



Grade 7

W-7.3 ***The student will examine the wonder of the human reproductive process, and recognize how sexual development is unique and diverse.***

Due to the sensitivity of this lesson, it is recommended that, if at all possible, boys and girls receive separate instruction with a same sex teacher.

Attention!

Students, whose parents have requested exemption from human sexuality lessons, must not participate in this lesson.

Catechetical Focus

- We marvel at the complexity of the human body and how God has created its parts to work as a whole.

Note to the Catechist

- In this lesson, students will review the concept of puberty and all the changes associated with this stage of their life. They will also review the human reproduction system with terms appropriate to their grade level.
- During puberty, students sometimes become anxious about their bodies as they compare their development or lack of it with their peers. It is important to reassure students that they are all ok, that they all mature and develop at different rates and in ways unique to them. God has created each of them to be wonderful and unique and God isn't finished with them yet.
- Students need to have access to correct information about sexuality. Examples of responsible sources of correct information regarding sexuality are parents, teachers, church, guidance counsellors, medical professionals.

Theological Background

Scripture Commentary

- The scripture passages tell us that our sexuality, that is our whole being, and our being created male and female comes from God and that this is good.
- Our conception (being formed in the womb) and our birth is all part of God's plan which is unique for each person. We need to be in awe of how wonderfully God created us.
- It is part of God's plan for man and woman to be joined intimately in marriage, to love and cooperate in God's creation by transmitting the gift of life.

Scripture Texts

Gen. 1:27-31

27 So God created humankind in his image, in the image of God he created them; male and female he created them. 28 God blessed them, and God said to them, 'Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.' 29 God said, 'See, I have given you every plant yielding seed that is upon the face of all the earth, and every tree with seed in its fruit; you shall have them for food. 30 And to every beast of the earth, and to every bird of

the air, and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food.' And it was so. 31 God saw everything that he had made, and indeed, it was very good. And there was evening and there was morning, the sixth day.

Cor. 12:26

26 If one member suffers, all suffer together with it; if one member is honored, all rejoice together with it.

Ps. 139:13-15

13 For it was you who formed my inward parts; you knit me together in my mother's womb. 14 I praise you, for I am fearfully and wonderfully made. Wonderful are your works; that I know very well. 15 My frame was not hidden from you, when I was being made in secret, intricately woven in the depths of the earth.

Jer. 1:5

5 "Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations."

Gen. 2:21-24

21 So the LORD God caused a deep sleep to fall upon the man, and he slept; then he took one of his ribs and closed up its place with flesh. 22 And the rib that the LORD God had taken from the man he made into a woman and brought her to the man. 23 Then the man said, 'This at last is bone of my bones and flesh of my flesh; this one shall be called Woman, for out of Man this one was taken.' 24 Therefore a man leaves his father and his mother and clings to his wife, and they become one flesh.

Commentary on the Catechism of the Catholic Church

- We are called to accept our sexual identity in its diversity and uniqueness as each one of us is created in the image of God.
- We are designed for relationship with others and our sexual identity, male and female is complementary.
- Our sexuality is a gift that can lead to intimate relationships with the capacity to love and procreate.

CCC #355 "God created man in his own image, in the image of God he created him, male and female he created them.' [Gen 1:27] Man occupies a unique place in creation: (I) he is 'in the image of God'; (II) in his own nature he unites the spiritual and material worlds; (III) he is created 'male and female'; (IV) God established him in his friendship."

CCC #356 "Of all visible creatures only man is 'able to know and love his creator'. [GS 12 # 3] He is 'the only creature on earth that God has willed for its own sake', [GS 24 # 3] and he alone is called to share, by knowledge and love, in God's own life. It was for this end that he was created, and this is the fundamental reason for his dignity: 'What made you establish man in so great a dignity? Certainly the incalculable love by which you have looked on your creature in yourself! You are taken with love for her; for by love indeed you created her, by love you have given her a being capable of tasting your eternal Good'." [St. Catherine of Siena, Dialogue 4, 13]

CCC #357 "Being in the image of God the human individual possesses the dignity of a person, who is not just something, but someone. He is capable of self-knowledge, of self-possession

and of freely giving himself and entering into communion with other persons. And he is called by grace to a covenant with his Creator, to offer him a response of faith and love that no other creature can give in his stead."

CCC #2332 "Sexuality affects all aspects of the human person in the unity of his body and soul. It especially concerns affectivity, the capacity to love and to procreate, and in a more general way the aptitude for forming bonds of communion with others."

CCC #2333 "Everyone, man and woman, should acknowledge and accept his sexual identity. Physical, moral, and spiritual difference and complementarity are oriented toward the goods of marriage and the flourishing of family life. The harmony of the couple and of society depends in part on the way in which the complementarity, needs, and mutual support between the sexes are lived out."

Development of Lesson 7.3

W-7.3 *The student will examine the wonder of the human reproductive process, and recognize how sexual development is unique and diverse.*

Activity 1 - Get ready

- Reflect on the scripture passage Genesis 1: 27-31. Reflect on, and then discuss “What is God saying to us in this passage?”
- Complete **Reflection on Growing**.
- View a video or diagrams to review puberty, the human reproductive system, and fetal development.
- Complete **Sexual Growth Review**.

Activity 2 - Explore and apply

- Complete the graphic organizer, **Sexual Development Concept Frame**.
- Hand out slips of paper for questions/comments about sexual development.

Activity 3-Extend and commit

- Complete **A New You**.
- Discuss the importance of having correct information about sexuality. Name some responsible sources of correct information. See Teacher Background.

Teacher Background

- Examples of responsible sources of correct information regarding sexuality are parents, teachers, church, guidance counsellors, medical professionals.

Recommended Resources

“**Life Begins**” (CD ROM: Quality Multimedia, phone number 1 800 594 9769) – use only sections that are appropriate to this lesson.

Reflection on Growing

Growth is part of God's plan for all creation. For growth to occur, the middle stage is most important. Growth seems to take place inside; at times there is no evidence of growth on the outside. Care and attention must be given to the middle or in-between stage for a healthy change to take place.

- How is adolescence an in-between stage of growth?
- What changes are occurring on the outside?
- What changes are occurring on the inside?
- How are the physical, emotional, spiritual changes you are experiencing the same or different than your peers?
- How do your peers respond to others that are developing at different rates? Name ways to show respect for the unique and diverse development of yourself and your peers.
- What do you like about being in this in between stage of development?
- What do you find challenging about being in this in between stage of development?

A New You!

As your body matures and changes, it takes a while to get used to the new you. It takes time to become an adult. Be patient with yourself, God isn't finished with you yet. You can handle the changes that are happening to you, take your time! Take some time, now, to reflect on some of the changes you may be experiencing.

Relationships

In what way do you think that relationships with your friends are changing?

Have the rules about friendship changed?

In what way do you think your relationship with your parents is changing?

Responsibilities

What new responsibilities do you have now that you are growing up?

What could you do if you are having some trouble fulfilling a responsibility?

Activities and Interests

What activities do you enjoy the most?

Do you find that you are interested in different things than you were three or more years ago?

