Reverend and Dear Fathers, Parish Life Collaborator, and Esteemed Catechetical Leaders,

It has been nearly twenty years since the Catholic Vision of Love Chastity Education and Personal Safety program was promulgated for use in our Catholic schools and parish religious education programs. This program is a tremendous help to catechists and parents in presenting the Church's teaching about love, marriage and human sexuality and enables young people to make intelligent choices and decisions regarding their sexuality.

In the Diocese of Pittsburgh the Catholic Vision of Love Chastity Education and Personal Safety program has been the approved program for safe environment education for children, youth and their parents. It has been mandated for use in every parish program of religious education, Catholic school and youth ministry program. This program is fully integrated into the religious education curriculum of our schools and religious education programs in addition to providing specific lesson plans for students in grades 5 to 8, and a required parent meeting. Recently at the suggestion of the safe environment program auditors from the USCCB, we have made several additions to the Catholic Vision of Love Chastity Education and Personal Safety program, namely, a lesson plan on child safety to each of grades 5 through 8, and several specific lessons on child safety for grades Kindergarten through 4.

Additionally, after evaluating the program and receiving input from our catechetical leaders, we have put together information for conducting CVOL Parent Meetings. As you know, a meeting with parents must be held each year before the Catholic Vision of Love Chastity Education and Personal Safety program can be taught. Our hope is that this document will aid catechetical leaders in bringing parents on board with Catholic Church teaching regarding sexuality, so as to enable them to be more fully engaged in the education of their children, especially in this area. The revised program provides a wealth of resources that can be made available to all parents, including those who might not choose to come to the parent meeting. We need to continue our efforts to assist our parents in their responsibility as the primary educator of their children in the ways of faith.

Finally, we have updated the CVOL catechist section and student lessons for grades 5 through 8 in the area of technology use and language, and recent Church documents. We will be conducting in-services for all catechetical and pastoral leaders in the coming months as well as for our teachers and catechists. We need your diligence and leadership in making every effort possible to in-service your teachers and catechists on these revisions so that we can move forward implementing this program fully.

I want to thank Mrs. Judy Kirk, Mrs. Joyce Gillooly, Dr. Robert Paserba, Mr. Jeffrey Hirst and many other staff members of the Secretariat for Catholic Education for their diligent work in completing the revision and updating of this important program.

Your leadership and support in this important matter is appreciated. Together let us work with God’s grace to ensure that our young people will have a knowledge of God’s Truth and the ability to live a life in keeping with God’s plan for human love and chastity.

With every best wish and prayer, I remain,

Sincerely in Christ,

[Signature]

Reverend Kris D. Stubna, S.T.D.
Secretary for Catholic Education
Personal Safety Curriculum

Grade 4
GRADE 4
Unit 1 - Lesson 1
Learning “Little Ways” Choosing to do the Right thing for the Right Reason

Objectives:

The students will:

- Demonstrate respect for the rights and feelings of others by listening to/reading the story about St. Therese Liseaux in the Catholic Safety Agent booklet and participating in the exercises.
- Differentiate between healthy and unhealthy ways to express feelings by participating in the exercise about feelings and playing the game to determine someone’s feelings.
- Differentiate between behaviors that contribute to a positive attitude and those that contribute to a negative attitude by acting out what they read on the Feeling Cards exercise, and by naming the feeling and what caused them to feel a certain way.
- Identify self control skills by participating in the lesson on page 4 of the CSA Notebook regarding behaviors and feelings.

Materials:

- Pencils/pens
- CSA (Catholic Safety Agent) booklet for each child
- Feeling Cards

Introduction:

You are a 4th grader—half way through elementary school. For most of you, it’s been almost two years since your First Communion and First Reconciliation. When you were preparing for those sacraments you learned about how special you are as a child of God. Even though you are older and getting more responsible and smarter as each day goes by—you will always be a child of God.

Lead Discussion:

- What does it mean to be a child of God?

  Affirm all appropriate responses like: “I was baptized.”; “I was adopted by God.”; “God loves me.”
• It also means that you are created in the image and likeness of God. Let’s read a short verse from the Bible, (Have a student volunteer to read it) Genesis, Chapter 1, verse 27:

*God created mankind in His image; in the divine image he created him; male and female he created them.*

• Take a look around. Do we all look alike? Do any of you look like me? Can we all do the same things? What are some ways we are different from one another? (Prompt: age, size, skin color, hair, some wear glasses, some are good at sports, some like to read mysteries, some like to climb trees, some use a cane or are in wheel chairs…) Even though we are all different, we are all created in His image. Life would be pretty boring if we were all alike.

• Can anyone tell me the story of Adam and Eve in the Garden of Eden?

*Genesis, Chapter 3:1-6, 11B – 13* *(Students need to understand that while God created everything perfectly, sin entered the world because of free choice. Eve CHOSE to steal the apple, Adam CHOSE to eat one too, and they both CHOSE to lie to God about it.)*

• So even though everyone is created in God’s image, some people make choices that are dangerous, that can hurt people, and may even hurt themselves. We don’t always know why they make those choices. But you can learn to make good choices about how to act and react when there are situations or people who might tempt you to be unsafe.

• God wants us to be healthy and happy and to live together with respect for ourselves and each other.

• Just like we ask our friends to help us and to pray for us in our every day joys and struggles, we have heavenly friends who can help us with their prayers and by the example they lived here on earth. These are the saints and angels.

• We will be asking the help of two very special saints and two of the most famous angels God ever created. They will help us become Catholic Safety Agents or CSA’s.

• Each of you needs to have a Catholic Safety Agents (CSA) Booklet.

*Distribute Booklets. Give children a chance to look through them. Have each student put their name on the front cover on the line provided.*

**Read:** The story of St. Therese of Lisieux, pages 2-3

*CVOL (Grade 4) Lesson 1*
Discuss: What clues in the story tell us that Therese had a lot of feelings bottled up inside?

(tantrums, crying all the time)

- What do you think she was feeling that made her think it was good to act that way?

**Affirm all appropriate responses. Write them on the board for everyone to see. They may include: frustration, anger, bad, afraid, grumpy, put upon, powerless, misunderstood, sad she lost her mother, uncertain**

- All feelings are good. They are part of how God made us. We listen to our feelings to help keep us safe, to help figure out what we need, and they help us realize how we are to behave. Have any of you had any of these feelings? How do you show these feelings?

- Like St. Therese, we can choose to show our feelings in a way that is respectful to ourselves and others. What are some good ways to show the feelings that Saint Therese had?

**Allow children to tell or show how they would behave.**

- Turn to page 4 in your CSA booklet. Look at the list of feelings. Pick one of those feelings that you have had. Turn to the person next to you and tell how you react when you have that feeling.
  ✓ Did you make a good choice to show that feeling?
  ✓ What might be a better way?
  ✓ What behavior would show a positive attitude?
  ✓ What would show a negative attitude?

**Ask a couple of the children to describe a situation when they might experience one of the feelings listed. Have them demonstrate a good way to show the feeling. Be sure to encourage the children to pick healthy ways of showing their feelings including:**

  ✓ talk with a trusted adult
  ✓ exercise
  ✓ hit a pillow
  ✓ write it out before you say something
  ✓ think about what the feeling really could be before reacting and trying to talk to the person
  ✓ facial expressions, body language etc…

- When you choose to show your feelings in the proper way, you are showing respect for yourself, and for the people around you—your family, your friends, teachers or classmates.
It is just as important to recognize the feelings that other people might be having.

Let’s try a game to help us find out if we can really tell how someone is feeling.

Don’t make any sounds as you go through these. Look sad, like you are about to cry. Let them guess. When they give the right answer, try looking happy, puzzled, lost, confident.

Ask: How did you know what I was feeling? I didn’t write you or talk to you. What are some of the clues you were getting?

Allow for answers.

I was using Body Language. How we walk, how we stand, how we use our hands and the looks on our faces can communicate so much more than just sending a text. I need a couple of volunteers to come forward and act something out. The rule is: no talking or pointing to anything. You have to let us guess your mood or what you are feeling by how you behave.

Ask different children to act out what they read on the Feeling Cards. You can also select feelings from the list on page 4 of the Booklets.

✓ How does someone’s behavior affect you?
✓ Can you think of a time when the way you behaved had an effect on someone?

You may want to give an example such as:
“Let’s say you wake up in the morning and you feel grumpy. You are very slow at getting dressed. You go into the kitchen to eat breakfast. Your sister reaches for and takes the cereal box and you yell at her.”
✓ What does your sister do?
✓ Does your parent say or do anything?
✓ Did your mood affect anyone in your family?

Allow children to answer.

Sometimes a family member or a friend may be having some strong feelings. Showing respect for someone and their feelings is something we learn to do with practice. Because everyone is different, there may be different ways to show respect to different people.

The situation you are in will help you decide the best way to act. If one of your classmates is sad, it might be ok to just say “I am sorry you are sad. You can talk to me if you like.” And give the person some time to themselves. Or you may want to cheer them up or help them think about something else. Everyone is different.

CVOL (Grade 4) Lesson 1
For example when some people are frustrated, they like to sit quietly and figure things out. Others like to talk it over with someone to help them think out possible solutions.

