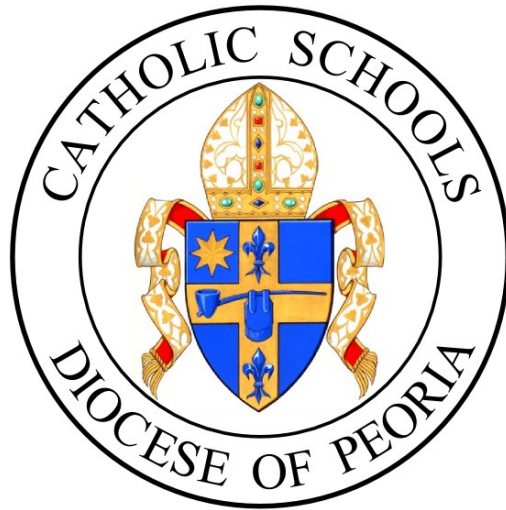


Diocese of Peoria
Office of Catholic Schools



Safe Environment
Curriculum

Table of Contents

Introduction & Acknowledgments.....	2
Directions for School Administrators	3
Scope & Sequence	
Computer Safety	5
Environmental Safety.....	7
Interpersonal Safety	10
Touching Safety	12
Glossary	13
Supplemental Material	
Myths & Facts about Violence in Relationships.....	15
Warning Signs of Potential Perpetrators.....	16
Strategies for Children to Protect Themselves if Abducted.....	16
Dynamics Inherent in Abuse.....	16
Factors Inherent in Abuse	16
Safe, Unsafe, and Unwanted Touch.....	17
Passive, Assertive, and Aggressive Responses.....	17
Conflict Resolution Skills.....	18
Differences between Sexual Harassment and Flirting	18
Prayers.....	19
Resources	
Publications.....	20
Videos	21
Web Sites	22
Verification Form.....	23
Opt-Out Form.....	24
Curriculum Articulation Checklist.....	25

Introduction and Acknowledgements

According to the *Charter* guidelines published by the United States Conference of Catholic Bishops, “training programs for children and young people should include age appropriate materials pertaining to personal safety. This includes information about improper touching and relationships.” The *Diocese of Peoria Safe Environment Curriculum for Catholic Schools* is designed to address the instructional content envisioned by the *Charter* and help students understand their role in maintaining a safe environment.

To initiate the development of the *Diocese of Peoria Safe Environment Curriculum*, during the 2006-2007 school year, the Office of Catholic Schools formed a committee of Catholic school teachers and administrators to generate the curriculum’s underlying philosophy, direction and specific content. The following educators served on the committee:

- Mike Birdoes, St. Vincent de Paul School, Peoria
- Mary Pat Shepherd, St. Paul School, Danville
- Mary Paula Schmitt, St. Louis School, Princeton
- Sr. Elaine Lange, SMP, St. Louis School, Princeton
- Barb Shrode, St. Paul School, Macomb
- Roxanne Miner, Alleman High School, Rock Island
- Jerry Sanderson, Office of Catholic Schools
- Brother William Dygert, C.S.C., Office of Catholic Schools

At the beginning of the process, the committee decided that, in order to be meaningful and have a lasting impact on students, the content of the *Diocese of Peoria Safe Environment Curriculum* should be integrated into each school’s regular instructional program throughout the entire academic year, rather than presented as a separate, stand alone program. The committee also determined that the safe environment curriculum for students would address four key areas of personal safety: 1) computer safety; 2) touching safety; 3) interpersonal safety; and 4) environmental safety. The scope and sequence and the curriculum’s specific learning objectives were established after the committee reviewed safe environment training materials from the following dioceses and civic organizations:

- Diocese of Harrisburg
- Diocese of LaCrosse
- Diocese of Venice
- Diocese of Joliet
- Diocese of Providence
- Diocese of Green Bay
- Archdiocese of New York
- National Center for Missing and Exploited Children
- National Center for Victims of Crime
- National School Safety Center, U.S. Department of Education
- Domestic Abuse Intervention Project
- Boy Scouts of America

The committee worked under the following parameters as they developed the safe environment curriculum: that it would be age appropriate, user friendly, research based, consistent with the moral teachings of the Catholic Church, promote respect for the dignity of the human person, and fulfill the training requirements expressed in Article 12 of the *Charter* and its implementation guidelines. The underlying purpose of the curriculum is to equip teachers, parents, and students with knowledge that can help keep children and young people safe.

Directions for School Administrators

The scope and sequence charts that follow are divided into four grade divisions: primary (Gr. PreK-2), intermediate (Gr. 3-5), middle school (Gr. 6-8), and high school (Gr. 9-12). For each learning objective listed, an “X” in an adjacent column indicates that the particular objective must be addressed in at least one of the grade levels within the grade division. For example, an “X” in the “primary” column next to the learning objective, “Students will learn the warning signs of potential perpetrators,” indicates that the school must cover the concept sometime within the PreK-2 grade range. It is not necessary for each learning objective to be taught at every grade level every year. For instance, a school could elect to cover the objective, “Students will learn the warning signs of potential perpetrators,” each year in Grade 2.

Most learning objectives in this curriculum guide have an “X” in at least two grade columns; many have an “X” in all four columns. At the beginning of the school year, the administrator will need to engage faculty members in one or more articulation sessions in order to review the content of the safe environment curriculum and determine the specific grade level(s) in which the objectives will be taught, as well as the depth of coverage. For example, the objective, “Students will learn the warning signs of potential perpetrators,” has an “X” in all four columns. Therefore, the school could determine that the concept will be introduced in the primary grades, developed in the intermediate grades, mastered in the middle school grades, and reinforced at the high school level. Also, as part of the articulation process, schools will need to determine the particular course or subject area in which a specific objective will be covered. Some objectives will fit into the school’s physical education or health curriculum, others will be taught in computer courses, and many will undoubtedly be addressed in the school’s family life or religion/theology classes. A checklist can be found at the end of this document (beginning on p. 25) to assist teachers and administrators with the articulation process.

Prior to teaching the safe environment curriculum each year, the school must offer a meeting for parents. Attendance at the parent session is optional, but offering the annual meeting is not. The parent session shall address the following:

- General guidelines to assist parents in protecting their children from abuse.
- Appropriate boundaries for adults working with children.
- How parents can discuss personal safety issues with their children, including touching safety and Internet safety.
- A review of the content of the school’s safe environment curriculum for children.

Guest speakers (law enforcement officials, DCFS personnel, social workers, counselors from Catholic Charities, etc.) can be enlisted to assist the school in making this presentation to parents. Schools are required to document the date of the meeting and the estimated number of parents in attendance on a verification form (see p. 23), as well as retain copies of school newsletters or bulletin announcements promoting the annual parent meeting.

