



FORT McMURRAY
CATHOLIC SCHOOLS

PHYSICAL EDUCATION & WELLNESS

Growth & Development

Parent/Guardian Information Guide

GRADE
6



About the Instructional Resources

The source material for the lessons included in this resource was developed through the Council of Catholic School Superintendents of Alberta's (CCSSA) Catholic Education Curriculum Resource Coordinator and was reviewed by the Religious Education Network (REN) and the Catholic Bishops of Alberta for use in Catholic schools. The original material was reviewed and endorsed by the Curriculum Resource Advisory Committee (CCSSA, Alberta Catholic Schools Trustees Association, and the Catholic Bishops of Alberta) for use in Catholic schools in Alberta during instruction of Growth and Development in Physical Education and Wellness.

A team of Fort McMurray Catholic School educators consisting of division leaders, principals and the elementary religious education consultant reviewed the lessons provided in the source material and made changes to ensure the resources are aligned with best practices for learning along with our local context and the provincial curriculum.

All FMCS D teachers will use these lesson plans and associated materials when instructing the outcomes listed below from the Physical Education and Wellness curriculum. External guest speakers or service providers will not be utilized during the instruction of these outcomes.

Grade	Organizing Idea	Alberta Education Learning Outcome
4	Growth & Development	4GD2: Students explain how development and puberty are connected.
5	Growth & Development	5GD2: Students connect puberty to the capacity for human reproduction.
6	Growth & Development	6GD2: Students investigate human reproduction from fertilization to birth.

The Catholic Understanding of the Human Person¹

The Catholic Church teaches that each person has been created by God in His image and likeness and therefore has an inherent and inviolable human dignity (CCC 1700). Scripture tells us that "God is love" (1 John 4:8), and it is ultimately from this understanding of God that the Church's vision of the human person becomes clear: every single human being, without exception, has immeasurable value. Human beings are called to love as God loves. Love and the expression of love are at the heart of the very meaning of human life and the Christian faith.

God greatly desires happiness for His people and has placed this longing in our hearts; nothing apart from drawing closer to God, the one who created us, can fully satisfy this desire. (CCC 1718-1719). This longing also speaks to our need for human relationships. As love unifies the persons of the Trinity, we are called to image this love in and through our earthly relationships. Love is the central element of Jesus' Great Commandment (Mark 12:28-31) which commands us to "love the Lord your God" as well as to "love your neighbour as yourself". No human is exempt from this need for loving relationships. All humans find true happiness "in seeking and loving what is true and good" (CCC 1704).

The human being is an embodied being, created as a union of body and soul (CCC 362-365). Our body is not just the "shell" of our "real" interior self. Rather, our body is an essential part of who we are, and it plays an essential role in how we live out the love that God has given us. The discussion of the design, purpose and development of our bodies needs to be treated with the utmost dignity and respect.

An inherent purpose of the body is to reflect the love of God. Our sexual drive is a gift from God, and any discussion regarding sexuality needs to be approached from a positive stance: sexuality is a mystery to be lived, rather a problem to be solved, or a source of temptation to be overcome. Teachers need to focus on a positive, life-giving approach to decisions around sex, and thus its appropriate placement in marriage, rather than solely focusing on the negative consequences. While these consequences are

important and must be taught, only focusing on them is a reduction approach to an essential topic and would miss important life lessons.

The image of God is not simply something already in us, it is also something that we must become. God is still creating us, and we are called to cooperate with his vision. Our life is a work that has been entrusted to us. Our free will allows us to make choices, choices that will either lead us away or lead us toward completing the image of God in us. Each person is called to use the talents, abilities, and passions that they have been given by God to discover and live out the purpose and plans that God has for them (CCC 1730-1731).

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. Catholics believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

¹The document *The Human Person, Love, and Sexuality: A Resource for Catholic Educators* released by the Education Commission of the Assembly of Catholic Bishops of Ontario was an essential source for this summary.

The Use of a Question Box

An anonymous question box will be available in the classroom during the instruction of this curricular segment. This practice ensures that student questions are addressed and allows teachers time to consider which questions to answer and how to respond. Teachers will use their professional judgment to discern which questions are relevant to the curricular outcomes and, thus, should be addressed with the whole class. The question box will be optional, submissions will not be read aloud in class, and confidentiality will be maintained.

