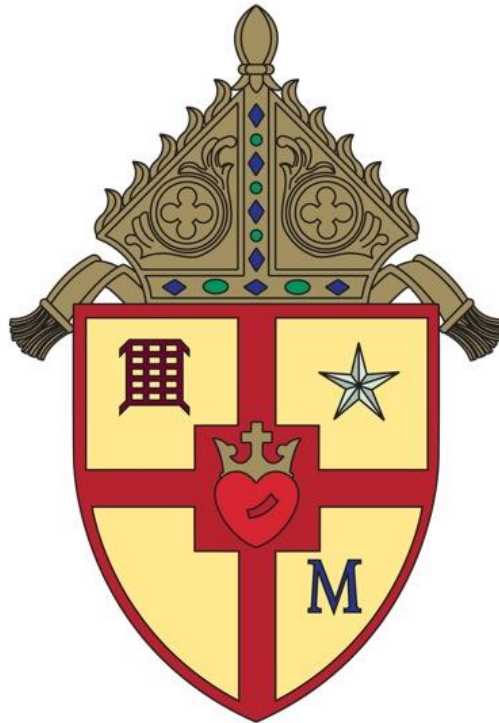


III. RESPECT AND TRUST

- K-3 Respect and Trust CONCEPT (Primary – outline)
IV “Relationships are built on Trust” (Core)
V “Consequences” (Core)
True False Signs
Who is Telling the Truth?
- 4-6 Respect and Trust CONCEPT (upper level – outline)
IV “Relationships are built on Trust” (Core)
V “Consequences” (Core)
Truth or Consequences
Respecting Others
- 7-12 Respect and Trust CONCEPT (upper level – outline)
IV “Relationships are built on Trust” (Core)
V “Consequences” (Core)
Truth or Consequences
Respecting Others

Roman Catholic Diocese of Amarillo



Safe Environment Training Program

Right Relationships Concept:

III. RESPECT AND TRUST

Primary Level
Grades K – 3



DIOCESE OF AMARILLO

Safe Environment Office

Greetings Sisters and Brothers in Christ,

The Diocese of Amarillo has instituted the Safe Environment Program for Children and Young People titled: *“Right Relationships”* to all of our parishes, as part of Safe Environment curriculum in compliance with the United States Conference of Catholic Bishops – *“Charter for the Protection of Children and Young People”*.

Please note that no other Children/Minor Safe Environment program other than *“Right Relationships”* is authorized unless approved, in writing, by the Safe Environment Office. Any other programs, videos, handouts, etc. are not authorized and are to be disposed of accordingly.

This program was developed by the Office of Safe Environment of the Diocese of Salt Lake City, who generously gave us permission to use this program. *“Right Relationships”* promotes and models safe environment principles and teaches children and minors to recognize and respond to relationships that are not "right."

The Safe Environment Office is offering this program *“Right Relationships”* as part of our Safe Environment curriculum. Each year a new segment will be added to the curriculum to ensure minimal repetition of lessons and a broader approach to ensuring our children are in *“Right Relationships”* at all times and in all places.

“Right Relationship’s” lesson plans are fairly easy to follow. The curriculum is interactive between the catechist and those students present. It requires following the lesson plan and specifically the designated *“CORE”* lesson and supplementing it with any additional lessons that might be therein.

The *“Right Relationship”* lesson plans, segment I *“Know the Rules”* and segment II *“Rules & Boundaries”* were introduced for the Christian Formation year 2011-2012. For the year 2012-2013 we added segment III *“Respect and Trust”* and now for 2014-2015 we are introducing segment IV, *“Communication”*. This lesson plan can be used to supplement lesson segments I, II, and III or may be used as a standalone lesson. All lesson plans may be adapted to the particular circumstances of the classroom.

Each program has the Spanish Language *“CORE”* component. Age and grade level appropriate materials, handouts, instructions, dialogue, etc., are available on the Amarillo Diocese’s website under the Safe Environment: www.amarillodiocese.org. Simply run copies of whatever forms are needed for your particular class.

