

# Alignment of Protection of Children and Youth Initiative Children's Curriculum with the Archdiocesan Religion Standards

## INTRODUCTION:

This section includes both the "Principles for Child Protection Catechesis" and the various theological alignments to age-specific curricula that support the Protection of Child and Youth Initiative for the Archdiocese of Saint Paul and Minneapolis.

The "Principles for Child Protection Catechesis" was first developed by the Diocese of Mobile, Alabama and subsequently shared with the Diocese of Crookston, Minnesota. We found it very helpful to have this resource available to our parish and school leaders. We thank Sr. Pat Murphy for sharing this resource with us.

All of the alignments were created specifically for the Archdiocese of Saint Paul and Minneapolis; however, the original work done on *Talking About Touching* and its alignment to the *Catechism of the Catholic Church* had already been done by the Archdiocese of Boston. We are grateful for having that resource available to us as we developed our alignments.

All of the items listed below have an electronic version that is available through the Catechetical Professionals' Extranet and on the Archdiocesan Website.

The materials provided in this section include:

1. Principles of Child Protection Catechesis
2. Alignment of *Talking About Touching* with the Archdiocesan K – 8 Religion Standards (ARS) and *Catechism of the Catholic Church* (CCC)
3. Alignment of *Out of Harm's Way: Personal Safety Curriculum for Grades 5 - 8* with the Archdiocesan K – 8 Religion Standards (ARS) and *Catechism of the Catholic Church* (CCC)
4. Alignment of *Creating Safe and Sacred Places* with Catholic theological teachings (with the assistance of Fr. Gerard McGlone, SJ, PhD)
5. Alignment of *Family Safety Fair Kit* with the Archdiocesan K – 8 Religion Standards (ARS) and *Catechism of the Catholic Church* (CCC)

## Principles for Child Protection Catechesis

1. Each person is uniquely made in the image and likeness of God. God is love; therefore, each person is made in the image of love and created to act in love. Our bodies are sacred and holy.
2. God lives in a family or a community which we call the Blessed Trinity. Persons are created to live in community, the smallest and most intimate of which is family. Family, in God's image, respects and cherishes the uniqueness and life of each of its members. The Church and school are partners with the family in educating, nurturing and protecting children.
3. Each person has dignity and must be treated with respect. We show our respect for each other in our language, behavior, and interactions with each other. Caring, concern and empathy for each other must be a hallmark of our lives as followers of Jesus. Because of the dignity of each person, our right to respect includes the right to privacy, especially privacy for our own bodies.
4. Touch is an integral part of being human. Touch can be safe, unsafe or unwanted. Safe touch, appropriate physical affection, is that kind of touch which is good for the person's body, makes one feel cared for, loved and important. Unsafe and unwanted touch makes a person feel uncomfortable and unhappy.
5. God has blessed every person with the gift of choice. Some bad choices affect a number of people negatively. Suffering, which is not willed by God and is not the fault of innocent persons, is the result of those bad choices.
6. Some actions or behaviors are wrong. Some actions or behaviors between adults, between adults and children, and between children are wrong. Behavior that harms self or others physically, psychologically, emotionally, or spiritually is wrong.
7. There are good secrets and bad secrets. There is good play and bad play. We can share good secrets and good play experiences and we must avoid bad secrets and bad play experiences.
8. Good and loving human relationships and friendships can help us understand ourselves, God and others. Some people misuse friendship and harm others.
9. Every person has the right to be safe. Children have the right to be protected from anything and anyone who may harm them. Adults have the responsibility to make the environment in which children live as safe as possible. That includes teaching children and young people proper, adequate coping and safety skills which will enable them to be safe and healthy.
10. Parents and teachers have the responsibility to assist children to identify a number of people in their lives to whom they can talk openly and honestly. Children must be taught that if help is not received to keep telling other trusted adults until someone helps them.

# Alignment of Protection of Children and Youth Initiative Children’s Curriculum with the Archdiocesan Religion Standards

## *Talking about Touching*

### Program for Preschool through Grade Four

The ***Talking About Touching*** program is well suited for presentation in religious education and Catholic school settings. To support these programs in integrating the *Talking About Touching* program with instruction, the following pages contain charts that align each lesson with the Roman Catholic Archdiocese of St. Paul and Minneapolis’ Religion Standards. To create a Catholic context for each lesson, use the chart on the following pages as you guide. Schools that purchased the *Talking About Touching* Program with state or federal program dollars shall not explicitly incorporate these messages in the teaching of the lessons.

*Example*

*In Talking About Touching* Preschool/Kindergarten Lesson 8, “ Getting and Giving Safe Touches,” a key message is “safe touches are good for your body and make you feel cared for, loved and important.” To create a faith-based context for this lesson, please note the references to the Archdiocesan religion standards on the chart as well as corresponding concept from the Catechism of the Catholic Church.

In introducing the lesson, ask children to remember that God loves us, and that life and physical health are precious gifts entrusted to us by God. Explain that we are called to be like our loving creator when we are with other people. “Today we are going to talk about safe touches. I want you to think about times that Jesus used touch when he was with other people.” Students may reply, “Healing the sick.” Remind children that Jesus used safe touch to help other people feel better.

