



Archdiocese of Mobile
Children and Adolescents
Protection Program

Child Protection
Curriculum

Grades 9 -12

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Introduction

Procedures for annual Child Protection curriculum

- Teachers/Catechists for grades 9-12 should see the Teaching Objectives in the Appendix on page 20.
- The curriculum lessons should be taught during the month of October each year, preferably in the Right-to-Life week. Makeup sessions should be conducted for students who were absent.
- Parents should be notified before these lessons take place. Discuss with your school principal or parish catechetical leader how best to contact parents about this program. This can be done by letter, electronic newsletter, take-home folder, etc. (See sample letter, page 19).
- Two adults who are current in their Child Protection training should be present during the lessons. Occasionally a child will want to tell about a past experience of abuse or they may want to discuss a recent experience. This child should be gently removed from the class so that he/she can share his/her experience in privacy. At this point, you may want to enlist the help of a school counselor, administrator or parish program director.
- If a parent refuses to allow his/her child to be present for the lesson, please direct the parent to the principal/parish catechetical leader for further instruction in lesson refusal documentation.
- Every effort should be made to reach 100% of the students.
- There are many Internet websites that provide great resources and information regarding child safety. You may want to share these website names with the parents of your students:
 - NCMEC.org (National Center for Missing and Exploited Children)
 - NetSmartz.org
 - Cybertipline.com
 - USCCB.org

Grade 9

Before preparing your lesson, please review the procedures on page 1 and the Teaching Objectives in the Appendix on page 20.

Objectives

- Recognize the Church's aim to bring its members to fullness of health, mind, body and soul.
- Identify the Church's teachings on chastity.
- Explain how our bodies are Temples of the Holy Spirit.
- Describe Jesus as the Divine Physician who heals.
- Interpret ways of detecting unsafe relationships and situations.

As you begin all students should have a Bible on their desks. State:

"Today we'll talk about the Child Protection Policy for the Archdiocese of Mobile."

Materials

- Bible for each student
- C.A.P.P. pamphlet for each student (See Appendix on pages 21 and 22.)

There is an abundance of materials. Lesson may need to be continued to a second day.

Opening Prayer

You may choose to make up one of your own or say:

God, loving Father, today we gather in the name of Your Son, Jesus Christ.

We ask You to send Your Holy Spirit among us.

Help us to love each other as You love.

Help us to remember that we are made in the image and likeness of You, our triune God.

Help us to see Your image in everyone we meet.

*Help us to be the pure of heart so that we may see You. **Amen***

Read: The Pamphlet cover and first paragraph of pamphlet page 2.

Read: Have the following verses written on the board.

- I Cor 6:19-20 Bodies are Temples of the Holy Spirit
- Genesis 1:26-27 Made in the image and likeness of God

State: Have the following three principles written on the board.

1. We are to use things and love persons.
2. Ultimate happiness comes from love. We are made to give and receive love.
3. Love is a sincere gift of self. It is the deliberate choice to give of ourselves completely in service of God and others.

Discuss: Have students come up with chaste ways that we use our bodies (Dress, speech, music, films, etc.)

We are called to be saints. Teacher brings in examples of modern day saints (see example on page 7).

State: There is a difference between what God calls us to be and how our society views our sexuality. We have a higher calling. Our faith calls us to be counter-cultural. Discuss what it means to be counter-cultural.

Activity: Introduction: Before we can ask the question, "What does God want of me and my relationships?," it might help to look at what our culture today tells us about who we are and about what our relationships with others should look like. Then we may be better able to decide what God wants for us.

1. Divide the students into same gender small groups. Give each group the same gender questions.

Girls

- What does modern society say is desirable in a woman?
- What does she need to have or do to be considered important?
- According to the influences of media, peers, parents, siblings, and teachers, what is the purpose of a woman?
- How does marketing and image affect people your age?
- Who has a harder time living up to the "ideal image" - man or woman? Why?

Boys

- What does modern society say is desirable in a man?
- What does he need to have or do to be considered important?
- According to the influences of media, peers, parents, siblings, and teachers, what is the purpose of a man?
- How does marketing and image affect people your age?
- Who has a harder time living up to the "ideal image" - man or woman? Why?

2. Give each small group a marker and poster paper. Allow 5 -7 minutes to answer the questions. Have each group write its responses on the poster paper.
3. Have each group post its responses and present them to the large group. Allow female groups to present, followed by male groups (or vice versa). Depending on the number of participants, small groups may be asked to present only ideas that have not yet been presented or to prioritize and present the top five responses.

