

Diocese of Davenport  
Children and Adolescents  
Protection Program

**Teacher/Catechist  
Training and Curriculum  
Pre-School – Grade 12**

Prepared by the Diocese of Davenport  
Faith Formation Office  
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**Diocese of Davenport  
Children and Adolescents Protection Program  
Agenda for Teacher/Volunteer Training**

1. Prayer
2. Introduction
3. Charter for the Protection of Children and Young People
4. True or False Quiz
5. Principles for the Children and Adolescents Protection Program
6. Indicators of Child Abuse
7. Common Questions about Abuse
8. DHS Reporting Information
9. Conduct and Behavior for Ministry to Minors
10. Speaking with Adolescents about Child Abuse
11. Appropriate Behavior for Adults Working in Adolescent Programs

## Prayer of Praise to the Lord Jesus Who Loves Children

**LEADER:** Brothers and sisters, let us praise and thank the Lord who took little children into His arms and blessed them. Praise be the Lord now and forever!

**ALL:** Amen

**LEADER:** Jesus welcomed children, believed in their dignity, and held them up as a model for all who are seeking the kingdom of God.

**READER:** Listen to the words of the holy Gospel according to Luke:

**Luke 18:15-17**

**People were bringing even infants to Him that He might touch them, and when the disciples saw this, they rebuked them. Jesus, however, called the children to Himself and said, "Let the children come to Me and do not prevent them; for the kingdom of God belongs to such as these. Amen, I say to you, whoever does not accept the kingdom of God like a child will not enter it."**



**ANTIPHON:** Psalm 139

**ALL:** Yahweh, You know me and examine me.

**RIGHT:** Yahweh, You examine me and know me.  
You know if I am standing or sitting.  
You read my thoughts from far away,  
Whether I walk or lie down, You are watching,  
You know every detail of my conduct.

**LEFT:** It was You who created my inmost self,  
And put me together in my mother's womb;  
For all these mysteries I thank You;  
For the wonder of myself; for the wonder of Your works.

**RIGHT:** You know me through and through,  
From having watched my bones take shape  
When I was being formed in secret, Knitted  
together in the limbo of the womb.

**LEFT:** You had scrutinized my every action,  
All were recorded in Your book,  
My days listed and determined,  
Even before the first of them occurred.

**RIGHT:** God, how hard it is to grasp Your thoughts!  
How impossible to count them!  
I could no more count them than I could the sand,  
And suppose I could, You would still be with me.

**LEFT:** God, examine me and know my heart,  
Probe me and know my thoughts;  
Make sure I do not follow pernicious ways,  
And guide me in the way that is everlasting.

**ALL:** **Yahweh, You know me and examine me.**

**LEADER:** The Lord Jesus held up to all His followers the simplicity and trust of children as a condition for entering the kingdom of heaven. Let us therefore call on Jesus in prayer;

**PRAYER INTERCESSIONS: *Response:* Lord, in children let us welcome You.**

1. Lord Jesus, born of the Virgin Mary, You sanctified childhood; grant that the children of our parish and school families may grow as You did - in wisdom, age and grace. We pray to the Lord. *Response*
2. Through their parents and the Church You show these children the tenderness of Your own love. Grant that those entrusted with their care will be tireless in watching over them. We pray to the Lord. *Response*
3. Even as a child You had to undergo persecution and exile. Grant that all children who are victims of the evil of these times may find help and protection. We pray to the Lord. *Response*

**LEADER:** God of all creation, receive our prayers. By the power of the Holy Spirit help us to be instruments of Your redeeming love in the lives of the children who have been entrusted to our care. Grant our prayers in the name of Jesus, whose resurrection we proclaim now and forever.

**ALL:** **Amen**

**LEADER:** Lord Jesus Christ, You loved children so much that You said: "Whoever welcomes a child welcomes Me." Hear our prayers and, with Your unfailing protection, watch over these children who are Your own. May they grow in Christian maturity and, by the power of the Holy Spirit, become Christ's witnesses in the world. Grant that they will strive always for what is right and good and one day, by Your grace, reach their home with You. We ask this through Christ our Lord.

**ALL:** **Amen**

**LEADER:** May the Lord Jesus who loves children bless us and keep us in his love, Now and forever.

**ALL:** **Amen**

## Introduction

In a pastoral effort to respond to a heightened need for the protection of our children, the Diocese of Davenport is requiring a catechesis be given to children in all grades of our Catholic Schools and Faith Formation Programs. This catechesis should take place in later September/October but may be completed during Respect Life Week, each school year. Principles for Child Protection Catechesis, Teaching Objectives for Parents and Teachers and Learning Objectives for Students form the foundation for lessons to be taught in the classroom to support parents in providing the education and guidance children need to be safe.

All priests, deacons, school administrators, teachers, youth ministers, parish catechists, support personnel, coaches and volunteers will be required to attend training in the prevention and recognition of abuse against children. In addition, parents will be given information to help provide their children the guidance needed to be safe. Finally, all persons who work on a regular basis with children in the Diocese of Davenport will be required to have background checks.

In their pastoral letter entitled "Walk in the Light: A Pastoral Response to Child Sexual Abuse," our Catholic bishops expressed their desire to share the following words with children.

"Dear Children,  
When Jesus walked on the earth, he loved little children. Our Holy Father has said, 'How important children are in the eyes of Jesus!' Jesus treated children with kindness and respect. He understood when they were hurt. Like Jesus, we care when you hurt, especially when a grown-up has caused your hurt. We know that you are God's very special gift. God loves you, and we love you. You are our hope for the future."

The welfare of children, their well-being and safety, is our rationale for catechesis to enable them to protect themselves.

## **PROMISE TO PROTECT AND PLEDGE TO HEAL:**

### **Items of concern for the Diocese:**

- A plan should be made to reach out to victims of child abuse by clergy and deacons as well as to victims' families.
- Each diocese will name an assistance coordinator to oversee the pastoral care needed by victims.
- A review board consisting mostly of laypersons and non-diocesan employees will assess claims of child abuse by clergy and deacons and will review related diocesan policies and procedures.
- Confidential litigation settlements are prohibited unless there are grave reasons or unless the victim requests confidentiality.
- All alleged child abuse by clergy and deacons involving a victim who is still a minor must be reported to civil authorities.
- The offending priest or deacon will be permanently removed from ministry "for a single act of sexual abuse of a child."
- A diocese will establish a "safe environment program" which will focus on the education of children, parents, employees, ministers, educators and volunteers.
- Background checks are mandated for all diocesan and parish personnel who have regular contact with minors.

## Sexual Abuse & Assault: Fact or Myth Quiz

Test your knowledge:

1. Child molesters typically use physical force and/or threats to gain compliance from their victims.

Fact?                  Myth?

2. Most child molesters find their victims by frequenting such places as school yards and playgrounds; therefore all parents should be extremely concerned for their children's safety in such places.

Fact?                  Myth?

3. Most child molesters are "dirty old men."

Fact?                  Myth?

4. Child molesters are only attracted to children, and therefore, are not capable of engaging in appropriate sexual relationships with consenting adults.

Fact?                  Myth?

5. Victims of child molestation are harmed only when offenders use force to make victims have sex with them.

Fact?                  Myth?

6. Children often lie by making up stories about sexual abuse.

Fact?                  Myth?

7. If a child doesn't tell anyone about the sexual abuse, then she/he must have liked it.

Fact?                  Myth?

8. Children generally recover from the effects of sexual abuse on their own. It is best to keep the abuse a secret, so that they don't have to endure talking to anyone else about it.

Fact?                  Myth?

9. A rape offender commits his offense for sexual gratification.

Fact?                  Myth?

10. Offenders could stop their sexually offending behavior on their own, if only they really

wanted to stop. All it takes is the desire to do so.

Fact? Myth?

11. Men who rape do so because they cannot find a consenting partner.

Fact? Myth?

12. Some men rape because they are under the influence of drugs or alcohol.

Fact? Myth?

13. If a rape victim doesn't fight back, then she/he must have enjoyed it.

Fact? Myth?

14. If a rape victim does not say "no" then she/he must have enjoyed it.

Fact? Myth?

## Fact or Myth Quiz Answer Sheet

All fourteen questions/statements from the quiz are myths.

1. Child molesters typically use physical force and/or threats to gain compliance from their victims.

2. Most child molesters find their victims by frequenting such places as school yards and playgrounds; therefore, all parents should be extremely concerned for their children's safety in such places.

3. Most child molesters are "dirty old men."

4. Child molesters are only attracted to children, and, therefore, are not capable of engaging in appropriate sexual relationships with consenting adults.

5. Victims of child molestation are harmed only when offenders use force to make the victim have sex with them.

6. Children often lie by making up stories of sexual abuse.

7. If a child doesn't tell anyone about the sexual abuse, then he/she must have liked it.

8. Children generally recover from the effects of abuse on their own. It is best to keep abuse a secret, so that they don't have to endure talking to anyone else about it.

9. A rape offender commits his offense for sexual gratification.

1. Only 10-15% of child molesters use force or threats.

2. Most child molesters offend against children they know and/or with whom they have a relationship.

3. Majority of sex offenders are men, typically in their late 20's/early 30's and lead average life styles.

4. Most child molesters fall into 2 categories: Regressive offenders are primarily interested in adults but regress and seek inappropriate comfort from a child. They represent the majority of molesters. Fixated child molesters (about 35%) are attracted to children as their primary sexual interest.

5. Victims can suffer many forms of physical and emotional harm including fear, shame, guilt, embarrassment, and rejection.

6. Cases of children making up stories are rare.

7. Children won't tell because they are ashamed, afraid, protective of parents, afraid they will be blamed.

8. The level of trauma that is incurred is based on many factors. With appropriate support, children can work through their trauma.

9. Rape is not about sex, but rather, anger, control, and power.

10. Offenders could stop their sexually offending behavior on their own, if only they really wanted to stop. All it takes is the desire to do so.

11. Men who rape do so because they cannot find a consenting partner.

12. Some men rape because they are under the influence of drugs or alcohol.

13. If a rape victim doesn't fight back, then she/he must have enjoyed it.

14. If a rape victim does not say "no", then she / he must have enjoyed it.

10. Sex offenders are not able to stop their offending on their own.

11. Most rape offenders are married or have relationships with consenting adults.

12. Some offenders may be under the influence of drugs and/or alcohol which may lower their inhibitions, but it cannot be blamed or used as an excuse for rape.

13. Many victims do not fight back out of fear.

14. Victims often do not say "no" for a variety of reasons including fear of being killed or severely injured.

**You could have some interesting discussions with the fact or myth on questions two and twelve.**

# **Diocese of Davenport**

## **Children and Adolescents Protection Program**

### **Principles for Child Protection Catechesis**

1. Each person is uniquely made in the image and likeness of God. God is love; therefore each person is made in the image of love and created to act in love. Our bodies are sacred and holy.
2. God lives in a family or a community that we call the Blessed Trinity. Persons are created to live in community, the smallest and most intimate of which is family. Family, in God's image, respects and cherishes the uniqueness and life of each of its members. The Church, school and parish are partners with the family in educating, nurturing and protecting children.
3. Each person has dignity and must be treated with respect. We show our respect for each other in our language, behavior, and interactions with each other. Caring, concern and empathy for each other must be a hallmark of our lives as followers of Jesus. Because of the dignity of each person, our right to respect includes the right to the respect of our own bodies.
4. Touch is an integral part of being human. Touch can be safe, unsafe or unwanted. Safe touch, appropriate physical affection, is that kind of touch which is good for the person's body, makes one feel cared for, loved and important. Unsafe and unwanted touch makes a person feel uncomfortable and unhappy.
5. God has blessed every person with the gift of choice. Some bad choices affect a number of people negatively. Suffering, which is not willed by God and is not the fault of innocent persons, is the result of those bad choices.
6. Some actions or behaviors are wrong or sinful. Some actions or behaviors between adults, between adults and children, and between children are wrong. Behavior that harms self or others physically, psychologically, emotionally, or spiritually is wrong.
7. There are good secrets and bad secrets. There is good play and bad play. We can share good secrets and good play experiences and we must avoid bad secrets and bad play experiences.
8. Good and loving human relationships and friendships can help us understand ourselves, God and others. Some people misuse friendships and harm others.
9. Every person has the right to be safe. Children have the right to be protected from anything and anyone who may harm them. Adults have the responsibility to make the environment in which children live as safe as possible. That includes teaching children and young people proper, adequate coping and safety skills which will enable them to be safe and healthy.
10. Parents, teachers and catechists have the responsibility to assist children to identify a number of people in their lives to whom they can talk openly and honestly. Children must be taught that if help is not received to keep telling other trusted adults until someone helps them.

# Diocese of Davenport

## Children and Adolescents Protection Program

### Indicators of Child Abuse

***These are possible indicators and do not necessarily mean abuse.***  
 (developed with information compiled through the resources of the Louisiana Council on Child Abuse, Baton Rouge, LA.)

