

## Grade 7 Safe Environment Lesson Plan

### Grade 7 Theological Concept – Temple of the Holy Spirit; Mary and Joseph

#### Lesson 1 of 4

**Objective:** To identify in oneself the need to make good decisions based on a correctly formed conscience.

**Resources and Connections:** Catechism of the Catholic Church, *The Book of Virtues for Young People*, by William J. Bennett. This can be connected to the life of Joseph and the virtue of temperance.

**Estimated Time:** 20-30 minutes

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#### **Lesson:**

1. Read pages 7-8 of *The Book of Virtues*, or another story about self-discipline and making correct choices. Discuss the following themes:
  - ? Self-discipline means saying yes to the right things and no to the wrong things.
  - ? It means taking charge of yourself
  - ? Self-discipline is making good decisions to keep yourself safe.
2. Recall the life of Joseph, particularly the flight to Egypt.
  - ? What steps did Joseph have to take to keep his family safe?
  - ? How difficult must it have been for Joseph to pick up his family and leave?
3. Discuss how we should make good decisions in order to keep ourselves safe, just as Joseph did. We should not put ourselves in dangerous situations.
4. Ask students to think about times when they are alone. Maybe their parents leave them home while they run errands; or maybe they are outside riding their bike around the neighborhood.
  - ? What kinds of things do you do to keep yourself safe?
5. Discuss the virtue of temperance: (CCC 1809) *Temperance is the virtue which helps us use things appropriately and make good decisions.* Discuss how praying for this virtue will help us make good decisions.

**Activity:** Take 5 minutes and write a prayer to the Holy Spirit asking for temperance. Also include in your prayer how you intend to use the gift of temperance in your daily life.

**Grade 7 Safe Environment Lesson Plan**  
Grade 7 Theological Concept – Incarnation  
Lesson 2 of 4

**Respecting Self Enough To Say “No”**

**Objective:** To make the students aware of their own ability to say “No” when something is wrong.

**Resources and Connections:** Catechism of the Catholic Church. This could be covered around the Annunciation (3/25) or near Christmas.

**Estimated Time:** 20 minutes

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**Lesson:**

1. Define and discuss the Incarnation (CCC 461,464) *The fact that the Son of God assumed human nature and became man in order to accomplish our salvation in that same human nature. Jesus Christ, the Son of God, the second person of the Trinity, is both true God and true man, not part God and part man.*)
2. In CCC 459, it says, “The Word became flesh to be our model of holiness.” How does this information change the way we look at our bodies?
3. Discuss the following: Our bodies do not belong to us. They are an instrument of God put here to do God’s work. Our bodies are a temple of the Holy Spirit.
4. How should we treat our bodies? How should we not treat our bodies?

**Activity:** (Can be done as a group on the board, in small groups, or as individuals.)

10 Ways we should treat our bodies

10 Ways we should not treat our bodies

**Grade 7 Safe Environment Lesson Plan**  
*Grade 7 Theological Concept –Mary and Joseph*  
Lesson 3 of 4

**Appropriate and Inappropriate Relationships**

**Objective:** To guide students to realize the difference between appropriate and inappropriate relationships.

**Resources and Connections:** Luke 2: 41 -52; Catechism of the Catholic Church, *The Book of Virtues for Young People*, by William J. Bennett. This could be taught with the Joyful Mysteries.

**Estimated Time:** 20 minutes

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**Lesson:**

1. Read the passages on page 111-112 of *The Book of Virtues for Young People*, or another story about friends helping friends. Discuss those passages.
2. Point out the following themes to discuss further:
  - ? Friends should try to make each other better people. They help each other make right decisions and aim for worthy goals.
  - ? Being a good friend is doing what is best for your friend, which will not always be the easiest thing to do.
  - ? You must choose your friends wisely. Your friends can influence what kind of person you will be.
3. Discuss appropriate relationships with adults. Ask:
  - ? On what is the relationship between a parent and child based? *Parent and child-relationships are based on trust and mutual love. The parent's responsibility is to raise the child to love and serve God.*
  - ? On what is the relationship between a teacher and student based? *Teacher and student- relationships are based on respect and trust. Teacher and student must have mutual respect for one another.*
  - ? Is it ever appropriate for a teacher (or a boss) to be your buddy? Discuss the limits on appropriate adult relationships.
4. Talk about the relationships Mary and Joseph had with others:
  - ? How did they treat those who came to see the baby Jesus?
  - ? How would you guess they treated those around them everyday?
5. Read the Gospel passage: Luke 2: 41-52. Acknowledging that Jesus is God and that we are not, ask students to discuss which of his actions and choices would be appropriate in their relationship with their own parents and which would not.

**Activity:** Individually or as a group, spend 5 minutes writing a prayer asking Mary and Joseph for help in making good relationships.

**Grade 7 Safe Environment Lesson Plan**  
*Grade 7 Theological Concept – Temple of the Holy Spirit*  
Lesson 4 of 4  
**Modesty**

**Objective:** To identify in oneself the need to make good decisions based on a correctly formed conscience.

**Resources and Connections:** Catechism of the Catholic Church (2521-2524.) Can be introduced with Virtues,

**Estimated Time:** 20 minutes

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**Lesson:**

1. Begin the discussion by asking for a definition of MODESTY. Write the students' responses on the board. Let the students create their own definition of modesty.

*Information from the Catechism of the Catholic Church:*

*CCC 2521 ... (Modesty) guides how one looks at others and behaves toward them in conformity with the dignity of persons and their solidarity.*

*CCC 2524... (M)odesty exists as an intuition of the spiritual dignity proper to man. It is born with the awakening of consciousness of being a subject (a person or being). Teaching modesty to children and adolescents means awakening in them respect for the human person.*

2. Ask the students, "What does the way you dress and act say about you?"
3. Ask the students, "What does it mean to be a temple of the Holy Spirit? What does it mean to have an immortal soul? How does this change your view of modesty? Does modesty become more or less important now?"
4. Write the following on the board:  
**Purity of heart requires modesty which is patience, decency and discretion. Modesty protects the intimate center of the person. CCC 2533**
5. Ask the students, "How are modesty and patience related? How are decency and discretion related to modesty?" Discuss this and provide examples of how this applies to the lives of the students.

**Activity:** Ask the students to write a paragraph detailing what image they want to share with others about themselves. What do you want people to know about you, and how can you show this in a modest and pure way?