



DIOCESE OF BUFFALO
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September 2005

OFFICE OF THE BISHOP

Dear Parish Catechetical Leader / Principal:

The Diocese of Buffalo is committed to full compliance with all the directives of the Charter for the Protection of Children and Young People published by the Bishops of the United States in 2002. The enclosed packet, *Sexual Abuse Awareness Training for Children and Youth in the Diocese of Buffalo* is written and printed to fulfill the directives of Article 12 of the Charter to establish a safe environment curriculum for children and youth in our Church.

These materials are provided to you by the Office of Religious Education of the Department of Catholic Education for use with children in parish religious education programs and Catholic elementary and high schools. The materials in this packet are designed to reinforce the training already implemented in the public and Catholic schools who adhere to the NYS Standards for Health Education.

The enclosed lesson plans are to be used until a standardized A-V program has been selected. In-service programs will be held for those who wish to be trained on the implementation of this directive. All schools and parish religious education programs are required to conduct this training on an annual basis beginning **October 15, 2005**. I encourage you to complete this training during the Fall semester.

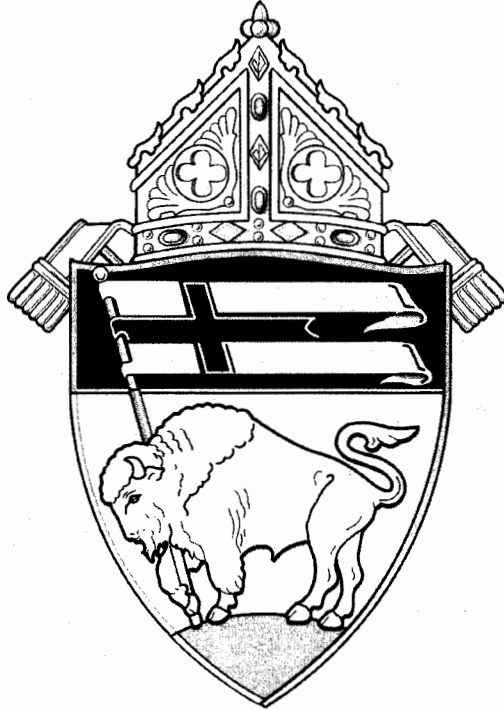
Please direct all questions regarding the implementation of this program to Mary Beth Coates, the Diocesan Director of Religious Education. I am most grateful for all you have done to comply with the national and diocesan directives to create and maintain a safe environment for our children and young people.

Be assured of my grateful and prayerful best wishes.

Sincerely in Christ,

Most Rev. Edward U. Kmiec
Bishop of Buffalo

Diocese of Buffalo



Safe Environment for Children Sexual Abuse Awareness Training

Policies and Instructions

Effective October 15, 2005

Safe Environment for Children
Sexual Abuse Awareness Training – Instructional Component

Policy

The Diocese of Buffalo requires all parish religious education programs and Catholic elementary and high schools to provide sexual abuse awareness training for children as mandated by the *Charter for the Protection of Children and Young People* from the United States Conference of Catholic Bishops in 2002.

This training must occur annually in each of the defined age groups. Serious consideration should be given to the scheduling of the training so as to maximize the benefit of maintaining a safe environment for children. All questions about this policy should be directed to the Diocesan Office of Religious Education at 847-5505.

N.Y.S. public schools and our Catholic schools are mandated to follow the NYS Standards for Health Education. In addition, the Diocesan Human Growth and Development Curriculum is also implemented in schools and religious education programs. Sexual abuse awareness and prevention is a part of these standards. Implementing the enclosed program should enhance what our children are already learning in the context of our faith community.

By June 15 of each year, schools and religious education programs are to notify the Office of Religious Education of the number of children enrolled in the school/religious education program and the number who participated in the sexual abuse awareness training as of June 1 of the year.

Notification

A notification form will be distributed to each parish and school by the Diocesan Office of Religious Education. This form is due immediately following the implementation of the required lesson plans or no later than June 15th of each year. All questions about this policy should be directed to the Diocesan Office of Religious Education at 847-5505.

