

**CHILDREN'S SAFE ENVIRONMENT TRAINING: *RIGHT RELATIONSHIPS* QUESTIONNAIRE
COMMENTS AND RESPONSES**

1. DEMOGRAPHICS

of responses from Parishes: 4
 # of responses from Schools: 5
 # of Primary grade responses: 22 # of Secondary grade responses: 6
 # using entire plan: 10 # using core sections: 14
 Textbooks used:
 Loyola: 2
 RCL: 2
 Sadlier: 3
 Harcourt: 3
 Other: 4 Benziger: 3
 None: 2

Who completed the questionnaire?
 Principal: 1
 DRE: 2
 Catechist: 8
 Catholic School Teacher: 17

2. RESPONSES

Question 8. I found the Learning Objectives of this lesson to be clearly articulated.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	11	
Rules and Boundaries	12	
Respect and Trust	13	
Unconditional Love, Forgiveness, & Reconciliation	12	
Consolidated	13	1

Comment:
 Consolidated: Too simplistic for High School students.

Response: None. The comment did not address how to reword the Learning Objectives to improve their clarity.

Question 9. The Outline supported the learning objectives.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	11	
Rules and Boundaries	12	
Respect and Trust	13	
Unconditional Love, Forgiveness, & Reconciliation	12	
Consolidated	13	1

Comment:
 Consolidated: The material is too simplistic to hold attention of High School students.

Response: None. The comment did not address how to change the outline to better support the learning objectives.

Question 10. I found the list of Materials Needed to be complete.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	11	
Rules and Boundaries	12	

Respect and Trust	13	
Unconditional Love, Forgiveness, & Reconciliation	12	
Consolidated	11	2

Comments:

Communication: Activities “Families Share Feelings” used too much ink. Just used one copy, cut out faces, handed out and each child explained the face they received. Also summarized on how do secrets/surprises make us feel i.e., secret: scared, sad, worried, maybe even angry; surprise: happy, good, excited.

Response: The handouts are intended to facilitate and reinforce the learning objectives. This teacher had difficulty reproducing the handouts and exercised creativity and judgment to use them in a different but effective way. Another suggestion would be to cut out faces from magazines and use them as handouts.

Consolidated: 1) Added some of my own. 2) Colorful handouts, while attractive, do not reproduce well in black and white. 3) The material is too basic to hold attention of High School students. 4) For what I understood about the program, I thought it was ok. As far as the goal of the program, any education offered is always a good thing.

Response: 1) The handouts are intended to facilitate and reinforce the learning objectives. 2) Teachers may supplement or modify the handouts if the handouts do not reproduce well. 3) Regarding the single comment that the material is “too simplistic,” it would have been much more useful if the person providing the comment had identified the specific material termed “too simplistic” and/or made recommendations on how to make the material more meaningful to high school students. In any case, this teacher has the option, with the approval of the DRE/Principal, of using Right Relationships to supplement the curriculum being used in the classroom to help keep the attention of the students.

Question 11. I found the Instructions in the lesson plan clear and easy to follow.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	11	
Rules and Boundaries	12	
Respect and Trust	13	
Unconditional Love, Forgiveness, & Reconciliation	11	
Consolidated	13	

Question 12. The Instructions helped me achieve the goals of the lesson.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	10	
Rules and Boundaries	12	
Respect and Trust	13	
Unconditional Love, Forgiveness, & Reconciliation	12	
Consolidated	7	

Comments:

Communication: “Families Share Feelings” – go a step further – have children tell one thing that made them sad, happy, etc and say “I feel sad when _____.”

Response: Teachers can take the material a step further but should recognize that there are potential risks involved in asking children to share their feelings, especially negative feelings. How would the teacher respond if a student said “I feel sad when my dad hits my mom.” As requested, the child is expressing an honest, negative feeling and, in the primary grades, may not realize the full import of what they have said.

Consolidated: The instructions were useful as I incorporated the lesson plan into the daily lesson plan used in RCL. Which worked very well. The information was pretty self-explanatory.

Response: Right Relationships is meant to be flexible. Incorporating the lesson plan into the RCL lesson plan demonstrates its flexibility.

Question 13. The Opening and Closing Prayers support the lesson objective.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	9	1
Rules and Boundaries	11	1
Respect and Trust	13	
Unconditional Love, Forgiveness, & Reconciliation	11	
Consolidated	13	

Comments:

Communication: 1) Both prayers need to address God’s help to communicate with others. 2) “Please give us the courage to tell our feelings to people we trust.”