Optional: To facilitate discussion, provide small groups with magazines that advertise to a high school market. This will help to identify additional examples of gender specific societal and cultural norms.

4. Conclude by discussing:
 - Which expectations in society are what God expects of us?
 - What should our relationships with others look like according to God?

State: God has given us the intellect and instinct to know when a situation is safe or unsafe.

Discuss: Are the following situations **SAFE** or **UNSAFE**? Why?

1.
 - A. It is an out-of-uniform day and a teacher comments, "I love that shirt you are wearing." Is this safe or unsafe?
 - B. In the same situation as above another adult says, "You look really hot in that shirt today!" or "You look really hot in those jeans!" Is this safe or unsafe?

Point out: What makes the two different?

Where can an adult cross the line in comments like these?

Where can a student cross the line in comments to an adult?

2.
 - A. Ms. Wilson tells her class that she is going to the opening premiere of a movie and asks if anyone needs a ride. She picks up three students and pays for their tickets. Is this safe or unsafe?
 - B. Mrs. Smith takes her two daughters, who happen to be high school students at the school where she teaches, to the movie. She brings along three of their friends and buys popcorn for the group at the movies. She then drives the girls home after the movie. Is this safe or unsafe?
 - C. Mr. Jones, youth minister, advertises a movie night at the high school with free sodas and popcorn. Is this safe or unsafe?
3. Your best friend tells you that she consistently gets drunk to the point where she is doing it every weekend, and she is doing things that you know that she will regret. She asks you not to tell her parents. Is this safe or unsafe?

Point out: A young person is asked to keep a secret from an adult.

The friend is put at risk for future problems.

The person who provided the alcohol is protected.

4. Your boyfriend, whom you have been dating for a month, becomes more and more insistent that you send him revealing text pictures of yourself. You continually say no, but he tells you that he will break up with you unless you send him a picture. Is this safe or unsafe?

Point out: It is disrespectful of oneself as a Temple of the Holy Spirit to send such images.
You don't know to whom the images may be forwarded.
Sending these types of pictures is considered distribution of pornography and is against the law.

5. A new friend invites you over to play a computer game which includes the use of a Web camera. You are wearing your school sweatshirt while playing the game. Is this safe or unsafe?

Point out: By leaving on the sweatshirt you reveal identifying information about yourself.
Rather than leave, you allowed yourself to be pressured into doing something uncomfortable.
Information from a Web cam can be distributed to thousands of people you don't know.
People can view and change the images without your consent.

State: Recent Statistics

- 1 in 4 girls and 1 in 6 boys under the age of 18 have been sexually assaulted.
- 67% of sexual assault victims are under the age of 18.
- Female students that have been physically or sexually abused are subject to substance abuse, unhealthy weight control, risky sexual behavior, pregnancy, and even suicide.
- 93% of juvenile sexual assault victims know their attacker.
- 50% of all sexual assault incidents happen one mile from the victims' homes.

Discuss: Do any of these statistics surprise you?

Activity: Have the students take turns reading the *Guidelines for Protecting Boundaries* section of the C.A.P.P. pamphlet and discuss their application.

State: Returning to our theme for this lesson - one life choice may affect your whole life. God gives us tools to help us through life - the sacraments of Eucharist and Reconciliation, Scripture, parents, good friends and good role models.

State: Pass out C.A.P.P. pamphlets and say,

"If you know an adult who may have behaved inappropriately with a minor, please contact the Office of Child Protection to initiate an investigation."

Closing Prayer

1 Corinthians 6:19-20

*Do you not know that your body is a temple of the Holy Spirit who is in you, whom you have from God, and that you are not your own?
For you have been bought with a price: therefore glorify God in your body. **Amen***

Holy Father approves miracle for beatification of teenager

By Chris Stefanick

DENVER, CO—Sometimes we'd prefer that our lives be a different story than the one God seems to be writing. In our fragile existence it doesn't take much to turn a romance into a drama, or an adventure into a tragedy. At a glance, the story of Chiara Badano—an only child conceived after 11 years of marriage, who died at 18 after a bout with a painful form of bone cancer—looks like an empty tragedy, but not from the perspective of the Divine Author.

Chiara seemed to have everything going for her as a teen. She had a loving, holy family and a rock solid faith that was nurtured by retreats and youth ministry programs. She was popular amongst her friends and was liked by boys. It's not hard to see why. She was beautiful. Chiara loved to hang out in coffee shops. She was great at tennis, swimming, and mountain climbing. Her outgoing personality and adventurous spirit made her dream of becoming a flight attendant. Chiara had a bright life ahead of her.

