

Number of students registered in this class: \_\_\_\_\_

**Grade: PreK/K**

*Safe Environment Checklist*

Parish/School: \_\_\_\_\_ Catechist/ Teacher: \_\_\_\_\_

*Overall Concept for K-2: Safety Overall Model for K-2: Angels*

*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Identifying a trusted adult**

*What are the Guardian angels? What adults are like guardian angels in your life? Who is a trusted adult for you?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**2. Safe Touch**

*How does your guardian angel make you feel? Who else makes you feel this way? How do they show this feeling for you? What are good touching ways to show that you love someone? What should you do if someone touches you in a way that makes you uncomfortable or unsafe?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**3. Good Secrets vs. Bad Secrets**

*What are some good secrets that you could tell your guardian angel? Good secrets are secrets that will make someone else happy. Bad secrets make you feel sad if you keep them, or could make someone else sad. You should not keep bad secrets, ever.*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**4. Saying “no” to any inappropriate touch**

*Reading the story of the Cleansing of the Temple (Mt. 21: 12-17): Why was Jesus mad? Is it okay to be mad and say “no” sometimes? You should always be mad when something bad happens.*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 1**

***Safe Environment Checklist***

Parish/School: \_\_\_\_\_ Catechist/ Teacher: \_\_\_\_\_

*Overall Concept for K-2: Safety Overall Model for K-2: Angels*

*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Identifying a trusted adult**

*Learning the story of the Visitation (Luke 1:39-56): Why did Mary go to visit Elizabeth? Did she have a good secret she wanted to share? Who is someone you can share good secrets with in your life?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**2. Safe Touch**

*Story of Adam and Eve (Genesis 2,3): What did Adam and Eve do when they sinned? Why did they cover parts of their body? Why do we cover parts of our body? Should we share these parts of our body with anybody? When is it appropriate to do so?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**3. Good Secrets vs. Bad Secrets**

*Annunciation/Visitation and Adam and Eve: What are the good and bad secrets in these stories? How did Mary feel when the angel told her the good secret? How did Adam and Eve do the wrong thing with their secrets? What should you do with your bad secrets?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**4. Saying “no” to any inappropriate touch**

*Story of Adam and Eve: What happened when Adam and Eve did not say no to sin? Is saying “no” always easy? Does that mean it is the wrong thing to do, if it is hard?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 2**

***Safe Environment Checklist***

**Parish/School:** \_\_\_\_\_ **Catechist/ Teacher:** \_\_\_\_\_

*Overall Concept for K-2: Safety Overall Model for K-2: Angels*

*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Identifying a trusted adult**

*The 10 Commandments: What does the 4<sup>th</sup> Commandment (Honor thy father and thy mother) ask us to do? Do we have to do what adults tell us to do if it is something bad? Who can we tell if we are asked to do something bad?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**2. Safe Touch**

*What does the 5<sup>th</sup> Commandment (Thou shall not kill) ask of us? What are some ways that we can hurt people, that kill their spirit and their bodies? How can we show love for others in what we say and do?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**3. Good Secrets vs. Bad Secrets**

*Reconciliation: When we sin or do something bad, how do we ask forgiveness? How do we get grace to be even better? Who can we share both our good and bad secrets with?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**4. Saying “no” to any inappropriate touch**

*Why should we say “no” to things that are bad and evil? Who will give us the help to do the right thing? What should we do if something bad happens to us?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

## Grade: 3

### *Safe Environment Checklist*

Parish/School: \_\_\_\_\_ Catechist/ Teacher: \_\_\_\_\_

*Overall Concept for 3-5: Recognizing the Grooming Process Overall Model for 3-5: Holy Spirit*

*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

#### **1. Inappropriate Actions**

*Stewardship: Where did you get your body? What should you do if someone asks you to use your body in a bad way? What should you do if someone asks you to look at or listen to something you know your parents wouldn't like?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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#### **2. Inappropriate Gifts**

*Stewardship: What are some gifts God has given you? How do you share them with others? What should you do if someone gives you a gift that your parents don't want you to have? Do you owe the person who gives you the gift anything?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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#### **3. Saying "no" and letting someone know**

*Stewardship: Does God ask you to get to heaven by yourself, or should you help other people? If something bad happens to you, should you tell an adult?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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#### **4. Letting adults know where you are with**

*Stewardship: When should you let other people help you? How? Do you let parents know where you are? How? Why do you let your parents know where you are?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

## Grade: 4

### *Safe Environment Checklist*

Parish/School: \_\_\_\_\_ Catechist/ Teacher: \_\_\_\_\_

*Overall Concept for 3-5: Recognizing the Grooming Process Overall Model for 3-5: Holy Spirit  
Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