The curriculum guide contains an “opt-out” form that schools can use for parents who request that their children not participate in a particular lesson or lessons (see p. 24). It should be emphasized in the parent meeting and in any other communications with parents that the safe environment curriculum is not sex education; rather, the curriculum is an abuse prevention program to help create and maintain a safe environment for children and young adults. While parents, as the primary educators of their children, have the right to determine if their children will learn a particular objective at home or at school, the school must ensure that all students learn the material, since the learning objectives defined in the curriculum guide have been integrated into the regular academic subjects/courses of the school. Parents who desire to teach a particular objective at home and withhold their child’s participation at school must

complete the “opt-out” form, specifying the objective(s) that will be taught at home, as well as the method(s) and material(s) that will be used to teach the content. Should a parent refuse to sign such a form, it is the responsibility of the principal to record such refusal and maintain appropriate documentation in the school office.

A list of resources is included on pp. 20-22 of the curriculum guide. The resource list includes publications, videos, and web sites that can assist teachers with designing and teaching lessons on child safety and abuse prevention. Collaborating within their diocesan region, vicariate, and/or community, schools are encouraged to network with each other in the purchasing and sharing of resources and supplemental materials. Title IV (Safe & Drug Free Schools) funds can be used to purchase videos, books, teacher manuals, and the like.

The United States Conference of Catholic Bishops (USCCB) periodically audits each diocese to ensure compliance with the principles and requirements outlined in the *Charter for the Protection of Children and Young People*. Consequently, schools must maintain appropriate documentation of their safe environment programs and procedures.

Each year, schools need to document the following:

- Schools shall retain a copy of the curriculum articulation checklist (p. 25ff) in order to document the grade levels and academic subjects/courses where specific objectives will be taught.
- “Opt-out” forms shall be retained in the school office for a period of two years.
- Schools shall retain a copy of flyers, newsletters, and/or bulletin announcements promoting the annual parent meeting for a period of two years.
- A verification form (p. 23) shall be submitted annually to the Office of Catholic Schools by no later than May 15th. The verification form documents the number of students that received instruction in each grade level; the number of students that opted out of any part of the program; and certifies that a parent meeting was offered at the beginning of the school year.

Further information about the safe environment curriculum, including questions about instructional content, resources, and/or required documentation, should be directed to the Office of Catholic Schools.

Diocese of Peoria Safe Environment Curriculum

COMPUTER SAFETY				
Students will learn ...	Primary	Inter- mediate	Middle School	High School
1. To immediately inform a teacher, parent, or other trusted adult when they come across any material that makes them feel scared, uncomfortable, or confused.	X	X	X	X
2. That it is unsafe to open spam or e-mails from people they don't know in person.	X	X	X	X
3. That it is never appropriate to respond to any online communication in a sexually provocative way.		X	X	X
4. To show suspicious communications to a teacher, parent, or other trusted adult.	X	X	X	X
5. That some Internet sites ask users to list their age, gender, and interests, and that perpetrators use these profiles to search for potential victims.	X	X	X	X
6. That on the Internet, perpetrators may pose as a person with a different age or name without others knowing in order to entice or sexually exploit children.	X	X	X	X
7. That they cannot "take back" the online text and images they post on the web. Once online, "chat" as well as other postings become public information that can be exploited. Many web sites are cached by search engines, allowing photos and text to be retrievable long after a web site has been deleted.		X	X	X
8. To restrict access to their online profiles so only those on their contact lists are able to view them.			X	X
9. To use screen names that do not reveal their gender or location.	X	X	X	X
10. To use privacy settings on social-networking sites to restrict access to their personal "spaces" or blogs to only those they personally know.		X	X	X
11. To regularly share with a teacher, parent, and/or other trusted adult the people they are communicating with online.	X	X	X	X
12. To never give out personal information or arrange to meet in person with someone they have met online.	X	X	X	X

Primary = Gr. PK-2

Intermediate = Gr. 3-5

Middle school = Gr. 6-8

High school = Gr. 9-12

Diocese of Peoria Safe Environment Curriculum

COMPUTER SAFETY				
Students will learn ...	Primary	Inter- mediate	Middle School	High School
13. To block the sender if they receive an instant message (IM) from someone they do not know.		X	X	X
14. To IM only those people they know in person and who have been approved by a teacher or parent.		X	X	X
15. Not to respond to any rude, threatening, or annoying messages they receive.		X	X	X
16. That webcam sessions and photos can be easily captured, and other users can continue to circulate those images online.			X	X
17. To use webcams or post photos online only with the knowledge and supervision of a teacher or parent.		X	X	X
18. To ask themselves if they would be embarrassed if their friends or family saw the images they post or view online, and to avoid posting or viewing any images that would cause embarrassment.		X	X	X
19. To be aware of what is in a web cam's field of vision and to turn cameras off when not in use.		X	X	X
20. That it is not safe to post identity-revealing photos.		X	X	X
21. To avoid posting photos of others, even their friends, without the permission of their friends' parents.		X	X	X
22. To immediately notify a teacher, parent, or other trusted adult if they encounter anything on the Internet that is obscene (indecent) or unlawful.	X	X	X	X
23. That it is illegal to share copyrighted materials online without permission.		X	X	X
24. That by sharing files, they may unknowingly download and distribute viruses and even illegal material such as child pornography.		X	X	X

Primary = Gr. PK–2

Intermediate = Gr. 3-5

Middle school = Gr. 6-8

High school = Gr. 9-12

Diocese of Peoria Safe Environment Curriculum

ENVIRONMENTAL SAFETY				
Students will learn ...	Primary	Inter- mediate	Middle School	High School
1. To watch out for the safety of their younger brothers and sisters.			X	X
2. To recognize safe and unsafe people and situations.	X	X	X	X
3. Who they can turn to for help at home, at school, and in the community.	X	X	X	X
4. How to incorporate the “buddy system” into their everyday lives – riding bicycles, going to the mall, playing at the park, etc.	X	X	X	X
5. That they should never answer the door unless they know the person.	X	X	X	X
6. To have emergency numbers, including the phone number of a friend or neighbor, if they are home alone.	X	X	X	X
7. That one is never safe if they become intoxicated by alcohol or drugs, or are with people who are intoxicated.			X	X
8. The warning signs of potential perpetrators.*	X	X	X	X
9. If they have sought help from someone in authority and that person does not take action, to seek help from another person in authority.		X	X	X
10. That when a perpetrator is unrelated to a student, the perpetrator is just as likely to be someone known to the student as to be a stranger.	X	X	X	X
11. To check first with their teacher, parents, or another trusted adult before they accept a gift from anyone.	X	X	X	X
12. That adults should never ask children for directions, and to avoid approaching cars if they do not know the driver.	X	X	X	X
13. That they should never accept a ride from someone they do not know or someone who makes them feel uncomfortable.	X	X	X	X
14. To lock the door if they are staying home alone.		X	X	X

* See the “Supplemental Material” section for further information.