Student Handout

Sexual Growth Review

In the following text, please use the italicized words at the beginning of each section to fill in the appropriate blanks. The male and female bodies are marvellous creations of God. It is through the reproductive systems that we are able to share in the creation of new life. Our bodies are gifts to be respected and cared for, so that when we are married and able to have children, we can do so.

God, reproductive, new life, sperm, egg

_____ has given both men and women very important roles in human reproduction. Reproduction is the way that God gives the gift of _____ to parents.

The purpose of the male reproductive system is to produce and release _____ cells. The purpose of the female _____ system is to mature _____ cells and to provide a safe environment for the development of new life.

puberty, testicles, penis, legs

The two main organs of the **male reproductive system** are the testicles and the penis. Sperm cells are produced in the two _____. These two organs are held in a small sack of skin called the *scrotum*. The scrotum hangs down between the legs of the man. The testicles must be kept cooler than body temperature in order to produce sperm. When a young man enters _____, the testicles begin to produce sperm and they will be able to throughout the man's life.

When the sperm are produced they move to the *epididymis*. This is a storage place just above the testicles where the sperm cells can mature. When they are mature, the sperm moves into the body through a tube called the *vas deferens*. Now the sperm is kept in the *seminal vesicle*.

When a man is sexually aroused, the seminal vesicle will release some sperm and another gland, called the *prostate*, will add a milky white substance to the sperm. This fluid is *semen* and it keeps the sperm alive. Semen leaves the body through a tube in the *penis* called the *urethra*.

The penis hangs down between a man's _____ just in front of the scrotum. It is made of spongy tissue that will fill with blood when a man is sexually aroused. This makes the penis become longer and firmer. This is an *erection*. When a man has an erection, sperm may leave the body.

An *ejaculation* is semen leaving the body through the _____. The semen carries between 50 and 100 million sperm cells.

uterus, egg, vagina

The ovaries are the main organs in the **female reproductive system**. It is the function of the ovaries to store and mature egg cells. _____ cells are present in the ovaries from the time a woman is born. Once puberty has begun in a young woman, the ovaries begin to release a mature egg into a *fallopian tube*.

There is a fallopian tube leading from each ovary to the *uterus*. The uterus is a hollow, pear-shaped organ whose walls are muscle. This is so that the uterus can grow to accommodate the growing baby. It is the responsibility of the _____ to protect the baby.

Below the uterus is the *vagina*. This tube connects the uterus to an opening between the mother's legs. When a baby is born, it is pushed out of the uterus through the _____.

All of the woman's reproductive organs are inside her body in the *pelvic* area. This is the region between her two hips.

uterus, ovaries, baby, menstruation

When a young woman enters puberty, she begins to *ovulate*. This means that eggs will mature in her _____, and one will be released once every 28 or so days. When a mature egg is released into the fallopian tube, it travels down the tube toward the uterus. This trip takes three or four days.

If a woman ovulates and there is sperm present in her body, a sperm cell may unite with the egg in the fallopian tube. This is *conception* – the beginning of life. The mother is now *pregnant* and the new baby begins to develop in the uterus.



Every time a woman ovulates, her _____ prepares to take care of a new life. Its preparation includes building up a thick, spongy lining of blood tissue on the inside walls. If the egg is fertilized, then the new baby will implant itself in this lining. This lining is called the *placenta* and it nourishes the _____ throughout its development.

If there is no sperm present in the woman's body to unite with the egg, the egg will disintegrate within a couple of days. If this happens, then there is no need for the lining of the uterus to remain there. The lining will break down and it will leave the uterus via the vagina. This is called *menstruation*. It is often referred to as a woman's *period*.

A woman will have her menstrual period about 14 days after ovulation and the flow, or shedding of the lining, will last anywhere from three to seven days. _____ will not occur during a pregnancy because the lining of the uterus is necessary for the developing baby.

baby, cell, birth

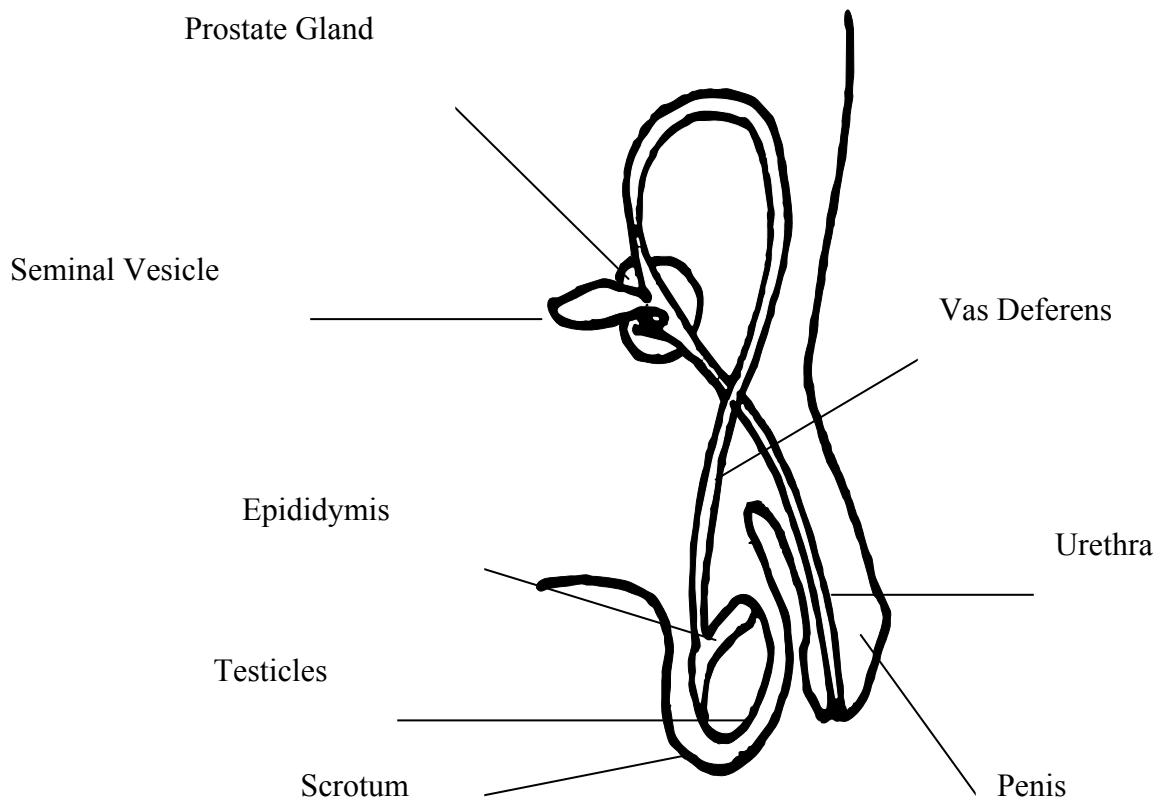
Once an egg is united by a sperm, the uterus knows that it needs to keep its lining for the new baby. The new baby develops very quickly. The egg and sperm join to create one new human cell, and this _____ immediately divides into two, the two cells become four, and the four cells become eight, and so on. Soon there are millions of cells. These cells soon develop into organs, bones, hair, and everything else.

