MADE IN HIS IMAGE

Safe Environment Curriculum
Grade 11

Diocese of Steubenville
INTRODUCTION AND OVERVIEW

MADE IN HIS IMAGE is focused on the fundamental belief that each person is made in the Image of God and therefore deserves to be respected. The curriculum is rooted in a Catholic understanding of the human person (including human sexuality) as taught by the Magisterium. Educators using these materials must form themselves according to the principles taught by the Church.¹

MADE IN HIS IMAGE proceeds from the conviction that parents are key to the safety of children and youth. When children are younger, parents are called to take on a very active role in providing a safe environment for their children, in discerning risks involved in any given situation or relationship, and in assisting their children in discerning the various challenges they are presented with as they grow and develop. As children mature and proceed into adolescents the role of parents, although different, is still essential. While attempting to offer insights and information to adolescents, MADE IN HIS IMAGE also seeks to promote the sacred relationship between parents and their children, encouraging both parents and children to develop, maintain and deepen communication between them. MADE IN HIS IMAGE is intended to supplement the education provided by parents, and to assist parents in their task of educating and protecting the children entrusted to their care.

MADE IN HIS IMAGE follows a set pattern and strategy:

1. Information for Parents

Each lesson is proceeded by a letter sent home to the parents.² Intending to respect their role as primary educators and protectors of their children, this letter informs parents about the topics being addressed, providing the scope of the content covered, and offering them the opportunity to withhold their children from this instruction if they so wish. Explaining that classroom activities are only intended to serve as a supplement to the primary education in this area that takes place at home,³ the letter also serves as an invitation to parents to embrace their role as primary educators and protectors of their children by providing additional information and resources that they can use to instruct their children, and engage them in dialogue in this delicate area.

¹ See Guiding Principles from Church Documents for Addressing Sexuality and Sexual Abuse from the Diocese of Steubenville Safe Environment Program.
² “It is clear that the assistance of others must be given first and foremost to parents rather than to their children” (The Truth and Meaning of Human Sexuality, 145).
³ See Guiding Principles from Church Documents, 48.
2. Prayer and Catechesis

Each lesson begins with prayer which is followed by a catechetical lesson that seeks to instill in the students a greater sense of God’s love for them, and the inviolable dignity that each and every person enjoys since they are made in the image of God. MADE IN HIS IMAGE is, in essence, a catechesis on the Church’s vision of human dignity with very practical implications about the choices that we make.

3. Moral Formation

Each lesson seeks to assist students in understanding the importance of making good choices, as well as the consequences that follow from the decisions that we make. Students learn the basic concept that virtuous living leads to freedom whereas and sin leads to unhappiness.

4. Safety Information

Following the discussion on making choices, and flowing from it, students engage in activities that seek to instill basic safety guidelines in them. They are encouraged to make choices that protect their safety and the safety of others, and to reach out for help when they have experienced abusive behavior or feel unsafe.

5. Health Friendships and Relationships (Grades 4 – 12)

Formation in healthy friendships and relationships is an integral component of MADE IN HIS IMAGE. Students explore the difference between healthy and unhealthy relationships in order to become aware of negative (and possibly harmful) influences in their lives, and to promote healthy relationships that will assist them in living according to God’s design.

6. Communication

Each lesson concludes with a reflection on the role of parents. Students are challenged to see their parents as gifts from God, and to recognize that they play a vital role in keeping them safe and helping them to become who God has created them to be. Students are encouraged to work to develop and maintain open lines of communication with their parents.

MADE IN HIS IMAGE was written and illustrated by Joseph and Christine Schmidt.

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4 “In accomplishing her mission the Church has the duty and the right to take care of the moral education of the baptised” (Educational Guidance in Human Love, 108).

5 “Children, adolescents and young people should be taught how to enter into healthy relationships with God, with their parents, their brothers and sisters, with their companions of the same or the opposite sex, and with adults.” (The Truth and Meaning of Human Sexuality, 53).
Ten action steps for keeping teens safe.

1. **Spend time** with your son or daughter; develop open and honest lines of communication.

   Many argue that the greatest defense against abuse is the healthy relationship between parent and child itself. This not only applies to children; it also applies to teens as well. Information is not enough. Teens need the ongoing guidance of their parents to assimilate and apply the information they have learned, as well as to process and deal with the various situations they will encounter in their lives.

2. **Teach** them that they are loved by God, have infinite value, and they deserve to be respected. **Model respect** in the way you speak and act. Visibly live out your faith.

   The greatest gift you can give your son or daughter is a healthy relationship with God, rooted in the firm conviction that He loves them unconditionally. Nothing will sustain them more through the trials of life. It's important to talk to them about God’s love. And it's even more important for them to witness your own faith by how you live. So, go to Mass, receive the Sacraments, and practice Catholic morality. You should be able to say to your teenagers: follow my example! 

3. Be clear about your expectations for their behavior. Communicate safety rules and moral rules that you want them to follow.

