www.girlsandboystown.org](http://www.girlsandboystown.org)

*What Every Kid Should Know About Sexual Abuse: A Coloring and Activities Book*, Channing L. Bete Co. Inc., 1986.

An outstanding way to help elementary school children understand a difficult subject. This coloring book teaches them what sexual abuse is and how to protect themselves from it. (Ages 6-9).

**1 800 477-4776** OR [www.workbooks.channing-bete.com](http://www.workbooks.channing-bete.com)

## Videos

### *Catholic Values and Sexuality*

Brown ROA Publishing. (Now Harcourt Religion Publishers) 1992.

A video – assisted family life education curriculum for Roman Catholic parents and teens. Covers a wide range of topics in a holistic manner, it presents and promotes the sharing of beliefs and values between parents and adolescents. In Lesson #15 on tape #3 titled *Some Touch Hurts*, the goal is to promote an understanding of the difference between positive and abusive touch. Young people will be able to recognize positive touch, confusing touch, and negative touch. They will be able to define incest, rape and acquaintance rape. Learn ways to avoid abuse, and know where to go for help if abused. Includes a Program Manual, Parent Guide, 4 videos. (Ages - high school and Adult).

**1 800 383-9136 OR [jlocator.harcourtreligion.com](http://jlocator.harcourtreligion.com)**

### *“For Pete’s Sake Tell”*

Krause House, 1982.

This video and teaching guide gives adults a tool and information for teaching sexual abuse prevention to children in a positive way. The animated story is about Pete the mouse who, without his mother’s knowledge, takes a ride home with a neighbor who buys him ice cream, compliments him and then brings him to his house to show Pete a new video game. When Pete gets inside the neighbor’s house, he realizes that he has been tricked. (Ages 8-11).

**Krause House - P.O. Box 880 - Oregon City, OR 97045**

### *“Safe, at Last!”*

Krause House, 1990.

Penelope Mouse looking at a family photo album, asks her mother why she looks so sad in the pictures. Mother Mouse tells Penelope that Grandfather Mouse would drink with his friends and became an angry mean person. He would yell scream and hit us. The story tells of the abuse and how they tried to keep it secret, and didn’t tell or call the police. He always said he was sorry, but the abuse didn’t end, so they left to live in a shelter where it was safe. The story reinforces that you need to tell in order to get help. Includes a Teaching Guide. (Ages 8-11).

**Krause House - P.O. Box 880 - Oregon City, OR 97045**

### *“Speak Up Say No”*

Krause House, 1980.

Penelope Mouse is taught that parts of your home and your body are private and you don’t share with another person. Penelope has an experience with Uncle Sid that makes her feel uncomfortable. Although confused because she was taught to respect him, she knows that his touching her wasn’t right. He tries to get her to keep his actions secret, but she runs home and tells. The video shows children that sex abuse is not their fault and that they should tell a trusted person. Teaching Guide included. (Ages 3-8).

**Krause House - P.O. Box 880 - Oregon City, OR 97045**

*Strong Kids, Safe Kids*

Paramount Pictures , 1984.

This video talks to parents and kids about child sexual abuse. It uses music, humor and very frank material. Hosted by the Fonz (Henry Winkler), with special appearances by John Ritter, Mariette Hartley and cartoon characters Scooby-Doo, Yogi Bear and the Flintstones. Families will be able to watch this together as they learn: who is a stranger, how to yell for help, when to say no, how to keep a distance from strangers, different kinds of touches, how parents can be better listeners to their children, and tricks adults use against children. Includes a family guide. (Ages 5-9). \$12.95

<http://homevideo.paramount.com>

**Can't Fool Me!** Yello Dyno sings his heart out with a pack of safety-smart kids. While practicing for the big concert at school, the kids and Yello Dyno share important safety knowledge through the songs they have written to teach kids about personal safety while making it FUN! Then they perform to a packed house! Ages 4-8.

E-Mail: [jan@yellodyno.com](mailto:jan@yellodyno.com) Web: <http://www.yellodyno.com> 888 935-5639 X100

**Tricky People** This spell-binding suspense/music video is a modern day parable of abuse and prevention . . . and a dramatic portrayal of the dangerous yet effective schemes of child predators. Includes a Parent Guide to reinforce the lessons and give guidelines for age-appropriate discussion. Engaging and powerful. Ages 8 – 12. While excellent for both boys and girls in this age range, it has a special focus for pre-teen girls. Parents are encouraged to preview before showing to children.

