



WORK SESSION I CREATING FAITH ENVIRONMENTS

Integrating Abuse Prevention and Right Relationship concepts into your curriculum.

CREATING FAITH ENVIRONMENTS

- ◉ What will help us consistently implement “Know the Rules for Adult /Child Interaction” sessions in our parish / school / program?
- ◉ How can we reinforce “Know the Rules” concepts throughout our contacts with children / youth?
- ◉ How can we make use of shared vocabulary and open communication to address crisis situations, reinforce right relationship concepts, and further the gospel message of Christ?

REINFORCING RIGHT RELATIONSHIPS IN THE GOSPEL MESSAGE OF CHRIST

- How can we use right relationship curriculum components to further the gospel message in our curriculum / program?
- What right relationship concept compliments the gospel message in each lesson?
- What fits best in this lesson?
 - Discussion points
 - Additional activity
 - Song / snack / special project
 - Take home assignment / information for parents



WORK SESSION II: WHO AND HOW WE ARE WITH CHILDREN

Modeling Christ

Modeling Deliberately Different Behavior

Providing a Deliberately Different
Message

WHO AND HOW WE ARE WITH CHILDREN

- ◉ How can we model Christ in our interactions with children and youth?
- ◉ How can we be deliberately different than adults who may have been hurtful to children?
- ◉ What deliberately different messages can we give our children to counter the negative messages they absorb from our society and its media?

DELIBERATELY DIFFERENT ACTIONS

Clearly Negative	Deliberately Positive	Example
Secrets	Open communication	
Focus on self versus other	Focus on needs of child	
Poor boundaries	Clear boundaries	
Harmful / hurtful	Kindness	
Disrespectful	Respect	
Overt/covert sexual behavior	Appropriate behavior	
Exposure to inappropriate materials / activities	Appropriate media, activities, discussion	
Threats / Criticism	Clear expectations / redirection / logical consequences	

DELIBERATELY DIFFERENT ACTIONS

CONTINUED

May Seem Positive	Deliberately Positive	Example
Attention	Unconditional Positive Regard Equal Attention	
Special Privileges Access to Restricted Objects / Activities	Equal access to appropriate objects / activities	
Ally against other adults	Team with adults Supportive of relationship with parents	
Flattery	Descriptive Praise	
Shared Interests	Group Interests	

DELIBERATELY DIFFERENT MESSAGES

Clearly Negative	Deliberately Positive	Example
Sex sells. I am defined by my sexuality.	Sexuality is a gift from God, a part but not the whole of our being	
Violence solves problems	Violence is a problem - most problems can be solved	
Some people are more valuable than others	Everyone is specially and uniquely created - everyone has value	

DELIBERATELY DIFFERENT MESSAGES, CONTINUED

May seem positive	Deliberately Positive	Example
Respect must be earned.	Sexuality is a gift from God. A part, but not the whole, of our being.	
No one can violate my rights.	I am called to protect the rights of others.	
It's my choice (and no one else's business).	The choices I make effect others.	
If it feels good do it.	What feels good isn't always the best choice.	



WORK SESSION III: MAKING USE OF TEACHABLE MOMENTS

Scenarios for discussion.

SCENARIO 1

- One of your students is visibly uncomfortable with another student's intrusion into their "space." The intrusive student is sitting too close, touching too much, and "in the face" of the distressed student.
- How can you make use of this "teachable moment" to reinforce right relationships and further the gospel message of Christ?
 - How can you use deliberately different actions?
 - How can you make use of the "Know the Rules" "shared vocabulary"
 - What right relationship concept might you discuss?
 - How do your actions further the gospel message of Christ?

SCENARIO 2

- A group of students is talking about getting together at the local convenience store after class. One of them tells the group, “I’m in, but don’t tell my mom.”
- How can you make use of this “teachable moment” to reinforce right relationships and further the gospel message of Christ?
 - How can you use deliberately different actions?
 - How can you make use of the “Know the Rules” “shared vocabulary”
 - What right relationship concept might you discuss?
 - How do your actions further the gospel message of Christ?

