

VIRTUS “Protecting God’s Children Teaching Safety – Grades 9 - 12

LESSON PLAN I: PHYSICAL BOUNDARIES: SAFE AND UNSAFE TOUCHING RULES

(Adapted from Lesson 1 and 2 for Grades 9 – 12: Physical Boundaries: Safe and Unsafe Touching Rules and Safe Adults, Safe Touch and Special Safe Adults)

Catechists and youth ministers are to review the *Overview of the Teaching Safety Empowering God’s Children Program* guidelines from VIRTUS and the lesson plan guidelines before the class session. Click here for [English](#). Click here for [Spanish](#). Parish catechetical leaders are to make sure that parents have been advised of their right to have their youth opt out of this class session.

Due date: March 31 of every calendar year

Length of session: 45-90 minutes

This lesson plan will have more activities than can be included in your 45-90 minute session. It is broken up into sections that correspond to the different lessons in Virtus. Please feel free to choose which activities your teens will connect with the best and drop any activities that you think would they not connect with.

Do note that you will need to include scripture passages and prayer to meet youth ministry/religious education standards. There are three different lesson plans/sessions for high school students: *I Safe and Unsafe Touching Rules; II Boundaries – You Have Rights!; and III Secrets, Surprises and Promises*. We recommend that you rotate among these sessions, as your teens will have different topics and activities to follow each year.

BACKGROUND INFORMATION FOR THE CATECHIST/YOUTH MINISTER

This age group: Dealing with teenagers—key concept is “searching”

This is the age where all the experiences that began with puberty—the physical changes and the developing emotions—accelerate rapidly as the teenager matures into a young adult. The self-consciousness deepens and matures. The world of “children” is now renounced. Teens believe in their immortality and may tend to be reckless in their behavior—in person and online. Although it would appear that they reject authority while defining their own independence, in reality they rely on the strength and support they find in parents and other influential adults. Feeling supported and understood is important for this age group, as is upholding boundaries while the reasoning portions of their brains continue to develop. Teens have a great deal of personal freedom. This freedom also puts them at risk in various ways. Parents and guardians expect teens to take care of themselves and to ask for the help that they need. Caring adults must know that teen’s online and offline behavior and boundaries may need to be fortified.

Young people of this age primarily identify with their interpersonal relationships. They are beginning to have a stronger concern for others and have many questions about social relationships and decision making. Safe friends, safe adults and special safe adults are critical at this age because young people have a strong need for role models and mentors in whom they can confide. It is also crucial that they can identify unsafe adults and have the skills to deal with them. Within this age group, healthy

questioning may arise regarding personal safety issues, including bullying, self-defense, rape, date rape, assault, dating relationships, abusive relationships, pornography, drugs / alcohol, HIV, other sexually transmitted infections and other topics about sex. Teens who know they can ask their parents and safe adults questions are more likely to speak up if someone exhibits inappropriate behavior toward them or their friends, and are less attractive and vulnerable to potential predators. During this lesson, it's extremely important that the Lesson Leader recognizes the enormous peer pressure teens deal with while trying to understand and implement boundaries. It will be important for the adult to stress "healthy" behavior and boundaries, and the "right thing to do" when discussing boundaries to this age group.

Many of the boundary and safety rules for younger children also apply to older youth, though they may be communicated differently. Caring adults should still provide teenagers and "tweens" with expectations and boundaries. Remind them that they can always say "no" and are allowed to remove themselves from any situation if they're uncomfortable. If abuse or boundary violations occur, they need to know that you'll help to protect them regardless of the circumstances—and that abuse isn't their fault. The older youth become, the more you can outline other types of boundaries.

The **introductory video** for grades 9 through 12 is designed to open a simple discussion with teens about rules for safe touch and personal boundaries. The video is eleven minutes long and is neither created nor intended as a substitute for the lesson itself.

It is merely an introduction designed to "break the ice" among those in this age group and to get everyone talking about the relevant personal boundary and personal safety issues. Importantly, the video will get the youth focused on the topic matter, which will help the catechist to facilitate an easy transition into the interactive activities within the lesson. These interactive activities are the critical components where teens have a real opportunity to learn how to protect themselves and to know that they have the right to say what happens to their bodies.

