

# Diocese of Phoenix

## “Created in God’s Image for Youth” – 6<sup>th</sup> Grade Lesson - Parent Information

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The Diocese of Phoenix Safe Environment Training Office developed lessons to help teach youth that their bodies are temples of the Holy Spirit, the characteristics of healthy relationships, and how to identify and respond to boundary violations and abuse.

These lessons teach youth in grades 6<sup>th</sup> -12<sup>th</sup> about their physical, emotional, and behavioral boundaries and how to respond if someone tries to violate them. Youth learn why it can be difficult to report abuse that has occurred to them or someone they know. It also teaches them words to say if they, or someone they know, are being abused.

As part of each lesson, there will be an activity and a discussion to reinforce the material. Below is a summary of the activities:

### **Lesson One**

In lesson one the students will understand their bodies are temples of the Holy Spirit. They will discuss and learn characteristics of healthy relationships.

- **Activity:**
  - The Good Friend (Skit based on the story of the Good Samaritan)
    - Five students will act out a provided scenario.
    - While the students are preparing to present the skit, the remaining students will work at creating a list of the qualities of a good friend.

### **Lesson Two**

In lesson two the students will review that their bodies are temples of the Holy Spirit and define healthy relationships. They will also learn how to identify and respond to boundaries and abuse. They will learn the definition of a boundary and the three types of boundaries—physical, emotional and behavioral. They will also learn examples of boundary violations and how to respond and know what to do if someone tries to violate them. They will learn the definition of abuse which includes physical, emotional, and sexual abuse and who could be an abuser. They will be given examples of how to tell their parents or a trusted adult if they or someone they know is being abused in order for the abuse stops. They will be asked to think of 3 trusted adults they could tell if someone was violating them or someone else. The students will also learn about having boundaries when using technology and social media.

- **Activity:**
  - Recognizing Boundary Violations
    - As a large group or in small groups, read the teens scenarios
  - *Options if doing in a large group*
    - Hand out red and green pieces of paper and tell the students to hold up the red paper if it is a boundary violation and the green paper if it is an okay behavior
    - Have the students stand up and walk to one side of the room if it is a boundary violation, and the other side of the room if it is an okay behavior

For each scenario ask:

- Is this a boundary violation?
- If yes, what could you do about it?

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### What parents can do to reinforce the messages received in the 6<sup>th</sup> grade “Created in God’s Image” educational session

**First**, talk to your kids about their physical, emotional, and behavioral boundaries. Find out what they learned in the program.

Physical boundaries are defined by:	Emotional boundaries are defined by:	Behavioral boundaries are defined by:
<ul style="list-style-type: none"><li>▪ Who can touch you</li><li>▪ How much they can touch you</li><li>▪ Where they can touch you</li></ul>	<ul style="list-style-type: none"><li>▪ How close you feel to a person</li><li>▪ How much time you spend with a person</li><li>▪ What information you share with a person</li></ul>	<ul style="list-style-type: none"><li>▪ What you will do</li><li>▪ What you won’t do</li></ul>

**Second**, pay attention to someone who crosses a child’s physical, emotional or behavioral boundaries.

**Physical boundary violations mean touching too much or touching in ways most adults would not touch a child. Some examples are:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Roughhousing or wrestling</li><li>• Accidentally touching inappropriately</li></ul> | <ul style="list-style-type: none"><li>• Tickling</li><li>• Too many hugs, hugs with too much body contact, or unwanted hugs</li></ul> |
|---|---|