#### **1. Inappropriate Actions**

*10 Commandments (4<sup>th</sup>, 5<sup>th</sup>): How do you take care of your own body? What are some things your parents tell you not to do?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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#### **2. Inappropriate Gifts**

*10 Commandments (4<sup>th</sup>, 10<sup>th</sup>): How do you honor what your mother and father tell you to do? If someone gives you something you know you shouldn't have, what should you do? Do you owe a gift-giver anything?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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#### **3. Saying "no" and letting someone know**

*10 Commandments (5<sup>th</sup>): You are responsible for yourself – do you also have a responsibility to others? How is saying "No" and letting someone know something bad has happened to you protect others from harm?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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#### **4. Letting adults know where you are and who you are with**

*10 Commandments (4<sup>th</sup>, 8<sup>th</sup>): Do you let your parents know where you are and who you are with? Why do you let your parents know where you are and who you are with?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 5**

***Safe Environment Checklist***

**Parish/School:** \_\_\_\_\_ **Catechist/ Teacher:** \_\_\_\_\_

*Overall Concept for 3-5: Recognizing the Grooming Process Overall Model for 3-5: Holy Spirit  
Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Inappropriate Actions**

*Gifts of the Holy Spirit: How do you decide when an action is wrong? Where do you get the strength to say "No?"*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**2. Inappropriate Gifts**

*Gifts of the Holy Spirit: How do you know when you should not accept a gift? Where do you get the strength to say "No" to the gift?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**3. Saying "no" and letting someone know**

*Gifts of the Holy Spirit: How is saying "No" to something you know is a sin cooperating with the work of the Holy Spirit? Where do you get the strength to say "No." and to let someone know what has happened?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**4. Letting adults know where you are and who you are with**

*Gifts of the Holy Spirit: How can you help protect yourself from harm? Where does the insight come from that help you protect yourself from harm?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 6**

*Safe Environment Checklist*

Parish/School: \_\_\_\_\_ Catechist/ Teacher: \_\_\_\_\_

*Overall Concept for 6-9: Self-Respect Overall Model for 6-9: Mary and Joseph*

*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Making Good Decisions**

*Virtues and Conscience Formation: How do you use your time wisely? How do you decide whether something is a good decision or bad decision?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**2. Respecting Self Enough To Say “No”**

*Image of God: You are precious, no matter what you have done or what you look like, because God has made you like Him. How should you treat yourself because of that fact?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**3. Appropriate and Inappropriate Relationships**

*Trinity: What do the relationships between the persons of the Trinity teach us about our relationships? Who should we be friends with, and what is appropriate/inappropriate behavior within these relationships?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**4. Modesty**

*Stewardship: How should you take care of yourself? What does the way you dress and act say about you? What image do you want to share with others about yourself?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 7**

***Safe Environment Checklist***

**Parish/School:** \_\_\_\_\_ **Catechist/ Teacher:** \_\_\_\_\_

*Overall Concept for 6-9: Self-Respect Overall Model for 6-9: Mary and Joseph*  
*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Making Good Decisions**

*Model of Joseph: How did Joseph make good decisions to keep his family safe (Flight into Egypt, moving to Nazareth): How do you make good decisions to keep yourself safe?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**2. Respecting Self Enough To Say “No”**

*Incarnation: How does the Incarnation, God becoming Man, change the way we look at our bodies? How should we treat our bodies and respect our bodies differently?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**3. Appropriate and Inappropriate Relationships**

*Joseph: How did Joseph and Mary establish appropriate relationships? How do you treat those around you appropriately? Is it appropriate for a teacher or boss to also be your buddy?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**4. Modesty**

*Temple of the Holy Spirit: What does it mean to have an immortal soul? What does it mean to be a “temple of the Holy Spirit”? How should you treat yourself because of this? How should you treat people around you because of this?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 8**

***Safe Environment Checklist***

**Parish/School:** \_\_\_\_\_ **Catechist/ Teacher:** \_\_\_\_\_

*Overall Concept for 6-9: Self-Respect Overall Model for 6-9: Mary and Joseph*

*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Making Good Decisions**

*Model of Our Lady of Guadalupe and Juan Diego: What good decisions did Juan Diego and Mary make? How did they decide how to make their decisions?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**2. Respecting Self Enough To Say “No”**

*Temple of the Holy Spirit: Because God dwells within you, do not let anyone abuse you in any way.*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**3. Appropriate and Inappropriate Relationships**

*John 19:26-27 (“Behold your Mother”): What does the Church teach us about how to treat those in authority? How should we look out for each other, and help each other become more holy?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

**4. Modesty**

*O.L. of Guadalupe and Juan Diego: How does the image of Guadalupe show modesty? Why does she act this way? Why should we have modesty? What does modesty today mean?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