E-Mail: [jan@yellodyno.com](mailto:jan@yellodyno.com) Web: <http://www.yellodyno.com> 888 935-5639 X100

**Texts and Textbook Series**

The following Sexuality Education series/texts contains segments on sexual abuse awareness indicated by parentheses.

Family Life, Benziger Publishing Company. 1995. (Grades 4 & 7).

1 800 442-9685 OR [www.mhschool.com](http://www.mhschool.com)

Fully Alive, Silver Burdett Ginn, Inc., 1996. (Grades 7 & 8).

1 800 521-0011 OR [www.scottforesman.com](http://www.scottforesman.com)

God's Own Making, William H Sadlier, Inc., 2000. (Grades 4 & 7).

800 582-5437 OR [www.sadlier.com](http://www.sadlier.com)

Growing In Love, Harcourt Religion Publishers, 2001. (Grades K, 2, 3, 7 & 8).

1 800 383-9136 OR [jlocator.harcourtreligion.com](http://jlocator.harcourtreligion.com)

Sex and the Teenager: Choices and Decisions, by Kieran Sawyer, S.S.N.D.

Ave Maria Press, 1999. (Chapter 2 – *L.I.F.E. Choices: Love, Infatuation, Friendship, Exploitation* and Chapter 9 – *A Criminal Choice: Sexual Abuse*).

1 800 282-1865 X 1 OR <http://www.avemariapress.com>

## Additional Resources for Parents

Keeping Our Children Safe Tips for Parents, Teachers, and Other Adults who Live and Work with Children. By Linda S. Pieczynski, National Pastoral Life Center 2003. ([www.nplc.org/pub/tips](http://www.nplc.org/pub/tips)) \$1.00 each with bulk discount.

Preventing Child Sexual Abuse; A Parent's Guide For Pre-School Through Age 17. By Mary A. Lentz, Esq. Stellar Resources, 2003. (See attached order form).

“When the Body of Christ is Wounded” – Family Page, Summer 2002. (Included in Section 3 of A Time to Heal Binder)

### Websites

[www.childspartnership.org](http://www.childspartnership.org) – The Children’s Partnership online. “Safer Surfing: A Young Person’s Contract” outlines conditions for acceptable internet use.

[www.fbi.gov](http://www.fbi.gov) – Federal Bureau of Investigation site. Click on “For the Family” and find “Tips for Parents: Guide to Internet Safety”

[www.lifeathletes.org](http://www.lifeathletes.org) - Interactive website for teachers, parents and students about fostering good, loving relationships that lead to happiness.

[www.missingkids.com/cybertip](http://www.missingkids.com/cybertip) – The National Center for Missing and Exploited Children site. Click on “Parents” for information on missing children, reporting exploitation, and how to keep your children safer. Information on child sexual exploitation and prevention as well as leads from individuals reporting exploitation.

[www.nfcym.org](http://www.nfcym.org) - The National Federation for Catholic Youth Ministry. Click on “Resources”, then “Sexual Abuse” for information and strategies for youth and youth ministry leaders. The resource “*Protecting Young People: Our Sacred Trust*”, for youth ministry leaders, can be ordered from this site

[www.parentsformeganslaw.com](http://www.parentsformeganslaw.com) – Parents for Megan’s Law is a not-for-profit victims’ rights organization for the prevention and treatment of childhood sexual abuse

[www.safekids.com](http://www.safekids.com) – Find advice on fun and safe family Internet use.

[www.safeteens.com](http://www.safeteens.com) - Find advice for teen online safety.

[www.smartparent.com](http://www.smartparent.com) - Information on blocking and filtering software, protection tips and child-friendly internet sites.