We recommend that you watch the video in advance at least a couple of times prior to showing it to your students, so you'll be able to more easily anticipate when the video will end. The video really needs no introduction. Just put it into the machine and hit "play." If you're using a DVD version of the video, you'll select the English or Spanish version and the appropriate age group from a menu screen. If you're using a VHS version of the video, you'll need to "cue" the tape to the correct version prior to your class time.

In preparing for this activity, review *Teaching Boundaries Safety and Safety Guide for Parents, Guardians, and Other Caring Adults*. Click here for [English](#). Click here for [Spanish](#).

PRINCIPLES:

- Young people must learn tools to protect themselves from people who may harm them through physical touch (sexual or otherwise) to prevent / reduce the risk of sexual abuse and boundary violations.
- Young people must learn how to respect their own health and safety and the safety of others, by understanding the difference between safe and unsafe individuals. In this way, we work together to prevent / reduce the risk of sexual abuse and boundary violations.

- Young people must comprehend that their God-given human dignity and respect, provide them with the right to protect themselves from others, who might seek to harm them. They are “Temples of the Holy Spirit.”

CATECHISM / SCRIPTURE REFERENCES:

- Man, though made of body and soul, is a unity. Through his very bodily condition he sums up in himself the elements of the material world. Through him they are thus brought to their highest perfection and can raise their voice in praise freely given to the Creator. For this reason, man may not despise his bodily life. Rather he is obliged to regard his body as good and to hold it in honor since God has created it and will raise it up on the last day. — *Catechism of the Catholic Church*, #364 (1997)
- Anyone who uses the power at his disposal in such a way that it leads others to do wrong becomes guilty of scandal and responsible for the evil that he has directly or indirectly encouraged. “Temptations to sin are sure to come; but woe to him by whom they come!” — *Catechism of the Catholic Church*, #2287 (1997)
- **Genesis 1:26-28a**
Then God said: Let us make human beings in our image, after our likeness. Let them have dominion over the fish of the sea, the birds of the air, the tame animals, all the wild animals, and all the creatures that crawl on the earth.
God created mankind in his image; in the image of God he created them; male and female he created them. God blessed them and God said to them: Be fertile and multiply; fill the earth and subdue it.
Jeremiah 29:11-13
For I know well the plans I have in mind for you—oracle of the LORD—plans for your welfare and not for woe, so as to give you a future of hope. When you call me, and come and pray to me, I will listen to you. When you look for me, you will find me. Yes, when you seek me with all your heart.
- **John 10:10b**
I have come that they may have life, and have it to the full.
- **1 Corinthians 3:16**
Do you not know that you are the temple of God, and that the Spirit of God dwells in you?

CORRELATION WITH THE “ADAPTATION OF THE DOCTRINAL ELEMENTS OF A CURRICULUM FRAMEWORK FOR THE DEVELOPMENT OF CATECHETICAL MATERIALS FOR YOUNG PEOPLE OF HIGH SCHOOL AGE FOR PARISH AND YOUTH MINISTRY PROGRAMS “– USCCB 2010

COURSE II. WHO IS JESUS CHRIST?

- D. Jesus Christ teaches us about ourselves.
1. The human person is created in the image and likeness of God (CCC 381, 1700-1709).
 2. Jesus Christ redeems us and gives us his grace (CCC 1705, 1708-1709).

COURSE III. The Mission of Jesus Christ (The Paschal Mystery)

- A. 3. Human beings are the summit of creation, made in the image and likeness of God (CCC 356-359, 381-384, 1700-1706, 2331).
- a. Human persons are a union of body and soul and possess inviolable dignity (CCC 356-368, 2334).
- C. 3. Call to holiness and living as a disciple of Jesus (CCC 826, 2012-2014, 2028, 2045, 2813).

b. Holy Spirit and grace enable us to live a holy life (CCC 1704).

COURSE VI. Life in Jesus Christ

A. Life in Christ

1. God created us for happiness, to share eternal life with him in Heaven; we are made in his image and likeness (CCC 45, 1700-1706, 1711).
2. He calls us to beatitude or joy, true happiness (CCC 1725-1726).
3. Our response is living as his disciple (CCC 1693-1695, 1698).