Type of Abuse	Physical Indicators	Behavioral Indicators
Physical Abuse	unexplained bruises or marks, unexplained burns, unexplained fractures, lacerations or abrasions	self-destructive, behavioral extremes, uncomfortable with physical contact, seems to be afraid to be at home, wears clothing inappropriate to weather to cover body, chronic runaway (adolescents), complains of soreness or moves uncomfortably
Physical Neglect	abandonment, unattended medical needs, poor supervision, consistent hunger, inappropriate dress, poor hygiene, lice, distended stomach, emaciation	regularly appears fatigued or listless, falls asleep in class, steals or begs from classmates, reports that no caretaker is at home, frequently absent or tardy, self-destructive, school drop-out (adolescents)
Sexual Abuse	torn, stained, or bloody underclothing, pain or itch in genital area, difficulty walking or sitting, bruises or bleeding in external genitalia, venereal diseases, frequent urinary or yeast infections, excessive masturbation	withdrawal, chronic depression, excessive seductiveness, role reversal, overly concerned for siblings, poor self-esteem, self-devaluation, lack of confidence, peer problems, lack of involvement, massive weight gain, attempts at suicide (adolescents), unable to control emotions, inappropriate sex play, premature understanding of sex, intimidated by physical contact
Emotional Abuse	speech disorders, delay in physical development, substance abuse, some physical illnesses	delinquent behavior (adolescents), habit disorders, antisocial, exhibits neurotic traits, extreme passive aggressive behavior

**Note: Spanking by a parent is not abuse. Poverty should not be confused with neglect.**

## **COMMON QUESTIONS ABOUT ABUSE**

### **WHAT IS CHILD SEXUAL ABUSE?**

Generally, child sexual abuse is when someone uses a child in a sexual way to meet his or her own needs. These acts against children are commonly called pedophilia. Pedophilia was not identified as a psychiatric illness until the mid 1980's. It can be treated, but some believe it is not considered curable. A pedophile has a primary sexual interest in prepubescent children (infants to age 13 or 14). Ephebophilia involves the sexual interest of a perpetrator in youths between the ages of 14 and 17.

### **HOW COMMON IS SEXUAL ABUSE?**

Sexual abuse occurs in all age groups and across all socio-economic groups. Current research indicates about 1 out of every 3 females and 1 out of every 6 males will be sexually abused before age 18. Boys, in particular, will under-report sexual abuse.

### **WHO ARE THE PERPETRATORS?**

Perpetrators look just like us. They resemble the average American: 77% are married or formerly married, 46% have some college education, 65% are working, 90% are male, 93% practice a religion. Molesters are more likely to be heterosexual and are represented in every ethnic group. It is estimated that 85% of the abuse of minors is perpetrated by someone the child knows. The abuser may be a family member (parent, step parent, sibling or other relative) or a close family friend. Studies show that only 10%-30% of offenders are strangers.

### **HOW DOES THE PEDOPHILE/EPHEBOPHILE CHOOSE HIS OR HER VICTIM?**

Pedophiles choose their victim very carefully. It is a process. They will back away from a child they think will resist sexual advances and will choose the child that is compliant. The child of interest may receive time, gifts, entertainment and travel opportunities. Once the abuser gains the trust of the child through grooming, he/she will also try to gain the trust of the family as well. Single parent families are common targets of abusers, but families with both parents are not immune.

### **WHY DON'T CHILDREN TELL?**

A major part of the grooming process involves securing the child's trust. The next step is to secure the child's silence. Many ways are used to secure the child's silence. The abuser might tell the child he/she will not be believed, or that the abuser will harm the child or his/her family. The child may also be told it is his or her fault.

## **DHS TIPS FOR MAKING A COMPLETE REPORT ON CHILD ABUSE**

1. Have the following identifying information ready:
  - a) Full name of mother, father and any other names that may have been used.
  - b) Birth dates of parents, children, and alleged perpetrator, if known.
  - c) Perpetrator's name, address, date of birth, and social security number, if known.
2. Explain where the abuse/neglect occurred. This is essential to determine police jurisdiction. The victim's residence may be different from where the abuse occurred, please be specific about both. Do not give a P. O. box alone. Route numbers have been converted to five digit street addresses.
3. Explain what happened. A report saying, "Mom's boyfriend hit a child" is not sufficient.

Example:

  - Where was the child hit? In the head, on the face, on buttocks, etc.
  - With what was the child hit? Mom's hand, a belt, a bat, etc.
  - What was the result? (Examples: Child has 2" purple bruise on the right thigh, or child has 5 red stripes about 5-6 inches long on his back.)
4. Tell how often the abuse/neglect occurs. Is this a chronic problem or the first time this has occurred? Do you know prior family history that would assist in the investigation?
5. When did the incident you are reporting occur - yesterday, a week ago, a month ago? We cannot take physical abuse or neglect reports on something that happened a month ago. We can, however, take a sexual abuse report on something that happened months or even years ago, if this is the first time the child discloses the incident.

### REPORT OF SUSPECTED CHILD ABUSE

This form may be used as the written report which the law requires all mandated reporters to file with the Department of Human Services following an oral report of suspected child abuse. If your agency has a report form or letter format which includes all of the information requested on this form, you may use the agency format in place of this form.

Fill in as much information under each category as is known. Submit the completed form to the local office of the Department of Human Services within 48 hours of oral report.

FAMILY INFORMATION		
Name of child	Age	Date of birth
Address		
Phone	School	Grade level
Name of parent or guardian		Phone (if different from child's)
Address (if different from child's)		
OTHER CHILDREN IN THE HOME		
NAME	BIRTH DATE	CONDITION
INFORMATION ABOUT SUSPECTED ABUSE		
<p>In this section, indicate the date of suspected abuse; the nature, extent and cause of the suspected abuse; the persons thought to be responsible for the suspected abuse; evidence of previous abuse; and other pertinent information needed to conduct the assessment. Use the back of this form if necessary to complete the information requested above and to identify individuals who have been informed of the child abuse report, such as building administrator, supervisor, etc.</p>		
REPORTER INFORMATION		
Name and title or position		
Office address		
Phone	Relationship to child	
Names of other mandatory reporters who have knowledge of the abuse		
Signature of reporter		Date

Pages 19-20 are an excerpt from the Diocese of Davenport Policies Relating to Sexuality and Personal Behavior.

### **C. Conduct and Behavior for Ministry to Minors**

Because of its extensive ministries to children, the Church perhaps has more involvement with minors than many other organizations. Children have no choice but to be dependent upon adults, particularly those adults in positions of trust and leadership. It is vitally important, therefore, that prudence be exercised by all adults in both ministerial and social relationships with children. In the case of at-risk children who are extremely vulnerable, adults should be particularly cautious and sensitive. It is expected that those who deal with at-risk youth consult regularly with appropriate supervisors, including the adults' supervisor or any supervisor of the child.

Following is a set of guidelines for all clergy, religious, lay employees and volunteers of the Diocese of Davenport in dealing with minors, defined as anyone under age eighteen.

**These guidelines are not meant to be exhaustive but rather to serve as some general principles. At the same time, they are not intended to prevent the performance of ministry but rather to assist in employing good sense in dealing with minors. If it is necessary to depart from these guidelines, adults should be aware of any departure and be able to justify their actions. There are times when one-on-one involvement with minors is unavoidable. In these cases, extreme discretion should be used in relationships with children. Proceed as a reasonable prudent person would in similar circumstances.**

1. Avoid physical contact when alone with a minor. In other situations where physical contact is necessary and proper, such as in certain moments in the celebration of the sacraments, use sound discretion and moderation. If a minor initiates physical contact out of affection, an appropriate response is proper if not prolonged.
2. Do not be alone with a minor in a residence, sleeping facilities, a locker room, restroom, a dressing facility or other closed rooms that are less desirable to a ministry relationship.
3. Seek responsible adults to be present at events involving minors, such as games and athletic activities.
4. Groups of minors should rarely be left alone. Youth group trips must have enough adult chaperones to provide adequate supervision based upon the type of activity.
5. Do not take an overnight trip alone with a minor or minors.
6. Inappropriate language (including profanity) or inappropriate conversation topics should not be used. When minors initiate such conversations or use such language in order to seek help or because they lack appropriate vocabulary, you should remain prudent and sensitive.

7. Do not provide alcohol to anyone under the age of 21. (Wine appropriately used in the celebration of the Eucharist is an exception to this directive.)
8. Avoid inviting a child by himself or herself into your house or automobile.
9. Always maintain a professional posture in dealing with minors, avoiding emotional attachment and being aware of the powerful attraction of adults in positions of authority and trust. If one recognizes personal or physical attraction developing, consult a supervisor or refer the minor to another qualified adult, particularly in counseling situations.
10. If one-on-one pastoral care of a youth should require frequent or regular appointments, parents should be notified that these appointments are occurring. If the subject matter precludes such notification, the minister should consult his or her supervisor.
11. When practical, two adult supervisors should be present for any church activity outside of the classroom situation. Whenever two adults are not present, the adult should refrain from being alone with a minor unless necessary for the nature of the ministry. In those instances a window should be in any closed area/door or the door should be left ajar.
12. Volunteers should be invited to work with minors only after they are known to some degree within the parish or Diocese. For those volunteers new to the area, a six-month time period to get to know that person would be helpful.
13. An adult should never strike or humiliate, ridicule, threaten or degrade children.
14. Drivers on trips must be licensed drivers, 21 years of age or older with insurance. They should complete Driver Information Sheet. (See attached.)

All have an obligation to protect children, particularly when they are in the care of the Church.

- If there is reason to believe another adult is violating these directives, challenge that adult in a forthright manner or report this to a supervisor or the Victim Assistance Coordinator. (See specific policies later.)
- If there is reason to suspect that child abuse has occurred in a diocesan related entity, this matter must be reported to the supervisor or to the Victim Assistance Coordinator of the Diocese and the Diocesan Policy to Prevent and Address Sexual Abuse of Minors be followed, including making reports to the proper authorities as mandatory or permissive reporters. Supervisors receiving such reports must report the matter to the Victim Assistance Coordinator.

Excerpt from the Diocese of Davenport Policies Relating to Sexuality and Personal Behavior.

## Examples of Appropriate and Inappropriate Contact with Minors

1. No form of physical discipline is acceptable and is prohibited as a way of behavior management of minors as directed by the Diocese.

2. Appropriate affection is important for a child's development and is a positive part of Church life and ministry. There are forms of affection between Church personnel and minors that are regarded as appropriate examples for most Church sponsored and affiliated programs:

- Side hugs
- Shoulder to shoulder or "temple" hugs
- Pats on the shoulder or back
- "High-fives" and hand slapping
- Verbal praise
- Touching hands, faces, shoulders and arms of minors
- Arms around shoulders
- Holding hands while walking with small children
- Sitting beside small children
- Kneeling or bending down for hugs with small children
- Holding hands during prayer
- Pats on the head when culturally appropriate (Example: This gesture should typically be avoided in some Asian communities.)

3. Some forms of physical affection have been used by adults to initiate inappropriate contact with minors. In an effort to provide the safest possible environment for minors, the following examples of affection are not to be used in Church sponsored and affiliated programs:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Holding minors over two years old on the lap
- Touching bottoms, chests or genital areas
- Showing affection in isolated areas of the program such as bedrooms, staff only areas, or other private rooms
- Sleeping in bed with a child
- Touching knees or legs of minors
- Wrestling with minors
- Piggyback rides
- Any type of massage given by minor to adult
- Any type of massage given by adult to minor
- Any form of unwanted affection
- Compliments that relate to physique or body development

## **For Church Personnel and Those Who Work with Children, Adolescents and Vulnerable Adults .**

Church personnel and those who work with children, adolescents and vulnerable adults will:

- Exhibit the highest Christian ethical standards and personal integrity, and will accept the responsibility to witness in all relationships the chastity appropriate to their state of life, whether celibate, married, or single;
- Conduct themselves in a manner that is consistent with the discipline and teachings of the Catholic Church;
- Provide a safe environment where sexual boundaries will not be violated; an environment that is free from physical, psychological, written, or verbal intimidation or harassment;
- Avoid taking unfair advantage of another's sexual boundaries by using seductive speech, gestures, visual representations or physical contact that sexually abuses, exploits, or harasses another person, especially if that person is in a relationship of vulnerability or dependence;
- Refrain from physically, sexually or emotionally abusing or neglecting a minor or a adult;
- Accept their personal responsibility to protect minors and vulnerable adults from all forms of abuse by reporting any suspected abuse or neglect to the appropriate civil authorities and Diocesan authorities.

*Adapted from Ethics in Pastoral Ministry written by Richard M. Gula, S. S., Paulist Press, p. 149-151, 1996*

# Diocese of Davenport

## Children and Adolescents Protection Program

### SPEAKING WITH ADOLESCENTS

### ABOUT CHILD ABUSE

- **Remember in talking with adolescents, seek first to listen and understand what the adolescents might be thinking or feeling.**

Ask them about their questions, concerns, and issues. Their issues are certainly not all the same as ours.

Try to understand what adolescents have heard from the media, teachers, parents, and friends. So much of what they hear from friends and family can be distorted.

Please remember in speaking with groups or individuals that some adolescents will have abuse in their background. Always be sensitive to this. Be pastoral. This is an opportunity to express feelings, fears, confusions, and doubts.

- **Before speaking with adolescents**

Pray. Ask God for the guidance and wisdom you will need.

Take time on your own to honestly assess your thoughts and feelings about child abuse, especially sexual abuse by adults who are in positions of trust like clergy, principals, teachers and youth ministers. You may find it helpful to process these thoughts and feelings with a mentor or spiritual director. It is important to know where you are with the issue.

If you are not comfortable with talking about child sexual abuse, find another trained faculty member to do it.

- **When you speak, be honest. Here are some things you might consider.**

Lack of honesty has caused some of our problems. Secrecy may have been intended to spare both victims and perpetrators from embarrassment, but it has led only to greater harm in most cases. All professions are made up of human beings. We see both good and bad behaviors in all professions.

The sexual abuse of children is found in the general population, including other churches, professions where there are coaches and teachers, as well as other youth-serving organizations. Let young people know that those who are victims of abuse are victims of violence and that one victim is one too many. When abuse by a member of the clergy or church personnel occurs, victims often lose trust in authority and church. The church seeks to restore any broken relationships. This is sometimes difficult. This is the humanness of the Church. It is good to reiterate that the school, the religious education classes, the youth ministry programs are part of the Catholic Church. It is not healthy to separate "the church" from these other areas. We are all "the church."

Talk to young people about the importance of getting help for their friends (or themselves) if they are victims of abuse. Make sure conversation does not lead to "blaming the victim." It is wrong to say "He's 15. He should have known better," or "Why did she keep seeing him if he was abusing her? It's her fault too." The adult is always in the position of power. This should be made clear.

