



FORT McMURRAY
CATHOLIC SCHOOLS

Grade 9 Health/Religion

Wellness Choices About Human Sexuality

**Parent/Guardian
Information Guide**



Introduction

In accordance with Fort McMurray Catholic School's Administrative Procedure 206 - Family Life & Human Sexuality Education, this document provides parents and guardians with information related to the curriculum, topics, content, and instructional methods that will be used when their children learn about human sexuality. Human sexuality is part of the Alberta Grade 7-9 Wellness curriculum and is taught through a Catholic worldview as part of our school jurisdiction's Health & Religion Program.

About the Instructional Resources

A team of Fort McMurray Catholic School educators consisting of division leaders, school leaders, religion and curriculum consultants, and classroom teachers developed this set of resources that will be used by all teachers when instructing the outcomes for which opt-in/opt-out consent is required, as per legislation from the government of Alberta. These resources, which are highlighted in this information guide, include teacher-directed instruction and student-led activities. External guest speakers or service providers will not be utilized during the instruction of these outcomes.

Parents/guardians are encouraged to review this guide in its entirety to support an informed decision-making process for opt-in or opt-out consent.

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 questions from students 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: Coping with Development

Alberta Education Curriculum Outcome

9.3 - Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

Scripture Reflection

Mode of Instruction: Class Discussion

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

"Now there are varieties of gifts but the same Spirit, and there are varieties of services but the same Lord, and there are varieties of activities, but it is the same God who activates all of them in everyone." 1 Corinthians 12:4-6

Group Think - Growing Pains & Gains

Mode of Instruction: Small Group Discussion

Directions for Students

With your group, brainstorm the following question:

- *Why does it feel so awkward and stressful when everyone is growing up at totally different speeds—like some friends are suddenly way ahead of you, while others seem way behind?*

Podcast - Coping With Change

Mode of Instruction: Podcast

Students will listen to the first episode of a short podcast series, created by the makers of the lesson resource, called "Faith Life with Maya and Jordan". This episode is focused on how to cope with the changes that come during adolescence.

Catholic Worldview on Development

Mode of Instruction: Direct Instruction from the Teacher

From a Catholic perspective, every person is created in the image and likeness of God (Genesis 1:27) and has inherent dignity that does not depend on physical maturity, emotional stability, or social ability. Each person grows and develops at a unique pace, and these differences are part of God's design. Recognizing and accepting this uniqueness is essential for personal well-being and for fostering respect for others. Catholic Social Teaching emphasizes justice, solidarity, and care in human relationships, encouraging patience, empathy, and support for oneself and for others.

As Pope Francis reminds us, "Each of us is a masterpiece of God's creation, made in His image, and called to love." This teaches us that growth and abilities are meaningful, even if they develop differently for different people, and that every person's contributions have value in God's eyes. Scripture reinforces this call to serve and honor each person: "As each has received a gift, use it to serve one another, as good stewards of God's varied grace" (1 Peter 4:10, NRSV). By understanding that growth is not a race, we can focus on our own journey with patience and gratitude, and extend the same respect and care to friends, honoring God's plan in every individual.

Types of Changes

Mode of Instruction: Teacher facilitated Activity

Directions for Students:

Let's look at the following examples together and determine whether they are physical change, emotional change and/or social change.

- A friend who is now more interested in dating than hanging out with friends.
- Being embarrassed to change for PE because of body changes.
- Not making the soccer team due to not having the same skills as others.
- You wake up 20 minutes earlier than usual just to try and cover up a breakout of acne before school.
- You realize you aren't sitting with your elementary school best friend at lunch anymore because you've both drifted into different crowds.
- You feel stressed because you missed almost 100 messages in the group chat while you were at piano lessons and now feel "out of the loop".
- You watch a news story or a sad movie and feel a level of deep sadness or compassion that you never felt when you were a kid.

Types of Changes - Consolidation

Mode of Instruction: Small Group Activity

Directions for Students:

With a group of 2-3 people, complete the following:

- Think back to the situations we just discussed, now you will come up with your own example and state whether this is a physical, emotional or social change.
- Once you have your situation, decide on one healthy and one unhealthy way of dealing with your situation.