B. God teaches us how to live this new life

1. Natural Moral Law (CCC 1713).
 - a. Reason participating in eternal law (CCC1954-1955).
 - b. Basis for human rights and duties (CCC 1956, 1978).
 - c. Found in all cultures, basis for moral rules and civil law (CCC 1958-1960, 1979).
2. Revelation
 - e. Universal call to holiness as disciples of Jesus Christ (CCC 520-521, 901-913).
 - 1) Grace (CCC 1996-2005, 2017-2023).
 - 2) Virtue: Theological and Cardinal (CCC 1803-1829), 1833-1841).
 - 3) Sustaining the moral life of the Christian
 - a) Seven gifts of the Holy Spirit (CCC1830-1831, 1845).
 - b) Twelve fruits of the Holy Spirit (CCC 1832).
 - 4) Conscience (CCC 1746, 1777-1802).
 - 5) Sacraments and prayer offer us the grace and strength to live a moral life (CCC 2047).
 - 6) Living life as a Disciple of Christ (CCC 1694, 1194-1195).

Vocabulary words and definitions: (NOTE - This list is designed to help catechist explain relevant terms. Not all of them are directly included in the lesson plan.)

Assault - an act that creates an apprehension in another of an imminent, harmful, or offensive contact. The act consists of a threat of harm accompanied by an apparent, present ability to carry out the threat.

Battery - an intentional unpermitted act causing harmful or offensive contact with the "person" of another.

Boundaries – the limits that define one person as separate from another or from others.

Chastity – a virtue that allows us to do what is right and good in the areas of relationship and sexuality.

Conscience – our inner voice from God telling us right from wrong (CCC #1777-1778)

Consequences – the results of our actions; what happens from the things we say and do

Evil – the opposite or absence of good (CCC #309-311, 385, 1707)

Free Will – the freedom and ability to make choices (CCC #1730-1739)

Intellect – our mind, our ability to think

Harassment - the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands.

Holy – close to God; filled with God's grace

Holy Spirit - the third Person of the Trinity; the Spirit of God. (CCC #685; 152; 243)

Human Dignity – The belief that all people are created in God's image and worthy of honor or respect

Moral life – choosing to act with goodness

“No!” or other words and phrases that mean, “No!”—youth need to know that any time someone tries to touch his or her private body parts or tries to get youth to touch the private body parts of the other

person, youth should say words that mean “No,” run away, and then should tell the youth’s mother or father or another safe adult as soon as possible.

Peer Pressure—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.

Private Body Parts – those body parts covered by a bathing suit

Right – what we are allowed to do

Respect – want only the best for other people and do good things for us

Rules – tell us what we can and cannot do

Sacred – holy and special to God

Safe (trusted) friend/ safe adult/ safe touch – people who respect our wishes, our boundaries and the rules of our parents

Secret – something kept hidden or unexplained

Sin - choosing to disobey God. It is doing what you know is wrong. (CCC #1849; 1853)

Special safe adult – our parents, doctor or nurse – are those very special adults who can see or touch our private body parts, but only to keep us clean and healthy and only when we are sick or need help

Soul – where God lives within us

Spontaneous Prayer – writing or saying a prayer to God using the “You, Who, Do, Through” formula

Stewardship – taking care of God’s creation, such as our bodies that God has created

Temple of the Holy Spirit – At baptism, God’s spirit comes to live in our bodies and to be with us always in our souls

Ten Commandments – rules from God that help keep us safe and respect others

Touching Rules: “If someone tries to touch a child’s body parts or wants the child to touch their **private body parts**, the child should...”

- Say, “No!”
- Run away.
- Tell a parent or other safe adult what happened.

Touching safety – knowing how to protect our bodies from those who might want to hurt us

Unsafe friend/ unsafe adult/ unsafe touch – people who do not respect our wishes and the rules of our parents; they could hurt us

Virtuous – making a habit of choosing to do the good and right thing

LESSON PLAN I: PHYSICAL BOUNDARIES: SAFE AND UNSAFE TOUCHING RULES

Resources:

Catholic Youth Bibles (Bible open to the passage of Jeremiah 29: 11-13)

Teaching Safety introduction DVD for Grades 9-12 or provided YouTube link.