Primary = Gr. PK–2

Intermediate = Gr. 3-5

Middle school = Gr. 6-8

High school = Gr. 9-12

Diocese of Peoria Safe Environment Curriculum

ENVIRONMENTAL SAFETY				
Students will learn ...	Primary	Inter- mediate	Middle School	High School
15. To get away as quickly as they can if someone is following them, and to inform a trusted adult about what happened.	X	X	X	X
16. That if they are staying home alone, they should check out the house before entering it, and go to a safe place to call for help if something does not seem right.		X	X	X
17. To avoid telling callers that their parents are not home.		X	X	X
18. To notify their parents that they made it home safely if they are staying home alone.		X	X	X
19. That they should never go anywhere with anyone without the permission of their parents or teacher.	X	X	X	X
20. That they need to avoid shortcuts and isolated areas when traveling to and from school.	X	X	X	X
21. That they must notify their parents and receive their permission if they change their planned activities or whereabouts.		X	X	X
22. That those who prey on children may entrap or lure children.	X	X	X	X
23. To understand that a gift may be a bribe.	X	X	X	X
24. To be alert to the fact that a seemingly innocent game can lead to sexual exploitation.		X	X	X
25. To be wise to the fact that the offer of a short-term job or errand may be a trick to abduct and/or abuse.		X	X	X
26. To ignore requests from strangers who claim they are friends of their parents and try to lure a child to leave school or home.	X	X	X	X
27. That they should not leave with a stranger, even if it is an emergency.	X	X	X	X
28. Strategies to protect themselves if they are abducted.*	X	X	X	X

* See the “Supplemental Material” section for further information.

Primary = Gr. PK–2

Intermediate = Gr. 3-5

Middle school = Gr. 6-8

High school = Gr. 9-12

Diocese of Peoria Safe Environment Curriculum

ENVIRONMENTAL SAFETY				
Students will learn ...	Primary	Inter- mediate	Middle School	High School
29. To inform a teacher, parent, or other trusted adult of any sexual solicitation or the availability of pornography.		X	X	X
30. That a perpetrator may introduce children and young adults to drugs, alcohol, and/or pornography in an attempt to make them feel responsible and not report abuse.		X	X	X
31. To tell a teacher, parent, or another trusted adult if they know that a friend is being or has been abused.	X	X	X	X
32. To be aware that being on their own is a big responsibility which must be taken seriously.	X	X	X	X

Primary = Gr. PK-2

Intermediate = Gr. 3-5

Middle school = Gr. 6-8

High school = Gr. 9-12

Diocese of Peoria Safe Environment Curriculum

INTERPERSONAL SAFETY				
Students will learn ...	Primary	Inter- mediate	Middle School	High School
1. To understand the importance of communication, both verbal and non-verbal, in avoiding maltreatment (physical abuse, sexual abuse, emotional abuse, and neglect).	X	X	X	X
2. To recognize and avoid situations such as date rape, date rape drugs, and unacceptable social relationships.				X
3. To use self-defense and personal safety tactics.			X	X
4. To recognize the impact of violence and abuse on self and others.	X	X	X	X
5. How to deal with anger.	X	X	X	X
6. To recognize various types of abuse including physical, sexual, verbal, emotional, and neglect (<i>see glossary</i>).		X	X	X
7. That each person must be treated with dignity and respect because each person is made in the image of God. This dignity and respect includes the privacy of their physical bodies. The body is sacred and holy.	X	X	X	X
8. That the God-given gift of choice in words and actions has consequences.		X	X	X
9. That behaviors or actions that harm self or others physically, psychologically, or spiritually are wrong.		X	X	X
10. That it is important to dress modestly.		X	X	X
11. To protect and assert their own emotional and psychological boundaries.	X	X	X	X
12. To understand and use conflict resolution skills.*	X	X	X	X
13. To demonstrate respect for self and others.	X	X	X	X
14. That sexist attitudes can lead to harmful behaviors.			X	X
15. To recognize the differences between flirting and sexual harassment.*			X	X

* See the "Supplemental Material" section for further information.

Primary = Gr. PK-2

Intermediate = Gr. 3-5

Middle school = Gr. 6-8

High school = Gr. 9-12

Diocese of Peoria Safe Environment Curriculum

INTERPERSONAL SAFETY				
Students will learn ...	Primary	Inter- mediate	Middle School	High School
16. The facts and myths about violence in relationships.*			X	X
17. To identify and differentiate between passive, aggressive, and assertive responses.*	X	X	X	X
18. To develop Christian virtues, especially the virtues of respect, chastity, and prudence.	X	X	X	X
19. To recognize and appreciate differences in people.	X	X	X	X
20. To recognize that bullying or harassing a classmate is wrong and must be reported to school authorities.	X	X	X	X
21. The dynamics inherent in abuse.*			X	X
22. The factors inherent in abuse.*			X	X
23. That abuse will recycle (occur again and again) unless intervention occurs in some form.			X	X

* See the “Supplemental Material” section for further information.

Primary = Gr. PK–2

Intermediate = Gr. 3-5

Middle school = Gr. 6-8

High school = Gr. 9-12

Diocese of Peoria Safe Environment Curriculum

TOUCHING SAFETY				
Students will learn ...	Primary	Inter- mediate	Middle School	High School
1. That their private body parts are those places covered by their bathing suit.	X	X	X	X
2. That they should say no, get away, and tell a trusted adult if someone tries to touch their private body parts.	X	X	X	X
3. That no one has the right to touch their private body parts except to keep them clean and healthy.	X	X	X	X
4. That while touch can be a wonderful way to express caring, sometimes they may not want to be touched, or some touches may make them feel uncomfortable.	X	X	X	X
5. That they should tell a teacher, parent, or trusted adult if someone tries to touch them in a way that makes them feel uncomfortable, especially if the touch involves their private body parts.	X	X	X	X
6. That it is important not to keep secrets about touching, even if someone made them promise not to tell anyone.	X	X	X	X
7. That they are not at fault if someone touches or tries to touch them.	X	X	X	X
8. That not all unsafe touches feel “bad” and not all safe touches feel “good.”	X	X	X	X
9. That there will be consequences and help for people who touch children in an inappropriate way.		X	X	X
10. That it is important to tell about improper touching even when it can be hurtful to family members or others.			X	X
11. That any minor who is touched inappropriately or has experienced inappropriate touch in their past needs healing, help, and support from family, community, and professionals.			X	X
12. To differentiate between safe, unsafe, and unwanted touches.*	X	X	X	X

* See the “Supplemental Material” section for further information.

Primary = Gr. PK–2

Intermediate = Gr. 3-5

Middle school = Gr. 6-8

High school = Gr. 9-12

Glossary

Abduction: When a perpetrator takes a child by the use of physical force or threat or detains a child in an isolated place without lawful authority.

Abuse: Harm or threatened harm to a minor's health or safety by a person responsible for the minor's health or safety or a person in a position of power or control over a minor. It includes physical, verbal, emotional, or sexual abuse and exploitation or child neglect.

Blog: Short for web log. An instantly updatable online journal used for publishing short, informal comments and ideas. The act of keeping a blog is known as blogging.

