

LESSON #1 – IDENTIFYING RISKY SITUATIONS

SCRIPTURE

“Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own.” 1 Cor. 6: 19

CATECHISM OF THE CATHOLIC CHURCH

“Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good.” CCC 2288

VIRTUES

Love: Charity is the theological virtue by which we love God above all things, and our neighbour as ourselves for the love of God. Love of self includes care for our bodies in terms of exercise and healthy food choices.

Temperance: *Temperance* (moderation) entails enjoying life's pleasures in keeping with the message of the Gospel. A temperate person stays away from excesses, striving for moderation and self-control, including healthy eating. Temperance frees us from unhealthy habits, allowing us to live fully as God intended. CCC 1809

Fortitude: *Fortitude* (courage) entails doing what is good and just when it is difficult or even dangerous. Fortitude “strengthens the resolve to resist temptations and to overcome obstacles in the moral life.” CCC 1808

CATHOLIC THEMES

Reverence: We have reverence for God and all that is holy. We treat our body with reverence because it is charged with God's holy Presence, and is a sacred gift from God.

Stewardship: Stewardship is about caring for the gifts God has entrusted to us. We are called to be good stewards of our bodies, not only caring for them, but developing them. Persons who practice stewardship recognize God as the origin of life, the giver of freedom and the source of all they have and are and will be. They know themselves to be recipients and caretakers of God's many gifts.

CATHOLIC SOCIAL TEACHING

Life and Dignity of the Human Person

Care for God's Creation

MATERIALS

- Poster paper and markers (to create poster of Guidelines for Health Class)
- **Fishbone** (1.0 H)
- **Fishbone Reference** (1.0 REF)
- **What is Violence?** (1.1 H)

ADDITIONAL INFORMATION FOR TEACHERS

We know that students involve themselves in a variety of risk-taking behaviours. We have to inform students of the dangers of these risks, and also provide them with opportunities to consider what they might do to avoid these harmful situations and to have the skills to help friends who are engaging in these behaviours.

CATHOLIC PERSPECTIVE

God created us to have an abundant life (John 10:10), but this is achieved within wise and reasonable boundaries. God's gift of free will comes with responsibilities. As Christians, our call to make a choice for Christ includes being stewards of the body, our own and others. Students easily recognize the need to care for God's creation, but forget that their very bodies are part of God's creation. Honouring our commitment to God to treat ourselves as valued and loved, involves identifying risky situations and the appropriate actions needed to eliminate or minimize harm. This is done not only by recognizing the consequences of our actions, and accepting responsibility; but ultimately by developing the virtues which foster respect for others and ourselves. To do this requires education (including teachings found in scripture, from the Church and models of virtuous living), practice and prayer.

TECHNOLOGY OPTIONS

- You may want to take up responses to the fishbone using the SMART Board if available.
- You may want to introduce the topic by showing some samples of high-risk behaviours by using various clips from the Internet.

TEACHING/LEARNING STRATEGIES

INTRODUCTION (3 MIN)

- Review the classroom expectations for the Healthy Living unit – Personal Safety and Injury Prevention. You may choose to have some guidelines for health class posted in the room if similar expectations have not already been discussed with the class. It may be helpful to develop some of these guidelines together with the students. Some of the guidelines may include: respect others, participate in class activities, use the no name rule, etc. See the text box for an example.
- Explain to students that the focus of this health unit is to consider potentially risky situations, and to consider how to avoid or manage these situations. Research indicates that many youth will encounter high-risk situations, and that they need to develop the knowledge and critical thinking skills to manage these high-risk situations so that the possibility of harm is reduced.
- Remind students that in grade 7 they learned that since their bodies are a gift from God, the temple of the Holy Spirit, they are called to show respect for their bodies, and the bodies of others, in all their decisions. This is part of the Christian commitment. Learning to recognize risky situations and make decisions that minimize or eliminate harm is part of growing in their commitment to Christ. This commitment takes education (including teachings found in scripture, from the Church and models of virtuous living), practice and prayer.

Guidelines for Health Class:

- **"Love others as you love yourself."**
Respect to others (i.e., Use active listening, and show respect for comments made by others.)
- **No name rule** (i.e., When providing an example, don't use names.)
- **Participate** (i.e., Try to participate actively in discussions.)

