

MADE IN HIS IMAGE



Safe Environment Curriculum
Grade 9

Diocese of Steubenville

MADE IN HIS IMAGE

A SAFE ENVIRONMENT CURRICULUM

INTRODUCTION AND OVERVIEW

MADE IN HIS IMAGE is focused on the fundamental belief that **each person is made in the Image of God and therefore deserves to be respected**. The curriculum is rooted in a Catholic understanding of the human person (including human sexuality) as taught by the Magisterium. Educators using these materials must form themselves according to the principles taught by the Church.¹

MADE IN HIS IMAGE proceeds from the conviction that **parents are key to the safety of children and youth**. When children are younger, parents are called to take on a very active role in providing a safe environment for their children, in discerning risks involved in any given situation or relationship, and in assisting their children in discerning the various challenges they are presented with as they grow and develop. As children mature and proceed into adolescents the role of parents, although different, is still essential. While attempting to offer insights and information to adolescents, MADE IN HIS IMAGE also seeks to promote the sacred relationship between parents and their children, encouraging both parents and children to develop, maintain and deepen communication between them. MADE IN HIS IMAGE is intended to **supplement** the education provided by parents, and to **assist** parents in their task of educating and protecting the children entrusted to their care.

MADE IN HIS IMAGE follows a set pattern and strategy:

1. Information for Parents

Each lesson is preceded by a letter sent home to the parents.² Intending to respect their role as ***primary educators and protectors of their children***, this letter informs parents about the topics being addressed, providing the scope of the content covered, and offering them the opportunity to withhold their children from this instruction if they so wish. Explaining that classroom activities are only intended to serve as a supplement to the primary education in this area that takes place at home,³ the letter also serves as an invitation to parents to embrace their role as primary educators and protectors of their children by providing additional information and resources that they can use to ***instruct*** their children, and ***engage them in dialogue*** in this delicate area.

¹ See *Guiding Principles from Church Documents for Addressing Sexuality and Sexual Abuse* from the Diocese of Steubenville Safe Environment Program.

² "It is clear that the assistance of others must be given first and foremost to parents rather than to their children" (*The Truth and Meaning of Human Sexuality*, 145).

³ See *Guiding Principles from Church Documents*, 48.

2. Prayer and Catechesis

Each lesson begins with prayer which is followed by a catechetical lesson that seeks to instill in the students a greater sense of *God's love for them*, and the *inviolable dignity* that each and every person enjoys since they are made in the image of God. MADE IN HIS IMAGE is, in essence, a catechesis on the *Church's vision of human dignity* with very *practical implications* about the *choices* that we make.

3. Moral Formation

Each lesson seeks to assist students in understanding the importance of *making good choices*, as well as the *consequences* that follow from the decisions that we make.⁴ Students learn the basic concept that *virtuous living leads to freedom whereas and sin leads to unhappiness*.

4. Safety Information

Following the discussion on making choices, and flowing from it, students engage in activities that seek to instill *basic safety guidelines* in them. They are encouraged to make choices that protect their safety and the safety of others, and to reach out for help when they have experienced abusive behavior or feel unsafe.

5. Health Friendships and Relationships (Grades 4 – 12)

Formation in healthy friendships and relationships is an integral component of MADE IN HIS IMAGE. Students explore the *difference between healthy and unhealthy relationships* in order to become aware of negative (and possibly harmful) influences in their lives, and to promote healthy relationships that will assist them in living according to God's design.⁵

6. Communication

Each lesson concludes with a reflection on the *role of parents*. Students are challenged to see their parents as gifts from God, and to recognize that they play a vital role in keeping them safe and helping them to become who God has created them to be. Students are encouraged to work to *develop and maintain open lines of communication with their parents*.

MADE IN HIS IMAGE was written and illustrated by Joseph and Christine Schmidt.

⁴ "In accomplishing her mission the Church has the duty and the right to take care of the moral education of the baptised" (*Educational Guidance in Human Love*, 108).

⁵ "Children, adolescents and young people should be taught how to enter into healthy relationships with God, with their parents, their brothers and sisters, with their companions of the same or the opposite sex, and with adults." (*The Truth and Meaning of Human Sexuality*, 53).



Diocese of Steubenville
Safe Environment Program

WHAT CAN PARENTS DO TO PROTECT THEIR TEENS?

Ten action steps for keeping teens safe.

- 1. Spend time** with your son or daughter; develop **open** and **honest** lines of communication.

Many argue that the greatest defense against abuse is the healthy relationship between parent and child itself. This not only applies to children; it also applies to teens as well. Information is not enough. Teens need the ongoing guidance of their parents to assimilate and apply the information they have learned, as well as to process and deal with the various situations they will encounter in their lives.

- 2. Teach** them that they are **loved by God**, have infinite value, and they deserve to be respected. **Model respect** in the way you speak and act. Visibly live out your faith.

The greatest gift you can give your son or daughter is a healthy relationship with God, rooted in the firm conviction that He loves them unconditionally. Nothing will sustain them more through the trials of life. It's important to talk to them about God's love. And it's even more important for them to witness your own faith by how you live. So, go to Mass, receive the Sacraments, and practice Catholic morality. You should be able to say to your teenagers: follow my example!⁶

- 3. Be clear** about your expectations for their behavior. Communicate **safety rules** and **moral rules** that you want them to follow.

