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Reverend and Dear Fathers, Parish Life Collaborator, and Esteemed Catechetical Leaders,

It has been nearly twenty years since the *Catholic Vision of Love Chastity Education and Personal Safety* program was promulgated for use in our Catholic schools and parish religious education programs. This program is a tremendous help to catechists and parents in presenting the Church's teaching about love, marriage and human sexuality and enables young people to make intelligent choices and decisions regarding their sexuality.

In the Diocese of Pittsburgh the *Catholic Vision of Love Chastity Education and Personal Safety* program has been the approved program for safe environment education for children, youth and their parents. It has been mandated for use in every parish program of religious education, Catholic school and youth ministry program. This program is fully integrated into the religious education curriculum of our schools and religious education programs in addition to providing specific lesson plans for students in grades 5 to 8, and a required parent meeting. Recently at the suggestion of the safe environment program auditors from the USCCB, we have made several additions to the *Catholic Vision of Love Chastity Education and Personal Safety* program, namely, a lesson plan on child safety to each of grades 5 through 8, and several specific lessons on child safety for grades Kindergarten through 4.

Additionally, after evaluating the program and receiving input from our catechetical leaders, we have put together information for conducting CVOL Parent Meetings. As you know, a meeting with parents must be held each year before the *Catholic Vision of Love Chastity Education and Personal Safety* program can be taught. Our hope is that this document will aid catechetical leaders in bringing parents on board with Catholic Church teaching regarding sexuality, so as to enable them to be more fully engaged in the education of their children, especially in this area. The revised program provides a wealth of resources that can be made available to all parents, including those who might not choose to come to the parent meeting. We need to continue our efforts to assist our parents in their responsibility as the primary educator of their children in the ways of faith.

Finally, we have updated the CVOL catechist section and student lessons for grades 5 through 8 in the area of technology use and language, and recent Church documents. We will be conducting in-services for all catechetical and pastoral leaders in the coming months as well as for our teachers and catechists. We need your diligence and leadership in making every effort possible to in-service your teachers and catechists on these revisions so that we can move forward implementing this program fully.

I want to thank Mrs. Judy Kirk, Mrs. Joyce Gillooly, Dr. Robert Paserba, Mr. Jeffrey Hirst and many other staff members of the Secretariat for Catholic Education for their diligent work in completing the revision and updating of this important program.

Your leadership and support in this important matter is appreciated. Together let us work with God's grace to ensure that our young people will have a knowledge of God's Truth and the ability to live a life in keeping with God's plan for human love and chastity.

With every best wish and prayer, I remain,

Sincerely in Christ,

Reverend Kris D. Stubna, S.T.D.
Secretary for Catholic Education

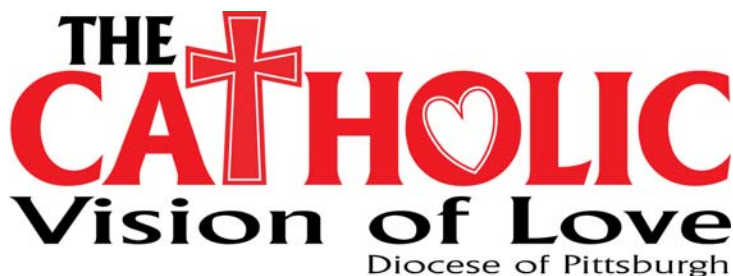
THE
CATHOLIC
Vision of Love
Diocese of Pittsburgh

**Personal Safety
Curriculum**



Kindergarten

**Lesson Plan--Personal Safety
Kindergarten and First Grade**



Lesson One:

Objectives:

The students will:

- a) Listen to the teacher's explanation of how we are children of God and special;
b) Orally say how they are special by telling his/her own characteristics.
- Listen to the teacher's explanation of why/how God made us special.
- Draw pictures of themselves identifying his/her own unique characteristics/specialness
- Identify/demonstrate ways to get along with others by a) playing a game following the rules; b) responding to teacher questions recognizing how rules keep us safe and why rules are fair.