LESSON OUTLINES

LESSON #1: Changes in Puberty and Sexual Intercourse Review

Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
Taken from Grade 5 Curriculum		
<ul style="list-style-type: none"> Each part of the human reproductive system serves a specific function. Changes in puberty include: <ul style="list-style-type: none"> change in functioning of the testicles and ovaries maturation of the reproductive organs appearance of secondary sex characteristics production of hormones. The male reproductive system includes testicles that produce sperm. Sperm travels through the vas deferens and is combined with other fluid to produce semen. The female reproductive system includes ovaries that contain egg cells. Ovulation occurs when an egg is released from an ovary. The egg travels to the uterus and is released with the lining of the uterus (if unfertilized). Each part of the human reproductive system serves a specific function. The human reproductive system and other body systems are interconnected. Human reproduction occurs when a sperm cell and egg cell join together (fertilization) and implant in the uterus (implantation). Fertilization is more likely to occur at a specific point in the menstrual cycle 	<ul style="list-style-type: none"> Well-being is supported through knowledge and awareness of human reproduction. Human reproduction includes a sequence of biological processes. Puberty signals changes in a person's reproductive capability. Puberty is often associated with the processes of menstruation and sperm production. Well-being is supported through knowledge and awareness of human reproduction. Human reproduction includes a sequence of biological processes. 	<ul style="list-style-type: none"> Identify the components of the human reproductive system. Describe the functions of the components of the human reproductive system. Describe how physical changes during puberty affect reproductive capability. Describe the processes of menstruation and sperm production. Describe the processes of menstruation and sperm production.

Lesson Components

Opening Prayer

Loving God,

Everything you created is good.

We have received life from your hands.

We have been created in your image, with the power to love and care for each other and to share in your creation.

We thank you for this gift.

Help us to cherish all that you have created.
Help us to show gratitude for the gift of sexuality by the way we live.
Amen.

Scripture Reflection

Mode of Instruction: Class Discussion

Students will reflect on the meaning of the following scripture verse:

“So God created man in his own image, in the image of God he created him; male and female he created them.” Genesis 1:27

What does it mean to be made in God's image?

Review of Changes in Puberty

Mode of Instruction: Guided Conversation

Students review what happens during puberty from Grade 4:

- The reproductive system matures and the body begins to more closely resemble that of an adult man or woman

Students review the physical changes that happen during puberty:

- Growth of body hair
- Skin changes
- Voice changes
- Sperm production
- Menstruation

Students review the social-emotional changes that happen during puberty:

- Increased intensity of feelings
- Friendships become more important
- Emphasis on body image
- Wanting to fit in and be liked

Anatomy Review

Mode of Instruction: Direct Instruction from Teacher, Small Group Work

Male Anatomy

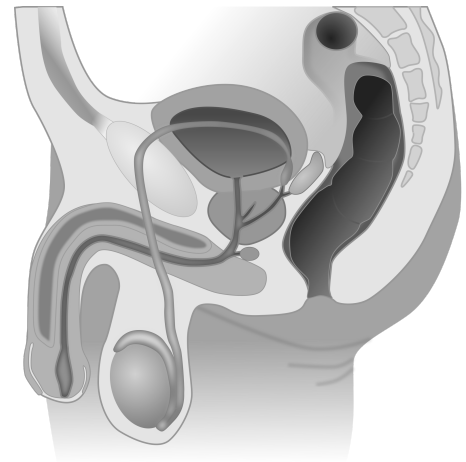
Students will review the male and female anatomy lessons from Grade 5. Puberty starts when the pituitary gland in the brain sends a hormone to the testes.

The testes are found inside the skinned pouch called the scrotum.

The testes will begin producing a hormone called testosterone.

Testosterone is responsible for preparing the male body to reproduce. The functions of testosterone are:

- Causes sperm production in the testes.
 - Sperm are tiny cells that can only be seen under a microscope.
 - They fertilize a female's egg in order to create new life.
- Causes the appearance of male secondary sex characteristics.
 - Hair on armpits, pubic area, chest, and face.
 - Voice becomes lower/deeper.
 - Body becomes more muscular.
 - Body produces more sweat, which can have an odour.



- Skin becomes more oily and can cause acne.

In order to reproduce, the penis first becomes erect. This happens when the tissue inside of the penis fills with blood, which makes it firm and enlarged.

When a male has an erection, mature sperm cells begin to travel from the testes through the vas deferens, which is a tube that connects the testes to the penis.

When moving through the vas deferens, other fluids are added in with the sperm from the prostate gland and the seminal vesicle. The resulting fluid is called semen.

When the semen reaches the end of the vas deferens, it enters the urethra, which is a tube inside of the penis.

The urethra is also responsible for transporting urine from the bladder.

The urethra does not carry semen and urine at the same time.

When the semen reaches the end of the urethra, it exits the penis. This is called ejaculation. When a male ejaculates, millions of sperm are released at once.

Female Anatomy

Though the end result of the female reproductive system is the same as the male (to create new life), it functions very differently.

Unlike the male reproductive system, all parts of the female system are located inside the pelvic region of the body.

OVARIES

The ovaries are the primary female reproductive organ and are responsible for:

- Producing estrogen
- Producing and maturing egg cells, which are also known as ova (singular: ovum).
- Releasing a mature egg each month in a process called ovulation.

FALLOPIAN TUBES

Responsible for connecting the ovaries to the uterus.

UTERUS

Small organ where a baby may grow. It may also be called a womb.