Don't simply rely on safety programs or classroom lessons. Parents need to clearly articulate the expectations they have for their teens. Explain to your son or daughter the choices that you want them to make and why. Help them to see that following the moral rules of the Church will help them to preserve their safety and avoid many of the pitfalls and heartaches that young people suffer in our culture.

- 4. Use "teachable moments"** to reinforce and apply safety rules.

Life is full of opportunities to teach about health, safety and morality. Take passing opportunities to challenge your son or daughter to apply your safety rules. Present them with different scenarios and ask them what choices they would make. They may complain about this, but it will help them to assimilate these important lessons.

- 5. Talk** to your son or daughter about the choices they face day to day. Offer them **guidance** as they try to make various decisions. Help them to **process** their thoughts and feelings.

As much as they don't want to admit it, teens need their parents. You may think they are not listening to you, but your guidance plays a tremendous role in your teen's self-image, and in the choices they make. It's especially important to offer your guidance in love, patience and respect.

⁶ Living your faith is not only good for your soul, it's also has many other positive benefits. Research studies have shown an astonishing number of positive effects of religious practice. Visit www.marri.us and search for "religious practice" to learn more.

- 6. Listen** to your teenager. **Pay attention** to their behaviors and attitudes. Be vigilant about anything suspicious that might point to a problem.

Abuse and unhealthy behaviors often stay hidden for quite some time. For example, in the vast majority of sexual abuse cases, the sexual offender is not a stranger, but rather someone who is known to the victim and the victim's family. And whether the offender is a family friend, a relative, a teacher, or some other person, they often will try many tactics (including lies, manipulation, and force) to keep the abuse secret. Parents need to be vigilant.

- 7. Be involved** in your teen's life. Know their teachers, coaches, and other adults that work with them. Know their friends. Know where they spend their time. Be vigilant and cautious about the people in their lives, without being paranoid or overbearing.

Let's face it: teenagers often will make foolish mistakes. They will put themselves in situations where they can get hurt. And they can often be deceived by people that want to manipulate, use and hurt them. When it comes to safety, there is no substitute for the careful vigilance of loving parents.

- 8. Be vigilant with your teen's media use.** Be sure they know safety rules for using the internet, texting, social networking, playing video games, etc.

*The tools, devices, and services for media use have increased dramatically in recent years. While this is positive in many ways, these new methods of getting connected also pose many new threats, especially for youth. Statistics about exposure to pornography, outright sexual solicitation and cyberbullying demonstrate the need to be vigilant.⁷ The reality is that **the internet is the biggest threat facing your son or daughter right now – and the access they have to the internet is staggering.** Parents need to be educated and vigilant when it comes to internet safety.*

*The good news is that **great resources are available for parents.** Netsmartz.org is an excellent source to become familiar with the risks associated with various media devices and sources, as well as the steps parents can take to ensure the safety of their children.*

*One danger that is often overlooked by parents is **video games.** Video and computer games are everywhere. Many of them involve innocent entertainment and learning. But a great number (and more than you might think) involve **extremely graphic displays of violence and sexuality.** In many of the most popular games the players are often encouraged (and even rewarded in the game) for brutal displays of violence, even sexual violence. Parents are strongly encouraged to learn about the dangers of video games and monitor their teen's exposure to them. *Plugged In* (www.pluggedin.com) is excellent source for reviews from a Christian perspective of a great variety of games, movies, music and more.*

- 9. Don't be afraid to ask for help** when you need it! Teach your son or daughter that it's okay to ask for help.

- 10. Don't forget to pray!**

*Pray alone. Pray with your spouse. And be sure to **pray together as a family!** Ask the Lord to protect your son or daughter. Ask Him to strengthen your faith and the faith of your family. Ask Him to teach you to be a good parent, and to make your marriage and family healthy and holy. **Don't underestimate the power of God's grace!***

*Keep in mind: **"The family that prays together stays together."** (Fr. Patrick Payten)*

⁷ <http://www.internetsafety101.org/Pornographystatistics.htm>

MADE IN HIS IMAGE

A Safe Environment Curriculum

- Grade 9 -

THEME:

"We are made in the very image of God, the image of Love.

We are called by God to enjoy the fullness of life,

making choices that preserve our well-being and show respect for others.

Having been made for community, God calls us to form healthy relationships with others,

and to cherish the people He puts in our lives, especially our parents."

1. PRAYER: Our Father

2. CATECHESIS: God and Us

Objectives

- ✓ The students will recognize that they should be treated with love and respect because they are made in the very image of God.
- ✓ The students will come to a deeper understanding of God's love for them.
- ✓ The students will review some examples of respectful behavior and disrespectful behavior.

Every person, from the first moment of his life in the womb, has an inviolable dignity, because from all eternity God willed, loved, created, and redeemed that person and destined him for eternal happiness. If human dignity were based solely on the successes and accomplishments of individuals, then those who are weak, sick, or helpless would have no dignity. Christians believe that human dignity is, in the first place, the result of God's respect for us. He looks at every person and loves him as though he were the only creature in the world. (YOUCAT, #280)

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- One of the most basic beliefs we have as Christians is that God loves us. But many people struggle with this. So many people DON'T feel like God loves them.**

⇒ DISCUSSION: GOD'S LOVE

- Ask the students: **What are some ways that you can know God's love for you?** Write their answers on the board. They might include such things as:
 - Jesus died on the Cross
 - The Bible tells us that God loves us
 - God gives us our parents who love us
 - God gives us each of us talents and abilities
 - Etc.
- As Christians, we believe that God loves us.**
- You have to understand that God is not some sort of impersonal force, or some being that exists way off in Heaven separately from us. No, God is a Real Person – three Persons actually – who knows, understands and love each of us as individuals. And He invites us into a personal relationship with Him.**

⇒ ACTIVITY: GOD AND US – SEE PAGE 12 (See page 20 for a time saving answer key!)