Healthy Coping Strategies

Mode of Instruction: Direct Instruction from the Teacher

- Positive self-talk
- Accessing support systems
- Responding to negative influences
- Becoming a peer leader
- Healthy lifestyle habits such as exercise, meditation, healthy eating, getting enough sleep, or journaling

Exit Task

Mode of Instruction: Independent Student Task

Students will write one response for each of the prompts below:

-  Red (Stop): One unhealthy coping habit I want to stop doing (like "doom-scrolling" when I'm sad or snapping at my parents).
-  Yellow (Caution/Wait): One situation that still feels a little confusing or "awkward" to me.
-  Green (Go): One healthy way I'm going to handle a change this week.

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 #2.1: Consent

Alberta Education Curriculum Outcome

9.7 -Evaluate implications and consequences of sexual assault on a victim and those associated with that victim.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

Podcast - What is Consent?

Mode of Instruction: Podcast

Students will listen to the second episode of a short podcast series, created by the makers of this lesson resource, called "Faith Life with Maya and Jordan". This episode is focused on an introduction to consent.

What is Consent? Continuation

Mode of Instruction: Direct Instruction from the Teacher

Conventional Worldview on Consent:

Consent Is:	Consent Is NOT:
<ul style="list-style-type: none">• Informed• Freely-given• Coherent• Ongoing• Sober• Enthusiastic• Clear• Specific• Essential• Comfortable• Active• Reversible/Changeable• Based on equal power• Breaking away from gender "rules." Any partner might want to take it slow. And, it's not one partner's job to initiate the action all the time.	<ul style="list-style-type: none">• Flirting• Silence• Dressing sexy• The absence of "no"• Being in a relationship• Accepting a ride or a drink, etc.• If you have to convince them• Having had sex with the individual before• Saying yes (or saying nothing) while under the influence of drugs or alcohol.• Saying yes or giving in to something because you feel too pressured or too afraid to say no.• Consent is not a free pass. Saying yes to one act doesn't mean you have to consent to other acts. Each requires its own consent.

Catholic Worldview on Consent:

While Catholic Teaching does not condone engaging in sexual activity outside of marriage, all sexual activity inside or outside the confines of marriage must be entered into with free, clear, consent.

Scripture Reflection

Mode of Instruction: Class Discussion

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

"So in everything, do to others what you would have them do to you."

Matthew 7:12

Asking for Consent

Mode of Instruction: Small Group Discussion

Directions for Students:

In small groups, discuss the following questions. A whole class discussion will follow.

- What are some ways someone can ask for consent?
- What are some ways a person can enthusiastically communicate their consent?
- What are some things someone could do or say to refuse consent or show the answer is "no"?
- What are some ways to respond that respects a "no" answer?

Consent or No Consent

Mode of Instruction: Small Group Activity

Directions for Students:

For each scenario, discuss the following questions:

- Is this consent or not consent?
- What communication is missing?
- What should happen next?

Scenario 1: Alex and Jordan are on a date at the movies. During the movie, Alex reaches over and holds Jordan's hand. Jordan pulls their hand away and moves closer to the armrest.

Scenario 2: Casey sees their crush at a party. Casey walks over and gives them a hug without asking first. The crush hugs back.

Scenario 3: Morgan texts their partner: "Can I kiss you when I see you tomorrow?" Their partner responds: "Yes, I'd like that."

Scenario 4: During a sleepover, one friend starts tickling another friend who is laughing. After a few minutes, the friend being tickled says "Stop, I don't like this anymore." The tickling continues because the friend was just laughing.

Class Reflection

Mode of Instruction: Whole Class Discussion

The teacher will facilitate a whole class discussion using the following prompts:

- Which scenarios showed clear consent?
- Which scenarios showed unclear or missing consent?
- What words or actions would make each scenario clearer?
- Why is it important to ask instead of assume?

Consolidating Consent

Mode of Instruction: Partner Activity

Directions for Students:

With a partner, write your own scenario that shows:

- One example where someone clearly asks for and receives consent
- One example where consent is unclear or missing

Kahoot Quiz

Mode of Instruction: Independent Activity / Whole Class Discussion

The Kahoot Quiz used in this activity is from teachingsexualhealth.ca, which is a teacher and parent resource hub managed by Primary Care Alberta. This quiz was approved by Alberta Education for use in Alberta schools when teaching about human sexuality in grade 9.