## **Appendix**

- Sample letter for parents introducing sexual abuse awareness plan
- Tricks/Lures Used by Sexual Predators
- Internet Safety
- Speaker/Community Resources
- Responding to Children/Youth who disclose sexual abuse
- Recording your implementation plan

## **SAMPLE LETTER FOR PARENT INTRODUCING SEXUAL ABUSE AWARENESS TRAINING**

Dear Parents:

Our Catholic tradition has always affirmed the dignity of the human person as created in the image and likeness of God. Every person with whom we come in contact deserves to be seen by us with the eyes of God. We know that ministry with children and youth, in particular, is a sacred trust. We, at \_\_\_\_\_ school/parish are committed to preserve, at all times and in all places, this sacred trust which is rooted in our faith in Jesus Christ.

In 2002, the United States Bishops approved The Charter for the Protection of Children and Young People in an effort to protect children and youth from sexual abuse at all levels of church life and to restore trust in a Church scarred by the scandal of clergy sexual abuse. Article 12 of the charter directs all dioceses to create programs and processes to teach children and youth about sexual abuse and its prevention. In the Archdiocese of New York, this training will be integrated into the religious education program each year in all schools and parishes.

We welcome you to an informational session introducing you to this sexual abuse awareness training and how it is being implemented in our parish on (date) \_\_\_\_\_ from \_\_\_\_\_ until \_\_\_\_\_ at \_\_\_\_\_.

We look forward to seeing you as we partner to give our children the safest possible environment to grow in faith, in our parish, school and in our homes.

**OR**

With this letter we are sending home an informational packet to inform you of the sexual abuse awareness training that is being integrated into religious education.

We thank you for your support and interest as we partner to give our children the safest possible environment to grow in faith, in our parish, school and in our homes.

Sincerely in Christ,

(Signed,)

Pastor/Principal/Teacher/Catechist/Youth Ministry Leader

## **TRICKS / LURES USED BY SEXUAL PREDATORS**

**Bad News Trick** – The predator tells a child that something bad happened (sickness or death of a parent, fire...) and that the predator was asked to pick up the child and bring them home.

**Bribe Trick** – The predator offers something special that the child may want, then ask for sexual favors in return.

**Can I Help You Trick** – The predator may give assistance to a child when needed or may offer to help the family of the child by offering rides, or babysitting. This puts the predator in a position of trust for future abuse.

**Drug and Alcohol Trick** – Drugs and or alcohol can be given to a child to make it easier to take advantage of the child.

**Game Trick** – Wrestling, tickling, accidental or deliberate contact with genitalia as part of the rule to a game played with a child.

**Help Me Trick** – The predator may ask for help from a child such as asking for directions, finding a lost pet, to carry heavy packages.

**Internet Trick** – Predators will try to get personal information from the child. The predator may act as though they are the same age as the child to establish a friendship. They will often send the child sexual material, and will try to set up a meeting with the child.

**Position of Power or Authority Trick** – A predator may be in a position of authority such as a coach, police officer, priest or teacher and use this position to get children to be obedient to their request.

**“You Are Special” Trick** – The predator gives special attention or favor to a child to gain trust and for future sexual abuse.

## INTERNET SAFETY

Technology has been a wonderful gift to expand the horizons of learning for children, teens and adults. But this same technology can expose children and teens to dangers. Sexual predators will often use the Internet to sexually exploit children and teens. They will often spend a great deal of time gradually seducing minors by establishing trust - they listen to children's stories, connect with their interests, give advice. Then they may slowly introduce sexual subjects into the conversation or lure the child/teen into a face-to-face meeting.

Since some children and teens are curious about sex and sexually explicit material, going onto the Internet is an easy way for sex offenders to take advantage of the opportunity to exploit them. Predators may gradually desensitize children/teens in order to lift inhibitions around talking about sex.

Here are some simple rules for online safety:

### **Keep your identity private.**

Never give your name, address, phone number, school name, birthday, photograph or any other personal information to someone online. Predators will do anything to gain access to your information and may use lures to do so. For example, they may say that you need to give them some information in order to gain access to a chat room or a site they are recommending to you! Don't fall for that! Or, they are astute in getting information from your screen name. Often people use a birth date in their screen name. This is a giveaway that you are a child or teen, which attracts the attention of the predator.

Realize that people are not always who they say they are! You may think you are speaking to a peer, when in fact, it is a predator in disguise, all the time gaining information from you they will use later. This is particularly true of "teen only" chat rooms - it's impossible to tell who is a real teen!