- Distribute the activity page and have the students complete it working as individuals or as pairs. Once they have finished (or after a sufficient amount of time has passed) go over the page together.
- Conclude with several brief statements about love and respect:
 - **Never think that it's okay for someone to hurt you, or say cruel things to you, or to touch you in ways that make you feel bad, or ask you to do things that make you feel uncomfortable or dirty.**
 - **If this has ever happened to you know that it's NOT YOUR FAULT! Be sure to talk to your mom or dad, or another trusted adult, about this as soon as you can.**
 - **You are God's treasure! God made you in His image and you deserve to be respected!**

3. MORAL FORMATION: Making Good Choices

Objectives

- ✓ The students will recognize that we should always act in ways pleasing to God.
- ✓ The students will discover that we need to do what is right in order to be happy.
- ✓ The students will reflect on the purpose of moral laws.

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- **Since we are made in God's image we should be respected by others, and treat others with respect.**
- **Being made in the image of God also means that we need to act according to our dignity. We need to act in ways pleasing to God, imitating His goodness and love.**
- **This is the only way we can become who God has called us to be, and enjoy the happiness that he promised.**

⇒ ACTIVITY: WHY BE MORAL? – SEE PAGE 13

⇒ DISCUSSION: WHY BE MORAL?

- Once the students have completed the assignment, try to engage them to think about the purpose of moral laws. Ask them: **What are some reasons we should follow moral laws.**
- Some answers might include: to stay out of trouble; to get along with other people; to not hurt other people's feelings; or even so that society can function at all.
- **This is all true. When people violate moral laws, everything falls apart.**
- **So is this why God calls us to be moral – so that we can get along with other people? NO! It's much more than this! God didn't create us so that we can survive. He created us to enjoy the FULLNESS of life!**

- Living life to the full means enjoying the deepest of realities: love. God has called us to be in loving relationships with other people and, most importantly, to be in a loving relationship with Him.
- Why does call us to be moral? Because we need to respect, honor and love Him, and we need to respect, honor and love other people. And, since we are made in the very image of God, we have to be true to who we are.
- The ultimate measure of morality for Christians is Jesus. We should strive to live so that all of our thoughts, words, actions and choices reflect and imitate those of Jesus, the perfect example of love.

4. SAFETY INFORMATION: Promoting Safe Choices

Objectives

- ✓ The students will recognize that making good choices helps to keep them safe – physically, emotionally and spiritually.
- ✓ The students will review basic safety rules.

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- Your safety and well-being are very important to me, the parish (or school) and certainly to your parents. I want to give you some information that will help keep you safe.**

⇒ HANDOUT: CALLED TO GREATNESS – SEE PAGE 14

- Read and discuss the handout with the students.
- OPTIONAL: Require the students to read the handout and be ready for a quiz on it.
- OPTIONAL: Show the video “Your Photo Fate” about the consequences of sending inappropriate photos. This is an excellent video to get students thinking about the consequences of SEXTING. Stream it or download it here: <http://www.netsmartz.org/RealLifeStories/YourPhotoFate>

5. RELATIONSHIPS: Promoting healthy friendships and relationships

Objectives

- ✓ The students will recognize that God made them to be in relationship with other people.
- ✓ The students will reflect on the influences that other people have on their lives, helping them to follow God and be happy or hurting them and leading them into sin.
- ✓ The students will explore the concept of body language, and consider how it affects their relationships with other people.

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- God made us in His Image. He made us to be in relationships with other people: parents, family, friends, etc.**
- The people in our lives can help us to follow God and be happy. But they can also hurt us and lead us into sin.**
- It's important to understand the difference between healthy friendships and unhealthy ones, so that we can be more aware of the influences in our lives.**

⇒ ACTIVITY: THE BODY LANGUAGE GAME – SEE PAGE 16

- Distribute copies of the handouts and review the introduction.
- Divide the class into four groups and give each of the students a direction slip (see page 17). Ask each group of students to act out a skit based on the directions given. (Feel free to adapt the skits any way needed for your particular group of students.)
- Instruct the students in the “audience” to write down examples of body language that they observe. At the end of the skit, review the examples together, then ask the students to guess the emotion the group was trying to communicate.
- After all the groups have finished, discuss the activity with the students using the questions on the bottom of the handout.

6. COMMUNICATION: Fostering Communication with Parents and Guardians

Objectives

- ✓ The students will recognize that God gave them their parents (or guardians) to love them, teach them and keep them safe.
- ✓ The students will recognize the importance of strengthening their relationship with their parents or guardians by talking to them about the things that happen to them on a day to day basis.
- ✓ The students will realize the importance of telling their parents if anything happens to them that makes them feel uncomfortable or scared.

