

A decorative background featuring a large, stylized key on the left, a heart on the right, and two hands clasped together at the bottom. The entire scene is framed by a large, ornate, light gray floral or scrollwork border.

# ***Grade 9***

**W-9.3**

***The student will explore ways of coping with ones unique and diverse growth: physical, emotional, sexual, spiritual and social.***

## **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.
- We accept that we are made in the image and likeness of God.
- As Christians, we appreciate our uniqueness, demonstrate sensitivity towards others, and understand that each person is worthy of love and respect.

### **Note to the Catechist**

- Developmental tasks during adolescence: form mature relationships with peers and of both genders; accepting one's body; gaining emotional independence from parents and other adults; preparing for marriage, family, and career; developing a personal set of values and beliefs to guide behaviour; developing social awareness – understanding others' needs and helping others to achieve goals.

### **Theological Background**

#### **Scripture Commentary**

- The following scripture passages describe to us how all of creation is charged with the grandeur of God. We stand in awe and gratitude at the complexity, diversity and beauty of our being. The fact that Jesus took on human form gives incredible dignity to all human beings. During the times in our lives when we are experiencing significant changes in our bodies, we are reminded that our lives unfold within a beautiful and infinite story.

### **Scripture Texts**

**Ps. 139:13-16**

**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. 16 Your eyes beheld my unformed substance. In your book were written all the days that were formed for me, when none of them as yet existed.**

**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.

**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! (Key focus: Prayer)

**James 5:7-11**

7 Be patient, therefore, beloved, until the coming of the Lord. The farmer waits for the precious crop from the earth, being patient with it until it receives the early and the late rains. 8 You also must be patient. Strengthen your hearts, for the coming of the Lord is near. 9 Beloved, do not grumble against one another, so that you may not be judged. See, the Judge is standing at the doors! 10 As an example of suffering and patience, beloved, take the prophets who spoke in the name of the Lord. 11 Indeed we call blessed those who showed endurance. You have heard of the endurance of Job, and you have seen the purpose of the Lord, how the Lord is compassionate and merciful. (key concept: we must be patient with ourselves as we grow at different rates. Sometimes we can face persecution by others by the way we look)

**Commentary on the Catechism of the Catholic Church**

- The following passages highlight the need for each of us to accept ourselves fully. Only through this acknowledgement of our self can we move beyond our own needs and desires and respond generously to the other. In the end, we are to seek and love what is true and good.

**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.

**CCC #1704** "The human person participates in the light and power of the divine Spirit. By his reason, he is capable of understanding the order of things established by the Creator. By free will, he is capable of directing himself toward his true good. He finds his perfection 'in seeking and loving what is true and good'." [GS 15]

## Development of Lesson 9.3

**W-9.3**      *The student will explore ways of coping with ones unique and diverse growth: physical, emotional, sexual, spiritual and social.*

### **Activity 1 - Get ready**

- Choose a scripture reading from the biblical texts identified in the section entitled Theological Background. Ask the student to reflect on this passage. What do you think God wants to tell us in this passage?
- Complete **The Whole Me**.

### **Activity 2 - Explore and apply**

- Complete the self-inventory, **I Am Growing**.
- Option 1: Discuss your responses to the survey with a parent or adult you trust. Reflect on whether they see you the same way you see yourself.  
Option 2: Reflect on changes since Grade 7. Identify two areas for growth.
- Read **It's All About Growing**.

### **Activity 3 - Extend and Commit**

- Role-play situations as students would have dealt with them as a child and now as an adolescent.
- Reflect on "God made me to be the best that I can be and that is..." Name all the positive qualities the student has.

# **The Whole Me**

Write or draw your reflections for each section.

<b>My actions demonstrate who I want to be...</b>	<b>My mind is growing...</b>
<b>My body is developing and changing...</b>	<b>My faith is expressed...</b>
<b>My relationships are growing...</b>	<b>My responsibilities are...</b>

## Student Handout

# I Am Growing

**How do you score?** Respond to each question by answering yes, no, or sometimes.

1. I am aware of the changes my body goes through during puberty.
2. I think critically about problems and sort through the consequences.
3. I know how to handle my emotions.
4. I am discovering who I am.
5. I accept my responsibilities at school, at home, and in the community.
6. I apply myself to schoolwork.
7. I work hard at being a loving friend.
8. I choose to deal appropriately with success and failure.
9. I obey the rules and laws in my home, school and community.
10. I am active in taking care of God's creation.

Compare the number of times you responded yes to the number of times you responded no or sometimes. What do you think this says about areas in which you are still growing?

Option 1: Discuss your responses to this survey with a parent or adult you trust. Do they see you the same way you see yourself?

Option 2: Reflect on how your answers have changed since your Grade 7. Identify two areas in which you feel you still need to grow.

## It's All About Growing

Adolescence is a time of change for the whole person. We know that there are physical, social, intellectual, emotional, and spiritual changes that occur during puberty. With your friends see how many changes you can name?

As your friends reach puberty, you may notice that there is great variation in the size and shape of people. It is quite normal for adolescents to change on different schedules; the changes may be common, but the timing may be very different. Some changes that occur within us are little harder to see. For example, changes in our attitudes and our faith life are a big part of growing up.