<b>Talking About Touching Pre/K Lesson</b>	<b>Religion Curriculum Theme/Objective</b>	<b>Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference</b>
<p><i>Lesson 1: Learning Car Safety</i> “You keep yourself safe by following safety rules”</p>	<p>Acknowledge that the body is sacred because each person is made in God’s image.</p>	<p><b><i>Moral Formation</i></b></p> <p><i>C. Understand the dignity, destiny, freedom, and responsibility of each person.</i></p> <p>p.19 C.C.C. 2083-2100</p>

Talking About Touching Pre/K Lesson	Religion Curriculum Theme/Objective	Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<i>Lesson 2: Learning Traffic Safety</i>	Understand their responsibility to care for themselves, others and the environment.	<p><b>Education for Community Life</b></p> <p><i>B. Cultivate human values and Christian virtues that foster growth in interpersonal relationships and in civic responsibility.</i></p> <p>p.26 C.C.C 369-373, 2331-2359</p>
<i>Lesson 3: Learning Fire Safety</i>	See lesson 2.	
<i>Lesson 4: Learning Gun Safety-Never Playing with guns</i>	See lesson 2.	
<i>Lesson 5: Getting found</i>	Recognize that Jesus came to save all people.	<p><b>Promoting Knowledge of the Faith</b></p> <p><i>E. Learn the richness of the Church's tradition and understand church history.</i></p> <p>p.10</p>
<p><i>Lesson 6: The Always Ask First Rule-</i></p> <p>Getting permission Before Going with Someone</p>	Understand the role and authority of adults within the family and acknowledge the roles and responsibilities of children within the family structure.	<p><b>Education for Community Life</b></p> <p><i>C. Nurture marriage and family life.</i></p> <p>p.15 C.C.C. 1897-1904, 1905-1927, 2288-2291</p>

Talking About Touching Pre/K Lesson	Religion Curriculum Theme/Objective	Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<p><i>Lesson 7: The Always Ask First Rule</i></p> <p>Getting permission Before Accepting Gifts</p>	<p>See lesson 6.</p>	
<p><i>Lesson 8: Getting and Giving Safe Touches</i></p> <p>“Safe touches are good for your body and make you feel cared for, loved, and important.” (Jesus used safe touch to show that he loved and cared for people.)</p>	<p>Seek to develop a relationship with Jesus. Understand that actions affect others.</p> <p>Demonstrate respect for all living things.</p> <p>Acknowledge that the body is sacred because each person is made in God’s image.</p>	<p><b>Moral Formation</b></p> <p><i>C. Understand the dignity, destiny, freedom, and responsibility of each person.</i></p> <p>p.19 C.C.C. 2083-2100</p>
<p><i>Lesson 9: Dealing with Unsafe Touches</i></p>	<p>See lesson 8</p>	<p>C.C.C. 428-682, 1700-1715, 2258-2330</p>
<p><i>Lesson 10: Saying ‘NO’ to Unwanted Touches</i></p>	<p>See lesson 8</p>	
<p><i>Lesson 11: Learning the Touching Rule</i></p>		<p>C.C.C. 369-373, 2331-2359,</p>
<p><i>Lesson 12: Learning the Safety Steps</i></p>	<p>See lesson 11</p>	
<p><i>Lesson 13: Using the Touching Rule</i></p>	<p>See lesson 11</p>	
<p><i>Lesson 14: Joey Learns the Touching Rule</i></p>	<p>See lesson 11</p>	
<p><i>Lesson 15: Sam’s Story</i></p> <p>“I Like Myself” song</p>		<p>C.C.C1700-1715, 2258-2330 369-373, 2331-2359</p>

<p style="text-align: center;"><b>Talking About Touching Grade 1 Lesson</b></p>	<p style="text-align: center;"><b>Religion Curriculum Theme/Objective</b></p>	<p style="text-align: center;"><b>Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference</b></p>
<p><i>Lesson 1: Learning Bike Safety</i></p> <p>Wearing your helmet</p> <p>“You keep yourself safe by following the safety rules that you learn at home and at school.</p>	<p>Acknowledge that the body is sacred because each person is made in God’s image.</p>	<p><b><i>Moral Formation</i></b></p> <p><i>C. Understand the dignity, destiny, freedom, and responsibility of each person.</i></p> <p>p.19 C.C.C. 2083-2100</p>
<p><i>Lesson 2: Learning Gun Safety-</i></p> <p>Never Playing with Guns</p>	<p>Understand their responsibility to care for themselves, others and the environment.</p>	<p><b><i>Education for Community Life</i></b></p> <p><i>B. Cultivate human values and Christian virtues that foster growth in interpersonal relationships and in civic responsibility.</i></p> <p>p.26 C.C.C 369-373, 2331-2359</p>
<p><i>Lesson 3: The Always Ask Rule</i></p> <p>“Always ask your parent(s) or the person in charge if someone wants to give you something. Always ask your parent(s) or the person in charge first if someone wants you to go somewhere with him or her.”</p>	<p>Understand the role and authority of adults within the family and acknowledge the roles and responsibilities of children within the family structure.</p>	<p><b><i>Education for Community Life</i></b></p> <p><i>C. Nurture marriage and family life.</i></p> <p>p.15 C.C.C. 1897-1904, 1905-1927, 2288-2291</p>

