

Diocese of St. Petersburg Safe Environment Program for Children and Youth

Curriculum and Instruction

Parent Orientation

January 2006
Office of Catholic Schools and Centers

Implementation of the Curriculum within the Schools and Centers of the Diocese of St. Petersburg

- Mandated and approved by the *United States Conference Catholic Bishops*
- Required implementation January 2006
- Approved by Diocese of St. Petersburg *Safe Environment Advisory Committee*
- Approved by the *Advisory Council for the Schools and Centers of the Diocese*

Components

- Standards and Benchmarks, Curriculum, and implementation strategies developed by a committee of school/center administrators and teachers
- Developmentally appropriate instruction at all grade levels

Developmentally Appropriate Curriculum and Instruction

Purpose

1. To assist the parent in providing an awareness level for children in Safe Environments

- What is a safe environment?
- Who really keeps a child safe?
- Recognizing unsafe situations
- Recognizing those who might harm

2. To provide tools to help children respond to an unsafe environment

- Avoiding unsafe situations
- Talking to trusted adults
- Sharing information, questions and concerns
- Saying **No!**

Who will instruct?

- Responsibility for overseeing the program
- Collaborative model:
 - Administrators
 - Classroom teachers
 - Religion teachers
 - PE/ Health teachers
 - Guidance Counselors
 - Parents

What will be taught?

1. Standards

- Three strands of concentration
 - » Cognitive Development
 - » Spiritual Development
 - » Behavioral Development
- Pre k through 12 specific benchmarks for instruction

2. Curriculum

- Pre K through grade 12 instruction
- Introductory points
- Enhancement
- Tracking

Safe Environment Education Curriculum for Students																	
* Concepts introduced are to be reviewed throughout the grades until mastered																	
* Cognitive Development																	
Understands-	EC	EC	K	1	2	3	4	5	6	7	8	9	10	11	12	Intro	Rev'd
the difference between good and bad touch	I																
A behavior that individuals are viewed as important people in their lives	I																
basic elements of emotional processing			I														
How are good and bad choices	I																
It is alright to say "no"	I																
How to say "I'm sorry"	I																

3. Implementation Strategies

What is happening at our school/ center?

Programming?

- Across the curriculum instruction
- Religion Class instruction
- PE/ Health Class
- Guidance Programs
- Grade level assemblies, presenters, drama

Who oversees this program at our school/ center?

- Tracking instruction

4. Resources?

– Published Programs Materials

– Instructional strategies:

- Power point, video
- Creative activities
- Discussion
- Role play, theatre, presenters
- Puppets, stories, songs
- Teachable moment



Sample Lesson Plan
Safe Environment
Education
Grade Level
EC3 - 2nd Grade

Lesson Aim

- To think about how and why we care for our bodies
- To identify and practice ways to handle unsafe situations
- To help students know they can say No

Strand 1: Cognitive Development
Benchmark: b, c and d
Curriculum #2, 3, 4, 5, 9 and 10

Human Experience



Questions for Discussion:

- Why do we care for our body?
- How do we care for our body?
- What are ways to stay healthy?

Do a hand washing demonstration for students.



Key Concepts

- My body is a gift from God
- God wants us to be safe
- Some things and people can hurt me
- I can stop and think
- I can say no

Discovery



Reflection Activities

- Use bad apple activity from Berenstain Bears Book to show to students that you can't always tell if an apple is bad from the outside
- Draw (or have on display) a large package and a small package. Ask students which one they would like to receive and why

Message

Books

- Benzinger Family Life
- Who is a Stranger and What Should I do
- Berenstain Bears Learn about Strangers
- My First Body Book
- Working Together Building Social Skills Through Folk Literature

Videos

- Get Street Smart: A Kids Guide to Stranger Dangers
- Magic School Bus Inside Ralphie

Discussion Questions

Name things that are dangerous if used in the wrong way.

Why should you say no to drugs?

If you are in a dangerous situation, what should you do?

If a person makes you uncomfortable, what should you say right away?

When is it right to say no?

Response

- Role play and practice different scenarios where students should "stop and think"
- Write or illustrate pictures about safety rules
- Make a list of words to say in unsafe situations
- Have students make up their own safety rules


Safety Prayer



*Jesus, be with us today
As we work and play
Bless us while we sleep
Keep us safe till morning light
Amen*

Sample Lessons

Grades 4 and 5




Life, at any stage, is sacred.




God loves you, and wants you to be happy, healthy, and safe.


First...Taking good care of yourself is a top priority!

Good health habits show respect for the gift of life!




PRACTICE GOOD HEALTH HABITS EVERYDAY FOR HEALTHY "PHYSICAL" GROWTH:

- ✓ Take a shower or a bath.
- ✓ Brush your teeth.
- ✓ Comb your hair.
- ✓ Wear deodorant.
- ✓ Wear CLEAN clothes.
- ✓ Exercise
- ✓ Eat a balanced diet.