Boundaries: The physical and emotional limits a person establishes in his/her relationships.

Buddy system: The practice of pairing two or more people together for mutual assistance or safety.

Bullying: Repeated exposure to intentional injury or discomfort inflicted by one or more persons against another. Bullying behavior may include physical contact, verbal assault, social ostracism, obscene gestures or other aggressive acts that cause the victim to feel fearful or distraught.

Cache: The area of a computer's hard drive where web pages and page elements are stored when they are downloaded from the Internet, making it easier and faster for the user to revisit those pages.

Chastity: The virtue which tempers, regulates, and moderates one's sexual desires, thoughts, and actions.

Chat room: A virtual room where people can communicate in real time while on the Internet. When using a chat room, computer users type their messages with a keyboard and the entered text appears on the monitor, along with the text of the other chat room visitors.

Date rape: Often called acquaintance rape, this is unwanted sexual contact perpetrated by someone known to the victim. Most commonly, the perpetrator is a boyfriend, ex-boyfriend, or acquainted in some way with the victim. The victim can be female or male and the perpetrator can be male or female.

Date rape drug: A drug administered surreptitiously (as in a drink) to induce an unconscious or sedated state in a potential victim of sexual abuse.

Emotional abuse: A pattern of behavior by an adult that can seriously interfere with a child's cognitive, emotional, psychological, or social development. Emotional abuse can include ignoring, rejecting, isolating, terrorizing, verbally assaulting, exploiting, and/or corrupting a child or young person.

File sharing: The act of making files on one computer that are accessible to others on a network.

Grooming: Behavior that indicates that a person is trying to set up and prepare another person to be the victim of sexual abuse.

Instant messaging (IM): Technology similar to that of chat rooms which enables real-time text-based online communication. A user is noted when one of their "contacts" or "buddies" is online, allowing them to communicate with each other by exchanging text messages and files via special software.

Internet safety: The concept of being educated and empowered to take control of online experiences. It involves recognizing and making smart and responsible decisions in potentially dangerous situations.

Minor: A child or young person who is under the age of legal competence (18 years of age).

Modesty: The virtue that regulates one's actions and exterior customs concerning sexual matters. Modesty in dress is to avoid clothing that can be expected to cause sexual arousal in oneself or others.

Neglect: The failure or omission of an adult to provide adequate food, clothing, shelter, medical care, and/or supervision to a minor; or the failure to provide special care to a minor that is made necessary by their physical or mental condition; and/or child abandonment.

Obscene: Anything that is offensive to the virtues of decency or modesty.

Perpetrator of child abuse: Someone who has harmed children or young people.

Physical abuse: Knowingly or intentionally causing serious physical harm to a minor.

Pornography: Graphics and/or text that is sexually explicit in nature and designed to cause sexual arousal or stimulation in the viewer.

Posting: Sending a message, photo, or document to an online message board to be viewed by others.

Prudence: First among the cardinal virtues – the correct knowledge of things to be done or avoided. Prudence requires three things: 1) considering the consequences of future actions; 2) judging correctly from the evidence at hand; and 3) directing one's activity accordingly.

Respect: The virtue of speaking and acting with courtesy. Respect means treating others with the dignity due to all humans as children of God.

Self-esteem: How a person feels about himself/herself. Positive self-esteem indicates that a person feels worthwhile and valuable; poor self-esteem implies the opposite.

Sexual abuse: Any contact between a minor and an adult, or a person significantly older or in a position of power over the minor, where the minor is being used for sexual stimulation of the older person.

Trusted adult: An adult who will not intentionally confuse, scare, or harm a child. Trusted adults respect the dignity of children and the rules established by a child's parents, guardians, and caretakers.

Verbal abuse: Words that attack or injure a person, cause one to believe an untrue statement, or speak falsely of an individual. Making a person the butt of jokes, cursing someone, calling a person degrading names, defaming one's character, and/or similar behavior is considered verbal abuse.

Virtue: Character traits which lead people to do what is right and avoid what is wrong; the habitual disposition of a person to act with goodness.

Warning signs: Behavior in children that may indicate they are victims of abuse or neglect. Warning signs include such behaviors as poor hygiene, sudden changes in mood or personality, low self-esteem, unusual nervousness around adults, aggression towards others, inability to stay awake or concentrate, loss of appetite, self-destructive behavior, promiscuity, and/or unexplained bruises or injuries.

Supplemental Material

Myths & Facts about Violence in Relationships

Myth: Violence in relationships is rare.

Fact: Studies estimate that one in three teens is involved in an abusive relationship.

Myth: An incident of violence in a relationship is only a momentary loss of temper. One incident does not constitute abuse.

Fact: The manifestation of violence in a relationship is a physical example of abuse that has already been occurring. It demonstrates the establishment of fear in a relationship, and indicates that one person in the relationship has been manipulating the other in order to maintain power and control.

Myth: Violence in relationships only occurs in poor, urban areas amongst minority groups.

Fact: People of all cultures, races, income levels, and ages are abused in relationships.

Myth: Men cannot be victims of violence in relationships.

Fact: A study conducted by the University of New Hampshire indicated that women use violent means to resolve conflicts in relationships as often as men. Men are often unwilling to seek help because admitting abuse runs contrary to the “macho” image males are expected to maintain.

Myth: People who are strong and intelligent will never fall victim to an abusive relationship.

Fact: Anyone can find themselves in an abusive and controlling relationship.

Myth: People who are subjected to violence in relationships like the abuse or they would leave.

Fact: No one likes the degradation and humiliation of an abusive relationship. But many victims feel they have no place to go for emotional support, or face threats of further violence if they leave.

Myth: There is no way for someone to break out of a violent and abusive relationship.

Fact: People can free themselves from such relationships when they take advantage of community resources such as counseling services and advocacy support groups.

Myth: Alcohol and/or substance abuse causes violence in relationships.

Fact: Although there is a correlation between alcohol and/or substance abuse and violence in relationships, it is not a causal relationship. People who abuse their partners in relationships use drinking or drug use as one of the excuses for episodes of violence rather than accepting individual responsibility. Stopping the consumption of alcohol or drug use will not, in itself, stop the pattern of violence in a relationship.

Myth: When there is violence in a relationship, the victim provokes the abuse. Everyone must change for the violence to stop.

Fact: Victim provocation is no more common in violent relationships than with any other crime. Only the perpetrator of the abuse has the ability to stop the violence. Many victims stay in relationships, making numerous attempts to change their behavior in the hope that this will stop the violence. However, violence in relationships is a behavioral choice by the perpetrator for which he or she must be held accountable. Changes in the victim’s behavior will not cause the perpetrator of abuse to become non-violent.

Myth: Jealousy and possessiveness are signs of true love.

Fact: Jealousy and possessiveness are signs that one person sees the other as merely a possession. It is the most common early warning sign of an abusive relationship.