UTERINE LINING

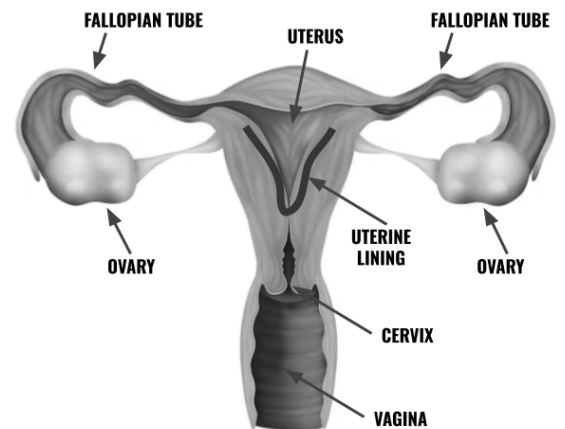
A layer of tiny blood vessels that grow along the lining of the uterus each month. If a female becomes pregnant, the uterine lining supports the growing baby.

CERVIX

A strong muscular ring that keeps the uterus closed.

VAGINA

A passageway that connects the internal female reproductive structures to the outside of the body. It may also be referred to as the birth canal.



Overview of Student Activities:

Small Group Diagram Labeling

- Students will work in small groups to label a blank diagram of the male and female reproductive systems.

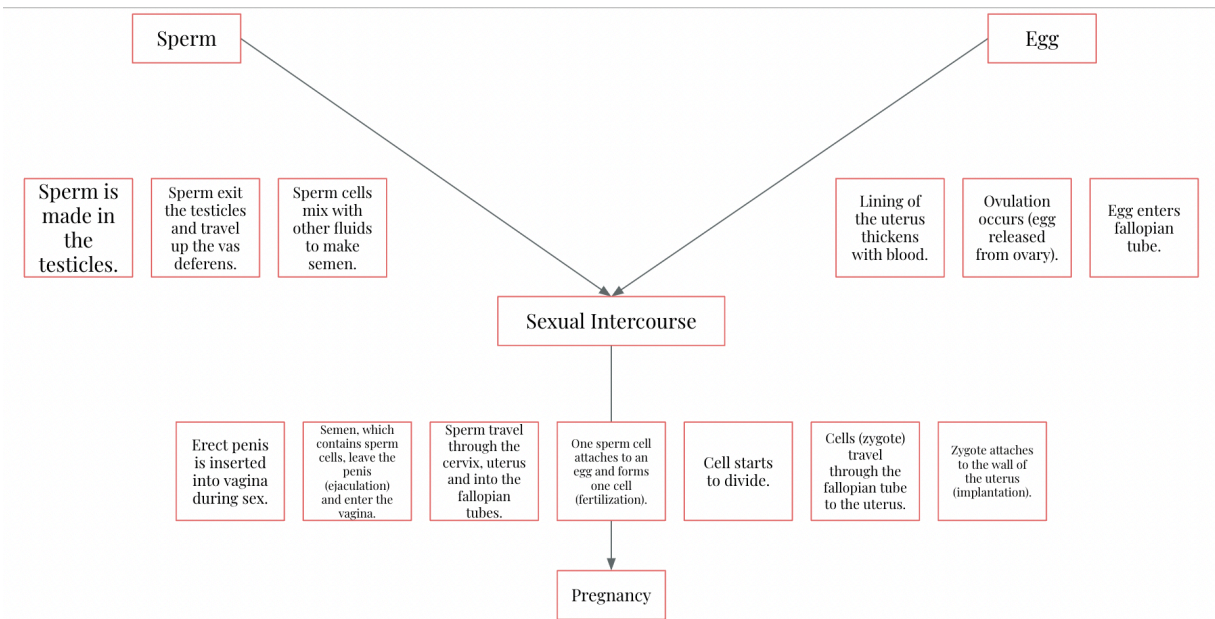
Sexual Intercourse Review

Mode of Instruction: Direct Instruction from Teacher, Small Group Work

Within the sacrament of marriage in the Catholic Church, a husband and wife promise to be open to the gift of having children.

Children are always a beautiful gift from God!

Students will review the functions of the male and female anatomy that allow for pregnancy to occur and have a guided discussion about frequently asked questions related to the curriculum.



- Will a pregnancy occur every time sexual intercourse occurs?
 - No. Although there is always a chance that pregnancy will occur, it only happens if a sperm cell fertilizes an egg and implants into the wall of the uterus.
 - Abstinence is the only sure way to prevent pregnancy. Abstinence means choosing not to have sexual intercourse.
- How many sperm are ejaculated during each ejaculation?
 - About 200-500 million sperm can be ejaculated during each ejaculation.
- How many eggs are released during a menstrual cycle?
 - Usually one egg is released.
- How long does an egg live inside the fallopian tube after ovulation?
 - 12 to 24 hours from the time of ovulation.
- How long can sperm live inside a person's body once ejaculated?
 - 3 to 5 days from the time of ejaculation.

Overview of Student Activities:

Small Group Diagram Labeling

- *Students will work in small groups to identify the events that occur during ovulation, sperm production and the events related to intercourse, fertilization and implantation that can lead to pregnancy.*

Closing Prayer

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

LESSON #2: Fetal Development

Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none">• The length of a pregnancy is approximately 40 weeks and is divided into three stages called trimesters.• A child born before 37 weeks of pregnancy is called a preterm birth.• Fetal development during pregnancy can be adversely affected by:<ul style="list-style-type: none">○ poor nutrition○ smoking○ alcohol use○ drug use	<ul style="list-style-type: none">• Fetal development occurs in stages throughout a pregnancy.	<ul style="list-style-type: none">• Examine fetal development in each of the three trimesters.

