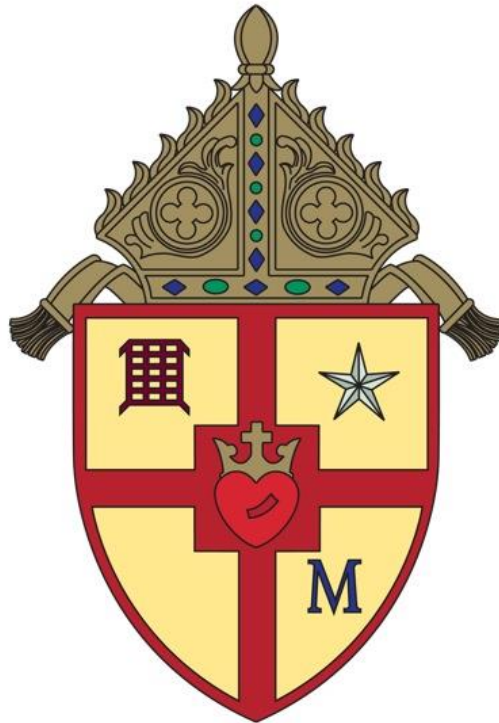


OUTLINE – Safe Environment Program Salt Lake / Amarillo

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

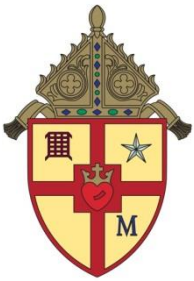


Safe Environment Training Program

Right Relationships Concept:

III. RESPECT AND TRUST

Upper Level
Grades 4 – 12



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



Diocese of Amarillo

Safe Environment

Training Program

Phone: (806) 383-2243

www.amarillodiocese.org

III. RESPECT AND TRUST

Grades 4 – 12

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
- V. Consequences
- VI. Closing Prayer

MATERIALS NEEDED:

- Whiteboard, chalkboard and chalk or flip chart and markers
- Pens, pencils for class members
- Handouts:
 - Grades 6 – 12: "Respecting Others"
 - Grades 4 – 6: "Truth or Consequences"
 - Grades 7 – 12: "Truth or Consequences"

ACTIVITIES:

- "Respecting Others": pens or pencils
- "Truth or Consequences" Game: markers, dice or numbers from 1 to 6



Diocese of Amarillo

Safe Environment

Training Program

Phone: (806) 383-2243

www.amarillodiocese.org

III. RESPECT AND TRUST

Grades 4 – 12

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 show our love for you by treating others with love and respect. Amen.

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 water and the sky, the day and the night, all living beings of the sea, the land and the sky, he crated humans. God created human beings making them 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 or 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; telling others you don’t like to hear gossip about someone else; 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.”
- **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 make us feel unsafe, threatened, disrespected, or pressured to do things we know we should not do or do not want to do, 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 do 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 does something or says something to you that makes you feel unsafe, threatened, disrespected, or pressured to do things you know you should not do or do not want to do.”

Activity

Grades 6 – 12: “Respecting others” (may be modified for use with 4 – 5 grades)

- Hand out “Respecting Others” worksheet and after giving the students time to answer, discuss the responses.

V. CONSEQUENCES (Core)

Discussion

- **Say:** “Honesty really is the best policy.”
- **Ask:** “Do you believe it? It can be really hard to tell the truth especially if we think we may have done something wrong or what we say may hurt someone. But whether we tell the truth or tell a lie, there are consequences.”
- **Ask:** “What does ‘consequences’ mean?” Acceptable answers include the result or outcome of what we say or do.
- **Say:** “Although telling lies may keep us out of trouble for a short time, they almost always cause bigger problems later on, especially when our lies are uncovered.”
- **Say:** “In a right relationship telling a lie to cover up a mistake does not make the situation better. What makes the situation better is being truthful. Being so fearful of rejection or retaliation that we have to lie or hide something, especially from our parents or other adults that we trust, is usually a sign that the relationship is not a ‘right’ relationship.”
- **Say:** “‘What you do not know will not hurt you’ rarely holds true. For starters, very few ‘secrets’ are never found out. Think about how you would feel if you found out someone you trust is being dishonest with you. Would it challenge your trust in that person? Would not finding out change the fact that the person has been dishonest? Would it be ok as long as you didn’t know? Would the relationship be a “right” one?”
- **Say:** “We might think that we are sparing others’ feelings by not telling them the truth. Think about it: if someone is doing something that bothers us and we do not tell them, we deny them from the opportunity to stop doing it. And if we do not tell them how we feel, what happens to our feelings? Unexpressed feelings have a way of growing. Often what happens if we do not share our feelings is: a) the person does not stop doing the thing we do not like; b) our feelings grow more intense; and c) we resent the person more and more or we start trying to

avoid them. We may even begin to believe that we “deserve” the way we are being treated.”