When some people feel foolish, they are embarrassed and just want people to forget what happened. Others like to make a joke to show they really don’t mind.

**Exercise:**
Let’s look at page five (5) in your CSA Booklet On the page there are boxes with feelings listed in them. There are also behaviors inside each box. Cross out the behaviors that show a negative or “bad” way of showing that feeling. Put a star next to the way you might show that feeling when you choose to show respect for yourself and others.

**Closing:**
Until the next time we meet, I want each of you to pay attention to what you are feeling. Use the list on page 4 of your CSA booklet to name the feeling and what caused you to feel that way. Know that you can choose to show that feeling in a good way or a bad way.

I would also like you to pay attention to other peoples feelings. How do they show them? How do some people react differently to the same situation?

Use your CSA booklet to make any notes to help you remember—and don’t forget to ask Saint Therese, “The Little Flower” to help you choose to do the small things cheerfully and for God.
PERSONAL SAFETY CURRICULUM
LEVEL 4

CATHOLIC
SAFETY AGENT
Learning the “Little Ways”
Choosing to do the right thing for the right reason

St. Therese of Lisieux is known for her “Little ways” of serving God. She was born in Lisieux, France in 1873 and is the symbol of the beginning of our mission as Children of God (COG). Therese’s mother died when she was about four and a half years old.

Therese was not the most obedient child. Her father and other sisters could not get her to do any of her chores without her crying and having terrible temper tantrums. She thought it was better to spend her time in prayer, serving God at the monastery than doing silly chores.

At thirteen, believing she was called to be a nun living away from the daily life in a village, she begged the prioress of the Carmelite convent and the local bishop to let her join. She was refused. Therese was considered too young to join a convent. Soon after, her father took her on a pilgrimage to Rome, where, never one for rules, Therese approached the Pope and asked his permission to join the convent. After the guards took her away and she was questioned by Vatican authorities, she convinced him of her calling and she was admitted to the order.

As a novice, (a person training to be a nun) Therese was required to do anything any of the sisters asked her to do—mostly menial chores. The previous Christmas, Therese had an experience which normally would have caused her to throw a tantrum. Instead she felt a calm come over her and she chose to react to the news with calmness and love. She always referred to this incident as her Christmas of Conversion.
Therese came to believe that she could do nothing great like curing the cancer that killed her mother, or stop people from starving, but she could do her chores. She believed that if she did everything she was asked to do cheerfully, and for God, then that’s what she would do. She chose to sweep, scrub floors, and make the beds because she loved God. She never complained, and always did things cheerfully.

Therese’s "little way" of trusting in Jesus to make her holy and relying on small daily sacrifices instead of great deeds appealed to the thousands of Catholics and others who were trying to find holiness in ordinary lives. She died when she was 23 years old. Today her “little way” of choosing to do the right thing, cheerfully and for God, is a common way for people to get closer to God and to learn to do what is right.

It is said that when you ask for St. Therese to intercede for you in prayer, you will be answered with a rose. Prayers to “The Little Flower”, as she is often called, is one of the most common forms of prayer because everyone can offer up even the littlest acts by choosing to be cheerful and by doing things to honor God.

Notes from The Little Flower:
**Emotions and Feelings:**

All of our feelings are good. How we choose to show them or use them can make our behavior good or bad.

<table>
<thead>
<tr>
<th>Anxious</th>
<th>Eager</th>
<th>Relaxed</th>
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</thead>
<tbody>
<tr>
<td>Apprehensive</td>
<td>Frightened</td>
<td>Scared</td>
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<tr>
<td>Brave</td>
<td>Happy</td>
<td>Self conscious</td>
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<tr>
<td>Carefree</td>
<td>Honest</td>
<td>Chicken</td>
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<tr>
<td>Enthusiastic</td>
<td>Humble</td>
<td>Confused</td>
</tr>
<tr>
<td>Exhausted</td>
<td>Furious</td>
<td>Courageous</td>
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<tr>
<td>Glad</td>
<td>Mixed up</td>
<td>Disgraced</td>
</tr>
<tr>
<td>Hate</td>
<td>Perplexed</td>
<td>Down</td>
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<tr>
<td>Irritated</td>
<td>Puzzled</td>
<td>Forgiving</td>
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<tr>
<td>Joyful</td>
<td>Pleasant</td>
<td>Gloomy</td>
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<tr>
<td>Locked in</td>
<td>Silly</td>
<td>Interested</td>
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<tr>
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<td>Special</td>
<td>Jealous</td>
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<td>Thankful</td>
<td>Nice</td>
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<tr>
<td>Nauseated</td>
<td>Timid</td>
<td>Respectful</td>
</tr>
<tr>
<td>Panicky</td>
<td>Trapped</td>
<td>Rotten</td>
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<td>Pleased</td>
<td>Angry</td>
<td>Powerless</td>
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<td>Revived</td>
<td>Bored</td>
<td>Relief</td>
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<tr>
<td>Sad</td>
<td>Comforted</td>
<td>Respectful</td>
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<td>Confident</td>
<td>Respected</td>
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<tr>
<td>Sick</td>
<td>Fearful</td>
<td>Shy</td>
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<tr>
<td>Terrified</td>
<td>Foolish</td>
<td>Strong</td>
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<tr>
<td>Uncertain</td>
<td>Frustrated</td>
<td>Stupid</td>
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<tr>
<td>Useless</td>
<td>Grumpy</td>
<td>Surprised</td>
</tr>
<tr>
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<td>Hopeful</td>
<td>Tense</td>
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<tr>
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<td>Important</td>
<td>Touchy</td>
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<td>Cautious</td>
<td>Lonely</td>
<td>Useful</td>
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<td>Concerned</td>
<td>Lucky</td>
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</tr>
<tr>
<td>Content</td>
<td>Nervous</td>
<td></td>
</tr>
<tr>
<td>Curious</td>
<td>Peaceful</td>
<td></td>
</tr>
<tr>
<td>Discouraged</td>
<td>Proud</td>
<td></td>
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</tbody>
</table>
Feelings...

Sad

* Pout and ignore everyone*
* Cry and take a little time for yourself*
* Talk to a trusted adult*
* Eat all the ice cream and candy you can find*

Frustrated

- Scream and shout while stomping your feet
- Ignore the situation
- Ask for help
- Sit quietly and try to figure things out
- Do something else for a while, and then come back to the situation

Confident

Look people straight in the eye when you are listening to them
Stand up straight and speak clearly
Push people who are in your way
Brag about how good you are
Be aware of your strengths and weaknesses and help out when you can
FEARFUL
Talk to a trusted adult.
Hide under the bed
Never go outside again
Keep it a secret

Joyful
Smile from ear to ear...
Only focus on the good news and forget about homework and chores....
Share your good news with friends and family...
Laugh out loud...
Don’t let anyone else talk about their news

ANGRY
• Step away from the situation to calm down
• Hit someone
• Scream and shout
• Throw something at your brother
• Say foul words
• Count to ten and then talk to someone about why you are feeling this way
Who Am I?

Knowing your strengths and weaknesses helps you use your gifts and talents to respect yourself and to help and respect others.

**Strengths:**
Everyone is good at some things. One way we can know is by what friends or trusted adults tell us. Name one thing you get compliments about.

________________________________________________________________________

How do you feel when your gift or talent is recognized?

________________________________________________________________________

What is something about yourself that you are proud of—even if no one else notices? What is one skill, strength, talent, gift, or behavior that you have that, even if no one notices, you still feel good about it?

________________________________________________________________________

How does this gift, talent, strength, help others?
**Weaknesses**

What is one of your weaknesses? It could be a behavior, a habit, an attitude.

When you give in to your weakness, does it have any effect on others? If so, what?

What choices could you make to improve your weaknesses?

Let's ask St. Therese to help us make good choices in all the situations we find ourselves in today. Together let us pray:

St. Therese, Little Flower,
You teach us by your example
That if we do the little things with love,
And we practice choosing the right way to show our feelings,
We can grow closer to Jesus.
We ask that you look down upon us,
See our efforts,
And be our advocate in Heaven. Amen
Giovanni, or John, was born in Italy in 1815. He is mostly known for teaching young people with love rather than punishment. He is the founder of an order called the Salesians which still has many schools, churches and seminaries in the world today.

When John was young, he was a shepherd, he needed to work as a young boy to support his family after his father died. He took every opportunity to read—even though he often had to give up his schooling to support his family.

When he was nine years old, John had a dream about children who were crowded in a field. They were being rude and disobedient. When John tried to get them to obey by shouting and hitting them, they became like animals. A man appeared to John and said you will have to get these children to obey with kindness and love.

Even though many people didn’t believe in his dreams, John believed this was God asking him to take on a mission to take care of the children.

When John was in his late teens, he studied and became a priest. He was known as Don, or Father, Bosco. Shortly after becoming a priest, we witnessed crowds of children in Roman prisons being treated cruelly and in very dangerous conditions. They were in prison with murderers and thieves simply because they were poor.

Shortly after that experience, Don Bosco saw a priest beating a street urchin because he would not serve mass for him. It was very common in those days to beat children and punish them harshly to try to get them to obey.
Don Bosco knew that he was being called to treat these poor street children with love and respect so they could learn to support themselves and to know they are loved by God.