Materials

A standard lesson plan has been developed for each of the following age groups: 5-7, 8-10, 11-13, and 14-17. An intergenerational session is also included. These lesson plans are to be utilized until a uniform video program has been selected by the Diocese of Buffalo for use.

Parents

Parents of school-age children must be notified prior to their child/children participating in a safe environment program. They must be informed of the right not to have their child/children participate. A standard letter is included in this packet with an exemption request/permission form. All exemption requests must be kept on file in the parish/school. A copy of the age appropriate lesson plan is to be included with the notification letter.

Handling Parental Objections

The Diocese of Buffalo recommends that you listen to your students' parents and seek a sensitive approach to hearing their concerns. Be able to delineate the difference between sexual abuse awareness training and 'sex education'. Review the lesson plans with them. It is important to remind them that this training is mandated by the U.S. Bishops in the 2002 *Charter for the Protection of Children and Young People*, and is not negotiable. They are within their rights to exempt their children from this session but must sign the "opt-out" form.

Frequently asked questions about Planning for the Implementation of Sexual Abuse Awareness Programs

With all the demands of a typical religious education curriculum, how can this education for sexual abuse awareness be included?

The required lesson plans run under one hour. This allows for easy adaptability into the existing religious education calendar. In order to meet the mandates of the *Charter for the Protection of Children and Young People* regarding the education of children and teens on this subject, attention should be given to the most effective placement of these lesson plans, this includes integrating them into already planned sessions that address the *Human Growth and Development Curriculum* or the *Diocesan Religion Curriculum*. A special session can also be scheduled.

Our Catholic Schools follow the NYS Standards for Health Education and therefore should consider implementing this program as a supplement to these standards.

It is a priority in the Diocese of Buffalo that all education of children and youth contain sexual abuse awareness training.

How should parishes and schools integrate this education for Sexual Abuse Awareness for Children and Youth into their program calendar? (Choose one).

Religious Education Programs (Implementation ideas):

1. Choose one regular religious education session when all groups will cover this material.
2. Add a special session to your calendar.
3. Integrate it into sessions when Human Growth & Development instructed
4. Plan a Saturday or Sunday retreat module for all children/youth or for designated groups.
5. Plan a special family education session that is part of your religious education calendar.

Catholic Schools (Implementation ideas):

1. Select one day when this session will be conducted throughout the school.
2. Integrate it into sessions when personal safety is instructed or Human Growth & Development.
3. Hold age group assemblies on the subject.
4. Plan a special family session.

What are some models for education in Sexual Abuse Awareness for Children and Youth?

1. Single sessions for each age group offered as part of regular religious education or Human Growth & Development class classes, utilizing the same grade level each year.
2. Workshop module or retreat module for designated age groups.
3. Designate one or more expert catechists to present these sessions to each age group.
4. Intergenerational module on Sexual Abuse Awareness.

What times of year are appropriate for Sexual Abuse Awareness education programs?

These education modules must be offered in the Fall of 2005 and at any time of year thereafter. For some lessons, appropriate times would be in October during *Respect Life* month, during the liturgical year when Jesus' stories of healing and compassion are proclaimed, and whenever the gospel features stories about Jesus and children are just a few suggestions. Another appropriate time is when implementing the Human Growth and Development Curriculum. All questions about this policy should be directed to the Diocesan Office of Religious Education at 847-5505.

Implementation Guidelines for Education in Sexual Abuse Awareness for Children and Youth

- A. Education for children and youth in sexual abuse awareness must be offered annually within each of four age ranges: ages 5-7; ages 8-10, ages 11-13 and ages 14-17. Keep in mind that this does not necessarily mean grade levels, although you may choose to implement this in every grade, every year.
- B. **Keep records** of when each training is offered, what age levels participated, how many children and youth participated and who did the presentation. This report is due immediately following the session or by June 15 of each year.
- C. Notify parents before this training is offered. The standard parent letter with "opt-out" form is included.
- Parents have the right to know when the training will be offered.
 - Parents may review the materials at any time.
- D. Optional in-service training workshops for teachers will be available.