Response: The suggested wording has been incorporated into the Communication prayers.

Rules and Boundaries: The closing prayer could say “Thank you for helping us learn how to keep ourselves and others safe. The opening prayer should include “love for you, ourselves and others by treating everyone with love and respect and expecting the same treatment for ourselves.”

Response: 1) Putting the responsibility to protect themselves onto young children is not realistic and may lead to feelings of guilt if they are hurt. In Rules and Boundaries, the objective is to have children understand that relationships are built on trust and, if someone makes them feel uncomfortable or unsafe, they should seek help from a trusted adult. 2) At the Primary level, “God Made Me!” is the activity emphasizing self-love and respect.

Consolidated: These were not all used as we did not use the whole book as an alternative but just incorporated various lessons into our current curriculum.

Response: Right Relationships leaves a lot of discretion up to the teacher and DRE/Principal.

Question 14. I found the Discussion areas and Activities clearly written and easy to follow.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	10	
Rules and Boundaries	11	1
Respect and Trust	12	1
Unconditional Love, Forgiveness, & Reconciliation	12	
Consolidated	13	

Comments: None provided.

Question 15. The Discussion areas and Activities helped me achieve the goals of the lesson.

	<u>Y</u>	<u>N</u>
Know the Rules	11	1
Communication	9	1
Rules and Boundaries	11	1
Respect and Trust	12	1
Unconditional Love, Forgiveness, & Reconciliation	10	2
Consolidated	13	0

Comments:

Know the Rules: 1) More lead in questions are needed to generate discussion. 2) Ref page 20, Order would better fit bookmark if God made you was first statement. Bookmark. “I am Created in God’s Image. Then God loves you.”

Response: 1) Do you have any recommendations for additional lead-in questions? 2) If a teacher is more comfortable with a different order of presentation, then he/she can change it.

Communication: Need activity to teach children “how” to communicate uncomfortable things.

Response: The “I-Feel” activity is designed to help children identify and communicate their feelings in various situations.

Rules and Boundaries: Suggestions should be given for “How to Say “no”” I wasn’t sure how to answer these – reverse the pressure.

Response: Sample responses have been included in the Activity instructions.

Respect and Trust: More examples need to be given on how to tell the truth when something makes us uncomfortable – without hurting feelings.

Response: The object is to tell the truth when something makes us feel uncomfortable even though we may hurt the other’s feelings by telling the truth. Relationships that do not allow a person the freedom to express how he or she feels about what another is doing to them, especially when the action makes the person feel uncomfortable, unsafe, or fearful, because of fear of hurting the other’s feelings, is not a right relationship. Page 68 of the narrative explains that “We might think that we are sparing others’ feelings by not telling them the truth. Think about it: if someone is doing something that bothers us and we do not tell them, we deny them the opportunity to stop doing it. And if we do not tell them how we feel, what happens to our feelings? Unexpressed feelings have a way of growing. Often what happens if we do not share our feelings is: a) the person does not stop doing the thing we do not like; b) our feelings grow more intense; and c) we resent the person more and more or we start trying to avoid them. We may even begin to believe that we “deserve” the way we are being treated.”

Unconditional Love: I don’t understand how this lesson lies in with the others – I’m afraid the children will feel they have done something wrong when they are abused.

Response: Without more specific input, it is difficult to discern how the respondent reached this conclusion. The lesson focuses on God’s unconditional love for each of us; God’s desire that we love each other unconditionally; God’s forgiveness when we hurt him; God’s desire that we forgive one another when we are hurt.

Question 16. I found the Discussion/Activity areas easy to use.

	<u>Y</u>	<u>N</u>
Know the Rules	12	1
Communication	11	3
Rules and Boundaries	11	1
Respect and Trust	12	1
Unconditional Love, Forgiveness, & Reconciliation	8	3
Consolidated	13	1

Comments:

Know the Rules: Too much talking on behalf of teacher.

Response: Teachers can break up the narrative with student discussion.

Communication: 6 grade had a difficult time with “I feel” statements.

Response: Sixth graders do have a hard time with feelings; they are not really sure what they feel or how they should feel. Perhaps using the lower level handout might make it easier. Another alternative would be to work with your DRE/Principal on ways to help the students.

Rules and Boundaries: Activities repeated page 62 and 48. “Signs to Stop and Go” and “What Would You Do?”