Materials: Crayons for each student, cut out crowns (don't connect the ends, leave them flat) one for each student (**crowns can be traced from Burger King crown onto cardstock**), stickers, sticky 'gems' or glitter glue to put on crowns.

Have children sit where they can see each other. Instructor should sit at the same level.

Teach:

- ◆ Remind children that we are all Children of God— we were all given a special name by our parents at baptism. Everyone has a name.
- ◆ Ask the children to quietly think about what makes them who they are. Prompt them to think things like: *"I am a boy, girl, have curly hair, short, tall, likes the color red, doesn't like broccoli, likes to watch Dora..."*
- ◆ Go around the circle and have each child tell one thing about themselves which makes them special.

Craft:

- ◆ Have children draw a picture on the front of their crown to represent what makes them special.
- ◆ Give each child a special sticker, gem, decoration for their crown.
- ◆ Put their names on the inside of crown before connecting ends to fit.

Teach:

- ◆ "Everyone is special. God made us so that we can grow, do His work here on earth and be with Him in Heaven forever.
- ◆ We are His adopted Sons and Daughters, We are Jesus' brother and sister—so we are really princes and princesses of God's Kingdom.
- ◆ That's why we made crowns. To remind us who we are.

- ◆ Because He is so good, God gave us parents, grandparents and teachers and other trusted adults to help us learn to take care of ourselves and others.
- ◆ One of the ways parents help us grow is to give us rules. One rule I think most of us have is, *brush your teeth before bed.*
- ◆ Do any of you have rules at your house? Invite children to share some of the rules.
- ◆ “Now we’re going to play a game about following rules. It’s called “Mother, May I”.

Activity: *Mother, May I*

The idea is for the children to get to you at the front of the room by doing silly steps -- once they have asked permission to do so. For example: baby steps, giant steps, twirling steps, umbrella steps (step forward while pretending to hold an umbrella), monkey steps (hunch down scratch their sides and say ‘Ooh, ooh’ like a monkey), basically whatever you want. This is fun!

- ◆ Have children line up across the room. (*playing this game outside or in a gym works best*).
- ◆ Say things like “All girls you may take three bunny hops forward.”
- ◆ They **MUST SAY** “Mother, May I” before they move or else they go back to the beginning.
- ◆ You **MUST SAY**: “Yes, you may” before they move; or you can say “No, you may not.” (*If you say “No, you may not,” and they move—they go back to the beginning*).
- ◆ If they ask, **AND** you say “Yes, you may,” they move forward.
- ◆ If they move before asking, or if you said “No, you may not” they must go back to the beginning line.

Teacher note: *Make sure the ones who “follow the rules” and ask permission before moving “WIN.”*

- ◆ Once the game is over, have the children return to their circle.
- ◆ Ask them: How did it feel to get sent back to the starting line when you forgot to say “Mother, May I? How did you feel when I told you “No?”
- ◆ Listen to their answers.
- ◆ Remind children why we have rules:
 - ✓ Rules make things fair.
 - ✓ Rules help us get along with others
 - ✓ Rules keep us safe all of our life.

Keep all crowns until next lesson.

**Lesson Plan--Personal Safety
Kindergarten and First Grade
Lesson Two**



Objectives:

The students will:

- Orally recall what they learned about using rules and why rules are fair.
- Listen to the teacher connecting the concept for obeying rules and how rules help us show respect for God's people and other people's things.
- Respond to question about how we respect our bodies.
- Respond to questions demonstrating the ability to connect the concept that there are good rules to follow to show we respect our body.
- Do the face activity to demonstrate the ability to recognize different feelings and to respond to teacher questions about recognizing feelings.
- Respond to closing questions by telling what they would do when recognizing different feelings in friends to demonstrate their comprehension of the concepts taught.

Materials:

- ◆ Crowns from last lesson, jewels, a selection of decorations to place on crown.
- ◆ Handout K1-A – **Feeling Faces** for each child, crayons.
- ◆ Distribute crowns.