This may cause some concern among adolescents. Sometimes we can become very self-conscious of our height, our acne, our cracking voice, and our disproportioned body.

We have to keep in mind that puberty doesn't last forever. Soon enough, we will be young adults looking forward to achieving all the goals that we set out to reach.

**W-9.7**      *The student will identify what constitutes sexual assault and explore the sources of support for the victims.*

## **Attention!**

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

### **Catechetical Focus**

- We are called to respect the dignity and needs of others.
- We are called to make life-giving choices.

### **Note to the Catechist**

- Sexual Assault is any unwanted sexual contact from sexual exploitation to sexual intercourse.
- It is a crime of violence. The likely purpose of the abuser is not to gratify sexual urges, rather it is to have control or power over his or her victim.
- The victim of sexual assault is never to blame; the victim never “asks for it.”

### **Theological Background**

#### **Scripture Commentary**

- The following scripture passages remind us that we are all part of a whole. When one member is mistreated, all are affected. It becomes the responsibility of the whole body to take care of the parts and so we are all called to respond lovingly to the pain and suffering of others.

### **Scripture Texts**

**1 Cor. 12:12-16**

**12** For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. **13** For in the one Spirit we were all baptized into one body—Jews or Greeks, slaves or free—and we were all made to drink of one Spirit. **14** Indeed, the body does not consist of one member but of many. **15** If the foot would say, ‘Because I am not a hand, I do not belong to the body,’ that would not make it any less a part of the body. **16** And if the ear would say, ‘Because I am not an eye, I do not belong to the body,’ that would not make it any less a part of the body.

Book of Daniel Chapter 13 (The story of the rape of Susanna and how Daniel rescues her from false testimony).

### **Commentary on the Catechism of the Catholic Church**

- The passages below articulate society's responsibilities in appropriately supporting individuals and families who are in need. Our call to work for justice as a faith community is a call to work for the common good. It is how we treat our weakest that tells us how civilized we have become.

**CCC #2356** "Rape is the forcible violation of the sexual intimacy of another person. It does injury to justice and charity. Rape deeply wounds the respect, freedom, and physical and moral integrity to which every person has a right. It causes grave damage that can mark the victim for life. It is always an intrinsically evil act. Graver still is the rape of children committed by parents (incest) or those responsible for the education of the children entrusted to them."

**CCC #2270** "Human life must be respected and protected absolutely from the moment of conception. From the first moment of his existence, a human being must be recognized as having the rights of a person - among which is the inviolable right of every innocent being to life. [Cf. CDF, *Donum vitae* I, 1] Before I formed you in the womb I knew you, and before you were born I consecrated you.[Jer 1:5; Cf. Job 10:8-12; Ps 22:10-11] My frame was not hidden from you, when I was being made in secret, intricately wrought in the depths of the earth." [Ps 139:15]

**CCC #2209** "The family must be helped and defended by appropriate social measures. Where families cannot fulfill their responsibilities, other social bodies have the duty of helping them and of supporting the institution of the family. Following the principle of subsidiarity, larger communities should take care not to usurp the family's prerogatives or interfere in its life."



## Development of Lesson 9.7

**W-9.7**      *The student will identify what constitutes sexual assault and explore the sources of support for the victims.*

### **Activity 1 - Get ready**

- Choose a scripture reading from the biblical texts identified in the section entitled Theological Background. Ask the student to reflect on this passage. What do you think God wants to tell us in this passage?
- Define sexual assault.

### **Activity 2 - Explore and apply**

- Complete the web **Sexual Assault Affects...** listing those affected by sexual assault and how they are affected.
- Discuss **Myths About Sexual Assault**.
- Read **What to Do in the Case of Sexual Assault**.
- Identify sources of support for victims of assault.

### **Activity 3 - Extend and Commit**

- Express ideas for staying safe and preventing assault.

## Student Handout

List those affected by sexual assault and how they are affected.

**Sexual Assault Affects...**

### Myths About Sexual Assault –

- The abuser is usually a stranger.
- The victim is usually a teen girl.
- The assault only occurs once.
- The assault takes place in an isolated area.
- Men are never sexually assaulted.
- Some people ask for it by not dressing modestly or walking alone at night.

### What to Do in the Case of Sexual Assault –

If you are the victim of assault:

- Call the police
- Tell someone. Talk to an adult you trust.
- Write down the details of the assault.
- Get medical attention.
- Know that the assault was not, in any way, your fault.

If someone comes to you about an assault:

- Listen to the person and believe what he or she is saying.
- Help the person find the support he or she needs from the police, counsellor, family...

If you are the assaulter:

- Take responsibility for your actions.
- Don't blame your violence on drugs, alcohol, or sickness.
- Get help so your violence won't increase.

**W-9.12A**      ***The student will examine chastity as the responsible choice in determining sexual behavior.***

**W-9.12B**      ***The student will critique the myth of “safer sex practices”.***

## ***Attention!***

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

### **Catechetical Focus**

- 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 make life-giving choices.
- Our Bodies are temples of the Holy Spirit.
- Chastity and purity are virtues of great value.
- Everyone is called to and capable of living a chaste life.
- Contraceptive technology and the mentality that condones it are contrary to Catholic moral teaching, which only promotes Natural Family Planning.