Talking About Touching Grade 1 Lesson	Religion Curriculum Theme/Objective	Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<p><i>Lesson 4: Identifying Touches: Safe Touch/Unsafe Touch</i></p> <p>“Safe touches are good for your body and make you feel cared for, loved, and important. Unsafe touches are touches that hurt your body or your feelings.”</p>	<p>Seek to develop a relationship with Jesus.</p> <p>Understand that actions affect others.</p> <p>Demonstrate respect for all living things.</p> <p>Acknowledge that the body is sacred because each person is made in God’s image.</p>	<p><b>Moral Formation</b></p> <p><i>C. Understand the dignity, destiny, freedom, and responsibility of each person.</i></p> <p>p.19 C.C.C. 2083-2100</p>
<p><i>Lesson 5: Dealing with Unsafe Touch</i></p>	<p>See lesson 4</p>	<p>C.C.C. 428-682, 1700-1715, 2258-2330</p>
<p><i>Lesson 6: Physical Abuse</i></p> <p>Telling a Grown-Up</p> <p>“Sometimes children are hurt by someone so that it leaves a mark on their bodies. This is never okay. If it happens to you, you should tell a grown-up who can help you.”</p>	<p>Respect that each person is created in God’s image and likeness.</p> <p>Acknowledge that the body is sacred because each person is made in God’s image.</p>	<p><b>Promoting Knowledge of the Faith</b></p> <p><i>D. Know the church’s teaching on the dignity of the human person in its social doctrine, including respect-life teaching.</i></p> <p>p.10</p> <p><b>Moral Formation</b></p> <p><i>C. Understand the dignity, destiny, freedom, and responsibility of each person.</i></p> <p>p.19 C.C.C. 2083-2100</p>

Talking About Touching Grade 1 Lesson	Religion Curriculum Theme/Objective	Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<p><i>Lesson 7: Saying “No” to Unwanted Touch</i></p> <p>“There are different kinds of touch. Sometimes you may not want to be touched. Remember, it is okay to say ‘NO’ to touches you don’t want.”</p>	See lesson 6	
<p><i>Lesson 8: The Touching Rule</i></p> <p>“No one should touch your private body parts except to keep you clean and healthy.”</p>	See lesson 6	
<p><i>Lesson 9: Learning the Safety Steps.</i></p>	See lesson 6	
<p><i>Lesson 10: Using the Touching Rule</i></p> <p>(Just as Jesus asks us to care for others, he has asked others to care for us. These are adults that we know and trust.)</p>	<p>Identify the followers of Jesus as our brothers and sisters.</p> <p>Pray for the unity of all the Baptized.</p> <p>Identify how members of the parish are living their Baptismal call.</p>	<p><b>Education for Community Life</b></p> <p><i>F. Support the ecumenical movement and promote the unity of God’s people as an important dimension of fidelity to the Gospel.</i></p> <p>p.16 C.C.C. 1897-1904, 1905-1927, 2288-229.</p> <p><b>Missionary Initiation</b></p> <p><i>B. Respond to God’s call whether as a lay person, ordained or vowed religious.</i></p> <p>p.16 C.C.C. 369-373, 2331-2359</p>

Talking About Touching Grade 1 Lesson	Religion Curriculum Theme/Objective	Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<i>Lesson 11: Standing Up for Yourself by Saying "NO."</i>	Apply their knowledge of the faith to their daily life.	<b><i>Missionary Initiation</i></b>  <i>C. Encourage, motivate, and equip the faithful to speak to others about scripture, tradition, and teachings of the Church.</i>  p.16 C.C.C. 369-373, 2331-2359
<i>Lesson 12: Getting Help If You Are Bullied</i>	See lesson 11	
<i>Lesson 13: Sam's Story</i>  "I Like Myself" song		C.C.C1700-1715, 2258-2330 369-373, 2331-2359

Talking About Touching Grade 2 Lesson	Religion Curriculum Theme/Objective	Religion Standards For the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<i>Lesson 1: Fire Safety</i>  Creating a Family Safety Plan	Seek to develop a relationship with Jesus.  Understand that actions affect others.  Demonstrate respect for all living things.  Distinguish between accidents, mistakes and sin.	<b><i>Moral Formation</i></b>  <i>C. Understand the dignity, destiny, freedom and responsibility of each person.</i> p.12  <i>D. Understand the meaning and nature of sin and the power of God's grace to overcome it.</i> p.12 C.C.C. 1897-1904, 1905-1927, 2288-2291

<p style="text-align: center;"><b>Talking About Touching Grade 2 Lesson</b></p>	<p style="text-align: center;"><b>Religion Curriculum Theme/Objective</b></p>	<p style="text-align: center;"><b>Religion Standards For the Archdiocese of St. Paul and Minneapolis Grade Level Reference</b></p>
<p><i>Lesson 2: Gun Safety</i></p> <p>Never Playing with Guns</p>	<p>Understand their responsibility to care for themselves, others and the environment.</p>	<p><b><i>Education for Community Life</i></b></p> <p><i>B. Cultivate human values and Christian virtues that foster growth in interpersonal relationships and in civic responsibility.</i></p> <p>p.26 C.C.C 369-373, 2331-2359</p>
<p><i>Lesson 3: Home Safety</i></p> <p>Answering the Phone</p>	<p>See lesson 1</p>	
<p><i>Lesson 4: The Always Ask First Rule</i></p> <p>“Always ask your parent(s) or the person in charge if someone wants to give you something.”</p> <p>“Always ask your parent(s) or the person in charge first if someone want you to go somewhere with him or her.”</p>	<p>Understand the role and authority of adults within the family and acknowledge the roles and responsibilities of children within the family structure.</p>	<p><b><i>Education for Community Life</i></b></p> <p><i>C. Nurture marriage and family life.</i></p> <p>p.15</p> <p>C.C.C. 1996</p>

