

**Junior High Level, Grades 6, 7, 8 (ages 11 to 14 years)**

**Lesson Plan 5: Grooming—Recognizing risky adult behavior.**

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**Getting started with Lessons 5:**

**Principle:** To identify grooming behaviors of potential abusers. Specifically:

- 1) Adults that give gifts without permission and then instruct young people not to tell anyone about the gift or where they got it, and
- 2) Emphasize to young people when to refuse to go where an adult is trying to take them or when to refuse to do what an adult asks them to do.

**Catechism:** Man is obliged to follow the moral law, which urges him “to do what is good and avoid what is evil” (cf. GS 16). This law makes itself heard in his conscience. **#1713**

“To love is to will the good of another.” (cf. MK 7:21) All other affections have their source in this first movement of the human heart toward the good. Only the good can be loved. Passions “are evil if love is evil and good if it is good.” **#1766**

**Goal:** To assist young people in recognizing the risky and/or scary behaviors that adults exhibit and teach young people how to trust their own instincts and resist the overtures of a potential molester.

**Objectives:** To give young people the ability to begin to identify and define adult behaviors that indicate that the person wants more than friendship in the relationship and to empower the young people to trust their own instincts about what is “okay” and what is “not okay.” The goal for this age group is not to teach them all of the warning signs but to concentrate on two specific areas: 1) an adult who gives gifts without permission and tells the child not to tell; and 2) respecting their own instincts when an adult’s requests make them feel uncomfortable or are confusing. The specific learning goals are:

- That young people can distinguish between a gift given from love and generosity and one that is given as an attempt to trap them in a cycle of secrecy.
- To empower young people to say “no” when they feel uncomfortable or confused by how an older person is acting—even if the older person is someone they love and trust or someone they have known for a long time.
- For young people to know they should not go with or meet alone with an adult in an isolated or out-of-the-way area where no one else is around.
- For young people to realize that they can speak up and tell a trusted adult when someone’s behavior makes them feel uncomfortable or uneasy.

**Dealing with the pre-adolescent age: “Transition” is the key concept**

The junior high school child is experiencing a period of rapid growth. The emergence of interest in the opposite sex is occurring. These young people are concerned about physical change, body size, skin, and hair length. Concepts depend a great deal on body image, as young people complain of being either too physically mature or too physically immature. Peer groups play an important role in the shaping of attitudes and interests. Caregivers need to regularly assure youngsters that changes are normal, though the rate of change varies from person to person.

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Parents, catechists, teachers, youth ministers, and other caring adults must also listen to children and observe what is occurring with them. Let young people be themselves. Let them explore their self-expression—but know who they are with, what they are doing, and remind them of the importance of protecting themselves during this time in life. During this time, children are completely self-absorbed and many are naturally less communicative.

**Vocabulary words:**

- Uncomfortable — Experiencing physical discomfort that leaves one ill at ease, or uneasy sometimes causing anxiety.
- Confusing — To cause to be unable to think clearly, to make unclear or incomprehensible.<sup>1</sup>
- Secrets — Something that is hidden from others or that is known only to one or to a few.<sup>2</sup>
- Secluded — Kept apart from social contact with other people, hidden from view.<sup>3</sup>

**Supplemental Resource Material for Teachers**

The grooming process employed by a child molester is three-pronged. The process may take months or even years to accomplish, but child molesters are patient and willing to wait for what they want.

The three aspects of grooming are *physical grooming*, *psychological grooming*, and *community grooming*. All three are components of the process and they can all occur simultaneously.

*Physical grooming* involves touch. It can begin with a simple pat on the back or the arm—a completely acceptable way of touching. However, over time the touching becomes more and more intimate until it crosses a line and becomes sexual abuse. Molesters will try to convince the child or parent that the touch was accidental at first. However as time progresses, the contact becomes increasingly inappropriate although the child may not realize what is happening.

