

Safe Environment

Standard for Safe Environment

To help Christians realize that each person deserves to be loved and cared for and can help themselves stay safe.

Benchmarks for Safe Environment

A. To understand each human being is created in the image and likeness of God.

- PK Identify ourselves as children of God
LIFE pgs.18-37; BY&YC pgs. 43-46
- K Recognize that all children are persons of worth and their bodies belong to them
LIFE pgs.18-37; BAW-Unit 2; WB-Unit 2; CTF-Morality Units; BY&YC pgs. 43-46
- 1 Understand that all children are persons of worth and worthy of respect
LIFE pgs. 38-54;BAW-Unit 2;WB-Unit 2; F&L-Unit 24; FG-Unit 1; CTF-Morality Units; BY&YC pgs. 47-48; FFL-Unit 3
- 2 Understand that we are worthy of respect from others
LIFE pgs. 38-54; BAW-Unit 5; WB-Unit 4; F&L-Unit 6; FG-Unit 3; CTF-Morality Units; BY&YC pgs. 49-51; FFL-Chapter 18
- 4 Realize that all children are persons of worth and their bodies belong to them
LIFE pgs. 58-73; BAW-Unit 5; WB-Unit 3; FG-Unit 2; CTF-Morality Units; BY&YC pgs. 55-57 FFL-Chapter 18
- 6 Understand that you are loved and deserve respect
LIFE pgs. 74-95; BAW-Unit 4&5; WB-Unit 1; F&L-Unit 11; CTF-Morality Units; BY&YC pgs. 62-64; FFL-Life In Christ (Morality)-Unit 1
- 9/12 Recognize that you are a unique gift of God deserving of respect and dignity
LIFE pgs. 136-155; Theology of the Body for Teens

B. To understand that choices have consequences.

- K Know that it is alright to say "no"
LIFE pgs.18-37; BW-Unit 3; WB-Unit 4; CTF-Morality Units; BY&YC pgs. 43-46
- 1 Differentiate between good and bad play
LIFE pgs. 38-54; BAW-Unit 3; BW-Unit 3; FG-Unit 3; CTF-Morality Units; BY&YC pgs. 47-48; FFL-Unit 3
- 2 Say "no" with confidence
LIFE pgs. 38-54; BAW-Unit 2; WB-Unit 1; CTF-Morality Units; BY&YC pgs. 49-51 FFL-Chapter 22
- 3 Recognize secrets can separate you from others
LIFE pgs. 58-73; BAW-Unit 1; WB-Unit 3; F&L-Unit 12; CTF-Morality Units; BY&YC pgs. 52-53; FFL-Chapter 19-20

- 4 Understand some actions and behaviors are wrong or sinful
*LIFE pgs. 58-73; BAW-Unit 1,3,4,5; WB-Unit 3; CTF-Morality Units; BY&YC pgs. 55-57
FFL-Chapter 19*
- 5 Recognize the responsibility of the gift of free will
*LIFE pgs. 74-95; BAW-Unit 5; WB-Unit 3; CTF-Morality Units; BY&YC pgs. 58-61
FFL-Chapter 18*
- 7 Understand behaviors and actions that harm you and others physically, psychologically or spiritually are wrong
*LIFE pgs. 106-122; CS&CP pgs. 49-58; BAW-Unit 2; WB-Unit 4; F&L-Unit 17;
CTF-Morality Units; BY&YC pgs; 65-67; FFL-Life In Christ (Morality)-Unit 1*
- 8 Explain the consequences of abuse
*LIFE pgs. 106-122; CS&CP pgs. 49-58; BAW-Unit 5; CTF-Morality Units; BY&YC pgs. 68-71
FFL-Life In Christ (Morality)-Unit 1*
- 9/12 Understand how to report abuse and attempted abuse
LIFE pgs. 136-155
- 9/12 Understand the obligation to report abuse
LIFE pgs. 136-155

C. To recognize experiences of good and bad human relationships and friendships.

- 1 Know the difference between a true friendship and a false friendship
*LIFE pgs. 38-54; BAW-Unit 3; WB-Unit 1; CTF-Morality Units; BY&YC pgs. 47-48
FFL-Unit 3*
- 2 Identify different kinds of friendship
*LIFE pgs. 38-54; BAW-Unit 4; WB-Unit 4; CTF-Morality Units; BY&YC pgs. 49-51
FFL-Chapter 21*
- 3 Define different kinds of friendships
*LIFE pgs. 58-73; BAW-Unit 4; WB-Unit 4; CTF-Morality Units; BY&YC pgs. 52-54
FFL-Chapter 20*
- 4 Name trusted adults
*LIFE pgs. 58-73; BAW-Unit 5; WB-Unit 3; CTF-Morality Units; BY&YC pgs. 55-57
FFL-Chapter 17*
- 5 Describe strategies to get out of abusive or potentially abusive situations
*LIFE pgs. 74-95; CS&CP pgs. 27-36; BY&YC pgs. 58-61
FFL-18-20*
- 5 Know how to get help for a friend who has been abused
*LIFE pgs. 74-95; CS&CP pgs. 39-48; BY&YC pgs. 58-61
FFL-18-20*
- 6 Develop communication with parents and other family members to keep you safe
*LIFE pgs. 74-95; CS&CP pgs. 39-48; BAW-Unit 5; WB-Unit 1; BY&YC pgs. 62-64
FFL-Life In Christ (Morality)-Unit 1*
- 6 Develop skills to recognize, trust and follow your instincts about people and situations
*LIFE pgs. 74-95; CS&CP pgs. 17-26; BAW-Unit 5; WB-Unit 1; BY&YC pgs. 62-64
FFL-Life In Christ (Morality)-Unit 1*