Be clear about child abuse. Lots of things are getting jumbled in the media. It is helpful to give young people accurate information. Let young people know what is being done in this diocese to safeguard them. Let them know that there is a diocesan policy about those who sexually abuse a child. Let them know that reports should be made and the Diocese will forward all reports of sexual abuse by clergy and religious to local authorities.

- **Reminders**

Be age appropriate. Talking with pre-kindergarten and kindergarten students will be very different from talking with middle school students and certainly different from high school students.

Keep your sense of humor -- Help the group to be mindful of the effect of inappropriate jokes that are inevitable.

Affirm young people for asking their questions, and stating their opinions. Affirm the courage of victims who have come forward. When appropriate, review the principles of Good Touch/Bad Touch.

The church is larger than the persons in charge of the church. We need to help young people see that their faith is larger than individuals or specific crises. The church is ultimately the relationship of our believing community with God across time.

- **Be a Good Role Model**

This would be a good time to highlight things you have done to make the young people feel safe. They can learn much about an environment of safety from your modeling. They should know from watching you:

- Adults are always present when there are activities and events for young people.
- Adults purchase or bring for the group's use things that are appropriate to young people.
- The "buddy system" of a young person with another young person when away from campus is a good safety requirement.
- It is not appropriate for an adult to share a bed with young people when on a trip, or for a young person to sit on an adult's lap.
- If a young person is uncomfortable with a hug, then we do not hug or ridicule that person.
- You meet with young people in areas that are accessible and visible.
- You carefully select volunteers in consultation with others to ensure the quality of adults working with your young people.
- It is always a safe practice to have two adults in the area.

These are all things to keep in mind when working with young people in parishes and schools. They are not meant to be a checklist of items to be read to students, but rather information to assist the adult leaders to be in an ongoing dialogue with the young people they serve.

See also the Ministry to Minors section in the Diocese of Davenport Policies Relating to Sexuality and Personal Behavior.

# APPROPRIATE BEHAVIOR FOR ADULTS WORKING IN ADOLESCENT PROGRAMS

When working with adolescent groups two questions need to be answered:

1. Are you meeting your needs or the adolescent's needs?
2. Have clear boundaries been set in the adult/adolescent relationship?

Of course, the answers to these questions are the adolescent's needs must be met, and yes, boundaries have clearly been set.

Adults must be cautious in their ministry settings and need to be aware of their behavior.

Adult behaviors that could be considered inappropriate are:

- Sharing of one's personal life; telling adolescents **your** problems
- Drinking or taking drugs while working with adolescents
- Exclusivity, spending an inordinate amount of time with **one** adolescent
- Social trips outside the ministry setting
- Personal phone calls, letters, and e-mails to adolescents
- Keeping confidentiality in cases that threaten health and safety
- Wearing immodest or provocative attire

See also the Ministry to Minors section in the Diocese of Davenport Policies Relating to Sexuality and Personal Behavior.

## **SAMPLE MEETING ANNOUNCEMENT**

In the pastoral effort to respond to the need for the protection of our children, the Diocese of Davenport has enhanced its Safe Environment Program and developed additional curriculum entitled *Children and Adolescents Protection Program*. As a part of this program, all children in grades Pre-K through 12 in schools and faith formation programs will be given strategies on how to protect themselves. Since parents are their children's primary teachers, an integral part of the program will be to provide parents with information to help their children remain safe. Come and learn with us!

Topic:           How to Keep Our Children Safe  
Date:  
Time:  
Place:

## **PRESENTATION INFORMATION**

It may be important when you present the following lessons that you have another trained adult with you. Sometimes children will want to tell about their past experience with abuse or they may want to discuss a recent experience. These children should be gently removed from the class so that they can share their experience in privacy. At this point, you may want to enlist the help of a school counselor, administrator or parish program director.

Before beginning this curriculum, a discussion on how to contact parents about this program should be held with your school principal or parish catechetical leader. A sample note about a parent meeting is included below.

## **SAMPLE LETTER**

Date:

Dear Parent,

In the pastoral effort to respond to the need for the protection of our children, the Diocese of Davenport has enhanced its Safe Environment Program and developed additional curriculum entitled *Children and Adolescents Protection Program*. As a part of this program, all children in grades Pre-K through 12 in schools and faith formation programs will be given strategies on how to protect themselves. Since parents are their children's primary teachers, an integral part of the program will be to provide parents with information to help their children remain safe.

We are sending home information for you to read and discuss with your children. We will be presenting this program...

In addition, your children will bring home a bit of homework to be shared with you. Please look for it and talk to your children about their personal safety.

Sincerely,  
(Principal, Youth Minister or DRE signature)  
(Pastor Signature)

# **Diocese of Davenport**

## **Children and Adolescents Protection Program**

This material is designed to provide age appropriate lessons on creating a safe environment for parish and school children and adolescents, K-12. The first article gives some general guidance on speaking to young people about child abuse. It is followed by objectives and lesson plans for various grade levels. Please feel free to infuse the lessons into your present curriculum or create a separate opportunity for discussion. The materials are adapted from the Archdiocese of Mobile, *Children and Adolescents Protection Program*, and we gratefully acknowledge their assistance.

### **SPEAKING WITH PARISH/SCHOOL YOUNG PEOPLE ABOUT CHILD ABUSE**

**Remember in “talking” with young people, seek first to listen and understand what the young people might be thinking or feeling.**

Ask them about their questions, concerns, and issues. Their issues are certainly not all the same as ours.

Try to understand what young people have heard from the media, teachers, parents, and friends. So much of what they hear from friends and family can be distorted.

Please remember in speaking with groups or individuals that some young people will have abuse in their background. Always be sensitive to this. Be pastoral. This is an opportunity to express feelings, fears, confusions, and doubts.

#### **Before speaking with young people:**

Pray. Ask God for the guidance and wisdom you will need.

Take time on your own to honestly assess your thoughts and feelings about child abuse, especially sexual abuse by adults who are in positions of trust like clergy, principals, teachers, and youth ministers. You may find it helpful to process these thoughts and feelings with a mentor or spiritual director. It is important to know where you are with the issue.

If you are not comfortable with talking about child /sexual abuse, find someone who is.

**When we speak, be honest. Here are some things you might consider addressing:**

Lack of honesty has caused some of our problems. Secrecy may have been intended to spare both victims and perpetrators from embarrassment, but it has led only to greater harm in most cases. All professions are made up of human beings. We see both good and bad behaviors in all of the professions.

The sexual abuse of children is found in the general population, including other churches, in professions where there are coaches and teachers as well as other youth-serving organizations. Let young people know that those who are victims of abuse are victims of violence and that one victim is one too many. When abuse by a member of the clergy or church personnel occurs, victims often lose trust in authority and church. The church seeks to restore any broken relationship. This is sometimes difficult. This is the humanness of the Church. It is good to reiterate the school, the religious education classes, the youth ministry program are part of the Catholic Church. It is not healthy to separate “the church” from these other areas. We are all church.

Talk to young people about the importance of getting help for their friends (or selves) that are victims of abuse. Make sure conversation does not lead to “blaming the victim.” It is wrong to say “he’s 15, he should have known better” or “why did she keep seeing him if he was abusing her ... it’s her fault too.” The adult is always in the position of power. That should be made clear.

Be clear about child abuse. Lots of things are getting jumbled in the media. It is helpful to give young people accurate information. Let young people know what is being done in this diocese to safeguard them. Let them know that there is a diocesan policy about those who sexually abuse a child. Let them know that reports should be made and the Diocese will forward all reports of sexual abuse by clergy and religious to local authorities.

**Reminders:**

Be age appropriate. Talking with Pre-kindergarten and Kindergarten will be a whole lot different from talking with middle school sixth grade students and certainly different from high school students.

Keep your sense of humor - Help the group to be mindful of the effect of inappropriate jokes that are inevitable.

Affirm young people for asking their questions, and stating their opinions. Affirm the courage in victims who have come forward. When appropriate review the principles of “good touch,” “bad touch,” and “good secret,” “bad secret”.

The church is larger than the persons in charge of the church. We need to help young people see that their faith is larger than individuals or specific crises. The church is ultimately the relationship of our believing community with God across time.

## **Be a Good Role Model**

This would be a good time to highlight things you have done to make the young people feel safe. They can learn much about an environment of safety from your modeling. They should know from watching you:

- Adults are always present when there are activities and events for young people.
- Adults purchase or bring for the group's use things that are appropriate to young people.
- The "Buddy System" of a young person with another young person when away from campus is a good safety requirement.
- It is not appropriate for an adult to share a bed with young people when on a trip, or for a young person to sit on an adult's lap.
- If a young person is uncomfortable with a hug, then we do not hug or ridicule that person.
- You meet with young people in areas that are accessible and visible.
- You carefully select volunteers in consultation with others to ensure the quality of adults working with your young people.
- It is always a safe practice to have two adults in the area.

These are all things to keep in mind when working with young people in parishes and schools. They are not meant to be a check list of items to be read to students but rather information to assist the adult leaders to be in ongoing dialogue with the young people they serve.

See also the Ministry to Minors section in the Diocese of Davenport Policies Relating to Sexuality and Personal Behavior.

**Diocese of Davenport**  
**Children and Adolescents Protection Program**  
**Pre-School – Grade 8**  
**Teaching Objectives for Teachers and Parents**

1. Each human being is created in the image and likeness of God. Our bodies are sacred and holy.
  - God made me special and others must respect me as I must respect myself. (Pre K-Grade-1)
  - God created me and I am unique and unrepeatable. Because I am created in God's image and likeness, I must give and receive respect. (Grades 2-4)
  - We are all created in the image and likeness of God. My body is the temple of the Holy Spirit. (Grades 5-8)
  
2. We are blessed with families and loving communities to help us grow.
  - We have families, friends, and a church family to help us grow in love. (Pre-K - Grade 1)
  - Our families, trusted adults and teachers work together to help us grow. (Grades 2-4)
  - Our families, trusted adults and teachers share a concern for our safety. (Grades 5-8)
  
3. We must differentiate between safe, unsafe, and unwanted touch.
  - Safe touch makes a person feel loved and cared for. Unsafe and unwanted touch makes a person feel uncomfortable and unhappy. Unsafe and unwanted touch must be avoided or immediately reported to a parent or a trusted adult. (Pre-K - 1)
  - Safe touch makes a person feel loved and cared for. Unsafe and unwanted touch makes a person feel uncomfortable and unhappy. Unsafe and unwanted touch must be avoided or immediately reported to a parent or a trusted adult. (Grades 2-4)
  - We learn to differentiate between safe, unsafe, and unwanted touch. We are called to chastity and we have a responsibility to avoid and immediately report any unwanted or unsafe touch to a parent or trusted adult. (Grade 5-8)
  
4. Because each person is made in the image of God, each person must be treated with dignity and respect. My body is a gift to me from God and deserving of respect.
  - We show respect for ourselves and others by how we talk and act. Each person must show special respect for the private areas of our bodies. Areas of the body covered by swimsuits are private. (Pre-K - Grade 1)
  - We show respect for ourselves and others by how we talk and how we act and interact.

- Inappropriate language, jokes, and actions are not acceptable. The privacy of our bodies may never be violated by any one of any age. (Grades 2-4)
- We show respect for ourselves and others by the way we talk, act and live. We must identify respectful and disrespectful language and actions and avoid anyone who fails to respect us. In particular, the areas of our bodies covered by shirts and shorts are private and must not be violated. (Grades 5-8)

5. The God-given gift of choice has consequences.

- Good choices help us be happy and bad choices, on our part or on the part of others, can cause great unhappiness. We make good choices even if others are making bad choices. (Pre-K - Grade 1)
- We identify good and bad choices that affect us and others. Sometimes other people make bad choices that affect us, so we must tell and get help. (Grades 2-4)
- God gives us the gift of free will. All actions have consequences. We must learn how to discern the implications of the choices we make each day. When we experience the bad choices of others, we must report the offense and get help. (Grades 5-8)

6. Some actions or behaviors are wrong or sinful. Behavior or actions that harm self or others physically, psychologically, or spiritually are wrong.

- Small children, older children and adults can do things or behave in ways that are wrong. We avoid or report bad or wrong behaviors to be safe. (Pre-K - Grade 1)
- Adults and even children sometimes engage in actions or behaviors that are wrong or sinful. The harmful consequences of these actions and behaviors can damage our bodies, our minds and our spirits. They must be avoided or reported to a trusted adult. (Grades 2-4)
- The virtue of chastity helps us understand and identify actions or behaviors which are wrong or sinful. Children, young adults and adults must avoid actions, experiences or behaviors which offend against chastity. (Grades 5-8)

7. We must differentiate between good and bad play and avoid keeping secrets.

- Secrets can be good or bad. Bad secrets can harm us. We must always be able to tell secrets to a trusted adult. Good games and play are fun for each person. Bad play is not fun. It is wrong. (Pre-K - Grade 1)
- Games and activities with our friends should be fun and enjoyable. Some play and games can be wrong and very harmful and must be avoided or reported. Secrets must be shared with a trusted adult.(Grades 2-4)
- Secrets can be very harmful to us physically, emotionally, and spiritually. Always question secret play and secret games and determine how the secret helps or harms others. Report secrets to a trusted adult. (Grades 5-8)

8. Each of us experiences good and bad human relationships and friendships. Some people manipulate or misuse friendships.

- We learn to tell good friends from bad friends. Some friends love and help us. Other friends are not truly our friends. Good friends do not ask us to do bad things or things that will harm us. (Pre-K - Grade 1)
- We must learn who is a good friend and who is not. When people misuse our friendship by asking us to do something wrong, they are not friends. It is painful to be mistreated or misused by someone we think is a friend. We must report any misuse to a trusted adult. (Grades 2-5)
- There are many different kinds of friendship. Healthy relationships and friendships can help us to understand ourselves, God and others. We often meet false friends who mistreat us or take advantage of our trust and friendship. Poor relationships and false relationships can deeply harm us psychologically, emotionally, spiritually, and even physically. People who manipulate or misuse our friendship are not friends. We must report any relationships which can be harmful to us. (Grades 5-8)

9. Children must be provided with basic information to enable them to be safe and protected by the adults in their lives. The task of keeping children safe is shared by families, extended families, their neighborhood, community, and their school and church.