**Emotional boundary violations mean treating the relationship with a child as if it were a romantic or intimate adult relationship. Some examples:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Spending too much time with a minor</li><li>• Contacting the youth too much</li><li>• Getting involved in too many of the child’s activities</li></ul> | <ul style="list-style-type: none"><li>• E-mailing too much</li><li>• Acting too possessive</li></ul> |
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**Behavioral boundary violations mean involving a child in activities that his or her parents would not allow the child to do. Some examples are:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Ridiculing the beliefs of a minor’s parents</li><li>• Allowing a minor to look at pornography</li><li>• Asking a minor to keep secrets from his or her parents</li><li>• Allowing a minor to do things against the wishes of parents</li></ul> | <ul style="list-style-type: none"><li>• Offering a minor cigarettes, alcohol, or drugs</li><li>• Allowing a minor to visit inappropriate websites</li><li>• Giving a minor gifts without the parents’ permission</li></ul> |
|--|--|

**Third**, be aware that fears about being in trouble or disappointing parents can keep kids from telling. Let your child know they can tell you anything and you will always love them.

### Can I get more information about the prevention of child abuse?

The Diocese of Phoenix provides Safe Environment Training for all within the Diocese, including parents. The initial foundation safe environment training class is called “Protecting God’s Children for Adults.” A schedule of classes (free of charge) is posted on the diocesan website:

[www.safeenvironmenttraining.org/classes.php](http://www.safeenvironmenttraining.org/classes.php)

### What should I do if I learn of abuse or potential abuse?

The most important thing you can do if a child discloses abuse is to listen carefully and reassure the child that he or she did the right thing in coming forward. Let the child know that you will do whatever you can to keep him or her safe. If they have disclosed abuse, immediately contact law enforcement and the Department of Child Safety. If an adult has violated their boundaries, immediately contact the supervisor of the program.



# Diocese of Phoenix

## “Created in God’s Image” for Youth Implementation Guideline

### Overall Program Description:

The “Created in God’s Image for Youth” program helps teach youth that their bodies are temples of the Holy Spirit, the characteristics of healthy relationships, and how to identify and respond to boundary violations and abuse. The material is covered in 2 sessions. These lessons are required for all 6<sup>th</sup> graders in parishes and schools. They can also be presented to older grade levels.

### Requirements:

- Notify all parents in advance of when program will be held
  - Note: parents have the ability to opt their child out
- Delivered in 2 individual sessions – 1 hour each (can also split up into 3 separate sessions)
- Facilitated by at least 1 certified Safe Environment Trainer
  - Additional adults may be present, especially with a large group (diocesan requirements for supervision must also be met)
- Facilitator/additional adults should be prepared to handle disclosures and/or strong emotional reactions (especially with lesson 2)
- Both male and female adult representation is recommended

### Materials:

- “Created in God’s Image” lesson plan for facilitator
- Bible
- Flip Chart/Board with markers
- Printed copies of skit from Lesson 1
- Red and green paper for Lesson 2 (if using a large group)
- Printed boundary scenarios for Lesson 2 (if using small groups)
- Attendance sheet
- Reporting Instructions & Minor Abuse Reporting Form (available on SET website)
- Behavioral Health Referral List (available on SET website)



**Diocese of Phoenix**  
Safe Environment Lesson Plan  
*Sixth Grade – Lesson 1*  
**Created in God’s Image**

Safe Environment training must be offered to all youth in the diocesan religious education programs.  
This is a requirement of the United States Conference of Catholic Bishops  
*Charter for the Protection of Children and Young People.*

**Objectives:**

Students:

- a) Will give examples of how their bodies are temples of the Holy Spirit
- b) Will define healthy relationships
- c) Will identify and respond to boundaries and abuse

**Resources and Connections**

For additional information, refer to Catechism of the Catholic Church (CCC) – see notes in lesson

**Estimated Time:** Two separate sessions – Lesson 1 – 60 minutes  
Lesson 2 – 60 minutes

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**LESSON 1**

**OPENING PRAYER:** Led by instructor (5 minutes)

Gracious and Loving Father, we praise and glorify you and thank you for the blessings of this day. You created each of us according to your Divine plan and in Your image and likeness. Be with us as we learn how to recognize and create healthy relationships. Open our hearts and minds that we may discern which relationships reflect Your love and goodness. Create in us clean hearts and help us to learn how to protect ourselves and others. We ask all these things through the power of Your Holy Spirit and in the name of Your son, Our Lord Jesus Christ. Amen.