Lesson Plans for Age Groups

Included in this packet are the five **approved** lesson plans offered by Office of Religious Education of the Department of Catholic Education of the Diocese of Buffalo. They have been adapted from the Office of Evangelization and Catechesis of the Diocese of Albany. There is a lesson for each age group and an intergenerational session.

Each Lesson plan:

- Can be integrated into an existing catechetical or Human Growth and Development curriculum;
- Is designed for one hour, but can be adapted for a shorter or longer time period;
- Provides an age appropriate objective around sexual abuse awareness. These lesson plans are not designed to provide all education about these topics or answer all questions. These lessons will complement what children and youth learn through the implementations of the New York State Standards for Health Education in public schools as well as Catholic schools.

In the future, the Office of Religious Education will make available video materials that will support this program. Only **approved** resources can be utilized with this program. Questions regarding resources should be directed to the Diocesan Office of Religious Education at 847-5505.

Sample Parent Letter with Opt-out Form

Dear Parent:

The Diocese of Buffalo is working to fully comply with all the directives of the *Charter for the Protection of Children and Young People* implemented by the U.S. Catholic Bishops in 2002. In addition to training all adult staff and volunteers that work with children, the Diocese of Buffalo is also training children in sexual abuse awareness.

Sexual abuse awareness training, mandated by the Diocese of Buffalo will be conducted at our parish/school on _____. The training is a way for your child to learn to recognize and respond appropriately and assertively to issues such as improper touch, tricks used by sexual predators, and internet safety.

Your child will not be exposed to specific sexual language or depictions of graphic situations. A copy of the *diocesan approved* lesson plan for your child's age group is enclosed for your review.

Parents are invited to discuss the content of this lesson plan prior to its implementation with their children. You may also contact our office should you wish to learn more about this topic to better equip yourself to respond to your child's questions.

If you do NOT wish for your child to participate, please sign the release below, detach it, and return it to us before the date of your child's instruction. An alternate educational opportunity will be provided for your child during that session.

Sincerely,

Principal/DRE & Pastor

I ask that my child/children _____ be
excused from attending the Sexual Abuse Awareness session at _____
_____ parish/school on _____ (date). I understand
that it is my right and responsibility as a parent under guidelines of the Catholic
Church to do any such instruction myself.

Signature of Parent/Guardian

Date

Objective: To help children distinguish the difference between good and bad (appropriate or inappropriate) touch. To affirm a child's right to say no to an adult who makes them feel uncomfortable.

Opening Prayer:

Use a short prayer or song with gestures that speaks of God's love for all God's creation, especially children.

For example Psalm 104:24: "O Lord, how wonderful are all your works. In Your wisdom, you have made them all, the Earth is full of Your creatures;" Sing: "He's Got the Whole World in His Hands"

Presentation and Process: Kinds of Touch and a Child's Right to Privacy (10 minutes)

- Begin by saying "God loves us so much. God created us to be happy. He gave us our bodies. What are some happy things we do with our bodies?" (run, jump, sing, laugh, smell flowers, pet puppies, hug our parents, play, see new faces...)
- Touching is something we do with our hands. We give and receive touches. What are some good kinds of touches? Good touches make us happy and comfortable.
- What about bad kinds of touches that make us feel sad, confused or uncomfortable? Can you name some of those? (When someone forces you to kiss or touch them, when someone tickles you too much even when you have said "stop," when someone touches you in the private areas of your body.)
- Review the private areas of our bodies by describing them as those covered by a bathing suit. It is always advisable to use proper names for body parts if necessary, but you should not need to teach the children what all these parts are. Point out that no one should ever touch those private parts of our bodies. There are exceptions, like when the doctor has to examine us when there is something wrong, or when we need to ask our parents to help us with something. We should try to take care of our own bodies as best we can by ourselves.