English: https://www.youtube.com/embed/eY_oua646oc

Spanish: <https://www.youtube.com/embed/ScP07b62IR0>

Catechism of the Catholic Church

SESSION OBJECTIVES:

Through this lesson the catechist reinforces the VIRTUS message about touching safety and protecting private body parts. After this lesson, young people should be better able to:

1. Understand the rules about safe and appropriate touches and other boundary issues, recognizing it's OK to say "no" to an adult or other youth:
 - Everyone has a right to say "No!" when feeling unsafe or uncomfortable
 - Try to get away from the situation
 - Tell an adult as soon as possible
 - Also tell an adult if it happens to a friend
1. Recognize how to respect one's own boundaries, and the boundaries of others
2. Keep themselves safe and out of danger, and protect themselves from people who have bad intentions or violate their boundaries
3. Identify safe (trusted) friends, safe (trusted) adults and special safe (closely trusted) adults, and better distinguish unsafe adults as well
4. Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the youth's fault
5. Technology Component: Similar boundary rules apply for Online activities, too
 - Say "No!" if someone shares unsafe or inappropriate material /images
 - Leave the situation
 - Tell an adult as soon as possible
6. Comprehend that they are Temples of the Holy Spirit and by virtue of the God-given human dignity they have the right to protect themselves from those who might want to harm them.

INTRODUCTION AND OPENING PRAYER

- Welcome the youth. Tell them that this session is all about empowering them to keep themselves safe from people who might want to harm them or take the joy out of life. In the Gospel of John (10:10b), we know that Jesus loves us and wants good things for us and to live

life to the fullest. This session will provide them with the tools to stand up for themselves and protect themselves, when they might be faced with a harmful situation.

- God made each of us in his image and likeness. Sacred Scripture and our Catholic faith call our bodies **“Temples of the Holy Spirit”**. That means that God made us good and **holy**. Because we are good and holy, God wants us to learn how to **respect** and to take care of our bodies by following **safety rules** and knowing how to protect ourselves. Thus, we always have the **right** to say “No” to people who make us feel uncomfortable.
- Opening prayer that includes scripture and begins and ends with the Sign of the Cross.
 - All: **+ In the name of the Father and of the Son and of the Holy Spirit.**
 - Teacher: A Reading from the book of Jeremiah... (*read verses Chapter 29: 11-14*). Short pause. Explain to the students that just as we are uniquely made in the image and likeness of God, God desires that best for each of us. God has a plan for each of us, is always present in our lives, and gives us hope. God wants good for us: in our relationships with God and with one another. God also wants to protect us and that means we need to know when to say “No!” to people who might want to hurt us.
 - Highlight the VIRTUS lesson objectives and catechetical curriculum to be covered in this session:
 - Understand rules about appropriate touch and how to protect ourselves from those who do not honor our boundaries, both in person and online.
 - Our human dignity gives us the right to protect ourselves, as we are called by God to be happy and holy as disciples of Christ and as temples of the Holy Spirit.
 - Catechist then prays with students: Please bow your heads, as we pray... *Dear God, you made each of us in your image, good and wonderful. Because we are Temples of the Holy Spirit, you want us to always take care of ourselves and to be with others, who want to keep us safe and holy. Help us to learn these safety rules, so that we can respect ourselves and each other. Thank you for the gifts of Jesus and all those, who help us to learn and follow your rules through Christ our Lord. Amen.*
 - All: **+ In the name of the Father and of the Son and of the Holy Spirit. Amen.**

ACTIVITY #1: SHOW THE INTRODUCTORY VIDEO “THE POWER TO PROTECT”.

Allow 11 minutes for the video and another 5 – 10 minutes to debrief the video.

Introduce the video by telling youth that this video will discuss how to protect our personal boundaries and includes the definitions of a several types of abuse.

After the video, ask the teens if they have any questions about the information presented or would like any of the terms. It might be helpful to have a worksheet with the definitions of all the terms, why we have the right to protect our boundaries and how we can avoid risky behavior. **Please tell the students that if something has happened to them in the past, it is absolutely not their fault. Let them know that you are open to speaking with them regarding anything that they are going through or have gone through.**

ACTIVITY #2: OVERVIEW: REVIEW AND EXPAND ON THE BOUNDARY TOUCHING SAFETY RULES

Directions: Discuss with the youth the reasons, highlighting why, rules for protecting our boundaries are important. Make sure you reinforce the following points, and either write them out on a dry erase board or project them on a screen after identifying them. Youth of this age can also be asked to take notes.