**INTRODUCTION/TEACHING POINTS:** (30 minutes)

**Our bodies are temples of the Holy Spirit** – Read 1Corinthians 6:19-20

- God loved us so much he created us in his image and made us temples of the Holy Spirit
- Our bodies are temples of the Holy Spirit
  - This allows us to enter into relationships that are unconditional (no strings attached)
  - God created us man and woman intentionally as a part of His plan
  - Purpose of our bodies is to love.
    - Mark 12: 30-31
    - We love God above all things and our neighbor as ourselves. (CCC # 1822)
    - Examples: We can use our hands to wash dishes after dinner for mom, we can give our best friend a hug when they’re feeling sad or upset
  - Created as a gift, to be a gift to others
    - Examples: Listening to someone, helping someone with homework, being kind to others, sitting with someone at lunch

- Guidance of the Holy Spirit
  - Helps us to make decisions – we learn how to trust our own instincts
  - Strengthens us
- God's grace is renewed everyday
  - This is done through the Sacraments of Eucharist and Reconciliation
  - No matter what you did yesterday, today is a new day

### **Characteristics of healthy relationships**

- Ask the students - what is a relationship?
- Ask the students to give examples of types of relationships they are in
- Have the students discuss, in small groups or a large group, the characteristics of healthy relationships (*Note: You may want to record the responses on a flip chart/board*)

### **Reinforce the following: Characteristics of Healthy Relationships while completing the attached chart**

#### Respectful

- Mutually beneficial (give and take)
- Open/inclusive (not possessive and not secretive)
- Not forced, or not in exchange for something else (no strings attached)

- Asks students to write examples of what a respectful relationship looks like and what a disrespectful relationship looks like

#### Truthful

- Building and earning trust
- Honest
- Open communication
- Problem solving with peers and family

- Asks students to write examples of what a trusting relationship looks like and what a distrusting relationship looks like

#### Caring

- Brings out the best in each other
- Thinks of the needs of others
- Helpful and kind

- Asks students to write examples of what a caring relationship looks like and what an uncaring relationship looks like

### **Questions to Ask**

1. Where do you see these characteristics in your own relationships (with your friends, parents, etc.)?
2. Which characteristics do you see most in yourself?
3. Why do we need to be respectful, truthful and caring in all of our relationships?

**ACTIVITY: The Good Friend** (15 minutes)

Choose 6 students to act out the provided scenario with the dialogue given to the entire group (or you may have the students create their own skit but this will take additional time). Give the students 5 minutes to practice and then have them present the skit to the entire group.

While the students are preparing to present the skit the remaining students will work in small groups (or as a whole group) to make a list of the qualities of a good friend. (Students can write their lists on posters/flip chart/construction paper. *Option:* Save lists for second lesson and display in classroom.)

**Discussion (after the skit has been presented):**

1. Can you think of a story in the Bible similar to this skit?
  - Read the Good Samaritan - Luke 10:25-37
2. How would you feel if you were the new student?
3. Who is the “Good Samaritan” in the skit?
4. What should the “good friend” do next?

Teaching points:

- The Good Samaritan didn’t completely fix the man he found, but he did befriend him and get him the help he needed to get better.
- If you come across a situation like this, you don’t have to completely fix it either, but just do what you can to provide support (and get help if needed).
- The “good friend” gives us an example of how to begin a healthy relationship and what that can look like.