Review what students learned at the last session:

- ✓ You are special because you are YOU!
- ✓ All people are special because we are sons and daughters of God.
- ✓ Rules are important because they keep us safe.

Teach:

- ◆ We have rules when we play a game to keep things fair. We have rules at home, at school, at the park, the store, everywhere we go. What were the rules of "Mother, May I?"
- ◆ Rules keep us healthy and safe. They help us show respect for ourselves and for others. Can someone tell me what they think "Respect" means?
- ◆ Listen to answers.
- ◆ "We show respect for things when we remember and can show that they are gifts from God—whether they came through a friend, our parents, or someone else. We take care of things correctly. That is showing respect. When I put away my toy, I show respect for the toy, the person who gave it to me, and anyone who might fall down because I left them out.

- ◆ “Respect” for people means we remember that we were made by God and that all the other people are made by God. Our actions show that we respect all people. We are all made to be Princes and Princesses in God’s Kingdom.
- ◆ Our bodies are special. It is the first thing we notice about someone. We wouldn’t put poison in our bodies. We wouldn’t go some place dangerous. Our families give us rules to keep us safe.

Ask/Discuss:

- ◆ God gave us our bodies and we are in charge of them. What are some good rules to follow to take care of our bodies—to show respect for our bodies? (**Prompt if necessary: *Eat healthy, get sleep, take a bath, exercise, dress properly, follow our parents rules...***)
- ◆ What are some good rules to follow to show we respect other peoples bodies? (**Prompt if necessary: *“Don’t hit; don’t ask someone to break one of their rules; give them privacy when they are in the bathroom; changing their clothes; don’t touch other people; keep my hands to myself;” etc.***)
- ◆ One of the ways we show respect for our bodies is to listen to what our body is telling us. How does our body tell us when we are tired? (*Ask them to demonstrate a yawn.*)
- ◆ How does our body tell us we are thirsty? (We need to get a drink.)
- ◆ How does our body tell us we are hungry? (Rumble in tummy, we have a feeling in our tummy...)
- ◆ One of the ways God gave us to respect our bodies and to be healthy is our **emotions**. These are different ways we feel.

Distribute Handout K1-A – Feeling Faces, and make sure each child has crayons or colored pencils.

- ◆ Look at the pictures of these funny faces. Each of them shows a feeling.
- ◆ Let’s take a red crayon and circle the pictures that show “angry”.
- ◆ Let’s take a green crayon and circle the ones that show “sad.”
- ◆ Let’s take a blue crayon and circle the ones that show ‘happy.’
- ◆ Let’s play another game. This one is a “Let’s Pretend” Game.
- ◆ Let’s look at these pictures and see if we can pretend to have the feeling in the picture.

Ask the children to identify the feeling from each of the pictures.

Ask:

- ◆ "What would make YOU feel that way?" (**Prompt if necessary:** *"I wanted to watch one more show on television but it was my bed time. I was sad"*)
- ◆ "What would you do if you saw a friend looking that way?" (**Prompt:** *I would ask "why are you mad?"*)
- ◆ "Have you ever done anything to make someone feel that way?" (**Prompt:** *Did you make a picture for your Dad and he loved it? He was happy!*)

Teach:

- ◆ We have to respect our feelings and other's feelings. When we pay attention to our feelings it helps us know the right thing to do.
- ◆ Next time we will practice doing the right thing with our emotions. Until we talk about this again, see if you can recognize your feelings and put a name to them. (*As time allows.*)
- ◆ Take your pictures home and see if you can get someone in your family to name the feelings on each face.