At the same time the *physical grooming* is progressing, the molester initiates the *psychological grooming* process. This process also begins with acceptable interactions. For example, a molester may talk to children and young people about what they are interested in, which is a valuable technique used by youth ministers and others as they get to know young people in order to develop appropriate ministerial relationships. Clearly, it is important to talk to children and young people on their level. They communicate with children and young people in a way that they understand—a valuable characteristic of good teachers. However, the intentions of the molester are quite different than those of good people engaged in ministry. The child molester will use these activities to begin to insert themselves into a child's life and drive a wedge between the child and the parent.

Over time the child molester creates a sense of dependence in the child by developing this “special” relationship—and the child enjoys it at first but eventually the child experiences feelings of being trapped. During this time, the molester employs many of the techniques listed below to break down the child's resistance and build up his or her dependence. If, at any time, the child threatens to tell, the molester may threaten to harm something or someone that the child loves. The molester may also persuade the child that parents will blame the child or refuse to believe the child. These psychological techniques leave the child conflicted, helpless, and dependent and, unfortunately, more bonded to the molester.

While applying the physical and psychological grooming methods, the molester is also grooming the *community*. The molester is developing relationships with the parents and other adults within the community and convincing them that he or she genuinely cares about children and young people and is looking out for their best interest.

<sup>1</sup> WordNet ® 2.0, © 2003 Princeton University

<sup>2</sup> The American Heritage® Dictionary of the English Language, Fourth Edition Copyright © 2000 by Houghton Mifflin Company.

<sup>3</sup> Id.

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Generally, the community comes to associate the molester with having special insight into children and young people and as someone to be trusted. When a child accuses the molester, or when the molester is caught abusing a child, the community may react with outrage, not at the molester, but at the accuser because it seems so inconceivable.

There are behaviors that indicate when someone is a potential risk of harm to children and young people. Through the examination of over 500 cases of child sexual abuse and interviews with many convicted offenders, we have identified some of these specific behavioral indicators. Although none of these warning signs are *proof* that the adult is a child molester, any of these signs warrants intervention to interrupt the behavior.

Some of the warning signs are indicative of an individual who presents potential risk of harm to children and young people are:

1. *Always wants to be alone with children and young people.* This person discourages other adults from participating and structures their interaction with children and young people at times and in locations that cannot be monitored. The key words here are “always” and “wants.” This is someone who manipulates people and situations to make it appear as if the adult is merely helping out in difficult situations or to ensure that the job with opportunities for seclusion comes to him or her.
2. *More excited to be with children and young people than adults.* This person always prefers the company of children and young people to that of adults. He or she always offers to stay with the children and young people and gravitates towards groups of children and young people even when other adults are present.
3. *Give gifts to children and young people, often without permission.* The gifts may be as simple as candy or soda that parents won't allow, or as expensive as an MP3 player or expensive shoes. It is inappropriate for any adults to give gifts to children and young people, in turn asking the child to keep the gift a secret—even grandparents, aunts, uncles, and others known and trusted by the children and young people and their parents.
4. *Goes overboard touching children and young people—particularly wrestling and tickling them.* Adults who use games and other seemingly harmless activities to get their hands on children and young people in potentially intimate ways are behaving in an inappropriate and risky manner. Regardless of the intention of the interaction, this type of behavior conditions children and young people to accept inappropriate behavior from the adults in their lives and conditions the community to accept this kind of behavior between adults and children and young people. Therefore, children and young people become much more vulnerable to potential child molesters.

Distinguishing between appropriate and inappropriate touch is important because studies show that children and young people thrive with physical contact and affection. Touch that is public, appropriate, and non-sexual—PAN—is good for children and young people and should be encouraged.