Lesson Components

Opening Prayer

Loving God,
Everything you created is good.
We have received life from your hands.
We have been created in your image,
with the power to love and care
for each other and to share in your creation.
We thank you for this gift.
Help us to cherish all that you have created.
Help us to show gratitude for the gift of sexuality
by the way we live.
Amen.

Fetal Development




Mode of Instruction: Direct Instruction from Teacher

The development of the fetus takes approximately 40 weeks (9 months). The development is divided into three stages called trimesters which are each approximately 3 months long. Fetal development occurs in stages throughout pregnancy. A child born before 37 weeks is considered preterm and a child born after 37 weeks is considered full-term.




Video: [Fetal Development Month by Month](#)

Overview of Student Activities: Using fetal development cards, create a timeline that outlines what happens in each trimester during pregnancy.

Fetal Development Timeline




First Trimester			
	1 Month	2 Months	3 Months
First Day	Primitive face will form with large dark circles for eyes. Mouth, lower jaw and throat are developing.	Tiny buds that eventually grow into arms and legs are forming as well as fingers, toes and eyes.	The baby is fully formed with all organ and extremities present but they will continue to mature in order to become functional.
Smaller than this dot ●	1/4 inch (smaller than a grain of rice)	1 inch long	4 inches long
Called an Embryo			

Fetal Development Timeline

Second Trimester			
	4 Months	5 Months	6 Months
	Eyelids, eyebrows, eyelashes, nails and hair are formed and baby can yawn, stretch and make faces.	Baby is developing muscles and is exercising them.	Baby now has finger and toe prints and the eyelids part so eyes can open. Baby can respond to sound now.
	6 inches long	10 inches long	12 inches long
			

Fetal Development Timeline

Third Trimester

7 Months	8 Months	9 Months
Hearing is fully developed and baby starts to respond to stimuli like pain, sound and light	Most internal systems are well developed, but the lungs may still be immature	Baby's reflexes are coordinated so the baby can blink, close the eyes, turn the head and grasp firmly
12 inches long	14 inches long	18 inches long
		

Questions Related to Fetal Development

Mode of Instruction: Guided Conversation

What happens if more than one egg is released?

If both eggs are fertilized, this leads to fraternal twins.

Identical twins happen when the zygote splits into two entities before the cells begin dividing.

Closing Prayer

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

LESSON #3: Pregnancy

Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none">• The length of a pregnancy is approximately 40 weeks and is divided into three stages called trimesters.• Fetal development during pregnancy can be adversely affected by:<ul style="list-style-type: none">○ poor nutrition○ smoking○ alcohol use○ drug use• Supportive health practices during pregnancy include:<ul style="list-style-type: none">○ eating nutritious foods○ engaging in physical activity○ getting adequate sleep and rest○ attending early and consistent medical visits	<ul style="list-style-type: none">• Fetal development occurs in stages throughout a pregnancy.• Supportive health practices can enhance reproductive health, a healthy baby, and safe childbirth.• Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.	<ul style="list-style-type: none">• Examine factors that can adversely affect fetal development.• Identify health practices that support a healthy pregnancy.• Identify credible sources of reproductive health information.

Lesson Components

Opening Prayer

Loving God,
Everything you created is good.
We have received life from your hands.
We have been created in your image,
with the power to love and care
for each other and to share in your creation.
We thank you for this gift.
Help us to cherish all that you have created.
Help us to show gratitude for the gift of sexuality
by the way we live.
Amen.

Introduction to Pregnancy

Mode of Instruction: Guided Discussion and Direct Instruction

As a class, brainstorm the physical changes that occur in a pregnant woman's body:

- feels sick
- gains weight
- abdomen grows
- has food cravings
- gets tired easily
- hands and feet swell

All of the physical changes are a natural part of pregnancy and play an important part in preparing the woman's body for the growing baby.

Many other changes occur in pregnancy - some that we can see and some that we can not see.

It is important to know that pregnancy is not a sickness, although the pregnant woman may feel a little sick sometimes. Pregnancy is a normal human process.

Having a healthy lifestyle during pregnancy can help babies be as healthy as possible when they are born.

Questions Related to Pregnancy

Mode of Instruction: Direct Instruction

Will a pregnancy occur every time sexual intercourse occurs?

No. Although there is always a chance that pregnancy will occur, it only happens if a sperm cell fertilizes an egg and implants into the wall of the uterus.

How do women know when they are pregnant?

While there may be some early signs (i.e. morning sickness, changes to body, menstruation stops), many women choose to use a test to determine if they are pregnant.

Simple tests are available through a doctor or pharmacy.

Promoting Healthy Babies

Mode of Instruction: Guided Discussion & Independent Activity

Before and during pregnancy, what can help a woman be as healthy as possible?