In order to get the children to trust him, Don Bosco learned to juggle. The street children were entertained and gathered around to watch the juggling and any other trick Don Bosco showed them. Once he had a few observers, Don Bosco would begin to tell stories about Jesus. Because they were treated with kindness, many street children started coming to him to learn to read or to learn skills for jobs. Other priests and good people began to see that by teaching respect and duty and making sure every act of kindness or good act was recognized, these children could learn and become good citizens.

The Salesian Society was begun by a group of men wishing to help these boys learn trades, and even become priests. Some women saw the need for a similar program for girls, and they soon began training programs for girls.

Today there are Salesian schools, seminaries and churches in 24 countries, with four churches in the United States.

Notes from Don Bosco:
Friends

In the space provided, think of some of your friends. They could be a person in your class, a cousin or other relative—even your mom or dad. Write their name and one or two reasons you consider them to be a friend.
Peer pressure can lead us to make bad decisions. Take a few minutes to look back at a time when you gave in to peer pressure. By looking back at a situation, you can see how you may have given in. With practice of self control, you can stand up to peer pressure in the future.

Who pressured you?

What did they do to make you give in to what they wanted you to do?

How would you react if the same situation happened today?
Archangel Gabriel

AKA: “The Messenger”
Patron of Information Workers,
radio, television, broadcasters

Learning steps to good decision-making in various situations and clues on how to judge people and situations for safety.

Gabriel the Archangel is one of the special messengers from God that is mentioned specifically in the bible. The name means “God has shown himself mighty.”

Most of us know that Gabriel was the angel who told Zachariah about the coming birth of John the Baptist. The most well-known message delivered was Gabriel telling Mary that God had a great plan for her life. She was to be the mother of God.

Gabriel is also mentioned in the Old Testament Book of Daniel. He came to Daniel while he was praying for mercy and help because the people were being persecuted. Gabriel assured Daniel that there would be good times ahead, but that the times following would be difficult. This allowed Daniel to prepare the people for whatever challenges were ahead of them.
What is the problem?

What are some choices or are there other alternatives?
What might the consequences of your choices be?

What is the best decision?

Number the steps to show the proper order:

1. Make the Decision
2. Evaluate the Consequences
3. Consider the Choices
4. Identify the Problem
5. Brainstorm Alternatives
Prove me, O LORD, and try me; test my heart and mind.

PSALM 26:2, NRSV
Think about it...

What can I do to keep myself safe from abuse?
Safe or Trusted Adults

How do you identify them?
AKA “Prince” of Heaven
Patron of Police, Soldiers, protector of the Church since the time of the Apostles.

Demonstrating good personal safety habits and knowing sources of help to ensure safety.

St. Michael the Archangel is best known for leading the angels of heaven against Satan, who wanted to be like God. St. Michael the Archangel is considered to be the Prince of heaven and is placed in charge of all the Angels to protect heaven and to fight against any evil that would prevent us from attaining heaven. We call on him to be our defender against evil and to help us defeat the temptations that might lead us away from heaven.

Saint Michael the Archangel, defend us in battle, be our protection against the malice and snares of the devil. May God rebuke him we humbly pray; and do thou, O Prince of the Heavenly host, by the power of God, put into hell Satan and all evil spirits who wander through the world. Amen
<table>
<thead>
<tr>
<th>Emotion</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Confident</td>
<td>Walking home after winning the game</td>
</tr>
<tr>
<td>Happy</td>
<td>Like it's your birthday</td>
</tr>
<tr>
<td>Sad</td>
<td>Your field trip was rained out</td>
</tr>
<tr>
<td>Afraid</td>
<td>You got detention—again</td>
</tr>
<tr>
<td>Excited</td>
<td>You just won a trip to Disney!</td>
</tr>
<tr>
<td>Furious</td>
<td>You lost your money to go to the movies</td>
</tr>
<tr>
<td>Lost</td>
<td>You can't find your friends anywhere</td>
</tr>
<tr>
<td>Peaceful</td>
<td>All is right in your world</td>
</tr>
</tbody>
</table>
GRADE 4
Unit 1 - Lesson 2
Objectives

The students will:
- Demonstrate self control skills by acting out situations that the teacher gives them to show self-control.
- Identify behaviors that may cause conflict or stress and ways of dealing with them through discussion about safe situations and situations that cause stress.
- Name appropriate ways to react in stressful situations by participating in the brainstorming session about a “stranger at the door” and discussing appropriate ways to deal with the stressful situation.
- Identify personal strengths and weaknesses and their impact on others by completing the exercises on page 6 and 7 of the CSA booklet – knowing our strengths and weaknesses.

Materials Needed:
- CSA Booklet
- Space to act out situations

- In our last class, we looked at our feelings and learned that there are good ways and bad ways of showing our feelings. Choosing to show our feelings in a good or appropriate way shows self control.

- Saint Therese of Lisieux learned self control starting with little things—like making her bed and doing little chores—without crying or fussing. When we can take control of little things—we learn the confidence that allows us to have self control in bigger things.

- Self control comes into play when we only eat two or three cookies—instead of the whole box.

- Self control helps us get out of bed in the morning when we really would rather sleep in.

- Self control helps us to say kind things instead of being mean—even when we want to lash out.

- Self control helps us say NO to activities, people and other temptations we may feel pressured to do.
Self control is one of the gifts God gave us that make us better than animals—but like all gifts—it works better when we practice it and use it frequently.

Do any of you play a sport? Do you remember the coach saying to you, “Wait until the ball comes to you before swinging?” Learning to wait takes self control.

Our instinct when a ball is coming toward us—whether it is a volleyball, a softball or baseball or a soccer ball—is to duck, or get out of the way. Self control helps us get a good hit, kick, or good placement for the next play.

Allow children to share if appropriate.

Let’s say that your parents want you to do your homework before turning on the computer, TV, or video game. One way to make it easier to do the right thing—and have self control—is to keep trying—keep practicing.

Invite the children to act out the situations below. Allow them to have some fun with this exercise. If they are at a loss for ideas, you can “narrate” each of the examples while they act it out. Be sure to praise good behaviors and correct bad behaviors.

Example 1:

You have a lot of homework to do—but you have the newest Wii application. You know you should do your homework. Let’s brainstorm about things you can do to stay focused on your homework so that when you are finished, you can really enjoy playing your new game. When you avoid temptation, you are practicing self control.

What could you do to help avoid the temptation of playing Wii before doing your homework?

Some examples the children may share (prompt if necessary):

✓ Do our homework where we can’t see the T.V.
✓ Make sure we put the game away each time we play it so it’s not out for us to see.
✓ Ask someone to remind you to keep working on your assignments when you seem distracted.
✓ Set a timer. When you have done work for a certain period of time, reward yourself with a little break. Be sure to set the timer for the fun too so you know when to get back to your homework.
Example 2:

- Let’s say you are supposed to come right home after school. You can have a snack, but then you must clean your room and do your homework. There are no trusted adults home when you get home from school, so the rule is you must wait to go outside and play until your big brother or a parent comes home.

- But, today is the first day in a week it hasn’t been raining. You really want to play some hoops. Your buddies stop by with a new basketball.
  - What are you feeling?
  - How do you handle the situation?

- Suppose you are home after school, and there are no older brothers or sisters around, and your parents won’t be home from work for two hours? You hear the doorbell ring. You look out the window and there is a man who you’ve seen before—but you don’t know him. He saw you look out the window. He shouts out, “Hey, I think you are a great ball player, I’d like to talk to you about playing on my team.”
  - What are you feeling?

(“Proud,” “worried,” “afraid,” “stressed,” “weird,” “creepy” might be some words they come up with. If they don’t, prompt them.)

- Would you be tempted to open the door? How do you handle the situation?
  
  Brainstorm ideas with the children. Be sure to include:
  - Don’t open the door.
  - Call a trusted neighbor or relative who is nearby.
  - Ask the person to leave their name and number in the mailbox.
  - Call a parent.

- When a stranger comes to your door or approaches you at a park or the mall or anywhere really, you probably feel stress. And that stress is a good thing. It helps us to know there may be danger, or that something is not quite right.

- Sometimes we hear people say, “I’m so stressed out!” It means there may be too much going on in our lives and our bodies are telling us something. Maybe we need to rethink some things or we may need to slow down. Stress tells us we need to stop and take a step back to look at the whole picture and make some choices.
Everyone experiences stress at some point. Stress could happen when you have to take an important test, or when you are going to dive off the diving board for the first time, or when you’re about to make a big play for the game, or maybe when you’re asked to sing or talk in front of a group, and certainly when you are called to the principals office.

What does it feel like when you are “stressed?”

Encourage students to respond. Some responses might be:

I feel “funny”
Butterflies in my stomach
My hands get sweaty
I feel hot
I can feel my heart beating
I want to run away
I’m afraid

In everyday situations, we know that the stress is good because it will help us prepare for the test or help us have the courage to do what we need to do. In everyday situations there are always trusted adults like parents, teachers, or coaches who are present. You are not alone with one person. Trusted adults look on from the audience and give you a smile of encouragement. They will cheer you on from the side of the pool or when you get up to bat.