- I am surrounded by people who love me and who will help me be safe. My parents and family members and trusted adults in my life keep me safe. If anyone ever harms me in any way, I will find help. (Pre-K - Grade 1)
- Even though the world is not always a safe place, my parents and other trusted adults will keep me safe. While there are people who make bad choices and who harm others, there are good and loving people to help me. (Grades 2-4)
- Good communication with my parents and family members helps keep me safe. I can also help keep younger siblings and others safe by being observant and concerned. (Grades 5-8)

10. Children must identify a number of trusted adults to go to for help.

- My parents and family members and other trusted adults will listen to me and help me. I will make a list of three trusted adults, in addition to my parents and family members, I can go to with any problem. My parents and I will make this list together. (Pre-K - Grade 8)

**Diocese of Davenport**  
**Elementary Safe Environment Curriculum**

**Children and Adolescents Protection Program**  
**Program Learning Objectives**

1. I am God's child.
2. I must receive and give respect in the ways I talk and act and in the ways others treat me.
3. I learn the difference between true friendship and false friendship.
4. My body is private and must be respected.
5. I learn the difference between good play and bad play.
6. I learn the difference between good touch and bad touch.
7. Secrets are not good when they separate us from others and harm us.
8. People make good choices and bad choices and I learn how to tell the difference.
9. When someone does something wrong, I must tell someone I trust.
10. I name people to whom I will go for help.

Adapted and developed from information provided by the National Federation for  
Catholic Youth Ministry

**PRESCHOOL - GRADE 1  
CHILD PROTECTION CATECHESIS  
TEACHING OBJECTIVES**

1. God made me special and others must respect me and I must respect myself.
2. We have families, friends, and a church family to help us grow in love.
3. Safe touch makes a person feel loved and cared for. Unsafe and unwanted touch makes a person feel uncomfortable and unhappy. Unsafe and unwanted touch must be avoided and immediately reported to a parent or trusted adult.
4. We show respect for ourselves and others by how we talk and how we act. Each person must show special respect for the private areas of our bodies. Areas of the body covered by shirts and shorts are private.
5. Good choices help us be happy and bad choices on our part or on the part of others can cause great unhappiness. We must make good choices even if others are making bad choices.
6. Small children, older children, and adults can do things or behave in ways that are wrong. We avoid and report bad or wrong behaviors to be safe.
7. Secrets are not good and can harm us. We must tell secrets to a trusted adult. Good games and play are fun for each person. Bad play is not play, it is wrong.
8. We learn to tell good friends from bad friends. Some friends love and help us. Other friends are not truly friends. Good friends do not ask us to do bad things or things that harm us.
9. I am surrounded by people who love me and who will help me be safe. My parents and family members and trusted adults in my life help to keep me safe. If anyone ever harms me in any way, I will find help.
10. My parents and family members and other trusted adults will listen to me and help me. I will make a list of three trusted adults I can go to with any problem in addition to my parents and family members. My parents and I will make this list together.

**TEACHER'S LESSON PLAN**  
**PRESCHOOL - GRADE 1**  
**CHILD PROTECTION CATECHESIS**

1. Invite the children to talk about and identify some of the safety signs they see. If you have any posters or pictures of safety signs (stop signs, etc.) show them to the children and discuss how each one helps us to be safe. Tell the children that today we will make some safety signs and a safety sheet to help them keep safe.
2. Using Handout of circles (hand inside circle signs page 44) make a stop and go sign. Either red and green construction paper can be used or white tag board that the children color red and green can be used. Glue them on opposite sides of a wooden stick. After the children have completed the tasks, tell them we will play a safety game. List a number of safety situations familiar to the children from class or safety rules and have the children hold up “Stop” Sign or “Go” Sign to identify safe or unsafe situations (e.g. ran on playground and knocked down a student, chasing after a ball into the street, helping a friend carry their books up the stairs, holding an adult’s hand when crossing a street, etc.). Incorporate the safety sign in your classroom or at home and continue to use it to point out safe and unsafe situations and actions in the days ahead.
3. Next, using the same hand inside circle handout, have the children make Hand Signs. One sign has a hand with a heart in it. This is the sign for “Good Touch”. The other sign is a circle with a hand and a line through it like the international traffic symbol for “NO”. This sign is for “Bad Touch”. Glue the two signs on a wooden stick. Once again play safety game with examples of good and bad touch (shaking hands with a friend, hitting a classmate, hugging people we love, biting someone). Be sure to incorporate and continue this instruction in the days ahead at school and at home.
4. Tell the children we are going to make a safety sheet to keep them safe. Pass out the sheets to each child. Point out that there are several safety signs on the sheet we would like them to remember.
5. Remind children about the safety signs we made and help them locate the signs on their posters. Point out another important sign - “No Secrets”. Secrets can harm us, so we always tell our parents, a family member, or another trusted adult.
6. Help the children locate the boy and girl figures on the handout (page 43). Explain that the parts of the bodies covered by a bathing suit are private and may not be touched by others (with the obvious exceptions of hygiene and medical procedures). The children should be encouraged to color the picture of the child depicted to resemble themselves (hair, skin color, etc.).

7. There are three lines at the bottom of the sheet. This is homework for their parents. When they take their sheets home, their family members will choose three trusted adults they can talk to besides their parents if they ever have a problem. Their parents will print the names of the other trusted adults on the sheet.
8. Encourage children to display their sheet on the refrigerator to remind them of what to do to keep safe.
9. Review the list of Teaching Objectives and discuss any other issues mentioned, given the understanding and maturity level of the students.

**(Lesson Plan)**  
**Grades Pre-K - Grade 1**  
**Child Protection Catechesis**

(Note: To prepare for this lesson, it is necessary that the catechist reads and reflects on the teaching objectives)

*Materials prepared ahead:*

- ◆ For activity #1  
**Trace 2 circles on poster tag board** for each child to make *Stop and Go* signs  
Green and red crayons  
A tongue dispenser for each child  
Cut out circles for younger children
- ◆ For activity # 2  
Copy the hand circle hand outs for each child  
Glue onto white tag board.  
Cut out the circles for younger children  
A tongue depressor for each child
- ◆ For activity #3  
Run off safety sheet for each child

**Prayer:**

Catechist: Dear God, You know me and You love me.

**Children: Dear God, You know me and You love me.**

Catechist: You watch over me like a mother hen with her chicks.

**Children: You watch over me like a mother hen with her chicks.**

Catechist: How wonderful You are, God, for keeping me safe!

**Children: How wonderful You are, God, for keeping me safe!**

**All: Amen**

## Introduction

"Today, boys and girls, you will learn about how wonderful and special you are and how much you are loved. Your parents, family, and teachers want you to keep yourself safe. These are **some of the ways.**"

### **Safety**

*(Begin the discussion by showing children the safety signs handout. Have them identify the safety signs and discuss how the signs help them stay safe.)*

"Today you will make some safety signs and a safety sheet to keep you safe."

### **Activity # 1**

*(Give out 2 white circles to children. Have them color one red for STOP and the other green for GO. Glue circles on tongue depressors as children complete their coloring.)*

"Boys and girls, we will now play a safety game. This is the way to play the game. If I tell you a safety story that is safe, show me the green sign for GO to say it is OK. If I tell you a safety story that is not safe, show me the red sign for STOP to say it not OK."

"Do you understand how to play? Let's begin:"

"A child came running into the classroom and ran into a desk. Is this being safe?"  
*(Children hold up their signs after each story. You will know who does/doesn't understand.)*

" A child is holding an adult's hand while crossing the street. Is this being safe?"

" A child is playing ball outside and the ball rolls into the street. The child goes after it. Is this safe?"

" It is after school and a child's mom is waiting in the car. The child sees the car and runs in between the parked cars to mom. Is this safe?"

" Can anyone share a safety story?" (Have children share stories)

### **Activity #2**

*(Using the handout of circles (**hand inside circle signs**) each child receives a circle with a heart/hand and a circle with a slash/hand. Glue the heart/hand on a tongue depressor and glue the slash/hand on the opposite side.)*

" Boys and girls, we will now play another safety game. This is the way to play the game. One sign has a hand with a heart in it. This is the sign for 'Good Touch.' The other sign is a circle with a hand and a line through it like the international traffic symbol for 'No.' This sign is for 'Bad Touch.' If I tell you a safety story that is a good touch, show me the hand with the heart inside it. If I tell you a safety story that is a bad touch, show me the hand with a line through it. Do you understand how to play?"

Let's begin."

" A child shakes hands with a friend." *(Children show their understanding by holding up the correct sign after each story)*

" A child starts hitting a classmate in school."

" A child hugs his grandma."

" A child is mad at a friend and bites him."

"Good! You did a great job playing the game and you know what is a good and bad touch."

### **Activity #3**

*(Pass out safety sheets)*

"Boys and girls, I want you to look at the safety sheet that was given to you.

Look at the safety signs at the top of the paper. Do you remember what they mean? Under the hand with the heart, it says: Good Touch is OK. Under the hand with a line through it, it says: Bad Touch is NOT OK."

*(Have children share with you what they mean)*

"Now look at the sign with the mom and child. Underneath that picture, it says Secrets Can Harm Me, I Will Tell My Parents. Secrets can harm us, so we always tell our parents, a family member, or another trusted adult. A good secret is a secret that will be told later. An example is a surprise birthday party for your mom that she will find out about on her birthday. This is a good secret. A bad secret is something someone tells you to keep a secret from your mom and dad and they tell you never to tell them. This is a bad secret."

"Remember: Bad secrets can harm us, so we always tell our parents, a family member, or another trusted adult."

" Now, look at your paper again and find the boy and girl figures. Notice that the boy and girl are dressed in bathing suits. Those parts covered by a bathing suit are private. Private parts means: something that belongs to one person. It is not seen or used by anyone else. A grown up or bigger person should not force or trick you into touching his/her private parts. This is a bad touch. A good touch is any touch that is made to help you keep clean and safe. A doctor gives you a shot on your bottom; this is a good touch because it helps you stay healthy. Grandma bathes you and may touch your private parts; this is a good touch because it keeps you clean." *(Have children color the boy and girl)*

"Now, I will give your parents HOMEWORK! Look at the 3 lines at the bottom of the paper. When you bring this paper home today, together you and your family decide names of three trusted adults besides your parents who you can talk to. Write down those names on the 3 lines. Display this safety sheet on your refrigerator to remind you of what to do to keep safe."

*(Review the list of Teaching Objectives and discuss any other issues mentioned, given the understanding and maturity level of the students.)*

**Closing Prayer:**

**Catechist: Thank You, Dear God, for giving me people who love me and care for me.**

Children: Thank You, Dear God, for giving me people who love me and care for me.

**Catechist: Thank You, Dear God, for keeping me safe in Your love.**

Children: Thank You, Dear God, for keeping me safe in Your love.

***All:       Amen***

# CHILDREN AND ADOLESCENTS PROTECTION PROGRAM SUPPLEMENTAL: APPROPRIATE LANGUAGE FOR GRADE LEVELS

## PRE-SCHOOL - GRADE 1

### GOOD TOUCH/BAD TOUCH

*Private parts* are any areas covered by your bathing suit.

*Private* is something that belongs to one person. It is not seen or used by anyone else.

A grown-up or bigger person should not touch your private parts except to make you clean or healthy.

A grown-up or bigger person should not force or trick you into touching his/her private parts.

Good touch is any touch that is made to help you keep clean and safe. A doctor gives you a shot on your bottom; this is a good touch because it helps you stay healthy. Grandma bathes you and may touch your private parts; this is a good touch because it keeps you clean. A teenager tries to trick you into letting him/her touch your private parts because he/she says he/she is playing a game. This would be a bad touch because it does not keep you clean or healthy. A good touch can be a hug that makes you feel good. A bad touch can be your friend hitting you.

### GOOD SECRETS/BAD SECRETS

A good secret is a secret that will be told later. For example, a surprise birthday party for your mom that she will find out about on her birthday. This is a good secret. A bad secret is something someone tells you to keep a secret from your mom and dad and they tell you never to tell them. This would be a bad secret.

## **OPTIONAL PRE-SCHOOL/KINDERGARTEN ACTIVITY**

Schools and parish programs have been asked to purchase the program, "Talking about Touching." It is a program that uses a video to talk about Good Touch/Bad Touch and Good Secrets/Bad Secrets. It may be used as the main activity for kindergarten and pre-school programs. However, please remember to also do the activity sheet in the Pre-K - Grade 1 curriculum so that it can be sent home to parents.

A very good video is "Joey Learns the Touching Rule".

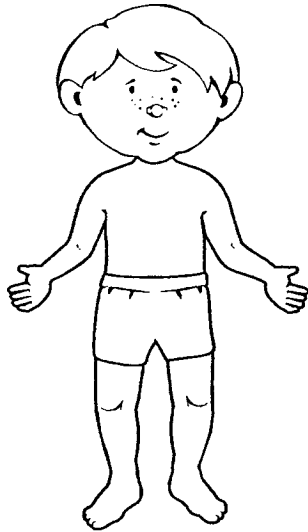
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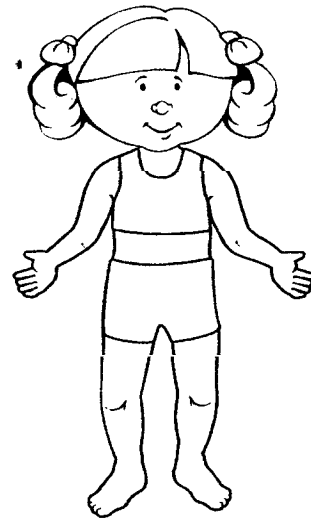
Good Touch is OK.