Sources: Sexual Abuse Advisory Board, Stanford University and New Beginnings Crisis Center

Warning Signs of Potential Perpetrators

- Showing pornography to children
- Using sexually explicit language or telling sexual jokes to children
- Giving gifts to children without the knowledge and permission of their parents
- Exchanging email messages or phone calls with children
- Frequently wrestling or tickling children
- Wanting to be alone with children
- Offering drugs or alcohol to children
- Asking children to keep secrets from their parents and friends
- Inviting children to events where their parents are not welcome
- Referring to children as a “friend”
- Allowing children to do things their parents would not allow
- Making comments that refer to children in sexual ways

Strategies for Children to Protect Themselves if Abducted

- Remain as calm as possible.
- Make the abductor think that they are unsafe by lying about advantages. For example, if abducted, tell the attacker that you have pushed a “panic” button on your cell phone and that the police will be arriving shortly (or are tracking their whereabouts).
- Engage in “small talk” with the abductor.
- Cooperate with the abductor (within reason).
- Do not make verbal threats to the abductor.
- Try to observe and remember as much as possible. This may help with predicting the abductor’s next move, or assist the police in apprehending the abductor after an escape or rescue.
- Do not attempt an escape unless the timing is right (see examples below).
 - If riding in a car, try to get out. For example, when traveling through a populated neighborhood or business district, jump out of the vehicle when it stops at an intersection and run for help.
 - If locked in a car trunk, push out the taillights and stick out an arm or leg to attract the attention of nearby drivers or pedestrians.
 - If walking by a fire alarm, trip the alarm and run for cover.
- Throughout the ordeal, keep a positive frame of mind. Remember that efforts are being made by your parents and law enforcement officials to find and rescue you.

Dynamics Inherent in Abuse

- Abuse increases in frequency and intensity over time.
- It meets solely the needs of the perpetrator.
- Abuse is generational (passed down from one generation to another by example and exposure).

Factors Inherent in Abuse

In order for abuse to occur, the following factors must be present:

- A perpetrator
- A victim
- An opportunity to abuse
- A triggering mechanism (crisis or other event that precipitates an incidence of abuse)

Safe, Unsafe, and Unwanted Touch

Touch is an integral part of being human. Affection is important for a child's development and is a positive part of life. However, not all touch is appropriate. Some touch can be unwanted or unsafe.

Safe touch is appropriate physical affection that is good for a person's body and spirit, and makes one feel loved and important. Examples of safe touch include:

- Side hugs (shoulder to shoulder)
- Pats on the shoulder or upper back
- "High fives"
- Holding hands during prayer or while walking with small children
- Pats on the head when culturally appropriate (should be avoided in some Asian communities)
- Arms around shoulders

Unsafe touch is any form of touch which violates safe boundaries and can be used to initiate inappropriate contact with children. In general, any touch of a child's private body parts that are covered by a bathing suit is unsafe (*note the exception of caregivers of very young children and health professionals who may need to see or touch a child's private body parts in order to ensure proper hygiene or good health*).

Examples of unsafe touch include:

- Kisses on the mouth between adults and children
- Holding children over three years old on the lap
- Touching bottoms and chests
- Showing affection in isolated areas
- Any type of massage given by an adult to a child
- Any type of massage given by a child to an adult

Unwanted touch makes a child feel uncomfortable and/or unhappy. While an unwanted touch might be safe, children need to know that they have a right to say "no" to any touch. Forcing a child to endure an unwanted touch can condition them to believe they must accept any touch from adults, even those which may not be safe. Examples of touch that may be unwanted by a child include:

- Kissing their grandfather or grandmother on the cheek
- Hugging a friend of their parents
- Wrestling with an older brother
- Being lifted up and swung around by their father
- Tickling by an older sister
- Piggyback rides
- Having their hair stroked by their mother

Passive, Assertive, and Aggressive Responses

Passive: Passive responses involve the inability or unwillingness on the part of the individual to express their thoughts and feelings. A person exhibiting a passive response will do something they do not want to do or make up an excuse rather than say how they feel.

Assertive: Assertive responses involve standing up for oneself. A person making an assertive response will stand up for their beliefs without hurting others. Assertive responses involve being insistent, tempered with a willingness to work out differences for the mutual benefit of the persons involved.

Aggressive: Aggressive responses involve overreacting, blaming, and criticizing. A person exhibiting an aggressive response will try to get their way by bullying, intimidating, or even using physical violence.

Conflict Resolution Skills

Conflict resolution involves two or more people who have a quarrel or disagreement identifying their own needs and interests and working cooperatively to find mutually acceptable solutions that satisfy those needs and interests. The skills and steps necessary for conflict resolution include the following:

- Agree that you disagree and need to work toward a solution.
- Take turns talking. Make eye contact, and use a respectful tone of voice.
- Be specific in describing the problem behavior. Communicate honestly about what you want and how you feel, and the reasons for your wants and feelings.
- Separate the problem from the person. Focus on interests, not positions. Suspend judgment and blame to facilitate a free exchange of views.
- Exercise self-control in order to avoid emotional outbursts. Reframe emotionally charged statements into neutral or less emotional terms. Be aware of what your body language is saying.
- Listen to understand by using active listening behaviors. Restate what you think you heard – summarize your understanding of what the other person wants and how they feel.
- Take the opposing perspective. Empathize in order to see the situation as the other side sees it.
- Brainstorm to create and elaborate a variety of solutions.
- Agree to a solution that works for everyone.

Adapted from: *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*, OJJDP, US Dept. of Justice (1996).

Differences between Sexual Harassment and Flirting

Sexual harassment is not flirting or an appropriate way of expressing sexual attraction. However, in much of society, the behaviors associated with sexual harassment (e.g. suggestive remarks, inappropriate touching, requests for sexual favors, etc.) are considered normal. Because many of the behaviors have been accepted by society, the victim of offensive remarks or inappropriate touch may have a difficult time knowing if the behavior was sexual harassment or merely harmless flirting. The chart below clarifies the major differences between how sexual harassment and flirting affects the recipient.

Sexual Harassment

- One-sided
- Feels unattractive
- Is degrading
- Feel powerless
- Power-based
- Negative touching
- Unwanted
- Invading
- Demeaning
- Sad/angry
- Negative self-esteem

Flirting

- Reciprocal
- Feels attractive
- Is a compliment
- In control
- Equality
- Positive touching
- Wanted
- Open
- Flattering
- Happy
- Positive self-esteem

Sexual harassment is generally about power, either getting it or maintaining it. The harasser believes they have (or should have) an advantage over the victim in some way because they are (or want to be) stronger, older, more popular, and/or more important. However, in some cases, sexual harassment is not intended and the behavior is not meant to offend. It is always important for the recipient to let the offender know that his or her behavior is not appreciated. In any event, the person initiating the offensive actions must take responsibility for their conduct and stop the behavior.

Adapted from *Sexual Harassment and Teens* by Susan Strauss, Free Spirit Publishing (1992).

