

A SAFE ENVIRONMENT CURRICULUM

Grades 9-12

Diocese of Worcester

June 4, 2007

Introduction

This Safe Environment Curriculum document for Grades 9-12 was generated in collaboration with representative teachers from the Diocesan high schools who consulted with their colleagues in theology, guidance and campus ministry. Their collective wisdom and excellent resources from the dioceses of Providence and Springfield, as well as the recently completed Safe Environment Curriculum written for the Diocese of Worcester elementary schools and parish schools of Religion have informed this Grades 9-12 document.

The learning outcomes in this curriculum are a required component of each student's learning program. It is the collective responsibility of the department chairpersons of Theology, Guidance and Campus Ministry to coordinate the accomplishment of these instructional objectives. We are asking that each learning outcome be labeled with the department and the high school year when the teaching/learning for that outcome takes place. The parish schools of Religion will implement this program under the direction of the Religious Education department.

The format of this document is that of a teaching journal. As they use this curriculum, teachers will note teaching strategies and materials that were successfully used to get the message across. Resources and activities that supported good learning will also be incorporated into the journal. The Catholic School department is researching materials which might be used to support the instruction of these learning objectives.

Creating a safe environment for students in our schools and preparing them to effectively and constructively find a safe path through their young adult years is a distinctive work of reverence for God's life in them and a measure of our dedication to their care. Let us take up this work enthusiastically, employing all our professional talent and resources.

Sr. Anne M. Landry, CND
Associate Superintendent of Schools

Topic: Appropriate Behavior Based on Personal
Personal Dignity and Respect for Others

Grade: 9 - 12

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Recognize that dignity and respect are the cornerstone themes of Catholic Social Teaching • Discuss the connection between the dignity and sanctity of human life and the common good • Explain what the common good is and how this involves a responsibility to treat oneself and others with dignity and respect. • Recognize that one’s actions have an impact in the lives of others • Explain how Jesus’ message and mission encourage disciples to respect life and the dignity of the person • Describe the causes and effects of social sin as played out in society • Demonstrate the importance of the virtues, which aid in habits of good behavior • Recognize and describe the characteristics of a healthy person regarding his/her personal boundaries** • Demonstrate respect for one’ body by keeping free of illegal substances, by appropriate sexual expression, and by healthy exercise and a nutritionally sound diet • Explain the importance of respecting life from conception to natural death, and how the virtue of reverence can impact society and many personal future decisions • Distinguish genuine human rights from mere desires, privileges or subjective assumptions 			
Values / Attitudes	Resources	Assessment	
	<p><i>**Called to Protect</i></p>		

**Topic: Personal Safety and the Necessary Skills
To Remain Safe**

Grade: 9 – 12

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Explain how Jesus’ teaching of love in the Gospels helps us build safe and nurturing relationships • Identify ways we can use Catholic Social teaching to create safe communities • Become aware of some of the dangers of the internet, technology usage and media, and identify safe practices in their use • Recognize the symptoms and consequences of stress and practical techniques to reduce personal stress and optimize the ability to make good decisions. • Appreciate abstinence and chastity and how their practice brings about personal safety, leading to healthy relationships, marriage and family • Describe the causes of addictions (drug/alcohol, sexual) and the effects on one’s personal health • Recognize and acknowledge feelings that indicate a situation or a person may be a source of insecurity, instability , or danger • Acknowledge that acting to please others (“going along to get along”) may not always be wise if “pleasing” puts one in an unsafe situation (Ex.: drunk driving) 			
Values / Attitudes	Resources	Assessment	