Talking About Touching Grade 2 Lesson	Religion Curriculum Theme/Objective	Religion Standards For the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<p><i>Lesson 5: Identifying Touches - Safe Touch, Unsafe Touch</i></p>	<p>Seek to develop a relationship with Jesus.</p> <p>Understand that actions affect others.</p> <p>Demonstrate respect for all living things.</p> <p>Acknowledge that the body is sacred because each person is made in God's image.</p>	<p><b>Moral Formation</b></p> <p><i>C. Understand the dignity, destiny, freedom, and responsibility of each person.</i></p> <p>p.19 C.C.C. 2083-2100</p>
<p><i>Lesson 6: Unsafe Touch</i></p> <p>Preventing Physical Abuse</p> <p>“Remember, you deserve to be safe. If someone hurts you in a way that leaves a mark on your body, tell a grown-up you know and trust.”</p>	<p>Identify as a disciple of Christ and a member of Christ's Body, the Church.</p> <p>Associate trust in God and with their own well-being and happiness.</p> <p>Understand their responsibility to care for themselves, others and the environment.</p>	<p><b>Education for Community Life</b></p> <p><i>B. Cultivate human values and Christian virtues that foster growth in interpersonal relationships and in civic responsibility.</i></p> <p>p.15</p> <p>C.C.C.1929-1933</p>
<p><i>Lesson 7: Unwanted Touch</i></p>	<p>See lesson 6</p>	
<p><i>Lesson 8: The Touching Rule (Booster Lesson )</i></p> <p>“No one should touch your private parts except to keep you clean and healthy.” (To be safe we choose to follow the safety rules.)</p>	<p>See lesson 6</p>	

Talking About Touching Grade 2 Lesson	Religion Curriculum Theme/Objective	Religion Standards For the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<i>Lesson 9: Learning the Safety Steps</i> (Booster Lesson)	See lesson 6	
<i>Lesson 10: Secrets About Touching</i>  Telling a Grown-up	Understand the role and authority of adults within the family and acknowledge the roles and responsibilities of children within the family structure.	<b><i>Education for Community Life</i></b>  <i>C. Nurture marriage and family life.</i>  <i>p.15</i>  C.C.C. 1996
<i>Lesson 11: Using the Touching Rule with Peers</i>  Asking for Help	See lesson 10	
<i>Lesson 12: Finding Support</i>  Talking to a Grown-up  “It’s good to have grown-ups you can go to if you have a problem and need to talk about it.”	See lesson 10	

Talking About Touching Grade 3 & 4 Lesson	Religion Curriculum Theme/Objective	Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<p><i>Lesson 1 Walking Safety</i></p> <p>Following safety rules helps keep people safe</p>	<p>Acknowledge how rules guide us</p> <p>Express how each person is responsible for one's own life and decisions.</p>	<p><i>Moral Formation</i></p> <p><i>B. Understand the Ten Commandments, the Beatitudes and moral teachings of the church and live according to them.</i></p> <p>p. 22</p> <p><i>C. Understand the dignity, destiny, freedom and responsibility of each person.</i></p> <p>p. 22</p> <p>C.C.C. 1897-1904;1905-27,2288-2291)</p>
<p><i>Lesson 2: Fire Safety</i></p> <p>Never Playing with Fire</p>	<p>See lesson 1</p>	
<p><i>Lesson 3: Gun Safety</i></p> <p>Never Play with Guns</p>	<p>See lesson 1</p>	
<p><i>Lesson 4: The Always Ask First Rule</i></p>	<p>See lesson 1</p>	

<p style="text-align: center;"><b>Talking About Touching Grade 3 &amp; 4 Lesson</b></p>	<p style="text-align: center;"><b>Religion Curriculum Theme/Objective</b></p>	<p style="text-align: center;"><b>Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference</b></p>
<p><i>Lesson 5: Identifying Touches: Safe Touch/Unsafe Touch/Unwanted Touch</i></p> <p>Children learn about three different kinds of touch. They also learn that it's okay to say 'no' to unwanted and unsafe touches. (Safe touches are signs that people love and care for us)</p>	<p>Apply the Great Commandment to daily life.</p> <p>Acknowledge how they guide us</p> <p>Relate strong family relationships with mutual respect and understanding of the different roles of family members.</p> <p>Treat all life with respect and care for it with good stewardship</p>	<p><i>Moral Formation</i></p> <p><i>A. Understand the Great Commandment of Jesus.</i> p.22</p> <p><i>B. Understand the Ten Commandments, the Beatitudes and moral teachings of the church and live according to them.</i> p.22</p> <p><i>Education for Community Life Standard</i></p> <p><i>C. Nurture marriage and family life.</i> p. 25</p> <p><i>Missionary Initiation</i></p> <p><i>E. Understand the importance of service to those in need, promoting the common good and working for the transformation of society through personal and social action.</i></p> <p>p.27 C.C.C. 369-73,2331-2359, 1897-1904</p>