Prayers

God the Father is our Creator. All that God made is good. God loves us very much and wants us to feel safe and happy. He gave us our parents, teachers, and friends to help us be safe and secure when we are at Church, home, and school. God gave us our guardian angels to love and protect us and keep us from harm. Amen.

Adapted from the Diocese of LaCrosse

Where can I hide from your spirit? From your presence, where can I flee? If I ascend to the heavens, you are there; if I lie down in the depths, you are there too. If I fly with the wings of dawn and alight beyond the sea, even there your hand will guide me, your right hand hold me fast. If I say, "Surely darkness shall hide me, and night shall be my light," even darkness is not dark for you, and night shines as the day. Darkness and light are but one. You formed my inmost being; you knit me in my mother's womb. I praise you, so wonderfully you made me; wonderful are your works!

Psalm 139:7-14

Dear God, thank you for loving us. You made us and you always watch out for us. Help us to listen today as we learn how to stay safe. Thank you for your Church, and for people who care about us. Be with us today and always. We ask this through your Son, Jesus our Lord. Amen.

Adapted from Diocese of Joliet

Dear Jesus, you said, "Let the children come to me." When you walked this earth, you showed that you love children. We know that you love us as sons and daughters. It is hard for us to hear that some people do not treat young people the way you did and hurt children by their words and actions. Help us to learn how to protect ourselves and others from harm. Help us to forgive those who have harmed children in the past. Bless all those who teach us and work to keep us safe. Amen.

Adapted from Diocese of Green Bay

Dear Jesus, the Father gave you a beautiful body just like ours, so that you could live among us. When you were a young person in Nazareth, Mary and Joseph protected you and kept you safe. Be with us today, and help us learn how to stay safe in confusing or dangerous situations. We thank you for the people in our lives who care about us and help us learn about how to remain safe. Amen.

Adapted from Diocese of Joliet

Jesus is the Truth and He wants us to know and follow Him. We can also know the truth about what is good and right through reason. Jesus wants us to be safe and have inner peace & joy. He gave us the gifts and tools to make good choices and to have a plan in case we are in danger. The plan should include precautions such as always traveling with a buddy, avoiding strangers, dangerous situations, or circumstances that could lead to sin. If anyone touches us in a way that is inappropriate, Jesus wants to heal us and help us to be whole. Amen.

Adapted from the Diocese of Harrisburg

God of love, you have made each of us a temple of the Holy Spirit. We know that we are precious in your eyes. Be with us today – open our ears to hear what you wish us to know, open our eyes to see what you wish to show us, and open our hearts to your love and the love of our school community. Help us always to look out not only for our own safety, but for the safety of friends, family members, and people who are afraid or unsure what to do. Watch over us and help us each day, so that we might fulfill the plans you have for us. We ask this in the name of Jesus Christ our Lord. Amen.

Adapted from Diocese of Joliet

Resources

Publications

- Alimonti, Frederick and Tedesco, Ann. (2003). *Not Everyone is Nice: Helping Children Learn Caution with Strangers*. Far Hills, NJ: New Horizon Press.
- Coen-Posey, Kate. (1995). *How to Handle Bullies, Teasers and Other Meanies*. Highland City, FL: Rainbow Books, Inc.
- DeBecker, Gavin. (2000). *Protecting the Gift: Keeping Children and Teenagers Safe and Parents Sane*. New York, NY: Dell Publishing.
- Delgatto, Laurie. (2007). *Creating Safe and Sacred Places for Young Adolescents: Sexual Abuse Educational Sessions for 5th to 8th Graders*. Winona, MN: Saint Mary's Press.
- Girard, Linda Walvoord. (1992). *My Body is Private*. Morton Grove, IL: Albert Whitman & Company.
- Horton, Connie Burrows. (2001). *Child Abuse & Neglect: The School's Response*. New York, NY: Guilford Press.
- McCarty, Dr. Robert J. (2002). *Protecting Young People: Our Sacred Trust*. Washington, DC: National Federation for Catholic Youth Ministry.
- McClone, Dr. Gerald J. & Shrader, Mary. (2003). *Creating Safe and Sacred Places*. Winona, MN: St. Mary's Press.
- Plummer, Carol. (1997). *Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents*. Holmes Beach, FL: Learning Publications.
- Raatma, Lucia. (2004). *Safety Around Strangers*. Chanhassen, MN: Child's World, Inc.
- Reid, Kathryn Goering. (1994). *Preventing Child Sexual Abuse Ages 5-8*. Cleveland, OH: Pilgrim Press.
- Reid, Kathryn Goering & Fortune, Marie M. (1989). *Preventing Child Sexual Abuse Ages 9-12*. Cleveland, OH: Pilgrim Press.
- Rogers, Susan E. (2006). *K-5 Personal Protection Empowerment Program*. Clovis, CA: Safety Awareness & Family Education Network, Inc.
- Rogers, Susan E. (2006). *6-8 Personal Protection Empowerment Program*. Clovis, CA: Safety Awareness & Family Education Network, Inc.
- Rogers, Susan E. (2006). *9-12 Personal Protection Empowerment Program*. Clovis, CA: Safety Awareness & Family Education Network, Inc.
- Rogers, Susan E. (2006). *My Teen Scene Safe Dating Journal*. Clovis, CA: Safety Awareness & Family Education Network, Inc.

- Sawyer, Kieran and Amidei, Kathie. (2006). *Learning about L.I.F.E. – Love, Infatuation, Friendship, Exploitation: A Family-Based Program on Relationships and Abuse Prevention*. Notre Dame, IN: Ave Maria Press.
- Sommer, Carl. (2003). *The Sly Fox and the Chicks*. Houston, TX: Advance Publishing, Inc.
- Schamburg, Tracy M. (2006). *Catie the Caterpillar*. Liguori, MO: Liguori Publications.
- Spellman, Cornelia Maude. (2000). *Your Body Belongs to You*. Morton Grove, IL: Albert Whitman & Company.
- Voelkel-Haugen, Rebecca & Fortune, Marie. M. (1996). *Sexual Abuse Prevention: A Course of Study for Teens*. Cleveland, OH: Pilgrim Press.
- Wachter, Oralee. (2002). *No More Secrets for Me*. Boston, MA: Little, Brown & Company.