- Regular check-ups with a health care provider
- A healthy diet and eating nutritious foods
- Getting plenty of sleep and rest
- Engaging in regular, moderate exercise/physical activity
- Using healthy coping strategies to deal with stress
- Taking daily multivitamin/prenatal vitamins with folic acid

Why does a healthy lifestyle before pregnancy impact a future baby?

- In the first few weeks of pregnancy, the developing embryo is very vulnerable to harmful substances such as drugs, tobacco products, chemicals, alcohol, and some medications. These harmful substances are called teratogens.
- A healthy lifestyle will lower the likelihood of these substances being present during the early weeks of pregnancy, before most women even know they are pregnant.

During pregnancy, what are some things that can negatively affect the development of the baby in the uterus?

- Smoking/vaping (first or second hand smoke)
- Alcohol, marijuana or other drug use
- Poor nutrition
- Lack of folic acid
- Excessive stress
- Environmental conditions (e.g., air pollution, chemicals)

What can other people do to provide the baby with the best possible conditions for healthy fetal development?

- Avoid smoking/vaping around a pregnant woman to stop second-hand smoke from impacting the baby
- Help with housework, childcare, yard work and other family obligations to give time for rest
- Cook and eat healthy meals together
- Enjoy moderate exercise together
- Clean out the litter box for any cats in the home. Cat feces can be dangerous for pregnant women (risk of toxoplasmosis)

Who else can help provide good information and support healthy decisions?

- Doctor
- Public Health Nurse
- Midwife

- Childbirth educator

People can reproduce, or make babies, once they start periods and ejaculation. But most people wait until they are much older. Why?

- Most young people are not emotionally, educationally, or financially ready to parent.
- Most young people do not want to have to take care of another person.
- Most young people want to interact with friends and continue to gradually take on responsibilities as they get older.
- Even when people are married, they have to consider their finances, health, and other supports they have to help them (family, caregiver, and community). Choosing to have a baby is a big responsibility.

In Canada people have fertility freedoms, which means, people have the right to make their own decisions about if they want to have a baby, when they want to have a baby, and how many babies they want. The Catholic world views that children are gifts given in marriage. People will wait until they are married to have children.

Overview of Student Activities:

Using a mindmap, students will keep track of positive and negative practices during pregnancy

Closing Prayer

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

LESSON #4: Preventing Pregnancy

Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none">• Different types of birth control can have varying levels of effectiveness and risks.• Some birth control measures can lower the risk of sexually-transmitted infections and blood-borne infections.	<ul style="list-style-type: none">• Birth control and Natural Family Planning can help prevent pregnancy and sexually-transmitted infections.• Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.	<ul style="list-style-type: none">• Identify effective ways to prevent pregnancy and sexually-transmitted infections.• Identify credible sources of reproductive health information.

Lesson Components

Opening Prayer

Loving God,
Everything you created is good.
We have received life from your hands.
We have been created in your image,
with the power to love and care
for each other and to share in your creation.
We thank you for this gift.
Help us to cherish all that you have created.
Help us to show gratitude for the gift of sexuality
by the way we live.
Amen.

Preventing Pregnancy

Mode of Instruction: Direct Instruction & Guided Discussion

Although the gift of conceiving a child (reproduction) is a blessing from God, husband and wife are called to be responsible with how they use that gift. There are reasons why a married couple may want to avoid pregnancy.

Overview of Student Activities:

Students will brainstorm the reasons that someone might want to avoid pregnancy.

Reasons that someone might want to avoid pregnancy:

- Age
- Maturity
- Unmarried
- Financial
- Health
- Lack of family, community support

Catholic teachings tell us that conception and human reproduction are such important and special blessings for a family, planning for it must be made with careful thought and attention.

Ways to Prevent Pregnancy

Mode of Instruction: Direct Instruction & Guided Discussion

What is the best way to prevent pregnancy?

- Abstinence means abstaining from sexual activity.
- Abstinence is encouraged until you are married and is 100% effective for preventing pregnancy.

Chastity

- We are all called to be chaste (to live chastity) whether married, unmarried, ordained, etc.
- Chastity is a gift from God that is developed and strengthened through the cultivation of virtues, prayer, and self-discipline. It's learning to love as God loves.
- Chastity may include abstinence; however, chastity does not simply mean refraining from sexual activity. Chastity is a lifestyle choice of living according to God's will.
- Chastity is exercising self-control over sexual attractions. It means choosing to live a lifestyle of positive sexual expression that includes how we talk, dress, respect our bodies and respect the bodies of others.

Connection to Scripture

Mode of Instruction: Direct Instruction & Guided Discussion

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies." - 1 Corinthians 6:19-20

Overview of Student Activities:

Reflect on the question, "What does it mean for our bodies to be temples of the Holy Spirit?"