It is the Policy of the Diocese of Amarillo that every child and minor entered in diocesan/parish/catholic school programs attends Safe Environment Training annually. This must be documented on the *“Student Attendance Sheet – Safe Environment Training”* and the *“Parish Training Report”* and forwarded to the Safe Environment Office, 1800 North Spring Street, Amarillo, TX79107, by November 15th and supplemented with additional reports as needed by the parish to ensure full compliance.

Parents who Opt-out must sign the Opt-out form. These parents will be provided with the age appropriate safe environment materials for their child and noted on the Opt-out form. The signed Opt-out forms will be sent with the parish Safe Environment Reports to the Diocesan Safe Environment Office.

Thank you for your past participation in the Safe Environment Program and we ask for your continued support as we implement this curriculum in your parishes and schools.

Dcn. Blaine Westlake
Director of the Safe Environment Office,
Diocese of Amarillo
June 10, 2014



Diocese of Amarillo

Safe Environment

Training Program

Phone: (806) 383-2243

www.amarillodiocese.org

Acknowledgement

Safe Environment Training Program

The Diocese of Amarillo gratefully acknowledges the Most Reverend John C. Wester and Colleen Gudreau of the Archdiocese of Salt Lake City, for granting us permission to use their “*Right Relationships*” Program.

Our appreciation is also extended to the Diocese of Grand Island (Elizabeth A. Heidt Kozisek, Ph.D., Director, Child Protection Office) and the pre-Kindergarten lessons developed by Sarah VanMaren that were used in the development of Right Relationships.



Roman Catholic Diocese of Amarillo

The Catholic Diocese of Amarillo is committed to the protection of children and Young people.

HOW TO REPORT NON-CHURCH RELATED CHILD/SEXUAL ABUSE:

If you are a family member, a victim of abuse, or aware of abuse, please contact the following:

Children's Protective Services
1-800-252-5400

Your Local Law Enforcement Agency

HOW TO REPORT POSSIBLE CHURCH RELATED CHILD/SEXUAL ABUSE:

If you are a family member, a victim of abuse, or aware of such abuse, contact:

Children's Protective Services
1-800-252-5400

Your Local Law Enforcement Agency

AND PLEASE CONTACT ONE OR MORE OF THE FOLLOWING:

Victim Assistance Coordinator
Belinda Taylor
4200 Ridgcrest Drive Suite B-8
Amarillo, TX 79109
806-373-5232

Amarillo Diocese
Rev. John Valdez / Vicar of Clergy
806-358-2461 Monday-Friday
806-353-1016 Nights & Weekends

Mailing Address:

Safe Environment Office
Catholic Diocese of Amarillo
1800 North Spring St.
Amarillo, TX 79107

III. RESPECT and TRUST

Right Relationships provides children and young people with a foundation for understanding that human relationships are based on God's unconditional love for us and His desire for each of us to love one another.

Because human beings are formed in God's image, we should treat everyone with respect.

Right relationships are built on trust.

Telling the truth, even when we are afraid of the consequences, is one way we show respect for each other and build right relationships.

Relationships that are not built on trust are not "right" relationships.

Children and Young people who are in relationships that are not "right" may need to tell a trusted adult.

FOR ADDITIONAL INFORMATION:

Please see the Amarillo Diocese's Safe Environment Policy, Procedures, Programs, Right Relationships, and other related Safe Environment materials at:

www.amarillodiocese.org



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Safe Environment

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III. RESPECT AND TRUST

Grades K – 3

LEARNING OBJECTIVES:

- To reinforce the concept that God created each person special and unique.
- To emphasize that because we are made in God's image, God wants us to treat each other with respect.
- To emphasize that right relationships are built on trust.
- To understand that there are consequences to what we say and do.

OUTLINE:

- I. Opening Prayer
- II. God Created Human Beings in His Image
- III. Treat Everyone with Respect
- IV. Relationships Are Built on Trust (Core)
- V. Consequences (Core)
- VI. Closing Prayer

MATERIALS NEEDED:

- Whiteboard, chalkboard and chalk or flip chart and markers
- Pens, pencils for class members
- Handouts:
- Grades K – 3: "True-False Signs"
- Grades K – 3: "Who is telling the Truth?"