To review the quiz, please click [here](#).

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 #2.2: Sexual Assault

Alberta Education Curriculum Outcome

9.7 -Evaluate implications and consequences of sexual assault on a victim and those associated with that victim.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

What is Sexual Assault?

Mode of Instruction: Direct Instruction from the Teacher

What is Sexual Assault?

Sexual assault is any unwanted sexual act done by any person to another person without a person's consent or voluntary agreement.

Sexual activity without consent is sexual assault. There does not have to be force for it to be a sexual assault.

The person initiating sexual activity is responsible for getting consent.

Not getting consent may lead to negative outcomes for both the survivor (the person who has been sexually assaulted) and the perpetrator (the person who commits the assault) and even the friends and family of the survivor.

A Violation of Dignity

In a Catholic worldview, every person is seen as a masterpiece made by God, meaning they have a special kind of value called human dignity. Because Catholics believe the body is a "Temple of the Holy Spirit," it is considered sacred and must be treated with total respect.

Sexual assault is viewed as a very serious sin because it is a direct attack on that dignity. It isn't just a physical act; it is a spiritual violation that treats a person like an "object" to be used instead of a human being to be loved. The Church teaches that God's plan for relationships is based on freedom, honesty, and total consent. When someone commits sexual assault, they are breaking the "Law of Love" and failing to see the image of God in another person.

For a survivor, the Church emphasizes that they are never to blame, and the focus should be on their healing, protection, and seeking justice.

Scripture Reflection

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

Consequences of Not Getting Consent

Mode of Instruction: Direct Instruction from the Teacher

There can be legal, personal, social or physical/medical consequences of not getting consent.

Example #1: Legal consequences for the perpetrator include being charged with assault, having a criminal record, and possibly facing time in jail. Outcomes for the survivor include deciding to make a police complaint and facing the perpetrator in court.

Example #2: Personal consequences for the perpetrator may include difficulty getting a job or getting into post-secondary schools because of a criminal record. There may also be feelings of regret and guilt. Outcomes for the survivor may include difficulty concentrating in school, leading to poorer grades, feelings of anger or emotional trauma.

Example #3: Social consequences for the perpetrator may include embarrassment facing friends, family and future relationships. Outcomes for the survivor may include fear of and difficulty trusting others.

Example #4: Physical/Medical outcomes for the survivor may include a physical injury, pregnancy or contracting an STI.

Example #5: Outcomes for the family or friends of the survivor may include participating in a court proceeding, or feelings of anger, guilt or helplessness.

Is This Sexual Assault?

Mode of Instruction: Student Activity

Directions for Students:

The right side of the room represents the "Yes" category and the left side of the room represents the "No" category.

When I read a scenario, go to the side of the room that you believe fits the scenario the best.

Scenario #1, They Didn't Say No

Two people are watching a movie together. One person reaches over and starts touching the inner thigh of the other. The other person feels uncomfortable but doesn't say anything or push them away.

Scenario #2, Dating Means Yes

Two people have been dating for several months. One person assumes physical contact is okay because they are in a relationship. The other person didn't want it but felt pressured to go along with it.

Scenario #3, Changed Their Mind

Two people agree to be physically close at first. Partway through, one person says they want to stop, but the other person continues anyway.

Scenario #4, Joking or Not?

A student repeatedly makes sexual jokes or comments about another student's body, even after being told it makes them uncomfortable.

Scenario #5, Under the Influence

Two people are at a party. One person is very drunk, and the other person initiates sexual activity, saying, "They didn't stop me."

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 #3.1: Factors Affecting Relationships

Alberta Education Curriculum Outcome

9.12 - Determine "safer" sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

The Virtue of Prudence

Mode of Instruction: Direct Instruction from the Teacher

In the Catholic worldview, building a relationship is an exercise in the virtue of prudence, which is often called "right reason in action."