“A fool despises a parent’s instructions.”
(Proverbs 15:5)

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- One of the greatest gifts that God gives us is the people that He places in our lives – especially our parents.**
- Let’s face it: we don’t always agree with our parents, and sometimes it’s hard to live with them. But they are a true gift from God.**
- Already in your life, your parents have taught you more about life than you can even realize! They taught you how to walk, and talk, to form friendships and get along with other people. Your parents taught you all these things, mostly by modeling it for you.**

- ❑ The teens that are the happiest (really happy, not just popular) are the ones that have a good relationship with their parents.
- ❑ But, you know, this is a two-way street. It takes effort from both parents and teens to have a good relationship.
- ❑ It may be amazing to think, but your parents can still teach you a heck of a lot about life! I want to challenge you to talk to your parents about the things that are important to you in your life. Talk to them about the decisions you are facing.
- ❑ It's especially important to talk to them when you feel hurt or unsafe. First and foremost, your parents are there to protect you from harm. And that is the first thing in their minds: they want to make sure that you are safe.
- ❑ It's extremely important for you to talk to them when you are faced with situations where you feel unsafe, scared, worried, and unsure. More than anyone else, they can guide you to make good and healthy decisions in your life. They can help you to be safe.

⇒ ACTIVITY: INTERVIEW – SEE PAGE 18

- ❑ OPTIONAL: Have a follow-up discussion after the students have completed their parent interview. Possible questions to ask:
 - How did you feel when you first got the assignment?
 - How did you feel as you conducted the interview?
 - Were your parents nervous with the questions you asked them?
 - How did your parents react to the interview?
 - Were you surprised by any of their responses?
 - Did this project help you to understand your parents better?

7. REVIEW

- ❑ Read the theme for the lesson to the students.
- ❑ Review the key points of each section.
- ❑ Have the students complete the STUDENT EVALUATION: WHAT DID YOU THINK? – SEE PAGE 19. Gaining their feedback will 1) help you to make your lessons more effective by identifying areas that need to be improved, and 2) help to identify other issues that need to be addressed. It may also be an opportunity for students to discretely identify themselves as needing some sort of assistance or counseling. ***If you suspect that a particular student needs individual attention/counseling, be sure to bring it to the attention of your supervisors!***

8. ADDITIONAL RESOURCES

- ❑ HANDOUT: DON'T SETTLE FOR LESS – SEE PAGER 21
- ❑ NETSMARTZ
 - The National Center for Missing and Exploited Children has produced an excellent resource for internet and media safety: www.netsmartz.org. A variety of FREE resources are provided for students, parents and educators.
- ❑ START TALKING! ***Building a Drug Free Future***

- A new effort is underway across Ohio to **prevent drug abuse**. The **Catholic Bishops of Ohio** [issued a statement](#) about the initiative. “*Start Talking* is a program designed by the state of Ohio to help equip families and communities to clearly communicate the important message of drug prevention,” the Bishops said. “We support this critical initiative and we encourage Ohioans to visit www.starttalking.ohio.gov for details.”
- Among the resources available is an email newsletter for educators. Their website explains: “Teachers are powerful influencers in their students’ lives. What is shared in the classroom can positively impact a child’s decision not to use alcohol, tobacco, marijuana or other drugs. Teachers have an incredible opportunity to guide students toward making healthy, drug-free lifestyle choices. That is why Drug Free Action Alliance created **TEACHable Moments**, which are specially designed tips for educators, sent out via email twice monthly for FREE. They contain news that teachers can use to get those critical prevention talks started in the classroom.” Learn more at www.starttalking.ohio.gov/SchoolLeaders.aspx

GOD AND US

DIRECTIONS: Below are passages about God's love and care for us. Look up each passage and complete them by filling the missing words.

"God created mankind in his _____; in the image of _____ he created them;
_____ and _____ he created them." (Genesis 1:27)

"Can a _____ forget her _____, be without tenderness for the child of her womb?
Even should she _____, I will never _____ you." (Isaiah 49:15)

"So _____ yourselves under the mighty hand of God, that he may _____ you in due time.
_____ all your _____ upon him because he _____ for you." (1 Peter 5:6-7)

"In this is love: not that we have _____ God, but that he _____ us
and sent his _____ as expiation for our sins.
Beloved, if God so loved us, we also must _____ one another." (1 John 4:10-11)

"You _____ my inmost being; you knit me in my mother's _____.
I praise you, because I am _____ made;
wonderful are your _____!" (Psalm 139:13-14a)

"What will _____ us from the love of Christ?
Will _____, or distress, or persecution, or famine, or nakedness, or peril, or the sword?
For I am convinced that neither _____, nor life,
nor _____, nor principalities,
nor _____ things, nor _____ things,
nor powers, nor height, nor depth, nor any other creature
will be able to separate us from the _____ of _____ in Christ Jesus our Lord." (Romans 8: 35, 38-39)

"Lord, you are _____ and _____, most merciful to all who _____ on you.
LORD, hear my _____; listen to my cry for _____.
On the day of my distress I call to you, for you will _____ me." (Psalm 86:5-7)

"Come to me, all you who _____ and are _____,
and I will give you _____.
Take my yoke upon you and _____ from me, for I am meek and _____ of heart;
and you will _____ rest for your selves.
For my yoke is _____, and my burden _____." (Matthew 11:28-30)

WHY BE MORAL?

Whether we realize it or not, moral laws play an extremely important role in our lives, and are an essential component of our Catholic faith. Despite this fact, many people complain about “all the rules” they find in the Catholic Church. So many people just want to be “free” and do whatever they wish. But what would the world be like without morals? Below is an activity intended to demonstrate what life would be like without “all the rules.”