**REINFORCE:** (5 minutes)

- God created you in His image
- Your body is a temple of the Holy Spirit
- God wants you to be happy and to have meaningful, healthy relationships

Characteristics of Healthy Relationships

- Respectful
- Truthful
- Caring

**Optional Challenge**

- Learn about holy lives of the saints
  - Examples: Blessed Mother Teresa of Calcutta and St. John Paul II
  - Both built many healthy relationships to do God’s will
- This can be a discussion as a large group led by the instructor or can be homework for the students to research these saints

**CLOSING PRAYER:** Led by Instructor (5 minutes)

Dear Lord, thank you for all of the gifts and blessings you have given each of us. We ask you that continue to guide us and bless us as we go about each day. Help us to lead holy lives that lead us closer to you and to recognize if we are in a relationship that isn't healthy. Help us to make good decisions with our friends, families and others we interact with. We ask this in the name of Jesus Christ. Amen.

## Lesson 1 – The Good Friend

### Dialogue (if using Option 1):

6 students will be needed for this skit (John, Matt, Mary, Sue, Jeff and Alex)

*John and Matt are playing basketball outside after lunch at on the playground. Another student, Jeff is sitting alone reading a book).*

John: *(says to Matt)* Hey, check out the new guy (John points to Jeff)

Matt: Oh yeah! He's been reading that book since he got here. He must be a loser.

John: *(laughs)* Yeah, and look at his huge glasses, what a nerd.

*John and Matt walk away, continuing to laugh. Mary and Sue then walk by Jeff on the playground.*

Mary: *(says to Sue)* Hey, I think that guy must be new.

Sue: I think so. What is he wearing? That's so not cool!

Mary: Must be something his dad gave him or something, no wonder no one's talking to him.

*Mary and Sue laugh and walk away. Alex then walks in and goes up to Jeff.*

Alex: Hey, you're the new guy, right? Where are you from?

Jeff: *(looks up nervously from book)* Yeah, this is my first day. I just moved here from California.

Alex: My family just moved here last year, so I know what that's like.

Jeff: Yeah, I'm still getting used to this place.

Alex: I can show you around. Come on, you can meet my friends.

*Alex and Jeff walk off together.*



# Characteristics of Healthy Relationships

	<b>What does this look like in a relationship?</b>	<b>What would the opposite of this look like in a relationship?</b>
<b>Respectful</b>		
<b>Truthful</b>		
<b>Caring</b>		

**Diocese of Phoenix**  
Safe Environment Lesson Plan  
*Sixth Grade – Lesson 2*  
**Created in God's Image**

Safe Environment training must be offered to all youth in the diocesan religious education programs.  
This is a requirement of the United States Conference of Catholic Bishops  
*Charter for the Protection of Children and Young People.*

**Objectives:**

Students:

- a) Will give examples of how their bodies are temples of the Holy Spirit
- b) Will define healthy relationships
- c) Will identify and respond to boundaries and abuse

**Resources and Connections**

For additional information, refer to Catechism of the Catholic Church (CCC)

**Estimated Time:** Two separate sessions – Lesson 1 – 60 minutes  
Lesson 2 – 60 minutes

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**LESSON 2**

**OPENING PRAYER:** Led by instructor (3 minutes)

Gracious and Loving Father, we praise and glorify you and thank you for the blessings of this day. You created each of us according to your Divine plan and in Your image and likeness. Be with us as we learn how to recognize and create healthy relationships. Open our hearts and minds that we may discern which relationships reflect Your love and goodness. Create in us clean hearts and help us to learn how to protect ourselves and others. We ask all these things through the power of Your Holy Spirit and in the name of Your son, Our Lord Jesus Christ. Amen.