Presentation: Learning the Skills to Avoid Bad Touching (10 minutes)

- Your bodies belong to YOU. Whenever a person bothers you with a bad, "not OK" touch, you can say "NO." Even if it is an adult or someone who is bigger than you, or someone you even love and know well. Let's hear you all say "NO" in a big loud voice. (Have children all say "NO" together.)
- Now ask the children to stand up and this time, say "NO" with their voices and their bodies. Show them how to move back and hold up their hand in a stop motion. (Now have all children say "NO" with a hand up and move back.)
- "After we say "NO" in a big, loud voice and hand motion, what do you think you should do then?" Answer: Go tell an adult you trust.
- Who are some people you can trust? Name them (parents, catechist, teacher, principal, pastor, nurse, police officer, doctor, etc.).
- Sometimes a bad touch is scary and you might feel scared to tell someone, but it is important to do that. Remember you can't get into trouble when you tell someone the truth about a bad touch. When someone touches you that way, it is NEVER your fault. Adults are supposed to keep you safe and need to know when someone made you feel unsafe.

As an **alternative** you might want children to practice saying "NO" in the following scenarios:

- Your older brother tickles you so hard, he makes you cry. He thinks it is fun, but you don't.
- Your grandpa holds you on his lap and squeezes you so tight that you feel uncomfortable, and doesn't let you down when you try to get down.
- Your mom's friend helped you get a wet bathing suit off, and stopped to feel the private parts of your body. It made you feel scared and uncomfortable.

Closing: (5 minutes) End with a prayer about God's love and protection of us, and make the sign of the cross in blessing on each child's forehead, "May God bless you and always keep you safe, in the name of the Father, and of the Son and of the Holy Spirit. Amen."

Ages 8-10

Objective: To help children recognize the lures used by those who sexually victimize children. To give children strategies for keeping from being tricked into uncomfortable and dangerous situation.

Opening Prayer: Use an appropriate scripture reading, psalm or prayer that speaks of God's care for us, or God's protection of us, for example: Psalm 23 or an adaptation of "The Lord is My Shepherd."

Presentation and Process: *Identifying Safe People in Our Lives* (10 minutes)

- Begin by asking the children, "Who are the adults that make you feel safe?" (Try not to get generic categories, like "teacher," "parents," etc. Instead encourage them to name folks-Mom, Mrs. Brown, etc.) Continue by asking, "What do they do to make you feel safe?"
- After they process the first two questions, tell children that most adults want us to be safe and try to protect us, but sometimes there are people that do not make us feel safe and protected, and make us feel uncomfortable. "What are some things people say or do to make us uncomfortable?"
- You may get a variety of responses, but zero in on or prompt responses around unwelcome affection (over-tickling, forced kissing), uncomfortable touches, verbal control, being alone with someone, being tricked into doing something you don't want to do.

Presentation and Process: *Identifying Lures* (20-25 minutes)

- Today we are going to learn to recognize people who cannot be trusted to keep you safe or try to trick you into situations that make you uncomfortable. Ask, "Are these persons always strangers?" Affirm that often these "tricky" people are known to you and try to get you to like or trust them first. The ways they do this are called "lures." Do you know what some lures are? (see **Appendix** – using the age appropriate lures/tricks as examples.)
- Present common lures used by sexual predators (see **Appendix**).

Presentation and Process: *Responding to Lures* (15 minutes)

- A. What do you think you would do if someone used one of those lures on you to try to get you into an uncomfortable situation? It is important to follow a few special safety rules for avoiding tricky people with lures (even if they are known to you).
- B. Know that you always have the right to say "NO" to anyone who makes you feel uncomfortable, even if it is an adult and you were taught to do what adults tell you. You have the right to be respected and tell someone that is what you need. For example, "Uncle Tom, I feel uncomfortable when you keep tickling me. I need you to stop when I say it is enough!" or "I'm sorry I can't help you find your lost dog, but my parents do not allow me to go off alone with someone. Maybe you should find an adult to help you."
 1. Tell a trusted person (remember you named some of them in the beginning) when someone makes you feel uncomfortable or when someone tells you to keep a secret about an uncomfortable situation. Even if someone threatens you if you tell, it is important to still tell.
 2. Always let a trusted adult know where you are at all times and whom you will be with. Never be in a situation where you are alone with a person who makes you feel uncomfortable.
 3. Always stay alert! Sometimes we might know what a lure is, but get involved in the situation and get tricked without realizing it.

Closing: Ask the children to either name or draw a picture of something new they learned today that would help them stay safe.