<p style="text-align: center;"><b>Talking About Touching Grade 3 &amp; 4 Lesson</b></p>	<p style="text-align: center;"><b>Religion Curriculum Theme/Objective</b></p>	<p style="text-align: center;"><b>Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference</b></p>
<p><i>Lesson 6: Physical Abuse</i></p> <p>Telling Secrets</p> <p>Everyone deserves to be safe. If someone hurts you so that it leaves a mark on your body or causes serious injury, you need to get help from a grown-up</p>	<p>Name ways to defend those whose dignity or life is threatened.</p> <p>Identify strategies for maintaining personal respect and boundaries with family and friends.</p>	<p><i>Moral Formation Standard</i></p> <p><i>F. Promote the Gospel of Life</i></p> <p>p.23 C.C.C. 1928-48, 2302-2317, 2419-2449,2832-37.</p>
<p><i>Lesson 7: The Touching Rule</i></p> <p>Safety Steps (Booster Lesson)</p> <p>No one should touch your private body parts except to keep you clean and healthy Say words that mean 'no', get away and tell a grown-up</p>	<p>See lesson 6</p>	
<p><i>Lesson 8: The Touching Rule</i></p> <p>“No one should touch your private body parts except to keep you clean and healthy.”</p>	<p>See lesson 6</p>	
<p><i>Lesson 9: Telling Touching Secrets</i></p>	<p>See lesson 6</p>	

Talking About Touching Grade 3 & 4 Lesson	Religion Curriculum Theme/Objective	Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference
<p>Lesson 10: Learning to be Assertive</p> <p>Standing up for yourself</p>	<p>Give examples of how we live a Christian life.</p> <p>Apply the Great Commandment to daily life.</p> <p>Name ways to defend those whose dignity or life is threatened</p>	<p><i>Liturgical Education</i></p> <p><i>A. Understand, live and bear witness to the suffering, death and resurrection of Jesus.</i> p. 20</p> <p><i>Moral Formation</i></p> <p><i>A. Understand the ‘Great Commandment’ of Jesus</i> p. 22</p> <p><i>C.. Understand the dignity, destiny, freedom and responsibility of each person.</i> p. 22</p> <p><i>F. Promote The Gospel of Life.</i> p.23</p>
<p><i>Lesson 11: Solving a Problem</i></p> <p>Talking it out</p>	<p>Express how each person is responsible for one’s own life and decisions</p> <p>Determine ways to make moral decisions</p> <p>Describe how to use critical reflection when encountering a moral problem.</p>	<p><i>Moral Formation</i></p> <p><i>C. Understand the dignity, destiny, freedom and responsibility of each person.</i> p.22</p> <p><i>D. Understand the meaning and nature of sin and the power of God’s grace to overcome it.</i> p. 23</p>
<p><i>Lesson 12: Dealing with bullying Asking for Help</i></p>	<p>See Lesson 11</p>	

<p style="text-align: center;"><b>Talking About Touching Grade 3 &amp; 4 Lesson</b></p>	<p style="text-align: center;"><b>Religion Curriculum Theme/Objective</b></p>	<p style="text-align: center;"><b>Religion Standards for the Archdiocese of St. Paul and Minneapolis Grade Level Reference</b></p>
<p><i>Lesson 13: Harassment</i></p> <p>Knowing What to Do</p>	<p>Identify and explain that the People of God (Church) help one another because we are disciples of Jesus.</p> <p>Choose to treat others with respect as Children of God.</p> <p>Apply the principles of fairness and justice to family.</p>	<p>Promoting Knowledge of the Faith</p> <p><i>A. Know, love and be in relationship with Jesus Christ.</i> p. 19 <i>Moral Formation</i></p> <p><i>C. Understand the dignity, destiny, freedom and responsibility of each person.</i> p. 22</p> <p><i>F. Promote the Gospel of Life</i> p. 23 <i>C.C.C.1691-2557, 26-1065, 2288</i></p>

# ***Family Safety Fair***

## Alternative Program for Preschool through Grade Four

<b><i>Family Safety Fair</i></b>		
<b>Personal Safety Right</b>	<b>Religion Curriculum Themes/Benchmarks (Related Grade Level)</b>	<b>Religion Standard for the Archdiocese of Saint Paul and Minneapolis</b>
<p><b><u>The Right to Know</u></b> — facts and information about personal safety</p>	<p>Respect that each person is created in God’s image and likeness(K-2)</p> <p>Acknowledge that the body is sacred because each person is made in God’s image (K-2)</p> <p>Apply the Great Commandment to daily life (3-4)</p> <p>Understand that actions affect others (K-2)</p> <p>Express how each person is responsible for one’s own life and decisions (3-4)</p> <p>Practice mercy, compassion and justice as essential components of a Christian life (3-4)</p> <p>Relate strong family relationships with mutual respect and understanding of the different roles of family members (3-4)</p>	<p><i>Standard One: Promoting Knowledge of the Faith</i></p> <p>D. Know the Church’s teaching on the dignity of the human person in its social doctrine, including respect-life teaching <i>ARS</i> p. 10</p> <p><i>Standard Three: Moral Formation</i></p> <p>A. Understand the “Great Commandment” of Jesus <i>ARS</i> p.18</p> <p>C. Understand the dignity, destiny, freedom and responsibility of each person <i>ARS</i> p.19</p> <p>G. Live a lifestyle reflecting scriptural values <i>ARS</i> p. 21</p> <p><i>Standard Five: Education for Community Life</i></p> <p>C. Nurture marriage and family life. <i>ARS</i> p. 27</p>