Topic: Appropriate Boundaries

Grade: 9 – 12

Learning Outcomes		Teaching / Learning Strategies	
<p>A. Students will utilize critical thinking skills to recognize appropriate boundaries in social settings in order to live a healthy life style.</p> <p>The student can:</p> <ul style="list-style-type: none"> • Identify inappropriate invitations from adults and peers** • Identify the warning signs of date rape • Define sexism and relate that sexist attitudes can lead to harmful behaviors • Employ refusal skills to avoid dangerous situations and unwanted advances** • Distinguish between acceptable and unacceptable behaviors at school, during extracurricular activities, in public and at work • Distinguish between appropriate signs of affection and harmful touching** • Recognize inappropriate solicitation of information while using on line services to limit the possibility of a harmful encounter • Protect and assert one’s own boundaries effectively** <p>B. Students will develop a strong sense of self awareness and assert their personal values in relationships.</p> <p>The student can:</p> <ul style="list-style-type: none"> • Recognize that their actions impact the lives of others • Recognize their inherent dignity and assert their personal values in relationships 			
Values / Attitudes	Resources	Assessment	
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Topic: Assertive Responses in Potentially Dangerous Situations

Grade: 9 - 12

Learning Outcomes	Teaching / Learning Strategies
<p>A. Students will learn how to deal with aggression.</p> <p>The student can:</p> <ul style="list-style-type: none">• Define aggression• Distinguish between healthy and unhealthy ways to deal with anger• Understand the power dynamics between peers, especially “bully” and “victim”, in the academic and extracurricular environment• Understand the power dynamics between teacher, administrator, coach and student• Understand the power dynamics between parent and child in domestic abuse• Assertively respond to disrespectful behavior directed against themselves or others**• Identify cues that anger is getting out of control <p>B. Students will improve social skills and social competence.</p> <p>The student can:</p> <ul style="list-style-type: none">• Employ assertive responses in a variety of ways**• Practice conflict resolution skills• Interpret emotions by reading body language and facial expressions• Constructively express anger and other emotions <p>C. Students will feel a sense of empowerment and belonging.</p> <p>The student can:</p> <ul style="list-style-type: none">• Use assertive choices and methods when expressing a broad array of emotions• Accept and assume responsibility for one’s actions• Appreciate the value of sharing vs. competing• Conclude that we can make a difference when we work together to solve problems	

Assertive Responses in . . . Situations (con't)

D. Students will learn effective communication skills

The student can:

- Practice positive emotional expression
- Select strategies for problem solving when dealing with conflict
- Differentiate between helpful, unhelpful and harmful communication
- Recognize that one's gender, ethnicity, and religion shape the way we view topics and communicate with others

Values / Attitudes	Resources	Assessment
	<i>**Called to Protect</i>	

Topic: Identifying Trusted Adults

Grade: 9 – 12

<p align="center">Learning Outcomes</p>		<p align="center">Teaching / Learning Strategies</p>	
<p>The student can:</p> <ul style="list-style-type: none"> • Identify adults who are non-judgmental and to whom he/she can turn if in trouble** • Designate a trusted person in each place he/she spends time: work, home, school, extracurricular activities, parish** • Identify safe persons and locations where he/she can report aggressive behavior occurring at home, at school, at athletics or on the job** • Differentiate between healthy relationships with adults vs. relationships with exploitive or manipulative adults** 		<p>Students will be provided with resources <u>i.e.</u>: telephone numbers and web sites for various and appropriate social services and hot lines</p>	
<p align="center">Values / Attitudes</p>	<p align="center">Resources</p>	<p align="center">Assessment</p>	
	<p align="center"><i>**Called to Protect</i></p>		

Topic: Abusive Situations

Grade: 9 – 12

Learning Outcomes		Teaching / Learning Strategies	
<p>The student can:</p> <ul style="list-style-type: none"> • Identify and define various forms of abuse: physical, emotional, neglect and sexual** • Understand the behavioral, emotional and physical signs of each** • Recognize that abuse can happen to anyone: male and female, child, teenager and adult** • Learn that abusive situations have far reaching personal consequences** • Understand the need to report harmful situations for him/her self or for someone else.** • Realize that abuse is never the fault of the victim, even if the victim makes a mistake in judgment** • Understand the myths/facts about abuse in relationships and sexual harassment • Differentiate between flirting, friendly teasing, and sexual harassment** • Understand the nature of the predator** • Recognize the internet predator 			
Values / Attitudes	Resources	Assessment	
	**Called to Protect		

Topic:

Grade:

Learning Outcomes		Teaching / Learning Strategies	
The student can:			
Values / Attitudes	Resources	Assessment	