### **Note to the Catechist**

- The possible risks of sexual activity are: pregnancy, contraction of a sexually transmitted disease, decreased self-respect, losing friends, and scarred emotional health.
- Some of the consequences of pregnancy are: increased likelihood of not continuing education, being at a lower socio-economic level, increased risk of health and developmental problems in the baby, lack of social activity.
- Christians hold that sexual activity is a gift to husbands and wives within a marriage. Sexual intercourse has a twofold purpose: deepening the love and commitment between the couple and being open to the creation of new life. Our Catholic tradition does not condone the use of contraceptive technology because it interferes with the purpose of sexual intercourse as being open to life.
- The following quotes are taken from **The Truth and Meaning of Human Sexuality**; The Pontifical Council for the Family. “...reject the promotion of so-called *safe sex* or *safer sex*, a dangerous and immoral policy based on the deluded theory that the condom can provide adequate protection against AIDS. Parents must insist on continence outside marriage and fidelity in marriage as the only true and secure education for the prevention of this contagious disease.” (139)
- “Since each child or young person must be able to live his or her own sexuality in conformity with Christian principles, and hence be able to exercise the virtue of chastity, no educator – not even parents – can interfere with this right to chastity (Cf. Matthew 18:4-7)” (118)

## Theological Background

### Scripture Commentary

- In the scripture passages below, we are presented with the fruits of the Spirit that result from living fully Christ's call to holiness. As we continue to mature in faith, our character becomes imbued with dignity and gentleness. We gradually become better able to offer unconditional respect for the other because in the end, we are aware that our bodies are temples of the Holy Spirit. This life of freedom brings a deep sense of peace and happiness in the lives of both ourselves and the community.

### Scripture Texts

#### 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 neighbor 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.

#### 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.

#### 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.

#### Sir. 6:33

**33** If you love to listen you will gain knowledge, and if you pay attention you will become wise.

**1 Cor. 6:14**

14 Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?

**Commentary on the Catechism of the Catholic Church**

- The passages below highlight how chastity is an integration of the whole person and the integrality of the gift. Inner peace is the result of living a chaste life. Being aware of the consequences of sex outside of marriage gives us the ability to reflect and choose the virtue of prudence in our relationships. Our tradition teaches us a lifestyle that leads to a full and happy life.

**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).

**Truth and Meaning of Human Sexuality #139** Another abuse occurs whenever sex education is given to children by teaching them all the intimate details of genital relationships, even in a graphic way. Today this is often motivated by wanting to provide education for *safe sex*, above all in relation to the spread of AIDS. In this situation, parents must also reject the promotion of so-called *safe sex* or *safer sex*, a dangerous and immoral policy based on the deluded theory that the condom can provide adequate protection against AIDS. Parents must insist on continence outside marriage and fidelity in marriage as the only true and secure education for the prevention of this contagious disease.

## Development of Lesson 9.12A

**W-9.12A**     *The student will examine chastity as the responsible choice in determining sexual behavior.*

### **Activity 1 - Get Ready**

- Choose a scripture reading from the biblical texts identified in the section entitled Theological Background. Ask the student to reflect on this passage. What do you think God wants to tell us in this passage?
- Complete the pyramid grid. (The pyramid grid is an instrument that enables the student to clarify his or her ideas by realizing that every construct has its opposites and its similarities. Thus, the student realizes the choices which lie before him or her).
- Share your insights in a small group.

### **Activity 2 - Explore and Apply**

- Read the passages, **On Chastity**
- Complete the questions and share your answers in your small group.