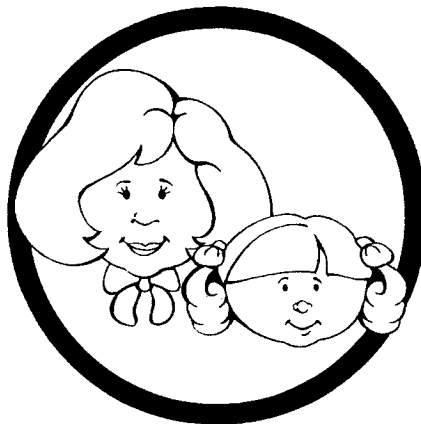
Bad Touch is NOT OK.



My Bathing Suit  
Covers the  
Private Parts  
of My Body.

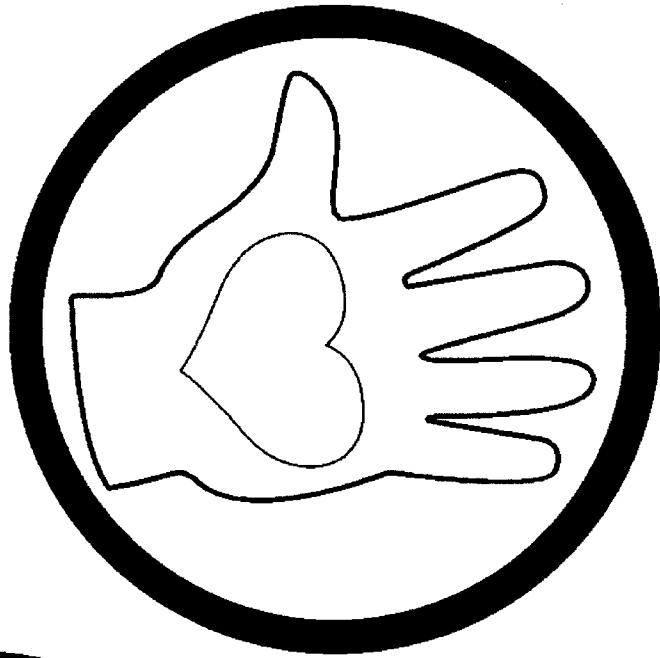


Keeping Secrets From My  
Parents Can Harm Me.  
I Will Tell My Parents.



Three Other People Who Can Help Me Are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**GRADES 2, 3, and 4**  
**CHILD PROTECTION CATECHESIS**  
**TEACHING OBJECTIVES**

1. God created me and I am unique and unrepeatable. Because I am created in God's image and likeness, I must give and receive respect.
2. Our families and trusted adults and teachers work together to help us grow.
3. Safe touch makes a person feel loved and cared for. Unsafe or unwanted touch makes a person feel uncomfortable and unhappy. Unsafe and unwanted touch must be avoided or immediately reported to a parent or trusted adult.
4. We show respect for ourselves and others by how we talk and how we act and interact. Inappropriate language, jokes, and actions are not acceptable. The privacy of our bodies may never be violated by anyone of any age.
5. We identify good and bad choices and determine how they affect us and others. Sometimes other people make bad choices that affect us. This is when we must tell and get help.
6. Adults and even children sometimes engage in actions or behaviors that are wrong and sinful. The harmful consequences of these actions and behaviors can damage our bodies, our minds, and our spirits. They must be avoided or reported to a trusted adult.
7. Secrets can separate us from others and harm us in many ways.
8. Games and play activities with friends should be fun and enjoyable. Some play and games can be wrong and very harmful and must be avoided and reported to a trusted adult.
9. We must learn who is a good friend and who is not. When people misuse our friendship by asking us to do something wrong, they are not friends. It is painful to be mistreated or misused by someone we think is a friend. We must report any misuse or mistreatment to a trusted adult.
10. Even though the world is not always a safe place, my parents and other trusted adults will keep me safe. While there are people who make bad choices and who harm others, there are good and loving people to help me.
11. My parents and family members and other trusted adults will listen to me and help me. I will make a list of three trusted adults I can go to with any problem in addition to my parents and family members. My parents and I will make this list together.

**TEACHER'S LESSON PLAN**  
**GRADES 2, 3, and 4**  
**CHILD PROTECTION CATECHESIS**

1. Ask children what they think it means to be safe. What are some of the things we do to be safe?
2. Talk about what we have heard lately on television about children, abductions, children being hurt. Talk about how that makes them feel. Ask what are some of the safety rules their parents have given them. Help the class to realize that these are family safety rules because our safety and the safety of others in our family are something God wants all of us to take care of.
3. Ask children why they think God wants us to make sure that we take care of ourselves and the others in our family, and our friends, and all of God's creation? We are gifts from God. People give us gifts because they love us and want us to be the best persons we can be. When someone gives us a gift, we take care of it because it is from someone who cares about us and whom we care about. For that reason we keep it safe and use it well and use the gift in the way it was meant to be used. We are gifts to each another. God wants us to take care of each other by keeping each other safe and by helping us to do what needs to be done to be the best we can be.
4. To do what we must do requires making good choices. The choices we make affect not only us but other people as well. Talk about how it takes courage to make good choices. Talk about how sometimes when we make a wrong choice or mistake or someone else makes a bad choice or mistake we want to keep it a secret.
5. Secrets can be good when we are trying to surprise someone in a good way. When we keep something secret because we want to hide a mistake or something we have done wrong, it is a bad secret or a mistake or something done wrong by someone else. That is a bad secret. There should always be someone to whom you can tell a secret. When something has been done to you that hurts you, you have to report it to a trusted adult.
6. There are things we know that will help us to remember to always do our best to keep safe. (Give out the handout on page 52.) Read through the list of objectives. Talk about these things, one by one.
7. When you get to the last item on the sheet explain that God wants us to be the best person we can be. Therefore he gives us grownups in our lives who love us and help us. Even though the world is not a safe place, parents and adults you can trust will keep you safe. While there are people who make bad choices and who harm others, there are also good and loving people to help us.
8. Help children to identify these people. Allow the children to color the three little people and tell them to take home their sheet. They are to talk with their parents to identify three trusted adults (other than their parents) to whom they can go with a problem.

**(Lesson Plan)**  
**Grades 2, 3, 4**  
**Child Protection Catechesis**

(Note: To prepare for this lesson, it is necessary that the catechist reads and reflects on the teaching objectives.)

**Prayer:**

**Dear Holy Spirit,  
guide me  
to listen  
with open ears  
to share with a loving heart to  
see and understand  
that I am safe in your care.**

**Amen**

**Introduction**

"This week/month in October is Respect for Life Week/Month. What does that mean to you?"

*(Discussion: In the discussion bring out the points below)*

1. Self-esteem:

- ◆ I am unique, created by God. I deserve respect and give respect to others.

*(Brainstorm ways to be safe and discuss our family safety rules)*

2. Safety:

- ◆ What is it?
- ◆ Ways to be safe.
- ◆ Family safety rules.

*(Discuss how we care for something that we treasure. Move the discussion to include God's gift to us: our lives)*

3. Gifts from God:

- ◆ We are gifts from God.
- ◆ God wants us to take care of others and ourselves in our family, our friends and all of God's creation.

*(Have children give examples of good and bad choices: These could be listed on the board. Discuss: good and bad play)*

4. Choices:

- ◆ We make choices everyday.
- ◆ Good choices: You feel good about yourself.

- ◆ Examples of good choices: Helping others, feeding the hungry, obeying our parents, being fair with others, telling the truth, being kind to others.
- ◆ Good play: can share this with parents.
- ◆ Bad choices: You feel bad about yourself. Lying, being mean to others, taking what doesn't belong to you, hurting others' feelings.
- ◆ Bad play: done in secret, cannot share with parents.

(Ways to play the game: Have the **Jesus Says Game** (pages 53 and 54) cut up into mixed parts and have the teacher or students take turns calling out Jesus Says.

Rules: We pretend to do the actions. We sit down, if we pretend to do an action that Jesus didn't say.)

(Play the game: Jesus Says)

**(After the game: Jesus would not tell us to do something that would hurt others or ourselves)**

*(Discussion)*

5. Secrets:

- ◆ Good secret - planning a surprise party and sharing it later.
- ◆ Bad secret - one that cannot be shared with a trusted adult. We may want to hide a mistake or something we did wrong. We may want to hide a mistake or something someone else did wrong. If someone has hurt us and tells us not to tell, it must be told to a trusted adult. We want to be happy and safe.

*(Read and discuss together the children's learning objectives)*

### **Keeping Safe**

- ◆ Respect myself and others by the way I talk and act
- ◆ Good friendship: kind, fair, truthful, fun to be with, listens
- ◆ Bad friendship: unkind, unfair, may lead to bad choices
- ◆ Private parts: those which are under a bathing suit or shorts and a tee shirt. These parts of my body are to be respected.
- ◆ Good play: that type of play that can be shared with parents
- ◆ Bad play: that type of play that cannot be shared with parents
- ◆ Good Touch: high five, pat on the back, handshake. These touches make me feel safe and good.
- ◆ Bad Touch: hitting, pulling hair, pinching. A bad touch is having someone (besides a parent, doctor or nurse) touch parts of your body that are covered by your bathing suit without your permission.
- ◆ **Review Secrets**
  - o Good secret- planning a surprise party and sharing it later.
  - o Bad secret- one that cannot be shared with a trusted adult. We may want to hide a mistake or something we did wrong. We may want to hide a mistake or something someone else did wrong. If someone has hurt us and tells us not to tell, it must be told to a trusted adult. We want to be happy and safe.

◆ **Review Choices**

- Good choices: You feel good about yourself Helping others, feeding the hungry, obeying our parents, being fair with others, telling the truth, being kind to others. Good play: can share this with parents.
- Bad choices: You feel bad about yourself. Lying, being mean to others, taking what doesn't belong to you, hurting others' feelings.

**Bad play: done in secret, cannot share with parents.**

◆ **Discussion: Trusted Adults**

- When someone does something wrong, I must tell someone I trust.
- Share names of trusted adults in our lives.
- Have students draw or write the names of three trusted adults besides their parents.

◆ **Conclusion:**

- Have students take the Keeping Safe sheet home to share with parents. Return it to school with parents' signature.

**Closing Prayer:**

**Thank you Holy Spirit for all of creation  
especially for the gift of my life.**

**Thank you for giving me people  
who love me and in whom I can trust.**

**Thank you for keeping me safe in *your* love.**

**Amen**

## **CHILDREN AND ADOLESCENTS PROTECTION PROGRAM SUPPLEMENTAL: APPROPRIATE LANGUAGE FOR GRADES 2,3,4**

### **GOOD TOUCH/BAD TOUCH**

*Private parts* are any areas covered by your bathing suit or shorts and a tee shirt.

*Abuse* — One type of abuse is when an adult or someone older and stronger touches the private parts of a child's body without good reason (health or hygiene), or has the child touch the adult's private body parts. If you are asked to do anything that makes you feel uncomfortable, you can say no!

A good touch is a touch that makes us feel safe and good. A bad touch makes us feel bad. A good touch can be a high five, a pat on the back, shaking hands, etc. Bad touches can be hitting, pulling hair, pinching, having someone (besides a parent, doctor or nurse) touch the parts of your body that are covered by your bathing suit without your permission.

### **GOOD CHOICES/BAD CHOICES (GOOD PLAY AND BAD PLAY)**

Make choices that you feel good about. Choosing not to take something that does not belong to you, giving things to the poor, helping someone carry something are good choices. A bad choice makes you feel bad. Choosing to take something that doesn't belong to you, choosing to lie, hurting someone's feelings are examples of bad choices. Good play is a good choice and can be shared with everyone, even your parents. Bad play is usually done in secret and cannot be shared with everyone.

### **GOOD SECRETS/BAD SECRETS**

Good secrets can be eventually shared. Keeping a surprise present or party a secret until the person's birthday are examples of good secrets. A bad secret is one that cannot be shared with a trusted adult. If someone tells you that you cannot tell your trusted adult something, it is usually a bad secret. It may even make you feel bad.

**SUPPLEMENTAL: Can be used for more discussion on personal safety for Grades 2, 3, 4**

## **The “What If” Game**

The What If... Game helps you learn to stay safe by practicing what to do in different situations. You can play this game with your parents, teachers, family members, or friends.

Tell what you would do in these situations:

- *What if a friend wants to visit you when you are home alone? Your parents say you are not allowed to let anyone in the house.*
- *What if a stranger tries to grab you?*
- *What if a stranger asks you to help him find his dog, cat, or other lost pet?*
- *What if your friend gives you some drugs to try?*
- *What if someone you meet in a chat room on the Internet wants to meet you in person?*
- *What if someone you don't know well offers to pay you to do chores or odd jobs?*
- *What if an adult you don't know well buys you a gift and tell you not to tell your parents?*
- *What if someone you know wants to touch your private parts?*

Student Name: \_\_\_\_\_

## KEEPING SAFE

### I am God's Child!

I must receive and give respect in the ways I talk  
and act and in the ways others treat me.

I learn the difference between true friendship and false friendship.

My body is private and must be respected.

I learn the difference between good play and bad play.

I learn the difference between good touch and bad touch.

Secrets are not good. Secrets can separate us  
from others and can harm us.

People make good choices and bad choices  
and I learn how to tell the difference.

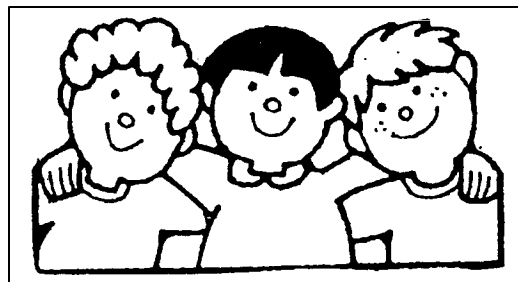
When someone does something wrong,  
I must tell someone I trust.