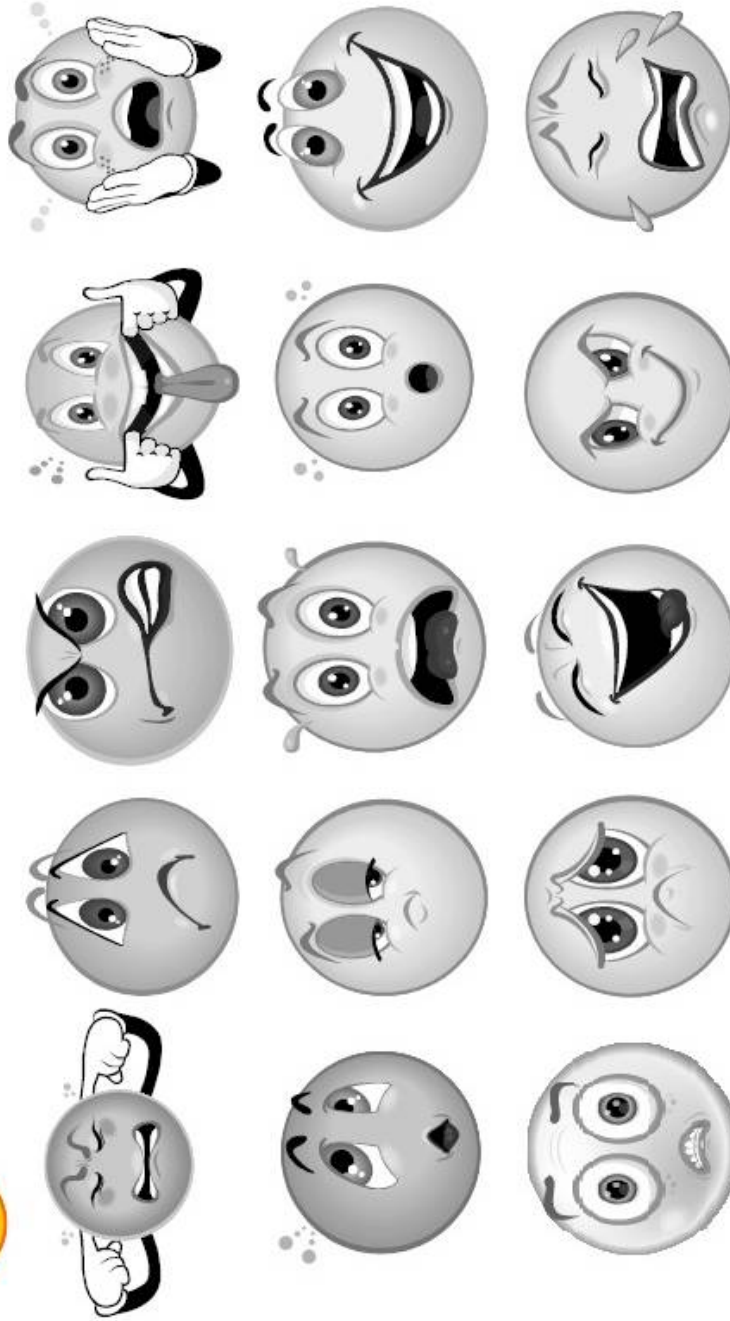
Reward each child with "jewels for their crown" for getting to know their emotions. Collect the crowns until your next gathering.



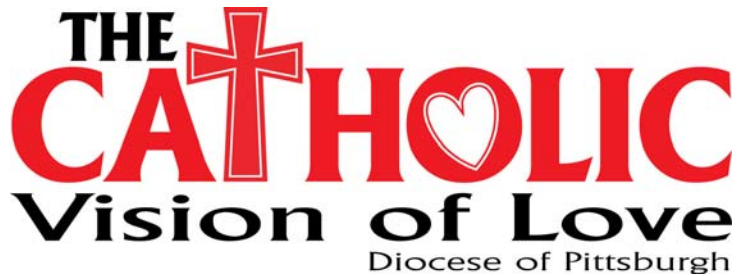


Feeling Faces

Parent Discussion: Ask your child to name the feeling in each picture. Ask your child what makes them feel the way the picture looks.