### **Activity 3 - -Extend and commit**

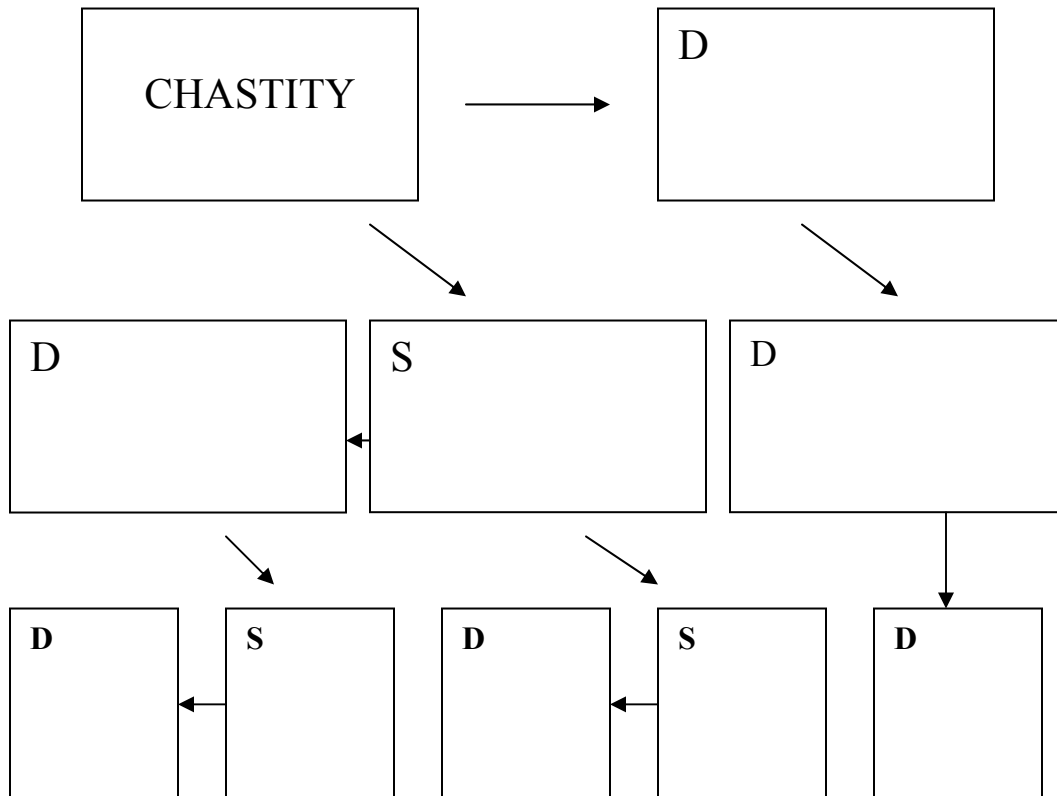
- Complete the case study, **Choosing Chastity**
- If time permits, share insights with the small group and then open-up the dialogue with the large group.

**Student Handout**

# Pyramid Grid

Write the word CHASTITY in box 1. In box 2, write a word or phrase which to you is as different as possible from chastity. Next, forgetting about the boxes on the top line, turn to the second line. In box 3, write the word which is to you as different as possible from what you wrote in box 4. It does not matter if you only manage the two top lines. Nor does it matter if you start to repeat yourself.)

**S = SIMILAR**  
**D = DIFFERENT**



**Student Handout**

# On Chastity

Read the passages below and answer the following questions.

All the people came to Jesus and he sat down and began to teach them. The scribes and the Pharisees brought a woman who had been caught in adultery; and making her stand before all of them, they said to him, "Teacher, this woman was caught in the very act of committing adultery. Now in the law Moses commanded us to stone such women. Now what do you say?" They said this to test him, so they might have some charge to bring against him. Jesus bent down and wrote with his finger on the ground. When they kept on questioning him, he straightened up and said to them, "Let anyone among you who is without sin be the first to throw a stone at her. And once again he bent down and wrote on the ground. When they heard it, they went away, one by one, beginning with the elders; and Jesus was left alone with the woman standing before him. Jesus straightened up and said to her, "Woman, where are they? Has no one condemned you?" She said, "No one, sir." And Jesus said, "Neither do I condemn you. Go your way, and from now on do not sin again." Jn 8.2-11

**QUESTION:**

1. What part of this story about Jesus do you enjoy? Why?

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2. What kind of person is Jesus calling the Pharisees to be like?

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3. If the woman caught in adultery chooses to follow Jesus and sin no more, do you think she will be happier? Explain.

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4. What challenges does Jesus offer me, personally?

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(When we share our answers with the group, please feel free to participate at a level with which you are comfortable.)



# Choosing Chastity

## Case Study

- **Read the Case Study on your own.**

Karen is 14 and going out with a guy in high school. She's living with her parents that she knows care for her but there is still a lot of tension at home. Lately her boyfriend has been after her to become more sexually involved. It's difficult because her personal beliefs keep her from going too far and yet she doesn't want this relationship to crash.

On one particular date, her boyfriend kept pressuring Karen to become sexually involved. So, Karen took a risk and laid down her beliefs and boundaries. It didn't go well. Her boyfriend hasn't called her since.

- **Think about the question. Write down your ideas.**

Karen shares this situation with you. She has come to you for help. In a conversation with Karen, how could you help her figure out, in light of Christian beliefs, what she can do? What values are at stake?

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- **Share your ideas with your small group.**

## Development of Lesson 9.12B

**W-9.12B**      *The student will critique the myth of “safer sex practices”.*

### **Activity 1 - Get ready**

- Choose a scripture reading from the biblical texts identified in the section entitled Theological Background. Ask the student to reflect on this passage. What do you think God wants to tell us in this passage.
- Read **The Only Safe Sex is No Sex**.

### **Activity 2 - Explore and apply**

- Discuss our church’s teaching regarding abstinence and the use of contraceptives.

### **Activity 3 - Extend and commit**

- Complete the reflection activity, **The Good News of Abstinence**.

## Student Handout

# The Only Safer Sex is No Sex

There has been a great deal of attention paid lately to the idea of "safer sex." This means that it could be all right to engage in sexual activity as long as the partners are using contraceptives. Safer sex is supposed to give some protection from pregnancy and STDs, but, in reality, it offers limited protection from these and absolutely no protection from the emotional problems that result from sexual activity outside of a committed married relationship.

Until someone is in a committed married relationship, the only means of safe sex is not engaging in any sexual activity. Abstinence is the decision to refrain from engaging in sexual activity. It is a responsible, life-giving choice, because it allows maximum protection from all the harmful consequences that sexual activity outside of marriage may bring about.