- **Say:** “We need to tell them the truth and if they do not stop, we need to tell our parents or another trusted adult about the hurtful relationship so they can help us. We need to continue to tell trusted adults until they understand how we feel and help us feel comfortable.”
- **Say:** “Sometimes others “bend” the truth to get what they want. If someone always tells us what we want to hear or says whatever it takes to get what they want, especially if it is a lie or a un-truth, they are being manipulative. Manipulative behavior is indicative of a relationship that is not a ‘right’ relationship.”
- **Say:** “Think about your significant relationships:
 - Do you always tell the truth? If not, why not? Why should you change?
 - Do you give others the chance to change their behavior by telling them how you feel about it? If not, why not? How can you change?
 - Do the significant others in your life offer you the same courtesy?
 - Are you honest about your behavior?
 - Do you allow significant others in your life the opportunity to be honest with you?”
- **Say:** “If we are in a relationship that is not based on honesty, it is not a “right” relationship. We may, need help to get out of the relationship. We need to tell a trusted adult about our concerns and keep telling them until they understand and help us.”

Activity

Grades 4 – 6: “Truth or Consequences”

Grades 7 – 12: “Truth or Consequences”

- Use markers (e.g. game markers, various coins, different colors of M&Ms) to indicate each player. Play the game by rolling a dice or drawing a number and moving the number of spaces indicated. Read the scenario on the space. If the number rolled or drawn is “even”. The player must state how they would tell their parents, friends or a trusted adult the “truth” about the situation. If they draw or roll an “odd” number, they state a potential consequences of not telling the truth in that situation (for example, by not telling someone that you are getting e-mails that contain sexually explicit themes, you might continue to receive them even if you ignore them or the sender might begin sending them to someone else who does not ignore them and, as a consequence, gets hurt, etc. If

you do tell, the sender might be arrested; the messages are more likely to stop; it's less likely that someone else will be hurt, etc.).

- The game can be used as a larger group activity without the game board by reading a scenario to each student and using a coin to determine their required response (“heads” = “truth”, “tails” = “consequences”).

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. Amen.

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



Truth or Consequences



Directions: Use markers (e.g. game pieces, coins, candy) to indicate each player. Play the game by taking turns to roll a dice or draw a number (from 1-6), then moving your piece the indicated number of spaces. Read the scenario on the space. If the number rolled/drawn is *even*, the player must state how they would tell their parents, friends, or other trusted adult the “truth” about the situation. If the number rolled/drawn is *odd*, the player must state a potential outcome or “consequence” of “not telling the truth.”

Example: You land on the space reading, “You get weird messages from someone online.” If you rolled an *even* number to get there, you might say, “Mom, I have been getting weird messages online. I don’t reply to them, but I’m not sure what to do.” If you rolled an *odd* number, you might say, “If I don’t tell someone about the messages, I might keep getting them and the person sending them may send them to someone else and cause harm. Someone could get hurt.”

Teacher’s Note: This game may also be played as a large group without the board. Simply read a statement and call on a student, asking them for either a “Truth” or “Consequence.”