Response: “Signs to Stop and Go” and “What Would You Do?” are on page 48. “True-False Signs” and “Who is Telling the Truth?” are on page 62. These are different activities.

Respect and Trust: There is a difference in how to tell someone you don’t want to go out with them and being abused – just stick with the abuse situation.

Response: There is a difference but saying “no” in uncomfortable situations takes practice. If a youth does not want to go out on a date with someone but can’t say “no” because she doesn’t want to hurt his feelings, will she have the confidence to say “stop” if her partner begins to do other things that she does not want him to do? The goal of the lesson is to help students know what they are feeling, be able to honestly express their feeling, and to expect respect from others.

Unconditional Love: 1) I'm not sure how this forgiveness section applies to children being abused – children may feel guilty and not report incident. 2) The students didn't seem to understand why we were discussing this – gave blank stares and no response. 3) No comment provided. 4) No comment provided.

Response: Some children in your class may have been abused. The whole curriculum emphasizes that children should tell trusted adults when someone is hurting or disrespecting, or abusing them. At some point in their lives, children who have been abused will have to deal with the feelings they have toward those who abused them. The lesson on forgiveness teaches the Christ-like way of forgiveness.

Consolidated: Too simple for High School

Response: See response provided under Question 10.

Question 17. I think the Handouts helped support the objectives and goals of the lesson.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	9	1
Rules and Boundaries	11	1
Respect and Trust	11	1
Unconditional Love, Forgiveness, & Reconciliation	8	2
Consolidated	12	1

Comments:

Communication: 1) Several of these examples are situations that involve others and not themselves. This is not addressed in the discussion. 2) Used handouts orally and had students in groups discuss answers and situations.

Response: 1) The purpose of the “I-Feel” exercises is to have students understand their feelings, explore and discuss what their options are (regardless of whether or not they are the one directly involved in the situation), and to consider consequences. We are community beings. Although we may not personally experience the situations, we can learn how to respond and give prudent advice to friends who may be experiencing them. On page 40, the narrative indicates that the students should take responsibility for their own feelings and actions. Although they may not be responsible for what others say or do, they are responsible for how they react. 2) Using the handouts orally is another way of getting the discussions going.

Rules and Boundaries: 1) Good ideas/concepts for 9+ grades. Used the handouts to guide class/answers written in notebooks. 2) No comments provided.

Respect and Trust: “Who Is Telling the Truth?” Hard to read/see copy – use simple graphics that don't use so much ink.

Response: See the response provided under Question 10.

Unconditional Love: No comments provided.

Consolidated: 1) Too simple for High School. 2) I would like to find handouts at the end of each lesson not at the back of the book. 3) “Families Share Feelings,” “Who is Telling the Truth?” “Saying I'm Sorry,” “Who is Truly Sorry?” 4) The handouts were used more than the actual book in each classroom and were pulled when they fit into the current day's lesson from RCL. Very handy and convenient to send home with each student.

Responses: 1) See the response provided under Question 10; 2) the handouts were included at the back of the book as a cost saving measure. Including them at the end of each lesson would have required the entire book to be printed in color practically tripling the printing cost; 3) the respondent did not provide any comments on why these handouts were not helpful; 4) the handouts can be useful to stimulate discussion.

Question 18. I think the Handouts are easy to use.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	9	2
Rules and Boundaries	11	1
Respect and Trust	12	1
Unconditional Love, Forgiveness, & Reconciliation	10	4
Consolidated	12	1

Comments:

Know the Rules: I liked the classroom rules. We posted it for the whole year.

Communication: 1) Overall, there is too much material and it is too time consuming. I would suggest you simplify and streamline the whole program. 2) Several of these examples are situations that involve others and not themselves. This is not addressed in the discussion.

Response: 1) the respondent did not provide suggestions as to what material to simplify or streamline; 2) see the response provided under Question 17.

Rules and Boundaries: “What Would You Do?” Talked about as a class. Let them take home to parents (did not fill out in class.)

Response: Discussing the situations as a group is another good option.

Respect and Trust: I was unable to play the “Truth or Consequences” game due to time restrictions – I will next year.

Unconditional Love: 1) The handouts are too personal to use. 2) The handouts take a lot of time – could be simplified and combined. 3) No comment provided. 4) No comment provided. 5) I have difficulty with the “forgiveness” part of this lesson. I believe in forgiveness, of course, but feel this is taking things too far in a prevention and protection program. 6) Detailed graphics hard to copy, use lots of ink.