Prudence is the "steering virtue" that helps you take your high ideals, like love and faith, and apply them to the messy, real-world logistics of life. Instead of just following "vibes" or intense emotions, a prudent person asks: "Does this relationship actually make sense for my future and my soul?" This means looking at compatibility not as a lucky spark, but as a series of wise observations about a partner's character, their ability to handle money, how they treat their family, and whether their life goals align with yours.

In this view, being "in love" isn't enough; prudence requires you to evaluate if you can practically build a life together that is stable, virtuous, and focused on reaching Heaven as a team.

Opening Discussion: Relationships & Communication

Mode of Instruction: Partner Discussion

Directions for Students:

Today we're exploring relationships, communication, and making informed choices about your health and safety.

- Think (30 seconds): What's one quality you value in a friend or partner?
- Pair (1 minute): Turn to a partner and share your answer
- Share (2 minutes): We'll hear a few examples from the group

Potential Potholes: Relationship Challenges

Mode of Instruction: Small Group Reflection Activity

Directions for Students:

Grab a blank piece of paper and divide it into four equal squares. In each square, you are going to brainstorm potential "potholes" or problems that might come up in a teenage dating relationship.

For each of the squares on your page, title them with the following (you do not have to include the explanation). Then, brainstorm potential problems that could occur in dating relationships in each category.

The Logistics (Practical Challenges)

These are the 'real life' hurdles that have nothing to do with your feelings and everything to do with your schedule and your parents.

The Vibe Check (Compatibility Challenges)

This is about whether you actually 'click' as people. It's the difference between liking the idea of someone and actually liking who they are.

The Big Picture (Commitment Challenges)

This is about the 'What are we?' talk. It's about how much time and energy you are willing to give to one person.

The Heart & Boundaries (Affection/Intimacy Challenges)

This is about how you show you care and how you respect each other's comfort zones—both emotionally and physically.

Group Activity Debrief

Mode of Instruction: Teacher-facilitated Discussion

Discussion Questions

- Which headings were the easiest and hardest to identify examples for?
- Do any of the challenges seem easy to solve?
- Which seem the hardest to solve?
- Is there a category that seems to have more problematic examples?
- What role do a person's values play in relationship problems?

Exit Task

Mode of Instruction: Independent Student Activity

Exit Task Questions

- What is one thing you learned today?
- What is one thing you are still wondering about?
- Is there anything that made you feel uncomfortable today, please explain if you are able.

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 #3.2: Building Assertive Communication Skills

Alberta Education Curriculum Outcome

9.12 - Determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

Types of Communication

Mode of Instruction: Direct Instruction from the Teacher

Opening

As we get older, we realize that people have their own different ways of communicating. This could depend on the situation, or even the day! Let's take a look at some examples...

Assertive

- stand up for their rights without denying other people theirs
- respect themselves as well as others

- ask for what they want in a straightforward manner
- express their emotions (both positive and negative) in a healthy manner

Passive

- give in and say yes even when they don't want to
- put the feelings and concerns of others before their own
- keep their concerns to themselves

Aggressive

- think of themselves first, at the expense of others
- dominate others
- use threats or force

Passive-Aggressive

- May seem to agree to avoid confrontation (passive) but will manipulate others to say things for them, or say things behind someone's back (aggressive)

Summary

People do not communicate using just one of these styles. They can combine or change styles depending on the situation and/or person that they are interacting with.

For example, a person can be assertive with their best friend whom they are very comfortable with, but they may be aggressive with someone that they do not like or respect.

Communication in Action

Mode of Instruction: Group Activity - Role Playing

Directions for Students:

- In groups of four, you'll receive a short scenario. Your task? Bring it to life for the class - either as a quick skit or a dramatic reading.
- You'll have 10 minutes to plan your performance once you get your scenario. After each presentation, we'll all work together to identify which type of communication is being demonstrated.
- Get ready to act, observe, and have some fun while learning!

Consolidation

Mode of Instruction: Teacher-facilitated Discussion

Discussion Prompts

- What type of communication is most effective in solving difficulties within relationships?
- Why don't the other forms of communication work as well?
- What are the best examples of assertive communication from each combined group?