My parents and I name three people I can go to for  
help besides my parents:

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## GAME: "Jesus Says"

<p><b>GAME INSTRUCTIONS:</b> This game is played exactly like "Simon Says." Before you begin, explain to the children they must be good listeners to play this game. Practice a few commands with them first.</p>	<p><b>JESUS SAYS:</b></p> <p>Put your hands on your head if you are a child of God. (Pause) OK, take them down.</p>	<p>Cover your eyes when you see somebody steal something</p>	<p><b>JESUS SAYS:</b></p> <p>Feed the hungry</p>
<p><b>GAME VARIATION:</b> Have children play this game with a partner. BOTH children sit down if one makes a mistake. Note that Jesus never tells us to do something wrong. Wrong choices by others can hurt us.</p>	<p>Blow out a candle.</p>	<p><b>JESUS SAYS:</b></p> <p>Make the Sign of the Cross</p>	<p><b>JESUS SAYS:</b></p> <p>Close your eyes so you can feel how blind man feels. (Pause) Open your eyes.</p>
<p><b>JESUS SAYS:</b> You should pray often. - Fold your hands.</p>	<p><b>JESUS SAYS:</b></p> <p>You just made up with someone after an argument. Shake hands.</p>	<p>Cover your eyes when you see someone being bullied.</p>	<p>Put your hands in your pockets.</p>
	<p>Don't let someone sit at your table at lunch time.</p>	<p>Call someone a bad name.</p>	<p>Stomp your foot.</p>

<p>JESUS SAYS:</p> <p>Raise your right hand if you want to help your teacher in class.</p>	<p>JESUS SAYS:</p> <p>Knock and it shall be opened unto you.</p>	<p>Shake your head “No” when your dad asks you to do something.</p>	<p>Stick out your tongue.</p>
<p>Make a fist.</p>	<p>JESUS SAYS:</p> <p>Say a prayer for someone who is sad.</p>	<p>JESUS SAYS:</p> <p>Put your hand over your ears so you can't hear some gossip. (Pause) OK, take them down.</p>	<p>Make a face at your neighbor.</p>
<p>JESUS SAYS:</p> <p>Put your hand behind your back to remind you never to take what doesn't belong to you.</p>	<p>Whisper in your partner's ear a secret you aren't supposed to tell.</p>	<p>JESUS SAYS:</p> <p>Give someone a pat on the back for something good he or she did.</p>	<p>JESUS SAYS:</p> <p>Love one another – give someone in your family a hug.</p>
<p>Touch your toes.</p>	<p>Cross your fingers and tell a lie.</p>	<p>Hop on one foot.</p>	<p>JESUS SAYS:</p> <p>Kneel down and say a prayer.</p>

**GRADES 5, 6, 7, and 8**  
**CHILD PROTECTION CATECHESIS**  
**TEACHING OBJECTIVES**

1. We are all created in the image and likeness of God. My body is the temple of the Holy Spirit.
2. Our families and trusted adults and teachers share a concern for our safety.
3. We learn to differentiate between safe and unsafe or unwanted touch. We are called to chastity and we have a responsibility to avoid and immediately report any unwanted or unsafe touch to a parent or other trusted adult.
4. We show respect for ourselves and others by the way we talk, act, and live. We must identify respectful and disrespectful language and actions and avoid anyone who fails to respect us. In particular, the areas of our bodies covered by shirts and shorts are private and must not be violated.
5. God gives us the gift of free will. All actions have consequences. We must learn how to discern the implications of the choices we make every day. When we experience the bad choices of others, we must report the offense and get help.
6. The virtue of chastity and modesty helps us understand and identify actions or behaviors which are wrong or sinful. Children/young adults must avoid actions or experiences or behaviors which offend against chastity. (See pages 76-82 for information from *The Catechism of the Catholic Church*.)
7. Secrets can be very harmful to us physically, emotionally, and spiritually. Always question secret play, secret games and determine how the secrets can cause great harm.
8. There are many different kinds of friendship. Healthy relationships and friendships can help us to understand ourselves, God and others. We may meet false friends who mistreat us or take advantage of our trust and friendship. Poor relationships and false friendships can deeply harm us psychologically, emotionally, spiritually and even physically. People who manipulate or misuse our friendship are not friends. We must report any relationships which can be harmful to us.
9. Good communication with my parents and family members helps keep me safe. I can also help keep younger siblings and others safe by being observant and concerned.
10. My parents and family and other trusted adults will listen to me and help me. Make a list of three trusted adults who will listen to me and help me. I will make a list of the three trusted adults I can go to with any problem in addition to my parents and family members. My parents and I will make the list together.

**TEACHER'S LESSON PLAN**  
**GRADES 5, 6, 7, and 8**  
**CHILD PROTECTION CATECHESIS**

1. Ask the students if they are aware of any current news stories or events relating to the endangerment or abuse of children.
2. Explain that families and schools share a special responsibility for helping keep young people safe. An important part of being safe is to have information and caring support of families and trusted adults. (You might talk about the Amber Alert System and how communities are a part of providing safety for children and young people.)
3. Ask students which safety cautions or rules their parents have given them to protect themselves.
4. Explain to the students that we will read and discuss a “Keeping Safe” handout together to give them information and safety precautions to be protected.
5. Read through and discuss the “Keeping Safe” handout (page 62). Be sure to emphasize respectfulness throughout the discussion. Also emphasize that healthy friendships and relationships are not manipulative or exploitive.
6. Encourage the students to continue good and trusting relationships with parents and to learn to identify other trusted adults in their families or community who can help and support them.
7. The last line of the handout has space for the students and their parents to identify and list three trusted adults other than their parents to whom they may go for help. Their final task is to complete the handout at home with their parents and put it in a prominent and accessible place.

**(Lesson Plan)**  
**Grades 5, 6, 7, 8**  
**Child Protection Catechesis**

**(Note: To prepare for this lesson, it is necessary that the catechist reads and reflects on the teaching objectives.)**

**Prayer: Psalm 131**

**O Lord, my heart is not proud  
Nor haughty my eyes.  
I have not gone after things too great  
Nor marvels beyond me.  
Truly I have set my soul  
In silence and peace.  
As a child has rest in its mother's arms,  
Even so my soul.**

**O Israel, hope in the Lord  
Both now and forever.**

**Amen**

**Introduction**

"This week/month in October is Respect for Life Week/Month. What does that mean to you?"

*(Discussion: In the discussion bring out the points below, using the **Keeping Safe** handout as a guide for discussing content.)*

1. Self-esteem:  
I am unique, created by God. I deserve respect and give respect to others. My body is the temple of the Holy Spirit.
2. Current events about the endangerment or abuse of children. *(Discussion about news reports and let children share their feelings about this.)*
3. Safety:  
Families, schools and whole communities have the responsibility to keep children and young people safe. *(Discussion: Amber Alert System, ways schools and the community keep us safe.)*
4. Family rules

*(Have students share safety cautions or rules their parents have given to protect them. Use the **Keeping Safe** handout to cover points below.)*

- ◆ Safe, unsafe and unwanted touch: Safe touch makes us feel safe and good. An unsafe touch makes us feel scared and bad. We have the right to say no to touches that do not make us feel safe. Unsafe touches cannot be openly shared with others. This usually makes us feel bad. We have a responsibility to avoid or report any unwanted or unsafe touch to a parent or a trusted adult.
- ◆ Respect for ourselves: how we talk, act and live. We need to know the difference between respectful and disrespectful language and actions and avoid anyone who disrespects us. The private parts of our body (those which are covered by shorts and tee shirts) are not to be violated
- ◆ Free will: we can make good and bad choices. All actions have consequences. If we experience the bad choices of another, we need to report them and get help.
- ◆ Chastity: is the virtue that calls us to love unselfishly, responsibly, and faithfully.
- ◆ Secrets:
  - a. Good secrets can be eventually shared with others, especially your parents. A good secret is keeping a present or a surprise party secret until someone's birthday.
  - b. A bad secret is one that makes you feel bad. It cannot be shared. If someone tells you to keep a secret because you will be hurt, or you will get in trouble, or someone you love will be hurt, then this is a bad secret. Always question secret play and secret games and determine if the secret will cause harm.

*(Discussion: Why would it be difficult to share a bad secret. Reasons: fear, embarrassment, thinking I am in trouble or it was my fault)*

- ◆ Friendship:
  - a. Good friends help us to understand God, others and ourselves. *(Have children share characteristics of a good friend.)*
  - b. False friends mistreat or take advantage of our trust and friendship. They can hurt us psychologically, emotionally, spiritually, and even physically. People who manipulate or misuse friendship are not friends. *(Have children share characteristics of a false friend.)*
- ◆ Communication: with parents and family helps keep us safe. We can be observant for the safety of our siblings.

**Conclusion:** List three trusted adults besides your parents to whom you could go for help.

**(Have children take the Keeping Safe handout home with them and let their parents give their approval of the list of trusted adults with their signature.)**

**Closing Prayer: Psalm 31**

**In You, O Lord have I put my trust.  
Let me never be disappointed.  
In Your goodness save me,  
incline your ear to me,  
come quickly to my side  
for You are my rock, O Lord, my fortress in time of trouble.**

**For Your name's sake,  
lead me and guide me.  
Make Your face shine upon Your servant,  
and in Your tender care rescue me.  
How great is Your goodness,  
which You have stored up  
for those who put their trust in You!**

**Love the Lord with all your heart,  
for the Lord upholds His faithful servants.**

***Amen***

## **Supplemental: Appropriate Language for Grades 5, 6, 7, 8**

### **GOOD CHOICES/BAD CHOICES**

*Private parts* are any areas covered by shorts and tee shirts.

Abuse — In general, one type of abuse may occur when an adult or someone older and stronger touches the private parts of a child's body without good reason (health or hygiene) or has the child touch the adult's private body parts. If you are asked to do anything that makes you feel uncomfortable you can say no!

### **SAFE AND UNSAFE TOUCH (GOOD TOUCH/BAD TOUCH)**

Safe touches make us feel safe and good. Unsafe touches make us feel scared and bad. We have the right to say no to touches that do not make us feel safe. Unsafe touches cannot be openly shared with others. This usually makes us feel bad.

### **GOOD SECRETS/BAD SECRETS**

Good secrets can be eventually shared with others, especially your parents. A good secret is keeping a present or a surprise party secret until someone's birthday. A bad secret is one that makes you feel bad. It cannot be shared. If someone tells you to keep a secret because you will be hurt, you will get in trouble, or someone you love will be hurt, then this is a bad secret.

### **ADDITIONAL SUGGESTIONS**

It may be appropriate at this grade level to develop "what if" scenarios. For example, a neighbor invited you into his house and you felt uncomfortable with that invitation. Brainstorm with students what they can do in this situation. An example of a situation that feels right might be your dad's boss comes over for dinner and after being introduced to you, he put his hand on your shoulder and said that he was happy to meet you. Your parents are there and you feel comfortable and safe.

## **“What if” Scenarios**

# **Appropriate for Grades 7 & 8**

Show what you could or would do if...

1. An older relative of the opposite sex came to visit and greeted you at the door with a big kiss on the lips.
2. Your brother's friend spent the night with your brother and you woke up in the night and found the friend in your room touching you.
3. You were walking to your next class and a boy came up to you and put his arm around you and pushed you toward the locker.
4. Your favorite uncle came over to visit and he gave you a big hug and you felt love and care for him.
5. You started to walk home from school and your favorite friend came up and put his or her arm around your shoulder.
6. You got on the bus by yourself and later a stranger sat down next to you and then put his or her hand on your thigh.
7. A relative came over and you felt very uncomfortable with his or her long and "mushy" kiss.
8. A neighbor invited you into his or her house and you felt uncomfortable with that invitation.
9. Your dad's boss came over for dinner and after being introduced to you, he put his hand on your shoulder, smiled and told you he had heard a lot about you and was happy to meet you.
10. While collecting on your paper route, a woman customer offers you a beer, puts her arm around you and says what a fine body you have.
11. You woke up with a bad dream and your dad came in to comfort you and you immediately felt better.
12. A family member came into your bedroom in the middle of the night and gently started to touch you on your private areas or asked you to touch his or her private areas.
13. You told your mom or dad about someone sexually abusing you and they didn't believe you.
14. A friend of your cousin's offered you a ride home and instead of taking you to your home, he went down a dead-end street, parked and started rubbing his hand on your leg.

Name: \_\_\_\_\_

### KEEPING SAFE

- We are all created in the image and likeness of God. My body is the temple of the Holy Spirit.
- Our families and trusted adults and teachers share concern for our safety.
- We learn to differentiate between safe, unsafe and unwanted touch. We are called to chastity and modesty and we have a responsibility to avoid or immediately report any unwanted or unsafe touch to a parent or trusted adult.
- We show respect for ourselves and others by how we talk, act and live. We must identify respectful and disrespectful language and actions and avoid anyone who fails to respect us. In particular, the areas of our bodies covered by shirt and shorts are private and must not be violated.
- God gives us the gift of free will. All actions have consequences. We must learn how to discern the implications of the choices we make every day. When we experience the bad choices of others, we must report the offense and get help.
- The virtue of chastity helps us understand and identify actions or behaviors which are wrong or sinful. Children, young adults, and adults must avoid actions or experiences or behaviors which offend against chastity or modesty.
- Secrets can be very harmful to us physically, emotionally and spiritually. Always question secret play, secret games and determine how the secret may cause great harm.
- There are many different kinds of friendships. Healthy relationships and friendships can help us to understand ourselves, God and others. We often meet false friends who mistreat us or take advantage of our trust and friendship. Poor relationships and false friendships can deeply harm us psychologically, emotionally, spiritually and even physically. People who manipulate or misuse friendship are not friends. We must report any relationship which can be harmful to us.
- Good communication with parents and family members helps keep me safe. I can also help keep younger siblings and others safe by being observant and concerned.
- My parents and family members and other trusted adults will listen to me and help me. My parents and I choose three trusted adults I may go to for help:

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**Insert Parent Brochure here.**

**Insert Parent Brochure here.**

# Diocese of Davenport

## Children and Adolescents Protection Program

### Lesson Plan for Grades 9-12

#### 1. Opening Prayer

- Sign of the Cross.
- Let us listen to the ancient story of creation from the Book of Genesis. (Read aloud Genesis 1:26-27).