Personal Safety Right	Religion Curriculum Themes/Benchmarks (Related Grade Level)	Religion Standards for the Archdiocese of Saint Paul and Minneapolis
<p><b><u>The Right to Tell</u></b>  — to ask for help and not keep secrets</p>	<p>Show respect for those in authority (K-2)</p> <p>Distinguish between accidents, mistakes, and sin (K-2)</p> <p>Give examples of virtues and vices (3-4)</p> <p>Understand their responsibility to care for themselves, others, and the environment (K-2)</p> <p>Exemplify awareness and responsibility for the common good (3-4)</p> <p>Understand the role and authority of adults within the family and acknowledge the roles and responsibilities of children within the family structure. (K-2)</p> <p>Identify strategies for maintaining personal respect and boundaries with family and friends (3-4)</p> <p>Identify different service ministries in the parish (K-2)</p> <p>Treat all life with respect and care for it with good stewardship (3-4)</p>	<p><i>Standard Three: Moral Formation</i></p> <p>B. Understand the Ten Commandments, Beatitudes and moral teachings of the Church and live according to them. <i>ARS</i> p. 19</p> <p>D. Understand the meaning and nature of sin and the power of God’s grace to overcome it. <i>ARS</i> p.20</p> <p><i>Standard Five: Education for Community Life</i></p> <p>B. Cultivate human values and Christian virtues that foster growth in interpersonal relationships and in civic responsibility. <i>ARS</i> p 26</p> <p>C. Nurture marriage and family life. <i>ARS</i> p. 27</p> <p><i>Standard Six: Missionary Initiation</i></p> <p>E. Understand the importance of serving those in need, promoting the common good and working for the transformation of society through personal and social action. <i>ARS</i> p.33</p>

Personal Safety Right	Religion Curriculum Themes/Benchmarks (Related Grade Level)	Religion Standards for the Archdiocese of Saint Paul and Minneapolis
<p><b><u>The Right to Say No</u></b>  — to anyone who scares you or makes you uncomfortable</p>	<p>Demonstrate respect for all living things (K-2)</p> <p>Express how each person is responsible for one’s own life and decisions (3-5)</p> <p>Show respect and responsibility for all life (K-2)</p> <p>Name ways to defend those whose dignity or life is threatened (3-4)</p>	<p><i>Standard Three: Moral Formation</i></p> <p>C. Understand the dignity, destiny, freedom and responsibility of each person <i>ARS</i> p.19</p> <p>E. Promote the Gospel of Life so that respecting life from conception until natural death is honored in personal behavior, public policy, and in the expressed values and attitudes of our society. <i>ARS</i> p.21</p>
<p><b><u>The Right to Make Good Choices</u></b>  — to think and to follow safety rules</p>	<p>Explain the difference between accidents, mistakes, choices and sin (K-2)</p> <p>Describe how to use critical reflection when encountering a moral problem (3-4)</p> <p>Practice simple forms of guided reflection as a tool for understanding how to make informed moral decisions (K-2)</p> <p>Choose critical reflection to examine various values and behaviors promoted by society and the media (3-4)</p> <p>Relate strong family relationships with mutual respect and understanding of the different roles of family members (3-4)</p> <p>Treat all life with respect and care for it with good stewardship (3-4)</p>	<p><i>Standard Three: Moral Formation</i></p> <p>D. Understand the meaning and nature of sin and the power of God’s grace to overcome it. <i>ARS</i> p.20</p> <p>E. Learn how to acquire and follow a well-formed conscience <i>ARS</i> p.20</p> <p><i>Standard Five: Education for Community Life</i></p> <p>C. Nurture marriage and family life. <i>ARS</i> p. 27</p> <p><i>Standard Six: Missionary Initiation</i></p> <p>E. Understand the importance of service to those in need, promoting the common good and working for the transformation of society through personal and social action. <i>ARS</i> p.33</p>

# ***Out of Harm's Way***

## Program for Grades Five through Eight

<b><i>Out of Harms Way</i></b> <b>Grade 5</b> (Page 1 of 2)		
<b>Safety Curriculum Themes</b>	<b>Religion Curriculum Themes/Benchmarks</b>	<b>Religion Standards for the Archdiocese of St. Paul and Minneapolis</b>
<ul style="list-style-type: none"> <li>• Your Personal Safety Rights</li> </ul>	<p>Give examples of how we live a Christian life</p> <p>Apply the Great Commandment to daily life</p>	<p><i>Standard Three: Moral Formation</i></p> <p>B. Understand the Ten Commandments, Beatitudes and moral teachings of the Church and live according to them. <i>ARS</i> p. 19, <i>CCC</i> #1691-2557</p>
<ul style="list-style-type: none"> <li>• Distinguishing between safe and unsafe behavior</li> </ul>	<p>Apply the Great Commandment to daily life</p> <p>Acknowledge how Commandments, Beatitudes, and moral teachings guide us</p>	<p><i>Standard Three: Moral Formation</i></p> <p>A. Understand the Great Commandment of Jesus. <i>ARS</i> p.18</p> <p>B. Understand the Ten Commandments, the Beatitudes and moral teachings of the church and live according to them. <i>ARS</i> p.19</p>
	<p>Relate strong family relationships with mutual respect and understanding of the different roles of family members</p>	<p><i>Standard Five: Education for Community Life</i></p> <p>C. Nurture marriage and family life. <i>ARS</i> p. 27</p>
	<p>Treat all life with respect and care for it with good stewardship</p>	<p><i>Standard Six: Missionary Initiation</i></p> <p>E. Understand the importance of service to those in need, promoting the common good and working for the transformation of society through personal and social action. <i>ARS</i> p.33, <i>CCC</i> 369-73,2331-2359, 1897-1904</p>