It takes about 40 weeks for a baby to fully develop. By the end of the 12th week, all of the body's systems are present in the baby. By the end of the 24th week, the _____ is almost fully formed. This is the earliest time that a baby could possibly survive outside of the uterus, but the chances of survival are rare. Only one-third of babies born this early live and of those babies many have complications.

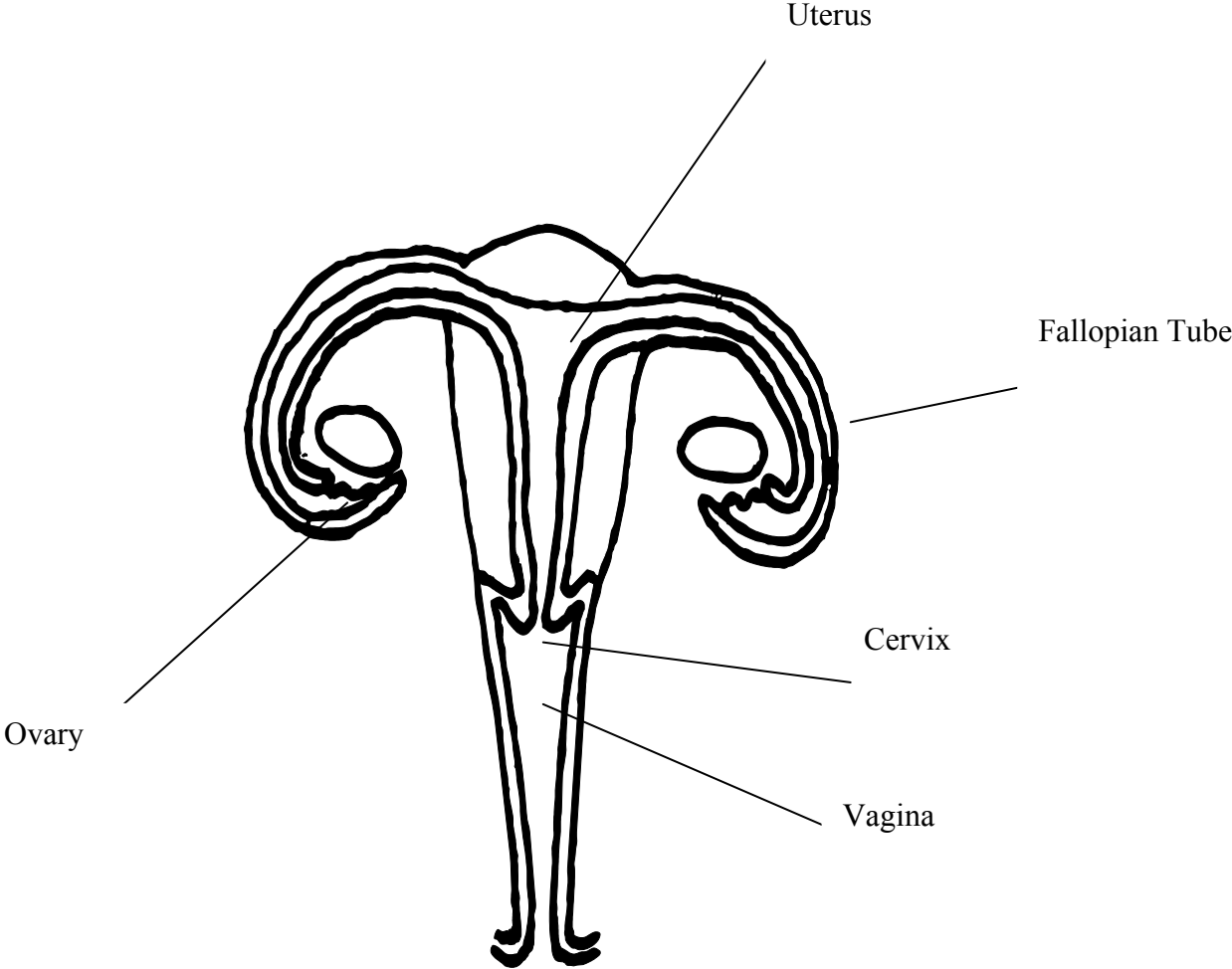
During the final 12 to 16 weeks, the baby will continue to develop and grow.

When the 40 weeks have passed, the muscles of the uterus turn the baby into position for _____. The baby is usually pushed head first through the vagina out of the mother's body.

Male Reproductive System



Female Reproductive System



Sexual Development Concept Frame

Key Concept:

Sexual Development

List **ten** key words.

Write a definition or explanation in your own words.

Write two questions you still have about sexual development.

List **five** facts about puberty.

List **five** facts about reproduction.

List two ways adolescence can show respect for the unique and diverse rate of development of their peers.

W-7.12 *The student will explore the effects of social influences regarding gender roles and gender equity; e.g. media, culture, and religion.*

Attention!

Students, whose parents have requested exemption from human sexuality lessons, must not participate in this lesson.

Catechetical Focus

- We are called to make life-giving choices.
- We discern what is good and right for a healthy lifestyle through prayer, church teaching, personal reflection, an informed conscience and the wise counsel of others.

Note to the Catechist

- In this lesson students will explore gender roles and what influences their concept of gender.
- Students need to come to accept and respect their own and others' femaleness and maleness.
- Students need to become aware of how their language and actions may be hurtful and disrespectful of others when they use terms like "fag", "gay", etc. whether it be done with intent to hurt or tease (e.g. female hockey players need to be respected and recognized as much as male hockey players, and males should not be teased or discouraged from careers such as nursing or culinary arts.)
- Students will also examine how media can reduce the human person to an object. Pornography degrades a human person. Pornography is defined as pictures, films, or writing deliberately intended to arouse sexual excitement.

Theological Background

Scripture Commentary

- The first passage reminds us that everyday we encounter situations that present us both good (life) and evil (death). If we choose to cling to God (who is Good) and follow God's way, this will bring us life and give life to others.
- We are called to search out what is good and right, to hold on to what is just, true and pure and to let the Spirit guide us.
- We are reminded to turn to God, scripture and prayer to help us make choices.

Scripture Texts

Dt. 30:15-20

15 See, I have set before you today life and prosperity, death and adversity. **16** If you obey the commandments of the LORD your God that I am commanding you today, by loving the LORD your God, walking in his ways, and observing his commandments, decrees, and ordinances, then you shall live and become numerous, and the LORD your God will bless you in the land that you are entering to possess. **17** But if your heart turns away and you do not hear, but are led astray to bow down to other gods and serve them, **18** I declare to you today that you shall perish; you shall not live long in the land that you

are crossing the Jordan to enter and possess. 19 I call heaven and earth to witness against you today that I have set before you life and death, blessings and curses. Choose life so that you and your descendants may live, 20 loving the LORD your God, obeying him, and holding fast to him; for that means life to you and length of days, so that you may live in the land that the LORD swore to give to your ancestors, to Abraham, to Isaac, and to Jacob.

Is. 11:2-3

2 The spirit of the LORD shall rest on him, the spirit of wisdom and understanding, the spirit of counsel and might, the spirit of knowledge and the fear of the LORD. 3 His delight shall be in the fear of the LORD. He shall not judge by what his eyes see, or decide by what his ears hear.