   Don’t simply rely on safety programs or classroom lessons. Parents need to clearly articulate the expectations they have for their teens. Explain to your son or daughter the choices that you want them to make and why. Help them to see that following the moral rules of the Church will help them to preserve their safety and avoid many of the pitfalls and heartaches that young people suffer in our culture.

4. Use “teachable moments” to reinforce and apply safety rules.

   Life is full of opportunities to teach about health, safety and morality. Take passing opportunities to challenge your son or daughter to apply your safety rules. Present them with different scenarios and ask them what choices they would make. They may complain about this, but it will help them to assimilate these important lessons.

5. **Talk** to your son or daughter about the choices they face day to day. Offer them guidance as they try to make various decisions. Help them to process their thoughts and feelings.

   As much as they don't want to admit it, teens need their parents. You may think they are not listening to you, but your guidance plays a tremendous role in your teen’s self-image, and in the choices they make. It's especially important to offer your guidance in love, patience and respect.

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6 Living your faith is not only good for your soul, it’s also has many other positive benefits. Research studies have shown an astonishing number of positive effects of religious practice. Visit www.marri.us and search for “religious practice” to learn more.
6. **Listen** to your teenager. **Pay attention** to their behaviors and attitudes. Be vigilant about anything suspicious that might point to a problem.

   Abuse and unhealthy behaviors often stay hidden for quite some time. For example, in the vast majority of sexual abuse cases, the sexual offender is not a stranger, but rather someone who is known to the victim and the victim’s family. And whether the offender is a family friend, a relative, a teacher, or some other person, they often will try many tactics (including lies, manipulation, and force) to keep the abuse secret. Parents need to be vigilant.

7. Be **involved** in your teen’s life. Know their teachers, coaches, and other adults that work with them. Know their friends. Know where they spend their time. Be vigilant and cautious about the people in their lives, without being paranoid or overbearing.

   Let’s face it: teenagers often will make foolish mistakes. They will put themselves in situations where they can get hurt. And they can often be deceived by people that want to manipulate, use and hurt them. When it comes to safety, there is no substitute for the careful vigilance of loving parents.

8. Be vigilant with your teen’s **media use**. Be sure they know safety rules for using the internet, texting, social networking, playing video games, etc.

   The tools, devices, and services for media use have increased dramatically in recent years. While this is positive in many ways, these new methods of getting connected also pose many new threats, especially for youth. Statistics about exposure to pornography, outright sexual solicitation and cyberbullying demonstrate the need to be vigilant. The reality is that the internet is the biggest threat facing your son or daughter right now – and the access they have to the internet is staggering. Parents need to be educated and vigilant when it comes to internet safety.

   The good news is that **great resources are available for parents**. Netsmartz.org is an excellent source to become familiar with the risks associated with various media devices and sources, as well as the steps parents can take to ensure the safety of their children.

   One danger that is often overlooked by parents is **video games**. Video and computer games are everywhere. Many of them involve innocent entertainment and learning. But a great number (and more than you might think) involve extremely graphic displays of violence and sexuality. In many of the most popular games the players are often encouraged (and even rewarded in the game) for brutal displays of violence, even sexual violence. Parents are strongly encouraged to learn about the dangers of video games and monitor their teen’s exposure to them. Plugged In (www.pluggedin.com) is excellent source for reviews from a Christian perspective of a great variety of games, movies, music and more.

9. Don’t be afraid to **ask for help** when you need it! Teach your son or daughter that it’s okay to ask for help.

10. Don’t forget to **pray**!

    Pray alone. Pray with your spouse. And be sure to **pray together as a family**! Ask the Lord to protect your son or daughter. Ask Him to strengthen your faith and the faith of your family. Ask Him to teach you to be a good parent, and to make your marriage and family healthy and holy. **Don't underestimate the power of God's grace!**

    Keep in mind: “**The family that prays together stays together.**” (Fr. Patrick Payten)

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7 http://www.internetsafety101.org/Pornographystatistics.htm

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Revised 2014
THEME:
"We are made in the very image of God, the image of Love.
We are called by God to enjoy the fullness of life,
making choices that preserve our well-being and show respect for others.
Having been made for community, God calls us to form healthy relationships with others,
and to cherish the people He puts in our lives, especially our parents."

1. PRAYER: Our Father

2. CATECHESIS: God and Us

<table>
<thead>
<tr>
<th>Objectives</th>
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<tr>
<td>✓ The students will recognize that they should be treated with love and respect because they are made in the very image of God.</td>
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<tr>
<td>✓ The students will come to a deeper understanding of God’s love for them.</td>
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<tr>
<td>✓ The students will review some examples of respectful behavior and disrespectful behavior.</td>
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Every person, from the first moment of his life in the womb, has an inviolable dignity, because from all eternity God willed, loved, created, and redeemed that person and destined him for eternal happiness. If human dignity were based solely on the successes and accomplishments of individuals, then those who are weak, sick, or helpless would have no dignity. Christians believe that human dignity is, in the first place, the result of God’s respect for us. He looks at every person and loves him as though he were the only creature in the world. (YOUCAT, #280)

Teaching the Lesson (NOTE: The text printed in bold can be read to the students.)