Videos

- A Time to Tell* (available from www.scouting.org)
- Breaking the Silence* (available from www.rcbo.org/breakingsilence)
- Great Escapes Anti-Abduction* (available from www.safenetwork.org)
- I Am the Boss of My Body* (available from www.unitedlearning.com)
- Little Bear* (available from www.jist.com/kidsrights)
- Love – All That and More* (available from www.faitrustinstitute.org)
- Safety Net Kids: No Easy Targets* (available from www.videoswithvalues.org)
- Stranger Safety* (available from www.thesafeside.com)
- Talk for Parents and Kids – Safety* (available from www.goodtouchbadtouch.com)
- Tricky People* (available from www.yellodyno.com)
- True Love: God’s Plan for Abstinence Until Marriage* (available from www.mediakids.com)
- What Tadoo with Secrets* (available from www.empowerkids.com)
- Yes You Can Say No* (available from www.cfchildren.org)
- Your Right to Respect* (available from www.flannerycompany.com)
- Youth Protection: Personal Safety Awareness* (available from www.learning-for-life.org)

Web Sites

ACT for Kids (www.actforkids.org)

Committee for Children (www.cfchildren.org)

Child Welfare Information Gateway (www.childwelfare.gov)

Faith Trust Institute (www.faithtrustinstitute.org)

Girls and Boys Town (www.girlsandboystown.org)

Good-Touch/Bad Touch[®] (www.goodtouchbadtouch.com)

Got2BSafe (www.honeywell.com/sites/hhs/got2bsafe)

i-SAFE, Inc. (www.isafe.org)

Katie Brown Educational Program (www.kbep.org)

Kid Safety of America (<http://kidsafetystore.com>)

National Catholic Risk Retention Group, Inc. (www.virtus.org)

National Center for Missing & Exploited Children (www.missingkids.com)

International Center for Assault Prevention (www.ncap.org)

National Federation for Catholic Youth Ministry (www.nfcym.org)

NetSmartz[®] Workshop (www.netsmartz.org)

Prevent Child Abuse America (www.preventchildabuse.org)

Red Flag Green Flag Resources (www.redflaggreenflag.com)

Safety Awareness & Family Education Network (www.safenetwork.org)

Safer Society Foundation, Inc. (www.saferociety.org)

The Safe Side[®] (www.thesafeside.com)

Touching on Safety, Inc. (www.touchingonsafety.org)

Yello Dyno, Inc. (www.yellodyno.com)

**Diocese of Peoria Safe Environment Curriculum Verification Form
2007-2008 Academic Year**

School: _____ City: _____

Principal: _____

This form certifies that the learning objectives outlined in the *Diocese of Peoria Safe Environment Curriculum* have been taught in the school named above during the course of the academic year. A parent meeting was held at the beginning of the school year on _____ (date). The estimated number of parents attending the meeting was: _____ (number). The meeting addressed the following:

- Guidelines for protecting children from abuse
- Boundary issues
- Personal safety skills with children, including touching and Internet safety
- A review of the learning content to be addressed in the school's safe environment instructional program for children and young people, as outlined in the *Diocese of Peoria Safe Environment Curriculum*

In addition to the parent meeting, all parents, whether or not they were in attendance, were notified that the curriculum was available for their review in the school office. If any parent requested that their child be held out of a particular lesson(s) during the course of the year, an "opt-out" form signed by the parent has been filed in the school office, listing the child's name and the lesson content for which the parent requested the "opt-out." For any parent who refused to sign an "opt-out" form, the school has written documentation of such refusal. The table below indicates the number of students who received safe environment instruction during the academic year and the number of students who were opted out of any portion of the material.

Grade	# Students Instructed	# Students Opted Out of Any Lesson(s)
Prekindergarten		
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
TOTAL		

Principal's Signature _____

Date _____

Return form to Office of Catholic Schools by May 15, 2008

Safe Environment Curriculum Opt-Out Form

The U.S. Bishop's *Charter for the Protection of Children and Young People* and the safe environment procedures of the Diocese of Peoria require that all children in our Catholic schools be given safe environment training that is age-appropriate and in accord with Catholic moral principles. The Diocese of Peoria provides such training through its Safe Environment Curriculum. Parents can review the content of this curriculum by contacting the school office.

If you choose to withhold your child from participation in any part of the training outlined in the curriculum guide, please sign this form, specifying the name of your child, the specific learning objectives from which your child's participation is to be withheld, the method(s) and material(s) you will use to cover the content at home, and the date(s) the content will be taught at home.

School Name: _____

Child's Name: _____

Child's Grade: _____

Learning Objective(s): _____

*Next to each objective, indicate
the date it will be taught at home*

Material(s)/Method(s): _____

I do not want my child to participate in instruction at school covering the specific learning objective(s) listed above. I acknowledge my responsibility to teach the content to my child at home and to inform the school of the method(s) and material(s) used to teach the concepts, as well as the date(s) when the content will be taught. The school has offered to provide a copy of the curriculum guide/materials, as applicable, to assist me in teaching the learning objective(s) at home. I understand that the learning objective(s) listed above are part of the school's academic requirements, and that the concepts must be taught to my child at home or in another venue in order for my child to satisfactorily complete and receive credit for their academic subjects and/or courses.

Parent's Signature

Date

Curriculum Articulation Checklist

COMPUTER SAFETY OBJECTIVES	PRIMARY			INTERMEDIATE			MIDDLE SCHOOL			HIGH SCHOOL		
	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R
<i>Students will learn ...</i>												
1. To immediately inform a teacher, parent, or other trusted adult when they come across any material that makes them feel scared, uncomfortable, or confused.												
2. That it is unsafe to open spam or e-mails from people they don't know in person.												
3. That it is never appropriate to respond to any online communication in a sexually provocative way.												
4. To show suspicious communications to a teacher, parent, or other trusted adult.												
5. That some Internet sites ask users to list their age, gender, and interests, and that perpetrators use these profiles to search for potential victims.												
6. That on the Internet, perpetrators may pose as a person with a different age or name without others knowing in order to entice or sexually exploit children.												
7. That they cannot "take back" the online text and images they post on the web. Once online, "chat" as well as other postings become public information that can be exploited. Many web sites are cached by search engines, allowing photos and text to be retrievable long after a web site has been deleted.												
8. To restrict access to their online profiles so only those on their contact lists are able to view them.												
9. To use screen names that do not reveal their gender or location.												
10. To use privacy settings on social-networking sites to restrict access to their personal "spaces" or blogs to only those they personally know.												
11. To regularly share with a teacher, parent, and/or other trusted adult the people they are communicating with online.												
12. To never give out personal information or arrange to meet in person with someone they have met online.												
13. To block the sender if they receive an instant message (IM) from someone they do not know.												
14. To IM only those people they know in person and who have been approved by a teacher or parent.												
15. Not to respond to any rude, threatening, or annoying messages they receive.												
16. That webcam sessions and photos can be easily captured, and other users can continue to circulate those images online.												
17. To use webcams or post photos online only with the knowledge and supervision of a teacher or parent.												
18. To ask themselves if they would be embarrassed if their friends or family saw the images they post or view online, and to avoid posting or viewing any images that would cause embarrassment.												
19. To be aware of what is in a web cam's field of vision and to turn cameras off when not in use.												