Mt. 7:7-11

7 'Ask, and it will be given you; search, and you will find; knock, and the door will be opened for you. 8 For everyone who asks receives, and everyone who searches finds, and for everyone who knocks, the door will be opened. 9 Is there anyone among you who, if your child asks for bread, will give a stone? 10 Or if the child asks for a fish, will give a snake? 11 If you then, who are evil, know how to give good gifts to your children, how much more will your Father in heaven give good things to those who ask him!

Phil. 4:4-9

4 Rejoice in the Lord always; again I will say, Rejoice. 5 Let your gentleness be known to everyone. The Lord is near. 6 Do not worry about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. 7 And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus. 8 Finally, beloved, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. 9 Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.

Commentary on the Catechism of the Catholic Church

- Human beings are created free. Part of our humanity is living with temptation. We are called to critique the internal and external influences that surround us, for example mass media.
- Through forming one's conscience and through prayer we are called to reflect upon and discern our choices.

CCC #1783 "Conscience must be informed and moral judgment enlightened. A well-formed conscience is upright and truthful. It formulates its judgments according to reason, in conformity with the true good willed by the wisdom of the Creator. The education of conscience is indispensable for human beings who are subjected to negative influences and tempted by sin to prefer their own judgment and to reject authoritative teachings."

CCC #2496 "The means of social communication (especially the mass media) can give rise to a certain passivity among users, making them less than vigilant consumers of what is said or shown. Users should practice moderation and discipline in their approach to the mass media. They will want to form enlightened and correct consciences the more easily to resist unwholesome influences."

CCC #2847 "The Holy Spirit makes us discern between trials, which are necessary for the growth of the inner man, [Cf. Lk. 8:13-15; Acts 14:22; Rom 5:3-5; 2 Tim 3:12] and temptation, which leads to sin and death. [Cf. Jam 1:14-15] We must also discern between being tempted and consenting to temptation. Finally, discernment unmasks the lie of temptation, whose object appears to be good, a 'delight to the eyes' and desirable, [Cf. Gen 3:6] when in reality its fruit is death. 'God does not want to impose the good, but wants free beings.... There is a certain usefulness to temptation. No one but God knows what our soul has received from him, not even we ourselves. But temptation reveals it in order to teach us to know ourselves, and in this way we discover our evil inclinations and are obliged to give thanks for the goods that temptation has revealed to us.'" [Origen, Deorat 29: PG 11, 544 CD]

Development of Lesson 7.12

W-7.12 *The student will explore the effects of social influences regarding gender roles and gender equity; e.g. media, culture, and religion.*

Activity 1 - Get ready

- Read and discuss Philippians 4:4-9.
- Complete **Reflection on Gender Roles**. Have a class discussion about the students' responses.
- Create a thought web defining things that influence our opinions regarding being male or female.

Activity 2 - Explore and apply

- Read **Being Male and Female**.
- Discuss how our gender influences the choices we make and how we interact with others.
- Discuss how our task as Christians is to develop the best qualities of both sexes into our personalities.
- Read John 3:1-30, Jesus and the woman at the well. Examine how this story illustrates Jesus breaking through gender roles by speaking to a woman.
- Name ways to show respect for each other's maleness or femaleness.
- Define pornography (see Note to Catechist). Discuss how pornography degrades the human person and makes them into an object.

Activity 3 - Extend and commit

- Research how different cultures define gender roles. Examine how this affects our lives.
- Reflect on the following: "God calls me to be male." or "God calls me to be female."

Student Handout

Reflection on Gender Roles

Critiquing the media.

| | | |
|---|--|---|
| Name five T.V. shows with a female heroine. | Name five T.V. shows with a male hero. | What does this tell you? Are any stereotypes implied here? |
|---|--|---|

Critiquing our culture.

| | | |
|--|--|---|
| List five or more international female athletes. | List five or more international male athletes. | What does this tell you? Are there any stereotypes implied here? |
|--|--|---|

Share your responses with a friend.

Reflect upon and respond to these questions:

- Do you believe that females and males should perform the same tasks at home? Why or why not?

- Do you think that females should play hockey or football?

- Do you think that males should take dance or figure-skating lessons?

- What types of toys are advertised as “cool” for boys?

- What types of toys are advertised as “in” for girls?

Student Handout

Being Male and Female

God created human beings with two different genders. We are either male or female. Our maleness or femaleness is our **gender**. At the moment of conception, chromosomes decide our gender, if we are male or female. If two X chromosomes meet, then the baby will be a girl. If the baby is a boy, then an X and a Y chromosome have come together.

Gender roles are the ways we learn to conform to specific role expectations in our society. Our society often expects certain behaviours from boys and different behaviours from girls. Gender specific roles dictate that if you are a girl or a boy, or a woman or a man, you must perform these specific roles, and do them well. Can you name some specific male and female gender roles?

God has also created us to experience life fully. Gender roles may limit our choices and our ability to live fully. We should all be able to share our gifts, no matter what they are, for the good of all.

Most of the attitudes and behaviours that boys and girls develop in our society are learned. We are not born this way, but because of how we are treated and what we learn to do and play with, we learn **gender roles**.

Where do we learn these gender roles? We learn them from our families, our friends, the media, our culture and our society. Generally, our families model traditional male and female roles for us. Mom has certain responsibilities and activities, and Dad has other responsibilities and activities. We witness these and then try to copy them. Our friends may influence us by convincing us to play with certain toys and to have specific interests.

The media perpetuates gender roles in our society by portraying males and females in very traditional gender roles. In many television shows, the girls play with dolls, while the boys play at sports. The mothers are the nurturers, and the fathers are the breadwinners. The women need saving, and the men are the ones to do the saving. The women are emotional, sensitive, and whiny. The men are strong, aloof, and rational. These are often the images that we find in movies and on television.

Think, also, about the way people in the media look. They don't seem quite real. Their appearance is beautiful, almost perfect. We look up to them and we try to imitate them. We have images of what we think we should look like and we may overstress ourselves to have the perfect hair, teeth, or body.

Our society pressures us to conform to gender roles by maintaining beliefs and values that are gender specific. We often hear the phrases "act like a man," "boys don't cry," "be ladylike," and ... All of these conjure up images of expectations and attitudes that society suggests boys and girls live up to.

Sometimes, our culture may shape our gender roles. Cultural traditions will dictate how men and women act, work, and think.

W-7.13A *The student will examine the influences on personal decision making for responsible sexual behaviour; e.g. family, cultural beliefs and religious and social values.*

W-7.13B *The student will explore the personal decision making process from a Catholic perspective.*

Attention!

Students, whose parents have requested exemption from human sexuality lessons, must not participate in this lesson.

Catechetical Focus

- We are called to make life-giving choices.
- We discern what is good and right for a healthy lifestyle through prayer, church teaching, personal reflection, an informed conscience and the wise counsel of others.
- We are called to respect the dignity and needs of others.