⇒ ACTIVITY: WHEN GOD LOOKS AT YOU – SEE PAGE 12 (See page 19 for a time saving answer key!)

☐ Once the students have finished the activity, review it together.
☐ Conclude the activity by making several statements about God’s love and our dignity:
  ○ Sometimes it’s easy to take these ideas for granted. You know … God loves us …
    blah, blah, blah…
  ○ But these concepts and beliefs are REVOLUTIONARY! They mean something very real for your life and the lives of everyone on earth.
  ○ Our faith teaches us that God created us in His image. This is the heart and center of our dignity.
  ○ Pope Benedict said it so well: We are not accidents of nature. We’re not a random combination of atoms.
  ○ No! We are WILLED, CHOSEN and LOVED by God.
  ○ That means that our identity and value is NOT based on what we have or what we can do. First and foremost, we are God’s chosen creation, His children.
DISCUSSION: WHAT MAKES YOU FEEL RESPECTED?

- Ask the students: **What makes you feel respected? What makes you feel disrespected?** Write their answers on the board. Try to get the students to offer examples that include both words and actions.
- List examples on the board. Notice how many refer to something verbal, something physical, or something virtual (using technology).
- Conclude the discussion by making some general statements about respect and help the students to see how this concept applies to all people:
  - You deserve to be loved, respected and honored because you are made in God’s Image.
  - No one should ever disrespect you, or use you, or hurt you!
  - Now, does that apply to you or to everyone?
  - What about the students in this school that you can’t stand?
  - What about the homeless man on the other side of town?
  - What about the unborn baby that is not wanted by his mother?
  - What about the unborn baby conceived in rape?
  - What about the prisoner on death row?
  - Every person in the world is loved by God, regardless of their situation or abilities or status or even the choices that they make. Every person is made in God’s image and is loved by Him as a priceless treasure.

3. MORAL FORMATION: Making Good Choices

**Objectives**

- The students will recognize that we should always act in ways pleasing to God.
- The students will discover that we need to do what is right in order to be happy.
- The students will analyze the criteria of a good action.

**Teaching the Lesson** (NOTE: The text printed in **bold** can be read to the students.)

- Since we are made in God’s image we should be respected by others, and treat others with respect.
- Being made in the image of God also means that we need to act according to our dignity. We need to act in ways pleasing to God, imitating His goodness and love.
- This is the only way we can become who God has called us to be, and enjoy the happiness that he promised.

**ACTIVITY: MAKING GOOD CHOICES – SEE PAGE 13**

- Divide the students into groups or pairs and have them create scenarios as described on the handout. Once the students have completed the assignment, have each group share their examples and discuss why they are or are not moral choices.
- For each scenario with an immoral choice, ask the students what the person SHOULD HAVE DONE.
4. **SAFETY INFORMATION: Promoting Safe Choices**

**Objectives**

- The students will recognize that making good choices helps to keep them safe – physically, emotionally and spiritually.
- The students will review basic safety rules.

**Teaching the Lesson** (NOTE: The text printed in **bold** can be read to the students.)

- Your safety and well-being are very important to me, the parish (or school) and certainly to your parents. I want to give you some information that will help keep you safe.

⇒ **HANDOUT: CALLED TO GREATNESS – SEE PAGE 14**

- Read and discuss the handout with the students.
- OPTIONAL: Require the students to read the handout and be ready for a quiz on it.
- OPTIONAL: Show the video “Broken Friendship” about the consequences of sharing your passwords. Stream it or download it here: 
  [http://www.netsmartz.org/RealLifeStories/BrokenFriendship](http://www.netsmartz.org/RealLifeStories/BrokenFriendship)

5. **RELATIONSHIPS: Promoting healthy friendships and relationships**

**Objectives**

- The students will recognize that God made them to be in relationship with other people.
- The students will reflect on the influences that other people have on their lives, helping them to follow God and be happy or hurting them and leading them into sin.

**Teaching the Lesson** (NOTE: The text printed in **bold** can be read to the students.)

- We’ve talked about how God made us in His Image. Another dimension of this belief that we haven’t explored yet is relationships with other people.
- Jesus revealed that God does not exist in isolation. God is a Communion of Persons. The Father, the Son and the Holy Spirit are distinct Persons, but they exist together in perfect unity.
- Being made in the image of God – who is a Communion of Persons – means that we are created to be in relationships with other people: parents, family, friends, etc.
- The people in our lives can be great blessings. But, because sin is real, they can also mistreat us and even abuse us.
ACTIVITY: RELATIONSHIP EVALUATION – SEE PAGE 16

☐ Distribute copies of the handouts and review the introduction.
☐ Ask the students to work on this silently and thoughtfully. Ask them to respect each other’s privacy. They should not look at each other’s papers or share them with anyone. This is meant to be a personal and private reflection for each person.
☐ After everyone seems to have finished, or after a sufficient time has passed, move on to the discussion.