End with a blessing for God's protection – "May God's love surround you and protect you from harm at home, at school and at play. May the Lord bless you in the name of the Father and of the Son and of the Holy Spirit. Amen."

Lesson Plan: Ages 11-13

Objective: To help youth recognize lures used by those who sexually victimize others via the anonymity of the Internet. To give young teens skills to avoid being victimized by Internet sexual predators.

Opening Prayer: "I have formed you and I know you," says the Lord. (Psalm 136) Reflect on God who knows us better than anyone and calls us by name. No one is anonymous to God.

Presentation and Process: *Watching Out while Having Fun* (5 minutes)

- Ask young people what are some things they like to do for fun?
- When we decide to do something for fun, we tend to just do it and only think about the fun it will be. Rarely, if ever, do we think about the dangers that something fun might hold. For example, we think that rollerblading is fun, and it is! But it's more fun when we are aware of and prepare for the dangers inherent in rollerblading. We need to know how to stop, what protective gear to wear, etc. If so, it can be great fun.
- What are some of the dangers to be aware of in the things you mentioned above? How many of you think surfing the net and meeting people online is fun?

Internet Safety Scenarios (15 minutes)

Divide the group into three and give each group one of the following scenarios to talk about. Call the group back together after about 5 minutes to report on what they said.

- A. *You create a screen name by using your first name, last initial and birth date to make it easy for you to remember. It is easy to remember, but is this screen name a good idea? Why or Why not?*
- B. *You are in a chat room and someone starts to talk to you. She says she is your age and lives in a nearby town. At the end of a long conversation, she says she wants to meet with you. You really want to make some new friends and are interested in meeting her. What to do?*
- C. *You are creating your own website. You want to make it in your personal style. What information should you put on it and what should you avoid putting on it?*

If the young people come up with ideas for Internet safety, affirm them, then mention the others they did not come up with. Review some of the dangers and lures predators use via the anonymity of the Internet (see Appendix – "Internet Safety")

Using the Internet Safely (15 minutes)

Ask young people to come up with some "Ten Commandments" for online safety. Then fill in what they missed. Talk about the importance of parents in helping them to avoid the dangers of the Internet and to keep their online use safe and fun!

Other Ways to Be Safe (10min)

The internet is just one way that people try to trick young people into a situation that is not safe. A sexual predator will use other ways to make friends with you in order to take advantage of you. (See Appendix for age appropriate lures). Lead a discussion on how each of these tricks can be avoided.

Closing

Be sure to stress that if they ever feel that someone has tried one of these 'lures/tricks' with them, they should tell a trusted adult immediately.

Send them forth with a simple prayer blessing them with God's love.

Lesson Plan: Ages 14-17

Objective: To help teens to set appropriate boundaries in their relationships with both adults and peers. To develop skills for addressing situations where boundaries are crossed.

Opening Prayer: 1 Corinthians 13 (The gift of love)

Knowing How to Distinguish Good/Bad in Relationships (25 minutes)

How do you know when you are in a good relationship?

- A good relationship is life-giving. The other person encourages you to grow. It does not demand all your time and attention; you are proud to be with the other person in the circles of your family and friends; you maintain our individuality while in a couple relationship; it is respectful; you feel a comfortable sense of belonging.

How do you know when you are in a bad relationship?

- A bad relationship stifles you. It is demanding and possessive. You feel isolated from friends and family and embarrassed by the other person's behavior; you feel trapped and lose a sense of yourself; there is a loss of control over your own choices; it is not respectful of personal boundaries; you feel "disconnected" from yourself and others.

Put young people in groups of two. Ask them to create a scenario of a pair of friends, a couple, or an adult/teen relationship in each of those two categories above (good relationship and a bad relationship). Share their scenarios with the large group as time allows.