Note to the Catechist

- In this lesson students will explore who and what influences the choices they make about sexual behaviours. They will identify positive and age appropriate ways of expressing their sexuality as well as learn strategies for resisting negative pressure.
- Sexuality includes all aspects of being male or female, this includes the effect being male or female has on our relationships with others and the feelings we have about oneself.
- Sexual behaviour encompasses language used, movies and television shows watched, dating, and sexual activity.
- Positive and appropriate ways for expressing their sexuality or dealing with feelings of attraction include: outings with a group of friends, writing positive poetry or letters, sending appropriate notes, shopping together, joining a youth group, doing a hobby or sport you enjoy together, giving a genuine compliment, smiling at each other, sitting together at lunch time.
- The collage students make is to look at positive messages in the media so as not to focus on the abundance of negative messages in the media.

Theological Background

Scripture Commentary

- God is always there to support us, we need only ask for the Spirit to guide us.
- God calls us to holiness and a chaste life that includes controlling our own body in holiness and honor.
- Responding to God's call leads us to the fruits of the Spirit of love, joy, and peace.
- God calls us to freedom. Freedom is about 'loving your neighbour as yourself', and is not about indulging in what pleases us. Responsible (sexual) behaviour is about living by the Spirit not about gratifying our physical desires.

Scripture Texts

Philippians 4:4-9

4 Rejoice in the Lord always; again I will say, Rejoice. 5 Let your gentleness be known to everyone. The Lord is near. 6 Do not worry about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. 7 And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus. 8 Finally, beloved, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. 9 Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.

Jn. 15:12-13

12 'This is my commandment, that you love one another as I have loved you. 13 No one has greater love than this, to lay down one's life for one's friends.

Gal. 5:13-26

13 For you were called to freedom, brothers and sisters; only do not use your freedom as an opportunity for self-indulgence, but through love become slaves to one another. 14 For the whole law is summed up in a single commandment, 'You shall love your neighbour as yourself.' 15 If, however, you bite and devour one another, take care that you are not consumed by one another. 16 Live by the Spirit, I say, and do not gratify the desires of the flesh. 17 For what the flesh desires is opposed to the Spirit, and what the Spirit desires is opposed to the flesh; for these are opposed to each other, to prevent you from doing what you want. 18 But if you are led by the Spirit, you are not subject to the law. 19 Now the works of the flesh are obvious: fornication, impurity, licentiousness, 20 idolatry, sorcery, enmities, strife, jealousy, anger, quarrels, dissensions, factions, 21 envy, drunkenness, carousing, and things like these. I am warning you, as I warned you before: those who do such things will not inherit the kingdom of God. 22 By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, 23 gentleness, and self-control. There is no law against such things. 24 And those who belong to Christ Jesus have crucified the flesh with its passions and desires. 25 If we live by the Spirit, let us also be guided by the Spirit. 26 Let us not become conceited, competing against one another, envying one another.

1 Thess. 4:3-7

3 For this is the will of God, your sanctification: that you abstain from fornication; 4 that each one of you know how to control your own body in holiness and honor, 5 not with lustful passion, like the Gentiles who do not know God; 6 that no one wrong or exploit a brother or sister in this matter, because the Lord is an avenger in all these things, just as we have already told you beforehand and solemnly warned you. 7 For God did not call us to impurity but in holiness.

Commentary on the Catechism of the Catholic Church

- Human beings are free to choose their actions and thus are responsible for their actions.
- Good conscience formation helps us to make choices that are right and good. Informing one's conscience is a lifelong task and requires that we consult scripture, the teachings of the Church and engage actively in prayer. We are also aided by the witness and advice of others who live according to their informed conscience.
- Living according to one's conscience guarantees freedom and peace of heart and mind.

CCC #1731 "Freedom is the power, rooted in reason and will, to act or not to act, to do this or that, and so to perform deliberate actions on one's own responsibility. By free will one shapes one's own life. Human freedom is a force for growth and maturity in truth and goodness; it attains its perfection when directed toward God, our beatitude."

CCC #1784 "The education of the conscience is a lifelong task. From the earliest years, it awakens the child to the knowledge and practice of the interior law recognized by conscience. Prudent education teaches virtue; it prevents or cures fear, selfishness and pride, resentment arising from guilt, and feelings of complacency, born of human weakness and faults. The education of the conscience guarantees freedom and engenders peace of heart."

CCC #1785 "In the formation of conscience the Word of God is the light for our path, [Cf. Ps 119:105] we must assimilate it in faith and prayer and put it into practice. We must also examine our conscience before the Lord's Cross. We are assisted by the gifts of the Holy Spirit, aided by the witness or advice of others and guided by the authoritative teaching of the Church.

Development of Lesson 7.13A

W-7.13A *The student will examine the influences on personal decision making for responsible sexual behaviour; e.g. family, cultural beliefs and religious and social values.*

Activity 1 - Get ready

- Read Galatians 5: 13-26. Reflect on and discuss what is responsible sexual behaviour.
- Name examples of what is a healthy pressure toward sexual behaviour and what is an unhealthy pressure?
- Discuss why it is important for people to choose not to engage in sexual activity until they are married.

Activity 2 – Explore and apply

- Complete the graphic organizer, **Influences on Sexual Behaviour**. Discuss strategies young people can use to not be influenced or pressured into engaging in inappropriate sexual behaviour.
- Complete **101 Ways to Resist the Pressure**

Activity 3 - Extend and commit

- Create a class collage of the messages we receive from the media about healthy sexual behaviour. Students might use magazine advertisements, movie posters, song lyrics,... In the centre of the poster, write a slogan that summarizes responsible sexual behaviour and promotes abstinence.

Recommended Resources

“Life Begins” (CD ROM: Quality Multimedia, phone 1 800 594 9769) *use the Life Choices section-self esteem, the real you

Abstinence: Health Facts (Book: ISBN 1-56071-502-2) *use chapter 5; Various forms of media, magazines, music, video clips etc.

Believe in Me (Religion 7 program from NORE, theme 3.3)

Catholic Values and Sexuality (Videos and manual by Rev. John Forliti)