Abstinence is 100% risk free. There is no danger of pregnancy, STDs, broken hearts, or broken dreams.

It is important to remember that abstinence is a choice. Making the choice takes planning. A person will need to plan what he or she really wants in the future, and what he or she most values. If someone has a vision in view and the determination to see it through, choosing abstinence will be easy.

Anyone can make the choice of abstinence. Even if someone has chosen at one time to engage in sexual activity, it is never too late to choose abstinence.

There may be many pressures along the way that might entice someone to engage in sexual activity, but it is important to respect, trust, and remain responsible. It is important for a person to respect one's partner and one's self enough to set limits and not compromise them. A person must trust that if there is too much pressure to become sexually active, that he or she will have the courage to say no. Finally, a person needs to remain responsible and avoid situations where the risk of sexual activity is high. Some high-risk situations include being alone with a date, dating someone who has not chosen abstinence, and using drugs or alcohol.

Understanding the importance of abstinence and making a personal commitment to be abstinent is such a healthy choice for people before marriage. Be sure to communicate that decision with friends and any dating partners.

### Make an Abstinence Plan

- Establish your priorities in life. Know what is most important to you, and what you want out of life.
- Set personal limits. Know how you want to show affection for your dating partners.
- Share your decision to remain abstinent with your friends and dating partners.
- Avoid risky dating situations.
- Understand why you want to choose abstinence.

**Student Handout**

# **The Good News of Abstinence**

There are so many benefits from choosing abstinence before marriage. Complete each sentence.

- If I choose abstinence, my future will...

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- Because I choose abstinence, I won't have to worry about...

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- To choose abstinence, I must...

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- The biggest challenge with abstinence might be...

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- I can still have fun when I am dating by...

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- My family and friends can support my choice by...

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- The best thing about my choice of abstinence for my marriage partner is...

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- Abstinence is the best choice for me because...

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**W-9.13A**     *The student will explore our Catholic teaching that human life must be respected and protected from the moment of conception.*

**W-9.13B**     *The student will identify the responsibilities and sources of support associated with pregnancy and parenting.*

## **Attention!**

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

### **Catechetical Focus**

- 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 make life-giving choices.
- We are called to respect the dignity and the needs of others.
- Our Bodies are temples of the Holy Spirit.
- Chastity and purity are virtues of great value.
- Everyone is called to and capable of living a chaste life.
- Contraceptive technology and the mentality that condones it are contrary to Catholic moral teaching, which only promotes Natural Family Planning.
- Abortion is the killing of an innocent human life.

### **Note to the Catechist**

- The possible risks of sexual activity are: pregnancy, contraction of a sexually transmitted disease, decreased self-respect, losing friends, and scarred emotional health.
- The possible consequences of drug and alcohol use are: physical harm, impaired thinking, sexual activity, decreased self-respect.
- Some of the consequences of pregnancy are: increased likelihood of not continuing education, being at a lower socio-economic level, increased risk of health and developmental problems in the baby, lack of social activity.
- Inaccurate information may include myths such as, "Being sexually active shows that you are more mature," "Once I become sexually active, I will have to continue being sexually active," or "Sexual activity will make a boyfriend or girlfriend love me more."

### **Theological Background**

#### **Scripture Commentary**

- The scripture passages below reveal a deep gratitude for all of life. Even from the moment of conception both our identity and our call from God are present. As Catholics, our attitude towards life is one of holy reverence.

## Scripture Texts

### Lk. 1:41

41 When Elizabeth heard Mary's greeting, the child leaped in her womb. And Elizabeth was filled with the Holy Spirit.

### Is. 49:1

**1 Listen to me, O coastlands, pay attention, you peoples from far away! The LORD called me before I was born, while I was in my mother's womb he named me.**

### 1 Peter 3:8

8 Finally, all of you, have unity of spirit, sympathy, love for one another, a tender heart, and a humble mind.

### Commentary on the Catechism of the Catholic Church

- The passages below emphasize that not only are we responsible for defending and respecting human life from its onset but we are also obliged to offer support and assistance in the ongoing growth of life. We are called to give dignity to families by appropriately supporting them in whatever ways are available to us.

**CCC #2274** "Since it must be treated from conception as a person, the embryo must be defended in its integrity, cared for, and healed, as far as possible, like any other human being. Prenatal diagnosis is morally licit, 'if it respects the life and integrity of the embryo and the human fetus and is directed toward its safeguarding or healing as an individual. It is gravely opposed to the moral law when this is done with the thought of possibly inducing an abortion, depending upon the results: a diagnosis must not be the equivalent of a death sentence'." [CDF, Donum vitae 1, 2]

**CCC #2270** "Human life must be respected and protected absolutely from the moment of conception. From the first moment of his existence, a human being must be recognized as having the rights of a person - among which is the inviolable right of every innocent being to life. [Cf. CDF, Donum vitae I, 1] Before I formed you in the womb I knew you, and before you were born I consecrated you. [Jer 1:5; Cf. Job 10:8-12; Ps 22:10-11] My frame was not hidden from you, when I was being made in secret, intricately wrought in the depths of the earth." [Ps 139:15]

**CCC #1931** "Respect for the human person proceeds by way of respect for the principle that 'everyone should look upon his neighbour (without any exception) as 'another self,' above all bearing in mind his life and the means necessary for living it with dignity.' [GS 27 # 1] No legislation could by itself do away with the fears, prejudices, and attitudes of pride and selfishness which obstruct the establishment of truly fraternal societies. Such behavior will cease only through the charity that finds in every man a 'neighbour,' a brother."