5. *Allows a child or young person to engage in activities that parents would not allow.* Obvious behaviors include doing drugs, smoking, or drinking. However, an adult who permits a child or a young person to do anything that parents have forbidden is behaving inappropriately. Other activities parents might not permit include video games, certain kinds of music, online chat rooms, movies with a particular rating, junk food, etc. Allowing children and young people to do these things without the permission of the parent reinforces a culture of secrecy between the adult and the child or young person being groomed and drives a wedge between them and their parent(s).

Child molesters say that children who have had trouble with parents and/or guardians in the past are more vulnerable to victimization. The molesters think that these children are less likely to be believed by parents if they report the abuse. Therefore, this is one of the groups molesters consider to be most available to them.

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6. *Thinks the rules do not apply to them.* This might be as simple as consistently ignoring or violating parish or school policies and procedures. However, these adults also do not think that society's rules apply to them. Remember, they think that it is okay to have sex with minors. Therefore, this warning sign can manifest itself in many different ways.
7. *Uses bad language, tells dirty jokes, and shows children and young people pornography and other "dirty" magazines.* Although this is not something other adults are able to observe, this action will often manifest itself in the young child's language and behavior. In addition, educating our children and young people about the inappropriateness of sexually explicit material is important—as well as letting them know that if someone else shows it to them, the child will not be in trouble just for seeing the pictures.

Knowing the warning signs means that we can recognize the behaviors that indicate a child is or children and young people are at risk. These are the early warning signs of a potentially inappropriate relationship with a child.

Trust is key to the grooming process. Because of that, child molesters learn how to manipulate children and young people and adults into accepting their behavior as "normal," thus convincing others that they are completely trustworthy. Their lives are carefully crafted to appear proper because they know the importance of public perception.

One of the difficulties in dealing with the grooming process is that grooming almost always involves pleasure for the victim. Children and young people want what they want and the molester is willing to give them what they want. The pain and trauma of child sexual abuse disrupts the pleasure but it also confuses the victim. Children and young people don't know what is actually happening or how they should respond.

However, the grooming process is complex. There are many warning signs that someone's behavior indicates that they are a potential risk of harm to children and young people. It is unrealistic and unproductive to try to teach young children and young people all these warning signs. So, the lessons are designed to focus on two of the signs to which most children can relate—*gives gifts without permission* and *asks the children and young people not to tell and removes them from the community environment to meet with them in a secluded area*. Concentrating on these two warning signs will reinforce the message from parents and others about stranger danger as well as expanding the child or young person's ability to recognize risks that arise and trust their own instincts about those risks or discomforts.

**Special Teacher Preparation Tool**

For a week or two before the first class, begin to notice how gifts are given and received between children and young people in your environment. Pay attention to the adults in your environment—including yourself—and how they use gifts to manage children and young people. Notice who gives gifts, what kind of gifts they (and you) give, and what adults say to young people about the gifts that are given. Notice whether there is a different reaction when the gift is a small piece of candy than there is when the gift is a new jacket or a backpack or something even larger. In addition to noticing the adult's behavior, pay attention to how the gift giving impacts the child or young person and how they then relate to the adult. Does the child or young person seem more at ease with an adult who is giving gifts? Is this "ease" making the child or young person more vulnerable? If the child or young person is asked to keep the gift a secret, what is the response?

All of this will help the teacher become more conscious of how pervasive gift giving is and how gifts are used to manipulate or at least manage children and young people in our society. You will begin to see how gifts are used as bargaining chips in our everyday interactions with children and young people and, perhaps, begin to become aware of how this use of gifts to control kids plays into the hands of someone whose interests are quite different from ours.

In addition to paying attention to the role that gift giving plays in our interactions with children and young people, observe the interactions between adults and children and young people and notice when anyone is acting in a way that places him, her, or a minor at risk. Also notice risky situations or circumstances that could place children

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or young people and adults in harms way. When you notice something that is inappropriate, take appropriate action to intervene. For example, talk with the person involved or the supervisor to make sure that the behavior changes or simply insert yourself into the situation in such a way that there is no longer an opportunity for the child or young person to be secluded or isolated from others.