DIRECTIONS: Read the story below and fill in the blanks AS IF THERE WERE NO MORAL RULES TO FOLLOW.

It really started last night. I stayed up so late last night, I was wiped out this morning. When my alarm clock went off this morning I just _____. My mom came by my room to see why I wasn't out of bed yet. She told me to get up and I _____. Eventually I got up, got dressed and left for school. On the way I was so hungry. I stopped by a gas station to get something to eat. When I got inside I realized I didn't have any money with me so I _____.

By the time I arrived at school, I was so late. The people in the office were not impressed. I just told them _____.

I finally made it to class, and wouldn't you know it, that was the day of the big test and I forgot all about it. I didn't have a clue what the answers were, so I just _____. After that, I got so bored with my classes I just _____.

When lunch finally rolled around, my friends and I sat there gossiping about the other people in our class. I told them my opinion about EVERYONE, without any hesitation or reservation. They were kind of surprised when I said _____, but who cares! I'm entitled to my opinion. After a mixture of laughter, amazement and anger, one of my friends showed me their new smartphone. It was the latest model with the best of everything. It made me so _____! He always got the best stuff. I wish I had one, so I just _____.

When school was over I couldn't wait to get out of there! I wasn't sure where I wanted to go, but I ended up at the mall. I found all kinds of great stuff that I wanted. I still didn't have any money but I _____.

Of course, the security cameras saw everything...

Sitting at the jail and waiting for my parents to come pick me up gave me a chance to think about my day. Maybe....just maybe....it wasn't such a good idea to do whatever I felt like today!

REFLECTION: What are some reasons that we should follow moral laws? Write your thoughts here in the space below.

CALLED TO GREATNESS

Guidelines for teens for making choices that protect their safety and well-being

God has made you for greatness! Not an artificial or superficial greatness, like you find in commercials and movies. God has made you for true greatness – a greatness that comes from dignity, freedom and love.

But we live in a fallen world. Much of the media, entertainment, and consumer products presented to you offer a distorted view of what it means to be happy. And the sad reality is that some of the people in your life will seek to manipulate you for their own interests, either in small ways or in ways that can be abusive.

This is NOT God's way! God has created you for love and freedom. The Lord wants you to experience the fullness of life. God wants you to know the deep joy of authentic love, lasting friendships and true self-worth.

The following guidelines are presented as an attempt to make you aware of dangers to your physical, emotional and spiritual well-being, and provide you with clear boundaries that will keep you safe.

Guidelines for Personal Safety

- Strive to make safe and **healthy choices**. Be polite to everyone without allowing others to take advantage of you or those around you. Be a model of respect and integrity.
- Always **talk to your parents** about **where you are going** and **who you are with**. Too many young people turn up missing because they failed to follow this simple rule.
- **Avoid going places by yourself**, such as walking to school, going to the mall, etc. You should be with at least one other person.
- No one should ever **touch** you in a way that feels uncomfortable or wrong. If someone ever does, tell them to **STOP!** Be assertive, and get away.
- **Tell your parents** no matter what if anyone touches you in a way that makes you feel uncomfortable. Even if someone threatens to hurt you or someone else, you need the help, support and guidance of your parents. If your parents don't believe you, talk to some other adult and keep talking until someone takes action!
- Always **listen** if a friend tells you they feel unsafe, depressed or have been victimized in any way. Take them seriously. Encourage them to seek help, and go with them to talk to their parents or another adult.
- Never feel obligated to keep a **secret** when it involves someone's safety or wellbeing.
- Tell your parents, and an adult in authority, if anyone makes indecent, rude or suggestive comments about your body or bodily activities, or if anyone uses obscene gestures. This is called **sexual harassment**. It is illegal, immoral, and should not be tolerated.
- When you are at a party or some other event, never go off to a **secluded area**, especially with someone you just met. This places you in a dangerous situation – spiritually and physically.
- When you are at a party, **never leave your drink unattended**. This gives someone the opportunity to put alcohol or a knock out drug in your drink. Always finish or throw out your drink and get a new one in case someone put something in it when you weren't looking.

- **Never use drugs or alcohol.** Avoid any situation where drugs or alcohol are being abused. Apart from being illegal and immoral, these situations pose many dangers and risks.
- Never **drive** with anyone who is texting, or anyone who is under the influence of drugs or alcohol. If you drive, don't do this yourself.
- If you are in a situation that makes you feel scared or unsafe, **trust your instincts.** Try to remove yourself from that situation as soon as possible.
- **Be cautious** about adults (or teens who are much older than you) who seem to give you an **undue amount of attention**, or give you special gifts, routinely compliment you about your appearance, or single you out in other ways. This may be the beginnings of an unhealthy attachment or attempted abuse.
- **Don't be afraid to ask for help** when you feel unsafe or depressed. Never forget that you are **loved by God** and you can **never lose your dignity as a child of God** – no matter what you do, or what others do to you! There is always hope and healing with Jesus Christ!