Chaste Lifestyles

Mode of Instruction: Direct Instruction & Guided Discussion

Examples of living a chaste lifestyle include:

- Being respectful in our language about the human body and human sexuality.
- Being respectful with our own bodies and how we act towards the bodies of others. The way we present ourselves should reflect the dignity of our bodies (temple of the Holy Spirit – 1 Corinthians 6:19-20).
- Saying no when people ask us to send them intimate or sexual pictures of our bodies.
- Modesty
- Remaining celibate if unmarried.
- Remaining completely faithful to your partner if married.

Abstinence is the most effective way to prevent pregnancy.

Other Forms of Birth Control and Natural Family Planning

Mode of Instruction: Direct Instruction

Methods of birth control:

- Birth control refers to the different methods used to prevent pregnancy.
- Contraception or birth control is the intentional use of various agents to prevent conception. Although artificial contraceptives help to prevent pregnancy, there are still risks associated with their use.
- Hormonal birth control methods have hormones that prevent pregnancy by stopping the ovaries from releasing an egg.
 - Hormonal birth control requires a person to take a daily pill or receive regular injections in order to be effective. Missing a dose can increase the chances of becoming pregnant.
 - Due to the inherent risks associated only a physician should prescribe hormonal birth control.
- Non-hormonal birth control methods create a barrier between sperm and the egg, change the chemistry of the reproductive tract, or both.
 - The effectiveness of these methods is dependent on correct usage.

- Natural birth control methods do not involve medications or devices to prevent pregnancy. Instead, they follow the natural rhythms of the woman's fertility cycle by observing physical signs such as changes in cervical mucus, basal body temperature, and other physical symptoms that indicate ovulation. By tracking these signs, the couple can determine when the woman is most likely to be fertile and adjust their sexual activity accordingly. These methods are called NFP.
 - Catholic teaching encourages married couples to use Natural Family Planning as it is healthy and holistic and works in partnership with God to welcome new human life. NFP allows the couple to consider the reproductive decisions while aligning with God's natural plan
 - The Catholic Church believes that sex is a beautiful and meaningful expression of love between a husband and wife, and an opportunity to cooperate with God in bringing new life into the world. Thus the Church rejects all artificial means of contraception since these attempts aim to separate the sexual act from procreative potential and to block the total self-giving of husband and wife

Closing Prayer

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

LESSON #5: Sexually-Transmitted Infections

Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none">• Different types of birth control can have varying levels of effectiveness and risks.• Sexual activity can expose individuals to sexually-transmitted infections and blood-borne infections.• Some birth control measures can lower the risk of sexually-transmitted infections and blood-borne infections.	<ul style="list-style-type: none">• Birth control and Natural Family Planning can help prevent pregnancy and sexually-transmitted infections.• Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.	<ul style="list-style-type: none">• Identify effective ways to prevent pregnancy and sexually-transmitted infections.• Identify credible sources of reproductive health information.

Lesson Components

Opening Prayer

Loving God,
Everything you created is good.
We have received life from your hands.
We have been created in your image,
with the power to love and care
for each other and to share in your creation.
We thank you for this gift.
Help us to cherish all that you have created.
Help us to show gratitude for the gift of sexuality
by the way we live.
Amen.

Sexually-Transmitted Infections (STIs) and Blood-Borne Infections (BBIs)

Mode of Instruction: Direction Instruction & Independent or Partner Activity

Along with the risk of getting pregnant, sexual activity can expose individuals to sexually transmitted infections (STIs) and blood-borne infections (BBIs).

- STIs are infections spread primarily by close sexual contact and sexual intercourse. Sexual contact means any intimate skin-to-skin contact in the genital area.
- BBIs are passed from one person to another through an exchange of blood and other body fluids.
- Together, these infections are referred to as STBBIs.

Why is it important to learn about STBBIs?

- It helps a person be able to take care of their own body.
- Untreated STBBIs can cause problems for a person's health and future ability to have children.
- BBIs and some untreated STIs can be passed from mothers to babies.
- There can be a stigma for those who have been diagnosed with an STBBI. Our Christian response should always be one of compassion and love to anyone who is sick or suffering. We need to support people in getting the medical treatment they require.

How do people get STBBIs?

- Any sexual activity involving genital contact with an infected partner
- Being born to a mother who has an STBBI

- Body piercing or tattooing with unclean equipment

What can a person do to reduce their risk for STBBIs?

- There are vaccines available for some STBBIs.
- Abstain from sex and sexual contact.
- People who choose to get piercings and tattoos should only do so from] reputable places that clean and sterilize all equipment and use only sterile needles.
- Avoid contact with blood from other people. Use medical gloves and other safety equipment when performing first aid.

Abstinence means abstaining from sexual activity.

Abstinence is encouraged until you are married and is 100% effective for preventing pregnancy and STBBIs.

Some forms of birth control also protect again STBBIs.

Although artificial contraceptives help to prevent pregnancy and STBBIs, there are still risks associated with their use.