Finally, observe your surroundings. Notice places where a molester could seclude a child or young person without being seen.

**Also utilize the following behaviors:**

**a. Communicate your concerns**

When we see something that causes us concern or makes us feel uneasy, it is sometimes difficult to find the "right words" to use to report our concerns. If you tell someone that you are concerned about his or her behavior, but you are not able to clearly describe the behavior, you are putting the other person in an uncomfortable position and likely, will make him or her angry. Before having such a conversation, think through the message that you want to communicate. Make sure you can explain to the person:

- Exactly what you saw;
- The reasons you were concerned; and,
- If you are talking directly with the person involved, let the person know why you are bringing this issue to him or her directly, instead of reporting it to a supervisor.

Communicating a concern is not an accusation of wrongdoing. Rather, it is an opportunity to allow someone to see a reflection of how he or she appears to others. By thinking through your communication and being sure about what you want to communicate, you can ensure that your message is clear and unambiguous.

**b. Create a context or framework for the conversation.**

It is quite likely that the person involved will become offended and/or upset upon hearing that you are concerned about his or her behavior with children. While it is impossible to guarantee that someone will not get upset or not be offended, it is possible to minimize the risk of that reaction by creating a framework or context for having the conversation.

Any time you are getting ready to have a serious conversation, it is important to begin by talking about *why* the conversation is necessary. When people understand that the reason you bring up an issue is actually because of your concern for them, they may be able to hear what you say as a *contribution* rather than a *condemnation*.

Creating a context or framework for the conversation might include explaining that after participating in a *Protecting God's Children*® awareness session, you realized how important it is for all of us to monitor our own behavior, as well as the behavior of others around us who interact with children. You might tell the other person that you have made some changes to your own behavior and that you have observed them engaging in certain behaviors that others might interpret as a warning sign ... and that is the reason for having the conversation.

Take the time to establish the framework for the conversation. Let the person know that you are not accusing him or her of anything. Assure the person that you believe he or she has only the best of intentions, and that your fear is that he or she is engaging in certain behaviors without the proper consideration and that others may see those behaviors as risky and jump to the wrong conclusions. Describe the specific behavior that is questionable and encourage the person to find another way to accomplish the ministry goal that the behavior is intended to achieve.

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Let the person know that you are willing to work with them to find a more appropriate way to get the job done. Make sure that he or she knows that you came directly to the individual involved because of respect and a desire to resolve this issue as quickly as possible. Let the adult know that you are committed to both the safety of children and the well-being and safety of the adults who work with them.

**c. Invite others to monitor you**

Make a commitment to model appropriate behavior by letting everyone know that you are inviting them to monitor you and to advise you if they see something inappropriate or questionable in your behavior. One way to deal with this is to make an announcement in a staff meeting. State that you are committed to raising your awareness about the warning signs of potential child molesters and that you recognize that some of them are things you have never previously considered as risky behaviors and you might be doing them unknowingly. Ask others to pay attention when they see you interacting with children and young people and to let you know if anything seems inappropriate so that you can take immediate action to correct any behavior that raises concerns.

This proactive step opens the door for each and every person to begin to achieve greater awareness of the risky behaviors in which adults can engage with children and to create an environment of support among teachers and other volunteers. Paying attention to each other is a great way to practice both noticing the adults within an environment and looking for the warning signs of potential abusers.

**d. Pay attention to the response**

Once you have communicated your concern, it is important to notice what happens next. If the person changes his or her behavior and eliminates the risky situations, then you know that this person had no intention to do harm. However, if nothing changes, you must speak to the supervisor or, if you have already communicated with the supervisor, to the next person in the chain of responsibility. One of the primary reasons for communicating concerns is to give the adult whose behavior is risky a chance to change. If that does not happen, the adults' intentions are suspect and should be treated as such. It may also be that a supervisor who was advised of the concern did nothing to intervene in or to correct the situation. Although this does not mean that the person whose behavior is questionable has "bad" intentions, the supervisor's inaction needs to be dealt with by his or her supervisor.