6. COMMUNICATION: Fostering Communication with Parents and Guardians

Objectives

✔ The students will recognize that God gave them their parents (or guardians) to love them, teach them and keep them safe.
✔ The students will recognize the importance of strengthening their relationship with their parents or guardians by talking to them about the things that happen to them on a day to day basis.
✔ The students will realize the importance of telling their parents if anything happens to them that makes them feel uncomfortable or scared.

“A fool despises a parent’s instructions.”
(Proverbs 15:5)

Teaching the Lesson (NOTE: The text printed in bold can be read to the students.)

☐ God made us to be in relationship with other people.
☐ The first relationship you experienced was with your mom and dad (or perhaps some other guardian).
☐ I have no idea what your relationship is with your parents. But in God’s design, your relationship with your mom and dad is meant to be a blessing and a treasure.
☐ Of course the reality is that we don’t always agree with our parents, and sometimes it’s hard to live with them. But they are a true gift from God.
☐ Your relationship with them is EXTREMELY IMPORTANT for your development and well-being.
☐ It’s especially important to talk to them when you feel hurt or unsafe. First and foremost, your parents are there to protect you from harm. And that is the first thing in their minds: they want to make sure that you are safe.
☐ It’s extremely important for you to talk to them when you are faced with situations where you feel unsafe, scared, worried, and unsure. More than anyone else, they can guide you to make good and healthy decisions in your life. They can help you to be safe.
☐ I want to CHALLENGE you to work on your relationship with them.
☐ You can’t just sit back and wait for them to come to you, or avoid them because you think they are nuts. I want to challenge you to reach out to them. And I have just the way to do it!
ACTIVITY: JUST A NOTE – SEE PAGE 17

- Give each student a copy of the assignment. Have them read it over and answer any questions they might have.
- It would be best to have them work on this during class time to increase the likelihood that they will do it.
- You could even offer to mail it to their parents for them!
- Please consider contacting the parents yourself (via note, email, etc.). Tell the parents that the students were encouraged to write a note to their parents. Encourage the parents to be sure to respond to their son or daughter!

7. REVIEW
- Read the theme for the lesson to the students.
- Review the key points of each section.
- Have the students complete the STUDENT EVALUATION: WHAT DID YOU THINK? – SEE PAGE 19. Gaining their feedback will 1) help you to make your lessons more effective by identifying areas that need to be improved, and 2) help to identify other issues that need to be addressed. It may also be an opportunity for students to discretely identify themselves as needing some sort of assistance or counseling. If you suspect that a particular student needs individual attention/counseling, be sure to bring it to the attention of your supervisors!

8. ADDITIONAL RESOURCES
- HANDOUT: DON’T SETTLE FOR LESS – SEE PAGE 20
- NETSMARTZ
  - The National Center for Missing and Exploited Children has produced an excellent resource for internet and media safety: www.netsmartz.org. A variety of FREE resources are provided for students, parents and educators.
- START TALKING! Building a Drug Free Future
  - A new effort is underway across Ohio to prevent drug abuse. The Catholic Bishops of Ohio issued a statement about the initiative. “Start Talking is a program designed by the state of Ohio to help equip families and communities to clearly communicate the important message of drug prevention,” the Bishops said. “We support this critical initiative and we encourage Ohioans to visit www.starttalking.ohio.gov for details.”
  - Among the resources available is an email newsletter for educators. Their website explains: “Teachers are powerful influencers in their students’ lives. What is shared in the classroom can positively impact a child’s decision not to use alcohol, tobacco, marijuana or other drugs. Teachers have an incredible opportunity to guide students toward making healthy, drug-free lifestyle choices. That is why Drug Free Action Alliance created TEACHable Moments, which are specially designed tips for educators, sent out via email twice monthly for FREE. They contain news that teachers can use to get those critical prevention talks started in the classroom.” Learn more at www.starttalking.ohio.gov/SchoolLeaders.aspx
WHEN GOD LOOKS AT YOU

DIRECTIONS: Do you know the marvelous plan of God for humanity? Below are a series of quotes taken from YOUCAT that describe our dignity and calling in God’s plan. Complete the quotes by unscrambling the letters given.

mgaiien
“You cannot __ __ __ __ at all
how much __ __ interest __ ___; odG
he is interested in you as if there were no one else on earth.”
(Julien Green, French Writer)

“Do you not know that you are God’s __ __ __ __
and that God’s Spirit __ __ __ __ in you?”
(1 Corinthians 3:16)

“We are not some casual and meaningless product of __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ ____
MAKING GOOD CHOICES

YOUCAT (the Youth Catechism of the Catholic Church) explains that a person can tell if an action is morally good or morally wrong based on a set of criteria. It states:

“The following guidelines make it easier to distinguish good actions from bad ones: (1) *What I do* must be good; a good intention alone is not enough. Bank robbery is always bad, even if I commit that crime with the good intention of giving the money to poor people. (2) Even when what I do is truly good, if I perform the good action with a *bad intention*, it makes the whole action bad. If I walk an elderly woman home and help her around the house, that is good. But if I do it while planning a later break-in, that makes the whole action something bad. (3) The *circumstances* in which someone acts can diminish his responsibility, but they cannot change at all the good or bad character of an action. Hitting one’s mother is always bad, even if the mother has previously shown little love to the child.” (YOUCAT, #291)

DIRECTIONS: Keeping this information in mind, follow the directions below to create four different examples of situations where moral choices are made – either good ones or bad ones.