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 #4.1: Responsibilities of Parenting

Alberta Education Curriculum Outcome

9.13 - Identify and describe the responsibilities and resources associated with pregnancy and parenting.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

Parenting: A Sacred Responsibility

Mode of Instruction: Direct Instruction from the Teacher

In the Catholic view, parenting is understood as a vocation and sacred responsibility, not merely a social role. Parents are seen as co-creators with God, entrusted with the care of new life that possesses inherent dignity from conception. This responsibility includes providing for a child's physical needs, but also nurturing emotional, moral, and spiritual development. Parents are called to model self-giving love, reflecting God's unconditional love, and to create a home where faith, respect, and human dignity are lived daily.

Catholic teaching also emphasizes that parents are the primary educators of their children, especially in matters of faith and conscience. They are responsible for introducing their children to prayer, Scripture, and participation in the sacramental life of the

Church, while helping them discern right from wrong and develop their God-given gifts. Parenting is therefore both a personal and communal responsibility, supported by the Church and wider community, and grounded in hope, patience, and trust in God's grace.

Babysitting vs. Parenting

Mode of Instruction: Small Group Discussion

Directions for Students:

- Have you ever babysat or looked after a younger sibling?
- Share your experiences with your table group.
- **Conversation Starters:**
 - What time of day do you usually babysit? How long do you typically babysit?
 - How many children do you look after?
 - How old are they?
 - Are the children already fed? If not, what do you make for them to eat?
 - Do you have to put them to bed? Do you give them a bath?
 - What kind of things do you do with them for fun?
 - What are the responsibilities of a babysitter?

Responsibilities of Parenting

Mode of Instruction: Small Group Discussion

Directions for Students:

- Brainstorm the responsibilities of being a parent with your table group.

Parenting Scenarios

Mode of Instruction: Group Activity

Directions for Students:

In your small group, discuss what responsibilities are involved in this scenario, what choices would a responsible parent make, and what skills and resources would help them solve the problem.

Scenario 1: Your 3-year-old spills juice all over your homework and the carpet. How do you handle it?

Scenario 2: Your 14-year-old wants to go to a late-night party. How do you make a decision and communicate it?

Scenario 3: You realize your child needs medical attention but you're on a tight budget. What do you do?

Scenario 4: Your child refuses to eat vegetables and throws tantrums at every meal. How do you respond?

Scenario 5: Your child is struggling in school and is feeling frustrated and upset. How do you support them?

Important Considerations

Mode of Instruction: Direct Instruction from the Teacher

Every child is different and schedules may change from one week to the next as the baby grows.

The daily activities do not only consist of playing with and dressing the baby. Babies need special attention which is not always fun. Babies need feeding and diaper changes 6-12 times per day. They wake frequently at night and need to be comforted to get back to sleep. Some babies frequently cry and for no reason, that is clear to the caregiver.

Both parents are equally responsible for raising their child and legally responsible for supporting this child until they are an adult. Unfortunately, a teen mother is likely to raise a child alone as many couples do not parent their child together.

Teen parents may face many challenges including lack of support from family and friends and may have a higher risk of experiencing depression.

Many factors can reduce the chances of becoming a teenage parent including having goals you don't want to give up. These include talking with parents, resisting peer pressure, choosing not to have sex or using birth control consistently and correctly.

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 #4.2: Pregnancy

Alberta Education Curriculum Outcome

9.13 - Identify and describe the responsibilities and resources associated with pregnancy and parenting.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

Pregnancy: Co-Creators with God

Mode of Instruction: Direct Instruction from the Teacher

From a Catholic worldview, pregnancy is understood as a sacred participation in God's creative work. Human life is believed to begin at conception, and every unborn child is created in the image and likeness of God, possessing inherent dignity and worth. Pregnancy is therefore not only a biological process, but the beginning of a unique human person entrusted to the care of others. Parents are seen as co-creators with God, called to receive and nurture new life with love, responsibility, and reverence for God's plan.

This worldview also emphasizes care for both the unborn child and the mother, especially in situations of vulnerability or hardship. Because Catholic teaching consistently upholds the dignity of all human life, pregnancy calls the wider community to offer

compassion, support, and practical assistance. Rooted in hope and trust in God's providence, the Catholic understanding of pregnancy highlights self-giving love, moral responsibility, and a commitment to protecting and supporting life at all stages.