**CCC #2209** "The family must be helped and defended by appropriate social measures. Where families cannot fulfill their responsibilities, other social bodies have the duty of helping them and of supporting the institution of the family. Following the principle of subsidiarity, larger communities should take care not to usurp the family's prerogatives or interfere in its life."

## Development of Lesson 9.13A

**W-9.13A**     *The student will explore our Catholic teaching that human life must be respected and protected from the moment of conception.*

### **Activity 1 - Get Ready**

- Choose a scripture reading from the biblical texts identified in the section entitled Theological Background. Ask the student to reflect on this passage. What do you think God wants to tell us in this passage?
- Complete the hand-out, **You Shall Not Murder.**
- Share your insights in a small group.

### **Activity 2 - Explore and Apply**

- Read the passages, **Choosing Life.**
- Complete the questions and share your answers in your small group.

### **Activity 3 - Extend and commit**

- Complete the Role Play, **On Abortion.**
- Debrief the role play with the questions on the handout regarding the response from each person to Sarah and ending with "What would God say to Sarah?".
- Review the lesson on birth control from Grade 8. Discuss birth control in light of this passage from *Humanae Vitae* #13 "It is being demonstrated in an alarming way by the development of chemical products, intrauterine devices and vaccines which, distributed with the same ease as contraceptives, really act as abortifacients in the very early stages of the development of the life of the new human being."

Student Handout

**You Shall Not Murder**

What do you think this commandment means?

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A question of your own

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Is this commandment important today? Why? Why not?

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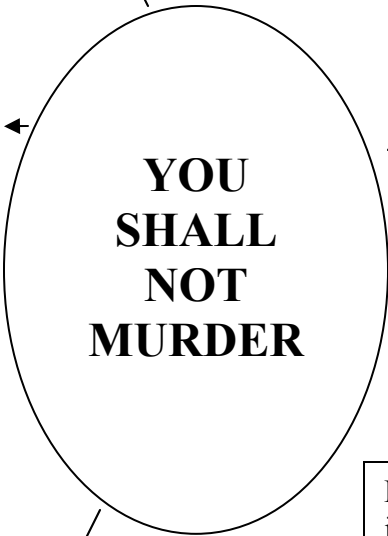
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Has this commandment influenced the way you live? Explain

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How does this commandment challenge our society?

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## CHOOSING LIFE

*Every human life is good. Because we come from God and return to God we are filled with dignity. We share in God's breath of life from the beginning of conception. Because God is the only Lord of this life, we cannot do with it as we will. Human life is in the hands of God.*

Yes, **life** is always good. Does my attitude reflect God's goodness too?

### **On God's Commandment: "You Shall Not Murder"**      Evangelium Vitae

1. Human life is sacred because from its beginning it involves the creative action of God, and it remains forever in a special relationship with the Creator.
  2. The commandment can be summed up in this phrase: "You shall love your neighbour as yourself."
  3. In giving life to us, God demands that we love, respect and promote life. The gift thus becomes a commandment, and the commandment is itself a gift.
  4. This should not cause surprise: to kill a human being, in whom the image of God is present, is a particularly serious sin. Only God is the author of life!
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- **After having read the quotes above, underline the phrases that you find especially helpful.**
  - **Share your insights with your small group.**

## Role Play - On Abortion

- **Read the description on your own.**

Sarah is 15 and pregnant. She is living with her parents and is looking forward to going to university. Her parents have always supported her plans for ongoing education and are proud of her good marks.

The father of the child has left the scene after hearing about Sarah's pregnancy. He is leaving it up to Sarah to decide whether or not to have the child.

Sarah is looking at her options. Sarah's close friend Jessica, was adopted when she was a baby. Jessica is very happy and loved by her adoptive parents.

- **As a group, talk about the situation. Develop a role play based on the scenario. Assign students to the different roles: Sarah, Sarah's mother, Sarah's father, Sarah's ex-boyfriend (father of the child), Sarah's best friend, a priest, God.**
- **Each group is to develop a role play which responds to the following:**
  - What would Sarah say?
  - What would Sarah's parents say to Sarah?
  - What would Sarah's ex-boyfriend say to Sarah?
  - What would Sarah's best friend, who is adopted, say to Sarah?
  - What would Sarah's parish priest say to Sarah?
  - What would God say to Sarah?
- **Present your role play to the other participants.** (about 5 minutes)

**Personal reflection: What have you learned concerning God's call to protect life?**

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## Student Handout/Review of Grade 8

# Avoiding Pregnancy and Maintaining Sexual Health

The only method of maintaining sexual health and avoiding pregnancy that is 100% effective is abstinence. Abstinence should be the choice made by people who are not in a committed married relationship.