Practice good habits for healthy "spiritual" growth.



- Keep a close relationship with God.
- Make time to pray each day.
- Attend church on Sunday.
- Model your faith by having good character and being a good friend.
- "Love thy neighbor as thy self"

All Relationships Have Boundaries...



- ✓parent – child
- ✓Teacher – student
- ✓husband - wife
- ✓neighbor to neighbor
- ✓friend to friend
- ✓babysitters to child

External Boundaries

Be Smart: Protect Your Body

- ✓Keep your body safe and healthy.
 - You have body parts that are private and personal.
 - You have the right to protect your privacy.
 - No one should touch you wear your bathing suit covers, except a doctor.
- ✓Children have the right to say "No" to adults.
 - Being older doesn't always mean being wiser.
 - Listen to your conscience
 - What would Jesus do?

External Boundaries

- Children should understand age-appropriate relationships.
 - Is a 19 year old teenager starting to hang out with the 12 and 13 year olds in the neighborhood? RED FLAG!
 - Is one of your 11 year old girlfriends talking about dating a 17 year boy? RED FLAG!
- You should object when someone uses offensive or sexual language in your presence.
 - Someone may be using offensive language to see how you react
 - Usual offensive language can be part of the "grooming" process – be careful!
- You should have "personal fences" or boundaries.

Internal Boundaries

- It's ok to have feelings and thoughts that you keep to yourself.
- Your prayer life can be very personal.
- Other people do not need to know everything about you.
- Protect the deepest part of who you are – your spirit.

Groomers can be very deceptive

- They can appear to be very nice people.
- They will first try to fool you with a pretend friendship.
- Then they will start to control you, perhaps with fear or threats.
- Soon you may be keeping secrets.
- They will wait a long time to get what they want.
- Then they will use you to get what they want, including sexual favors.

Sample Lesson

Middle School

Healthy Boundaries



Boundary

Defined...

SOMETHING THAT INDICATES A BORDER OR LIMIT

BOUNDARIES ARE IMPORTANT IN FRIENDSHIPS BECAUSE THEY DETERMINE WHERE YOU START AND END, AND WHERE THE OTHER PERSON STARTS. JUST AS AN OWNER OF REAL ESTATE MAY BE ANGRY TO HAVE SOMEONE TRESPASS ON LAND THAT IS OWNED, WE BECOME ANGRY AND HURT WHEN ANOTHER PERSON TRESPASSES ON OUR PERSONAL BOUNDARIES.



THE PURPOSE OF HAVING BOUNDARIES IS TO PROTECT AND TAKE CARE OF OURSELVES. WE NEED TO BE ABLE TO TELL OTHER PEOPLE WHEN THEY ARE ACTING IN WAYS THAT ARE NOT ACCEPTABLE TO US. A FIRST STEP IS STARTING TO KNOW THAT WE HAVE A RIGHT TO PROTECT AND DEFEND OURSELVES. THAT WE HAVE NOT ONLY THE RIGHT, BUT THE DUTY TO TAKE RESPONSIBILITY FOR HOW WE ALLOW OTHERS TO TREAT US.



Types of Boundaries

- PHYSICAL
- MENTAL
- EMOTIONAL



Physical Boundaries

PHYSICAL BOUNDARIES REFER TO THE AREA AROUND A PERSON (PERSONAL SPACE), WHICH IS GENERALLY 2.5 TO 3 FEET. HEALTHY BOUNDARIES RESPECT PERSONAL SPACE AND INCLUDE THE ACT OF TOUCHING.



Setting Boundaries

THE PURPOSE OF SETTING BOUNDARIES IS TO TAKE CARE OF ONESELF. BEING FORCED TO LEARN HOW TO SET BOUNDARIES IS A VITAL PART OF LEARNING TO OWN ONESELF, OF LEARNING TO RESPECT ONESELF, OF LEARNING TO LOVE ONESELF.



FOR OUR PARENTS...

1. Model "safe" behaviors
2. Model and support the Catholic /Christian values taught in the schools
3. Talk to your children
4. Encourage them to share their concerns
5. Encourage their trust in you
6. Encourage their trust in God
7. Know where they are and who they are with
8. Monitor relational interaction among peers

9. Listen to their music

10. Check history of sites visited on computer/ check instant messaging/email

11. Check text messaging on cell phones

12. Be sure cell phones have emergency numbers programmed (ICE)

13. Attend Diocesan sponsored Safe Environment training

14. Discuss information shared in class

15. Report suspicious people, potential dangers to appropriate authorities

16. Partner with your school/ center

17. Communicate questions and concerns with the school administrator, guidance counselor, teacher