When you are in a safe situation, it is ok to work through your stress. It is safe because there are trusted adults nearby, and precautions have been taken. At school, you have had practice with your speech or song; at the pool, there are lifeguards. At the ball field, you are wearing a helmet or other safety gear to help keep you safe.

There are other situations when having that fear or stress is a sign to say “NO.” If you are in a situation and you have that fear and there is NO TRUSTED ADULT AROUND, you should listen to your feelings, and say “No, thank you,” and get away from the situation. The difference is knowing your surroundings and having a trusted adult fully aware of the situation.

The story of the man coming to your house when you are alone—should give you stress. He is a stranger to you—not a trusted adult, and there are no other people around. When you use self control, the stress you feel can help you think through the situation and make the right choices.

What are some good ways to make sure you are safe?

Brainstorm answers. Be sure to include:

✓ Follow the rules your family has set for you
✓ Make sure a trusted adult always knows where you are going.
✓ Don’t change your plans once you have received permission to do something.

CVOL (Grade 4) Lesson 2
Stay in areas where other people can see you and hear you.
Stay away from areas where you know there could be trouble (If you know where the bad kids hang out—don’t go there)
Tell a trusted adult before there are problems. (Don’t ignore the trouble on the bus. Tell your teacher or the principal and your parent when it happens.)

Knowing Who You Are

- We know that even though we are created in God’s image and likeness, we are all different. It’s important to take a good look at yourself and think about who you are. Some people are great at singing, some people are great spellers, and some people run very fast. No one can be great at everything—but we know that everyone is good at some things!
- Please turn to page 6 in your Booklet.

  Read the questions one at a time. You may want to give them ideas to consider such as: I can remember things really well: I share.: I am a good helper with my little brother.; I am a good swimmer.; I have good handwriting, I usually have a good attitude, I like to cheer people up....

- Let’s take a few minutes to answer the questions on these pages.

Sharing:
Ask a student to share one of his or her strengths—something they are good at. Question why they think it is a good gift/talent or strength to have. How does it help them or another person? How does it affect the community... their family... the class?

Example: (or use your own example.)

- If one of your gifts is remembering things very well, and you’re out running errands with your mom, you probably will remember what she needed at the grocery store—she will know that and depend on you to help her remember, which will make things go smoother at dinnertime. Or maybe you remembered your aunt’s birthday, and you made her happy by sending her an e-mail greeting.

  Allow a few students to share their gifts.

- When you use your strengths, gifts and talents God gave you, you make a positive impact on yourself, AND those around you. Sometimes they are small impacts—but sometimes that one little thing that you do by using your gifts and talents could be just the thing to brighten someone else’s day.

- Now let’s take a look at our weaknesses? Open your booklet to page seven (7).

CVOL (Grade 4) Lesson 2
- We all have weaknesses. Some might be: I wish I had the courage to help when someone else is being bullied, I don’t always tell the truth, or I talk about someone or spread rumors.

- Here is an example for the questions on page (7):

Messupalot never puts things away where they belong. It’s hard to see the color of the rug on her floor. She can’t tell if her clothes are clean or dirty—because she never puts them in her drawer—or her hamper!

**Some of the consequences could be:**
- makes her mom and dad upset because she can’t find things, is always late,
- looks messy,
- her friend thinks she is not being respectful,
- doesn’t do well on a test because he can’t find notes,
- library book fines,
- she misses out on fun things because she can’t find the notes…..

**Allow children time to complete page 7 of their booklets.**

- What we do has an impact on others. Before our next class, I’d like you observe how what we do affects others. Notice how other people’s behaviors and attitudes affect you.

**Closing**

Let’s close this session by reading the prayer at the bottom of page 7 together:

St. Therese,
You teach us by your example
That if we do the little things with love,
And we practice choosing the right way to show our feelings,
We can grow closer to Jesus.
We ask that you look down upon us,
See our efforts,
And be our advocate in Heaven. Amen.

CVOL (Grade 4) Lesson 2
John Bosco: Patron Saint of Apprentices (people who are at the beginning of learning something like carpentry, building, teaching), respect for all.

Objectives:
The students will:
- Name behaviors that show a positive attitude and those that show a negative attitude by listening to/reading the story about St. John Bosco and how he treated others.
- Show healthy ways to have fun by acting out (through the game of Charades) fun things they enjoy doing with a friend.
- Identify peer influence on his/her feelings, behavior, and decisions by participating in the exercise on “Peer Pressure.”
- Identify characteristics of a friend by participating in the exercise on “what is a good friend” and reading about good friends on page 9, “A Friend is Someone Who,” and page 10 of the CSA booklet.
- Name what Peer Pressure is by participating in the exercise and answering the teacher questions on peer pressure, and completing the exercise on Peer Pressure on page 11 of the CAS booklet.

Materials:
Student's CSA Booklets

Teach:
- What is Respect?
  *Allow students to answer, affirming all correct responses. Many responses may be examples.*

  - Respect is treating all people with courtesy and recognizing that they have value because they are created in the image and likeness of God and are deserving of love. That does not mean we do everything people ask us to do. Knowing that each of us deserves respect allows us to keep ourselves safe. We also know that while most people know and understand respect, some people choose to make wrong or evil choices.

  - Who deserves respect? (Everyone!!!)

  - How do we show respect for ourselves?
Affirm all appropriate responses including, bathing, dressing modestly, brushing our teeth, reading good books, doing our homework, obeying our parents, speaking kindly of other or to others, eating healthy foods, learning to recognize our feelings and choosing to react appropriately...

Be sure to add: watching T.V. shows, movies, downloads, pictures, listen to music, etc, that is respectful of all people and helps us to remember that all of us are created in the image and likeness of God—(which means people are usually kind, speak kindly to each other, don’t gossip, don’t take the Lord’s name in vain, etc.)

▪ How do we show respect? It’s really just another way of asking, how do we treat each other?

    Affirm all appropriate responses including: listening, waiting for your turn to talk, speak about them using kind words, and speak to them with kind words.

▪ For your assignment from last the time we were together, you were to observe the effects your actions and attitudes had on the people around you. Would anyone like to share?

    Allow one or two students to share, affirming how they show direct cause and effect of the student’s behavior and the people around them.

▪ You can choose to obey, have a good attitude and pass on a good feeling—but it takes practice.

▪ The person (Saint John Bosco) we will learn about today is a young man who recognized how behavior toward others—especially children, might make them either successful or failures in the world. Today we’re going to learn about being a good friend and what to look for in a friend. Let’s look at page eight (8) in our booklets.

Read Pages 8 and 9 as a GROUP.

When you have finished reading, ask the children to tell you ways in which John Bosco showed respect for the children. They might include:

☑ Treating them kindly, even if they were dirty
☑ Teaching them skills to have better lives
☑ Recognizing that the children in the prison had different needs than the adults
☑ The children wouldn’t be safe with strangers—especially robbers and murderers
Teach:

- Recognizing and respecting the needs and feelings of others are characteristics of a good friend. John Bosco knew that the children had no way to bathe and barely enough food to eat. If he treated them as if they had no feelings, like most people did, he would be treating them like animals. God gave him the wisdom to know that everyone deserves to be safe and respected, and that each of us has gifts to be used for the good of others. St. John Bosco was a good friend.

- Instead of letting the children play on the streets and beg for food and money, he found people to help train them for jobs building things, making things—even reading.

- Finding healthy things to do with their time and having fun,—remember he was a juggler—were important. A friend is someone you can share safe and healthy ways to have fun with.

- Kids in Saint John Bosco’s day didn’t have television or the internet. Life was different back then. Today we get an education by going to school. We ride to school in cars and buses and have many conveniences. We are safe and comfortable with adults who care for us and love us. We have fun with our trusted friends.

- Think of some things we do for fun today. Let’s play a game of Charades. Get into pairs. Act out something you like to do for fun. When it isn’t your turn, you can try to guess what the other person is doing. You can’t make any noise—just facial expressions and motions.

   Allow students to share fun, safe, activities....

- For most of us, having fun involves doing things with friends and family. Someone who is a friend helps us to learn new things, and helps us figure out who God wants us to be. We can discover new interests and skills with our friends, as well as make new friends who enjoy the same things we like.

- What are some characteristics you look for in a friend?

   Allow children to share. When they are finished, write the following on the board. Have the children read it from page 9 of their booklets.

A Friend is Someone Who:

> Helps you be the best person you can be;
> Helps you see yourself as God sees you;
> Would never ask you to do something that was against your rules;
> Would never ask you to keep a secret that would cause you stress.
The Test of Friendship:

- Now that we know the definition of a friend, let’s see if we can answer a few not-so-simple questions to identify our friends.
  - Would a friend ask you to lie?
  - If you were always breaking the rules when you hung out with a particular person, would that person be a good friend? (NO) Why? (They don’t bring out the best in you.)
  - Would a computer friend be afraid or unable to meet your parents?
  - Would a friend tell your parents that you had a Facebook (or other community networking) account, that you were keeping secret? (YES—because they want you to be the best you can be and keeping secrets from your parents is dangerous.)
  - Would a friend hide your short skirt and make up so you can put it on at her house because your mother won’t allow you to wear it?
  - Would a friend tell your father you were going to a Disney movie with him when you are really meeting a group of kids to see the new action thriller your parents would not allow you to see?