A) Create a scenario in which a person does a good action (1), with a good intention (2), in an appropriate circumstance (3).

This choice is (circle one): morally good  morally bad

B) Take the good action from above and re-write the scenario so that the person is doing this action for the wrong reason.

This choice is (circle one): morally good  morally bad

C) Take the good action and good intention from the first scenario, and re-write it so that it takes place in the wrong circumstance.

This choice is (circle one): morally good  morally bad

D) Create a new scenario in which the person has a good intention (2), and the circumstances are okay (3), but they are doing an action that is wrong in itself (1).

This choice is (circle one): morally good  morally bad
CALLED TO GREATNESS

Guidelines for teens for making choices that protect their safety and well-being

God has made you for greatness! Not an artificial or superficial greatness, like you find in commercials and movies. God has made you for true greatness – a greatness that comes from dignity, freedom and love.

But we live in a fallen world. Much of the media, entertainment, and consumer products presented to you offer a distorted view of what it means to be happy. And the sad reality is that some of the people in your life will seek to manipulate you for their own interests, either in small ways or in ways that can be abusive.

This is NOT God’s way! God has created you for love and freedom. The Lord wants you to experience the fullness of life. God wants you to know the deep joy of authentic love, lasting friendships and true self-worth.

The following guidelines are presented as an attempt to make you aware of dangers to your physical, emotional and spiritual well-being, and provide you with clear boundaries that will keep you safe.

Guidelines for Personal Safety

- Strive to make safe and healthy choices. Be polite to everyone without allowing others to take advantage of you or those around you. Be a model of respect and integrity.
- Always talk to your parents about where you are going and who you are with. Too many young people turn up missing because they failed to follow this simple rule.
- Avoid going places by yourself, such as walking to school, going to the mall, etc. You should be with at least one other person.
- No one should ever touch you in a way that feels uncomfortable or wrong. If someone ever does, tell them to STOP! Be assertive, and get away.
- Tell your parents no matter what if anyone touches you in a way that makes you feel uncomfortable. Even if someone threatens to hurt you or someone else, you need the help, support and guidance of your parents. If you parents don’t believe you, talk to some other adult and keep talking until someone takes action!
- Always listen if a friend tells you they feel unsafe, depressed or have been victimized in any way. Take them seriously. Encourage them to seek help, and go with them to talk to their parents or another adult.
- Never feel obligated to keep a secret when it involves someone’s safety or wellbeing.
- Tell your parents, and an adult in authority, if anyone makes indecent, rude or suggestive comments about your body or bodily activities, or if anyone uses obscene gestures. This is called sexual harassment. It is illegal, immoral, and should not be tolerated.
- When you are at a party or some other event, never go off to a secluded area, especially with someone you just met. This places you in a dangerous situation – spiritually and physically.
- When you are at a party, never leave your drink unattended. This gives someone the opportunity to put alcohol or a knock out drug in your drink. Always finish or throw out your drink and get a new one in case someone put something in it when you weren’t looking.
• **Never use drugs or alcohol.** Avoid any situation where drugs or alcohol are being abused. Apart from being illegal and immoral, these situations pose many dangers and risks.

• Never **drive** with anyone who is texting, or anyone who is under the influence of drugs or alcohol. If you drive, don’t do this yourself.

• If you are in a situation that makes you feel scared or unsafe, **trust your instincts.** Try to remove yourself from that situation as soon as possible.

• **Be cautious** about adults (or teens who are much older than you) who seem to give you an undue amount of attention, or give you special gifts, routinely compliment you about your appearance, or single you out in other ways. This may be the beginnings of an unhealthy attachment or attempted abuse.

• **Don’t be afraid to ask for help** when you feel unsafe or depressed. Never forget that you are loved by God and you can never lose your dignity as a child of God – no matter what you do, or what others do to you! There is always hope and healing with Jesus Christ!

**Guidelines for Internet and Media Safety**

• **Think before you text, email or post anything.** Once something is sent electronically you can’t take it back, and you can’t always control what problems it may cause or where it may end up. Be aware of the unintended consequences of your media choices.

• Keep in mind that people online are **real people with real feelings.** Don’t use the internet to post rude, cruel or obscene things about other people.

• Talk to your **parents** about their expectations for the internet and media use.

