

**OUTCOMES FOR SAFE ENVIRONMENT CURRICULUM
SECONDARY SCHOOLS**

Diocese of Orange

Developed By:

**The Department of Catholic Schools
The Department of Religious Education
The Department of Youth Ministry**

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OUTCOMES FOR SAFE ENVIRONMENT CURRICULUM SECONDARY SCHOOLS

Preface

“Dioceses/eparchies will establish ‘safe environment’ programs. They will cooperate with parents, civil authorities, educators, and community organizations to provide education and training for children, youth, parents, ministers, educators, and others about ways to make and maintain a safe environment for children. Dioceses/eparchies will make clear to clergy and all members of the community the standards of conduct for clergy and other persons in position of trust with regard to sexual abuse.”

(Charter for the Protection of Children and Young People, Article 12. USCCB. 2002)

Knowledge, through education and skill training, is an effective tool against abuse, victimization and violence. Acquiring knowledge is also one of the first steps in helping students gain self-esteem and self-confidence in acting safely and competently when they are confronted with an unsafe situation.

Student outcomes are the goals that we wish our students to achieve. However, students can only learn and exhibit behaviors they have been exposed to through direct instruction, modeling, dialogue and discussion. This is the role of the school in contributing to the safety of adolescents. Curriculum and the implementation of curriculum can also provide the measurement for outcomes of a sensitive nature within the school.

The following outcomes are designed to give students the skills necessary to maintain a safe environment. Appropriate curriculum will be developed by each secondary school to facilitate these outcomes and provide the yardstick of measurement. This curriculum is to be implemented yearly on all grade levels in all secondary schools within the Diocese of Orange. Schools are free to utilize their own choice of materials, but choices must relate directly to the outcomes. An end-of-the-year report is to be submitted to the Department of Catholic Schools identifying how these outcomes have been implemented through the school’s curriculum, teaching methodology, and materials.

Criteria and Outcomes

CRITERION (1). Human Dignity. The recognition that each individual is created by God as a unique person to be treated with love and respect.

Students will develop the skills:

- to respect all persons, including family members, other adults and peers.
- to defend their inherent rights as human beings.
- to enforce their personal boundaries and respect those of others.

CRITERION (2). Community Life/Respect. God created people to live together in community in positive relationships. This community is open to needs of others and is generous and caring in treatment of each other.

Students will develop the skills:

- to relate to others in positive relationships.
- to cultivate healthy family and peer interactions.
- to identify one or two trusted adults in their lives.
- to understand that gangs and cliques have a negative impact on communities.
- to establish themselves as part of a positive group within their school, church and peers.

CRITERION (3). Peer Pressure. Some teens often make decisions based on negative peer pressure. While there can be positive peer pressure to help with decision making, teens need to be aware of both.

Students will develop the skills:

- to engage personal strengths in making decisions while under negative peer influence.
- to find options to develop positive peer pressure strategies.
- to apply good skills in decision making.
- To reinforce strategies that combat influences of negative peer pressure

CRITERION (4) Adult Relationships. As teens attend high school they will encounter a variety of relationships with adults. Though most of these relationships will be positive, some could lead to physical or psychological abuse because the adult uses authority and a position of control to bring about inappropriate actions.

Students will develop the skills:

- to understand inappropriate behavior between adult and student.
- to enforce personal boundaries to stop inappropriate behavior.
- to engage personal strengths to help maintain composure while in a negative situation.
- to report such an incident to authorities.

CRITERION (5) Harassment. Harassment happens in a variety of settings. It can occur in a sexual, physical or psychological manner. Students need to be aware of the many forms of harassment and how to deal with it when confronted.

Student will develop the skills:

- to treat others with respect and care as witnessed by Jesus Christ.
- to understand that sexuality is a gift from God, but can be abused and exploited.
- to identify harassment in all its forms and tell why it can be dangerous.
- to report harassment or inappropriate behavior.

CRITERION (6). Exposure to Violence. Exposure to violence may become a part of each student's life. Students can find themselves witness to or involved in a violent, abusive relationship.

Students will develop the skills:

- to recognize the various types of violence and its effects on personal relationships
- to resolve conflict.
- to work to break the cycle of violence in its various stages.
- to report abuse.
- to get support and assistance when necessary.

CRITERION (7) Sexual Victimization. Today many teens are subjected to sexual violence in daily life, particularly in dating relationships.

Students will develop the skills:

- to identify and build respectful dating relationships which are healthy.
- to use dating as opportunities for positive future life choices (i.e. marriage).
- to communicate and behave assertively when confronted with abusive sexual behavior.
- to avoid drugs and other lures that could potentially end in abusive sexual behavior.
- to get immediate support when violated.
- to file an abuse report.

CRITERION (8) At Risk Behaviors. Young people sometimes place themselves in at risk environments because they can see limited or no options to their problems and/or do not understand the risks involved.

Students will develop the skills:

- to use options, resources and support systems available to make sound choices.
- to use problem solving skills and techniques of communication to work out alternative options.
- to break confidentiality in alerting a responsible adult in emergency situations such as potential runaway, drug abuse, promiscuous behavior, self-mutilation, or suicide.

CRITERION (9) Technology. Technology has brought the art of communication to new and exciting places; however, social media has become a tool of perpetrators who use it as a lure to harm young people.

Students will develop the skills:

- to use technology in positive ways when sending or receiving information.
- to practice safe internet use, understanding that people online may not be who they say they are.
- to notify a trusted adult if anything received makes them uncomfortable.

CRITERION (10) Media Influence. Media has both a positive and negative effect on teens. Gender role stereotypes as portrayed in music, videos, movies, television, etc. often promote violence.

Students will develop the skills:

- to reject media promotion of stereotyping and unhealthy values.
- to evaluate attitudes and actions portrayed in music, poetry, advertisement, etc. which can lead to abusive behavior.
- to understand that media messages often obscure the truth and present unrealistic and unhealthy images.

- to utilize Christian virtues and values as measurements against which media can be evaluated.