- As we see in some of our examples, sometimes being a friend means risking having your friend “mad” at you for a while. Having someone “mad” at you is always better than having someone in a dangerous situation.

- A friend respects your feelings. A friend never asks you to break one of the rules of your family, of your school, of your group or club.

- Turn to page 10 of your Booklet. See if you can think of three people who are your true friends. Write their names and a couple of reasons why they are good friends.

Peer Pressure:

- When a friend or other person influences you to do something you don’t want to do, it’s called “Peer Pressure.” It would be great to use peer pressure to get everyone to do their homework the first day it is assigned, or to always wear sunscreen, or to get people to set the table and clear their plates without asking—but to some, peer pressure usually means something different.

- Can any of you think of situations in your life, or from a movie or T.V. show that shows the effects of peer pressure?

  Allow the children to think of some ideas of their own.

- Here’s an example: A talented new singer wears very immodest clothing. The words of his songs always include slang for body parts, and talk about women like they are toys to play with (or objects). Your best friend has downloaded the newest song to his/her iPod. Everyone seems to be singing the words.
You say, “My mom thinks he sings about women as if they were objects instead of human beings, I'm not allowed to listen to him.” Your friend says, “I'll download it from my computer and you can use your earphones—so your mom won't even know.”

Allow the children to answer questions.

→ What do you do?
→ How does the friends answer make you feel?
→ What if your friend calls you a baby or says you're “chicken?”

Another example:
You are at a friend’s pool party. There are adults and kids there. You go inside to go to the bathroom. On your way back out, the uncle of one of your friend’s says, “Hey, you look so cute in your bathing suit. You’ve been swimming a lot out there. Sit and talk with me in here where there is air conditioning.” Everyone else is outside. You say, “I would rather be outside with my friends.” The uncle says, “Don't be such a baby, you're too mature for that Marco Polo game. I think you’re old enough to sit with the adults.” The uncle seems pretty cool, but...

Allow the children to answer questions.

→ What might you be feeling?
→ What should you do?

Say, “NO”, and immediately go outside. Tell a trusted adult exactly what happened.

What could you have done to avoid the situation?

Allow the children to think of some ideas of their own.

→ Even when you are in a familiar place, its best to stay with a buddy—especially when there are people around who you don’t really know.

→ Do you think the uncle was using a form of peer pressure? He was. He was trying to treat you as if you were an adult. When we respect people, we accept them for who they are. Children should be allowed to be children. Children and adults are different. Things that are appropriate for adults are not always appropriate for children. Adults who hang out with children all the time—instead of adults, should be treated with caution. We are always respectful, but we should never be alone with someone who is not a trusted adult.

→ Turn to page eleven (11) of your Booklet. Write down one way that you gave in to peer pressure. Answer the questions about one experience you have had when you gave in to peer pressure.
GRADE 4  
Unit 3 - Lesson 4  
Gabriel the Archangel, Patron of Broadcasters, radio, television and information workers -- Communication

The students will:
- Name the steps to making appropriate decisions by completing the exercise on page 12 and 13 of the CSA booklet.
- Practice refusal skills by participating in the Safety Agent – Act 1 game.
- Identify behaviors that may cause conflict or stress and ways of dealing with them by looking at situations on the Act 1 cards and naming the proper way to handle each situation.

Materials:
Student’s CSA Booklets  
Actors Studio Situation cards— Act 1: Refusal cards  
Appendix 1-Act 1 “Refusal Card Catechist Notes”

Introduction:
- So far, we have learned a lot about ourselves in our Catholic Safety Agent gatherings. We have learned:
  - To recognize and name our feelings
  - How we can choose to react to our feelings
  - How we act can influence how other people act and how other people act can influence us too.
  - That all people are deserving of respect
  - That a true friend wants only what is best for us in the long run
  - That we can use our feelings to help determine what to do and to identify unsafe situations
  - That there are fun and safe ways to play and activities to do

- The Angel Gabriel is our guide and symbol for this section of our journey. Have any of you heard of Angel Gabriel?

  Allow the children to answer.
- Turn to page twelve (12) of your CSA Booklet and let’s read about Gabriel.

- Gabriel is our guide for these lessons because we are going to talk about communication. We will be finding effective ways to communicate with others, learning to recognize signs of safety or danger from body language, how to say “No” to difficult or dangerous situations, and identifying appropriate people to talk to.

- We will learn some appropriate ways to protect ourselves against people who don’t use self control or who choose bad or evil ways of reacting to their feelings.

- The last time we worked in our CSA Booklets, we talked about friendship and peer pressure. Today we are going to practice ways in which we communicate and act when we are in stressful situations.

- You will each get a chance to demonstrate the proper way to handle the situation OR you can be a “Critic” and offer suggestions or alternatives.

- Our first step is to look at situations when you need to say “no” to someone you may not know, or if you are in an awkward situation.

- Some of these situations may seem easy—while others are difficult—and these are things that can really happen—so let’s pretend we are actors and actresses and try to play our roles realistically.

**Game:** Safety Agent—Act 1

- *Cut apart the cards with “Act 1” on the upper right hand corner. Ask for two or three students to volunteer for each situation.*

- *Each of the cards is marked with a letter at the bottom. See the coinciding “Appropriate Response” for each card On Appendix 1*

**Making Appropriate Decisions**

- Since everyone has shown how to respectfully refuse help from strangers, and how to refuse to get into situations that could turn ugly or get dangerous, we are going to learn some skills that will help you in ACT 2 when we practice how to handle stressful situations.

- As you get older, your parents and the adults who care for you gradually let you make more decisions for yourself. For instance, your mother no longer chooses what you should wear to school, but allows you to decide yourself.

- Or your mom or dad used to feed you by putting everything on a spoon and putting that spoon in your mouth. Hopefully they aren’t still doing that—but you have choices about whether you want another bowl of cereal—if you want an apple or banana—even choices in the lunch line.

**CVOL (Grade 4) Lesson 4**
- Even these simple things like getting dressed and eating have involved a bit of problem-solving. For example, when you’re thinking about what to wear you may take into consideration:
  
  → What am I going to be doing today?
  → What is the weather like?
  → Am I going to be outside a lot?
  → What are other people going to be wearing?

- Considering each of these questions helps you come up with the solution to the problem, "What shall I wear today?"

- Let’s look at page 12 and 13 in your booklet. Use the boxes to help think of options you have as we work through this problem.

- Let’s assume you need to make lunch for you and your brother. What do you need to consider?

  - The first step is Identifying the problem.

    **Write “Problem” on the board.**

- So, what is the problem?

  *Allow children to answer and write the answer in their booklets and then write on the board: “Lunch for self and brother”*

- You’ve got to make lunch for you and your brother.

  **Write “Choices” on the board**

- So you look around the kitchen, what do you find?

  *Allow children to answer and write the answers on the board under “Choices”*

  Lead a discussion based on their answers. e.g. we have cheese and bread—
  
  ✓ can make grilled cheese—
  ✓ *We have canned spaghetti—
  ✓ *We have bologna, bread and cheese
  ✓ *We have ice cream cones and my favorite ice cream

- Once you have looked at all of the alternatives you have to consider the consequences of each of your choices.
Write “Consequences” on the board. You may have to help them think of consequences by prompting questions: Do both of you like…? (Fill in the blank…)

- If I make grilled cheesy my brother won’t eat it.
- We both like spaghetti in a can but then I will have to dirty a bowl to heat it and we’ll need dishes and I’ll have to load the dishwasher and clean up afterward.
- We both love the ice cream, but mom will be upset because the ice cream is for dad’s birthday dinner tonight.
- We both like bologna and that’s pretty easy to make.

Now that you have evaluated the consequences of each of your choices, you are ready to make a decision.

Let’s turn to page 13. Using numbers from 1 to 5, place in order the proper way to make a decision.

Review the correct order with the children:

1. Identify the problem
2. Consider the choices
3. Brainstorm alternatives
4. Evaluate the consequences
5. Make the decision
Catechist note: While it may seem silly to act out some of these, it will help the children to know what to do in a similar situation. Treat this seriously. Some situations are about being respectful and polite, some have been real situations faced by children in fourth or fifth grade who have been in real danger. Having a plan ahead of time saves lives.

When the children are in a situation with a stranger, remind them that they should not share any information. Keeping their answers short and sweet will allow them to be respectful, but firm and in control. Many of these situations are every day events. Most adults are just trying to be kind—but we will always lean toward the side of caution.

Remind the children that it is not rude to ignore a stranger who is being overly persistent or will not go away when a polite refusal has been given. The right for respect applies to the children also. If the child says “No, thank you,” and the person persists, the person is the one being disrespectful or rude.

Instructions:

The cards are marked with “A” to “H” on the bottom of the card. The situations are increasingly more difficult as the letters progress.

Select two or three children to act out the scenario on each card. Allow them an opportunity to brainstorm what they would do in this situation. The following are some appropriate suggestions for Refusing in each situation.

“Someone” is a stranger unless you change the scenario.

Appropriate Responses:

Card “A”
SOMEONE OFFERS YOU A SOFT DRINK

“No, thank you.”