ACTIVITY #1 – FISHBONE ORGANIZER (20 MIN)

- Divide students into groups of four. Provide each group with a **Fishbone** (1.0 H). Ask the groups to number off (within their own group) so that each person in the group has an assigned number. Assign the following roles to the group: #1 will be the timekeeper, #2 will be the recorder, #3 will be the speaker, #4 will be the materials person.
- Instruct students to review the headings on the fishbone, and to identify **examples or situations that could lead to injury or death**. For example, under the heading "sports," you might provide the example that in contact sports such as hockey, there have been examples of people getting hit into the boards head first, causing a concussion. Therefore, students would write down the example of concussion – hockey under sports. Tell the class that they will need to think of various ways injuries or death could occur for each of these topics. Tell students they will have a total of fifteen minutes to complete this activity, and that the timekeeper in each group must keep the group on track. After approximately fifteen minutes, have a speaker from each group discuss their answers for one fin of the fish. Each time the examples from a fin are discussed, ask other groups if they have additional ideas to add that haven't

been shared. See **Fishbone Reference** (1.0 REF) to assist in taking up responses with the class.

ACTIVITY #2 – MINIMIZING RISK (10-12 MIN)

- Assign one of the fins of the fish to each group. Ask the groups to discuss (and record on the outer edges of the fishbone) **possible behaviours that could minimize the risks identified for the topic they have been assigned**. For example, if some of the examples under the heading “motor vehicles” are: accidents on ATVs and snowmobiles, some possible ways of reducing risks would be to dress appropriately with protective helmets and proper clothing to reduce risk for frost bite, and to drive with caution. Tell the class that the timekeeper in the group has to keep the group on task to complete this activity in four minutes. Ask the speaker for each group to share some of their ideas with the larger group. See the **Fishbone Reference** (1.0 REF) when each group is presenting ideas.
- Summarize this activity by stating that there are many opportunities for risk-taking, but that we always need to consider the risk involved and whether or not it is a risk worth taking. If it is a risk we choose to take, then we must do everything possible to eliminate or minimize injury. Protecting the precious gift of our bodies is part of our Christian commitment.

HOMEWORK

- Hand out to each student a copy of **What is Violence?** (1.1 H). Explain to the class that one of the serious risk factors we are going to discuss is violence. Ask students to complete the handout for homework.

CLOSING PRAYER

Teen Creed

Don't let your parents down, for it was they who brought you up.
Be humble enough to obey today, for someday you may give the orders.
Choose companions with care, for YOU become what they are.
Guard your thoughts, for what you think, YOU ARE!
Choose only a date that would make a great mate.
Be the master of your habits, or they will soon master you.
Don't ever be a show-off when you drive, for when you drive with care YOU will always, ARRIVE!
Don't ever allow the crowds to pressure you, for when you stand for nothing, you will fall for anything!
Always remember, the purpose of life, is a life full of purpose.

Author Unknown

SUGGESTION FOR EXTENSION ACTIVITIES:

- When youth commit to avoiding risky behaviours before they are confronted with situations that present risks, they are better prepared to make a healthy decision. Have students watch the teen creed at:
www.youtube.com/watch?v=d3QiwtlpL2g&safety_mode=true&persist_safety_mode=1&safe=active
- Using the risky situations identified in the Fishbone activity, have students write their own creed as their commitment to say no to potential future risks.

1.0 REF

FISHBONE REFERENCE

Topics	Examples of Risks that Could Lead to Injury or Death	Ways to Minimize Risk
Substance Use, Addictions and Related Behaviours	Overdose of drugs Alcohol poisoning Being intoxicated Smoking (e.g., cannabis, e-cigarettes/vaping, hookah) Social/emotional harm from too much time online/gaming Eating habits that lead to disorders Energy drink overconsumption or mixing with alcohol	Don't take drugs Limit use Don't use Don't smoke/limit use Set limits for time spent online/gaming Seek help, treatment Use Food Guide recommendations Limit caffeine consumption Don't mix
Sports	Playing contact sports Athletic injuries Concussion	Wear protective equipment Use caution Wear a helmet (*seek medical attention if a concussion occurs)
Water Related Activities	Diving Swimming late at night in lake Unsafe play/horseplay near or in water (e.g., causes slips or falls) Swimming during storm, or strong undertow Paddleboarding, Kayaking (e.g., drowning risk if in deep water, or in cold water) Skating, fishing, or walking on ice (over a body of water)	Only dive in pools, not large bodies of water No diving Practice water safety/follow rules Know Beach Warning Flags Wear a life jacket and/or wet suit Skate on rinks Stay off unmonitored ice Stay informed with local ice fishing reports
Motor Vehicles	Boating Water skiing Snowmobiles ATVs Driving under the influence Speeding Getting into the car with someone who is impaired (e.g., drunk or high) with someone who is a stranger, or with someone who does not have a license	Wear life jacket/follow rules Wear life jacket/caution Wear helmet/follow rules Wear helmet/follow rules Have a designated driver Follow rules of the road Set up option for designated driver or parents/guardians to pick up Carry money and a phone to call for a taxi