Guidelines for Internet and Media Safety

- **Think before you text, email or post anything.** Once something is sent electronically you can't take it back, and you can't always control what problems it may cause or where it may end up. Be aware of the unintended consequences of your media choices.
- Keep in mind that people online are **real people with real feelings.** Don't use the internet to post rude, cruel or obscene things about other people.
- Talk to your **parents** about their expectations for the internet and media use.
- Never take or send **pictures** of yourself or others that are sexy, indecent or immodest.
- Avoid all forms of media and entertainment that **glamorize sex and violence.** The more people are exposed to these messages, the more they accept them. This causes people to lower their standards of conduct, makes it more difficult to enter into genuinely healthy relationships, and causes them to distance themselves from God.
- Don't give your **passwords** to anyone except your parents, not even your best friends. Having your password accessible to others makes you vulnerable to others using your accounts to hurt or embarrass you.
- Set your social network settings to **private.** Only friend people that you actually know.
- Never give out **personal information** that will allow people to identify you.
- Never agree to **meet** anyone in person that you met online.
- Never respond to any **comments** that are rude or obscene.
- **Talk to your parents** about anything you encounter online that makes you feel uncomfortable, scared or dirty.
- **Don't believe** everything you read online, and **don't let yourself see** everything there is to see online. A staggering number of sites on the internet actively seek to expose youth to inappropriate, dangerous and offensive information.

(NOTE: For more information about internet and media safety, visit www.netismartz.org.)

THE BODY LANGUAGE GAME

INTRODUCTION

What is body language? Body language refers to the nonverbal ways that people communicate. Some examples of body language include: **hand gestures, facial expressions, eye movement, posture, tone of voice, and body movements**.

Scientific research has shown that between 55 and 70% of communication is nonverbal. That means that **most** of what you communicate to other people is through body language. Also, since we have less conscious control of our body language, it tends to communicate our feelings honestly.

PLAYING THE GAME

Complete these questions for the skits that your classmates will perform. **(You do NOT answer them for your own skit.)**

SKIT 1	<ul style="list-style-type: none">❖ <u>As you are watching the skit</u>, write down the body language that you see (for example: shrugging shoulders, turning away from each other, smiling, tone of voice, etc.): ❖ What emotion is being communicated? _____
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SKIT 2	<ul style="list-style-type: none">❖ <u>As you are watching the skit</u>, write down the body language that you see or hear (for example: shrugging shoulders, turning away from each other, smiling, tone of voice, etc.): ❖ What emotion is being communicated? _____
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SKIT 3	<ul style="list-style-type: none">❖ <u>As you are watching the skit</u>, write down the body language that you see or hear (for example: shrugging shoulders, turning away from each other, smiling, tone of voice, etc.): ❖ What emotion is being communicated? _____
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LEARNING FROM THE GAME

What do you think was the purpose of this activity?

How can your body language affect your relationships?

What can you take away from this activity – how can you change your behavior so as to be more respectful to others?

GROUP 1**THE BODY LANGUAGE GAME****DIRECTIONS:**

- 1) Read the EMOTION, the SETTING and the SCENE.
- 2) Determine the roles other people will take any other details you want to add.
- 3) Tell the class the SETTING for the skit and who will express the EMOTION they are watching for, but DON'T TELL THEM THE EMOTION! Tell the class that you can't use any words for your skit.
- 4) Act out the scene using body language only (**NO WORDS**).

SETTING: School dance**EMOTION:** Anger**WHO EXPRESSES EMOTION:** The angry girl

SCENE: Two girls (best friends) are standing along the wall of the school gym. A boy that one of them likes comes over to ask her friend to dance. The girl who likes the boy is furious because her best friend is dancing with the boy she likes.

YOU CAN'T USE ANY WORDS!! You have to communicate what's going on purely by gestures and expressions on your faces.

GROUP 2**THE BODY LANGUAGE GAME****DIRECTIONS:**

- 1) Read the EMOTION, the SETTING and the SCENE.
- 2) Determine the roles other people will take any other details you want to add.
- 3) Tell the class the SETTING for the skit and who will express the EMOTION they are watching for, but DON'T TELL THEM THE EMOTION! Tell the class that you can't use any words for your skit.
- 4) Act out the scene using body language only (**NO WORDS**).

SETTING: In class**EMOTION:** Boredom**WHO EXPRESSES EMOTION:** Student

SCENE: Choose someone to be the teacher. Then choose one person to be the bored student. Without just falling asleep, that student needs to act completely and utterly bored out of their mind. The other students need to be very interested and excited about class.

YOU CAN'T USE ANY WORDS!! The teacher needs to pretend that they are leading a class: write on board, act like giving a presentation, etc. The engaged students need to act like understand the teacher and are paying attention in class. The bored student needs to act really bored.

GROUP 3**THE BODY LANGUAGE GAME****DIRECTIONS:**

- 1) Read the EMOTION, the SETTING and the SCENE.
- 2) Determine the roles other people will take any other details you want to add.
- 3) Tell the class the SETTING for the skit and who will express the EMOTION they are watching for, but DON'T TELL THEM THE EMOTION! Tell the class that you will use **WORDS and BODY LANGUAGE**.

SETTING: In class**EMOTION:** Rudeness**WHO EXPRESSES EMOTION:** Apologizing student

SCENE: A teacher and a student are having a conversation about the student's bad behavior in class. The student says he or she is sorry, but in a very **rude** way. This is key: The student's body language communicates the *opposite* of his or her words. He or she says he is sorry with his words, but his body language (tone of voice, facial expressions, etc.) tell the teacher that he really doesn't care and is not really sorry. Because he is so rude through his body language the teacher gets mad at him.

