

Right Relationship Concept: Respect and Trust (Primary)

Learning Objectives:

- To reinforce the concept that God created each person special and unique.
- To emphasize that because we are made in God’s image, God wants us to treat each other with respect.
- To emphasize that right relationships are built on trust.
- To understand that there are consequences to what we say and do.

Outline:

- I. Opening Prayer
- II. God Created Human Beings in His Image
- III. Treat Everyone with Respect
- IV. Relationships Are Built on Trust (Core)**
- V. Consequences (Core)**
- VI. Closing Prayer

Materials Needed:

- Whiteboard, chalkboard and chalk or flip chart and markers
- Pens, pencils for class members
- Handouts:
 - Grades PreK - 3: “True-False Signs”
 - Grades PreK - 3: “Who is Telling the Truth?”
- Activities:
 - “True-False Signs”: crayons, markers, or colored pencils, popsicle sticks, scissors, and glue
 - “Who is Telling the Truth?”: pens or pencils

I. Opening Prayer:

In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.

God, thank you for creating us and for showing your love for us in so many ways. Help us to see your goodness in all of creation and your image in each person we meet. Help us show our love for you and each other by treating everyone with love and respect.

In the + Name of the Father, and of the Son, and of the Holy Spirit. Amen.

II. God Created Human Beings in His Image

Discussion

Briefly discuss the first story of creation (Gen 1:1-31; 2:1 – 4).

- **Say:** *“After God created the earth and the heavens, the light and the darkness, the day and the night, all living beings of the sea and land and sky, God also created human beings. Human beings are the only creatures God made in his image. And God looked at everything he had made and saw that it was very good.”*
- **Say:** *“Of all of creation, human beings alone are made in God’s image. Each person is unique; there has never been nor will there ever be another person exactly like you. God loves you and never wants anyone to hurt you. No one has the right to hurt you and you don’t have the right to hurt anyone else. Because each person is made in God’s image, we should treat everyone with respect.”*

III. Treat Everyone with Respect

Discussion

- **Ask:** *“What are some ways we can show each other respect?”* There will be a variety of acceptable answers such as being kind; being helpful; telling the truth; asking children who are not participating in games to join in; sharing; etc.

IV. Relationships are Built on Trust (Core)

Discussion

- **Say:** *“Jesus said ‘I am the way, the truth, and the life.’ Because Jesus is the truth, we know that we can trust what he says. God also wants us to be truthful. Telling the truth, even when we are afraid of the consequences, is one way we show respect for each other and build right relationships.”*
- **Say:** *“It’s not always easy to tell the truth. Let’s say you broke your mother’s favorite coffee mug and no one saw you. What should you do?”* (The acceptable answer is “Tell the truth”) **Say:** *“Let’s say you took your sister’s cell phone without her permission and lost it. What should you do?”* (The acceptable answer is “Tell the truth.”)

- Discuss why we may not want to tell the truth. Possible responses: being afraid others will be angry; being afraid we will be punished; being afraid of the consequences.
- Discuss why it is important to always tell the truth. **Say:** *“When we lie or tell half-truths, we are building walls between us, walls of mistrust. If we lie, others will not trust what we say, even when we do tell the truth. Even when we are afraid of what might happen, we must always tell the truth.”*
- Ask if they have ever heard the story of “Chicken Little?” Paraphrase the story; then, **ask:** *“What lie did Chicken Little tell?”* (Answer: “The sky is falling.”) **Ask:** *“What was the consequence?”* (Answer: Because of his lies, no one believed him and no one helped him when Chicken Little really needed help.)
- **Say:** *“It is very important to always tell our parents or another trusted adult the truth. God gave us parents and other trusted adults to care for us and protect us. They cannot protect and care for us if we are not honest about what we are doing, even though we may be afraid of the consequences. And especially if someone does something to us that makes us feel weird, uncomfortable, worried, or scared we must continue telling trusted adults until they understand how we feel and do something to make us feel safe.”*
- **Say:** *“Sometimes it is hard to tell when someone else is lying. Most of the time when someone is telling the truth, how they act matches what they say.”*
- **Say:** *“Tell your parent(s) or a trusted adult:*
 - *If someone asks you to lie.*
 - *If someone tells you to keep a secret from your parents.*
 - *If someone says they like you but does something or says something to you that makes you feel weird, uncomfortable, worried, or scared.”*

Activities

PreK - Grade 3: “True-False Signs”

- Hand out “True-False Signs.” Have the children color the “True” circles green and the “False” circles red; then cut out the circles and glue the circles to popsicle sticks. As each child is constructing a sign, discuss the difference between “true” (something that is real, honest) and “false” (not true, dishonest, a lie). Explain that normally, when someone is telling the truth, what he or she says, matches how he or she acts.
- Act out each of the following actions paired with the corresponding “true” or “false” statement. Ask the class to show the sign for “true” if they are telling the truth or “false” if they are telling a lie. Add examples as time allows.

- **Say:** *“Some parts of our body are private. It is disrespectful for others to touch these parts of our body unless they need to do so to keep our body healthy (e.g. a doctor if we are sick or hurt, our parent if we need help to get clean, etc.) Normally, the parts of our body that are covered by our swimming suits are considered ‘private’ parts.”*
- **Say:** *“If someone hurts our body or is not respectful of the private parts of our body, we should tell our parents or another trusted adult.”*
- Have the children cut out the figures and clothes and decorate their person.

PreK - Grade 1: “Signs to Stop and Go”

- Color the top circle “red.” Color the bottom circle “green.”
- Cut out each traffic light and glue back to back on a Popsicle stick.
- Remind the students that red means “stop” and green means “go.”
- Ask children to show the right sign for each of these situations:
 - someone hits you (red)
 - your mom or dad gives you a hug (green)
 - someone calls you a name you do not like (red)
 - a friend asks to come over to play (your parents are home, your parents are not home) (red – should always ask permission)
 - someone wants to see or touch private parts of your body and that person does not have a valid reason for doing so (red)
 - someone tries to kiss you (red/green; depends on who it is)
 - someone pulls you by the arm so hard it hurts (red/green – could be green if the person were pulling you out of the way of harm)
 - someone kicks you (red)
 - someone gives you a “high five” (green, if appropriate)
 - someone takes your toy from you (red)

PreK – Grade 6: “What Would You Do?”

- One way to be safe is to have a plan for what to do in different situations. Practicing different responses helps children consider alternative ways of dealing with different situations. Hand out the “What Would You Do?” worksheet.
- Discuss the situations with the children. If age appropriate, ask them to write their responses to the situations in the space provided. Then ask them to take the worksheets home to discuss with their parents or other trusted adults.

VI. Closing Prayer

In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.

Sacred Heart of Jesus, I place my trust in you.

In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.