Methods of birth control

- Birth control refers to the different methods used to prevent pregnancy.
- Contraception or birth control is the intentional use of various agents to prevent conception. Although artificial contraceptives help to prevent pregnancy, there are still risks associated with their use.
- Hormonal birth control methods have hormones that prevent pregnancy by stopping the ovaries from releasing an egg.
 - Hormonal birth control requires a person to take a daily pill or receive regular injections in order to be effective. Missing a dose can increase the chances of becoming pregnant.
 - Due to the inherent risks associated only a physician should prescribe hormonal birth control.
- Non-hormonal birth control methods create a barrier between sperm and the egg, change the chemistry of the reproductive tract, or both.
 - The effectiveness of these methods is dependent on correct usage.
- Some forms of birth control also protect against STBBIs.
 - Hormonal birth control does not offer any protection against STBBIs.
 - Non-hormonal birth control methods may offer some protection from STBBIs, but are not sure to prevent risks.

Sources of Accurate Information about STBBIs, birth control, pregnancy, reproductive health, etc.

- Reproductive health is complex, and there is much information to learn about sexuality, reproduction, babies, chastity, and growth and development. It is essential to ask questions, but it is even more important to ask questions to those with credible and correct information who will support you in making healthy decisions.
 - Family doctors, clinics or community health centres
 - Teachers, counsellors, or school nurses
 - Fact sheets from a reliable source (Health Services)
 - Parents, guardian or other trusted, knowledgeable adults
 - Spiritual leaders, Knowledge Keepers, and Elders

Overview of Student Activities:

Students will use a fill in the blank worksheet to answer questions about the information taught throughout the lesson.

Closing Prayer

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

LESSON #6: Consent and Self-Control

Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none">Any sexual activity always requires consent.Self-control can support decision-making related to human reproduction.	<ul style="list-style-type: none">Sexual activity without consent is sexual assault and can have physical, emotional, and/or legal consequences.	<ul style="list-style-type: none">Identify effective ways to prevent pregnancy and sexually transmitted infections.

Lesson Components

Opening Prayer

Loving God,
Everything you created is good.
We have received life from your hands.
We have been created in your image,
with the power to love and care
for each other and to share in your creation.
We thank you for this gift.
Help us to cherish all that you have created.
Help us to show gratitude for the gift of sexuality
by the way we live.
Amen.

Scripture

Mode of Instruction: Guided Discussion

"For God gave us a spirit not of fear but of power and love and self-control." With the Holy Spirit inside of us, we are able to possess self-control and demonstrate the fruits of the Spirit. As a result, we can live in a way that is honorable to God." - 2 Timothy 1:7

As a class or with a partner, students will brainstorm

Scripture Reflection

Mode of Instruction: Whole Class or Partner Discussion

As a whole class or in partners, students will brainstorm answers to "What is self-control?" Possible answers may include:

- Thinking about the possible outcomes of a decision
- Not just acting on the first thing you want to do
- Choosing to do something else
- Monitoring your emotions
- Thinking about the right thing to do and then choosing to do it
- Thinking about other people and not just myself

Self-Control

Overview of Student Activities:

The teacher will read aloud a series of statements. If the students believe the statement is describing self-control they will stand up. If the statement does not describe self-control the students will remain sitting.

- You feel sad, so you write in your diary.
- You yell “I’m hungry” when you want to eat.
- You are so angry you stomp your feet.
- You are happy and you tell your mom about it.
- You want to sit in the back of the bus, so you push your friend out of the seat.
- You wait patiently for your teacher to talk to a classmate.
- You feel angry, so you shout at your friend.
- You love sweet foods, so you take your sister’s piece of cake.
- You feel upset, so you take three deep breaths before speaking.

Self-control is actually a virtue; it is one of the fruits of the Holy Spirit. The fruit of the Spirit are virtues that we develop when we try to follow Jesus’s example and live as God asks us to. Self-control is a virtue because it helps us to make good decisions that protect us and other people. As we mature, we are expected to grow in self-control. Self-control is particularly important when it comes to our sexual desires, which are a powerful and natural part of the human experience. The Church teaches that sexual desire is a gift from God, but that it must be channelled and expressed in a way that is consistent with our human dignity. Self-control enables us to avoid behaviours that are harmful, exploitative, or contrary to God’s plan for our lives.

Consent

Mode of Instruction: Direct Instruction from Teacher, Video & Individual Note Taking

- Consent is an important word and concept for everyone to understand.
- Consent is giving permission for something to happen or an agreement to do something.
- Consent cannot be forced. For consent to be real, it has to be freely given and voluntary. This is especially important when
 - we are talking about our bodies and sexual activity.
 - Your body is your own.

Students will watch the video: [Consent for Kids](#)

After watching the video the following ideas will be reinforced through direct instruction:

- Consent is voluntary, affirmative, freely given and part of an ongoing conversation about a mutual agreement to do something.
- Any sexual activity always requires consent. Sexual activity without consent is sexual assault and can have physical, emotional, social, and legal consequences. Consent cannot be assumed or implied by silence, previous sexual history, relationship, or clothing.
 - Affirmative: saying yes (the absence of “no” is not affirmative).
 - Unambiguous means clear, unmistakable, definite.
 - Conscious means comprehensible, informed, understood, not impaired by drugs, alcohol, sleep etc.

Students will fill out prompt cards describing the information learned about consent shared through direct instruction from the teacher

One important thing to remember about CONSENT is...