**INTRODUCTION/TEACHING POINTS:** (15 minutes)

**Reinforce:** In Corinthians, St. Paul tells us our bodies are temples of the Holy Spirit

- God loved us so much He created us in His image and made us temples of the Holy Spirit
- Our bodies are temples of the Holy Spirit
  - This allows us to enter into relationships that are unconditional (no strings attached)
- Guidance of the Holy Spirit
  - Helps us to make decisions – we learn how to trust our own instincts
  - Strengthens us
- Healthy relationships are respectful, truthful and caring

## Boundaries

- Remember last class we discussed healthy relationships? Now we will now discuss how healthy relationships have boundaries.
- A boundary is something that marks a limit, like a fence or the lines on a basketball court
  - Ask: What are some boundaries that you might have? (*Note*: this will help to gain an understanding of what types of boundaries they have)
- Three types of boundaries
  - Physical:
    - Who can touch you
    - How much they can touch you
    - Where they can touch you
  - Emotional:
    - How close you feel to someone
    - How much time you spend with someone
    - What information you share with them
  - Behavioral:
    - The things you will do
    - The things you won't do
- You decide your own personal boundaries
- Sometimes, people may try to violate your boundaries (this could be either an adult, a friend, or another person)

- Examples of boundary violations:

- Physical

- Someone who is touching you too much
    - Someone who is touching you in ways that make you feel uncomfortable (ex. hugs that last too long)
    - Wrestling from adults
    - Someone touching you in private areas

- Emotional

- An adult asks questions that make you feel uncomfortable
    - Asking personal questions
    - Adult interacting with you inappropriately (ex. Online gaming, internet, social media)
    - Spending too much time with you or contacting you too much
    - Telling you they love you and cannot live without you
    - Getting involved in too many of your activities
    - Acting too possessive or making you feel guilty for not spending time with them

- Behavioral

- Giving you alcohol, drugs or anything else illegal
    - Showing you things your parents would not allow you to see (ex. rated R movie)
    - Asking you to keep secrets from parents (this could even be a gift they give you)
    - Allowing you to do things their parents would not allow
    - Wanting to take you somewhere without your parent's permission

**ACTIVITY: Recognizing Boundary Violations** (20 minutes)

Inform the students as part of this activity, if they want to share examples they shouldn't use names. Just say "someone I know."

As a large group or in small groups, read some of the attached scenarios (the amount of scenarios reviewed may depend on time).

*Options if doing in a large group*

- Hand out red and green pieces of paper and tell the students to hold up the red paper if it is a boundary violation and the green paper if it is an okay behavior
- Have the students stand up and walk to one side of the room if it is a boundary violation, and the other side of the room if it is an okay behavior

For each scenario ask:

1. Is this a boundary violation?
2. If yes, what could you do about it?

*Options if doing in small groups*

- Hand out printed copies of a few boundary violations to each group
- Have the small groups report to the large group some of their boundary violations and how they would respond

(*Note:* When discussing the scenarios, feel free to ask additional questions and change them up to continue to the dialogue)

**DISCUSS:** (20 minutes)

If you are ever in a situation where you think someone is trying to violate your boundaries or you feel uncomfortable, what are some things you can do?

- Tell them you don't like what they're doing
- Call your friend or your parents
- Walk away without saying anything
- Make up an excuse to leave (you need to get home because your parents are expecting you)
- Tell a trusted adult
- If someone is making you feel uncomfortable or doing something you don't like it's okay to say NO

**Abuse**

- Sometimes it might be more than a boundary violation, sometimes you might be in a situation where you or a friend is being abused
  - Abuse can be physical, emotional, or sexual
    - Examples: hitting you, calling you names or someone telling lies about you, or touching your private parts
- If this happens, it's important to tell a trusted adult so that the abuse stops
  - Give examples of who they could tell if they or a friend have had their boundaries violated or have been abused
    - Tell their parents or another family member

- Tell their priest or youth minister
- Tell a teacher
- Talk to their school counselor
- Give examples of how they could tell if they or a friend has had their boundaries violated or have been abused
  - Tell their mom or dad they need to talk to them about something important
  - Write a note to a teacher
  - Meet with the school counselor
  - Talk to their youth group leader
  - Tell their best friend
- Give examples of the words they can use to tell a trusted adult
  - “Mom, remember you said I could tell you anything? Well, I have something to tell you...”
  - “The reason I stopped going to soccer practice was because I don’t like how the coach has been treating me...”
  - “You asked me before why I’ve been upset and angry all of the time. It’s because I’ve been being abused...”
- Tell someone as soon as you realize something is wrong
- Keep telling until the violation or abuse stops!
- It is NEVER your fault if you have been abused, even if you think you did something wrong, it’s always the abuser’s fault