Then God said, "And now we will make human beings; they will be like us and resemble us. They will have power over the fish, the birds, and all animals, domestic and wild, large and small.

So God created human beings, making them to be like himself. He created them male and female.

- Reflection: What does this passage say about our bodies? (Allow 30 seconds for private reflection, then invite a few responses from those who wish to share).
- *Let us pray:* Thank You, God, for the gift of ourselves. Remind us, too, that those around us were created by You and are loved by You, just the way they are. Thank You for Your gifts to others. Thank You for Your gifts to us. Amen.

#### 2. Introduction

Say the following words:

Today/Tonight we are going to discuss child abuse and specifically child sexual abuse — what it is, ways to avoid sexual abuse, and things to do if you or someone you know has been sexually abused.

Distribute the handout (Pages 71-72, two-sided, folded in half).

Read aloud page 1 of the handout, "Sexual Abuse Prevention Statement to High School Adolescents."

The overwhelming majority of adults working with youth today are positive and faithful individuals, dedicated to helping our youth grow in the Catholic faith. Unfortunately, there have been cases where adults have behaved inappropriately and have even abused young people entrusted to their care.

The Church believes in the dignity of the human person and recognizes abusive behavior as sinful and in some cases criminal. One victim of abuse is one too many. The Church seeks to restore any broken relationship . . . sometimes this is difficult.

The Diocese of Davenport is sincerely committed to the spiritual and emotional well being of all by providing morally good, healthy, and informed leaders, thereby making the Church a place of safety and trust. The Diocese needs you to share in this responsibility of awareness and to seek help for yourselves or your friends if you are aware of any prior or present sexual abuse.

### 3. What is Child Sexual Abuse?

Generally, sexual abuse may include contact or interactions between a child and an adult when the child is being used as an object of sexual gratification by the adult. A child is abused whether or not this activity involves explicit force, whether or not it involves genital or physical contact, whether or not it is initiated by the child, and whether or not there is a discernible harmful outcome.

### 4. What are ways to protect yourself?

Take precautions to limit the possibility that you might be sexually abused. Keep the following points in mind:

Your body is your sacred domain. You have a right to decide how it will be touched and by whom. No one is ever free to force, pressure, or tease you into having sexual contact of any kind.

There are different types of behaviors or touch. The four types are: appropriate, possibly inappropriate, never acceptable, and illegal. Appropriate forms of affection include, but are not limited to:

- side hugs
- shoulder to shoulder hugs
- pats on the shoulder or back
- handshakes
- "high-fives" and hand slapping
- verbal praise
- kneeling or bending down for hugs with small children
- arms around shoulders
- holding hands while walking with small children
- holding hands during prayer

There are some forms of touch or physical affection that have been used by adults to initiate inappropriate contact with young people. If you feel uncomfortable with any of these actions, it is appropriate for you to stop the action and to tell a trusted adult. If you are unable to stop the action, it is appropriate for you to tell a trusted adult after the incident occurs. Here are some examples of possible inappropriate behaviors:

- compliments that relate to physique or body development
- any type of massage given by an adult to a minor or young person
- touching bottoms, chests or genital areas
- touching knees or legs of a minor or young person

There are some forms of touch or physical affection that are never acceptable. In order to maintain the safest possible environment for minors, the following are examples of touch inappropriate for use in Church/school-sponsored and affiliated programs. If a young person feels uncomfortable with any of these actions, it is appropriate for the young person to stop the action and tell a trusted adult. If the young person is unable to stop the action, it would still be appropriate for the young person to tell a trusted adult after the incident occurs.

Here are some examples of behavior or touch that are never acceptable by an adult to a young person:

- inappropriate or lengthy embraces
- kisses on the mouth
- showing affection in isolated areas of the program such as bedrooms, closets, staff only areas or other private rooms.
- sleeping in bed with a minor
- any form of unwanted affection

The final type is illegal behavior. Those are defined in the handout which we have already read. See also the Ministry to Minors section in the Diocese of Davenport Policies Relating to Sexuality and Personal Behavior.

Then **read aloud** numbers 1 - 10 from "What are ways to protect yourself?" also found in the handout.

1. Your body is your sacred domain. You have a right to decide how it will be touched and by whom. No one is ever free to force, pressure, or tease you into having sexual contact of any kind.
2. Trust your own feelings. If someone's conduct or attitude seems suspicious, or if you are confused, afraid or uncomfortable, there may be a good reason.
3. Have a clear idea of your own sexual values, goals, and ideals. Be assertive in saying no if you feel you are being pushed or pressured.
4. Don't weaken your defenses with alcohol or any other substance.
5. Don't walk alone at night. Don't hitchhike or accept rides from strangers.
6. Immediately leave a room if someone is there you can't trust.
7. Don't be alone with a date in a potentially dangerous place like an empty house or a parked car.
8. Refuse single dates with someone you don't know well, and never go on a date with someone who has the reputation of being sexually abusive or immoral.
9. Never accept a drink you have not poured and never set your drink down or leave it unattended. (Rapists today are using powerful drugs like Rohypnol and GHB commonly called ruffies, roofies, and many other street names to disable females. These drugs are slipped into a person's drink. As one teen said, "The last thing I remember about the party was this guy giving me a drink. I woke up seven hours later in his bed. I can't remember anything in between.")
10. Avoid any situation you deem to be dangerous.

Excerpted from Sex and the Teenager: Choices and Decisions by Kieran Sawyer, S.S.N.D. Copyright 1999 by Ave Maria Press, P.O. Box 428, Notre Dame, IN 46556. Used with permission of the publisher.

## 5. What to do if you or someone you know has been sexually abused.

Invite students to turn to the last page of their handout. Read aloud the first paragraph:

If you have been abused in the past and haven't ever talked about it, tell someone you trust, preferably a parent, teacher, counselor or youth minister. You may need professional help to cope with the abuse, to put it in perspective, and to move on to a healthier way of relating to the world.

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### Then say the following:

If a friend tells you that they have been physically or sexually abused by an adult and asks you to promise not to tell, don't be sworn to secrecy. Don't promise not to tell anyone. Say, "I can't promise to keep a secret if your life is in danger or you are being hurt." Then, seek the help of a trusted adult or professional who can help you report the situation.

Point out the section in the middle of the page on the last page of the student handout. Have the student write the number in their area to report child abuse.

### Say the following:

There are many people who can be trusted to help you if you or a friend is physically or sexually abused. Some people are required by law to report the abuse to the proper law officials.

Then read aloud the following from the last paragraph on the back page of the student handout:

### To report any and all child abuse, contact:

#### State

Department of Human Services

Website <http://www.dhs.state.ia.us/reportingchildabuse.asp>

Hotline: 1-800-362-2178

#### Diocese

**Victim Assistance Coordinators** - Facilitate access to appropriate professional mental health services, social service agencies, support groups and/or individuals who can provide spiritual care.

Contact the Diocese of Davenport's Victim Assistance Coordinator at **563-349-5002** or [vacdav@attglobal.net](mailto:vacdav@attglobal.net) to report an allegation of sexual abuse of a minor by clergy or church personnel, or to receive assistance.

## State of Iowa - Mandatory Reporting

The state of Iowa has a mandatory reporting law. This means that people in certain professions must report child abuse. Mandatory reporters are:

- According to Iowa law, six classes of professionals must report suspected abuse within 24 hours from the time they notice the suspected abuse. Those professions are: health, mental health, education, law enforcement, child care, and social work. These people are required by Iowa law to complete a training course in mandatory reporting of abuse.
- A more detailed listing follows: health practitioner who examines, attends, counsels or treats a child, licensed physicians, surgeons, osteopaths, dentists, optometrists, podiatrists, residents or interns, PAs, nurses, basic and advanced EMS personnel, all social workers (private and public), psychologists, school employees, day care employees, staff of all health care facilities, staff of mental health centers, peace officers.

### **Emphasize the following:**

If you or someone you know is ever involved in a sexual assault, get help immediately. Both the victim and the offender may need professional help.

If a friend tells you he or she has been abused in the past, be supportive and affirming but do not try to counsel your friend alone. The problem is too big for you to handle. Encourage your friend to get professional help; if you can, take the person to a mandatory reporter yourself.

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## **6. Optional activities:**

### **Activity #1: Concluding activity**

Divide into groups. Give each group one of the following:

Write a list of the situations you can think of that can be classified as sexual abuse.

What would be your course of action if a close friend told you of being sexually abused?

Name some of the precautions a teenager can take to avoid being sexually abused.

Invite each group to share their responses.

## Activity #2: Facts about Child Sexual Abuse

The following sheets will be used for this activity found on pages 10-13:

"Sexual Abuse & Assault: True or False Quiz"

"Sexual Abuse & Assault: True or False answer sheet"

Distribute the answer sheet entitled, "Sexual Abuse & Assault True or False Quiz". Read aloud the fourteen statements and invite students to circle on their answer sheet whether the statement is true or false about sexual abuse and assault.

Then, read aloud the "Quiz Facts" sheet that repeats each statement and provides a response to each. All the statements from the quiz are false.

## 7. Closing Prayer

If you feel comfortable, read the following meditation. Feel free to close with another prayer if you wish.

### MEDITATION

#### A Prayer from God to an Abused Child

You are a precious child.  
You deserve to be here and you deserve to be happy.  
It was My will for you that you be happy.  
It was not My plan that people hurt you.

People choose to hurt you of their own free will.  
It was not what I wanted. I wanted to protect  
you.  
I want you to know that I have always been beside you. I have given you friends to  
help you.  
I have willed you My strength through them, and I have loved you through them.  
You must learn to reach out to your friends, to trust that they care.  
I am always with you, even in your darkest moments. I will always be with you.  
I want you to trust Me. I am stronger than you. I can carry you when you need to be  
carried.  
I believe in you, even if you don't believe in Me.  
I want you to know that people care about you. I care about you.  
You deserve to be happy.  
You deserve to be loved.  
You ARE LOVED.

- M. Villarrubia



Diocese of Davenport  
Children and Adolescents  
Protection Program

**Insert High School handout here.**

**Insert High School Handout here.**

## Audio-visual, Print and Internet Resources to help you plan.

**Hear Their Cries** Center for the Prevention of Sexual Abuse and Domestic Violence, 1992

48 minutes  
Adults

- ▶ Responses of adult survivors of child abuse
- ▶ Incident (not actual fact) of incest & disclosure to minister
- ▶ Interfaith: Rabbis, Protestant, Catholic clergy & religious
- ▶ Multicultural
- ▶ Recognizing the signs of abuse
- ▶ Children take on guilt-art reveals abuse
- ▶ Disclosure in the congregation
- ▶ Children's Protective Services-work with secular agencies, mandatory reporting
- ▶ Atonement and repentance

**Safe at Last! Keeping Your Child Safe From Physical Abuse** Oblate Media & Communication, 2002

10 minutes  
Children Ages 4-7

- ▶ A gentle **parable available** in English and **Spanish**
- ▶ Storybook animation characters tell the story
- ▶ Answers a child's questions about how to seek help, find safety, and feel loved if they find themselves in a physically abusive situation at home or school
- ▶ 70 page *Safe at Last* Leader's Guide (English only)

**Speak Up, Say No! Keeping Your Child Safe From Sexual Abuse** Oblate Media & Communication, 2002

10 minutes  
Children Ages 4-7

- ▶ Tastefully presented and appropriate for use by parents, teachers, clergy and professionals-available in English and Spanish
- ▶ Storybook animation character in the story reveals how to 'tell a trusted adult'
- ▶ Learn that sexual abuse (**actual** or attempted) is not the child's fault
- ▶ Learn the difference between touching that is "**okay**" and "**not okay**"
- ▶ 40-page Leader's Guide (English only)

**For Pete's Sake Tell! Keeping Children Safe From Sexual Abuse** Oblate Media and Communication, 2002

10 minutes  
Children Ages 4-7

- ▶ Vital information for children and appropriate for use by parents, teachers, counselors, clergy and professionals-available in English and Spanish
- ▶ Storybook animation character, Peter Mouse's experience helps the young child become alert and assertive when personal safety is at stake
- ▶ No one has the right to touch them in their "private places"
- ▶ 50-page Leader's Guide (English only)

**Stop Bullying! Standing Up for Yourself and Others** Paraclete Video Productions

20 minutes  
Adolescents

- ▶ What is bullying?
- ▶ Who gets bullied?
- ▶ What should you do if you are bullied?
- ▶ How can you help someone who is being bullied?
- ▶ Whom can you tell when you are being bullied?
- ▶ 15 page facilitator's guide for video also includes classroom activities and discussion materials for adults (parents)

***Bullying: What Every Adult Needs to Know***

30 minutes  
Adults

- ▶ Educational piece for adults
- ▶ What bullying is, and who gets bullied
- ▶ What adults can do to help young people when bullying is a problem
- ▶ Classroom activities that can help prevent bullying
- ▶ Adult reflection questions in the facilitator's guide

***Joey Learns the Touching Rule***

Committee for Children

8 minutes  
Children  
Ages 4-6

- ▶ This video teaches children simple safety rules to protect themselves from sexual abuse.
- ▶ Five-year old Joey cheerfully learns the Touching Rule from his teacher, his mom, and his doctor.
- ▶ Includes Discussion Guide

**PRINT MATERIALS:**

***Childhood- It Should Not Hurt, A Guide for Those Concerned With Our Children's Health and Welfare***, Claire R. Reeves, C.C.D.C. LTI Publishing, Inc., 2003. Developed by Mothers Against Sexual Abuse (MASA) to help in the healing process of abuse of children.