ACTIVITIES:

- "True-False Signs": crayons, markers, or colored pencils, popsicle sticks, scissors, and glue
- "Who is Telling the Truth?": pens or pencils



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III. RESPECT AND TRUST

Grades K – 3

I. OPENING PRAYER:

In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.

God of love, thank you for creating us and for showing your love for us in so many ways. Help us to see your goodness in all of creation and your image in each person we meet. Help us show our love for you and each other by treating everyone with love and respect.

In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.

II. GOD CRATED HUMAN BEINGS IN HIS IMAGE

Discussion

Briefly discuss the first story of creation (Gen 1:1-31; 2:1-4).

- **Say:** “After God created the earth and the heavens, the light and the darkness, the day and the night, all living beings of the sea and land and sky, God also crated human beings. Human beings are the only creatures God made in his image. And God looked at everything he had made and saw that it was very good.”
- **Say:** “Of all of creation, human beings alone are made in God’s image. Each person is unique; there has never been nor there will ever be another person exactly like you. God loves you and never wants anyone to hurt you. No one has the right to hurt you and you don’t have the right to hurt anyone else. Because each person is made in God’s image, we should treat everyone with respect”.

III. TREAT EVERYONE WITH RESPECT

Discussion

- **Ask:** “What are some ways we can show each other respect?” There will be a variety of acceptable answers such as being kind; being helpful; telling the truth; asking children who are not participating in games to join in; sharing; etc.

IV. RELATIONSHIPS ARE BUILT ON TRUST (Core)

Discussion

- **Say:** “Jesus said ‘I am the way, the truth, and the life’. Because Jesus is the truth, we know that we can trust what he says. God also wants us to be truthful. Telling the truth, even when we are afraid of the consequences, is one way we show respect for each other and build right relationships”.
- **Say:** “It’s not always easy to tell the truth. Let’s say you broke your mother’s favorite coffee mug and no one saw you. What should you do?” (The acceptable answer is “Tell the truth”) **Say:** “Let’s say you took your sister’s cell phone without her permission and lost it. What should you do?” (The acceptable answer is “Tell the truth”.)
 - Discuss why we may not want to tell the truth. Possible responses: being afraid others will be angry; being afraid will be punished; being afraid of the consequences.
 - Discuss why it is important to always tell the truth. **Say:** “When we lie or tell half-truths, we are building walls between us, wall of mistrust. If we lie, others will not trust what we say, even when we do tell the truth. Even when we are afraid of what might happen, we must always tell the truth”.
- Ask if they have ever heard the story of “Chicken Little?” Paraphrase the story; then **ask:** “What lie did Chicken Little tell? (Answer: “The sky is falling”) **Ask:** “What was the consequence?” (Answer: because of his lies, no one believed him and no one helped him when Chicken Little really needed help.)
 - **Say:** “It is very important to always tell our parents or another trusted adult the truth. God gave us parents and other trusted adults to care for us and protect us. They cannot protect and care for us if we are not honest about what we are doing, even though we may be afraid of the consequences. And especially if someone does something to us that makes us feel weird, uncomfortable, worried, or scared we must continue telling trusted adults until they understand how we feel and do something to make us feel safe.”
 - **Say:** “Sometimes it is hard to tell when someone else is lying. Most of the time when someone is telling the truth, what they act matches what they say.”
 - **Say:** “Tell your parent(s) or a trusted adult:
 - If someone asks you to lie.
 - If someone tells you to keep a secret from your parents.
 - If someone says they like you but do something or say something to you that makes you feel weird, uncomfortable, worried, or scared.

Activities

Grades K – 3: “True-False Signs”

- Hand out “True-False Signs”. Have the children color the “True” circles green and the “False” circles red; then cut out the circles and glue the circles to Popsicle sticks. As each child is constructing a sign, discuss the difference between “true” (something that is real, honest) and “false” (not true, dishonest, a lie). Explain that normally, when someone is telling the truth, what he or she says, matches how he or she acts.
- Act out each of the following actions paired with the corresponding “true” or “false” statement. Ask the class to show the sign for “true” if they are telling the truth or “false” if they are telling a lie. Add examples as time allows.