Recognizing Boundaries in Peer and Adult Relationships (15 minutes)

Boundaries are the physical and emotional limits a person establishes in his/her relationships. Examples of physical boundaries include the comfortable physical distance we determine when we interact with people, when we allow people to touch, hug or kiss us, the sexual boundaries we set. Different cultures determine different physical boundaries. Some cultures accept greeting of others in physically demonstrative ways-with hugs and kisses, even with those they do not know; others accept only minimal eye contact in meeting someone new. It is important to know the culture you dealing with for appropriate physical boundaries. Most boundaries reflect our personal preferences or our values. Emotional boundaries include limits we establish on what personal information we disclose to others, and how we respect others' self-esteem and feelings. Emotional boundaries are crossed by manipulative behavior, name calling, sarcasm, ridicule, put-downs. Some people reveal a lot of personal information immediately, while others take longer to get to know. Some people welcome and even expect others to probe into their lives, while others are more "private," choosing to reveal themselves gradually with time and trust.

In good relationships, each individual is respectful of others' boundaries and does not cross them. In bad relationships, boundaries are ignored and people feel uncomfortable and even violated. Sometimes an individual tries to manipulate the other into believing he/she should cross his/her own pre-set boundary. This technique is often used to get others to cross over sexual boundaries.

What are some warning signs that someone is trying to cross your physical or emotional boundaries? (See Appendix)

- A person gives you alcohol or drugs.
- A person tries to get you alone or asks you to keep a secret, or threatens if you reveal this.
- A person tries to win you over with gifts, special praise or consideration.
- A person uses conditions to get you to do something you might want. For example, "If you want a good grade, you need to have sex with me."
- A person tries to isolate you from your support system (like friends and family).
- A person is persistent in trying to talk you into what they want, despite your saying "no."

You have a right to have your boundaries respected and a responsibility to respect others. It is important to recognize when a person is trying to cross your boundaries and stop it immediately, even if that person is someone you know.

Lesson Plan: Ages 14-17 continued

Refusal and Assertive Skills for Safeguarding Boundaries (20 minutes)

- Give each group these scenarios and ask them to address each. Then choose pairs to role-play each of the three in front of the group.

1) A girl/guy wants to date you. S/he is constantly at your locker, at your lunch table and always around, trying to get your attention and get you to accept their invitation for a date. You are feeling your boundaries are being crossed and need to let this person know.

2) Your girl/boyfriend has been putting you down both in private and in public around friends. He makes fun of your mannerisms by accentuating them and laughing; he makes negative comments about your looks and tells you that you are lucky you have him/her because no one else would want you. You recognize your emotional boundaries are being violated and you need to address this.

3) An assistant coach you admire seems to favor you over the others. He appears when you are alone in the locker area and has "accidentally" touched your breast and buttocks on a few occasions. You don't want to hurt his feelings and you know he has control over whether you start on the team or not. But his behavior is making you uncomfortable as you recognize that boundaries are being crossed. You need to deal with this.

4) Your employer calls you at home and talks about her personal life, gives you gifts. It is well known among the other employees that she favors you. It seems she is coming on to you, even though you are 15 years younger. One night she asks you and only you, to work alone with her until late and promises to bring you home. This makes you uncomfortable; especially when she urges you to tell your parents you are going to a friend's house and will be home by your 1:00 a.m. curfew! You don't want to lose your job, but you know you need to address this.

Point out through the role play:

- The need to be assertive and use "I feel," and "I need," statements.
- To get away from the person violating their boundaries.
- To tell a trusted adult who will help you determine whether or not to pursue this as harassment or abuse.
- The need to address the issue with someone, even if they are an adult in authority and have power over you.
- Teens may be sexually abused by either men or women.
- Teens are as vulnerable to lures as are children, since offenders know how to use lures so effectively and convincingly.
- To know beforehand clearly what your boundaries are, so you are not in a situation to have to determine them under duress.

Lesson Plan: Intergenerational Session

(Designed for children 8 and older, approximately 90 minutes)

Goals of the session:

- To increase community understanding about childhood sexual abuse
- To foster cooperation to create a safe environment for children
- To educate participants about what sexual abuse is and to alert them to suspicious behaviors

Planning the session:

- Invite parish members to participate: children and parents/guardians, ministerial staff, parish leadership, interested adults.
 - Communicate the goals of the session as part of the invitation.
- Gather all materials necessary for the session.
- Establish the role of the leader/facilitator.
- Copy all necessary materials.
- Prepare a prayer environment.