Scripture Reflection

Mode of Instruction: Teacher-facilitated Discussion

"For you formed my inward parts; you knit me together in my mother's womb. I praise you, for I am fearfully and wonderfully made. Wonderful are your works; that I know very well. ... 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.

Psalm 139:13-14, 16

What does this Psalm tell us?

Pregnancy & Development

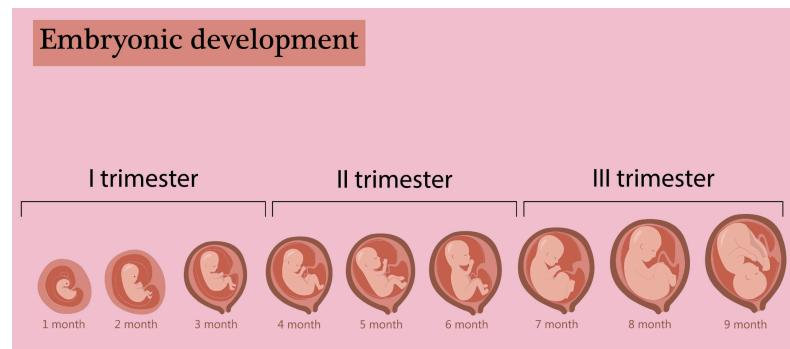
Mode of Instruction: Direct Instruction from the Teacher

Pregnancy is broken into 3 trimesters. During these times, different developmental milestones are reached for the baby and the mother can experience specific symptoms at each stage.

1st Trimester (Weeks 1-12): The "Construction" Phase. Major organs form; highest risk of miscarriage.

2nd Trimester (Weeks 13-27): The "Growth" Phase. Details develop (hair, fingerprints); often the most uncomfortable time for the mother. Mother should start to feel the baby move.

3rd Trimester (Weeks 28-40): The "Finishing" Phase. Rapid weight gain, lungs mature; preparation for birth.



The Timeline Challenge

Mode of Instruction: Group Activity

Directions for Students:

There are 3 stations around the room labeled Trimester 1, Trimester 2, Trimester 3.

You will receive cards with fetal milestones and maternal symptoms. Your job is to place the card at the correct station.

Heart Begins to Beat	Hair Appears	Morning Sickness for Mom	Braxton Hicks (Practice Contractions)
Major Organs Form	Lungs Fully Mature	Missing Period	
Size of a Lime	Rapid Weight Gain	Extreme Fatigue	
Fingerprints Develop	Head-Down Position	Mom feels the baby move & kick	
Sex Can Be Determined	Eyes Open & Close	Baby Bump Shows	
Hearing Develops	Shortness of Breath	Frequent Urination	

Timeline Challenge Reflection

Mode of Instruction: Teacher-facilitated Discussion

Prompts:

- Why is the 1st Trimester considered the most critical for development?
- Why do you think the 2nd Trimester is often called the “Golden Period”?
- Why does the baby need to gain so much fat in the 3rd Trimester?

Resource Hunt

Mode of Instruction: Independent Activity

Directions for Students:

Your task is to identify 3 resources a pregnant person in Alberta could access.

Write a short summary of how this resource is helpful to a pregnant person.

Exit Ticket

Mode of Instruction: Independent Activity

Directions for Students:

Identify one specific responsibility a pregnant person has during the first trimester and one resource they can use to help them fulfill it.

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 #4.3: Responsibilities of Parenting - Daily Life Assignment

Alberta Education Curriculum Outcome

9.13 - Identify and describe the responsibilities and resources associated with pregnancy and parenting.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

Daily Life Assignment

Mode of Instruction: Independent In-class Assignment

Directions for Students:

Goal:

In class, we discussed how human sexuality is a gift from God meant for total self-giving. This assignment helps us explore what "giving of yourself" actually looks like in daily life by comparing your current routine with the reality of caring for a new life.

Part 1: My Typical Saturday

Fill in the chart attached with your activities on a typical Saturday. Be honest! Include sleeping, eating, personal care (showering/makeup), homework, sports, time with friends, social media, or gaming. You can write up to 3 things per timeframe.