SCENARIO 3

- You are talking about families. One of your students says, “My Uncle Ralph lives with us. He comes into my room when I am sleeping and I don’t like it.”
 - How can you use deliberately different actions?
 - How can you make use of the “Know the Rules” “shared vocabulary”
 - What right relationship concept might you discuss?
 - How do your actions further the gospel message of Christ?

SCENARIO 4

- You are discussing the 10 commandments.
- How can you reinforce to your students that they are “not just the law, but a good idea”?
 - How can you use deliberately different actions?
 - How can you make use of the “Know the Rules” “shared vocabulary”
 - What right relationship concept might you discuss?
 - How do your actions further the gospel message of Christ?

SCENARIO 5

- You are discussing the Good Samaritan. One of your students says, “My parents tell me never to talk to strangers. Especially if I am alone.”
 - How can you use deliberately different actions?
 - How can you make use of the “Know the Rules” “shared vocabulary”
 - What right relationship concept might you discuss?
 - How do your actions further the gospel message of Christ? How can you use deliberately different actions?

SCENARIO 6

- One of your students wants to tell you a “secret.”
 - How can you use deliberately different actions?
 - How can you make use of the “Know the Rules” “shared vocabulary”
 - What right relationship concept might you discuss?
 - How do your actions further the gospel message of Christ? How can you use deliberately different actions?

SHARE YOUR OWN SCENARIOS

- How can you use deliberately different actions?
- How can you make use of the “Know the Rules” “shared vocabulary”
- What right relationship concept might you discuss?
- How do your actions further the gospel message of Christ? How can you use deliberately different actions?



POST TRAINING REVIEW

QUESTION 1

As Catholic Christians we are called to love and serve one another. Which of the following requirement(s) stemming from the USCCB Charter is (are) consistent with this calling:

- a. Reaching out to victims of abuse.
- b. Protecting children from harm.
- c. Educating children and adults in the qualities of right relationships.
- d. Encouraging open communication.
- e. All of the above.

QUESTION 2

True or False:

The only value of Safe Environment Programming is compliance with the USCCB Charter for Protection of Children and Young People.

- a. True
- b. False

QUESTION 3

Safe Environment Strategies help further the Gospel message and strengthen our Faith Environment through all of the following except:

- a. Providing a shared vocabulary to discuss human relationships.
- b. Promoting open communication.
- c. Modeling Christ / modeling right relationships.
- d. Encouraging deliberately different messages and actions than children may encounter in society.
- e. Minimizing the role of faith formation in the lives of children.

QUESTION 4

Educating children and youth in right relationships through “Know the Rules for Adult Child Interactions” and subsequent curriculum components is useful:

- a. For the prevention of abuse and promotion of healthy relationships.
- b. To encourage communication of concerns before harm occurs.
- c. To establish guidelines for adult / child interactions.
- d. In illustrating the concepts of human dignity and Christian love.
- e. All of the above.

QUESTION 5

A good faith environment shares which of the following with a good safe environment program? Circle all that apply.

- a. Respect for the life and dignity of the human person.
- b. Adults who model deliberately positive actions.
- c. Consistent, positive messages.
- d. Use of teachable moments to model Christ and teach relationship skills.
- e. An environment where children and youth are protected from harm.

QUESTION 6

Circle all that apply:

Negative actions of adults who cause harm may include:

- a. Emphasis on secrets.
- b. Focus on self versus other.
- c. Access to restricted or inappropriate materials / activities.
- d. Acting as an ally against other adults.
- e. Use of excessive flattery.

QUESTION 7

Circle all that apply:

Negative messages children / youth encounter in popular culture may include:

- a. Sex sells.
- b. Violence solves problems.
- c. I am called to protect the rights of others.
- d. Some people are more valuable than others.
- e. Respect must be earned.

QUESTION 8

If we are faced with a child in our Faith Environment who discloses abuse, it is important that we:

- a. Remain calm and respond in a supportive manner.
- b. Communicate that the child is not at fault.
- c. Listen without interrupting.
- d. Report the abuse to appropriate authorities.
- e. All of the above.