Ultimately it is important to realize that communicating a concern means more than telling someone. It also means continuing to observe the person and paying attention to the response to the concern. The welfare of our children is the motivating force for all of these actions. When we are observant and can protect children *before* harm occurs, we not only protect the children from trauma, but also from having to experience something that compromises their innocence.



**Lesson 5: Junior High Level, Grades 6, 7, 8 (ages 11 to 14 years)****Lesson 5: Grooming—Recognizing risky adult behavior—Teacher Planning and Preparation**

**Supplies:** Opening Video  
Prayer Handout/Poster  
TV and VCR  
Boom box or CD player and Church music  
One colored envelope or any envelope that is a size and shape other than white business envelopes for each student.

**NOTE:** The purpose of having envelopes that do not look like white business envelopes is to protect children at home. For example, what if you have a student that is experiencing abuse at home? This is a lesson that continues to empower a child to protect themselves from these situations. An odd shaped envelope mailed to a student looks like a card or something of that nature and will not necessarily get the attention that a white business envelope would arouse. These odd envelopes will include the important messages the students got from the lesson so we don't want the envelope to trigger any problems for the students.

**Activity #1:** **NOTE TO TEACHER:** If you have a typical prayer service that you use to start class, use it for this session also. If not, please consider the suggestions provided and create an appropriate prayer opening for the class.

Suggested prayer formats:

- Place a small table at the front of the room next to the teacher. Cover it with a beautiful scarf. Place an open Bible on the table along with a candle and, if available, a flower or a symbol that represents all students or the students in the class. Use the same prayer for opening and closing the lesson. Light the candle and have someone lead the other young people in reciting the prayer on the poster.
- Form a circle of silence around a lighted candle and listen to (or sing along with) an appropriate Christian song in the background such as: "You are Mine" by David Haas, "Here I Am, Lord" by Dan Schutte, "You Are Near" by Dan Schutte or another that you find appropriate. Invite the students join in saying the prayer together. **NOTE:** It is great to have music playing while the students enter the classroom. However, be sure that the last song played, during the opening prayer is slow and thoughtful. Spirited songs will leave you with spirited students.
- Have music playing in the background as the students come in to class. Ask everyone to be seated and get quiet. Play one last song and offer this prayer and intentions:
  - Loving God, we come before You today to ask your guidance and wisdom so that we may know and do Your will and walk with You each day. We offer these intentions as we begin our prayer together today.
    - For all students who suffer abuse that they may feel God's loving arms enfold them and take away their pain.
    - For all those who harm students that they may seek forgiveness and turn away from harming others.
    - For all parents and others who care about children and young people that they learn how to protect them and make sure that they are safe from intentional harm.
    - [Ask for other intentions that the students wish to bring.]

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- For these intentions and all those that we hold in our hearts, we ask this in the name of Jesus Your Son. Amen.

Show video if appropriate.

**Activity #2:** **Classroom Discussion:** **NOTE:** Invite the students to sit in chairs or on the floor in a way that creates an atmosphere of togetherness and openness. Most students at this age are trying to find themselves without being embarrassed or standing out in a way that demonstrates their feelings about something. The discussion is designed in a way that allows for the students to speak about these issues conceptually rather than from personal experience. They don't have to share what has happened to them but they can draw on their own experience and their own observations over time to use the discussion questions to begin to distinguish between gift giving that is an expression of pure, wholesome love and friendship and gift giving that is a tool used by people whose intention is to do harm.

**TEACHER:** "Today we are going to have a conversation about 'gifts.' When we talk about 'gifts' what do you think we mean?"

**[NOTE:** Let the young people talk about each of the questions in this section. For example, invite the young people to talk about what a gift is and encourage them to think beyond the package wrapped in pretty paper and topped with a big bow that is given on special occasions such as birthdays and Christmas.]