- **Safe (trusted) friends and safe (trusted) adults**—safe (trusted) people won't hurt you without a good reason and won't intentionally confuse or manipulate you. They listen to and consistently respect boundaries and follow the rules.
 - **Peer Pressure**—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.
 - **Unsafe touch**—harmful touches committed by an individual or group that physically, sexually, or psychologically harms a child or young person. This touch is often from people who either cannot or choose not to see the harm in their actions.
 - **Boundaries**—the limits that define one person as separate from another or from others. Boundaries promote and preserve personal integrity. Boundaries give each person a clear sense of “self” and a framework for how to function in relation to others. Boundaries bring order to our lives and empower each of us to determine how others will interact with us.
 - **Respecting boundaries**—we should have respect for ourselves, and respect for others. Respect for ourselves means we understand our dignity and value as a person, and work to create or maintain boundaries to protect ourselves. We feel upset or uncomfortable when someone doesn't honor our own boundaries, and we communicate with the right person if we need help. Respecting another's boundaries means you care about them, and won't do anything that would bring them harm, and that you communicate with the right person to get them help if they are being harmed by someone else.
- Knowing the rules helps teens deal with potentially threatening situations and, in the process, helps them maintain their own safety and the safety of their friends.
 - Being aware of potentially risky situations, and discussing how to deal with them in advance, are vital to a teen's personal safety. (Ask the youth to give examples of risky situations. Activity #4 provides some examples that could be included for this discussion.)

Discuss with the youth the various types of rules that parents or families create to ensure the safety of all family members. State some specific rules regarding what a teen may or may not be allowed to do. This could include:

- Guidelines teens know are there because parents and guardians let them engage in certain activities while saying “no” to other activities.
- Behaviors that parents and guardians expect from their teens and young people, even though they (parents) may have never actually verbalized those expectations.

Remind the youth that while most touches are safe, some are unsafe and may pose serious risks to those involved. There are a variety of reasons for physical touching. Discuss some of the reasons for human touch, and note which touches are safe and which are unsafe.

- Touch can be appropriate, inappropriate and sometimes confusing. It can be received positively or negatively, and it can be safe or unsafe.
 - For example, touch can indicate:
 - An attempt to communicate
 - Affection
 - Loving and consensual sexual activity between spouses in the context of a Christian marriage
 - Use of power and control
 - A demonstration of anger and hostility
 - A vehicle for victimization—sexual, physical, and emotional
- Discuss different examples of safe / unsafe touches or behavior, and confusing behavior, as well as ways to deal with negatively perceived or confusing touches. (Activity #4 provides some examples that could be included for this discussion.)
- Discuss ways to say “no” or to otherwise refuse unwanted advances or uncomfortable / unwanted touches.
- Talk about whether there is ever a time when “no” doesn’t mean “no.” And, if there is such a time, discuss some ways to help determine whether “no” really means “no.” Hint: If someone says “no” in the context of a human touch, you should always respect “no” as the final answer. Always!

ACTIVITY OPTION #3: REVIEW CONCEPTS RELATED TO BOUNDARIES.

This activity is ideal to discuss situations that might arise placing teens at risk and develop an action plan.

Directions: Discuss the key vocabulary words from Activity Option #2 before proceeding with this activity. Set up the exercise by asking the youth to pretend that they are journalists on a weekly news site, which features a column for teenagers—an opportunity for teens to anonymously seek advice on their personal problems. For the purpose of the exercise, the editor has just put them in charge of answering letters from various teens.

Remind the teens that these situations can be serious concerns for some teens. They need to engage in this activity with the mindset that they are trying to empower others, who might be needing help.

Note: Choose selected letters for large group discussion. Depending on the quantity of teens, you may want to split them into small groups and give each group one of the scenarios. Allow for time at the end for everyone to be able to present their response.

Read the selected letters aloud, and ask the teens to take notes on the relevant points of each one. The youth will need to work together to come up with an appropriate response to each of the following letters.

♣ **Letter 1:** My coach seems to be always tapping, rubbing or slapping me. She does this to everyone. Yet, I feel uncomfortable when she does it to me. It is just me, because it doesn't seem to affect other people. How should I handle it? My coach gives me extra help with practice time, so I feel like I don't have a right to say "no."

♣ **Letter 2:** The halls at school are crowded between classes. One student seems to have lots of "accidents" that cause him to rub up against me every day—even when I try to get out of his way. What can I do? I feel like he's not respectful of my space.