**Lesson Plan--Personal Safety
Kindergarten and First Grade**



Lesson Three

Objectives:

The students will:

- Review what they learned about rules and how to recognize feelings by responding to teacher questions and doing the Handout K-1B.
- Role play to demonstrate the ability to identify and manage proper playing by the rules and respecting others' feelings.
- a) Listen to teacher reinforcement of proper management skills and proper reactions to stressful situations; b) Respond to teacher questions to demonstrate understanding of the concepts.
- a) Listen to the teacher expand the concept of responsibility and being in charge on one's own body; b) Listen to how to report to someone when something doesn't feel right or when something or someone makes one feel uncomfortable.

Materials: Crowns from previous sessions, additional decorations for crowns, a toy or book for use in the demonstration, **Handout K1-B – Problems, Alternatives and Consequences** for each child, crayons.

Teach:

- ◆ God gave us our feelings. All of our feelings are good. Sometimes the tricky part is figuring out what to do with our feelings.
- ◆ Point to one of the “Angry” pictures from handout **K1-A—Feeling Faces** (emotions).
- ◆ Sometimes when we are angry, we might want to hit another person. Think of a time when a friend or someone your age or younger may have taken the toy or book you were playing with. Instead of hitting, what would be a better way to handle that feeling?
- ◆ Allow the children to share their ideas.
- ◆ Then explain that they are in charge of their bodies. They can choose a better way to handle their emotions.
- ◆ One way might be to tell the other person that it isn't nice to take toys away when someone is playing with them. We should ask them to share. Or we might play with the toy together and then take turns.

◆ ***(Ask two children to demonstrate.)***

Let's see if we have two children who can show us the right choice. *(Read through the story as you lead the children to do the actions. They might get giggly)*

- ◆ (Name) is playing with (the toy or book) ***Set them up so they are doing it.*** (other child -Name) comes up and snatches it from them.
- ◆ “You should tell them that what they did wasn't nice, and offer to share the toy/book by taking turns or playing with it together. ***(encourage children to temper their tones and to show respect for the other person as they act out the scene.)***

(Give children additional crown decorations for participating, getting correct answers, or modeling good behavior.)

- ◆ When we hit someone, or touch someone in a way to hurt them, we are disrespecting them and ourselves.
- ◆ You are in charge of your body. You can make right choices with what you do with your body, and what other people do to your body.
- ◆ When we hit or disrespect others we are forgetting that we are sons and daughters of God, the King.
- ◆ We show that we are in charge of our bodies when we don't hit someone else.
- ◆ What happens if someone hurts you? Or they continue to be mean even after you try to be nice to them? (Let the children answer.)
- ◆ What if you are playing and an older child hurts you or is mean to you?

Teach: That situation is different. Grown ups and older children should already know the rule—**don't touch other people**. You need to have a trusted adult help you. Do not be afraid to get a trusted adult to help you.

- ◆ All of your feelings are good. What you do with them is important. When a feeling comes very quickly, it is a good idea to take some time and think about a good way to handle your feeling. Here are some things to think about:
- ◆ If you take a time out, you can:
 1. Think about what the problem could be.
 2. Think about some different actions you can take and
 3. Think about what will happen if you do one action or another action.

- ◆ Here are some ideas:
 1. When you are angry, sometimes a good choice is to find a pillow and hit it.
 2. Sometimes the best choice is to go to a quiet spot, like your room and take a few minutes until you can control your body.
 3. Then speak to the person you are angry with.
 4. Or speak to a parent, guardian or other trusted adult.
 5. They can help you figure out a good choice. They can help you show respect for yourself and for others by controlling your body and keeping you safe following the rules.

- ◆ **ALWAYS** tell a trusted adult when something doesn't feel right or when you feel a change should be made. The trusted adult will help you think of good choices you can make to handle the situation.

Distribute Handout K1-B – Problems, Alternatives and Consequences.

- ◆ Read the directions at the top of the page to the children. Read the scenarios found on Leader Page K1-B. Pick and choose which ones you want to do as time permits.

- ◆ Have the children answer the questions at the top of the page for each picture. Have children work on the pictures at home if time runs out. You can use the scenarios below or encourage the children to create a realistic story to go with each picture.