• **Never take or send pictures** of yourself or others that are sexy, indecent or immodest.

• Avoid all forms of media and entertainment that **glorify sex and violence.** The more people are exposed to these messages, the more they accept them. This causes people to lower their standards of conduct, makes it more difficult to enter into genuinely healthy relationships, and causes them to distance themselves from God.

• Don’t give your **passwords** to anyone except your parents, not even your best friends. Having your password accessible to others makes you vulnerable to others using your accounts to hurt or embarrass you.

• Set your social network settings to **private.** Only friend people that you actually know.

• **Never give out personal information** that will allow people to identify you.

• **Never agree to meet** anyone in person that you met online.

• **Never respond to any comments** that are rude or obscene.

• **Talk to your parents** about anything you encounter online that makes you feel uncomfortable, scared or dirty.

• **Don’t believe** everything you read online, and **don’t let yourself see** everything there is to see online. A staggering number of sites on the internet actively seek to expose youth to inappropriate, dangerous and offensive information.

(NOTE: For more information about internet and media safety, visit [www.netsmartz.org](http://www.netsmartz.org).)
RELATIONSHIP EVALUATION

Take some time to think about your relationships. Healthy friendships and dating relationships require many of the same qualities. The list below can help you evaluate whether or not the people in your life treat you with the respect you deserve, and whether or not they help you to become a better person.

DIRECTIONS: Think about your closest friends. If you are dating, think about that person too. Check all the statements below that describe them.

<table>
<thead>
<tr>
<th>MY FRIENDS</th>
<th>THE PERSON I’M DATING</th>
<th>He or she ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>... is patient with me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is convinced that their opinions are the only ones that matter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... tries to control my decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... doesn’t use foul language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... makes fun of me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... encourages me to be a good Christian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... has a bad temper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is jealous when I spend time with other people.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is trustworthy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... gets physically abusive (hitting, slapping, throwing things, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... listens to me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is polite and mannerly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... tries to get me to cheat on homework or tests.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... asks me to lie for them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... interrupts me when I’m talking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... makes threats.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is considerate of other people’s feelings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... helps me make healthy choices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is always critical.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... makes others feel bad about themselves.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... encourages me to share my problems with my parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... gives me time and space for the other people in my life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is happy for me (and not jealous) when good things happen to me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is quick to forgive me when I do something wrong.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... stays angry about disagreements for a long time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... respects my boundaries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... respects their parents and others in authority.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... is concerned for my safety and wellbeing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... uses drugs or alcohol.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... insults me and says nasty things about me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... tries to manipulate me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>... respects my values.</td>
</tr>
</tbody>
</table>

REFLECTION: How did they measure up? Are you hanging out with the right kind of people - people who are treating you with respect?

And think about this: How would you measure up?
JUST A NOTE

When was the last time you actually WROTE to your mom or dad? Not a text, photo, or email – a real letter or a note? This has become almost a lost art in our digital age, but the power of this mode of communication can be amazing.

Though they aren't perfect, your parents are a gift to you. Already in your life, your parents have taught you more about life than you can even realize! They taught you how to walk, and talk, to form friendships and get along with other people. Your parents taught you all these things, mostly by modeling it for you.

You heard in class about the importance of creating, maintaining and deepening your relationship with your parents. Well, now here’s your chance! Writing a note to your parents is a great way to get things rolling.

And, the good news is, it doesn’t have to be hard! Just grab piece of paper or a notecard and follow these steps.

1. Write the greeting.
   
   Dear Mom and Dad,

2. Start with an introduction. Here are some options:

   We talked about writing a note to our parents, and here goes.
   or
   How’s it going? I just wanted to write you a note about how things are going with me.

3. Share your thoughts and feelings about what’s happening in your life, or your hopes and fears about the future. Choose some of the lines below and complete them with your thoughts. Or create your own sentences. Just be sure to be honest and sincere.

   This year has been …
   I don’t know if you realize it, but …
   Something that’s been really hard for me lately has been …
   Sometimes I’m not the greatest son/daughter, but …
   There’s something I’ve been really worried about lately …
   There’s something I need to talk to you about, but it’s hard to know how, but …

4. Thank them. Think of something that you can thank your parents for. Every relationship needs gratitude.

   Thank you for …
   I really appreciate it when you …
   I don’t say it often enough but thank you for …
   I know you sacrifice time and money so I can …

5. Sign, seal and deliver. You can mail it or leave it on the kitchen counter for them to find.
WHAT DID YOU THINK?

Your feedback is important! Help us to make these lessons as effective as possible. Complete the questions below.