### **Never respond to an e-mail, instant message, chat comments or newsgroup messages that are hostile, inappropriate or in any way make you feel uncomfortable.**

The best response is to simply get away from the site and make an adult aware of it. In public chat rooms, there is usually a monitor who will screen the comments, but not so in private chat rooms. Be wary when someone asks you leave the public chat to join them in a private chat room. A private chat room gives a predator free rein to say whatever they want to you.

Never open a spam e-mail message as this may automatically get you into a database for future inappropriate messages. Always know your sender.

Be wary of those who try to isolate you by turning you against friends and family. This is a common lure to get children/teens to turn their allegiance to the predator.

**Never, ever, arrange to meet someone you meet online without parental permission and supervision.**

Always let a parent know of any invitation to meet someone. If your parent is assured that this might be a peer who wants to make a friend, meet the person in a public place accompanied by your parent. Never meet someone alone!!! If your parents say no, trust them. It's NO!

**Always talk with your parents to establish rules and expectations for going online.**

For your own safety, parents need to be able to monitor a child/teen's Internet activity. The computer should always be in a public place in the house. Parents may use some sort of chip or filter to deny access to certain types of material. Parents may put limits on the amount of time a child/teen is online, as well as for what reasons a child/teen can be online.

**Warning Signs for Parents!!!**

- *Is your child spending large amounts of time online, especially at night?*
- *Is your child using an online account that belongs to someone else?*
- *Does your child quickly change the screen or turn the computer off when you come into the room?*
- *Does your child make phone calls to someone you don't know, receive mail or gifts from someone you don't know?*
- *Do you find pornography or inappropriate material on the computer?*
- *Is your child becoming increasingly isolated from the family and being drawn to the computer instead of interacting with friends?*

Parents, learn everything you can about the Internet, and teach your children appropriate "netiquette"!

For more on Internet safety see:

[www.missingkids.com](http://www.missingkids.com)

[www.safekids.com](http://www.safekids.com)

[www.safeteens.com](http://www.safeteens.com)

## **SPEAKERS/COMMUNITY RESOURCES**

If you chose the option of inviting a speaker/presenter from a community agency in the area of sexual abuse awareness, it is important that the agency's mission and policies be consistent with our Catholic Church's teachings in the area of human sexuality and respect for life. We recommend that your first contact be:

**Director of Safe Environment Program  
Archdiocese of New York  
1011 First Avenue  
New York, New York 10022  
Telephone (212) 371-1000 Ext 2810**

The Director of Safe Environment or the assistant will direct you to the appropriate contact person related to your needs. That person will then make the arrangements directly with you, or refer you to someone who will serve your request.

## RESPONDING TO A CHILD WHO DISCLOSES SEXUAL ABUSE

It is probable that there are some children/teens in your program who have been victims of sexual abuse, and that this abuse has remained undisclosed. It is very difficult for a child to tell *even a trusted adult* about their abuse. In the event that a child discloses to you that they have been sexually abused, it is important for you to be prepared to respond to the child/teen and to report this disclosure appropriately.

It is important that we not give the impression that “telling” about abuse is easy. Before a child/teen risks disclosing sexual abuse, they must walk through overwhelming feelings and overcome obstacles such as fear of not being believed, fear of losing love, fear of losing an important caretaker, fear of physical threats, fear of abandonment, misguided guilt about causing or even deserving the abuse, doubts about what will happen to them or to the perpetrator, ambivalent feelings about the perpetrator. It is important to acknowledge the struggle a child/teen must go through in order to gain the courage to disclose their abuse.

Even before you encounter a child/teen who discloses abuse, make general statements at various times in the training that you recognize and have compassion toward those who are trying to take the first steps toward being a survivor. Something like, “ I know it can be very difficult to tell a trusted adult if you have been touched in inappropriate ways. And not everyone can say “no.” But it is **never** your fault. And it is **never** too late to tell someone. I understand that it might take some time to work up the courage to do that.”

If a child/teen does disclose abuse in the context of a discussion, reassure him/her that it is never his/her fault. Before the child leaves, take him/her aside and ask if they are in imminent harm and if they would be safe going home. Assure the child/teen that they are in a safe place and that you will need to do whatever you can to keep them safe. Affirm their courage in taking the step to tell someone.

