

GRADE 8 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



MODESTY AND REPUTATION
Facilitator Materials

Modesty and Reputation

Grade 8 - CLASSROOM SESSION

INTRODUCTION

This **session** is designed to provide the Compass Child Protection Children's program for parishes or schools.

Teens today struggle with identity and morality issues. A lack of self-respect and self-worth may lead teens to do things online that they might not do in a face-to-face environment. Some actions that teens engage in online are risky and other behaviors may impact their reputation. Ignorance of the consequences and anonymity may lead "good kids" to do things online that they would probably not think of doing in real life.

The foundation of this session is based on the truth that we are all created in the image of God and that our bodies are His temple. A better understanding of being teens of God, made in the image of God, and loved by God can lead teenagers to recognize their dignity and make positive life choices.

Through this session, you will help students realize the importance of setting and maintaining boundaries related to modesty, information and images. The importance of safe guarding their reputations will also be emphasized.

A review of the material and additional content is sent home with the young people along with directions to assist parents in discussing more sensitive topics with their own teens. A response sheet is included to gather parent feedback.

SESSION OVERVIEW

For the opening activity the teacher helps students realize that they are created in the image of God and that they should reflect Him in their lives. Next, the teacher uses an activity to help students discover who they truly are while reinforcing that their self-worth stems from them being created in the image of God. The teacher helps the students recognize that their bodies are a precious gift from God and that they should respect and protect their bodies. The concept of modesty is discussed.

The teacher then talks about what online activities can reveal and suggested care to be taken.

The session ends with a reflective reading of I Corinthians 6: 19-20 and a prayer.

GOALS

The goals of this session include helping teens know and be able to do the following:

- Explain the importance of staying safe.
- Understand modesty and reputation.
- Realize what online actions reveal and how to protect from dangers.

MATERIALS

The materials required for this session are:

- Tables with chairs, one table for each small group of five (round or square tables are preferred to long cafeteria tables)
- Bible
- Pens
- PowerPoint slides
- Activity Book
- Red ribbon- 5 inches long, safety pin
- Large envelopes (9x12) for Parent Packets
- A hat that is decorated in an interesting and unusual way. You can add fabric, flowers etc. to a regular hat, or find an interesting one.

Resources:

The following resource for this session will also be presented as you go through this tutorial.

- Parent Handout

PREPARATIONS

- **Print** this facilitator document to read out from as you teach. Go over the document once so that you are familiar with the materials. Note that instructions for you are in black and words to be read out to your child are colored.
- **Download** the PowerPoint
- **Download** and **duplicate** the Activity Book, one for each student.
- **Download** and **duplicate** the Parent Handout and insert them in the Parent Packets.
- **Decorate** a hat and keep it ready for the class.

LESSON PLAN

A. Opening

Have [Slide 1](#) open as teens take their seats. Give each teen a nametag, with their first name printed in large font.

Distribute the large envelopes that will hold the parent packet and the other take-home materials. Have them pre-labeled with the teens' names.

Divide the students into groups of five.

Pin a red ribbon on your shoulder and do not mention it or draw any attention to it.

Distribute the activity books.

Say:

Welcome to this session. Today our topic of discussion is centered on someone very important to each of us. Can any of you guess who this person is?

(Students may say parents, teachers, God, etc.)

[Click Slide 2](#)

We're going to talk about **ourselves**. At any given moment we may either love or hate ourselves depending on how we feel about our bodies, our achievements, our circle of friends, and so on, but none of us can deny that many of our thoughts center around ourselves in some way or another.

Ask:

What does it mean when someone tells you you're an image of your parent or grandparent?

(Students may say – it means they look like them, they remind the person of their parents/grandparents, they act like their parents/grandparents, etc.)

Say:

So when you are an image of someone, it means you resemble them, whether in looks or behavior or character. Do you know

that we are all created in God's image? Genesis 1:27 says 'So God created man in His own image, in the image of God He created him; male and female He created them.' WOW! To imagine that we are made in God's image; that's very special!

Ask:

What do you think God is like? What are some of His attributes or what is His character like?

(Students may say God is good, pure and holy, doesn't like evil, loving, generous, merciful, etc.)

Then **say:**

What is God like? This next question for is one for us to think about. You don't have to share it out loud, but please be honest with yourself. Think about what God is like, and that you are created in His image. Now think, in what way do you reflect God's image in your life? How does it make you feel to know that you were created with the purpose of being someone who reflects God?