***Out of Harms Way***  
**Grade 5 –Continued (Page 2 of 2)**

Safety Curriculum Themes	Religion Curriculum Themes/ Benchmarks	Religion Standards for the Archdiocese of St. Paul and Minneapolis
<ul style="list-style-type: none"> <li>• Choosing safe solutions to potentially unsafe situations</li> </ul>	<p>Explain the relationship between the 'Great Commandment' and free will</p> <p>Acknowledge how the commandments and beatitudes help guide us</p> <p>Exhibit the use of critical reflection process in daily life</p>	<p><i>Standard Three: Moral Formation</i></p> <p>A. Understand the 'Great Commandment' of Jesus. <i>ARS</i> p.18</p> <p>B. Understand the Ten Commandments, the Beatitudes and moral teachings of the Church and live according to them. <i>ARS</i> p.19</p> <p>C. Understand the dignity, destiny, freedom and responsibility of each person <i>ARS</i> p.19, <i>CCC</i> #1691 - 2557</p>
<ul style="list-style-type: none"> <li>• How overly-compliant behavior increases vulnerability</li> </ul>	<p>Give examples of virtues and vices</p>	<p><i>Standard Three: Moral Formation</i></p> <p>D. Understand the meaning and nature of sin and the power of God's grace to overcome it. <i>ARS</i> p.20</p>
<ul style="list-style-type: none"> <li>• Ability to say "no" to people and protect rights and boundaries</li> </ul>	<p>Express how each person is responsible for one's life and decisions</p> <p>Determine ways to make moral decisions (e.g. critical reflection process)</p>	<p><i>Standard Three: Moral Formation</i></p> <p>C. Understand the dignity, destiny, freedom and responsibility of each person <i>ARS</i> p.19, <i>CCC</i> #1691 – 2557</p>

***Out of Harms Way***  
**Grade 6**

<b>Safety Curriculum Themes</b>	<b>Religion Curriculum Themes/Benchmarks</b>	<b>Religion Standards for the Archdiocese of St. Paul and Minneapolis</b>
<ul style="list-style-type: none"> <li>• Your Personal Safety Rights</li> <li>• Identify effective lures</li> <li>• Develop safe responses to lures</li> <li>• Recognize online predators</li> </ul>	<p>Identify forces of violence, oppression and injustice present in today's society</p> <p>Assume responsibility for changes in behavior and/or attitude</p>	<p><i>Standard Six: Missionary Initiation</i></p> <p>D. Explore and promote the applications of the Church's moral and social teachings <i>ARS</i> p.32</p> <p>E. Understand the importance of serving those in need, promoting the common good and working for the transformation of society through personal and social action. <i>ARS</i> p.33</p>
<ul style="list-style-type: none"> <li>• Using assertive communication to set boundaries online</li> <li>• Learning how to lower your risk of exploitation and victimization</li> <li>• How to create a healthy balance between online and off-line relationships</li> </ul>	<p>Acknowledge that people should have a well formed conscience and live according to it</p> <p>Relate sources of violence, oppression, and injustice and how they impact today's society</p>	<p><i>Standard Three: Moral Formation</i></p> <p>F. Learn how to acquire and follow a well-formed conscience <i>ARS</i> p.20</p> <p>G. Promote the Gospel of Life so that respecting life from conception until natural death is honored in personal behavior, public policy, and in the expressed values and attitudes of our society. <i>ARS</i> p.21, <i>CCC</i> #1691-2557</p>

***Out of Harms Way***  
**Grade 7**

<b>Safety Curriculum Themes</b>	<b>Religion Curriculum Themes/Benchmarks</b>	<b>Religion Standards for the Archdiocese of St. Paul and Minneapolis</b>
<ul style="list-style-type: none"> <li>• Your Personal Safety Rights</li> <li>• The importance of having a trusted adult in your life</li> <li>• Taking steps toward building a relationship with a trusted adult</li> <li>• Avoiding exploitation and victimization by maintaining clear boundaries</li> </ul>	<p>Choose to respect the human body as a Temple of the Holy Spirit</p> <p>Treat all people with respect</p> <p>Show continuing desires to live a moral life</p> <p>Display respect for others, in all areas, including sexuality</p> <p>Demonstrate how moral virtues strengthen our lives</p>	<p><i>Standard Three: Moral Formation</i></p> <p>C. Understand the dignity, destiny, freedom and responsibility of each person <i>ARS</i> p.19, <i>CCC</i> #1691 - 2557</p> <p>H. Learn how to acquire and follow a well-formed conscience <i>ARS</i> p.20</p> <p>I. Promote the Gospel of Life so that respecting life from conception until natural death is honored in personal behavior, public policy, and in the expressed values and attitudes of our society. <i>ARS</i> p.21, <i>CCC</i> #1691-2557</p>
<ul style="list-style-type: none"> <li>• Developing self respect and using assertive language to set strong and safe boundaries</li> </ul>	<p>Evaluate wants and needs in light of the common good</p>	<p><i>Standard Six: Missionary Initiation</i></p> <p>E. Understand the importance of serving those in need, promoting the common good, and working for the transformation of society through personal and social action <i>ARS</i> p.33, <i>CCC</i> # 1691 – 2557</p>