Part 2: A 6-Month-Old's Needs

Before moving to Day 2, you must account for these non-negotiable baby tasks. A 6-month-old depends entirely on you.

- Feeding: Every 3–4 hours (30 mins each), starting at 6am.
- Diaper Changes: At least once every 2 hours.
- Naps: Two 1-hour naps (you must stay home or keep them in a quiet environment).
- Play/Development: At least 2 hours of active "floor time" (reading, tummy time).
- The "Witching Hour": Babies often cry and need extra soothing from 5:00 PM to 7:00 PM.

Part 3: Saturday With a Baby

Now, fill out the new Saturday schedule attached. You must keep your "essential" activities (like a job, a sports game, or Sunday Vigil Mass), but you must fit every baby need listed above into the day.

Part 4: Reflection Questions

- The Sacrifice: What was the biggest thing you had to give up or change to fit the baby into your day? How did that make you feel?
- Self-Giving: We learned that love is "willing the good of the other." How is caring for a baby a physical example of "total self-giving"?
- Reason vs. Emotion: When you are tired and the baby is crying during the "Witching Hour," why is it important to let reason (knowing the baby needs you) guide you instead of just your emotions (wanting to quit)?
- The Big Picture: Why do you think the Church teaches that the gift of sex belongs in a marriage where a couple is ready to handle this kind of schedule together?

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 #5.1: Alcohol Implications

Alberta Education Curriculum Outcome

9.14 - Development strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

Alcohol Facts and Experiences

Mode of Instruction: Direct Instruction from the Teacher

- Drinking alcohol is illegal for anyone under 18
- For those who choose to drink alcohol, understanding more about how alcohol affects the body is important.
- About 40% of Alberta students in grade 7-12 have had more than just a sip of alcohol
- About 30% of Alberta students in grade 7-12 have had 5 or more drinks on one occasion

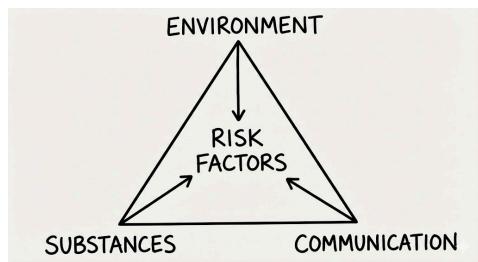
Implications of Alcohol

Mode of Instruction: Teacher-facilitated Discussion

Discussion #1: Effects of Alcohol Brainstorm

- lowered inhibitions
- dizziness
- nausea
- vomiting
- lack of coordination
- memory loss
- hangovers
- increased chance of cancer
- heart disease
- liver disease
- weight gain
- anxiety
- depression
- alcohol dependence/addiction

Discussion #2: The “Risk Radar” Brainstorm



What specific things in these three areas make a romantic situation riskier or harder to control?

Strategy Squads

Mode of Instruction: Small Group Activity

Directions for Students:

- In groups of 3-4 students, you will receive a Scenario. You must act as “Safety Consultants” and rewrite the scenario to reduce the risk.
- Your group must answer the following questions about your Scenario.
 - The Red Flags: What are the specific risk factors in this situation?
 - The Rewind: How could this situation have been planned differently to prevent the risk? (Focus on Group Dating and Abstaining from Substances).
 - The Script: Write exactly what the student should say in the moment using Assertive Behaviour.
- Each group will share their scripts with the class.

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 #5.2: Sex & Safer Sex

Alberta Education Curriculum Outcome

9.12 - Determine "safer" sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly.

9.14 - Development strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour.

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.

Review of Class Etiquette

- Be kind and supportive.
- Questions are welcome, but we might not be able to answer them all.
- Show respect for the body as a creation of God by using correct terms for body parts.
- Listen when others are speaking.
- Respect personal boundaries and physical space.
- Be mindful of personal questions and oversharing.
- Be respectful at all times.

Review of Question Box Process

Learning about reproduction and sexuality may leave you curious about things that you may not be comfortable asking out loud.

Message to Students:

At the end of each lesson, each student will be given a slip of paper to place in the box.