One day while playing tennis, Chiara experienced excruciating pain in her shoulder. Shortly afterwards she was diagnosed with osteogenic sarcoma. She watched her bright future slip away. But it's here that the real story of her life begins—the story of heroic virtue.

Chiara's joy was explosive and it only increased with her suffering. After one very pain-filled night she said, "I suffered a lot, but my soul was singing." Google pictures of her on her death bed. Her eyes look like pools reflecting heaven. One of her doctors remarked, "Through her smile, and through her eyes full of light, she showed us that death doesn't exist; only life exists." Cardinal Saldarini heard of this amazing teen and visited her in the hospital. Awestruck, he said, "The light in your eyes is splendid. Where does it come from?" Chiara's reply was simple. "I try to love Jesus as much as I can."

Chiara had a profound sense of redemptive suffering. She often repeated the phrase, "If this is what you want, Jesus, so do I." Like any teenage girl, she loved her hair, but with each lock that fell out she'd pray, "For You, Jesus." And refusing morphine, she said, "I want to share as much as possible in His suffering on the cross."

During one of her many hospital stays Chiara took walks with a depressed, drug-dependent girl, despite the pain of walking from the huge growth on her spine. When she was encouraged to stop and rest she said, "I'll have time to rest later." Ever thinking of others, she said, "I have nothing left, but I still have my heart, and with that I can always love."

Chiara requested to be buried in a wedding gown. As the end of her short life drew near she told her mother, "When you're getting me ready, Mum, you have to keep saying to yourself, 'Chiara Luce is now seeing Jesus'." She died on October 7th, 1990 at age 18. Her parents and friends were with her. Her last words were, "Goodbye. Be happy because I'm happy."

Thanks to her local Bishop, Chiara was declared "Servant of God." For anyone wondering if Chiara's cause for canonization was only opened to comfort grieving parents and friends, God recently put his stamp of approval on her story. A young boy in Italy was dying from Meningitis. His organs were shutting down. There was no way to save his life. His parents learned of Chiara's story and sought her intercession. He was fully healed. A panel of doctors has ruled that there is no medical explanation for this turn of events. On December 19th His Holiness Pope Benedict XVI signed the decree to approve the miracle. Chiara will be beatified within a few months.

Reflecting on her pending death Chiara said, "Previously I felt... the most I could do was to let go. Instead now I feel enfolded in a marvelous plan of God which is slowly being unveiled to me." The story of our lives with all its riveting twists and painful turns is written by an author who loves us very much, and for him, even death is only a comma, not a period. The greatest protagonists in life's story are the Saints. They shared the eternal perspective of the Author. That's why not even the most profound pain could take away their hope.

Here's to yet another teen Saint! Pardon my preemptive prayer: "Blessed Chiara Luce Badano, pray for us!"

Speaker and author Christopher Stefanick is director of Youth, Young Adult and Campus Ministry for the Denver Archdiocese. Visit chris-stefanick.com.

The article was published in the January 8, 2010 edition of The Catholic Week.

Photo - CHIARA BADANO TO BE BEATIFIED— This is the official picture used for the beatification cause of Chiara Badano, an Italian who died of bone cancer just before her 19th birthday. She will be beatified Sept. 25 (2010) at the Sanctuary of Our Lady of Divine Love outside of Rome. (CNS photo/courtesy of Beatification Cause of Chiara Badano)



Grade 10

Before preparing your lesson, please review the procedures on page 1 and the Teaching Objectives in the Appendix on page 20.

Objectives

- Recognize that Grace is from God and that we as humans have the ability to receive it.
- Realize that we have special relationships with God allowing us to lead virtuous lives.
- Identify boundaries.
- Realize that we set our boundaries, but that we must do so using the laws of God.
- Identify how boundaries can be violated.
- State the difference between physical and emotional boundaries.
- Identify ways to respond when our boundaries are violated.

As you begin all students should have a Bible on their desks. State:

“Today we’ll talk about the Child Protection Policy for the Archdiocese of Mobile.”

Materials

- Bible for each student
- C.A.P.P. pamphlet for each student (See Appendix on pages 21 and 22.)

There is an abundance of materials. Lesson may need to be continued to a second day.

Opening Prayer

You may choose to make up one of your own or say:

God, loving Father, we gather in the name of Your son, Jesus Christ.