<p>Friendships/ Relationships</p>	<p>Dating violence Joining a gang Bullying Harassment Racism Homophobia Conflicts Gender Based Violence</p>	<p>For all of these types of violence, talk to a trusted adult if you have concerns (i.e., family member, counsellor, teacher, family friend, coach, health nurse, community person, etc.) Understand the difference between healthy and unhealthy relationships (i.e., Understand the warning signs) Practise skills for intervention Defining your own limits Listening to gut feelings Have the confidence to say “stop”</p>
<p>Mental Health Problems</p>	<p>Mental, physical, emotional or social harm</p>	<p>Self-acceptance Coping skills Help-seeking strategies Practice self-care</p>
<p>Social Media/Technology</p>	<p>Online gambling Sexting and Exploitation Cyberbullying Online Predators Mobile Addiction</p>	<p>Play games that don't involve money Do not share, save, forward or ask for nude or partially nude photos/videos/messages. Think before you post (Is it True, Helpful, Inspiring, Necessary, Kind?) Communicate only with people you know in real life Don't post identifiable, personal, location-based information Set limits Adjust settings Seek help from a trusted adult, report offense to service provider, block, flag, delete, unfollow, and/or contact police when dealing with digital abuse and misuse</p>
<p>Other</p>	<p>Hunting or Trapping accidents Food practices Cosmetic procedures or treatments (e.g., tattooing, piercing, tanning) Exposure to infectious diseases</p>	<p>Know (or get instruction in) hunting and trapping protocols. Know how to safely handle food Make sure hygienic practices and equipment are used. Aftercare practices are followed. Avoid tanning booths and beds, use sunscreen with SPF 30 or higher Hand sanitize, wash hands properly, cover mouth with elbow when sneezing or coughing</p>

1.1 H

WHAT IS VIOLENCE?

If conflict is not resolved peacefully, it sometimes escalates into something more serious. These situations may be more difficult to handle than the previous conflict. In addition, there are situations where there is a power imbalance in a relationship and one person is abusing their power. This may result in violence.

Match the following terms in column A with the definitions in column B by placing the letter in the space provided.

Terms	Definitions
___ Bullying	a. an umbrella term for a range of negative attitudes or behaviour (e.g., fear, anger, intolerance, resentment, discomfort) that one may have toward LGBTQ2+ people.
___ Violence	b. When someone causes harm to another person based on the person's gender identity, gender expression, or perceived gender (e.g., violence against women, girls, a person who is transgender, or gender non-conforming)
___ Harassment	c. The belief that a particular race is superior or inferior to another. This belief can lead to unfair treatment (discrimination, prejudice) or violence towards an individual or group. For example: Insulting a person with racial messages or names, destroying their property, attacking or assaulting a person because of their race, nationality, citizenship, ethnicity or culture, religion, etc.
___ Gang Activity	d. When someone causes some type of harm (isolating the person, calling them names, physically hurting the person, etc.) while in an intimate, sexual or dating relationship with the person.
___ Teasing	e. Any action by a person or group of people that directly or indirectly causes physical and/or emotional harm to another person.
___ Homophobia	f. This behaviour has three defining factors. The behaviour is repeated, there is intent to harm another person, and it involves a power imbalance.
___ Dating Violence	g. Joking around and making fun of someone by persistent irritating or provoking in a petty or mischievous way.
___ Racism	h. A group of three or more people who hang around together and intentionally take part in breaking rules and/or criminal activity.

___ Gender-Based Violence	i. Unwanted comments, gestures, sounds or actions that make a person feel unsafe, humiliated, and/or offended.
___ Sex Trafficking	j. Involves someone being targeted, groomed, and then controlled by someone else and coerced to perform sex acts for money, food, alcohol, or drugs.

(SOURCES: WWW.THESAFEZONEPROJECT.COM/RESOURCES/VOCABULARY;
WWW.CFC-SWC.GC.CA/VIOLENCE/KNOWLEDGE-CONNAISSANCE/ABOUT-APROPOS-EN.HTML;
WWW.EDU.GOV.ON.CA/ENG/CURRICULUM/SECONDARY/HEALTH9TO12.PDF)