Say:

Open your activity books to the page titled '**Reflection.**' Now this sheet is only for you (perhaps you'll choose to share it with your parent another time), to record your thoughts. It is a personal reflection of what you just considered. So please write down your thoughts.

Give the students some time to write.

Say:

This sheet is for your reflection, keep it safe and use it from time to time to remind yourself of the purpose of your creation, a tool for self-analysis, and to see how much you reflect God in your life.

B. Who am I?

Click Slide 3

Say:

Now we're going to do a small activity. It is called 'WHO AM I?' Write 2-3 words or phrases describing yourself on the 'Who am I?' page of the Activity Book.

Give some time for them to write. Then **say:**

Would anyone like to share what you have written about yourself?

When they finish reading, **say:**

That was interesting. Thank you for sharing. Our opinions of ourselves often fluctuate. Sometimes we describe ourselves in a negative light, sometimes positive; sometimes our identity lies in what other people think of us and sometimes in what we do. Often in life, we may wonder, "Who am I?" And just as often, we may not always have a clear response about who we are, and may not be sure about the things we do or the reasons why.

We learned a few minutes ago that we are created in the image of God. The first thing that pops into my mind when I think of this is that I'm not worthless; in fact, I'm precious! My identity stems from this fact, and so does yours. It's a beautiful truth, because it gives your life value and worth.

Click Slide 4

Ask:

Think about the many ways that your life has value and worth? This is again a question merely for your reflection.

Give the students a few seconds.

Say:

Because our value and worth comes from our identity as one created in God's image, there is no reason for us to either be overly proud of ourselves or to get down and beat ourselves up.

What are examples that make people feel like they are on top of the world? What are examples of things that might make a person feel worthless or useless?

(Students may say: they feel they have some worth/value when they get good grades, when they win a competition, when they are invited for special events, when they are publicly praised etc. They may feel useless/ worthless when people insult them; they're not accepted as part of a 'cool' gang, when parents/friends are disappointed with them, etc.)

Say:

We need to remember our worth lies in the fact that we're created in the image of God, which is much bigger than the circumstances that may cause us to question our self-worth. **Because of our innate worth, we need to respect ourselves.**

SELF-RESPECT means our inner values and our self-worth are based on our being teens of God, redeemed by Jesus.

This applies even for the virtual world. Remember your self-worth when confronted with things that make you feel uncomfortable. Remember what God calls you to be when you want to compromise. And most importantly, keep in mind that your value and worth comes from God. Let this reflection be the vision of yourself everywhere you go, even online.

C. Respecting my body

[Click Slide 5](#)

Say:

We have just learned about self-worth, self-value and self-respect. What are some things about yourself that you value? That you feel are of great worth?

(Students may say – their talents, their bodies, their intelligence, their health, etc.)

Say:

I have a story to share with you.

There was a little girl from a poor family. Her mother worked in a rich man's house. Sometimes the little girl went with her mother and she would find herself staring at the beautiful dolls that she saw in the rich man's house. She had none of her own, and she longed for one. Her mother realized this and saved up enough money to buy her a doll for Christmas. The little girl was ecstatic. She dressed her doll and took it everywhere. She never left it anywhere unsafe and she never gave it to anyone who she didn't trust. It was her mother's precious gift to her, and she did not let anyone touch it.

Say:

Let's say you have a great treasure. Something you really like. It's just yours. It's precious to you, like the little girl's doll was to her. You've been given this great treasure and told to take good care of it. It is delicate and can be hurt and damaged if not cared for the right way.

What will you do with it? (Pause)

How will you protect it? (Pause)

Wait for the students to respond.

Then **say:**

We take good care of our material belongings. How much more should we care about our bodies? For example, we may think that it doesn't matter what we wear because it's a personal choice. But the fact of the matter is that the personal choices we make are shared out there for everyone to see. When we don't dress appropriately, we are exposing ourselves. This can impact our reputation. Our bodies are meant to be covered and protected by us (that's why clothing exists), not meant for drawing unnecessary attention to ourselves and definitely not for exposing us to risks. Many times our appearance and how we dress tell others how we think about ourselves.

Modesty is a virtue that safeguards us as the precious gift God made. Immodesty says, "My body is the best thing about me –

the best part of who I am. Don't look at me as a person, but see me as an object." You will discuss some of this in with your parents at home.