GROUP 4**THE BODY LANGUAGE GAME****DIRECTIONS:**

- 1) Read the EMOTION, the SETTING and the SCENE.
- 2) Determine the roles other people will take any other details you want to add.
- 3) Tell the class the SETTING for the skit and who will express the EMOTION they are watching for, but DON'T TELL THEM THE EMOTION! Tell the class that you will use **WORDS and BODY LANGUAGE**.

SETTING: The Mall**EMOTION:** Attraction**WHO EXPRESSES EMOTION:** Girl attracted to the guy**SCENE:**

The girls are at one place in the Mall talking about and watching some boys at the other end of the room. One of the girls really likes one of the boys, but she won't admit it to her friends. This is key: The girl's body language communicates the *opposite* of her words. She says she doesn't like him with her words, but we can tell she likes him because of how she acts. The other girls pick up on her body language and can tell that she likes him.

INTERVIEW

DIRECTIONS: Conduct an interview with your mom and/or dad. Ask them the questions below and write down their answers in the space provided.

1. What was your favorite TV show when you were in High School? _____
2. What was your favorite hangout? _____
3. Were you popular? _____
4. What activities were you involved with? _____
5. What's one of your best memories from High School? _____

6. Who was your favorite teacher, and why? _____
7. Who was your least favorite teacher, and why? _____
8. What were you most insecure about when you were a teenager? _____

9. Did you feel like your parents understood you? _____
10. Did you feel like your parents' rules for you were fair? _____
11. Did you have a curfew? ____ If so, when was it? If not, why? _____
12. What were some of the problems and challenges that teens faced when you were in High School? _____

13. Did you think it was difficult to make good choices and stay pure? _____
14. How did you deal with peer pressure? _____

15. What are some positive things you learned about yourself or about the world when you were a teenager? _____

16. What were your goals and dreams for your life? _____

17. If you could go through your High School years again, what choices would you make differently? _____

FOR REFLECTION: After you complete the interview, take some time to reflect on what you learned. Were you surprised by any of the answers your mom or dad gave? What similarities do you see between your life and theirs? What can you learn from their experiences? How would it be helpful if you had an open and trustworthy relationship with your parents? How can you work to strengthen and deepen your relationship with your mom and dad?

WHAT DID YOU THINK?

Your feedback is important! Help us to make these lessons as effective as possible. Complete the questions below.

Part 1: This part seeks to instill in the students a greater sense of God's love for them, and the dignity that each and every person enjoys since they are made in the image of God. Activity: **GOD AND US**

RATE YOUR EXPERIENCE:

1	2	3	4	5
Awesome! I learned a lot.	Good. I learned some new things.	Okay. I learned a little.	Poor. I didn't learn much.	Terrible. I didn't get anything.

COMMENTS/SUGGESTIONS:

Part 2: This part seeks to assist students in understanding the importance of making good choices, as well as the consequences that follow from the decisions that we make. Activity: **WHY BE MORAL?**

RATE YOUR EXPERIENCE:

1	2	3	4	5
Awesome! I learned a lot.	Good. I learned some new things.	Okay. I learned a little.	Poor. I didn't learn much.	Terrible. I didn't get anything.

COMMENTS/SUGGESTIONS:

Part 3: This part provides safety information and encourages students to make safe choices, and to reach out for help when they have experienced abusive behavior or feel unsafe. Handout: **CALLED TO GREATNESS**

RATE YOUR EXPERIENCE:

1	2	3	4	5
Awesome! I learned a lot.	Good. I learned some new things.	Okay. I learned a little.	Poor. I didn't learn much.	Terrible. I didn't get anything.

COMMENTS/SUGGESTIONS:

Part 4: This part seeks to help students recognize the difference between healthy and unhealthy relationships, and to work to develop relationships rooted in virtue and respect. Activity: **THE BODY LANGUAGE GAME**

RATE YOUR EXPERIENCE:

1	2	3	4	5
Awesome! I learned a lot.	Good. I learned some new things.	Okay. I learned a little.	Poor. I didn't learn much.	Terrible. I didn't get anything.

COMMENTS/SUGGESTIONS:

Part 5: This part challenges students to recognize the role their parents play in their safety and development, and encourages them to maintain open lines of communication with their parents. Activity: **INTERVIEW**

RATE YOUR EXPERIENCE:

1	2	3	4	5
Awesome! I learned a lot.	Good. I learned some new things.	Okay. I learned a little.	Poor. I didn't learn much.	Terrible. I didn't get anything.

COMMENTS/SUGGESTIONS:

What are some other issues you think should be covered?

NAME: _____ (OPTIONAL)

GOD AND US

DIRECTIONS: Below are passages about God's love and care for us. Look up each passage and complete them by filling the missing words.