Action:	Statement:
Run in Place	“I am sitting still” (false)
Smile	“I am so sad” (false)
Pretend to cry	“I am so sad” (true)
Turn your back to the class	“I can see you” (false)
Cover your ears	“I cannot hear you” (true)
Pretend to eat something and make a disgusted face	“That was so delicious/yummy” (false)
Grab a small object and <u>throw</u> it on the ground	“That was an accident” (false)

Grades K – 3: “Who is telling the Truth?”

- For each statement, draw a circle around the children who are telling the truth.
- **Say:** “Sometimes it is hard to tell if someone is telling the truth. We have to watch closely to see if what someone is doing matches what they are saying.”
- **Say:** “If someone says they care about you, but they are making you feel hurt or scared, you may need help figuring out the truth. Tell your parents or another adult you trust.”

V. CONSEQUENCES (Core)

Discussion

- **Say:** “Whether we tell the truth or tell a lie, there are consequences. ‘Consequences’ is a word that means that something happens because of what we say or do.”

- **Say:** “God created us to need others. Telling the truth is important. We need to be able to trust each other, to love and care of each other, to work together, to meet each other’s needs, and to keep each other safe.”
- **Say:** “God gave us parents and other trusted adults to protect and care for us. It is important to tell the truth to our parents and other trusted adults. If we tell them lies or do not tell them about things that are happening to us that make us feel weird, uncomfortable, worried, or scared, they cannot help us be safe”.
- **Say:** “Sometimes it can be tough to tell the truth especially if we think we will get in trouble or if we are worried hurt someone’s feelings. Telling lies may keep us out of trouble for a short time but almost always causes bigger problems later, especially when our lies are uncovered”.
- **Say:** “There are consequences for being dishonest. Sometimes it helps us to tell the truth by thinking about the potential consequences for lying. Consequences for lying usually include more trouble for us, hurting our relationships, or risks to our safety”.
- **Say:** “When someone says, ‘do not tell your parents’, it is usually a sign that consequences will not be good”.

VI. CLOSING PRAYER

In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.

Jesus, you said “I am the way, the truth, and the life”. Help us to put our trust in you and give us the courage to always tell the truth, even when we may be afraid of the consequences.

In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.