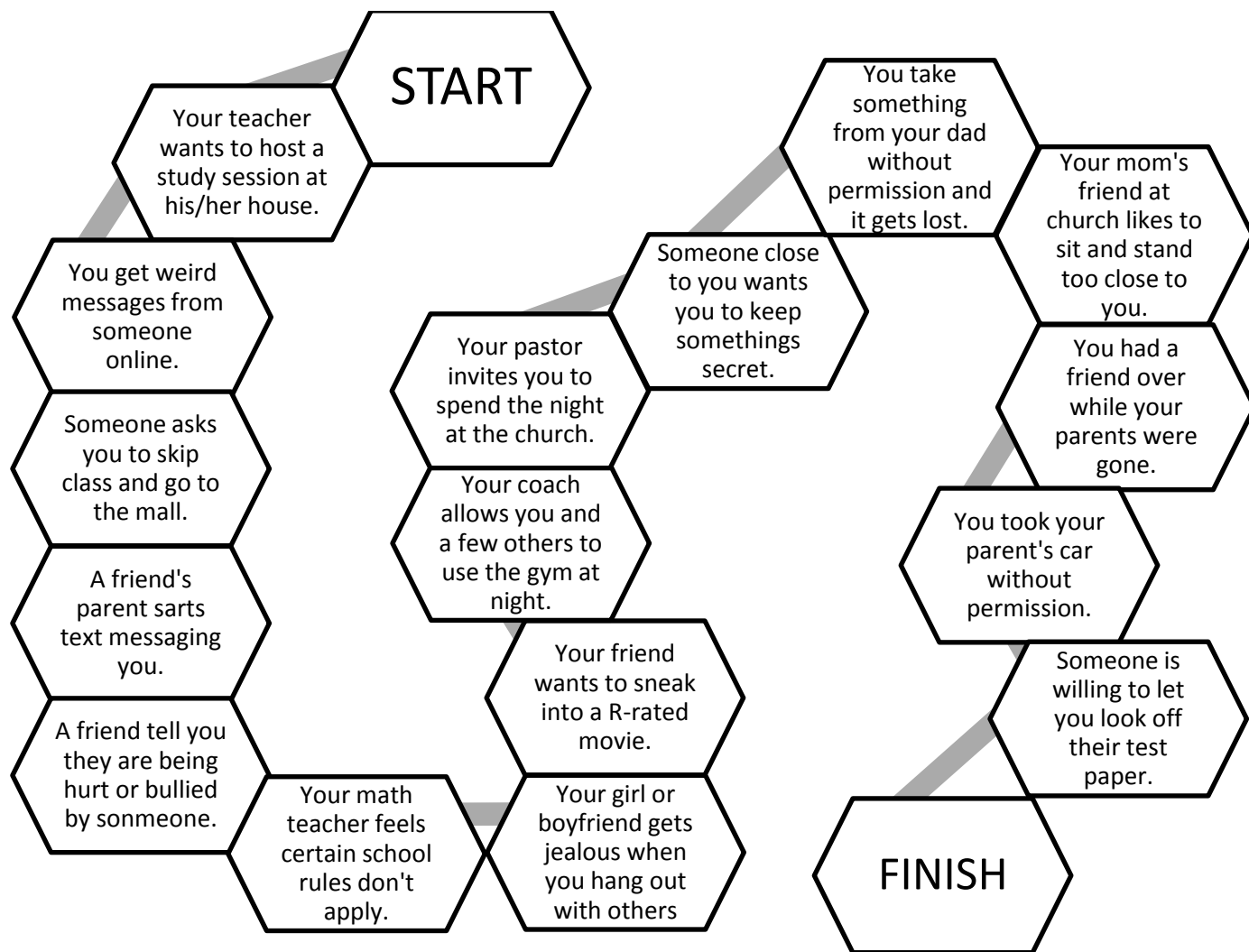
Respecting Others

“In each of the following scenarios, how could you communicate the truth in a way that it shows respect for the other person?”

1. A friend asks you to go to a movie and you already have plans to do something with another friend.
2. Someone you do not know well invites you to a party at the home of someone you do not know at all.
3. Someone invites you to a party and you know you should not go.
4. Someone you like only wants to spend time alone with you. He/she never wants to be with you in public.
5. Someone you “like” wants to go too far.
6. Someone you do not like asks you out.
7. Someone asks you questions that are “too personal”.
8. Someone you don’t know well seems to know a lot of detailed personal information about you.
9. You are chatting with someone you meet online and they say they want to meet you.
10. Your youth minister has again asked you to stay after the event while he/she cleans up, but never seems to ask anyone else.



Truth or Consequences



Directions: Use markers (e.g. game pieces, coins, candy) to indicate each player. Play the game by taking turns to roll a dice or draw a number (from 1-6), then moving your piece the indicated number of spaces. Read the scenario on the space. If the number rolled/drawn is *even*, the player must state how they would tell their parents, friends, or other trusted adult the “truth” about the situation. If the number rolled/drawn is *odd*, the player must state a potential outcome or “consequence” of “not telling the truth.”

Example: You land on the space reading, “You get weird messages from someone online.” If you rolled an *even* number to get there, you might say, “Mom, I have been getting weird messages online. I don’t reply to them, but I’m not sure what to do.” If you rolled an *odd* number, you might say, “If I don’t tell someone about the messages, I might keep getting them and the person sending them may send them to someone else and cause harm. Someone could get hurt.”

Teacher’s Note: This game may also be played as a large group without the board. Simply read a statement and call on a student, asking them for either a “Truth” or “Consequence.”