Key: I = Introduce; D = Develop; M = Master; R = Review/Reinforce

Curriculum Articulation Checklist

COMPUTER SAFETY OBJECTIVES	PRIMARY			INTERMEDIATE			MIDDLE SCHOOL			HIGH SCHOOL		
	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R
<i>Students will learn...</i>												
20. That it is not safe to post identity-revealing photos.												
21. To avoid posting photos of others, even their friends, without the permission of their friends' parents.												
22. To immediately notify a teacher, parent, or other trusted adult if they encounter anything on the Internet that is obscene (indecent) or unlawful.												
23. That it is illegal to share copyrighted materials online without permission.												
24. That by sharing files, they may unknowingly download and distribute viruses and even illegal material such as child pornography.												

ENVIRONMENTAL SAFETY OBJECTIVES	PRIMARY			INTERMEDIATE			MIDDLE SCHOOL			HIGH SCHOOL		
	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R
<i>Students will learn...</i>												
1. To watch out for the safety of their younger brothers and sisters.												
2. To recognize safe and unsafe people and situations.												
3. Who they can turn to for help at home, at school, and in the community.												
4. How to incorporate the "buddy system" into their everyday lives – riding bicycles, going to the mall, playing at the park, etc.												
5. That they should never answer the door unless they know the person.												
6. To have emergency numbers, including the phone number of a friend or neighbor, if they are home alone.												
7. That one is never safe if they become intoxicated by alcohol or drugs, or are with people who are intoxicated.												
8. The warning signs of potential perpetrators.												
9. If they have sought help from someone in authority and that person does not take action, to seek help from another person in authority.												
10. That when a perpetrator is unrelated to a student, the perpetrator is just as likely to be someone known to the student as to be a stranger.												
11. To check first with their teacher, parents, or another trusted adult before they accept a gift from anyone.												
12. That adults should never ask children for directions, and to avoid approaching cars if they do not know the driver.												

Key: I = Introduce; D = Develop; M = Master; R = Review/Reinforce

Curriculum Articulation Checklist

ENVIRONMENTAL SAFETY OBJECTIVES	PRIMARY			INTERMEDIATE			MIDDLE SCHOOL			HIGH SCHOOL		
	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R
<i>Students will learn...</i>												
13. That they should never accept a ride from someone they do not know or someone who makes them feel uncomfortable.												
14. To lock the door if they are staying home alone.												
15. To get away as quickly as they can if someone is following them, and to inform a trusted adult about what happened.												
16. That if they are staying home alone, they should check out the house before entering it, and go to a safe place to call for help if something does not seem right.												
17. To avoid telling callers that their parents are not home.												
18. To notify their parents that they made it home safely if they are staying home alone.												
19. That they should never go anywhere with anyone without the permission of their parents or teacher.												
20. That they need to avoid shortcuts and isolated areas when traveling to and from school.												
21. That they must notify their parents and receive their permission if they change their planned activities or whereabouts.												
22. That those who prey on children may entrap or lure children.												
23. To understand that a gift may be a bribe.												
24. To be alert to the fact that a seemingly innocent game can lead to sexual exploitation.												
25. To be wise to the fact that the offer of a short-term job or errand may be a trick to abduct and/or abuse.												
26. To ignore requests from strangers who claim they are friends of their parents and try to lure a child to leave school or home.												
27. That they should not leave with a stranger, even if it is an emergency.												
28. Strategies to protect themselves if they are abducted.												
29. To inform a teacher, parent, or other trusted adult of any sexual solicitation or the availability of pornography.												
30. That a perpetrator may introduce children and young adults to drugs, alcohol, or pornography in an attempt to make them feel responsible and not report abuse.												
31. To tell a teacher, parent, or another trusted adult if they know that a friend is being or has been abused.												
32. To be aware that being on their own is a big responsibility which must be taken seriously.												

Key: I = Introduce; D = Develop; M = Master; R = Review/Reinforce

Curriculum Articulation Checklist

INTERPERSONAL SAFETY OBJECTIVES	PRIMARY			INTERMEDIATE			MIDDLE SCHOOL			HIGH SCHOOL		
	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R
<i>Students will learn...</i>												
1. To understand the importance of communication, both verbal and non-verbal, in avoiding maltreatment (physical abuse, sexual abuse, emotional abuse, and neglect).												
2. To recognize and avoid situations such as date rape, date rape drugs, and unacceptable social relationships.												
3. To use self-defense and personal safety tactics.												
4. To recognize the impact of violence and abuse on self and others.												
5. How to deal with anger.												
6. To recognize various types of abuse including physical, sexual, verbal, emotional, and neglect (<i>see glossary</i>).												
7. That each person must be treated with dignity and respect because each person is made in the image of God. This dignity and respect includes the privacy of their physical bodies. The body is sacred and holy.												
8. That the God-given gift of choice in words and actions has consequences.												
9. That behaviors or actions that harm self or others physically, psychologically, or spiritually are wrong.												
10. That it is important to dress modestly.												
11. To protect and assert their own emotional and psychological boundaries.												
12. To understand and use conflict resolution skills.												
13. To demonstrate respect for self and others.												
14. That sexist attitudes can lead to harmful behaviors.												
15. To recognize the differences between flirting and sexual harassment.												
16. The facts and myths about violence in relationships.												
17. To identify and differentiate between passive, aggressive, and assertive responses.												
18. To develop Christian virtues, especially the virtues of respect, chastity, and prudence.												
19. To recognize and appreciate differences in people.												
20. To recognize that bullying or harassing a classmate is wrong and must be reported to school authorities.												
21. The dynamics inherent in abuse.												
22. The factors inherent in abuse.												
23. That abuse recycles (occurs again and again) unless intervention occurs in some form.												

Key: I = Introduce; D = Develop; M = Master; R = Review/Reinforce

Curriculum Articulation Checklist

TOUCHING SAFETY OBJECTIVES	PRIMARY			INTERMEDIATE			MIDDLE SCHOOL			HIGH SCHOOL		
	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R	Academic Subject/Course	Grade Level	Scope I,D,M,R
<i>Students will learn...</i>												
1. That their private body parts are those places covered by their bathing suit.												
2. That they should say no, get away, and tell a trusted adult if someone tries to touch their private body parts.												
3. That no one has the right to touch their private body parts except to keep them clean and healthy.												
4. That while touch can be a wonderful way to express caring, sometimes they may not want to be touched, or some touches may make them feel uncomfortable.												
5. That they should tell a teacher, parent, or trusted adult if someone tries to touch them in a way that makes them feel uncomfortable, especially if the touch involves their private body parts.												
6. That it is important not to keep secrets about touching, even if someone made them promise not to tell anyone.												
7. That they are not at fault if someone touches or tries to touch them.												
8. That not all unsafe touches feel “bad” and not all safe touches feel “good.”												
9. That there will be consequences and help for people who touch children in an inappropriate way.												
10. That it is important to tell about improper touching even when it can be hurtful to family members or others.												
11. That any minor who is touched inappropriately or has experienced inappropriate touch in their past needs healing, help, and support from family, community, and professionals.												
12. To differentiate between safe, unsafe, and unwanted touches.												

Key: I = Introduce; D = Develop; M = Master; R = Review/Reinforce