Ask:

What does modesty in dress mean to you?

(Students may say- decency, dressing or behaving properly, acting/ dressing in a way that is appropriate to the situation or place, etc.)

Is it dressing in a way that your relatives would approve?

Does it mean covering your shoulders, thighs or other areas of your body?

Does it mean avoiding clothes that are tight and cling?

Say:

Respect your body; it is precious and keep it away from unnecessary attention and risk.

Then point to the ribbon on your shoulder and **ask:**

How many of you were distracted by the red ribbon on my shoulder? Did any of you focus on this ribbon rather than on what I was saying? This is just a *small* distraction. Often what a person wears can be MUCH more distracting and what you wear can say something different than what you actually want it to communicate. Think about this: Do I want what I wear to speak louder than what I say?

D. What do my actions reveal about me online?

(Put on an interesting looking hat)

Say:

What do you think about this hat? Do you think it's cool? fashionable? looks nice on me? I would like to hear your opinions.

[Click Slide 6](#)

Then say:

Everyone has an opinion about everything, whether they share it out loud or just think about it. That is the truth. It is very easy for us to just look at pictures and form opinions of what we see. Please keep this in mind when you post pictures of yourself on the internet. When something is posted online, it can be viewed not only by your friends, but by their friends, and it is often visible even to complete strangers. Anyone who views your photo or posting will form their own opinion just like you did when you saw my hat. This may be okay as long as your pictures do not reveal too much, either physically or in terms of information.

There are people online who steal other people's photos, change them (or not) and do horrible things with them. When you post information and photos online, you are always placing yourself at risk.

If someone misuses your photos or your personal information, it can spoil your reputation.

Reputation is an important word. Let's talk about it a little more.

What do you understand by the word "Reputation"?

Allow time for students to answer

Reputation refers to the beliefs or opinions that are generally held about someone. In other words, reputation means "what other people generally think of you" or "how would people describe you?"

Imagine reputation to be like a tree. It can grow as you water it and give it the right nutrients. A good, strong reputation can stand tall through all the storms that it may face.

Let's look at 2 stories.

Click Slide 7

Belinda believes that it's important to do the right thing no matter who is looking. She tells her parents about where she is going and what she is doing. Belinda considers others and thinks about her futures reputation before posting online, and does not

use the phone or internet when she is upset or angry. People around Belinda know that she stands for what is right.

Click Slide 8

Matt is a loving person, and enjoys having a good time. He is always trying new things, and he loves sharing with others. Matt makes friends easily.

One day, someone posted a mean rumor about Belinda on the internet. No one believed the rumor. Everyone knew that Belinda would never do such a thing and it must be false. The same day, someone posted an untrue rumor about Matt.

When people saw the rumor about Matt, they were shocked, but then they believed it. They had seen and not agreed with some of the choices they've seen Matt make before, and it was understandable that this could be true.

Neither Belinda, nor Matt are perfect. When a storm came in the form of a mean and untrue rumor, it affected Matt's reputation, but Belinda's reputation was able to stand firm.

Click Slide 9

Let's look at these pictures of trees

Matt's tree is a weak small tree with not many leaves. Belinda's tree is full of leaves and has a big trunk and even some fruit.

What were some things that Belinda did that helped build her reputation?

Suggested Answers: (She was transparent with responsible people in her life about where she was or what she did, she did not use her phone or internet when she was upset or angry, she stood for what was right)

What were some things that Matt did that broke down his reputation?

Suggested Answers: (he shared with everyone about the fun stuff he was doing all the time, even putting it on the internet, he

took risks, he seemed to be more carefree and somewhat careless, than careful)

Turn to your activity book page “My reputation” On the top of the page, draw an image of a tree to show what you feel your reputation is like right now. What do you think people think of you?

Next, write down what you feel you can do to help your reputation to grow and be strong. You can write about choices related to your school, church, home, and even your online activity.

Remember, modesty and reputation are not about putting on a good show for others.

They are about genuinely living wisely, and making smart choices about what we share, what we say, and what we do so that people don't misunderstand us.

Allow time for students to write what they think they can do to build their reputation.

It would be great to hear your thoughts on how you would like to build your reputation. Would anyone like to share any of the things that you would like to do in order to build your reputation.

Acknowledge and encourage any ideas if they are being shared.