Response: 1) The respondent did not identify the specific handout that was considered too personal to use. Most of the handouts for the Primary grades are “matching” exercises; the handout for grades 4 – 6 is a puzzle; the handout for grades 7 – 8 is a word search game. The Cycle of Violence handout provides information. “Understanding Reconciliation” asks the students to identify their feelings and consider how they might reconcile a damaged relationship. The “Love is...How am I” handout asks students to compare their actions against a passage from Corinthians. Without more information, no changes to these handouts will be made. 2) Any specific suggestions/samples would be gratefully accepted! 5) According to John’s Gospel, as Jesus was being crucified he prayed: “Father, forgive them; for they do not know what they are doing.” (NASB) When prevention and protection programs fail we have to face the need for forgiveness and reconciliation. 6) See comment provided under Question 10.

Consolidated: 1) But not always necessary. I think that 6 – 8 teachers need to figure out what is used 20/6, 7, or 8.

Response: (I am not sure I properly deciphered the handwriting.) Teachers need to use the handouts in the way they believe will best convey and reinforce the lesson.

Question 19. I think the Handouts were age appropriate for this lesson.

	<u>Y</u>	<u>N</u>
Know the Rules	13	
Communication	9	1
Rules and Boundaries	12	
Respect and Trust	11	1
Unconditional Love, Forgiveness, & Reconciliation	10	2
Consolidated	11	1

Comments:

Know the Rules: Didn’t like “The Rules According to Jesus” too difficult for class and time consuming.

Response: The respondent did not provide any suggestion for improving the handout.

Communication: 6th grade responded similarly to most questions and students needed a lot of instruction.

Respect and Trust: No comment provided.

Unconditional Love: 1) Goes into too much detail for this age group. 2) No comment provided.

Response: 1) The respondent did not identify the specific handout that went into too much detail. Page 4 of Right Relationships indicates that “Each unit has a suggested grade range for presenting the lesson material and activities. However, teachers may use the material from another grade level if they believe it is appropriate in conveying the lesson to their students.”

Consolidated: At my discretion, I pulled handouts out and used only at the age level I thought appropriate.

Response: The handouts were intended to be used flexibly.

Question 20. Please select from the following list the phrase that best describes how you felt when using this lesson plan.

	<u>E/C</u>	<u>C</u>	<u>N</u>	<u>U</u>	<u>E/U</u>	<u>N</u>
Know the Rules	4	7	2			
Communication	2	3	3	1		
Rules and Boundaries	4	4	2	1		
Respect and Trust	2	8	2	1		
Unconditional Love, Forgiveness, & Reconciliation	4	1	3	3		
Consolidated	4	9		1		

Response: More than 70% of the respondents felt extremely comfortable or comfortable using the lesson plans. The lesson that caused the most discomfort was Unconditional Love, Forgiveness, and Reconciliation.

Comments:

Know the Rules: 1) Bookmark used last year – was familiar with it. 2) Would be a natural subject in any situation. 3) I like to start off year discussing rules – they all come back to respect. Easy concept to have at beginning of year. 4) I felt somewhat uncomfortable because this took time away from our curriculum – we don't have much time to cover everything we want. 5) It was easy to follow and the handouts were great! 6) This is some tough curriculum and the layout makes it comfortable to teach and discuss.

Communication: 1) Really liked separating out differences between a secret and surprise. Very well done. I felt comfortable with discussion but unsure how Handout with situations involving others' discussions related. 3) I wasn't sure if the children connected the game with how to talk to someone if uncomfortable.

Rules and Boundaries: 1) How to explain that not all teachers, friends, relatives, parents are safe. Just because they or I say you can trust me isn't always the truth. Not all hugs are good. (Pray for guidance.) 2) I felt the wording was very age appropriate and the children understood and were able to practice what they learned.

Respect and Trust: 1) Confused with repeated activity. By this time I was feeling redundant and the kids wondered why we were talking about this again. (I explained the importance of it.) But wish it were more compact with simple facts. 2) All of the topics are well-explained but seem redundant and too long – time to teach/discuss. Could be condensed and combined. Better interest by students.) 3) The lessons were written out well and easy. 4) After teaching primary school for 40 years, I had no problems with the program. All suggestions were helpful and I believe that the children were receptive to the content and able to profit by it.

Unconditional Love: 1) Overall, I think the information was good. However 5+ lessons is overkill. If each grade had a different more simplified version that only took 2 lessons at the most that would be ideal. Less wordy with facts and quick bullet points would stick in our minds easier. 2) I think this lesson may establish guild if the child has been abused and reporting may not take place.