Session outline

- 1. Welcome the participants**
- 2. Prayer (5 minutes)**
- 3. Introduction (the diocesan commitment to Creating a Safe Environment) (5 minutes)**
- 4. Opening activity (20 minutes)**
 - Ask each person to form a group of three other people of different ages and together to develop a list of ways to help create a safe environment to protect children from sexual abuse.
 - Join two groups together to share their lists
 - From the lists, choose the top four ideas. Post on newsprint.
 - Ask person to serve as a spokesperson to share ideas in large group.
- 5. Process: (10 minutes)**

What did we learn from this activity?

 - Many good ideas
 - It takes everyone to create safe environments
 - Everyone's knowledge and input can help create safer environments
 - We can rely on each other when we don't know all the answers

What do those insights mean for our own community? What role can you play?
How does it make you feel to talk about the problem of sexual abuse? Why do you feel that way?
- 6. Presentation: What makes a safe environment: (15 minutes)**
 - What we believe about people created in the image and likeness of God.
 - Define sexual abuse (Activity by an adult or older child for the sexual gratification of the adult or older child)
 - What behaviors should make a child or an adult suspicious? (Characteristics of sexual abusers)
- 7. Discussion (Use groups of 6-8) (20 minutes)**
 - What can a child do to protect himself/herself? Create lists and so all can see the ideas.
 - How can parents help protect children?
 - How can the rest of the community help protect children?
- 8. Activity (20 minutes)**
 - As a group, create a poster, an advertising slogan, a bookmark, etc. to help children remember how to stay safe.
- 9. Closing**
 - Thank people for coming and ask them to remember to pray for each other and for the whole community.

APPENDIX

I. TRICKS/LURES USED BY SEXUAL PREDATORS

Below are a list of the most common tricks used by sexual predators to lure children into an abusive relationship. After each description is the ages group(s) that are most susceptible to that lure/trick.

Bad News Trick – The predator tells a child that something bad happened (sickness or death of a parent, fire...) and that the predator was asked to pick up the child and bring them home. (Ages 5-7, 8-10)

Bribe Trick – The predator offers something special that the child may want, then ask for sexual favors in return. (Ages 5-7, 8-10)

Can I Help You Trick – The predator may give assistance to a child when needed or may offer to help the family of the child by offering rides, or babysitting. This puts the predator in a position of trust for future abuse. (Ages 5-7, 8-10, 11-13)

Drug and Alcohol Trick – Drugs and or alcohol can be given to a child to make it easier to take advantage of the child. (Ages 11-13, 14-17)

Game Trick – Wrestling, tickling, accidental or deliberate contact with genitalia as part of the rule to a game played with a child. (Ages 5-7, 8-10)

Help Me Trick – The predator may ask for help from a child such as asking for directions, finding a lost pet, to carry heavy packages. (Ages 5-7, 8-10, 11-13)

Internet Trick – Predators will try to get personal information from the child. The predator may act as though they are the same age as the child to establish a friendship. They will often send the child sexual material, and will try to set up a meeting with the child. (Ages 11-13, 14-17)

Position of Power or Authority Trick – A predator may be in a position of authority such as a coach, police officer, priest or teacher and use this position to get children to be obedient to their request. (Ages 5-7, 8-10, 11-13)

“You Are Special” Trick – The predator gives special attention or favor to a child to gain trust and for future sexual abuse. (Ages 8-10, 11-13, 14, 17)

II. INTERNET SAFETY

Technology has been a wonderful gift to expand the horizons of learning for children, teens and adults. But this same technology can expose children and teens to dangers. Sexual predators will often use the Internet to sexually exploit children and teens. They will often spend a great deal of time gradually seducing minors by establishing trust – they listen to children's stories, connect with their interests, give advice. Then they may slowly introduce sexual subjects into the conversation or lure the child/teen into a face-to-face meeting.

Since some children and teens are curious about sex and sexually explicit material, going onto the Internet is an easy way for sex offenders to take advantage of the opportunity to exploit them. Predators may gradually desensitize children/teens in order to lift inhibitions around talking about sex.

Here are some simple rules for online safety:

Keep your identity private.