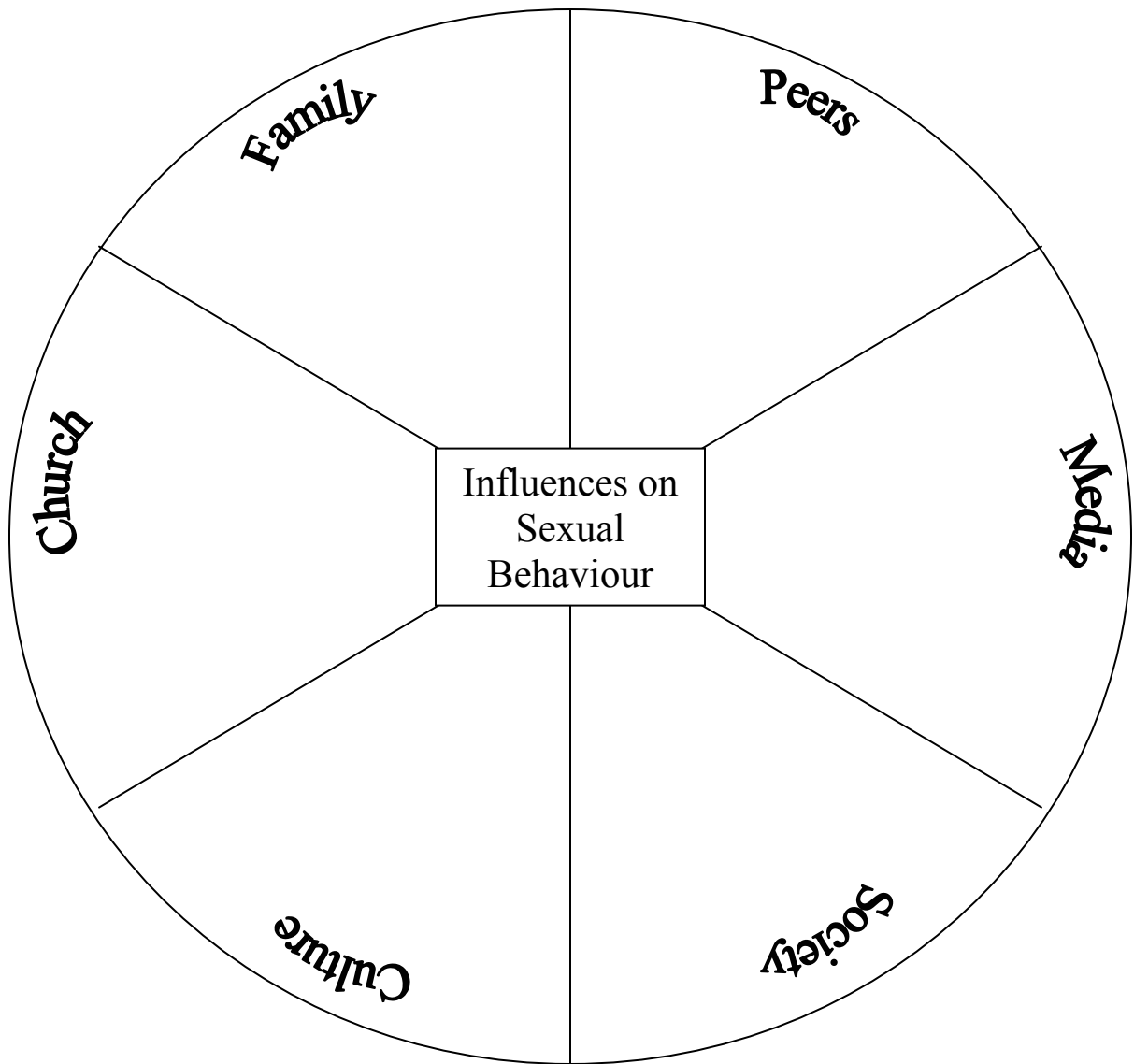
Student Handout

Influences on Sexual Behaviour

Complete the chart below and then respond to these questions:

Which of the influences provide a healthy pressure toward sexual behaviour? Describe how.

Which of the influences might provide an unhealthy pressure toward sexual behaviour? Describe how.



Student Handout

101 Ways to Resist the Pressure

List 10 or more strategies you can use to **not** be influenced or pressured into engaging in sexual behaviour.

List 10 or more strategies you can use to reverse the pressure and influence others to make positive choices about sexual behaviour.

Combine your ideas with your classmates to develop a poster of “101 Ways to Resist the pressure”.

W-7.13B *The student will explore the personal decision-making process from a Catholic perspective.*

Attention!

Students, whose parents have requested exemption from human sexuality lessons, must not participate in this lesson.

Catechetical Focus

- We are called to make life-giving choices.
- We discern what is good and right for a healthy lifestyle through prayer, church teaching, personal reflection, an informed conscience and the wise counsel of others.
- We are called to respect the dignity and needs of others.
- Our moral conscience is formed in the light of Sacred Scripture, Gospel values and the teachings of the Church. It guides our choices and decisions.

Note to Catechist

- In this lesson students will review a Christian decision making model, “Observe, Judge, Act”, and evaluate how they apply this model to important moral decisions.
- Many decisions young people make about their sexuality involve using their conscience. It is important for students to realize how they need to inform their conscience in order to make wise decisions that give life to self and others.

Development of Lesson 7.13B

W-7.13B *The student will explore the personal decision-making process from a Catholic perspective.*

Activity 1 - Get ready

- Read Jeremiah 31:33 and Galatians 5:13-14. Reflect on and discuss “What is this passage saying to us?”
- Review the Observe, Judge, Act model for making good decisions from their Religion text, Believe in Me page 59.

Activity 2 - Explore and apply

- Read Catechism of the Catholic Church #1785 and #1731. Discuss how this perspective affects the decisions adolescents make.
- Brainstorm a list of important decisions adolescents make.
- Choose one important decision they have made recently. Describe the method they used to make the decision. Analyze their decision with the use of the Observe, Judge, Act, Re-evaluate decision-making process.
- Discuss the Re-evaluate stage of the decision-making process. Reflect on whether or not they would have made the same decision if they had used this decision-making process. Reflect on “What do I need to do now?”

Activity 3 - Extend and commit

- Track the important decisions they make for the next week using **Reflection on My Decisions**. Include a description of how they made the decision. At the end of the week reflect on and analyze the times they used the Christian decision making process. Write how they feel about the decisions they have made.

Recommended Resources

Believe in Me (Religion 7 program from NORE, theme 3.3)

Catholic Values and Sexuality (Videos and manual by Rev. John Forliti Lesson 6)

Student Handout

Reflection on My Decisions

List the important decisions you made this week. Describe how you made each decision.

Describe how you used the Christian decision-making process.

Looking back on the decisions you have made, describe how you feel about these decisions. What would you change if you had to make this decision again?

W-7.14A *The student will examine our Christian principle of human dignity and how this calls us to a chaste life.*

W-7.14B *The student will explore abstinence as a faithful response to God's call.*

Attention!

Students, whose parents have requested exemption from human sexuality lessons, must not participate in this lesson.

Catechetical Focus

- We are called to make life-giving choices.
- We discern what is good and right for a healthy lifestyle through prayer, church teaching, personal reflection, an informed conscience and the wise counsel of others.
- Our moral conscience is formed in the light of Sacred Scripture, Gospel values and the teachings of the Church. It guides our choices and decisions.
- We are called to respect the dignity and needs of others.
- Chastity and purity are virtues of great value.
- Everyone is called to and capable of living a chaste life.
- Our bodies are temples of the Holy Spirit.

Note to the Catechist

- In this lesson students will explore the concepts of human dignity and chastity. They will begin this exploration by examining the incarnation and recognizing how this event gives all human life dignity.
- The greatest gift one can give to another person is the gift of oneself. Every time the gift of oneself is given to another and then the gift is rejected, self-respect, sense of value, and sense of dignity is lost.
- As Catholic Christians, we are all called to a chaste life, a life that shows a reverence and regard for others. We believe that sexuality is a special gift from God and that we are called to respect it by engaging in sexual activity only within a marriage.
- Abstinence is a faithful response to God's call to live a chaste life. There is no risk of exploitation, being emotionally scarred, contracting sexually transmitted diseases, or unwanted pregnancies. The fruits of a chaste life are a sense of dignity and the freedom God gave us.
- We have the right to stand up for ourselves, to show others that we are worthy of respect and dignity. When faced with a request that we do not wish to honor, we can say "no", politely, firmly, and positively.