We ask You to send your Holy Spirit among us.

Help us to love each other as You love.

Help us to remember that we are made in the image and likeness of You, our triune God.

Help us to see Your image in everyone we meet.

*Help us to be the Pure of Heart so that we may see You. **Amen***

Discuss: Have the following topics written on the board:

Grace Uniqueness Virtue Free will

State: Grace is always with us. However, we decide whether or not to be virtuous. Every human being is sacred. *“Every human life, from the moment of conception until death, is sacred because the human person has been willed for its sake in the image and likeness of the living and holy God.”*¹ Man was clearly created as a unique being and everything about him is special. Since this is the case, certainly he is not to be exploited. We should not use ourselves or allow ourselves to be used. Also, in order to be virtuous we must not use others.

¹ Catechism of the Catholic Church (CCC) 2319

Discuss: Boundaries

Ask students for examples of boundaries (examples: land areas, ethical, societal).
Ask students why boundaries exist and how they work.

- They allow things in.
- They keep things out.

State:

We have the wonderful gift of being blessed by the Grace of God. Therefore, we have a duty to God to create boundaries that will allow us to remain virtuous. These boundaries must be in accordance with the laws of God. While setting our own boundaries, we must be careful to not violate the boundaries of others. We must recognize that all human beings have a dignity about them that can only come from God. We must establish boundaries that protect our physical well-being, as well as our emotional well-being.

Activity: Physical Boundaries

1. Define physical boundaries. Boundaries may be crossed by touching someone without permission, using language that others do not want to hear, forcing sexual contact on someone and/or physically hurting someone.
2. Divide students into small groups to discuss the following questions. Have each group appoint a student recorder and reporter.
 - What are some common ways that boundaries might be crossed in high school?
 - How does society encourage the crossing of physical boundaries?
 - What harm is done to the person when boundaries are crossed?
 - What can we do to protect our physical boundaries?
3. Share group responses with class.

Activity: Emotional Boundaries

1. Discuss emotional boundaries. It is also true that we must have emotional boundaries. Not all boundaries are physical. Opening ourselves up to others in healthy ways allows us to grow emotionally and spiritually. However, when our emotional boundaries are crossed, we can suffer spiritual and emotional harm. These boundaries can be crossed by bullying, using offensive and suggestive language, gossiping about others, or asking very personal questions. When we allow these things in, we corrupt our ability to distinguish what is from God and what is not. Violating emotional boundaries can be just as harmful as violating physical boundaries.
2. Divide students into small groups to discuss the following questions. Have each group appoint a student recorder and reporter.
 - What are some signs that we are too careless in setting our personal boundaries?

- If our boundaries have been compromised what are some steps we can take to recover physically, spiritually, and emotionally?
 - What are some ways that pop culture encourages us to violate boundaries?
 - Is the music we listen to conducive to a healthy image of self and the images we have of others?
 - Are the shows/movies that we watch conducive to respecting the boundaries of others as well as our own?
 - How can prayer help establish healthy boundaries?
 - How can receiving the sacraments keep us pure and help us establish and respect the boundaries of others? (Important to link this to the grace we receive from the sacraments. *Ex opere operato*)
 - How can friends help each other respect people's boundaries?
3. Share group responses with class.

Activity: Getting Help

1. Discuss: If boundaries have been crossed it is important to get help.
 - Remove ourselves from the situation.
 - Report any violation of boundaries to a trusted adult –parent, teacher, counselor, priest, or other trusted adult.
 - Feelings of fear, anxiety, depression, or anger are normal. Tell an adult about these feelings.
2. Divide students into small groups to discuss the following questions.
 - How do we recognize situations that are conducive to boundaries being crossed and avoid such situations?
 - How do we get help if we feel boundaries have been violated?
3. Share group responses with class.

State: Pass out C.A.P.P. pamphlets and say,

"If you know an adult who may have behaved inappropriately with a minor, please contact the Office of Child Protection to initiate an investigation."

Closing Prayer

1 John 4:8

Whoever is without love does not know God, for God is love.

Loving Father, you taught us through your Son what it means to love.

Help us to love honestly and to accept genuine love from others.

May all that we do reveal your love to our neighbors. Amen

Grade 11

Before preparing your lesson, please review the procedures on page 1 and the Teaching Objectives in the Appendix on page 20.

Objectives

- Identify the sacred nature of close relationships.
- Identify the uniqueness of sex within relationships.
- Identify ways to find help when in a vulnerable situation.