In Belinda's story we saw that she stands strong on doing what is right. Each of you is special and has been created with a purpose. You are valued by God, and also by your family. You stand for things that are right, just and true. When life gets challenging, or when we face difficult choices, it can be easy to forget these things.

You will find a word list in your activity book. First circle all the letters that occur in your first name. For each letter you have circled, pick one quality or attribute that you would like people to use to describe you. If that letter occurs twice in your name, pick 2 qualities or attributes.

Once you have done that, write your name out in the space provided, with the first letter on the top of the box and the last letter on the bottom of the box. In front of each letter, write an attribute you circled corresponding to the letter.

Allow time to work on this activity.

That's great. I want you all to remember that this can be what you stand for. As you work on growing in these areas, your reputation will grow too. Stand strong even when storms come your way.

Say:

These are your personal reminders of what you can work on. I encourage you to share this with someone, maybe your parent, a sibling or a mentor...someone you trust and who can help hold you accountable to act in the way you'd like to do so. Others can help us build strong trees that can weather the storms.

E. Reflective reading and prayer.

[Click Slide 10](#)

INVITE everyone to stand in their places.

Say:

God has given us a precious gift – our bodies. He created us to reflect His likeness, to be like Him. Let's read these verses from the Bible.

1 Corinthians 6: 19-20

19 Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own;

20 you were bought at a price. Therefore, honor God with your bodies.

[Click Slide 11](#)

Say:

Let us pray together. (Make the sign of the Cross)

Dear God,

Thank You for creating us in Your image. Thank You for the worth that You have given to our lives.

Forgive us for not taking care of ourselves. Help us to be modest in our dress and appearances, and to value the life that you have given us. Help us to be careful in what we do online and protect us from all harm. Help us to keep the commitments we made today even at times when we're tempted to do wrong.

Amen.

Be sure they have the packets as they leave and remind them to give them to their parents when they get home.

GRADE 8 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



MODESTY AND REPUTATION
Activity Book

REFLECTION

'So, God created man in His own image, in the image of God He created him; male and female He created them.'

Genesis 1:27

I am created in God's image? How do I reflect God in my life, in my actions?

Knowing that I'm created to reflect God in my life, how does this truth make me feel?



MY REPUTATION TREE

What is your reputation like?

MY REPUTATION

What I can do to help my reputation to grow and be strong?

WORD LIST

Circle all the letters that occur in your first name. For each letter you have circled, pick one quality or attribute that you would like people to use to describe you. If that letter occurs twice in your name, pick 2 qualities or attributes.

A	Accountable Adaptable Adventurous Affectionate Ambitious	J	Joyous Just Judicious	S	Sensible Sensitive Sincere Smart Socialable Strong
B	Beautiful Bold Brainy Brave Brilliant	K	Kind Knowing Knowledgeable	T	Talented Thankful Tolerant Trustworthy
C	Charismatic Cheerful Compassionate Confident Courageous Creative	L	Lively Laid-back Likeable Lovable Loyal	U	Understanding Unique Upbeat Upstanding
D	Dependable Determined Diligent Dynamic	M	Mindful Modest Merciful Musical	V	Versatile Virtuous Vocal
E	Easygoing Efficient Empathetic Energetic Exuberant	N	Neat Nice Non-judgmental	W	Warm Well-mannered Willing Wise Witty
F	Faithful Fearless Focused Forgiving Friendly	O	Observant Open-minded Optimistic Organized Outgoing	X	eXcellent eXceptional eXtraordinary eXuberant
G	Generous Genuine Giving Good	P	Passionate Patient Persistent Practical Proactive	Y	Young-at-heart Youthful
H	Happy Hard-working Helpful Honest	Q	Quality Quiet Quirky	Z	Zealous Zesty Zippy
I	Imaginative Independent Intelligent Intuitive	R	Rational Receptive Reliable Resourceful		

Write your name out in the left column, with the first letter on the top of the box and the last letter on the bottom of the box. In front of each letter, write an attribute you circled corresponding to the letter.

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REFLECTIVE READING

‘So, God created man in His own image, in the image of God He created him; male and female He created them.’

Genesis 1:27

Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your bodies.

1 Corinthians 6: 19-20

PRAYER

Dear God,

Thank You for creating us in Your image.
Thank You for the worth that You have given
to our lives.