"God created mankind in his IMAGE; in the image of GOD he created them;
MALE and FEMALE he created them." (Genesis 1:27)

"Can a MOTHER forget her INFANT, be without tenderness for the child of her womb?
Even should she FORGET, I will never FORGET you." (Isaiah 49:15)

"So HUMBLE yourselves under the mighty hand of God, that he may EXULT you in due time.
CAST all your WORRIES upon him because he CARES for you." (1 Peter 5:6-7)

"In this is love: not that we have LOVED God, but that he LOVED us
and sent his SON as expiation for our sins.
Beloved, if God so loved us, we also must LOVE one another." (1 John 4:10-11)

"You FORMED my inmost being; you knit me in my mother's WOMB.
I praise you, because I am WONDERFULLY made;
wonderful are your WORKS!" (Psalm 139:13-14a)

"What will SEPARATE us from the love of Christ?
Will ANGUISH, or distress, or persecution, or famine, or nakedness, or peril, or the sword?
For I am convinced that neither DEATH, nor life,
nor ANGELS, nor principalities,
nor PRESENT things, nor FUTURE things,
nor powers, nor height, nor depth, nor any other creature
will be able to separate us from the LOVE of GOD in Christ Jesus our Lord." (Romans 8: 35, 38-39)

"Lord, you are GOOD and FORGIVING, most merciful to all who CALL on you.
LORD, hear my PRAYER; listen to my cry for HELP.
On the day of my distress I call to you, for you will ANSWER me." (Psalm 86:5-7)

"Come to me, all you who LABOR and are BURDENED,
and I will give you REST.
Take my yoke upon you and LEARN from me, for I am meek and HUMBLE of heart;
and you will FIND rest for your selves.
For my yoke is EASY, and my burden LIGHT." (Matthew 11:28-30)

CHOICES

Do you want to ignore all this stuff
and just have fun?

That's your choice. But what
are you **SAYING** **CHOICE?**
that

"I like it when others use
my body and don't care
about me."

"I'm not ashamed that I
lied to my parents and
violated their trust."

"I don't really care
about you; I'm just
trying to have fun."

"I don't like myself,
why should you like
me?"

"They like me when
I do what they want;
but no one knows who
I really am."



**You deserve better !
Don't settle for less
than GOD
wants to give you.**

COMMITMENT

Are you willing to sacrifice for true love?

~ ♥ ~

Believing that sex is sacred, I promise
to God that I will save the gift
of my sexuality from now until marriage.
I choose to glorify God with my body
and pursue a life of purity,
trusting that the Lord
is never outdone in generosity.

Signed _____

Date _____

(Text of pledge from Jason Evert)

Print Resources

Pure Love by Jason Evert

Life on the Edge by Dr. James Dobson

Pure Manhood by Jason Evert

Pure Womanhood by Crystalina Evert

Online Resources

www.PureLoveClub.com

www.LifeTeen.com

*The model of God's love presented here is derived from
Christopher West. See www.christopherwest.com for more!

MADE IN HIS IMAGE

A Safe Environment Curriculum
from the Diocese of Steubenville
www.diosteub.org

Don't settle



**for less
than GOD
wants
to give
you!**

Reflections
and practical guidelines
for relationships
and true happiness

Revised 2014

Do you know the Awesomeness of GOD'S design?



God calls us to share in the beauty and depth of True Love. He gives us a model* of True Love and calls us to imitate Him. Our love must always be a reflection of

God's Love. What is His Love like?

FREE - True love is not about force, coercion, or guilt. True love is a free gift of oneself to another.

TOTAL - True love is a sharing of the whole of one's life with another. Every dimension of your life must be involved: emotional, physical, intellectual, social, and spiritual.

FAITHFUL - True love is not something that is here one day and gone the next. True love lasts a lifetime.

FRUITFUL - True love is always life-giving. True love is always open to the gift of life that God sometimes blesses the sexual act.

“Christian MARRIAGE faithfully lived is the fulfillment and expression of True Love!” - Christopher West

Some guidelines & advice for finding true happiness

Are you willing to sacrifice for True Love?

~ ♥ ~

Talk with Jesus

Jesus is the best friend you will ever have. He cares deeply about you, your relationships and your choices. Talk to Him about your life.

~ ♥ ~

Make your goal clear in your mind.

*If you want to be pure you need to make that decision and commitment **BEFORE** you are faced with temptation. Once you are in a tempting situation it is not always easy to think clearly.*

~ ♥ ~

Make a plan and set boundaries.

*To preserve your purity you need a plan (I won't get into these situations...) and boundaries (I won't do these things...). You need to have this clear in your mind **BEFORE** you face temptation.*

~ ♥ ~

Don't mistake **physical** intimacy for **real** intimacy.

So many people do immoral things because they are looking for love. Real intimacy isn't based on physical pleasure. Real intimacy is about sacrificial love and commitment.

~ ♥ ~

Make good choices & Avoid pitfalls.

Save all sexual acts for marriage. Avoid actions that can create the bonding of sex and/or lead you to sexual intercourse. No passionate kissing, kissing below the chin, or lying down together. Don't touch each other in ways that are arousing. Save all these for marriage.

~ ♥ ~

Focus on friendship.

*Use dating as a time to get to who people really are and to grow in your understanding of yourself. Physical affection needs to be **founded on friendship**.*

~ ♥ ~

Dress modestly.

*(This is especially important for women because immodesty affects men much more than women.) Think about what you wear and what it says. Do you want to be remembered for your body or your personality, your humor, your kindness? Are your choices of clothing tempting others to lust? **The people that are lured by immodest dress are not the ones who will respect and love you** - they have other motives in mind.*

~ ♥ ~

Stay away from alcohol and drugs.

*These substances limit your ability to make good choices. Once you make the bad choice of using drugs or alcohol there is **no limit** to what you might do.*

~ ♥ ~

Seek purity in all you do.

How can you be impure in every other area of your life and expect to be pure in dating? You must strive to be pure in all areas of your life: movies, video games, TV, conversations, recreation, etc.

~ ♥ ~

Know when to quit.

Don't stay in a serious relationship with a person you know you cannot marry. If you carry on you are being dishonest with yourself and that person.