♣ **Letter 3:** My mom and her friends get drunk and come over to our house late at night. One comes into my room and touches my private body parts. I feel so ashamed and disgusted, and don't want to tell anyone about it. How should I handle it? I tried to say something to my mom, but couldn't get the words out. I also don't think she'd believe me if I did talk to her about it.

♣ **Letter 4:** One day after practice, a group of us went over to our coach's house to shoot pool. Lying there on a table in the den were books and magazines full of pictures of naked women—and there were even images of teachers we knew from school! I was uncomfortable, but everyone else was laughing and joking and looking at the pictures. If I tell my parents, everyone will think I'm the one who told. What should I do?

♣ **Letter 5:** The person I'm dating wants to come over to my house when my parents are gone, and has been pushing me to have sex. I'm afraid that I won't be able to say "no" if we are alone and I am not ready for sex yet. My parents have set a boundary that I am not to have friends over, when they are not home. What should I do?

♣ **Letter 6:** My stepfather keeps coming in my room uninvited—just when I am getting dressed. How can I stop him without making a big scene?

♣ **Letter 7:** When is it okay to keep a secret?

♣ **Letter 8:** I sent a friend a nude photo of myself, and found out that it was sent to others. I was informed by someone else in school that if I didn't do something he asked me to do, then he would publish the photo on the Internet. I'm terrified that my parents will find out, and am willing to do almost anything to stop people from spreading the photo. Now what do I do?

Once the teens have developed their responses, give them the opportunity to present the information to everyone and talk about whether or not anything should be added to the responses.

ACTIVITY OPTION #4: IDENTIFYING SAFE TOUCH THROUGH SCRIPTURE

Directions:

Note: Choose selected scripture passages for large group discussion. Depending on the quantity of teens, you may want to split them into small groups and give each group one of the scenarios. Allow for time at the end for everyone to be able to present their response.

- Jesus has the children come to him (Matthew 19:13-15)
- Healing of Jairus' daughter (Mark 5:35-43)
- Jesus helps the blind man see (John 9:1-7)
- Jesus washes the feet of his disciples (John 13:3-9)
- Doubting Thomas (John 20:24-29)

The group is to read the assigned Scripture passage and then answer the following questions:

1. What happened in this story?
2. Who was involved?
3. Why is this a story about safe touch? How were personal boundaries respected?

Emphasize the following points to students:

- Trusted friends and adults are those who always respect your boundaries.
- Trusted friends and adults honor your right to say "No!"
- Safe friends and safe adults are people who demonstrate safety in all of their activities (e.g., they don't drive recklessly or forget to wear safety goggles when using a power saw).
- Our human dignity is based on being created by God in his image and likeness.
- We know that God has created us to be respected, just as he looked out for the people in our Bible stories.

CLOSING PRAYER OPTION #1: PROVERBS 3:1-6

God desires goodness for each of us. We can trust that God hopes for good in our lives God wants us to be in good and holy relationships.

We are blessed to know trusted adults that we can go to when we see something is not right or an abuse has occurred. We are called to be aware of what is happening around us and to us. Our session today has provided us with examples of how we can protect our personal boundaries and those of others.

Pass out copies of Proverbs 3:1-6 and ask all the youth to pray it together:

*+My child, do not forget my teaching, take to heart my commands;
for many days, and years of life, and peace, will they bring you.
Do not let love and fidelity forsake you; bind them around your neck;
write them on the tablet of your heart.
Then will you win favor and esteem before God and human beings.
Trust in the LORD with all your heart, on your own intelligence do not rely;
in all your ways be mindful of him, and he will make straight your paths.+*

CLOSING PRAYER OPTION #2:

God is always available to provide us with hope and wisdom, when we are seeking guidance on how to protect our personal boundaries. One way to pray is to use the following method of “You, Who. Do, Through.”

Help the students develop a spontaneous prayer using the “You, Who. Do, Through” model, thanking God for the gifts of our bodies and helping us learn to respect others and ourselves.

For example,

“You”: Dear God, you made us in your image as Temples of the Holy Spirit,

“Who”: You are our protector and always with us, when we need your help.

“Do”: Please guide us to remember those rules that respect our boundaries and those of others,

“Through”: We ask this through Christ our Lord. Amen.

Write the prayer for all the youth to see. Then have the teens pray it together, as you conclude this session.