Forgive us for not taking care of ourselves.
Help us to be modest in our dress and
appearances, and to value the life that you
have given us. Help us to be careful in what
we do online and protect us from all harm.
Help us to keep the commitments we made
today even at times when we're tempted to
do wrong.

Amen.

GRADE 8 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



MODESTY AND REPUTATION
Parent Handout

Modesty and Reputation

Grade 8 - PARENT FOLLOW-UP SESSION

With children who attended the parish/school session

Instruction for the Parents

Your child attended a session on Compass Child Protection Children's program themed "Modesty and Reputation" with a focus on personal safety.

The classroom session was intended to open discussions with you, the parents, on these topics.

You are encouraged, sometime during the coming week, to set aside 30 minutes for a discussion with your child. This packet contains the material you will require to prepare for this discussion as well as step-by-step guide with suggested discussion questions.

Session Overview

The teacher discussed with the students how they are created in the image of God and how this should reflect in their lives and actions.

The concept of modesty was discussed. The importance of modesty both in their dressing, as well as in their online posting was discussed.

The teacher encouraged the students to think about the importance of their reputation. The students thought about what they would like to be described as.

The session ended with a reading of I Corinthians 6: 19-20 and a prayer.

Background Information for Parents

As you prepare to lead your child through a conversation on staying safe, *this background information is for you, not your children*, to better understand the issues.

Child sexual abuse is a form of abuse that includes sexual activity with, or in front of, a minor. When a person engages in this way, they are committing a crime that can have lasting effects on the child. **A child cannot consent to any form of sexual activity.**

The following are forms of child sexual abuse:

- Sending obscene phone calls, text messages, images or other communication.
- Touching a child's private parts.
- Forcing or tricking a child to touch the private parts of an adult or another child.
- Having sex of any kind.
- Exposing oneself.
- Producing, owning, or sharing pornographic images of children.
- Trafficking children for sex.
- Engaging in any other sexual conduct that is harmful to a child's mental, emotional, or physical development.

Some behavioral signs in children that may indicate sexual abuse include sudden and intense fears, trauma, isolation from others, drastic disruptions in temperament and coping styles, hygiene changes (such as bedwetting, refusing to bathe or washing excessively), being over-protective of siblings, sleep problems or nightmares, inappropriate sexual knowledge, or behaviors beyond their years, or running away from home.

Most sexual abusers have a pre-existing relationship with their victims and/or families. Sexual abusers have gained access, authority, and often the trust of both the child and parent. They may involve themselves in a family's life as well as appear to do

great things in the community – this is a way of being “hidden in plain sight” to gain access to children.

A process—often called “grooming”—is a way that abusers break down a child or young person’s physical, emotional, and behavioral boundaries while, at the same time, damaging their relationships with adults, their spiritual life, their values, and their sense of self. Make sure to know who is in your child's life, both children and adults. As part of a grooming process, potential abusers (also called predators) might give presents to or offer favors for children.

Grooming bribes or “guilt gifts” might include unexplained clothing, cash, jewelry, phones or trips. Parents should **know the source of any gifts and treats their child receives**. Children and teens should ask their parents before accepting ANY gifts.

Abusers use grooming tactics with parents and caregivers, too. Predators may be eager to babysit; they may offer “a shoulder to cry on” or financial help. They may pose as the wise counselor with sage advice (what a stressed parent often needs) or the go-to neighbor with exciting “treats” or offer to take a child on a family trip with them (things a lower-income parent may not be able to provide). These intentional behaviors are designed to trick the parent into trusting their child with the predator.

A predator’s boundary violations may become so entrenched into daily life that adults fail to recognize it. The people in a child’s life become convinced that the predator’s inappropriate behavior is safe. **If a child says that they have been abused, believe them—even if you think it’s impossible.**

It is common for children who are victims of abuse, including neglect, to blame themselves and believe a situation is their fault. Furthermore, this message may be reinforced by the person who is abusing them. It is our responsibility as their parents to let them know that it’s NOT THE CHILD’S FAULT, they

did NOT do anything wrong. This should be continuously reinforced—don't just say it one time and think that's enough. For kids to believe it, we have to say it over and over.

One of the most important ways we can keep our children safe is to have open and courageous communication. Encourage them to come to you when they are confused about anything or have questions. Clearly teaching the names of private body parts, enables a child to share with you accurately when they suspect abuse happening to a friend, or even to themselves.