## Grade: 9

### *Safe Environment Checklist*

Parish/School: \_\_\_\_\_ Catechist/ Teacher: \_\_\_\_\_

*Overall Concept for 6-9: Self-Respect Overall Model for 6-9: Mary and Joseph*

*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

#### **1. Making Good Decisions**

*Daniel 1,3: How did the Three Young Men make good decisions? How can you make good decisions as far as your safety goes?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

#### **2. Respecting Self Enough To Say “No”**

*Daniel 1,3: Because God dwells within you, know that following God’s call means you will always be taken care of.*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

#### **3. Appropriate and Inappropriate Relationships**

*Genesis 39 (Joseph’s temptation from Potiphar’s wife) vs. 2 Sam. 11,12: Which shows the appropriate way to use authority? What were the consequences of sin in each relationship?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

#### **4. Modesty**

*Genesis 39 and 2 Sam. 11,12: How does modesty keep you safe in your relationships?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 10**

*Safe Environment Checklist*

**Parish/School:** \_\_\_\_\_ **Catechist/ Teacher:** \_\_\_\_\_

*Overall Concept for 10-12: Holy Choices Overall Model for 10-12: Various saints and beati*

*Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Building Good Habits (Virtues)**

*Maria Goretti and Pier Giorgio: How did each of these saints build habits of virtue?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**2. Appropriate Coping Strategies**

*John Paul II: How did John Paul II cope with various struggles and sorrows in his life? How do you react when life becomes hard? What are some ways to deal with stress appropriately?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**3. Discernment (Vocation, good vs. evil)**

*Pier Giorgio and Maria Goretti: How did these saints decide how to live their lives? How did they recognize evil? How do you recognize evil? How do you react when you recognize evil? Maria Goretti and Pier Giorgio said “No” to people with authority in order to choose the good. Maria said “No” to someone older and stronger than she. Pier Giorgio chose to resist the political powers of his day in order to serve the poor. When and to who would you choose to say, “No”?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**4. Evaluate how choices impact your personal safety**

*Maria Goretti and Pier Giorgio: How do your choices affect your safety? What are some choices that can put you at risk? What are some choices that help you?*

When taught: \_\_\_\_\_

How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 11**

***Safe Environment Checklist***

**Parish/School:** \_\_\_\_\_ **Catechist/ Teacher:** \_\_\_\_\_

*Overall Concept for 10-12: Holy Choices Overall Model for 10-12: Various saints and beati  
Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Building Good Habits (Virtues)**

*St. Augustine: How did St. Augustine break away from his life of sin and begin forming good habits? Is it ever too late to leave sin? How does one build good habits?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**2. Appropriate Coping Strategies**

*Catholic Social Teaching: What are appropriate and inappropriate ways to cope with stress? Which inappropriate ways hurt those around me?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**3. Discernment (Vocation, good vs. evil)**

*Catholic Social Teaching: How do we find the good and evil in everyday decisions? Why do the lives of others have to be included in my discernment? The Church calls us to respect all human life and dignity, including my own. How do I recognize situations that do not reflect that respect?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**4. Evaluate how choices impact your personal safety**

*Catholic Social teaching: In those situations that do not reflect respect for all human life and dignity, what choices do I make to show that respect? How do my choices change my situation and the situation of those around me?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_

Number of students registered in this class: \_\_\_\_\_

**Grade: 12**

*Safe Environment Checklist*

Parish/School: \_\_\_\_\_ Catechist/ Teacher: \_\_\_\_\_

*Overall Concept for 10-12: Holy Choices Overall Model for 10-12: Various saints and beati  
Please note: The small print under each point gives suggestions for presenting the necessary information and an appropriate theological concept; it is not necessarily the only way to present the information.*

**1. Building Good Habits (Virtues)**

*Theology of the Body and Media: How does what we do everyday affect our relationship with God? What are some unhealthy habits? How do we build good habits?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**2. Appropriate Coping Strategies**

*Theology of the Body and Media: The media can influence the ways we cope with stress. Why are some of these ways inappropriate? Other people can also influence us. How do we respond to them when we are encouraged to make inappropriate choices?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**3. Discernment (Good vs. Evil)**

*Theology of the Body and Media: On what do we base our decisions? How do we recognize the difference between good choices and bad ones? How does our universal call to holiness and our goodness help us to make good decisions?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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**4. Evaluate how choices impact your personal safety**

*Theology of the Body and Media: What are some ways to evaluate your choices so that you can keep yourself out of dangerous situations? To whom can you turn for support to help you stick with your good decisions?*

When taught: \_\_\_\_\_ How many students taught: \_\_\_\_\_

How taught? \_\_\_\_\_

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This class **is /is not** combined with Grade(s): \_\_\_\_\_