Consolidated: 1) The handbook was self-explanatory and easy to use. 2) It was easy to use; it was reinforcement of what I already use in the curriculum. 3) In the Catholic school setting, I believe we cover Right Relationships in subject areas where it is appropriate to "bring up" and discuss as teaching values is not a "pigeon hold" deal!! Values are across the curriculum. It's who we are. 4) The only lesson that makes me feel uncomfortable is the lesson on private areas of the body. If feel that it is the role of parents, at least in grade 3. 5) To use this program exactly, high school students will not respond – the lessons are too simplistic – rather the concepts can be (and are) taught in conjunction with current text books that High School students will respond to. 6) Very self-explanatory and easy to follow. 7) Felt comfortable with material and *Right Relationships* was an asset to curriculum and easy to use.

Response: Overall the comments are positive. The only pattern that emerges from the comments is to reduce or combine the number of lessons but no specific suggestions as to what lessons could be combined were offered. This suggestion is also offset by previous comments that the existing lessons take too much time to teach. Page 4 of the Introduction indicates that "At a minimum" the "Core" lessons/activities must be taught either as "stand-alone" lessons or to supplement or replace any existing curriculum being used. Using the "core" lessons may help with time-management.

Question 21. What type of training or assistance could the Diocese provide that might help you overcome any difficulties you encountered teaching this lesson?

Know the Rules: 1) Took 2 1-hour class periods to teach. 2) How to complete in less time. 3) I think our director did great.

Communication: 1) Given information on how handouts involve others' discussion. 2) Teach children how to "open up" to others if they have been abused.

Rules and Boundaries: No comments provided.

Respect and Trust: 1) No difficulties. 2) Help us understand handouts.

Unconditional Love: 1) Help teachers to see how this section relates to preventing abuse. 2) Explain how to simplify this lesson. 3) Lessons are self-explanatory; they just took a lot of extra time in addition to the curriculum needed to be completed this year.

Consolidated: 1) It was self-explanatory. 2) Discussion at grade level meeting. 3) Teachers could discuss ideas and experience teaching these lessons at the grade level meetings for the Diocese. This would generate ideas specific to each grade level. 3) I felt comfortable with the introduction we received by Colleen when handed the program at a DRE meeting. With an overview of the program and all the handouts, she is always available and very helpful with any questions I have ever had. 4) On all lessons, I thought they were easy to follow and teach. They covered an important curriculum in a fun way.

Question 22. I would be willing to participate in training sessions offered by the Diocese that might help me overcome the difficulties I encountered using this lesson plan.

	<u>Y</u>	<u>N</u>
Know the Rules	5	4
Communication	6	4
Rules and Boundaries	7	2
Respect and Trust	5	5
Unconditional Love, Forgiveness, & Reconciliation	6	4
Consolidated	6	4

Comments: 1) There is always room for improvement. 2) If credit hours are given. 3) No difficulties. 4) Overall, I thought the curriculum was very easy to use. 5) Not needed. 6) No time to go. 7) I don't think it's necessary.

Response: In Question 21, the most frequent request for training involved the handouts but lacked specificity on what training would be beneficial. Almost half of the respondents indicated they would not participate in training if offered by the Diocese.

If you have any other questions or comments regarding *Right Relationships*, please feel free to describe and attach them to this questionnaire. If you would like an answer to your question, please provide contact information.

Comments: 1) I think the concepts and ideas behind the curriculum are solid. I think it should be condensed and taught at beginning of school year, maybe in the middle, and once again at the end. Simplify! 2) Next year you should send this questionnaire with the lesson. Some of these were 6 – 7 months ago. It would be easy to fill out soon after lesson was given. 3) This would have been more timely when we taught the lesson. Thanks! 4) These took a lot of class time. Could we consolidate into two lessons? 5) Next time get feedback right after teaching a lesson. It was too hard to recall all thoughts/ideas after a whole year of teaching (9 months).

Response: The questionnaire will be posted to the Diocesan website. At present, there is no plan to reduce the number of lessons. Several comments related to the handouts. If any teacher/catechist has found a particularly effective way to use a specific handout, I'd be interested in hearing from you. For example, because of the cost of reproducing "Families Share Feelings," one catechist cut out the faces and handed them out to the students to initiate the discussion. By sharing these kinds of ideas with others, we can help others who are experiencing similar difficulties. Please e-mail your suggestions to Safeenv@dioslc.org.,