- ◆ Make sure all students receive an abundance of crown decorations.

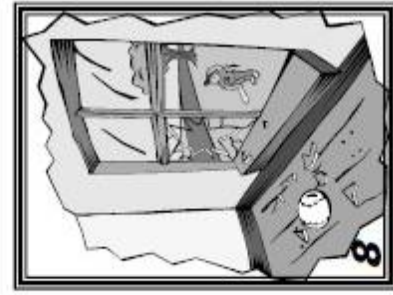
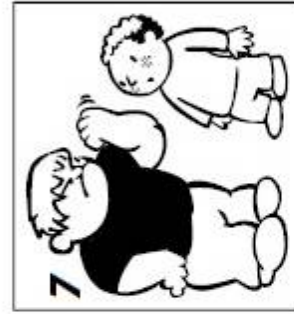
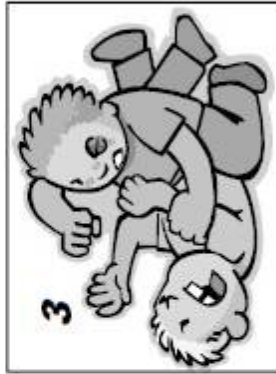




Problems, Alternatives and Consequences

Listen to your teacher tell the story for pictures 1-7. See if you can tell what feeling each person may be having.

Put an **X** on the pictures that show the wrong choice to act on your feelings. Pretend you are the child in box 8. What are the consequences of breaking the window? What might you be feeling? What would be a right choice to ?



**Lesson Plan--Personal Safety
Kindergarten and First Grade**



Lesson Four

Objectives:

The students will:

- Demonstrate assertiveness with respectful responses in safe situations with older children and adults (e.g. “I HAVE TO CHECK FIRST”— check with a parent, guardian, or other trusted adult first) by orally responding to the “practicing the rules” activity.
- Demonstrate assertiveness in unsafe situations (“SAY NO,” “GET AWAY,” and “GO TELL”) by participating in the “Practicing the Rule” activity and practicing what to say.
- Describe and role-play what to do when approached by a stranger/non-stranger or on the telephone by participating in the “Practicing the Rule” activity and using the pretend phones.
- Identify who to tell if there is a touching problem by orally responding to a short story and b) responding to teacher’s questions.

Materials: crowns, 2 play telephones, decorations for crowns, celebration treat

◆ **Distribute crowns**

Review:

- ◆ All our feelings are good.
 - ✓ God gave us feelings to protect us and guide us.
 - ✓ There are good alternatives to handling our feelings.
 - ✓ There are consequences to our actions.
 - ✓ Rules are important because they keep us safe.

Teach:

- ◆ We have been talking about naming our feelings and making good choices.
- ◆ A very important feeling to listen to is ‘fear.’ What does it feel like when you are afraid? ***(For the most part the children will describe how they act – teeth chatter, I run and hide, etc. Help them know the feeling. Encourage responses: “Like a knot in your stomach”; “just not feeling ‘right’”; “I just don’t want to be near someone;” “I feel kind of creepy;” “I wish I was somewhere else.”)***
- ◆ This feeling can come when you are in a new place, when you are meeting new people, when someone is asking you to do something you know is wrong.
- ◆ When are some other times you may feel afraid? ***(Listen to examples)***