Some people may say that using contraceptives can allow people to be sexually active without the fear of pregnancy or STDs, but there are still risks associated with the use of contraceptives.

Contraception or birth control is the intentional use of various agents to prevent conception. There are five main types of contraceptives.

Method of contraception:	How it works:
Barrier	These methods act as a block between the sperm and the egg, like the condom or diaphragm.
Chemical	Chemicals in a spermicidal agent work by killing or inactivating sperm.
Hormonal	Hormones levels are regulated to prevent a woman from ovulating.
Permanent	Sterilization involves surgery to make a person incapable of reproducing.
Preventing Implantation	These methods prevent the fertilized egg from implanting in the uterus.

With any of the above contraceptive methods, there is the risk of failure and there is a possibility of pregnancy or contraction of an STD. Many of these methods are not effective because people don't use them properly or consistently. Also, some may fail because the product fails. Some are ineffective because they aren't meant to prevent STDs. Other factors may decrease the effectiveness of contraceptives. Some of the contraceptives are unsafe for some people because of their possible side effects. The Catholic Church does not support the use of these methods of contraception.

The Catholic Church teaches the value of life and helps us understand the gift of love in life. The following is an excerpt from the leaflet produced by the Catholic Organization for Life and Family (COLF):

### ***The Church says "yes" to Love***

- ***The Church believes that*** because men and women are created in the image of God, they are inherently called to love, fashioned by love, and oriented towards love.
- ***The Church's concern for the couple*** is, we hope, God's concern. The Church calls today's men and women to love through the total gift of themselves. It is convinced that couples can find love while responding to the call to grow and flourish within the context of their Christian vocation: to be fruitful in all aspects of their lives.
- ***In the Church's view***, Christian couples must remain *open to life* in planning the timing for and the number of their children. *They are responsible for managing this procreative potential.* They must critically examine, in all generosity, the quality of the *conjugal and*

*family environment* they can provide and their capacity to be open to new life. They must realistically assess their physical, financial and psychological resources in order to ensure that each of their children has the opportunity to grow in a loving, stable home environment.

All family planning methods are based on a set of values. The Church believes that natural methods express the indivisible link between loving union and the procreative potential of intercourse in the context of married love. For this reason, the Church sees natural family planning and not contraception as the morally acceptable choice. By discovering the *universe of meaning* contained within each sexual act, you will appreciate the breadth and depth of this link.

“By safeguarding both these essential aspects, the unitive and the procreative, the conjugal act preserves in its fullness the sense of true mutual love and its ordination towards [the] most high calling to parenthood.” (*Pope Paul VI, Encyclical Letter Humanae Vitae, no. 12*)

## Development of Lesson 9.13B

**W-9.13B**     *The student will identify the responsibilities and sources of support associated with pregnancy and parenting.*

### **Activity 1 - Get ready**

- Choose a scripture reading from the biblical texts identified in the section entitled Theological Background. Ask the student to reflect on this passage. What do you think God wants to tell us in this passage?
- Complete the reflection chart, **What if....**

### **Activity 2 - Explore and apply**

- Complete **Consequences of Teen Unwed Pregnancy**.
- Name the people from whom to seek support in the event of an unwed pregnancy or any other negative consequence of sexual activity.

### **Activity 3 - Extend and commit**

- Analyze the information that has been heard from other teens regarding sexual activity. Discern what is accurate and what is inaccurate. Discuss means of alleviating inaccurate information.
- Review the personal abstinence plan from W-9.12 to determine if any changes are needed in light of this lesson.

**Student Handout**

# What if...

Being responsible means accepting the consequences of our decisions and actions. Positive consequences can make us feel good about the decisions we make. However, if the consequences of our actions are negative, then we may not be very proud of what we choose. We need to accept our responsibilities even though we may not want to.

Consider someone who chooses to engage in sexual activity before they are married. What if she became pregnant or he caused a pregnancy? He or she would have to deal with the circumstances. That would mean there would be many changes to a person's life.

That is why it is so important to consider the consequences of our actions and reflect, before acting.

Complete the following chart to help you consider the possible consequences of these high-risk activities.

Actions	Consequences	Those Affected
<b>Sexual Activity</b>		
<b>Drug and Alcohol Use</b>		

**Student Handout**

# **Consequences of Teen Unwed Pregnancy**

Reflect on the specific consequences to the mother, the father, and the baby in the event of an unwed pregnancy. Name the important consequences for each of the following aspects.

	<b>Mother</b>	<b>Father</b>	<b>Baby</b>
<b>Relationship with boyfriend/girlfriend</b>			
<b>Relationship with family</b>			
<b>Relationship with friends</b>			
<b>Physical Health</b>			
<b>Emotional Health</b>			
<b>Relationship with God</b>			

**W-9.14**      *The student will develop strategies to help prevent or reduce sexual risk; e.g. abstain from drugs and alcohol, date in groups, use assertive behaviour.*

## **Attention!**

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

### **Catechetical Focus**

- 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 make life-giving choices.
- Chastity and purity are virtues of great value.
- Everyone is called to and capable of living a chaste life.
- We are called to respect the dignity and needs of others.
- Our bodies are temples of the Holy Spirit.