***Out of Harms Way***  
**Grade 8**

<b>Safety Curriculum Themes</b>	<b>Religion Curriculum Themes/Benchmarks</b>	<b>Religion Standards for the Archdiocese of St. Paul and Minneapolis</b>
<ul style="list-style-type: none"> <li>• Your Personal Safety Rights</li> <li>• Identify behavior that must be shared rather than kept secret</li> <li>• Use problem-solving skills to help deal with relationship issues</li> </ul>	<p>Acknowledge that people should have a well formed conscience and live according to it</p> <p>Show continuing desires to live a moral life</p> <p>Display respect for others, in all areas, including sexuality</p>	<p><i>Standard Three: Moral Formation</i></p> <p>E. Learn how to acquire and follow a well-formed conscience <i>ARS</i> p.20</p> <p>G. Live a lifestyle reflecting scriptural values <i>ARS</i> p.21</p>
<ul style="list-style-type: none"> <li>• Identify what choices have negative or positive effect on your safety</li> <li>• Skill-building opportunities on following instincts, solving problems, use of good-judgment, and creating healthy boundaries</li> </ul>	<p>Practice and apply conflict resolution strategies to their relationships.</p> <p>Understand that every human life, from conception until death, is sacred</p>	<p><i>Standard Five: Education for Community Life</i></p> <p>C. Nurture marriage and family life <i>ARS</i> p.27</p>
<ul style="list-style-type: none"> <li>• Recognizing and trusting “inner alarm”</li> <li>• Demonstrate that responsible behavior leads to more freedom and privileges</li> </ul>	<p>Identify forces of violence, oppression, and injustice in today’s society</p> <p>Apply the Gospel message regarding justice and peace to circumstances in life</p> <p>Assume responsibility for changes in behavior and/or attitude</p>	<p><i>Standard Six: Missionary Initiation</i></p> <p>D. Explore and promote the applications of the Church’s moral and social teachings <i>ARS</i> p.32, <i>CCC</i> # 811, 1691 – 2557</p> <p>E. Understand the importance of serving those in need, promoting the common good, and working for the transformation of society through personal and social action <i>ARS</i> p.33, <i>CCC</i> # 1691 – 2557</p>

# ***Creating Safe and Sacred Places***

## Program for High School level students

Creating Safe and Sacred Places emphasizes themes that are rooted in the Catholic theological tradition:

### **Dignity of the Human Person**

- We are each created in the image of God
- Therefore, essentially sacred, and social (Genesis 1 + 2)
- Body of Christ Imagery—Pauline—We are all one Body. When one part of the Body is harmed, we all are harmed. (1 Corinthians 12:26)

### **Covenant Community**

- Our bodies are temples of the Holy Spirit
- Responsibility for the Least Among Us
- “Churches are intended to be communities of faith where the inherent worth and dignity of all people are honored and respected, where each person is a child of God and should be held safely in God’s care. When abused by a priest, a victim’s inherent worth and dignity are disregarded and violated, and the foundations of religious faith are betrayed.” (CSSP p.42)
- Harm against these little ones is a crime against God and God’s commands

### **Moral Code of the Covenant Community (Moses)**

Decalogue- Sixth commandment [clearly state that it is the perpetrator, the abuser who is violating this commandment]

*Transgressions in question relate to obligations arising from divine commands regarding human sexual interaction as conveyed by the 6th commandment of the Decalogue. Thus the norm to be considered in assessing an allegation of sexual abuse of a minor is whether conduct or interaction with a minor qualifies as an external, objectively grave violation of the sixth commandment (USCCB, Canonical depicts Involving Sexual Misconduct and Dismissal from the Clerical State, 1995, p.6.)*

### **Sacrament of Reconciliation**

Includes the elements of

- truthful confession,
- heartfelt contrition, and
- a firm purpose of amendment

Forgiveness includes accountability and justice. Forgiveness is always a process in the victim’s terms.

### **Communal Implications of Reconciliation**

*“Genuine reconciliation heals and brings us together to address this issue in a way that will insure that it will not happen again; that begins with the love of the*

*Truth that is Jesus Christ; one that embraces fully and honestly the authentic elements of the Sacrament of Penance as we celebrate it in the Catholic Tradition. Only by truthful confession, heartfelt contrition, and a firm purpose of amendment can we hope to receive the generous mercy of God and the forgiveness of our brothers and sisters.” (CSSP p.40 from “A Catholic Response to Sexual Abuse: Confession, Contrition, Resolve.”)*

If “creating safe and sacred places” is the goal (and it is), then we need to understand: *Key Distinctions create Awareness, which leads to Knowledge, which leads to Prevention, which is the key to Safety, which is sacred. And Sacredness is a creative labor, which leads to Creating Safe and Sacred Places.*

## **Developmental Progression of *Creating Safe and Sacred Places***

*Creating Safe and Sacred Places* is divided into two parts. Part A includes in-depth discussion about sexual abuse, sexual offenders, signs of abuse and sexual abuse and the Church. Part A is important foundational information for all adults implementing the program.

Part B of *Creating Safe and Sacred Places* contains the training and lesson plans for the sessions for young people, ministry leaders and parents. Each session incorporates prayer, education, open discussion of sexual abuse and action in response to the topic.

### Grades 9 & 10

#### *Themes:*

The Lessons for Grades 9 & 10 include identifying risk factors associated with sexual abuse, developing a personal response plan and information and tools for self-protection.

### Grades 11 & 12

#### *Themes:*

The Lessons for Grades 11 & 12 include encouraging healthy and safe ways to adulthood, awareness of tools, resources, and guidance to create safe and sacred communities, the importance of preventing sexual abuse, and identifying ways to be role models for younger children.

The manual also contains an intergenerational model for these lessons.