As you begin all students should have a Bible on their desks. State:

“Today we’ll talk about the Child Protection Policy for the Archdiocese of Mobile.”

Materials

- Bible for each student
- C.A.P.P. pamphlet for each student (See Appendix on pages 21 and 22.)

There is an abundance of materials. Lesson may need to be continued to a second day.

Opening Prayer

You may choose to make up one of your own or say:

*God, we ask for your Holy Spirit of Wisdom and Love to guide us in our lives.
Help us to form and preserve loving, supporting relationships that reflect your love for us. Amen*

Review: Remind students this is a review. Rather than have a discussion, tell students what is important. These topics can be discussed in more detail in discussion section 3.

Boundaries: Protection by letting in what is good and keeping out what is bad.

Physical Boundaries: Some physical activities cross boundaries if they make someone uncomfortable. When would the following cross physical boundaries?

- Touch
- Language
- Clothing selection

Emotional Boundaries: Some situations can cross emotional boundaries. When would the following cross emotional boundaries?

- Dating
- Comments about appearance
- Questions about personal information/feelings
- Asking/telling about sexual thoughts or experiences
- Emotional grooming by offenders

Discuss: Define the four terms below.

- **Relationships** – Personal ties between people. Every relationship involves giving and taking. We must be careful about what we are offering and what we are asking from other people. Each type of relationship has different boundaries.
- **Responsibilities** – One consequence of having free will is that we must take responsibility for our choices and actions. It is never right for one person to take advantage of another person. We must be aware of actions that put us or others in danger.
- **Human dignity** – Each person is infinitely valuable because each person is loved by God and is created in his image and likeness. “God created man in his image; in the divine image He created him; male and female He created them.” (Genesis 1:27) Men and women are equally loved by and valued by God. We should have the same respect and reverence for men and women.
- **Community** – Humans need each other. We cannot survive alone. Because we need others, we should be willing to offer assistance to others.

Activity: Divide students into small groups to discuss the following Scripture stories. Have each group appoint a student recorder and reporter.

1 Samuel 18:3 or Ruth 1:16-17

*Note to teacher - Time might not allow a full discussion of both passages on friendship. One advantage to discussing the friendship of David & Jonathan is that it can challenge the stereotypes of what kind of man can express a deep, friendly or fraternal affection for another male friend. The passage would be good to use in a class of all boys, and Ruth would be a good passage to use in a class of all girls. However, if a teacher believes the discussion of Jonathan and David might lose focus and degenerate into accusations of homosexuality, the teacher may wish to discuss only Ruth & Naomi's friendship. Students are more likely to be familiar with the passage from the **Book of Ruth** than **1 Samuel**. It will save time to talk about a familiar passage, but introducing them to unfamiliar Scripture makes them aware of more of the Bible.*

1. Friendship: David & Jonathan

- a. Background: When David was still a young army commander, King Saul became jealous. David was close friends with Jonathan, Saul's son, and Jonathan warned David that Saul was planning to kill him. Jonathan helps David escape although it will make his father angry. (1 Samuel 18-20)
- b. The pledge of friendship: 1 Samuel 18:3: “And Jonathan entered into a bond with David, because he loved him as himself.”

2. Friendship: Ruth & Naomi

- a. Background: Naomi and her husband moved to Moab during a famine. Her son married a Moabite woman, Ruth. Eventually, Naomi's husband and son died; both women were widows. Naomi decided that she should return to Israel and that it would be better

for Ruth (being young enough to remarry) to return to her homeland. Ruth refuses and promises to go with Naomi and worship the God of Israel rather than her people's gods. Ruth eventually remarries but always takes care of her first mother-in-law.

- b. The pledge of friendship: Ruth 1:16-17: "But Ruth said, "Do not ask me to abandon or forsake you! For wherever you go I will go, wherever you lodge I will lodge, your people shall be my people, and your God my God. Wherever you die I will die, and there be buried. May the Lord do so and so to me, and more besides, if aught but death separates me from you!"

3. Discussion: Note to teacher – Be open to exploring "touch", "language", and "clothing" in this section.

- a. Are friendships important? Why or why not?
- b. Do we have friends that we love "as ourselves"?
- c. What are the risks of such close friendships?
- d. What are the rewards?
- e. Do our friendships bring out our best qualities or our worst?
- f. How can we give of ourselves to help our friends be better persons?

Conclusion: *Note to teacher* – List ideas generated from questions below on the board without comment. After several ideas are listed, then begin discussion. Ask: Which are the best responses? Which are not consistent with Christian values? Which might not work?