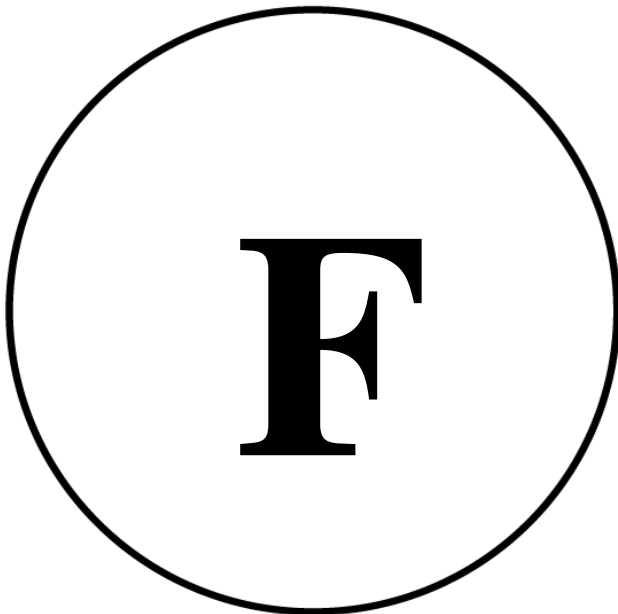
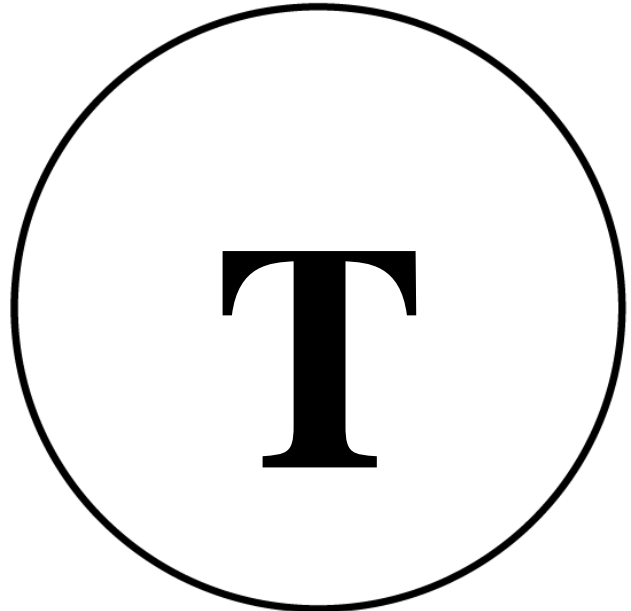
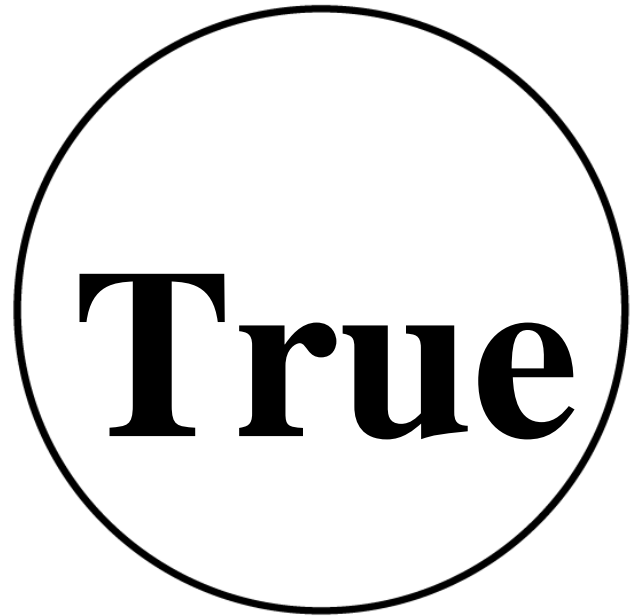
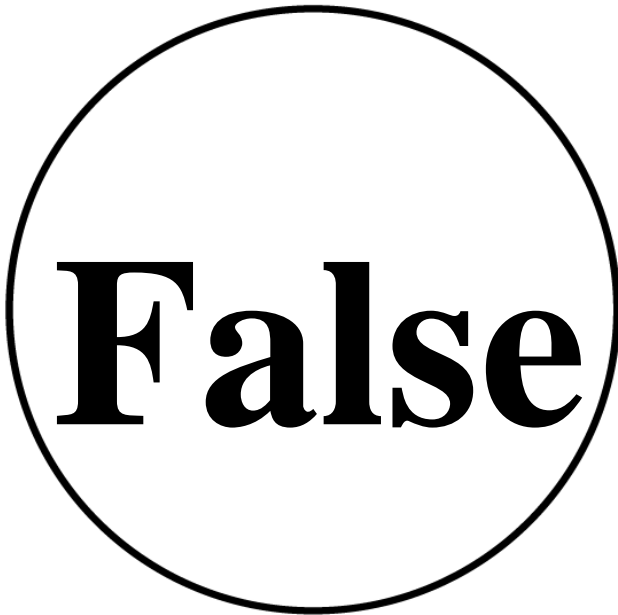


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III. RESPECT AND TRUST

Grades K – 3

True-False Signs



Directions:

- 1) Color the “True” circles green.
- 2) Color the “False” circles red.
- 3) Cut out the circles.
- 4) Glue the green, true circles back to back on a Popsicle stick. Do the same for the red, false circles.



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III. RESPECT AND TRUST

Grades K – 3

Who is telling the Truth?

Directions: For each statement, draw a circle around the children who are telling the truth.



"I never go online without an adult."

"I do my homework after school."



Sometimes it is hard to tell if someone is telling the truth. We have to watch closely to see if what someone is doing matches what they are saying.

If someone says they care about you, but they make you feel hurt or scared, you may need help figuring out the truth. Tell your parents or another adult you trust. Ask them for help.



"I say my prayers before I go to bed."



"I always use a paintbrush when I paint."