Theological Background

Scripture Commentary

- The passage from Luke highlights that the incarnation, Jesus taking on our humanity, gives all human life dignity. By God taking on human form in the person of Jesus, our humanity is given great dignity and honor, which leads us to a greater respect of human life.
- God entered into our humanity to be in relationship with us. We find in Scripture a view of morality that is based on an intensely vital and personal relationship with God.
- A chaste life is purity and holiness achieved by choosing what is true, honorable, just and pure.
- Choosing abstinence is our response to God's call to live a chaste life before marriage. It involves self-control and self-giving.

Scripture Texts

Philippians 4:8

8 Finally, beloved, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things.

1 Jn. 1:1-4

1 We declare to you what was from the beginning, what we have heard, what we have seen with our eyes, what we have looked at and touched with our hands, concerning the word of life— 2 this life was revealed, and we have seen it and testify to it, and declare to you the eternal life that was with the Father and was revealed to us— 3 we declare to you what we have seen and heard so that you also may have fellowship with us; and truly our fellowship is with the Father and with his Son Jesus Christ. 4 We are writing these things so that our joy may be complete. (key point: God entered into humanity)

Gal. 5:22-26

22 By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, 23 gentleness, and self-control. There is no law against such things. 24 And those who belong to Christ Jesus have crucified the flesh with its passions and desires. 25 If we live by the Spirit, let us also be guided by the Spirit. 26 Let us not become conceited, competing against one another, envying one another.

Mat. 5:27-30

27 'You have heard that it was said, "You shall not commit adultery." 28 But I say to you that everyone who looks at a woman with lust has already committed adultery with her in his heart. 29 If your right eye causes you to sin, tear it out and throw it away; it is better for you to lose one of your members than for your whole body to be thrown into hell. (Gk Gehenna) 30 And if your right hand causes you to sin, cut it off and throw it away; it is better for you to lose one of your members than for your whole body to go into hell.

Luke 2:1-7

1 In those days a decree went out from Emperor Augustus that all the world should be registered. 2 This was the first registration and was taken while Quirinius was governor of Syria. 3 All went to their own towns to be registered. 4 Joseph also went from the town of Nazareth in Galilee to Judea, to the city of David called Bethlehem, because he was descended from the house and family of David. 5 He went to be registered with Mary, to whom he was engaged and who was expecting a child. 6 While they were there, the time came for her to

deliver her child. 7 And she gave birth to her firstborn son and wrapped him in bands of cloth, and laid him in a manger, because there was no place for them in the inn. (key point: incarnation....gives all human life dignity)

Commentary on the Catechism of the Catholic Church

- Chastity is, too often, confused with the terms celibacy and abstinence. Chastity is a virtue that holds a deep reverence and regard for one's dignity and the dignity of others. Thus, all people whether married or single, are called to live a chaste life. Celibacy, on the other hand, refers to one who chooses or has vowed to remain unmarried.
- Abstinence is the voluntary choice to refrain from sexual activity.
- Living a chaste life means to be self-giving, not selfish in relationships with others. Chastity is purity of mind and body. (see appendix)

CCC #2347 "The virtue of chastity blossoms in friendship. It shows the disciple how to follow and imitate him who has chosen us as his friends, [Cf. Jn 15:15] who has given himself totally to us and allows us to participate in his divine estate. Chastity is a promise of immortality. Chastity is expressed notably in friendship with one's neighbor. Whether it develops between persons of the same or opposite sex, friendship represents a great good for all. It leads to spiritual communion."

CCC #2337 "Chastity means the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being. Sexuality, in which man's belonging to the bodily and biological world is expressed, becomes personal and truly human when it is integrated into the relationship of one person to another, in the complete and lifelong mutual gift of a man and a woman. The virtue of chastity therefore involves the integrity of the person and the integrality of the gift.

Truth and Meaning of Human Sexuality # 17 Chastity is the joyous affirmation of someone who knows how to live self-giving, free from any form of self-centred slavery. This presupposes that the person has learnt how to accept other people, to relate with them, while respecting their dignity in diversity. The chaste person is not self-centred, not involved in selfish relationships with other people. Chastity makes the personality harmonious. It matures it and fills it with inner peace. This purity of mind and body helps develop true self-respect and at the same time makes one capable of respecting others, because it makes one see in them persons to reverence, insofar as they are created in the image of God and through grace are children of God, re-created by Christ who "called you out of darkness into his marvellous light" (1 Peter 2:9).

Development of Lesson 7.14A

W-7.14A *The student will examine our Christian principle of human dignity and how this calls us to a chaste life.*

Activity 1 - Get ready

- Read and reflect on the Luke 2: 1-7. Discuss how the incarnation gives all human life dignity. (Refer to Scripture Commentary) By God taking on human form in the person of Jesus, our humanity is given great dignity and honor, which leads us to a greater respect of human life.
- Discuss how all humans have great value in God's eyes.
- Complete the web **Dignity**. Use the ideas from the web to define and discuss the concept of human dignity.

Activity 2 - Explore and apply

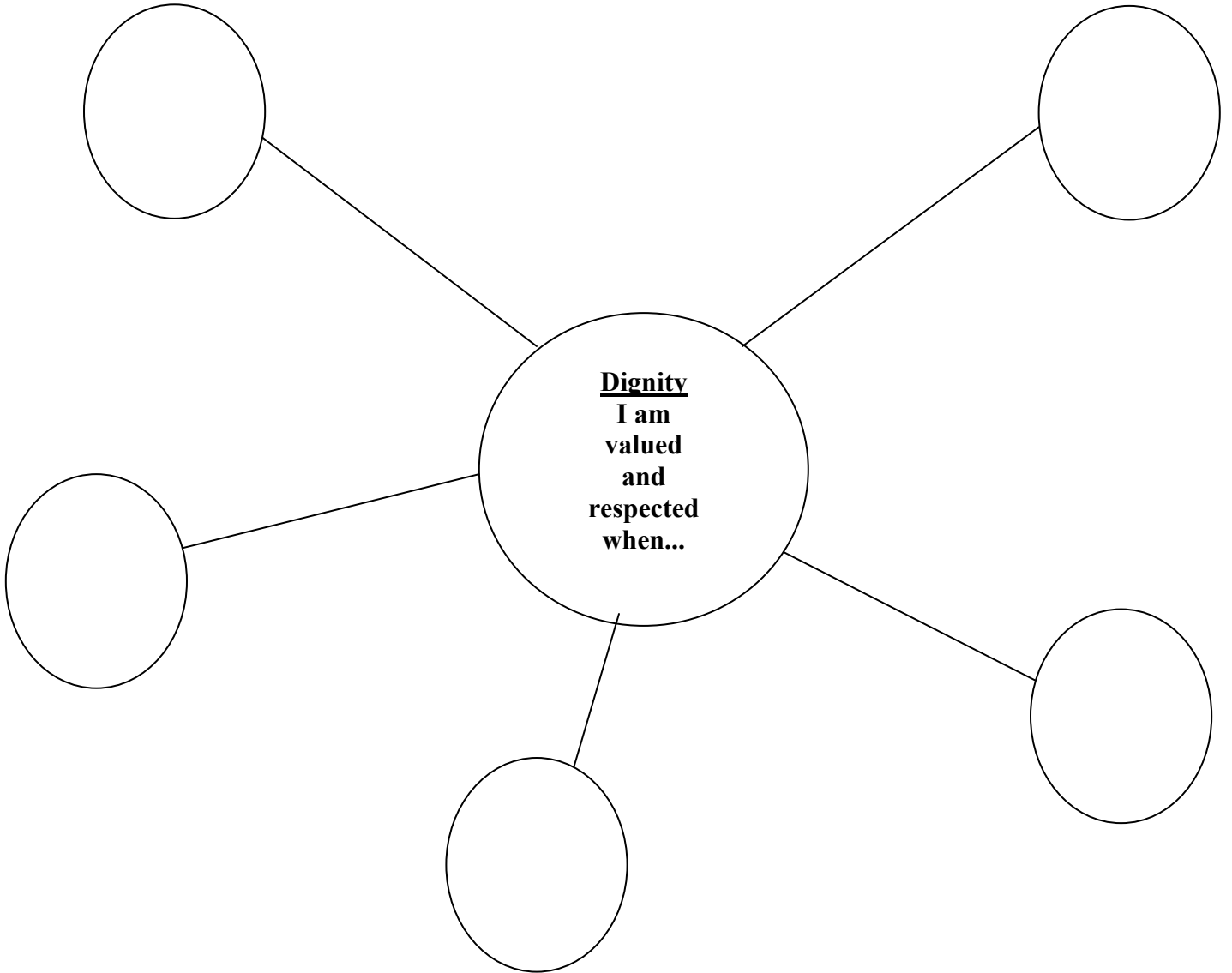
- Discuss the statement "Chastity is a virtue that holds a deep reverence and regard for one's dignity and the dignity of others."
- Complete **Chastity is a Virtue** with a group. As a whole class, develop a list of ways students can live out this reverence for life.