### **Who could be an abuser?**

- A parent or grandparent
- An aunt, uncle or cousin
- A teacher, coach, or youth minister
- A family friend or one of your own friends
- A boyfriend/girlfriend
- Anyone

### **Trusted Adults and Healing**

- Come up with at least 3 trusted adults you could tell if someone was violating yours or someone else’s boundaries or if you or a friend were being abused
- Emphasize that most adults are good people
- By telling, you can help the healing process begin

### **Barriers to Disclosing**

- Ask – why do you think kids might not always tell if they were being abused?
  - They feel guilty
  - They’re ashamed
  - They think they should’ve stopped their abuser
  - Their abuser threatened them
  - They’re worried they’ll get in trouble
  - Worried no one will believe them

## **REINFORCE:**

### **Boundaries**

- A boundary is something that marks a limit, like a fence or a basketball court
- Healthy relationships have boundaries
- Different relationships will have different boundaries
- You decide what your own personal boundaries are
- If someone is violating your boundaries or abusing you or a friend, tell a trusted adult
- Abuse is NEVER your fault
- Keep telling until the abuse stops
- Most adults are good people and want what's best for you
- God created you in His image and he wants you to be safe
- If your friend is being hurt or abused, you don't have to fix it, just get them help

### **What can you do if you think you have an unhealthy relationship, or a relationship that you're not sure about?**

- Talk to your parents about it, or another trusted adult (give examples)
- Talk to a friend about it
- You can tell the person you're in the relationship with (whether it's a friend, someone you're dating, or an adult) that you don't like it
- You can stop seeing that person

### **CLOSING PRAYER:** Led by instructor (2 minutes)

Dear Lord, we ask you to continue to watch over all of those here today. Help lead and guide us to be Holy and loving as God created us to be. Help keep us safe from abuse and from other harm. We ask our Blessed Mother Mary to also watch out for us and pray for us.

Pray a Hail Mary.

## Lesson 2 – Boundary Scenarios

Your piano teacher gives you a side hug

Your best friend gives you a birthday present

Your teacher gives you an expensive gift and tells you to keep it a secret

Your basketball coach asks you to come by yourself for extra practice. He tells you that you're such a great athlete and wants to help you improve even more

Your best friend gets mad at you and starts posting bad things about you on (give example of current social media)

Your youth minister sends a personal friend request on (give example of current social media)

Your mom gives you a big hug for getting an A on your math test

An adult encourages you to do something that is against the law (e.g. smoking, drinking alcohol)

You receive an inappropriate electronic message from your friend

An adult starts to give you a massage, wrestle with you or tickle you

To celebrate a winning game, your coach invites the entire team and your parents over to their house for pizza

You receive an email from your scout leader and your parents are copied on the email

You receive a small token of appreciation for serving at your parish/school (such as altar serving, or for getting an answer correct in class)

An adult always wants to talk to you and makes you feel guilty for wanting to talk to your friends (being too possessive)

A neighbor invites you to go out for ice cream and tells your parents. While having ice cream, the neighbor asks you to go see an R rated movie

Someone asks you to break one of your parents rules (ask the kids, what are some of those rules?)

You're at your friend's house and they want to go see a movie. They tell you to call your parents and ask for permission before you go

An adult is always giving you compliments on your body and it makes you uncomfortable

Someone tells you they want you to create a separate email account that no one knows about for just the two of you to communicate

You receive a friend request on social media from someone you don't know in real life

You have a great singing voice so an adult asks you to sing the lead in the parish/school choir and your parents are aware

Someone you have been gaming with online asks you to meet them in person