- 1. Question and discussion: How do we respond when a person crosses our boundaries? (If necessary, make clear to the students the question is about what they will do at the time a boundary is being crossed, not what they will do the next day.)
- 2. Question and discussion: Which boundaries do we think are important enough that we should report the violation? Who should we notify if an adult or co-worker has crossed a boundary?

State: Pass out C.A.P.P. pamphlets and say,

"If you know an adult who may have behaved inappropriately with a minor, please contact the Office of Child Protection to initiate an investigation."

Closing Prayer

1 John 4:8 Whoever is without love does not know God, for God is love.

Loving Father, you taught us through your Son what it means to love.

Help us to love honestly and to accept genuine love from others.

*May all that we do reveal your love to our neighbors. **Amen***

Grade 12

Before preparing your lesson, please review the procedures on page 1 and the Teaching Objectives in the Appendix on page 20.

Objectives

- Identify characteristics of counterfeit love.
- Identify acceptable and unacceptable behavior for Archdiocesan employees as outlined in the lesson.

As you begin all students should have a Bible on their desks. State:

“Today we’ll talk about the Child Protection Policy for the Archdiocese of Mobile.”

Materials

- Bible for each student
 - C.A.P.P. pamphlet for each student (See Appendix on pages 21 and 22 .)
- There is an abundance of materials. Lesson may need to be continued to a second day.

Opening Prayer

You may choose to make up one of your own or say:

God, loving Father, we gather in the name of Your son, Jesus Christ.

We ask You to send Your Holy Spirit among us.

Help us to love each other as You love.

Help us to remember that we are made in the image and likeness of You, our triune God.

Help us to see Your image in everyone we meet.

*Help us to be the Pure of Heart so that we may see You. **Amen***

Activity: Explain the following principles.

1. Use things. Love people.

- Read Genesis creation account and discuss the difference between other created realities and man/woman (Gn 1:28-31 vs. Gn 2: 21-25). Open Bible to the passage and have a student read it aloud.
- Love means putting the needs of others ahead of our own needs. Is this possible with things?
- To use means to treat a thing or person as not having any dignity, but only as a way to our happiness.
- Is this an appropriate way to treat people? Can we think of any ways this happens in society? (Possible responses: Pornography, paying unjust wages to workers, dating someone because they make us feel good, casual sex, ‘befriending’ someone to get something)

2. We are made to love. We will be truly happy only when we love.

- Discuss how living selfishly can lead to unhappiness. (Possible responses: People don't like "that guy", all pleasure is fleeting, popularity is fleeting.)
- Discuss what society would be like if we all lived selfishly.

3. Love means to make a gift of yourself. This is a choice, not a feeling

- Can we think of times when a person doesn't feel like it, but makes a gift of themselves anyway? (Use these responses if students do not offer any: A mother changing a diaper, a husband caring for a terminally ill wife, a student being kind to an unpopular child, etc.)
- These principles form our sexual ethic. We are to never use people for our pleasure. We are only truly happy when we love, and to love means to give ourselves away. Married couples do this in the marital act. When a person gives themselves away they need to be sure that the person receiving the gift has their best interest at heart.

Discuss: Living these principles

1. The language of love is spoken through our bodies

- God made us male and female. When couples give themselves to each other it images the Trinity. The Father loves the Son. The Son receives that love and returns the gift of Himself to the Father. That love is so real and dynamic that it is a third person, the Holy Spirit. A man loves a woman. The woman receives that love and returns the gift of herself. That love is so real and dynamic that it may be a third person, a baby.
- Any physical contact that does not image this is not God's plan.
- Guilt is never a reason to give into pressure for sexual contact.
- Control is never a reason to give into pressure for sexual contact.

2. Learn how to identify the counterfeits

- Is this relationship consistent with God's plan for us and our bodies?
- Do we feel coerced, scared or pressured?
- Is our privacy respected?
- Are our other relationships respected?
- Are we free to say, "No"?

Discuss: Acceptable and unacceptable behavior for Archdiocese of Mobile employees as outlined in the lesson.

Examples of acceptable physical contact with minors:

- Side hugs
- Shoulder or temple hugs
- Pats on the back
- High fives or handshakes
- Verbal praise
- Kneeling or bending down for hugs with small children
- Holding hands while walking with small children
- Holding hands during prayer

Examples of unacceptable physical contact with minors:

- Comments (even compliments) related to physique or body development of a minor
- Giving or receiving any massage
- Touching bottoms, chests or genital areas of minors
- Touching knees or legs of minors

Discuss: Dating (See page 17).