Alternate 1: You are sitting at a table in the food court at the mall. You are holding the table and your dad is in line with you little brother ordering food.

“No, thank you, my father is bringing our food now.” Stay sitting where you are. Make sure you can see your dad at all times. If the person does not go away, call out to your father and wave to show him where you are.
Alternate 2: You are at a friend’s house. You have known them for a long time. Your moms’ are friends. You know it has a lot of sugar and you are trying to be healthy. You already ate a whole bunch of Skittles.

“No, thanks, could I have some water instead?”

Card “B”
YOU ARE AT A FOOTBALL GAME SITTING WITH FRIENDS. YOUR PARENTS ARE SEATED IN ANOTHER SECTION. SOMEONE OFFERS YOU A SWEATER BECAUSE THEY THINK YOU LOOK COLD

“No thanks, my parents have my jacket and they’re just over there.” Do not go anywhere in the stadium without at least one other buddy. Make sure everyone in your group has a buddy—even if your parents are somewhere in the stadium.

Card “C”
YOU ARE WAITING OUTSIDE OF SCHOOL AND A FRIENDS MOM OFFERS YOU A RIDE HOME. YOUR MOM TOLD YOU TO WAIT FOR HER.

“Thank you, but my mom is on her way, she'll be here any second.”

Alternative 1: A person you don’t know offers to give you a lift home. They say they know where you live and it’s on their way home. Your mom is late.

Do not go near the car. Stay on the far side of the sidewalk. Say, “No thank you, my ride is almost here.” Try to remember what the person looks like, any details about the car—like color. Try to remember the license plate. Tell your parent or other trusted adult as soon as you can.

If there are other children waiting for rides, stay with them. If there is only one other person waiting with you, when their ride comes, ask if they could wait until your mom comes. DON’T STAY OUTSIDE THE SCHOOL ALONE. If you are the second to last one to get picked up, ask your mom to wait until the last child gets picked up.

If the stranger does not leave immediately, go back inside the school and wait there. Ask all the children waiting with you to come inside with you. Tell the people in the school office, a teacher or coach – anyone wearing the school ID badge, what happened right away.
Card “D”
YOU ARE AT THE ICE CREAM STORE AND THE MAN IN FRONT OF YOU OFFERS TO PAY FOR YOUR CONE

Alternative 1: You are at the store with your friends. There are no adults with you.

“No, thank you.” Do not continue the conversation

Alternative 2:
If he continues or gets persistent,

Talk directly and clearly to the worker at the counter. Say, “I don’t know that man, and he keeps offering to buy me ice cream. Could I use your phone to call a parent (or trusted adult) so I can get a ride home. I don’t feel safe walking home.”

Alternative 3: You are with your family but they already have their treats and are sitting at one of the nearby tables.

“No, thank you.” Make sure your family can see you at all times, especially when you are at a busy store.

Card “E”
A JUNIOR HIGH STUDENT INVITES YOU TO A DANCE—but you aren’t allowed to go until you are in 6th grade

“Thank you for thinking of me. I am not allowed to go until I am older.”

Card “F”
YOU ARE AT A SLEEPOVER AND ONE OF THE OTHER KIDS HAS A BEER. THEY WANT EVERYONE TO TRY IT. YOU ARE THE LAST ONE.

Before anyone drinks, or the can is even open, ask why they thought it was a good idea. Say, “It’s against the law for us to have beer. The parents could get in trouble and even be arrested—no matter who brought the beer. Besides, we’re having enough fun without doing something that stupid.”

You may even want to say, “I thought we were all going to have some fun. We don’t need this stuff. If you open it up, I’ll have to call my parents to come pick me up and take me home—and they’ll ask me why—and I can’t lie to them.”

If the can gets opened anyway…

CVOL (Grade 4) Lesson 4
“No thanks, I’ve given up alcohol until I’m at least 21. Even a little bit is dangerous for people our age. I like my brain cells.” Let one of the parents at the house know about the beer. If you cannot tell them, tell your parents as soon as possible.

Card “G”
YOU ARE INVITED TO A PARTY AND YOU KNOW THERE WILL BE NO GROWN UPS AT THE HOUSE

“No, thank you, my parents don’t allow me to go to houses where there are no adults.”

“I need to give my mom your parent’s phone number so they can ask a few questions. Can you give it to me?”

Card “H”
YOU ARE WALKING WITH YOUR FRIEND AND A MAN DRIVES UP TO YOU AND SAYS “I NEED HELP—GET IN THE CAR.”

If a car stops beside you when you are walking—keep walking and DO NOT MOVE CLOSER TO THE CAR. If you are on a sidewalk, move to the edge farthest away from the street. Do not lean over; do not reach out your hand or arm to point directions.

Stand close to your friend. Say, “I cannot help you.” And keep walking. No matter what the trouble could be, keep walking. If you are familiar with the neighborhood, go into the nearest house or business where you are sure to know people. Tell those people there is a man looking for help. Let the adult decide if it is something they can help with or if the police should be called. **If there are no adults nearby and you have a cell phone, Call 911.** If the man needs help, he will appreciate you doing this for him.

Try to remember what the person looks like, any details about the car—like color. Try to remember the license plate. Tell your parent or other trusted adult as soon as you can.
SOMEONE OFFERS YOU A SOFT DRINK

A JUNIOR HIGH STUDENT INVITES YOU TO A DANCE—BUT YOU AREN'T ALLOWED TO GO UNTIL YOU ARE IN 6TH GRADE

YOU ARE AT A FOOTBALL GAME SITTING WITH FRIENDS. YOUR PARENTS ARE SEATED IN ANOTHER SECTION. SOMEONE OFFERS YOU A SWEATER BECAUSE THEY THINK YOU LOOK COLD

YOU ARE AT A SLEEPOVER AND ONE OF THE OTHER KIDS HAS A BEER. THEY WANT EVERYONE TO TRY IT. YOU ARE THE LAST ONE.

YOU ARE WAITING OUTSIDE OF SCHOOL AND A FRIENDS MOM OFFERS YOU A RIDE HOME. YOUR MOM TOLD YOU TO WAIT FOR HER.

YOU ARE INVITED TO A PARTY AND YOU KNOW THERE WILL BE NO GROWN UPS AT THE HOUSE

YOU ARE AT THE ICE CREAM STORE AND THE MAN IN FRONT OF YOU OFFERS TO PAY FOR YOUR CONE.

YOU ARE WALKING WITH YOUR FRIEND AND A MAN DRIVES UP TO YOU AND SAYS “I NEED HELP—GET IN THE CAR.”
Grade Four
Personal Safety Curriculum

CSA (Catholic Safety Agent)
Catechist Packet

Grade 4
Unit 3 - Lesson 5
Handling Stressful situations

Objectives
The students will:
- Demonstrate the ability to accept responsibility and consequences for their actions by participating in the Act – 2 Situation Cards – “Stressful Situations.”
- List and role-play appropriate alternate behaviors that enhance personal safety: SAY “NO, GET AWAY,” and GO TELL.
- Demonstrate assertiveness with respect in response to a safe situation through the group exercise with the Act – 2 Situation Cards.
- Practice communication skills by acting out ways of communication – by phone, e-mail, hand signals, and body language.

Materials:
ACT TWO Situation Cards-“Stressful Situations” cards copied onto card stock and cut at dotted lines.
Appendix 2, CVOL Stressful Situations Document

- The last time we were together, we had some practice learning the decision making process. Remember how we evaluated making lunch?
- If you practice making small decisions by taking things one step at a time, you will find it easier to make safe decisions when you are in stressful situations.
- Just as a professional basketball player automatically shoots the ball into the hoop when he receives a pass, you can practice making correct decisions so that when the pressure is on, it will be almost automatic to make a good decision.
- Let’s review the steps in decision making. Look at page 13 of your booklets. You should have the steps in this order:
  1. Identify the problem
  2. Consider the choices
  3. Brainstorm alternatives
  4. Evaluate the consequences
  5. Make the decision

CVOL (Grade 4) Lesson 5
Consequences:

- As we have seen in our problem solving, every decision we make has consequences. The consequences of our decisions can be short term or long term.

- An example of a decision with a **short term consequence** would be deciding to have the spaghetti for lunch. By the time you have your dinner you will probably have forgotten what you had for lunch.

- Decisions which have consequences that will affect you for a **long time** are often decisions which you have time to do some research or ask questions about.

- It could be something like, “Do I want to go to summer camp?”, or, “Do I want to go to a summer camp where I will learn about baseball, or one where I can learn to play a musical instrument?” Deciding where you’ll be staying for a week or more is a pretty big decision.

- Sometimes we make decisions on the spur of the moment which seem like small decisions, but they actually can have **long-term consequences**. In fact, sometimes we make decisions and they don’t seem to have consequences at all …until later.

- That’s why it is important to listen to parents and other trusted adults when they give you rules—even if they seem silly some times.

- Keeping personal information off the internet, taking and sending pictures in the fun of the moment may not seem like any big deal, but it can be. Especially with the way things are communicated so quickly. Sometimes we don’t take the time to think of the consequences. A picture you thought was funny could easily be turned into something that is rude, and disrespectful.