Activity 3 - Extend and commit

- Write a prayer or poem expressing gratitude for the gift of your life.

Dignity

Complete the web and the statements below on the concept of human dignity.



Dignity looks like: _____

Dignity feels like: _____

Lack of dignity looks like: _____

Lack of dignity feels like: _____

Chastity is a Virtue

Chastity is a virtue that holds a deep reverence and regard for one's dignity and the dignity of others.

Fill in the chart below with examples of how you can show reverence for your own and others lives.

How I reverence my own life....

How I reverence the life of others....

in the way I dress...

in my relationship with my parents...

in the language I use....

in my relationships with my peers...

in the way I act...

in the way I act...

through modesty...

in other ways...

in other ways...

W-7.14B *The student will explore abstinence as a faithful response to God's call.*

Note to Catechist

- In this lesson students will explore how appreciation of their own dignity and the dignity of others will lead them to make healthy sexual choices such as abstinence.
- Abstinence is a faithful response to God's call to live a chaste life. There is no risk of exploitation, being emotionally scarred, contracting sexually transmitted diseases, or unwanted pregnancies. The fruits of a chaste life are a sense of dignity and the freedom God gave us.
- We have the right to stand up for ourselves, to show others that we are worthy of respect and dignity. When faced with a request that we do not wish to honor, we can say "no", politely, firmly, and positively.
- Even if a person has engaged in sexual activity, that person can still choose abstinence. The choice to be abstinent can be made at any time. To choose abstinence people need effective decision-making skills, assertiveness skills, goal setting, prayer, strong conviction and faith. The support from the important people in their lives help youth to live out their values/choices. It is also possible although more difficult to live a chaste life and be abstinent without some of these skills and supports.
- For Extend and Commit activity, distribute a letter format to students to help them get started. Dear God, I want to thank you for.... I am thankful for.... I need your help with....

Development of Lesson 7.14B

W-7.14B *The student will explore abstinence as a faithful response to God's call.*

Activity 1 - Get ready

- Read and reflect on the scripture passage 1 Thessalonians 4:3-7 as a class.
- Use the graphic organizer, **Abstinence**, to define and discuss abstinence.

Activity 2 - Explore and apply

- Reflect on the following statement. "Having come to a deeper appreciation of my own human dignity, I will have the grace and the strength to assert my convictions in the face of those who would want me to compromise."
- Assertiveness comes out of inner conviction and our values. Discuss the importance of being assertive in the face of pressure to become sexually active.
- Read **It's Okay to Say No**. Brainstorm ways for youth to express their sexuality appropriately.
- Role-play situations that would require students to respond assertively to God's call to a chaste life.
- Complete **Nurturing Friendships**.

Activity 3 - Extend and commit

- Write a letter to God thanking him for ways you have felt his presence or his help and/or asking for his help in the challenges in your life as an adolescent. See note in teacher background.

Recommended Resources

- **Catholic Values and Sexuality** (Rev. John E. Forliti –lesson 8, Saying No)
- **Abstinence: Health Facts** (Book: ISBN 1-56071-502-2) –use chapters 1 to 4

Student Handout

Abstinence

Abstinence is a faithful response to God’s call to live a chaste life. It is the positive choice to not engage in sexual activity until you are married. Abstinence from sexual activity outside of marriage shows love and respect for the dignity of self and others and for God’s gift of our sexuality. Sexual activity outside of marriage often leads to very hurtful consequences. Abstinence is the only choice for adolescents but it is a choice that we cannot maintain on our own. God’s grace and the help of the Spirit help us to choose a chaste life and abstinence.

Why do people choose to abstain from sexual activity?

What are the some of the pressures to become involved in sexual activity?

We may be confronted with pressures to engage in sexual activity. What strategies can we use to say “no” to the pressures to become sexually active?

Chastity is a virtue that holds a deep reverence and regard for one’s dignity and the dignity of others. It recognizes that our sexuality is a gift from God that is special and good.
Who can help support me in my decision to live a chaste life?

How can God help us?

How does abstinence lead to human dignity?

Student Handout

It's Okay to say "NO"

Here are some suggestions for saying "No" and still keeping your friends.

- Know ahead of time what you will do in situations when you will need to make choices about sexual activity, drugs, smoking, or drinking.
- Tell your friends what your convictions/values are. Be friendly, but firm. Be assertive.
- Be honest. Tell your friend how you really feel. If you lie, you may be forced to make up more lies.
- Speak only for yourself; show respect for yourself. For instance, you might say, "I'm not ready to have sex yet." "I plan to save sex for marriage."
- Suggest an alternative activity. "Let's go to a movie or the mall!" There are alternatives to sexual activity that will enhance a deepening friendship.
- You can always walk away. Your friend might just join you.
- Be prepared to accept the fact that if you don't say "yes" your friend may reject you. If that happens, he or she really wasn't the friend that you thought they were.

Nurturing Friendships

1. Write a reflection on this statement: “The virtue of chastity blossoms in friendship.” See Catechism of the Catholic Church #2347.
2. How do you develop friendships?
3. List appropriate ways to nurture healthy relationships with your peers?
4. What are the stages of relationships that lead to dating?
5. What would be appropriate for a “nice” date in Grade seven?
6. What are the ways I can respond and make the right choice if I face sexual pressures or temptations?