Part 1: This part seeks to instill in the students a greater sense of God’s love for them, and the dignity that each and every person enjoys since they are made in the image of God. Activity: WHEN GOD LOOKS AT YOU

<table>
<thead>
<tr>
<th>RATE YOUR EXPERIENCE:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

COMMENTS/SUGGESTIONS:

Part 2: This part seeks to assist students in understanding the importance of making good choices, as well as the consequences that follow from the decisions that we make. Activity: MAKING GOOD CHOICES

<table>
<thead>
<tr>
<th>RATE YOUR EXPERIENCE:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

COMMENTS/SUGGESTIONS:

Part 3: This part provides safety information and encourages students to make safe choices, and to reach out for help when they have experienced abusive behavior or feel unsafe. Handout: CALLED TO GREATNESS

<table>
<thead>
<tr>
<th>RATE YOUR EXPERIENCE:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

COMMENTS/SUGGESTIONS:

Part 4: This part seeks to help students recognize the difference between healthy and unhealthy relationships, and to work to develop relationships rooted in virtue and respect. Activity: RELATIONSHIP EVALUATION

<table>
<thead>
<tr>
<th>RATE YOUR EXPERIENCE:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

COMMENTS/SUGGESTIONS:

Part 5: This part challenges students to recognize the role their parents play in their safety and development, and encourages them to maintain open lines of communication with their parents. Activity: JUST A NOTE

<table>
<thead>
<tr>
<th>RATE YOUR EXPERIENCE:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

COMMENTS/SUGGESTIONS:

What are some other issues you think should be covered?

NAME: ___________________________ (OPTIONAL)
WHEN GOD LOOKS AT YOU

DIRECTIONS: Do you know the marvelous plan of God for humanity? Below are a series of quotes taken from YOUCAT that describe our dignity and calling in God’s plan. Complete the quotes by unscrambling the letters given.

mgaiien
“Do you not know that you are God’s TEMPLE and that God’s Spirit DWELLS in you?”
(1 Corinthians 3:16)

oyu
“You cannot IMAGINE at all how much YOU interest GOD; he is interested in you as if there were no one else on earth.”
(Julien Green, French Writer)

“Do you not know that you are God’s TEMPLE and that God’s Spirit DWELLS in you?”
(1 Corinthians 3:16)

eputmel
“Do you not know that you are God’s TEMPLE and that God’s Spirit DWELLS in you?”
(1 Corinthians 3:16)

wielsd
“Do you not know that you are God’s TEMPLE and that God’s Spirit DWELLS in you?”
(1 Corinthians 3:16)

gtouuh
“Each of us is the result of a THOUGHT of God.
Each of us is willed, each of us is LOVED, each of us is NECESSARY.”
(Pope Benedict XVI)

ulneoiot
“Each of us is the result of a THOUGHT of God.
Each of us is willed, each of us is LOVED, each of us is NECESSARY.”
(Pope Benedict XVI)

ysneecsr
“Each of us is the result of a THOUGHT of God.
Each of us is willed, each of us is LOVED, each of us is NECESSARY.”
(Pope Benedict XVI)

vloade
“Each of us is the result of a THOUGHT of God.
Each of us is willed, each of us is LOVED, each of us is NECESSARY.”
(Pope Benedict XVI)

sapln
“For I know the PLANS I have for you,” says the Lord,
plans for welfare and not for EVIL,
to give you a FUTURE and a HOPE.”
(Jeremiah 29:11)

seud
“For I know the PLANS I have for you,” says the Lord,
plans for welfare and not for EVIL,
to give you a FUTURE and a HOPE.”
(Jeremiah 29:11)

tefuru
“For I know the PLANS I have for you,” says the Lord,
plans for welfare and not for EVIL,
to give you a FUTURE and a HOPE.”
(Jeremiah 29:11)

pehov
“For I know the PLANS I have for you,” says the Lord,
plans for welfare and not for EVIL,
to give you a FUTURE and a HOPE.”
(Jeremiah 29:11)

efli
“I came that they may have LIFE, and have it ABUNDANTLY.”
(John 10:10b)

ynaubnaldt
“I came that they may have LIFE, and have it ABUNDANTLY.”
(John 10:10b)

enthscigm
“I am created to do or to be SOMETHING for which no one else is created: created
I have a PLACE in God’s counsels, in God’s world, which no one else has.
Whether I be rich or poor, despised or esteemed by man,
God KNOWS me and calls me by my NAME.”
(Blessed John Henry Newman)

mnae
“I am created to do or to be SOMETHING for which no one else is created: created
I have a PLACE in God’s counsels, in God’s world, which no one else has.
Whether I be rich or poor, despised or esteemed by man,
God KNOWS me and calls me by my NAME.”
(Blessed John Henry Newman)

agert
“Man is so GREAT that nothing on earth can SATISFY him.”
(St. John Vianney)

yssiatf
“Man is so GREAT that nothing on earth can SATISFY him.”
(St. John Vianney)

dGo
“This is precisely what the experience of our epoch has confirmed for us.”
(Pope Benedict XVI)

esaudb
“This is precisely what the experience of our epoch has confirmed for us.”
(Pope Benedict XVI)

egtrare
“This is precisely what the experience of our epoch has confirmed for us.”
(Pope Benedict XVI)