Never give your name, address, phone number, school name, birthday, photograph or any other personal information to someone online. Predators will do anything to gain access to your information and may use lures to do so. For example, they may say that you need to give them some information in order to gain access to a chat room or a site they are recommending to you! Don't fall for that! Or, they are astute in getting information from your screen name. Often people use a birth date in their screen name. This is a giveaway that you are a child or teen, which attracts the attention of the predator.

Realize that people are not always who they say they are! You may think you are speaking to a peer, when in fact, it is a predator in disguise, all the time gaining information from you they will use later. This is particularly true of "teen only" chat rooms - it's impossible to tell who is a real teen!

Never respond to an e-mail, instant message, chat comments or newsgroup messages that are hostile, inappropriate or in any way make you feel uncomfortable.

The best response is to simply get away from the site and make an adult aware of it. In public chat rooms, there is usually a monitor who will screen the comments, but not so in private chat rooms. Be wary when someone asks you to leave the public chat to join them in a private chat room. A private chat room gives a predator free rein to say whatever they want to you.

Never open a spam e-mail message as this may automatically get you into a database for future inappropriate messages. Always know your sender.

Be wary of those who try to isolate you by turning you against friends and family. This is a common lure to get children/teens to turn their allegiance to the predator.

Never, ever, arrange to meet someone you meet online without parental permission and supervision.

Always let a parent know of any invitation to meet someone. If your parent is assured that this might be a peer who wants to make a friend, meet the person in a public place accompanied by your parent. Never meet someone alone!!! If your parents say no, trust them. It's NO!

Always talk with your parents to establish rules and expectations for going online.

For your own safety, parents need to be able to monitor a child/teen's Internet activity. The computer should always be in a public place in the house. Parents may use some sort of chip or filter to deny access to certain types of material. Parents may put limits on the amount of time a child/teen is online, as well as for what reasons a child/teen can be online.

Warning Signs for Parents!!!

- Is your child spending large amounts of time online, especially at night?
- Is your child using an online account that belongs to someone else?
- Does your child quickly change the screen or turn the computer off when you come into the room?
- Does your child make phone calls to someone you don't know, receive mail or gifts from someone you don't know?
- Do you find pornography or inappropriate material on the computer?
- Is your child becoming increasingly isolated from the family and being drawn to the computer instead of interacting with friends?

Parents, learn everything you can about the Internet, and teach your children appropriate "netiquette"!

For more on Internet safety see:

www.missingkids.com

www.safekids.com

www.safeteens.com

III. Correlation of Diocesan Human Growth & Development Curriculum

Below are concepts explored in the Diocesan Human Growth and Development Curriculum that works to support the Sexual Abuse Awareness Training mandated by the Diocese of Buffalo.

The required lesson plan can be integrated with the HG & D curriculum or may be used independently. The vocabulary listing at the end of each grade level of the Human Growth and Development Curriculum should also be consulted.

PreK-2

- God created each of us.
- A good relationship is one in which we truly love the other and want to help them do what is right and good.
- We show our love for someone in many different ways. Affection is shown through hugging, holding hands, etc.
- Our bodies are gifts from God and we must take care of them by eating the right things, resting and exercising properly, and avoiding sickness.
- Through Baptism, the Holy Spirit came into our hearts in a special way. Our bodies are temples of the Holy Spirit and should be treated with respect.

Grade 3-5

- We need to make good choices about how we show affection.
- God does not want anyone to hurt or offend another by misusing ways of showing affection.
- We have the right to say NO to others if we do not like the way they touch us or speak to us.
- Our relationships must model Jesus and his relationships.
- Respect for safety is our Christian duty.

Grade 6-8

- Puberty is the process during which adolescents mature into young men and women physically, mentally, emotionally, and spiritually.
- Chastity is a value.
- Wrong uses of sexuality include pornography, incest, molestation, rape, sexual harassment.
- Develop refusal skills when you are being pressured into something that makes you uncomfortable.
- Identify boundaries in different relationships.

Grade 9 and up

- Develop healthy intimacy skills without genital activity.
- Develop skills for identifying healthy vs. exploitative relationships.
- Avoid drugs, alcohol and other substances that might impair good decision making.