What activities require consent?

- All types of sexual activity, including kissing, hugging, touching body parts, making out, and sex. This includes taking pictures and videos of sexual activities.

How do you ask for consent?

- You ask. Some examples may include:
 - "Can I kiss you on the cheek?"
 - "I liked it before when we held hands."
 - "Do you want to do that again?"
 - "Do you want a hug?"

How do you give consent?

- Clearly say with your words and body language that you are interested, and give consent.
- It is essential that you have all the information and haven't been pressured before consenting.
- If you aren't sure if you want to do something, say so!
- Be honest about how you are feeling. Consider suggesting something else you are comfortable with or saying what you might need to give your enthusiastic consent.

How do you refuse consent for an activity?

- You can say no.
- You can give a reason if you want to, but you don't have to.
- You can make an excuse if you don't feel safe enough to say no. For example, "Sorry, my parents expect me home soon, so I can't stay."

What if you are trying to decide if you want to or not?

- Tell the other person you are not sure.
- Only say yes to something if you are sure you want to.
- Tell the other person what you need to help you decide. You might need more time, more information, no pressure, or the chance to talk it over with them or a trusted adult. The important thing is to communicate your own needs and wants clearly.

What if someone says or shows "no"?

- You stop! Always accept their answer and do not try to pressure them to change their mind.
- It's okay if someone says or shows no.
- It can feel embarrassing, frustrating, or painful if someone says or shows no. These are common feelings, and if you need help dealing with them, you can talk to an adult you trust.
- If someone says or shows no, stay calm, look at the person and say okay. Do not try to talk them into it or do it anyway.

How do you know if someone has given their consent?

- Their words and body language both clearly say yes.
- If someone "freezes" or does not respond, they have NOT given their consent.
- If you are threatening or pressuring someone to say yes, they have NOT given their consent.
- If you aren't sure, ask.
- It is essential to talk about consent BEFORE starting an activity.

Can someone take back their consent?

- Yes! Consent is ongoing and can be withdrawn at any time.
- Consenting to an activity in the past or a similar activity does not mean someone consents now.

Why get consent for sexual activity?

- Consent is about understanding and respecting the needs, desires and wishes of others. Talking about consent can make relationships stronger, more enjoyable, and more meaningful.
- Being open about your wishes and boundaries can be a fun, positive, and fulfilling part of any relationship, including friendships and romantic or sexual relationships.
- Respecting the boundaries, desires, and needs of others recognizes their dignity and autonomy.
- Consent ensures that partners know their partners feel safe with the activities they have agreed to, which means things are more enjoyable.
- Any sexual activity that occurs without consent is sexual assault.

What is sexual assault?

- Any sexual activity that occurs without consent.
- This includes kissing, hugging, touching body parts, making out, and having sex.
- Committing sexual assault is wrong and illegal, and causes long-lasting injury/hurt.
- The only way to ensure there is no sexual assault is to ask for and receive consent every time for every activity.
- There is help for people who have been sexually assaulted. Being sexually assaulted is never the victim's fault.
- You must speak to a parent, caregiver, teacher or adult you trust when you have not provided consent, removed consent, changed your mind, or otherwise experienced sexual assault. You may be embarrassed or afraid, but remember, it is never your fault. Trusted adults will help you get the support you need.
- If a friend shares information like this with you, it is best to speak with an adult you trust to ensure your friend gets the support they need.

Consent Scenarios

Mode of Instruction: Whole class, small group, partner or individual discussions

Overview of Student Activities:

Students will discuss each of the following scenarios in terms of consent and what they have learned about consent in the lesson plans.

Scenario #1

Pat falls asleep on the bus on the way home from a hockey game. His friend Luke takes a picture of him leaning against the window and drooling and shares it with all his friends. The next day everybody is laughing at Pat and he is mad at Luke for sharing the picture. Marc says it serves him right for falling asleep.

1. Did Pat consent in this situation?
2. What could Luke have done differently?

Scenario #2

Tory and Steve have previously hung out together with mutual friends, but lately, they have been spending more time alone. When they were at Steve's house watching a movie, Tory put an arm around Steve and started kissing Steve's neck. Steve kept watching the movie, stared straight ahead and didn't say anything.

1. Did Steve consent in this situation?
2. What could Tory have done differently?
3. What could Steve have done differently?

Scenario #3

Sara and Colton are hanging out in the park after school. They are just starting to realize they really like each other. Colton reaches out to hold Sara's hand, and Sara reaches back. While they're holding hands, Colton says, "Sara, would it be okay if I kissed your cheek?" Sara smiles and says, "Yes!" Colton gives Sara a kiss on the cheek.

1. Did Sara consent in this situation?
2. Does anything need to happen differently?

Scenario #4

Arya's friend Sami takes a picture of her changing after gym class and sends it to all of the girls in their class. When Arya finds out, she is embarrassed and very angry.

1. Did Arya consent in this situation?
2. What could the consequences of Sami's choice be?
3. What could Sami have done differently?

Closing Prayer

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen
