

Office for a Safe Environment in Ministry
Byzantine Catholic Eparchy of Passaic
445 Lackawanna Avenue
Woodland Park, New Jersey 07424

Youth Safe Environment Training Program

Grades 1 – 8

This children and youth training program, mandated by the United States Conference of Catholic Bishop's Charter for the Protection of Children and Young People and the safe environment protocols of the Byzantine Catholic Eparchy of Passaic, is to be utilized each year with the appropriate classroom level/age group at the commencement of all parish religious education programs within the eparchy.

Prepared by:

Father David J. Baratelli, Ed.S., M.Div.

Coordinator

Office for a Safe Environment in Ministry

Byzantine Catholic Eparchy of Passaic

1 April 2018

Revised: 1 September 2019

Lessons:

- 1: Primary Safe Environment Training Grades 1 – 2
 - *Lesson (Page 5)*
 - *Student Worksheet (Page 9)*
“Who are Trusted Adults?”

- 2: Elementary Safe Environment Training Grades 3 – 4
 - *Lesson (Page 11)*
 - *Student Worksheet (Page 15)*
 - *Student Take-Home Handout Sheet (Page 17)*
“Three Important Things to Remember”

- 3: Elementary Safe Environment Training Grades 5 – 6
 - *Lesson (Page 19)*
 - *Student Worksheet (Page 23)*
 - *Student Take-Home Handout Sheet (Page 25)*
“Important Things to Remember”

- 4: Secondary Safe Environment Training *Grades 7 – 8*
 - *Lesson (Page 27)*
 - *Student Worksheet (Page 31)*
 - *Student Take-Home Handout Sheet (Page 33)*
“Boundaries”

Office for a Safe Environment in Ministry
Byzantine Catholic Eparchy of Passaic

Primary Safe Environment Training Grades 1 – 2

Lesson Notes:

In presenting this basic lesson for children in the primary group the instructor should stress the following according to the developmental/educational level of each particular group.

1. The love Jesus has for us, especially for them.
- 2, The importance of always listening to their parents who God has given to them to assure their happiness, safety and well-being.
3. The importance of being safe and being aware of their environment.
4. Listening to their feelings; when their heads and hearts tell us something is not right; when they feel scared or uneasy because a person or situation makes them feel uncomfortable or unsafe.
5. Understanding: ‘Good Touch’ & ‘Bad Touch’
6. Secret – Something that is kept hidden from others.
7. What a child might do when confronted by uncomfortable situations.
NO!
GO!
TELL!
8. Things they can do to avoid such situations.

What does Sacred Scripture tell us?

(The following scriptural quotes may be used as a stimulus for the classroom discussion according to the group’s age and educational level.)

-Some children were brought to Jesus so he could lay his hands on them and pray for them....Jesus said, “Let the children come to me. Don’t stop them! For the Kingdom of Heaven belongs to such as these.” *(Matthew 19 13-15)*

-A new command I give you: Love one another. As I have loved you, so you must love one another. (*John 13: 34*)

-Children, obey your parents because you belong to the Lord, for this is the right thing to do. "Honor your father and mother." (*Ephesians 6:1*)

Class topics for presentation and discussion:

(The following are given as topics for engaging the children in developing their basic understanding of safety and respect as is appropriate to their age and education level.)

1. What does it mean when we say "I am a child of God"?
2. The importance of their personal safety.
3. Why God gave us our parents and why it is important to listen to them and be obedient to them.
4. Respecting each other and being respectful of each other at home, in church, in school and on the playground.
5. Remember, Jesus told us; "Love one another, as I have loved you".
6. What does Jesus mean when he tells us "Love one another, as I have loved You."?
7. How do we respect one another? How do we love one another?
8. What might be considered not respecting or loving an individual?
9. No one should ever touch our private parts and if someone attempts to do that immediately go for help.
10. What is the difference between good touch and bad touch.
11. What is the difference between good play and bad play.
12. Never get into the car of someone you don't know or without your parents.
13. What it means to be safe at home, school, church or playground.
14. Being careful with people they do not know and always being with your parents or teachers and not wondering off alone.
15. Secrets are not always good and if an adult tells us to keep a secret that makes us feel bad or uncomfortable we should go to our parents or a trusted adult. There can be no secrets when it comes to our personal safety and well-being or that of another.

16. Do not accept gifts from people you do not know and for reasons that make you feel uncomfortable.
17. Who is a trusted adult?

Uncomfortable people, situation and feelings; what to do:

(Review with students practical helps/guides when confronted with uncomfortable people, situations and feelings.)

1. Do not venture off with strangers or on your own.
2. Do not allow anyone to touch you.
3. No one should touch your private body parts that are the part of you that is covered by your bathing suite.
4. Do not ever be afraid to tell someone who is attempting to touch you to stop, to say NO!
5. If any adult or other child tries to touch your private body parts get away from them and go get help from parents or other trusted adult.
6. Do not keep “special” secrets with adults or older children when they make you feel uncomfortable.
7. Always talk to your parents.
8. If you are uncomfortable about someone or something to tell your parents, teacher or other responsible adult.
9. Know that there are helping people in our community such as the police who are there to protect us such as the police or school teachers or principles.

Activity:

Using the attached work sheet have students identify “trusted” adults and what they can do if someone attempts to touch them or make them feel bad or scared. Their responses might be used to generate class discussion and clarify important lesson content.

Conclusion:

(The following wrap-up or conclusion for the class should bring together some of the basic safe environment concepts to reiterate them and highlight their importance.)

1. Loving and respecting as Jesus loves and respects us.
2. Listening to our parents.
3. Never being afraid to talk to our parents or trustworthy adult about fears or concerns.
4. What is “good touch” and “bad touch.”
5. When a child is uncomfortable to who and where they can go to for help.
6. We should always respect ourselves and each other never treating another in any way that is not loving or respectful in the image of Jesus.
7. Use handout to review important lesson points.

Who are Trusted Adults?

Trusted adults are:

(Please check your trusted adults.)

- Police Officer
- Stranger from a store
- Grandma & Grandpa
- Parish Priest
- Nice man or woman in a store who give you candy
- Teacher
- Someone in a car looking for their lost puppy
- Another child or young person you don't know
- School Principal

What do I do if someone tries to touch me and makes me feel bad or scared?

(Check one or more.)

- NO! - Shout NO or STOP at the person.
- GO! - Get away and go to a safe place and get help.
- Allow the person to do what they want.
- TELL! – Tell a trusted adult.

Office for a Safe Environment Ministry
Byzantine Catholic Eparchy of Passaic

Elementary Safe Environment Training Grades 3 – 4

Lesson Objectives:

In presenting this basic lesson for children in the elementary group the instructor should stress the following:

1. The love Jesus has for us, especially for them.
2. The importance of being safe and being aware of their environment.
3. Listening to their feelings; when their heads and hearts tell us something is not right; when they feel sacred or uneasy because a person or situation makes them feel uncomfortable or unsafe.
4. Understanding “good touch” and “bad touch.”
5. The “little voice” inside us.
6. What a child might do when confronted by such situations.
 - NO Say “No!” to the person or say “stop!” or “Leave me alone!”
 - GO Immediately Go away from someone who makes you feel uncomfortable or tries to touch your private body parts. Move or run away from him/her and try to go to another safe place.
 - TELL Immediately tell your parents or a trusted adult if someone tried to touch your private body parts in an inappropriate way.
7. Who are trusted adults?

What does Sacred Scripture tell us?

(The following scriptural quotes may be used as a stimulus for the classroom discussion.)

-A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.” *(John 13: 34-35)*

-Children, obey your parents in the Lord, for his is right. "Honor your father and Mother"-which is the first commandment with a promise; so that it may go well with you..." (Ephesians 6:1-3)

-So in everything, do to others what you would have them do to you for this sums up the Law and the Prophets. (Matthew 7:12)

Class topics for presentation and discussion:

(The following are given as topics for engaging the children in developing their understanding of safety and respect.)

1. The importance of their personal safety.
2. Why God gave us our parents and why it is important to listen to them and be obedient to them.
3. What does Jesus mean when Jesus tells us "Love one another, as I have loved You."?
4. Respecting each other at home, in church, in school and on the playground.
5. How do we respect one another? How do we love one another?
6. What might be considered not respecting or loving an individual?
7. What it means to be safe at home, school, church or playground.
8. What is the difference between good play and bad play.
9. What is the difference between good touch and bad touch.
10. The importance of listening to "the little voice" inside them.
11. What is that "little voice"?
12. Understanding "good touch" and "bad touch."

-A "good touch" can be a way for people to show they care for each other and help each other. They can include hugging, holding hands, a parent helping their child get cleaned-up or a kiss from a mom, dad, grandparent, aunt or uncle

-A "bad touch" can make a child feel uncomfortable or hurt. It is when someone touches a child on their body where they don't want to be touched such as private body parts. It can also be a person placing their hands under a child's clothing or tickling them inappropriately.

13. No one should ever touch our private body parts.
14. In such situations a child should remember:
NO! – Not to be afraid to say NO or STOP; to shout it at the person.
GO! – Immediately get away from the person and go to a safe place.
TELL! – Immediately tell parents or trusted adult what has happened.
15. Do not venture off with strangers or on your own.
16. Be careful with people they do not know and always being with your parents or teachers and not wondering off alone.
17. Secrets are not always good and if an adult tells us to keep a secret that makes us feel bad or uncomfortable we should go tell our parents or a trusted adult.
18. To who, and where a child can go for help?
19. Who are their safe friends or adults?

Uncomfortable people, situation and feelings; what to do:

(Review with students practical helps/guides when confronted with uncomfortable people, situations and feelings.)

1. Listening to that “little voice” inside you.
2. Always be aware of your surroundings and the people around you.
4. Do not allow anyone to touch you.
5. Do not ever be afraid to tell someone who is attempting to touch you to stop.
6. We should always respect ourselves and each other never allowing us or treating another in any way that is not loving in the image of Jesus or respectful
7. If you are uncomfortable about someone or something to tell your parents, teacher or other responsible adult.
8. Remember: NO! GO! TELL!
9. Know that there are helping people in our community such as the police who are there to protect us.

Activity:

#1: Have students write down on paper who they feel is a trusted or safe adult. Allow for open discussion and sharing.

#2: Have the students identify as “safe touch” or “unsafe touch” the following:

1. Grandmother or grandfather gives you a good-bye kiss.
2. Mother or Dad gives you a hug as you go off to school in the morning.
3. A friendly person wants to touch your private body parts.
4. Your Doctor wants to check your temperature during a physical exam.
5. A stranger from the Church wants to shake your hand or hug you.

Compare and discuss the responses.

Conclusion:

(The following wrap-up or conclusion for the class should reiterate some of the basic safe environment concepts discussed and highlight their importance.)

1. Loving and respecting as Jesus loves and respects us.
2. Listening to our parents.
3. What it means to respect personal space.
4. The importance of listening to the “little voice” inside us.
5. Never be afraid to talk to our parents or other trustworthy adult about fears or concerns.
6. Never be afraid to say NO!
7. Never allow anyone to touch their bodies or private parts and make them feel bad or uncomfortable.
7. When uncomfortable who and where a child can go to for help.
8. Distribute “Good Touch / Bad Touch” handout and “Stop-Go-Tell Handout.”

Lesson Worksheet

Who are the trusted adults in your life?

WHO:

WHY?

_____	_____
_____	_____
_____	_____

What are some examples of safe touch?

- (1) _____
- (2) _____
- (3) _____
- (4) _____

What are some examples of inappropriate touch?

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Time for Open Discussion

What do you think?

“GOOD TOUCH” AND “BAD TOUCH”

Good Touch:

Does not make us feel bad, uncomfortable or sad. A good touch can be:

- When Mom or Dad gives you a hug and kiss before you go to bed at night or wake up in the morning and go off to school.
- When we go to Church and the Priest anoints us with holy oil.
- When Grandma and Grandpa or dear Aunt and Uncle come to visit and everyone gets hugs and kisses.

Bad Touch:

Touches that make you feel uncomfortable are usually bad touches. You don't have to keep a secret when someone gives you bad touch. Don't feel that you are bad. Whoever gives you a bad touch is the one who is bad, not you. Your body belongs to you. Nobody should touch you if you don't want to be touched. A bad touch can be:

- It is a bad touch if it hurts you.
- It is a bad touch if someone touches you on your body where you don't want to be touched.
- It is a bad touch if the person touches you under your clothing or tickles you under your clothing.
- It is a bad touch if a person touches you in a way that makes you feel uncomfortable.
- It is a bad touch if that touch makes you feel scared and nervous.
- It is a bad touch if a person forces you to touch him or her.
- It is a bad touch if a person asks you not to tell anyone they touched you.
- It is a bad touch if a person threatens to hurt you if you tell.

Three Important Things to Remember

What do you should do if someone touches you in the wrong way or make you feel fearful and uncomfortable by their actions.

NO ! Say “NO!” to the person or say “stop!” or “leave me alone!” Don’t be worried to say it too loud; you may shout it at the person if they don’t stop.

GO! Immediately “GO” away from someone who makes you feel uncomfortable or tries to touch your body or private body parts. Move or run away from him/her and go to a safe place.

TELL! Immediately “TELL” our parents or a trusted adult if someone tried to touch your private body parts in an inappropriate way or made you feel uncomfortable by their actions.

REMEMBER: If someone touches you in the wrong way tell someone you trust what happened. Don’t let anyone scare you into keeping quiet. Don’t keep it a “special secret.” Don’t feel you did something bad; the person who touched you did something bad. Tell a trusted adult - your parents, a relative, a teacher, police officer, or your doctor. Do everything you can to stay away from a person who is touching you in the wrong way or making you feel uncomfortable. Never be alone with that person.

Office for a Safe Environment in Ministry
Byzantine Catholic Eparchy of Passaic

Elementary Safe Environment Training Grades 5-6

Lesson Objectives:

In presenting this basic lesson for children in the elementary group the instructor should stress the following :

1. The love Jesus has for us, especially for them.
2. The importance of being safe and being aware of their environment.
3. The importance of “boundaries”; what are they and what do they mean.
4. The importance of listening to their feelings;
5. What our feelings can tell us and how they can keep us safe.
6. “Good Touch” – “Bad Touch”
7. Secrets aren’t always good.
8. What to do when confronted by uncomfortable and challenging situations.
9. How to avoid such situations.

What does Sacred Scripture tell us?

(The following scriptural quotes may be used as a stimulus for the classroom discussion according to the group’s age and educational level.)

-A new command I give you: Love one another. As I have loved you, so you must love one another. *(John 13: 34)*

-Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity. *(1 Timothy 4:12)*

-Let what you say be simply ‘yes’ or ‘no’; anything more than this comes from evil. *(Matthew 5:37)*

-Do not model your behavior on the contemporary world, but let the renewing of your minds transform you, so that you may discern for ourselves what is the will of God-what is good and acceptable and mature. (*Romans 12:2*)

Class topics for presentation and discussion:

(The following are given as topics for engaging the children in developing an initial consideration of personal safety and boundaries.)

1. The importance of their personal safety.
2. What does Jesus mean when he tells us “Love one another, as I have loved You.”?
3. Respecting each other and being respectful of each other at home, in church, in school.
4. Human beings, created in God’s image are sacred and worthy of respect.
5. What are boundaries?

Boundaries are “dividing lines.” In interpersonal relationships they are limits that define one person as separate from another or from others. They promote and preserve personal integrity. Boundaries give each person a clear sense of “self” and a framework for how we can function in relationship to other individuals. Boundaries set the limits for how people can deal with us. They create necessary “space” between individuals. Healthy boundaries define expectations and show respect for others.

6. How do we respect one another? How do we love one another?
7. What might be considered not respecting or loving an individual?
8. What are appropriate “boundaries”; how they protect us.
9. No one should ever touch us in an inappropriate manner or engage us in inappropriate or personal discussion or questions.
10. Remember “Good Touch” and “Bad Touch.”
11. The importance of being careful with people we do not know and always maintain a respectful distance.
12. Secrets are not always good and if an adult tells us to keep a secret that makes us feel bad or uncomfortable we should go to our parents or a trusted adult.

Uncomfortable people, situation and feelings; what to do:

(Review with students practical helps/guides when confronted with uncomfortable people, situations and feelings.)

1. Always respect yourself and never allow anyone to touch you.
2. Do not ever be afraid to tell someone who is attempting to touch you to stop.
3. Do not keep “special” secrets that make you uncomfortable with adults or older children.
4. Always remember the importance of healthy and appropriate “boundaries.”
5. Boundaries are about responsibility, mature decision making and most important to assure a person’s safety and well-being.
6. If you are uncomfortable about someone or something to tell your parents, teacher or other responsible and trustworthy adult.
7. Know that there are helping people in our community such as the police who are there to protect us such as the police, clergy, school teachers or school administrators.

Activity:

- #1: Have the students write down on a piece of paper secrets they think are safe and secrets they think are unsafe. Allow the students to share their lists.
- #2: Have the students write down on a piece of paper short definitions for the following: safe friend, peer pressure, trusted adult, inappropriate touch and boundaries. Allow the students to share their definitions.

Conclusion:

(The following wrap-up or conclusion for the class should bring together some of the reiterate the basic safe environment concepts presented and discussed as well as to highlight there importance.)

1. Loving and respecting as Jesus loves and respects us.
2. We should always respect ourselves and each other. Never treat anyone in an unkind way or allow yourself to be treated in any way that is not loving in the image of Jesus or respectful.

3. What are “boundaries” and how we maintain healthy and safe ‘boundaries”.
4. Never be afraid to set personal “boundaries.”
5. Never be afraid to say NO!
6. When a child is uncomfortable who and where they can go to for help.
7. Never being afraid to talk to our parents or trustworthy adult about fears or concerns.
8. Distribute “Good Touch / Bad Touch” handout and “Stop-Go-Tell” handout.

Lesson Worksheet

What do you think are safe secrets?

What do you think are unsafe secrets?

Let's talk!

- **What is peer pressure?**
- **Who is a safe friend?**
- **Who are your trusted adults?**
- **What are appropriate and inappropriate boundaries?**

“Important Things to Remember”

Good Touch:

Does not make us feel bad, uncomfortable or sad.

Bad Touch:

Touches that make you feel uncomfortable are usually bad touches. You don't have to keep a secret when someone gives you bad touch. Don't feel that you are bad. Whoever gives you a bad touch is the one who is bad, not you. Your body belongs to you. Nobody should touch you if you don't want to be touched.

What do I do if someone tries to touch me inappropriately?

- Tell them no!
- Get away from them immediately.
- Immediately report it to your parents, teacher, principal or police.

Remember the importance of “boundaries.”

- They are about personal responsibility, mature decision making and keeping ourselves safe.

People who can help protect us.

- Remember that there are people within our communities that will help us keep safe and protect us such as police, clergy, school teachers or administrators.

Other important things to remember!

- Respect yourself and others in home, in school and in your community.
- If someone touches you in the wrong way tell someone you trust what happened.
- Don't let anyone scare you into keeping quiet. Don't keep it a "special secret."
- Don't feel you did something bad; the person who touched you did something bad.
- Report any inappropriate touching to a trusted adult - your parents, a relative, a teacher, police officer, or your doctor.
- Do everything you can to stay away from a person who is touching you in the wrong way or making you feel uncomfortable.
- Never be alone with that person.
- Listen to the little voice inside you; if it tells you someone or some situation is not good, listen and get yourself away from that person or out of that situation.

Office for a Safe Environment in Ministry
Byzantine Catholic Eparchy of Passaic

Secondary Safe Environment Training Grades 7-8

Lesson Objectives:

In presenting this basic lesson for children in the secondary group the instructor should stress the following.

1. We have all been created in the image of God.
2. The dignity of the human person.
3. The importance of “boundaries”; what can happen for good and bad.
4. Boundaries are for good relationships; they are loving and responsible.
5. What’s the measure of healthy boundaries; what are ‘good’ boundaries.
6. Mature and healthy attitudes about life and relationship.
7. The challenges of “growing up”.

What does Sacred Scripture tell us?

(The following scriptural quotes may be used as a stimulus for the classroom discussion according to the group’s age and educational level.)

-God created man in his image; in the divine image he created him; male and female he created the. And so it happened. God looked at everything he made, and he found it very good. Evening came, and morning followed-the sixth day. *(Genesis 1:27, 31)*

-Beloved, do not believe every spirit, but test the spirits to see whether they are from God, for many false prophets have gone out into the world. *(1 John 4:1)*

-Let what you say be simply ‘yes’ or ‘no’; anything more than this comes from evil. *(Matthew 5:37)*

-Love you neighbor as yourself. Love does no harm to a neighbor. Therefore love is the fulfillment of the law. *(Romans 13: 9-10)*

-Do not be afraid to speak out, nor allow yourself to be silenced. I am with you. I have so many people on my side that no one will hurt you." (Acts 18: 9-10)

Points for presentation and discussion:

(The following are given as topics for engaging the children in developing their fuller understanding of boundaries and personal respect.)

1. What does Jesus mean when he tells us "Love one another, as I have loved You."?
2. Respecting each other and being respectful of each other at home, in church, in school.

-Every person is entitled to respect and dignity; inappropriate touching or physical contact is never acceptable.

3. Do we remember; what are boundaries?

-Boundaries are "dividing lines." In interpersonal relationships they are limits that define one person as separate from another or from others. They promote and preserve personal integrity. Boundaries give each person a clear sense of "self" and a framework for how we can function in relationship to other individuals. Boundaries set the limits for how people can deal with us. They create necessary "space" between individuals. Healthy boundaries define expectations and show respect for others.

4. How do we respect one another? How do we love one another?
5. What might be considered not respecting or loving an individual?
6. What are appropriate and inappropriate "boundaries"; how they impact us.
7. When are our actions or behaviors inappropriate and possibly an invitation to trouble?
8. It is never acceptable for someone to engage us in inappropriate or personal discussion or questions of a sexually explicit or suggestive nature.
9. Always maintaining a respectful relationship.
10. Secrets are not always good and if anyone tells us to keep a secret regarding an act of abuse or something that makes us feel bad or uncomfortable we should go immediately to our parents or a trusted adult.

Uncomfortable people, situation and feelings; what to do:

(Review with students practical helps/guides when confronted with uncomfortable people, situations and feelings.)

1. Always respect yourself and never allow anyone to touch you or disrespect you.
2. Being respectful of others feelings; just as you should be respected, you should respect others.
3. Do not ever be afraid to tell someone who is attempting to touch you to stop; boyfriend, girlfriend or anyone.
4. Remember the importance of healthy, clear and appropriate “boundaries.”
5. Boundaries are about responsible, mature decision making and safety.
6. Never be afraid to say NO to inappropriate actions by another person.
7. If you are uncomfortable about someone or something to tell your parents, teacher or other responsible and safe adult.
8. Know that there are helping people in our community such as the police who are there to protect us such as the police, clergy, coaches or school teachers or administrators.

Activity:

- #1: On a sheet of paper have students write down words that mean safe to them. Ask them to share their words with the group and explain their choices.
- #2: Part I: Have the students write down on a piece of paper who they would consider the “safe” persons in their lives and what they feel they could tell such persons.
- Part II: Have the students write down on a piece of paper what they should do if they are a “safe person” for someone who comes to them with a concern regarding inappropriateness or abuse by another person.

Conclusion:

(The following wrap-up or conclusion for the class should bring together some of the covered safe environment concepts to reiterate them and highlight their importance.)

1. Loving and respecting as Jesus loves and respects us.
2. Remember we have been created in the Divine Image and what God created good.
3. We should always respect ourselves and each other never allowing us or treating another in any way that is not loving in the image of Jesus or respectful.

4. What are “boundaries” and how we maintain healthy, clear and safe boundaries.
5. Never be afraid to say no to inappropriate behavior on the part of anyone.
6. Never be afraid to set personal “boundaries”; they are important and healthy.
7. Don’t give in to peer pressure.
8. Where you can go for help.
9. Never being afraid to talk to parents or trustworthy adult about concerns.
10. Distribute “Boundaries” handout.

Student Activity Worksheet

(1) What words mean/describe safe to you.

(2) Please list who you would consider “safe persons” in your life and what you feel you could tell such persons.

(3) Please describe what you should do if you are a “safe person” for someone who comes to you with a concern regarding inappropriateness or abuse by another person.

Boundaries

What are Boundaries?

1. They are the “dividing lines” in interpersonal relationships.
2. They are limits that define one person as separate from another or from others.
3. They promote and preserve personal integrity.
4. They give each person a clear sense of “self” and a framework for how we can function in relationship to other individuals.
5. They set the limits for how people can deal with us.
6. They create necessary “space” between individuals.
7. Healthy boundaries define expectations and show respect for others.

Remember:

- Boundaries should always be clearly established and consistent.
- Boundaries are a matter of maturity and healthy sense of responsibility.
- Boundaries make for good relationships.

Understanding Boundaries in Your Life

- When you don't speak up, you hide yourself and allow others to violate your boundaries.
- When you disregard your personal beliefs, values, wants and feelings. It causes you to feel diminished or less than who you are.
- Boundaries are the invisible lines we draw around ourselves for self-protection and self-preservation and at times security and safety.
- Most people will respect our boundaries if we let them know what they are. However, with others, we must actively defend our boundaries.
- Boundaries help us to express our uniqueness.
- Recognizing our uniqueness and our differences can help us to better understand our relationships with others in our lives.
- Healthy self-knowledge helps us establish and reinforce appropriate and healthy boundaries.

You are a precious gift of God!

**Through the prayers of our Holy Fathers,
O Lord Jesus Christ our God, have mercy on us and save us.**

AMEN.

Glory to Jesus Christ!

Glory forever!