State: Pass out C.A.P.P. pamphlets and say,

“If you know an adult who may have behaved inappropriately with a minor, please contact the Office of Child Protection to initiate an investigation.”

Closing Prayer

1 John 4:8

Whoever is without love does not know God, for God is love.

*Loving Father, you taught us through your Son what it means to love.
Help us to love honestly and to accept genuine love from others.
May all that we do reveal your love to our neighbors. **Amen***

Dating

What are possible reasons for dating?

Social occasions: prom, ball, dance

Entertainment: to be with others

Searching for a spouse

Dating Do's and Don'ts...

Do plan the details of your date.

Don't just "hang out".

Do trust your feelings if you think something is wrong.

Don't assume everything is okay.

Do set your limits sexually and communicate them by the way you dress and act.

Don't take for granted that your date has the same limits as you.

Do observe the way your date treats you and others.

Don't think he/she will change later.

Don't accept a beverage from a stranger. Your date may be a stranger (unknown to you). Never drink from a beverage that has been out of your sight for any amount of time.

Appendix

Sample Letter

Dear Parent,

In the pastoral effort to respond to a heightened need for the protection of our children, the Archdiocese of Mobile has developed a Program for the Protection of Children and Adolescents. As a part of this program, all children in grades Pre-K through 12 in schools and parish religious programs will be given strategies on how to protect themselves. Since parents are their children's primary teachers, an integral part of the program will be to provide parents with information to help their children remain safe.

We are sending home information for you to read and discuss with your children. We will be presenting this program during the Respect for Life Week/Month of October. In addition, your children will bring home a bit of homework to be shared with you. Please look for it and talk to your children about their personal safety.

Sincerely,

(Principal or PCL signature)

(Pastor Signature)

Teaching Objectives for Grades 9 - 12

Good Secrets/Bad Secrets and Telling Trusted Adults

There are many people who can be trusted to help you if you or a friend is physically or sexually abused. If abuse occurs, you and your friends may consider keeping the abuse a secret. But, secrets that could result in the harming of another person or yourself should be shared with a trusted adult. A list of people to whom you can report abuse can be found on the back page of the ***Sexual Abuse Prevention Statement to High School Adolescents*** flier.

Good Touch/Bad Touch

Your body is your sacred domain. You have a right to decide how it will be touched and by whom. No one is ever free to force, pressure, or tease you into having sexual contact of any kind.

There are different types of behaviors or touch. The four types are: appropriate, possibly inappropriate, never acceptable, and illegal. Appropriate forms of affection include, but are not limited to:

- Shoulder to shoulder or “temple hugs”
- Pats on the shoulder or back
- “High fives” and hand slapping
- Verbal praise
- Touching hands, faces, shoulders and arms of minors
- Holding hands while walking with small children
- Sitting beside small children
- Kneeling or bending down for hugs with small children
- Holding hands during prayer
- Pats on the head when culturally appropriate (Example: This gesture should typically be avoided in some Asian communities.)

Some forms of physical affection have been used by adults to initiate inappropriate contact with minors. In an effort to provide the safest possible environment for minors, the following examples of affection are not acceptable:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Holding minors over two years old on the lap
- Touching bottoms, chests or genital areas
- Showing affection in isolated areas of the program such as bedrooms, staff only areas, or other private rooms
- Sleeping in bed with a minor
- Touching knees or legs of a minor
- Wrestling with or tickling a minor
- Piggyback rides
- Any type of massage given by an adult to a minor or by a minor to an adult
- Compliments that relate to physique or body development

What to do if you or someone you know has been sexually abused?

If you have been abused in the past and have never talked about it, tell someone you trust, preferably a parent, teacher, counselor or youth minister. You may need professional help to cope with the abuse, to put it in perspective, and to move on to a healthier way of relating to the world.

Excerpted from Sex and the Teenager: Choices and Decisions by Kieran Sawyer, S.S.N.D. Copyright 1999 by Ave Maria Press, P.O. Box 428, Notre Dame, IN 46556. Used with permission of the publisher.

To report any suspected child abuse contact:

Archdiocese of Mobile
Office of Child Protection
251-434-1559

The state of Alabama has a mandatory reporting law. This means that people in certain professions must report child abuse.