- ◆ Families have rules to keep us safe. When you have a feeling of being afraid, you have to learn to do the right thing with that feeling. If you have that feeling and you are with your mom, dad or other trusted adult, you might want them to hold your hand, or you might just want to stay closer to them. But sometimes we get that feeling when we are not with our mom or dad.
- ◆ WE have to know how to make the right choices to keep ourselves safe. No one has the right to touch you. You don't have the right to touch someone else.
- ◆ Maybe an older child asks you to do something you know is wrong. Maybe it is something you don't feel comfortable doing.
- ◆ You are in charge of your body. You don't have to touch anything or anyone you don't want to touch, and no one should touch you—especially older children or any adult who is not a “trusted adult.”
- ◆ Here is a very important rule for everyone to remember: If someone asks you to do something, you should say, **”I have to check first.”** Then go to your parent or trusted adult and ask permission.
- ◆ Ask the children to repeat it after you. Then have each child say it by themselves. Nice and clear and with authority. (Not yelling—but clearly) **”I have to check first.”**
- ◆ Let's see if you can tell when to say, **”I have to check first!”** and go to your parent or trusted adult and get permission—like when we played ‘Mother May I?’ If you move without getting permission, there are consequences. Or if you do something when your parent or trusted adult says no, there might be consequences.
- ◆ Rules are there for your safety.
The rule is: if someone asks you to do something—whether it is another child or an adult, you **MUST** get permission. When someone asks you to do something the rule is: to tell them, **”I have to check first.”** Then you go and check with your parents or trusted adult.

Activity-Practicing the Rule:

- ◆ Let's see if you understand the Rule. I will tell you a short story. Tell me what you would say and do if this happened to you.
- ◆ A pretty lady comes up to you and says, “I have some new puppies, would you like to see them?” What do you do?
- ◆ You are riding your bike in your driveway and a man stops his car and says, “Your mom told me you were really smart. Come here and let me ask you a question.” What do you say/do?

- ◆ You are in the store and the lady says “Would you like to try some of these new cookies?” What do you say/do?
- ◆ An older child at the park dares you to walk to the ice cream truck with him. What do you say/do? He says he will buy you an ice cream. What do you say/do?
- ◆ Your cousin who babysits for you often, calls and says she would like to take you to McDonald’s for lunch. What do you say/do?

Teach:

- ◆ There are other situations when your parent or trusted adult may not be nearby. If someone comes up to you, or someone wants to touch you, you need to say very loudly:

“**NO! GET AWAY!**” And then go tell a parent or other trusted adult. You must get away from that person immediately!
- ◆ This rule is: **“Say No,” “Get Away,” and “Go Tell.”**
- ◆ Everyone repeat it after me: **“Say No,” “Get Away,” and “Go Tell.”**
- ◆ What’s the rule? **“Say No,” “Get Away,” and “Go Tell.”**
- ◆ Let me hear it again: **“Say No,” “Get Away,” and “Go Tell.”**

Activity-Practicing the Rule:

- ◆ Let’s see if you understand the Rule. I will tell you a short story. Tell me what you would say and do if this happened to you.
- ◆ A person you have seen in the neighborhood comes up to you and says, “you have pretty hair. Would you come over here and sit on my lap so I can feel how clean and shiny it is? What do you say/do?”
- ◆ You are in the store and you can’t see your mom. Someone comes up to you and says, “This is nice lotion, let me put some on your skin.” What do you say/do?”
- ◆ A child on the playground comes over to you, takes you by the hand and starts walking—taking you with them, and says, “come on over here with me, I want to show you something.” What do you say/do?”
- ◆ A nice man tells you his dog is lost. He is very sad and asks you to help him find his dog. What do you say/do?”
- ◆ You are at a pool and someone older than you comes up to you. They say, “you look like you are getting cold. I have a nice towel, let me rub you dry.” What do you say/do?”

All of these stories are about people who might want to touch you or do something to you that you do not like. YOU are in charge of your body. You have the right to **say NO, get away and go tell someone.**

- ◆ What happens if your mom went next door for a second and the phone rings? What is the rule at your house? Are you allowed to answer it? Talk to your mom and dad to see if your phone keeps a record of phone calls that come in, or if there is a machine that will record a message.
- ◆ If your parents allow you to answer the phone there is a respectful and safe way to do it.

Say "Hello," but don't give your name!

If they ask for your Mom or Dad, you may say, "May I ask who is calling please?" or "Who is calling, please?"

You should never tell a caller that you are home alone. The polite thing to do is to say, "She isn't able to come to the phone right now, can you call back later?" or "He can't come to the phone right now. Can I have your phone number so he can call you back?"