- Our intentions may be good, but we need to remember Adam and Eve. They made choices which have consequences for us even today.

- People have the choice to take something good and use it for evil. The best way to stay safe is to follow the rules of your parents, leaders at school and other appropriate adults and authority figures. They are in a position to know and understand consequences that you might not.

- As you cope with the problems of your every day life, you should always remember that there are adults who are there to help with problems big or small.

- If you have a problem and you aren’t sure has a short-term consequence—like lunch—or if it’s bigger than that, always ask for help.
Demonstrating Assertiveness and Problem solving under stress

- Earlier we practiced saying “No” in some stressful situations. Now we are going to use those abilities along with the skills you have learned since then, to make some decisions under very stressful situations which may have pretty big consequences.

- We’re going to practice making decisions. I have eight cards with some stressful situations in which you will be asked to deal with choices and consequences. Let’s see how we do in figuring out our choices and the consequences.

- Let’s start with the first card:

  The cards are labeled from “I” to “P”. The situations are more stressful as the letters progress.

  Continue to play a few cards with the group as a whole. When you think the students are ready, divide the remaining cards among them. Have the students form groups of three or four and work through the steps to making a good decision.

  Give the students time to complete their problem. Then have the small groups present their problem to the entire group. Use Appendix 2 to keep them on track. Make note of other feasible choices and consequences.

Communication skills

- Our Helper for this unit has been the Angel Gabriel. The name ‘Gabriel” means “God has shown Himself Mightily”. The skills you have been learning will help you become strong and mighty in protecting yourself and others.

- Angels are God’s messengers. We need to become good messengers too. Let’s take a look at how we communicate or pass information from one person to another.

- Name some ways in which we communicate.

  Allow the students to share different ways they communicate including…talking, writing, e-mail, by phone, texting, hand signals, satellite, computer, yelling...

  Once they have mentioned a few, see if you can get them to guess what you are doing. You are going to act out or mime some of these ways to communicate.
I am going to act out some of the ways we communicate. See if you can guess what I am doing.

→ Pretend you are talking on the phone.
→ Pretend you are a baseball coach sending signals to a batter.
→ Pretend you are typing on a computer.
→ Pretend you are signing to a person with deafness.
→ Pretend you are praying.

**Affirm their correct guesses.**

When we first began this program, we talked about **body language**. How we carry ourselves gives clues to people around us:

→ Are we approachable?
→ Are we easily fooled?
→ Are we paying attention to what is going on around us, or are we in a daze?

Without even realizing it, you are communicating with others all the time.

In our next lesson we will be pulling all these things together and looking at all the ways you’ve learned how to keep yourself safe from abuse, help others, and know your limits. We will also brainstorm about our helpers and how we know a person is a trusted adult.
Catechist note: The situations described on the cards are stressful in different ways. Children at the fourth grade level are becoming more aware of their friendships, loyalty and the importance of belonging to social groups outside their families.

Instructions:

The cards are marked with “I” to “P” on the bottom of the card. The situations are increasingly more difficult as the letters progress. Write the five steps to decision making on the board. Start with Situation “I” and talk through each stage of the process with the children for this mildly stressful situation (Finding the correct clothes.)

Present the situation and allow children to work in small groups to discuss the options in each of the steps to making a good decision.

CARD “I”

You need to decide what to wear to a slumber party.

Problem: You want to be appropriate and fit in.

Choices: 1. Look at what you have in your drawers or closet
          2. Call someone else who is going to see what they are wearing
          3. Ask a brother/sister for advice

Consequences: Open for interpretation

Decision: You decide to do what? Why?
CARD “J”
You just saw your friend steal $10 from the counter at your house.

Problem: You don’t want to embarrass your friend, but stealing is bad, and your mom needed the money for milk and groceries.

Choices: 1. Tell your friend you saw what they did
2. Don’t say anything at all
3. Tell your parents

Consequences:
Choice 1:  a. Your friend will deny it
b. Your friend could say they are sorry and give the money back.
c. Your friend could say they’re sorry, but they really need the money
d. Your friend will get mad at you and never speak to you again

Choice 2:  a. You would feel guilty because you know your mom needed the money
b. Your mother would be frantic looking for it
c. Your friend may steal more things

Choice 3:  a. Your parents will get mad and start yelling
b. They will take your friend home and talk to their parents
c. They won’t do anything

Decision:

CARD “K”
Your friend was copying off your English test and the teacher just called you to stay after class to speak with her.

Problem: You helped your classmate cheat AND/OR Your teacher thinks you are a cheater

Choices: 1. You can say you don’t know what the teacher is talking about
2. You can tell the teacher you knew they were copying off your paper

Consequences:  a. You will have a bad reputation
b. You may have to tell on your friend
c. Your friends will be mad at you
d. Your classmates think you are a tattle tale
e. Your classmates may be glad someone finally put a stop to the cheating
f. Detention
g. They will tell your parents and they will ground you

Decision:

CVOL (Grade 4) Lesson 4
Card “L”

Your best friend had a death in her family. Your parents are making you go to the funeral home. What do you say to your friend? What do you do?

Problem:
1. You are very close to your friend and you want to let them know you are thinking of them but there will be a lot of people there you don’t know.
2. You have never known any body who died before.
3. What if you say the wrong thing?

Choices:
1. Don’t go.
2. Don’t mention anything when you see your friend.
3. Ask your mom or dad to go with you and stay by you.
4. Ask your mom or dad ahead of time what to do.
5. Write a note to your friend telling them you are sorry, and just give it to them when you get there.
6. Ask your mom if you can get a couple of friends to go with you and all go together.

Consequences:
   a. Your friend will think you don’t care
   b. You will feel awkward, but your friend will be glad you came
   c. Your parents will be with you to help you overcome your fear
   d. Your friend will really appreciate your efforts

Decision:

CARD “M”

You are at the park and are waiting for your game to start. You go to the restroom. When you go in, there are two kids beating up another kid. There is no one else in there. They see you.

Problem:
1. Someone is getting hurt, pretty badly.
2. You don’t want to be next.

Choices:
1. Forget what you saw and get out of there
2. Go outside and yell for help
3. Try to stop the fight yourself
4. Go back to your field and tell someone there
5. Ask them “What’s going on? Why are you hitting him?”

Consequences:
   a. The child could get really hurt
   b. You might feel guilty later
   c. Adults will come in and help
   d. You could get hurt yourself
   e. You could get mixed up in something and be late for your game

Decision:
CARD “N”

You are at McDonald’s with your friends. A handicapped boy comes in. Your friends start to mock the way he walks and talks. The boy is your cousin. You have been trying to be friends with these kids for a long time.

**Problem:**
1. You want to be in with the “in” crowd, but you know they are being mean.
2. Even if it wasn’t your cousin, all people deserve respect.

**Choices:**
1. Laugh at the jokes and turn away so your cousin can’t see you
2. Yell at the kids for being so mean
3. Get up and give your cousin a big hug and introduce him to your friends

**Consequences:**
a. Your aunt will tell your mother and you will get in trouble
b. You will feel terrible and ashamed
   c. You will make a scene at the restaurant
d. You will be uncomfortable for a few minutes
   e. You will show your friends how to treat others with respect
   f. Show your cousin you are proud of your whole family

**Decision:**

CARD “O”

You and two friends have walked to the park. You are playing on the equipment and one of your friends falls and says, “Ouch!” She grabs her ankle and starts to cry.

**Problem:** Your friend is hurt and there are no adults nearby.

**Choices:**
1. You can see if she can walk on her ankle
2. You can leave her there and run for help
3. One of you can stay with her, while the other one goes for help.
4. If you have a cell phone, you can all stay together while someone calls for help.
5. You can holler for help from someone else in the park.

**Consequences:**
a. She may hurt her ankle more
   b. If you leave her alone she will be more frightened
   c. Help would be on the way pretty soon
   d. You don’t know who would be coming to help

**Decision:**
CARD “P”
You are home alone with your dog. The next door neighbor is looking in on you while your mother is at the doctors. She called to say be sure your doors are locked. There are strangers in the area. Your dog starts to bark.

Problem: You are scared in your house all alone.

Choices: 1. Go downstairs and check all the doors
          2. Take the dog with you and go check all the doors
          3. Just go hide in your closet
          4. Keep the neighbor on the phone while you check your doors
          5. Keep your neighbor on the phone and look around to find out why the dog is barking

Consequences: a. Make the house safer
               b. The neighbor would help you stay calm while you check to make the house safer.
               c. You could walk into danger
               d. You will get annoyed at the dog for barking at nothing.

Decision:
You need to decide what to wear to a slumber party.

You are at McDonald’s with your friends. A handicapped boy comes in. Your friends start to mock the way he walks and talks. The boy is your cousin. You have been trying to be friends with these kids for a long time.

You and two friends have walked to the park. You are playing on the equipment and one of your friends falls and says, “Ouch!” She grabs her ankle and starts to cry.

You are home alone with your dog. The next door neighbor is looking in on you while your mother is at the doctors. She called to say be sure your doors are locked. There are strangers in the area. Your dog starts to bark.

You are at the park and are waiting for your game to start. You go to the restroom. When you go in, there are two kids beating up another kid. There is no one else in there. They see you.