### **Note to the Catechist**

- At times it can be quite a challenge to engage our youth in the wisdom of prudence. This virtue implies all the other virtues and calls one to be attentive to both the goodness and dangers in our world. Inviting students to consider the necessity of approaching risky situations with realism and alertness is no small task. Not only is there resistance to having an authority name these guidelines but one is also dealing with a certain degree of naiveté. As catechists, we are called to translate into their terms “the message of Jesus with patience and wisdom and without betrayal”.

### **Theological Background**

#### **Scripture Commentary**

- The following scripture passages call us to a life of holiness, rooted in our love for one another. This call to choose life is often challenging; demanding from each of us a self-discipline whose source is found in God’s grace. It is said that what we love is who we are and as followers of Christ, we are called to become persons who love one another as God loves us.

### **Scripture Texts**

**2 Peter 1:3-8**

**3** His divine power has given us everything needed for life and godliness, through the knowledge of him who called us by his own glory and goodness. **4** Thus he has given us, through these things, his precious and very great promises, so that through them you may escape from the corruption that is in the world because of lust, and may become participants of the divine nature. **5** For this very reason, you must make every effort to support your faith with goodness, and goodness with knowledge, **6** and knowledge with self-control, and self-control with endurance, and endurance with



**godliness, 7 and godliness with mutual affection, and mutual affection with love. 8 For if these things are yours and are increasing among you, they keep you from being ineffective and unfruitful in the knowledge of our Lord Jesus Christ.**

**Dt. 30:15**

15 See, I have set before you today life and prosperity, death and adversity.

**Commentary on the Catechism of the Catholic Church**

- The following passages speak to us of the importance of living fully through the ongoing formation of our conscience. With the help of God's Word, the Church's teachings and good friends, we can grow in wisdom and develop the virtues that give dignity to both ourselves and the community.

**CCC #2290** "The virtue of temperance disposes us to avoid every kind of excess: the abuse of food, alcohol, tobacco, or medicine. Those incur grave guilt who, by drunkenness or a love of speed, endanger their own and others' safety on the road, at sea, or in the air."

**CCC #2291** "The use of drugs inflicts very grave damage on human health and life. Their use, except on strictly therapeutic grounds, is a grave offence. Clandestine production of and trafficking in drugs are scandalous practices. They constitute direct co-operation in evil, since they encourage people to practices gravely contrary to the moral law."

**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." [Cf. DH 14.]

## Development of Lesson 9.14

**W-9.14**     *The student will develop strategies to help prevent or reduce sexual risk; e.g. abstain from drugs and alcohol, date in groups, use assertive behaviour.*

### **Activity 1 - Get ready**

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- Choose a scripture reading from the biblical texts identified in the section entitled Theological Background. Ask the student to reflect on this passage. What do you think God wants to tell us in this passage?
- Read **Avoiding the Risks of Date Rape**.

### **Activity 2 - Explore and apply**

- Discuss what to do in the case of date rape, as per lesson W-9.7.
- Discuss the strategies to use if you feel that a friend might be at risk.

### **Activity 3 - Extend and commit**

- Create a poster identifying one of the steps to take to avoid unwanted sexual activity.
- Reflect on the difference between friendship and a sexual relationship.

## Student Handout

# Avoiding the Risks of Date Rape

In the last few years, date rape has been given a lot of attention. It is important to be familiar with the potential risks associated with dating. How can we keep our dating fun, healthy and safe?

If we take the time to plan and make responsible decisions, we may be more apt to be in control of ourselves in intense situations.

We should only date those people whom we know. We should become friends with someone before we agree to go out alone with that person. Make sure your family has met the person you want to date and they know where you are going and when you are expected to be home.

If at any time during the date you feel uncomfortable, get out of the situation quickly. It is always a good idea to date in places where there are other people around, just in case you need help.

Decide what your limits regarding sexual activity are before you go on a date with anyone. It's O.K. to consider your relationship with God when trying to work out where to set your limits. Be sure you know when enough is enough. It is your right to set limits and to say no when you feel that things are getting out of hand. If your date respects you, then they will show you that respect by listening to you and following the boundaries you set.

Be certain to clearly communicate your limits to your date. Do this early on, so that there are no unreasonable expectations. If there is pressure being applied by your date to engage in sexual activity; say "no" firmly, politely, and positively. Act immediately; don't let the pressure continue because it will most likely get harder to set your limits.

Send the message that you really mean to. Let your date know your expectations of the relationship and consistently send that message by dressing, talking and acting modestly.

If your date sets limits, understand those limits. Know that "no" means "no," no matter how it is said.

Avoid the use of alcohol and drugs because they can impair your judgment. You may not be able to stick by your decisions if you aren't thinking clearly, allowing someone else to take advantage of you. Someone may try to slip a drug or alcohol into your drink without you being aware. Be attentive. A clear head will always help you be true to yourself and your decisions.

It is most important to show respect for yourself when you are on a date and to expect your date to do the same. This is perhaps the best way to show your date how much you care for them. In the end, when we go out with someone, we are called by God to out with the whole person... including their humour, their beauty and their faith.