Build strong communication bridges with your children so that when they have to talk about something heavy or hard, they are able to bring it to you with greater ease. For example, your child may step forward and share about a mistake they made, something a friend did, or an unjust situation. Your reaction to these situations determines their level of comfort in continuing to bring such things your way.

When your child does come to you, avoid reacting emotionally, and be supportive. Assure them that you love them and you will help them find a solution.

Parent-Child Discussion

Modesty:

Ask your teen their thoughts about modesty. What do you think about the word modesty? Do you think that it is relevant to you? What did you understand from what your teacher said?

Allow time for your teen to share their thoughts about modesty. Allow them to share their concerns, their ideas and their perspectives.

Remind them about what was said in the class:

Modesty is a virtue that safeguards us as the precious gift God made. Immodesty says, "my body is the best thing about me – the best part of who I am. Don't look at me as a person, but see me as an object."

Ask your teen: What is the best thing about you? How can you draw attention to it?

If your child's answer is something physical, talk about some of their strengths and talents. Help them understand that they are far more than what they look like. Also remind them, that physical appearance is only temporary and will change with age, and its best to grow in things that are internal and long lasting.

Say:

What are the kind of clothes that will draw attention to who you are on the outside and distract people from what you really want them to see in you?

Can we go to your wardrobe and decide on any 2 pieces of clothing that fall in this category, that you can give away? It will be a symbol of how you want people to see you for who you are, and not what you look like.

Reputation

Say:

During class, you heard stories about 2 teens. Let's go over those stories again.

Belinda believes that it's important to do the right thing no matter who is looking. She tells her parents about where she is going and what she is doing. Belinda considers others and thinks about her future's reputation before posting online, and does not use the phone or internet when she is upset or angry. People around Belinda know that she stands for what is right.

Matt is a loving person, and enjoys having a good time. He is always trying new things, and he loves sharing with others. Matt makes friends easily.

One day, someone posted a mean rumor about Belinda on the internet.

No one believed the rumor. Everyone knew that Belinda would never do such a thing and it must be false.

The same day, someone posted an untrue rumor about Matt.

When people saw the rumor about Matt, they were shocked, but then they believed it. They had not agreed with some of the choices they've seen Matt make before, and it was understandable that this could be true.

Neither Belinda, nor Matt are perfect. When a storm came in the form of a mean and untrue rumor, it impacted Matt's reputation, but Belinda's reputation was able to stand firm.

Say:

In class you were asked to draw a tree to show what your reputation was like. Let's take a look at your picture.

Say:

Why did you draw your tree like this? What do you think your reputation is like?

Allow time for your teen to explain. Encourage them and let them know that they can build their reputation.

Say:

What were the things that you decided that you would do to build your reputation?

Allow time for your teen to explain whatever they have written in their activity book. Help them to think about what they need to do, and the details of how they will do it. Let them know that they have your support.

Sometimes, teens may feel that their parents spoil their reputation by oversharing about their children to their friends. If your teen is struggling with this, apologize and let them know that you will support them and help them build their reputation.

Let's look at something your teacher said towards the end of the session:

Remember, modesty and reputation are not about putting on a show for others. They are about genuinely living wisely, and making smart choices about what we share, what we say, and what we do so that people don't misunderstand us.

How do you understand this? Do you agree?

Allow your child to share their thoughts about how it's important to be genuine and not put on a show for the sake of looking good on the outside.

How can we talk about things in an honest, but careful way, when we make mistakes, so that it does not spoil our reputation?

Discuss how you as a family can support each other when your teen makes a bad choice, or is going through a hard time.

Let's take a look at your name and what you described yourself as. Why did you choose these words?

Encourage your child, and tell them that each time someone calls their name, they can now remember what they stand for, who they are.

Prayer:

End with a time of prayer, asking God to help make good choices about modesty and reputation.

Modesty and Reputation

Grade 8 - Classroom Session

Your feedback is valued!

We hope that the materials were helpful in facilitating discussions with your children on these sensitive issues. Please answer the following questions to help us improve and update the curriculum.

1. What were the topics that were most helpful to both you and your child? How has it helped you?

2. On a scale of 1 (low) to 5 (high), please rate the following:

	1	2	3	4	5
Usefulness of the material for discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real life application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How can we make this curriculum more useful to you?

4. Did you face any difficulties while discussing the topics? If so, please describe.

5. Would you recommend this to other parents? Why or why not?