You just saw your friend steal $10 from the counter at your house.

Your friend was copying off your English test and the teacher just called you to stay after class to speak with her.

Your best friend had a death in her family. Your parents are making you go to the funeral home. What do you say to your friend? What do you do?
GRADE 4
Unit 4 - Lesson 6
Michael the Archangel, Patron of Police officers and other safety personnel Defender of Heaven

Becoming a leader for Personal Safety

Objectives:
The students will:
- Describe ways of preventing abuse: emotional, physical and sexual through review of previous lessons and through group discussion about the people we can rely on to keep us safe (parents, older siblings, police, firemen etc.) and family rules and guidelines for safety.
- Demonstrate assertiveness in response to an unsafe situation by practicing with the teacher, “No, Get Away!” after each situation presented.
- Name interpersonal situations that may pose a threat to his/her personal safety (secrets, bribes, tricks) by repeating each clue after the teacher: 1) they want you to keep secrets; 2) they always want to be alone with you. 3) they try to offer you bribes; 4) they always want to hang out with kids and never seem to want to be with people their own age.
- Identify ways to help others as sources of help by participating in the exercise on things that make a place or situation safe.

Materials:
CSA Booklet, pencils, scissors
CSA Badges, copied onto card stock or colored paper
Markers or crayons
Masking tape (to attach badges to shirt)

Teach
- You have learned so much since we began this Catholic Safety Agent program. Now you have some of the skills necessary to keep yourself and others safe from abuse:
  - by being aware of what is around you,
  - being aware of your skills and talents
  - being aware of your weaknesses
  - being aware of what you are communicating by your attitude, and how you carry yourself
  - by learning and practicing decision-making skills in difficult situations
Our final example for our journey is someone I hope you are all familiar with. Please turn to page 14 in your CSA Booklet. Let’s read about St. Michael the Archangel.

Read: Page 14.

We call on St. Michael the Archangel as our protector. How does it feel to know you have the greatest warrior of all time on your side?

While it’s great to have our guardian angels and Gabriel and Michael and all the saints looking out for us, we need to do our part too. Our CSA program helps us do that.

The best way we have of staying safe from abuse is to keep away from dangerous situations and avoiding places where temptation can win over good intentions.

Protection from Emotional Abuse

To review: abuse is using someone or something in a way that is bad, hurtful or against its true purpose. When we are talking about people, it means that everyone deserves respect. Who can name me some people we need to respect?

Everyone!!!

How do we show people respect?

Allow children to give examples

When we treat each person as a child made in the image and likeness of God we accept them with their strengths and weaknesses.

When we tell people they are bad or ugly; when we call them names; when we tease them, mock them or spread rumors about people, we are abusing them emotionally. If people say things that are mean and hurtful to us what can we do?

We can’t make decisions for other people or stop them from saying things—but we can help protect ourselves from emotional abuse.

One way we can protect ourselves from being abused emotionally is to really know who we are. We are always growing and changing—especially in the next few years.

Take some quiet time for yourself and think about how your handwriting has gotten better, you have become a better listener, you are helpful at home. If you take some time to think about it—you’ll recognize you’re not a toddler, you are growing child with talents and weaknesses.
• Look back at pages six and seven (6-7) of your booklets. You may notice some differences in yourself since the time you filled in those pages. If you have pride in who you are as a Child of God you will have an armor of truth and humility that protects you from believing the untrue hurtful things people say.

Protection from Physical or Sexual Abuse

• We’ve spent the most time learning things to help protect us from physical or sexual abuse.

• Do you remember us talking about physical or sexual abuse? (NO)

• While I never said the words physical or sexual abuse in our sessions, that’s what we were doing. When you:
  ■ know who you are
  ■ can respectfully say “NO”
  ■ can handle yourself confidently in stressful situations
  ■ can “read” people by their body language
  ■ you are aware of how you feel in particular situations or with certain people
  ■ you can communicate those things to the proper people

• Then you are doing almost all you can to protect yourself and others from abuse.

• ALMOST isn’t good enough for me—after all you are one of God’s Children. St. Michael the Archangel can look out for us in some areas, but there are many people, groups and steps we can take right here in our own community to be safe.

• Who is the first group of people we can usually rely on to keep us safe?
  
  **Allow children to answer.**

• Our families! Our families give us guidelines and rules. What are some of the rules your family has made to keep you safe?

  **Allow children to answer. (use examples to get them started if you have to.) Wear a seatbelt, lock the doors, stay with your friends don’t talk to strangers, don’t answer the phone if I’m not home….

• Some of the stressful situations we acted out involved disobeying our family rules. Why is it important to follow the family rules?

  **Allow children to answer. Encourage all appropriate responses.**
Open your booklet to page 15. On the top of the page is a life saver buoy. You can find them on all boats and in any business or structure near water. We have life savers in our community. They are people who have been trained to keep us safe.

Can you name any of those groups of people? As we name them write them down on the left side of the page. Leave a little room between them.

**Affirm all correct responses including police, teachers, doctors, nurses, trusted adults. Once they have named a few ask**

How can you identify these people?

**Affirm all correct responses including:**
- police—uniform or badge
- teacher—badge visible on their clothes or a lanyard
- doctor—lab coat, in office, name badge
- nurse—lab coat, in office, name badge
- trusted adult—your parents have told you they are safe

Now you can usually trust people. But sometimes adults—any adult, can make bad choices. Sometimes you can tell if a person is not safe by listening to your feelings. There are some clues you should know that an adult is not being respectful of you, and you should never be alone with them.

1. **They want you to keep secrets.**
   No adult should tell you that you cannot tell another adult what they said, or did, or if they try to scare you into keeping something that happened between you a secret. I am not talking about your dad buys your mom a birthday present and you want to surprise her.

2. **They always want to be alone with you.**
   Teachers, doctors, police — all trusted adults will never have you stay with them alone in a private place. They will ask one of your parents to be with you or talk with you in a place where there are other people.

3. **They will not offer you bribes to do something you would be uncomfortable doing, or to keep a secret.**
   A bribe could be money, a toy, taking you to a special event or some other kind of favor.

4. **They always want to hang out with the kids and never seem to want to be with people their own age.**
   Once in a while it’s fun to hang out with people who are a different age, but if a teenager or adult ALWAYS wants to hang out with younger people; it could be a sign that they are troubled. Proceed with caution.
• Remember when we practiced saying “No” in stressful situations? When we practiced, the adults respected our “No”. We went back to play with our friends, stayed with our friends at the ball game, did not get involved with helping a stranger in a car.

• Sometimes, adults do not respect our “No.” When that happens, we have to know how to react. When an adult or teenager will not take “No” for an answer and we sense fear, we must use a very loud voice and shout, “NO, GET AWAY!” and we must get away from that person and immediately go tell a trusted adult what happened.

• Repeat after me: (Really Shout) “NO, GET AWAY!”

• Let’s practice:

• You are at the park and a woman comes up to you and says, “I need you to come here with me.” She takes your arm and starts leading you to the parking lot. What do you do?

  Allow children to say: “NO, GET AWAY!”

• And then try to get away from her and immediately go tell a trusted adult.

• What if you are at the movies and you go to the restroom and a man walks up to you and is standing too close. You ask him to please step away and he won’t move. What do you do?

  Allow children to say: “NO, GET AWAY!”

• And then get away from him and immediately go tell a trusted adult.

• You are on the playground at school on Saturday, hanging out with your friends. A group of teenagers comes over to you and starts calling you names. One of them grabs you to push you into the mud. What do you do?

  Allow children to say: “NO, GET AWAY!”

• And then get away from him and immediately go tell a trusted adult.

• Now let’s think about what makes a place or situation safe. When you are with your parents, you are safe.

• Where else can we be safe? How about at school? Your teachers and the workers at the school are safe people. Anyone who is supposed to be at the school is wearing a name badge. That’s how you know if they are a safe person or a stranger.
• If you are at a store or at the Mall and you were separated from your parents. What would you do? Who would you go to for help?

    **Allow children to answer. Encourage all appropriate responses.**

• If you were at the pool and you couldn’t remember where your family was sitting. Who would you go to for help? What would you do?

    **Allow children to answer. Encourage all appropriate responses.**

• What if you were at the grocery store and a little girl came down the aisle crying and looking for her mother? What would you do? Who would you go to for help?

    **Allow children to answer. Encourage all appropriate responses.**

• The most important thing to remember is that you are a Child of God, Created in His image and likeness. Because of that, you deserve to be treated with respect and you need to treat people with respect.

• You have some great tools to keep yourself safe and to be a great example to your friends as well as to adults and younger children.

• Our last task is to make our CSA badges!

**Distribute, paper, scissors, crayons. Allow children time to complete their badges.**

**Ceremoniously hand each one their badge and ask them to place it on their shirt above their heart.**

• Let’s all turn to page 15 of our CSA Booklets and pray the prayer to St. Michael the Archangel together:

• Saint Michael the Archangel, defend us in battle, be our protection against the malice and snares of the devil. May God rebuke him we humbly pray; and do thou, O Prince of the Heavenly host, by the power of God, get rid of Satan and all evil spirits who wander through the world seeking the ruin of souls. Amen