**TEACHER:** "It seems ridiculous to even ask that question, doesn't it? However, a gift is something more than a package wrapped in paper with a bow on top or a gift bag filled with items and colorful tissue paper. The dictionary defines 'gift' as: 'something that is bestowed voluntarily and without compensation.'<sup>4</sup> It also defines 'bestow' as presenting or conferring something.<sup>5</sup> 'Without compensation' means what?"

**[NOTE:** Students shout out the answers.]

**"Yes, when you get something without compensation it means that you did not have to pay for it. However, 'without compensation' means a great deal more than without payment. It really means that nothing is expected in return. If there is any condition or expectation, it is not really a gift.**

**"So, if a gift is something that is given, or presented to us and nothing is expected in return, what else would you consider to be a gift?"**

**Points to make:**

- Sometimes gifts can be expensive and sometimes they can be simple.
- It is the intention behind the giving of the gift that must be clarified.
- Gifts from parents, family members, and friends that recognize special occasions or acknowledge accomplishments are great and should be cherished and appreciated. However, these gifts are never given in secret on the condition that parents and guardians are kept in the dark.

<sup>4</sup> <sup>4</sup> The American Heritage® Dictionary of the English Language, Fourth Edition Copyright © 2000 by Houghton Mifflin Company.

<sup>5</sup> Id.



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- Some gifts don't come in packages. Gifts can be anything such as someone buying you lunch or paying for you to go to the movies.
- [NOTE: It is important that the young people begin to expand their idea of what constitutes a gift. All those traditional things are included when we talk about gifts but there is much more that can be considered a gift and child molesters will use everything that they have.]

**“What are some reasons that people—other than parents and guardians, grandparents and family members—give gifts?”**

**Points to make:**

- There are “events” and “special occasions” when they get gifts from people other than parents and family, but for the most part these are unusual and public. The gifts are given in front of others or with the permission of parents.
- Gifts are an opportunity to recognize something special or to acknowledge something such as recognition of an accomplishment or an acknowledgment of the completion of something.
- Sometimes people give you things in order to “get something” from the you. For example, they use the item as a bribe or an incentive to get you to do something you don't want to do or are uncomfortable doing. It looks like a gift, seems like a gift, and the person giving it even says that it is a gift. However, THIS IS NOT A GIFT. It is important that all of us begin to recognize these situations when others are using these so called “gifts” to get you to do what they want—even if you don't want to do it.

**“What kind of gifts might we get from people other than our parents or members of the family?”**

**Points to make:**

- At a birthday party or at Christmas time, we may get gifts from lots of different people.
- A Youth Minister or teacher may present you with a gift acknowledging a major accomplishment.
- Graduation is one of the times that gifts come from friends other than our parents and family, as well as first communion and confirmation.
- Companies and sports teams often give gifts to people for promotional purposes. For example, the first 100 people at the opening game of the local professional baseball or basketball team get a ball cap or a new bat, or everyone who comes to opening day of the new store gets a free CD or a store has a “buy one, get one free” promotion.

**“What about people who give you a gift and tell you to keep it is a secret?”**

**Points to make:**

- Sometimes grandparents and/or aunts and uncles give gifts and tell children to keep it a secret. Teachers need to reinforce the message that keeping secrets about gifts is wrong even if the child thinks that the parents will be upset about the gift or may ask them to give the gift back.

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- If the criteria for determining whether something is a gift are that it is given freely and without the expectation of anything in return, then this is not a gift. Keeping it from your parents *is* what is expected in return. In the overall scheme of things it may not seem like a big deal to keep a secret from your parents about a gift from a friend or family member.
- Deliberately keeping things from your parents or guardians puts distance between you and them. Distance is like a wall or a barrier that comes between you and someone else all because of some secret you are keeping that you know your parents would want to know.