Practice:

Using the pretend phones, practice answering in a respectful and safe way. Let each child take a turn.

Wrap-Up:

Review the rules:

- ✓ You are special because you are made by God.
- ✓ You are in charge of your body.
- ✓ Your feelings are good and you can make good choices in dealing with them.
- ✓ No one can touch you without your permission.
- ✓ You cannot touch anyone without their permission.
- ✓ If someone asks you to do something say, "I have to check first," and then ask permission from a trusted adult.
- ✓ If someone touches you or makes you feel afraid, say, "No, Get Away" and get away from that person and tell a trusted adult.
- ✓ Never give someone your name over the phone or tell them you are home alone. Say, "They can't come to the phone right now, can I take your number."

Celebrate knowing the rules and being safe and loving children of God, the King.



Leader Page K1-B

Scenarios and instructions for use with Handout K1-B in the *Catholic Vision of Love* Lesson Plan – Personal Safety – Kindergarten and First Grade

Goal:

The students will be able to:

- ◆ Identify the steps in decision making: identify the problem, alternatives, and consequences.
- ◆ Demonstrate appropriate ways to manage anger and react to stressful situations.
- ◆ Demonstrate the ability to accept responsibility and consequences for actions.

Read the instructions to the children from the top of children's page K1-B. Do the activities one at a time for each picture.

Say, "Let's see if you can tell what feeling each person may be having."

"Put an **X** on the pictures that show the wrong choice to act on your feelings."

Picture 1: (To be sure that the children are looking at the correct picture, have them put their finger on Picture 1).

Say: "Edward's dad gave him a new red car because he was so helpful with his new baby sister. Edward wanted a yellow tractor instead. What do you think happened? What is Edward feeling? Did he act in a good way? What would be the consequences of his actions? What would be a better way to act out his feelings?"

Picture 2: (have children point to the picture)

Say: "Trevor found a cool frog in his garden and he wants to share it with Betsy. Betsy thinks frogs are slimy and gross. What feeling might Trevor have? What feeling might Betsy have? What would you do if you were Trevor and you were respectful of Betsy's feelings? What would you say if you were Betsy and you were respectful of Trevor's feelings?"
(Say, no thank you.)

Picture 3: (have children point to the picture)

Say: "Roger and Tom are brothers. Roger called Tom a "Jack-o-lantern face" because Tom lost his tooth. Tom started to hit Roger. What feelings might Tom have? Did he choose the correct action to show his feelings? Roger is the big brother. What would be a better choice for Roger to make? What consequences will the boys have to face?"

Picture 4: (have children point to the picture)

Say: “Emily and Andy like to play chess. Emily just won Andy’s best player. Emily said, “Ha, Ha, Ha, Ha, I’m going to win!!” What might Andy be feeling? What would be a better way for Emily to act? What can Andy do?”

Picture 5: (have children point to the picture)

Say: “Sara and Zack are in the same class. Zack likes to pull Sara’s braids. Sara asks Zack to stop or she will tell her mother. Zack says, “I’m sorry, I thought you liked it when I tugged on your braids. Let’s race to the swings.” What might Sara be feeling? What might Zack be feeling? Did Sara make a good choice? Did Zack make a good choice?”

Picture 6: (have children point to the picture)

Say: “George met a new girl at school this morning. His best friend is Katie. George is worried Katie will feel hurt if he has a new friend. George decides to introduce his new friend to Katie. What are some of the choices George could have made? Did George make a good decision? How do you think George feels now? How do you think Katie feels? How does the new girl feel?”

Picture 7: (have children point to the picture)

Say: “Bobby was walking over to the toy box to get a ball. Peter, a 10-year-old said, “All the toys are mine. Stay away from my stuff or I’ll bop you!” What is Bobby feeling? What should he do?”

Picture 8: (have children point to the picture)

Say: “Pretend you are the child in the picture. What are the consequences of breaking the window? What might you be feeling? What would be the right choice to make?”