- 7 Explore ideas of setting personal boundaries and the effects of having these boundaries violated
LIFE pgs. 106-122; CS&CP pgs. 49-58; BAW-Unit 2; WB-Unit 4; BY&YC pgs; 65-67 FFL-Life In Christ (Morality)-Unit 1
- 7 Identify personal boundaries that no one, not even a relative, should cross
LIFE pgs. 106-122; CS&CP pgs. 49-58; BAW-Unit 2; WB-Unit 4; ; BY&YC pgs; 65-67 FFL-Life In Christ (Morality)-Unit 1
- 9/12 Identify tools that build awareness and encourage proactive responses to abusive relationships
LIFE pgs. 136-155; CS&CP pgs. 111-125
- 9/12 Identify resources that contribute to creating a safe environment
LIFE pgs. 136-155; CS&CP pgs. 111-125
- 9/12 Identify ways that you can be a role model for younger children and peers
LIFE pgs. 136-155; CS&CP pgs. 111-125

D. To differentiate between safe, unsafe and unwanted touches.

- PK Know that parts of our bodies are considered private
LIFE pgs.18-37; BW-Unit 2; BY&YC pgs. 43-46
- K Describe the difference between safe and unsafe touch
LIFE pgs.18-37; BAW-Unit 3; BY&YC pgs. 43-46
- 1 Describe experiences that make you feel safe or unsafe
LIFE pgs. 38-54; BY&YC pgs. 47-48; FFL-Unit 3
- 2 Recognize that it is the best thing to tell a trusted adult when you are uncomfortable or feel unsafe
LIFE pgs. 38-54; BY&YC pgs. 49-51; FFL-Chapter 21
- 3 Define abuse
LIFE pgs. 58-73; BY&YC pgs. 52-54; FFL-Chapter 20
- 4 Explain the importance of reporting abuse and where to go for help if you are abused
LIFE pgs. 58-73; BY&YC pgs. 55-57; FFL-Chapter 20
- 5 Explain the importance of reporting abuse and where to go for help if you are abused
LIFE pgs. 74-95; CS&CP pgs. 39-48; BY&YC pgs. 58-61; FFL-Chapter 23
- 6 Define emotional abuse
LIFE pgs. 74-95; CS&CP pgs. 17-26; BY&YC pgs. 62-64; FFL-Life In Christ (Morality)-Unit 2
- 6 Name concrete courses of action to take if you experience emotional abuse
LIFE pgs. 74-95; CS&CP pgs. 39-48; BY&YC pgs. 62-64; FFL-Life In Christ (Morality)-Unit 2
- 7 Develop skills, including assertiveness, that are necessary for responding to abusive situations
IFE pgs. 106-122; CS&CP pgs. 60-72; BAW-Unit 2; WB-Unit 4; ; BY&YC pgs; 65-67

FFL-Life In Christ (Morality)-Unit 2

- 8 Identify the risk factors associated with sexual abuse
LIFE pgs. 106-122; CS&CP pgs. 60-72; BAW-Unit 5; BY&YC pgs. 68-71
FFL-Life In Christ (Morality)-Unit 2
- 9/12 Recognize when someone is "grooming" you for an inappropriate relationship
LIFE pgs. 136-155; CS&CP pgs. 98-110
- 9/12 Identify information and tools that can be used to avoid questionable and dangerous situations
LIFE pgs. 136-155; CS&CP pgs. 98-110
- 9/12 Pray for the healing of all involved in abuse situations
LIFE pgs. 136-155; CS&CP pgs. 119-125
- 9/12 Recognize the need for healing and reconciliation for those who suffer and struggle with abuse
LIFE pgs. 136-155; CS&CP pgs. 119-125

Textbook Key

LIFE	Learning about LIFE by Kieran Sawyer and Kathie Amidei
CS&SP	Creating Safe and Sacred Places; St. Mary's Press
BAW	Blest Are We; RCL
WB	We Believe; Sadlier
F&L	Faith and Life Series; Ignatius Press
FG	Finding God; Loyola Press
CTF	Call to Faith; Harcourt, Inc.
BY&YC	Between You and Your Child
FFL	Faith First, Legacy Edition; RCL, Benzinger

Note: If you use the "Catholic Connection" St. Mary's Press for middle school the Catechist Guide for "Christian Morality and Justice" meets some of the benchmarks for 6-8 grades.