Additionally, there are two curricula providing information about child sexual abuse prevention in the context of a religious education program:

1. ***Preventing Child Sexual Abuse, Ages 5-8***, Kathryn Goering Reid. Pilgrim Press, 1994.
2. ***Preventing Child Sexual Abuse, Ages 9-12***, Kathryn Goering Reid. Pilgrim Press, 1989.

A curriculum designed to help teens distinguish between healthy sexuality, sexual abuse and violence:

1. ***Sexual Abuse Prevention: A Course Study for Teenagers***, Rebecca Voelkel-Haugen and Marie M. Fortune. Pilgrim Press, 1996

***Preventing Child Sexual Abuse: Making Safe Choices (Parent's Guide)***, Mary A. Lentz, Esq. Peter Li, Inc.,

**2003 Internet Resources:**

**[www.cpsdv.org](http://www.cpsdv.org)**

Center for Prevention of Sexual and Domestic Violence Educational resources about child abuse and religion

**[www.childhelpusa.org](http://www.childhelpusa.org)**

National nonprofit organization dedicated to prevention and treatment of child abuse and neglect

**<http://nccafv.org>**

National Council on Child Abuse and Family Violence Resources concerning child and spousal abuse

**[www.usccb.org](http://www.usccb.org)**

United States Conference of Catholic Bishops

All documents issued by the United States Catholic Bishops can be found on this web site

**[www.nfcym.org](http://www.nfcym.org)**

National Federation for Catholic Youth Ministry

Information relating to Middle School, Junior High and High School age young people

**Additional resources for CAPP**

"I Am the Boss of My Body: Preventing Child Sexual Abuse"

Grades 1-4 (18 minutes)

"Good Things Can Still Happen:  
Helping Children Recover from Sexual Abuse" animated

Grades 1 - 4  
(22 minutes)

Both resources from ACT from Kids,  
Spokane Sexual Assault Center  
75 Howard Suite 2000  
Spokane, WA 99204-0323  
Phone Number: (509) 747-8224

# THE CATECHISM OF THE CATHOLIC CHURCH

P. THREE: THE CHRISTIAN MYSTERY, SEC. TWO: THE TEN COMMANDMENTS  
Ch. 2: "YOU SHALL LOVE YOUR NEIGHBOR AS YOURSELF", ART. 6: THE SIXTH  
COMMANDMENT

## II THE VOCATION TO CHASTITY

**2337** Chastity means the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being. Sexuality, in which man's belonging to the bodily and biological world is expressed, becomes personal and truly human when it is integrated into the relationship of one person to another, in the complete and lifelong mutual gift of a man and a woman. 2520

The virtue of chastity therefore involves the integrity of the person and the integrality of the gift.

### The integrity of the person

**2338** The chaste person maintains the integrity of the powers of life and love placed in him. This integrity ensures the unity of the person; it is opposed to any behavior that would impair it. It tolerates neither a double life nor duplicity in speech.<sup>125</sup>

**2339** Chastity includes an *apprenticeship in self-mastery* which is a training in human freedom. The alternative is clear: either man governs his passions and finds peace, or he lets himself be dominated by them and becomes unhappy.<sup>126</sup> "Man's dignity therefore requires him to act out of conscious and free choice, as moved and drawn in a personal way from within, and not by blind impulses in himself or by mere external constraint. Man gains such dignity when, ridding himself of all slavery to the passions, he presses forward to his goal by freely choosing what is good and, by his diligence and skill, effectively secures for himself the means suited to this end."<sup>127</sup> 1767

**2340** Whoever wants to remain faithful to his baptismal promises and resist temptations will want to adopt the *means* for doing so: self-knowledge, practice of an asceticism adapted to the situations that confront him, obedience to God's commandments, exercise of the moral virtues, and fidelity to prayer. "Indeed it is through chastity that we are gathered together and led back to the unity from which we were fragmented into multiplicity."<sup>128</sup> 2015

**2341** The virtue of chastity comes under the cardinal virtue of 1809

*temperance*, which seeks to permeate the passions and appetites of the senses with reason.

**2342** Self-mastery is *a long and exacting work*. One can never consider it acquired once and for all. It presupposes renewed effort at all stages of life.<sup>129</sup> The effort required can be more intense in certain periods, such as when the personality is being formed during childhood and adolescence. 409

**2343** Chastity has *laws of growth* which progress through stages marked by imperfection and too often by sin. "Man . . . day by day builds himself up through his many free decisions; and so he knows, loves, and accomplishes moral good by stages of growth." <sup>130</sup> 2223

**2344** Chastity represents an eminently personal task; it also involves *a cultural effort*, for there is "an interdependence between personal betterment and the improvement of society."<sup>131</sup> Chastity presupposes respect for the rights of the person, in particular the right to receive information and an education that respect the moral and spiritual dimensions of human life. 2525

**2345** Chastity is a moral virtue. It is also a gift from God, a *grace*, a fruit of spiritual effort.<sup>132</sup> The Holy Spirit enables one whom the water of Baptism has regenerated to imitate the purity of Christ.<sup>133</sup> 1810

### **The integrality of the gift of self**

**2346** Charity is the *form* of all the virtues. Under its influence, chastity appears as a school of the gift of the person. Self-mastery is ordered to the gift of self. Chastity leads him who practices it to become a witness to his neighbor of God's fidelity and loving kindness. 1827  
210

**2347** The virtue of chastity blossoms in *friendship*. It shows the disciple how to follow and imitate him who has chosen us as his friends,<sup>134</sup> who has given himself totally to us and allows us to participate in his divine estate. Chastity is a promise of immortality. 374

Chastity is expressed notably in *friendship with one's neighbor*. Whether it develops between persons of the same or opposite sex, friendship represents a great good for all. It leads to spiritual communion

## The various forms of chastity

**2348** All the baptized are called to chastity. The Christian has "put on Christ,"<sup>135</sup> the model for all chastity. All Christ's faithful are called to lead a chaste life in keeping with their particular states of life. At the moment of his Baptism, the Christian is pledged to lead his affective life in chastity.

**2349** "People should cultivate [chastity] in the way that is suited to their state of life. Some profess virginity or consecrated celibacy which enables them to give themselves to God alone with an undivided heart in a remarkable manner. Others live in the way prescribed for all by the moral law, whether they are married or single."<sup>136</sup> Married people are called to live conjugal chastity; others practice chastity in continence: 1620

There are three forms of the virtue of chastity: the first is that of spouses, the second that of widows, and the third that of virgins. We do not praise any one of them to the exclusion of the others.... This is what makes for the richness of the discipline of the Church. <sup>137</sup>

**2350** Those who are *engaged to marry* are called to live chastity in continence. They should see in this time of testing a discovery of mutual respect, an apprenticeship in fidelity, and the hope of receiving one another from God. They should reserve for marriage the expressions of affection that belong to married love. They will help each other grow in chastity. 1632

## Offenses against chastity

**2351** *Lust* is disordered desire for or inordinate enjoyment of sexual pleasure. Sexual pleasure is morally disordered when sought for itself, isolated from its procreative and unitive purposes.

**2352** By *masturbation* is to be understood the deliberate stimulation of the genital organs in order to derive sexual pleasure. "Both the Magisterium of the Church, in the course of a constant tradition, and the moral sense of the faithful have been in no doubt and have firmly maintained that masturbation is an intrinsically and gravely disordered action."<sup>138</sup> "The deliberate use of the sexual faculty, for whatever reason, outside of marriage is essentially contrary to its purpose." For here sexual pleasure is sought outside of "the sexual relationship which is demanded by the moral order and in which the total meaning of mutual self-giving and human procreation in the context of true love is achieved."<sup>139</sup>

To form an equitable judgment about the subjects' moral responsibility and to guide pastoral action, one must take into account the affective immaturity, force of acquired habit, conditions of anxiety, or other psychological or social factors that can lessen, if not even reduce to a minimum, moral culpability. 1735

**2353** *Fornication* is carnal union between an unmarried man and an unmarried woman. It is gravely contrary to the dignity of persons and of human sexuality which is naturally ordered to the good of spouses and the generation and education of children. Moreover, it is a grave scandal when there is corruption of the young.

**2354** *Pornography* consists in removing real or simulated sexual acts from the intimacy of the partners, in order to display them deliberately to third parties. It offends against chastity because it perverts the conjugal act, the intimate giving of spouses to each other. It does grave injury to the dignity of its participants (actors, vendors, the public), since each one becomes an object of base pleasure and illicit profit for others. It immerses all who are involved in the illusion of a fantasy world. It is a grave offense. Civil authorities should prevent the production and distribution of pornographic materials. 2523

**2355** *Prostitution* does injury to the dignity of the person who engages in it, reducing the person to an instrument of sexual pleasure. The one who pays, sins gravely against himself. He violates the chastity to which his Baptism pledged him and defiles his body, the temple of the Holy Spirit.<sup>140</sup> Prostitution is a social scourge. It usually involves women, but also men, children, and adolescents (The latter two cases involve the added sin of scandal.). While it is always gravely sinful to engage in prostitution, the imputability of the offense can be attenuated by destitution, blackmail, or social pressure. 1735

**2356** *Rape* is the forcible violation of the sexual intimacy of another person. It does injury to justice and charity. Rape deeply wounds the respect, freedom, and physical and moral integrity to which every person has a right. It causes grave damage that can mark the victim for life. It is always an intrinsically evil act. 2297  
Graver still is the rape of children committed by parents (incest) or those responsible for the education of the children entrusted to them. 1756 2388

## **Chastity and homosexuality**

**2357** Homosexuality refers to relations between men or between women who experience an exclusive or predominant sexual attraction toward persons of the same sex. It has taken a great variety of forms through the centuries and in different cultures. Its psychological genesis remains largely unexplained. Basing itself on Sacred Scripture, which presents homosexual acts as acts of grave depravity, 141 tradition has always declared that "homosexual acts are intrinsically disordered." 142 They are contrary to the natural law. They close the sexual act to the gift of life. They do not proceed from a genuine affective and sexual complementarity. 2333 Under no circumstances can they be approved.

**2358** The number of men and women who have deep-seated homosexual tendencies is not negligible. This inclination, which is objectively disordered, constitutes for most of them a trial. They must be accepted with respect, compassion, and sensitivity. Every sign of unjust discrimination in their regard should be avoided. These persons are called to fulfill God's will in their lives and, if they are Christians, to unite to the sacrifice of the Lord's Cross the difficulties they may encounter from their condition.

**2359** Homosexual persons are called to chastity. By the virtues of self-mastery that teach them inner freedom, at times by the support of disinterested friendship, by prayer and sacramental grace, they can and should gradually and resolutely approach Christian perfection. 2347

# THE CATECHISM OF THE CATHOLIC CHURCH

P. THREE: THE CHRISTIAN MYSTERY, SEC. TWO: THE TEN COMMANDMENTS  
CH. 2: "YOU SHALL LOVE YOUR NEIGHBOR AS YOURSELF", ART. 9: THE NINTH  
COMMANDMENT

## II. THE BATTLE FOR PURITY

**2520** Baptism confers on its recipient the grace of purification from all sins. But the baptized must continue to struggle against concupiscence of the flesh and disordered desires. With God's grace he will prevail 1264

- by the *virtue* and *gift of chastity*, for chastity lets us love with upright and undivided heart; 2337

- by *purity of intention* which consists in seeking the true end of man: with simplicity of vision, the baptized person seeks to find and to fulfill God's will in everything;313 1752

- by *purity of vision*, external and internal; by discipline of feelings and imagination; by refusing all complicity in impure thoughts that incline us to turn aside from the path of God's commandments: "Appearance arouses yearning in fools";314 1762

- by *prayer*: 2846

I thought that continence arose from one's own powers, which I did not recognize in myself. I was foolish enough not to know ... that no one can be continent unless you grant it. For you would surely have granted it if my inner groaning had reached your ears and I with firm faith had cast my cares on you.315

**2521** Purity requires *modesty*, an integral part of temperance. Modesty protects the intimate center of the person. It means refusing to unveil what should remain hidden. It is ordered to chastity to whose sensitivity it bears witness. It guides how one looks at others and behaves toward them in conformity with the dignity of persons and their solidarity.

**2522** Modesty protects the mystery of persons and their love. It encourages patience and moderation in loving relationships; it requires that the conditions for the definitive giving and commitment of man and woman to one another be fulfilled. Modesty is decency. It inspires one's choice of clothing. It keeps silence or reserve where there is evident risk of unhealthy curiosity. It is discreet. 2492

**2523** There is a modesty of the feelings as well as of the body. It protests, for example, against the voyeuristic explorations of the human body in certain advertisements, or against the solicitations of certain media that go too far in the exhibition of intimate things. Modesty inspires a way of life which makes it possible to resist the allurements of fashion and the pressures of prevailing ideologies. 2354

**2524** The forms taken by modesty vary from one culture to another. Everywhere, however, modesty exists as an intuition of the spiritual dignity proper to man. It is born with the awakening consciousness of being a subject. Teaching modesty to children and adolescents means awakening in them respect for the human person.

**2525** Christian purity requires *a purification of the social* climate. It requires of the communications media that their presentations show concern for respect and restraint. Purity of heart brings freedom from widespread eroticism and avoids entertainment inclined to voyeurism and illusion. 2344

**2526** So-called *moral permissiveness* rests on an erroneous conception of human freedom; the necessary precondition for the development of true freedom is to let oneself be educated in the moral law. Those in charge of education can reasonably be expected to give young people instruction respectful of the truth, the qualities of the heart, and the moral and spiritual dignity of man. 1740

**2527** "The Good News of Christ continually renews the life and culture of fallen man; it combats and removes the error and evil which flow from the ever-present attraction of sin. It never ceases to purify and elevate the morality of peoples. It takes the spiritual qualities and endowments of every age and nation, and with supernatural riches it causes them to blossom, as it were, from within; it fortifies, completes, and restores them in Christ." 316 1204