**“Why would someone do that?”****Points to make:**

- Sometimes grandparents are frustrated by parents' rules about gifts or that they realize that they are going overboard and want to keep from making parents mad.
- Other times people use this as a way to come between you and your parents or to manipulate and control you so that they can lure you into doing something you don't really want to do, something you don't feel comfortable doing, or something of which you know your parents would not approve.

**“What would be a “good” purpose or intention for someone asking that you keep a gift a secret from parents or guardians and what other purpose might someone have for making that request?”****Points to make:**

**NOTE:** It is important that this discussion clarify the difference between gifts that are appropriate expressions of love and friendship and those that are tools for manipulation and control.

- Someone who lets you do things that your parents would not allow you to do without getting permission or gives you gifts that your parents do not know about is not a friend. Their interests are not the same as yours and their actions should always be suspect. Even though it may seem harmless to you—after all, you just disagree with your parents about this issue—the intentions of the adult involved may be very different than you think. This person does not deserve your trust.
- Remember from earlier lessons that safe adults and safe friends are those that respect your wishes and the wishes and rules of your parents, guardians and caretakers when it comes to these kinds of issues.
- When someone suggests that you can do something that you think your parents would not allow or accept a gift you are unsure about, tell the person that first you need to call and check in with your parents. If the adult or older person objects, tries to talk you out of making that call, or leaves you with the idea that it can just be your own “secret,” it is best to steer clear of that person.

**“How does it make you feel when your friends, people you trust, or perhaps even your parents keep secrets from you?”****Points to make:**

- It might not seem like a big deal but think about how it makes you feel when your friends keep a secret from you. It makes you feel like you are an outsider and it hurts your feelings.

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This happens with your parents when you keep secrets from them. They feel like outsiders and it hurts their feelings.

- Keeping secrets about things that you know your parents would want to know creates distance between you and them. Even if they are standing beside you, it feels like they are far away because you are withholding an important secret.

**“What do you do when someone—a friend or someone you trusted in the past—asks you to keep a secret from your parents or guardians that you know you should not keep?”**

**Points to make:**

- People who say that they are your friends and then expect you to do things to prove your friendship or loyalty are not friends.
- No matter how tempting it is to go against the rules of the family or your parents' wishes, the risk of harm to you is great. Along with God, the people who love you most and want what is best for you are your parents.
- Sometimes it is hard to talk with parents about something like this because perhaps the adult whose behavior is questionable is a friend of theirs or, worse still, a relative. Perhaps it is difficult because you know that your parents will be upset and you don't want to cause that. If that is the case and you don't feel you can talk with your parents about what is happening, go to another adult whom you trust for advice and support.

**“What would you say is the most important message for you to remember out of this lesson?”**

**[NOTE:** Using a chalk board, white board or easel and paper, make a list of the things they learned during the discussion. Encourage them to list everything. At the end of class, have each student create a self-addressed envelope. Let them know that we all realize that we learn better when we hear things more than once. Tell them that in order to help them take full advantage of all that they learned today, you will send them a copy of this list before the next session. Then recreate the boards on paper and mail the list out to each student between classes. If the time between classes is several months, mail the envelopes a couple of weeks after the class.]

**Prayer to end the lesson:**

*(Have this prayer on a poster on the wall and as a handout for the students to pray along with you and take home with them. It is a variation of an Old Catholic Traveler's Prayer to be said before beginning the journey. Remind the students that as they grow up, they are on a kind of journey through life. Each time they leave their own home or their own room to go out on their own, they are traveling. Prayer can help prepare them for the journey and guide them along the way.)*

My holy Angel Guardian,  
 Ask the Lord to bless the journey that I undertake,  
 That it may benefit the health of my soul and body;  
 That I may reach its end,  
 And that, returning safe and sound,  
 I may find my family in good health.  
 Guard, guide and preserve us throughout the day and night.

Amen.

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