Mandatory reporters are:

- | | |
|--------------------------|-------------------------------|
| 1. Police Officer | 14. Emergency Med. Tech |
| 2. Physician | 15. Paramedic |
| 3. Surgeon | 16. Optometrist |
| 4. Physical Therapist | 17. Medical Examiner |
| 5. Dentist | 18. Coroner |
| 6. Resident | 19. Psychiatrist |
| 7. Intern | 20. Psychologist |
| 8. Hospital Staff Member | 21. Marriage/Family Counselor |
| 9. Podiatrist | 22. Social Worker/Aide |
| 10. Chiropractor | 23. Commercial Film Processor |
| 11. Licensed Nurse | 24. Priests and other Clergy |
| 12. Nursing Aides | 25. Teacher |
| 13. Dental Hygienist | 26. School Counselor |
| | 27. School Administrator |

*Archdiocese of Mobile
Children and Adolescents
Protection Program*

**Sexual Abuse Prevention Statement
to High School Adolescents**

The overwhelming majority of adults working with youth today are positive and faithful individuals, dedicated to helping our youth grow in the Catholic faith. Unfortunately, there have been cases where adults have behaved inappropriately and have even abused young people entrusted to their care.

The Church believes in the dignity of the human person and recognizes abusive behavior as sinful and in some cases criminal. One victim of abuse is one too many. The Church seeks to restore any broken relationship. This is sometimes difficult.

The Archdiocese of Mobile is sincerely committed to the spiritual and emotional well-being of all by providing morally good, healthy, and informed leaders, thereby making the Church a place of safety and trust. The Archdiocese needs you to share in this responsibility of awareness and to seek help for yourself or your friends if you are aware of any prior or present sexual abuse.

All children have the right to be protected from harm in any and all environments – home, school, religious institutions, neighborhoods and communities. The Archdiocese of Mobile embraces this right to safety and is dedicated to promoting and ensuring the protection of all children. The Archdiocese will do all in its power to create safe environments for minors, to prevent their physical or sexual abuse and to bring the healing ministry of the Archdiocese to bear wherever possible.

When developing new relationships ask yourself:

1. How long have you known the person?
2. Is your knowledge of this person face-to-face?
3. How much do you know about this person?
4. How have you verified what this person has told you about themselves?
5. What do your feelings (instincts) tell you about this person or situation?
6. How many things do you have in common with this person?
7. Is the relationship respectful of your boundaries and the other person's?
8. Are you able to say, "No," to this person?
9. Does this person's age or status influence your behavior in the relationship?
10. Does this person ever ask you to keep secrets?

Guidelines for protecting personal boundaries:

- Do not reveal personal information on the Internet. That includes full names, school, grade, address, phone number, sports teams, church groups, etc. Those who want to exploit young people will try to identify potential victims by learning about their activities and schedule patterns.
- Let a trusted adult know anytime you feel bullied. Know how to respond to bullies, whether in an Internet chat room, at school, or in another setting.
- Understand that comments which devalue or criticize others for their physical attributes, race, religion, economic status, etc., are not appropriate.
- Avoid situations which involve alcohol, drugs, smoking, or other risk taking behaviors.
- Be cautious about situations in which you are alone with an adult.

Ways to protect yourself:

Take precautions to limit the possibility that you might be sexually abused. Keep the following points in mind:

1. Your body is your sacred domain. You have a right to decide how it will be touched and by whom. No one is ever free to force, pressure, or tease you into having sexual contact of any kind. (Good Touch/Bad Touch)
2. Trust your own feelings. If someone's conduct or attitude seems suspicious, or if you are confused, afraid or uncomfortable, there may be a good reason. (Good Secrets/Bad Secrets)
3. Have a clear idea of your own sexual values, goals, and ideals. Be assertive in saying no if you feel you are being pushed or pressured.
4. Don't weaken your defenses with alcohol or any other substance.
5. Don't walk alone at night. Don't hitchhike or accept rides from strangers.
6. Immediately leave a room if someone is there you can't trust.
7. Don't be alone with a date in a potentially dangerous place like an empty house or a parked car.
8. Refuse single dates with someone you don't know well and never go on a date with someone who has the reputation of being sexually abusive or immoral.
9. Never accept a drink you have not poured and never set your drink down or leave it unattended. (Rapists today are using powerful drugs like Rohypnol and GHB-commonly called ruffies, roofies, and many other street names to disable females. These drugs are slipped into a person's drink. As one teen said, "The last thing I remember about the party was this guy giving me a drink. I woke up seven hours later in his bed. I can't remember anything in between.")
10. Avoid any situation you deem to be dangerous.

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