- If a child in your care reports a specific allegation of abuse (i.e., reports the name of a specific person who is allegedly abusing him/her), you must tell your supervisor (e.g., school principal, director of religious education, or pastor) immediately, who must contact the police. After law enforcement has been contacted, the supervisor should notify the Safe Environment Program (212-371-1011, x 2810) or the Legal Affairs Office (212-371-1011, x 2840) in the Archdiocese.
- If a child in your care presents as *possibly abused or neglected*, tell your supervisor immediately. Your supervisor will use the information you provide to contact the NYS Child Abuse and Maltreatment Registry (“The Child Abuse Hotline” or “The Hotline”).
  - “Mandated Reporters” (e.g., school teachers, school administrators, health care professionals, law enforcement personnel) and other professionals call 1-800-635-1522. If you cannot verify that the Registry was contacted and you are a mandated reporter, then you are legally obliged to contact the Registry at 1-800-635-1522.
  - Members of the general public may call 1-800-342-3720.

The “Hotline” is not for cases where you have specific information that a child is being abused. When you have specific information, law enforcement must be contacted immediately.

Example: A child tells you that her mother’s boyfriend comes into her room at night and touches her. In a case like this, the police must be called immediately.

Remember:

**SPECIFIC INFO = POLICE**

The “Hotline” is for those cases where a child presents to you as possibly being neglected or abused. You don’t have specific enough information to know there is abuse or who is responsible for it.

Example: A child tells you that a suspicious series of bruises on his arm came from a fall in the yard. You’re not sure what caused the bruises, but it seems “fishy.” You call the Hotline so they can investigate.

Remember:

**REASONABLE SUSPICION  
without SPECIFIC INFO =  
HOTLINE**

Although it is never easy to receive the news that a child/teen in our charge has been a victim of abuse, remember to stay calm and reassuring to the child/teen. Do not engage in any anger or judgement of the perpetrator, but stay focused on the child/teen. Remember your role is to mirror the compassionate care of Christ to the child/teen.

## **RECORDING YOUR IMPLEMENTATION PLAN**

It is important to keep an accounting of when you offered the sexual abuse awareness training, with whom, and what model you used. Use the attached form for recording and tracking your school/parish's implementation plan for this training for children and youth. In the boxes provided record the date under the age group and model of implementation you used. Feel free to copy the form as needed.

This form will be helpful to you in your planning for training each year. It will also give you a quick view of any group who needs the training so as to keep anyone from "falling through the cracks."

From time to time, the diocese may be asked to submit a report of our parishes' compliance with the Charter. This form will help your parish make that report to the diocese.

## Annual Sexual Abuse Awareness Education Report

**Directions:** Please place a date in the appropriate box(es) indicating the model used, the grade level addressed and the number in the group.

**Program:** \_\_\_\_\_ **Address :** \_\_\_\_\_

**Person making Report** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_

MODEL	GRADE LEVEL																					
	PreK	#s	K	#s	1st	#s	2nd	#s	3rd	#s	4th	#s	5th	#s	6th	#s	7th	#s	8th	#s	HS	#s
SINGLE LESSON																						
CORRELATION WITH RELIGION CURRICULUM							X	33	X	29	X	30	X	41	X	38	X	27				
WORSHOP																						
RETREAT																			X	29		
SPEAKER																						
PARENT-CHILD SESSION	X	26	X	32	X	28																
OTHER																						
HOW HAVE PARENTS BEEN SERVICED THIS YEAR?	Parent letter and brochure mailing to all families (Sept. 2004) Back to School presentation 9/27/04 Parent/Child session 10/3/04 PreK-Gr. 1																					

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**Administrator of School/Program: Keep the original on file and forward a copy to:**

Director of Safe Environment Program  
 1011 First Avenue  
 New York, New York 10022

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SINGLE LESSON																						
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## Effectiveness Feedback Form

Use of Materials:  
Positive observations:

Use of Materials:  
Suggestions:

**Mail or Fax to:**

**Department of Education  
Safe Environment Feedback Form  
1011 First Avenue  
New York, New York 10022**

**FAX 212 317-9236**