egtrare
“This is precisely what the experience of our epoch has confirmed for us.”
(Pope Benedict XVI)

tnoeiliuvo
“Indeed, they lose the divine DIGNITY, their faces lose God’s splendor.
In the end, they turn out to be merely products of blind EVOLUTION and, as such, can be USED and ABUSED.
This is precisely what the experience of our epoch has confirmed for us.”
(Pope Benedict XVI)

esaudb
Do you want to ignore all this stuff and just have fun?
That’s your choice. But what are you saying that?
“I like it when others use my body and don’t care about me.”
“I’m not ashamed that I lied to my parents and violated their trust.”
“I don’t really care about you; I’m just trying to have fun.”
“I don’t like myself, why should you like me?”
“They like me when I do what they want; but no one knows who I really am.”

Do you want to ignore all this stuff and just have fun?
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“I don’t really care about you; I’m just trying to have fun.”
“I don’t like myself, why should you like me?”
“They like me when I do what they want; but no one knows who I really am.”

COMMITMENT
Are you willing to sacrifice for true love?
Believing that sex is sacred, I promise to God that I will save the gift of my sexuality from now until marriage. I choose to glorify God with my body and pursue a life of purity, trusting that the Lord is never outdone in generosity.
Signed ________________________
Date ___________
(Text of pledge from Jason Evert)

Print Resources
Pure Love by Jason Evert
Life on the Edge by Dr. James Dobson
Pure Manhood by Jason Evert
Pure Womanhood by Crystalina Evert

Online Resources
www.PureLoveClub.com
www.LifeTeen.com

Don’t settle for less than GOD wants to give you!

You deserve better! Don’t settle for less than GOD wants to give you.

Reflections and practical guidelines for relationships and true happiness

MADE IN HIS IMAGE
A Safe Environment Curriculum from the Diocese of Steubenville
www.diosteub.org

*The model of God’s love presented here is derived from Christopher West. See www.christopherwest.com for more!

Revised 2014
God calls us to share in the beauty and depth of True Love. He gives us a model* of True Love and calls us to imitate Him. Our love must always be a reflection of God’s Love. What is His Love like?

**FREE** - True love is not about force, coercion, or guilt. True love is a free gift of oneself to another.

**TOTAL** - True love is a sharing of the whole of one’s life with another. Every dimension of your life must be involved: emotional, physical, intellectual, social, and spiritual.

**FAITHFUL** - True love is not something that is here one day and gone the next. True love lasts a lifetime.

**FRUITFUL** - True love is always life-giving. True love is always open to the gift of life that God sometimes blesses the sexual act.

---

**Christian MARRIAGE faithfully lived is the fulfillment and expression of True Love!” - Christopher West**

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### Some guidelines & advice for finding true happiness

**Are you willing to sacrifice for True Love?**

**~❤~**

**Talk with Jesus**  
*Jesus is the best friend you will ever have. He cares deeply about you, your relationships and your choices. Talk to Him about your life.*

**~❤~**

**Make your goal clear in your mind.**  
*If you want to be pure you need to make that decision and commitment BEFORE you are faced with temptation. Once you are in a tempting situation it is not always easy to think clearly.*

**~❤~**

**Make a plan and set boundaries.**  
*To preserve your purity you need a plan (I won’t get into these situations...) and boundaries (I won’t do these things...). You need to have this clear in your mind BEFORE you face temptation.*

**~❤~**

**Don’t mistake physical intimacy for real intimacy.**  
*So many people do immoral things because they are looking for love. Real intimacy isn’t based on physical pleasure. Real intimacy is about sacrificial love and commitment.*

**~❤~**

**Make good choices & Avoid pitfalls.**  
*Save all sexual acts for marriage. Avoid actions that can create the bonding of sex and/or lead you to sexual intercourse. No passionate kissing, kissing below the chin, or lying down together. Don’t touch each other in ways that are arousing. Save all these for marriage.*

**~❤~**

**Focus on friendship.**  
*Use dating as a time to get to know people really are and to grow in your understanding of yourself. Physical affection needs to be founded on friendship.*

**~❤~**

**Dress modestly.**  
*(This is especially important for women because immodesty affects men much more than women.) Think about what you wear and what it says. Do you want to be remembered for your body or your personality, your humor, your kindness? Are your choices of clothing tempting others to lust? The people that are lured by immodest dress are not the ones who will respect and love you – they have other motives in mind.*

**~❤~**

**Stay away from alcohol and drugs.**  
*These substances limit your ability to make good choices. Once you make the bad choice of using drugs or alcohol there is no limit to what you might do.*

**~❤~**

**Seek purity in all you do.**  
*How can you be impure in every other area of your life and expect to be pure in dating? You must strive to be pure in all areas of your life: movies, video games, TV, conversations, recreation, etc.*

**~❤~**

**Know when to quit.**  
*Don’t stay in a serious relationship with a person you know you cannot marry. If you carry on you are being dishonest with yourself and that person.*