- You may choose to write a question on the slip.
- If you don't have a question, you'll put the blank slip in the box.
- Do not put your name on the slip.

The teacher will review all questions before the next class but may not be able to answer them all.

If your question does not get answered, you are encouraged to discuss it with your parent or guardian.

A Sacred Gift with Purpose and Leading with Love & Reason

Mode of Instruction: Direct Instruction from the Teacher

A Sacred Gift with a Purpose:

- Your sexuality is a beautiful, "body-and-soul" gift from God, designed to reflect His own selfless love. In the Catholic tradition, this gift has two inseparable purposes within marriage:
 - Union (the total, lifelong bonding of a husband and wife)

- Procreation (being open to the miracle of new life). It is about "total self-giving"—offering your whole heart and life to another, rather than just seeking a physical connection.

Leading with Love and Reason:

- Living out God's plan means choosing authentic love (willing the good of the other) over lust (using someone for personal pleasure).
- Using your reason to guide your strong emotions and attractions. By setting boundaries and treating your body as a "temple," you protect your dignity and learn to build friendships that help you and your peers grow in holiness.

Abstinence & Chastity:

- Abstinence
 - Abstinence is refraining from indulging in certain activities such as not eating meat on Fridays during Lent, not consuming alcohol when you are the designated driver, or choosing to fast as a form of prayer.
 - Abstinence also includes not engaging in sexual activity before marriage.
 - Abstinence means not engaging in sexual activity for a period of time or until marriage. It's a behaviour; choosing not to have sex. Someone can practice abstinence for religious, moral, health, or personal reasons. It focuses on what you are not doing.
- Chastity
 - Chastity, on the other hand, is for everyone. It is an important virtue in all stages of life and in all vocations. A chaste person has "consciously accepted their sexuality and integrated it well into their personality" (Youcat 404).
 - It is a virtue that requires leaning into God's grace to grow in self-mastery so that the language of our bodies communicates authentic love that is free, total, faithful, and fruitful.
 - Chastity is a virtue; a way of living that integrates sexuality with love, respect, and self-control. Everyone is called to live chastely (married, single, religious, young, old). It doesn't mean "no sex" for everyone, it means using the gift of sexuality according to one's state of life:
 - Married people: express sexuality faithfully within marriage.
 - Single people: refrain from sexual activity.
 - Religious/priests: remain celibate.
 - Chastity focuses on who you are becoming, not just what you avoid. It is about love, respect, and living sexuality in a way that reflects God's design.
 - <https://www.youtubeeducation.com/watch?v=1bc6zBwUHHA>
- Summary
 - Promoting abstinence and chastity has both advantages and challenges. On the positive side, abstinence is the only method that guarantees protection against sexually transmitted infections and unintended pregnancies, and both practices can strengthen emotional and spiritual well-being by encouraging thoughtful decision-making and self-control.
 - However, there are practical challenges: social pressures, cultural norms, and peer influence can make it difficult for individuals to adhere consistently. Additionally, without comprehensive understanding, individuals might struggle with guilt or confusion about natural sexual feelings.

Being Sexually Active

Mode of Instruction: Direct Instruction from the Teacher

It is important to weigh all the consequences and responsibilities involved with being sexually active.

Some things to consider may be:

- What are my reasons for wanting to be sexually active?
- Am I being pressured?
- Do I trust my partner?
- Do I love my partner?
- Will my moral, religious and family values be affected by my decision?
- Will I feel bad or guilty after being sexually active?

- How will I protect myself from STIs and pregnancy?

Making decisions about sex involves not only values and beliefs, but also knowing who you are as a person. It is important to remember that while puberty may prepare you physically for sexual activity, you may not be ready spiritually or emotionally. Only you can decide when you're ready to be sexually active.

Safer Sex Practices

Mode of Instruction: Small Group Discussion

Prompts:

- What are some reasons to choose safer sex practices?
- What birth control methods are available and how well do they work to prevent pregnancy and STI's?
- Why do we use the term safer sex instead of safe sex?
- What are some safer sex practices that become a person's responsibility when involved in a sexual relationship?

Teacher Debrief Points

- All sexual activities involve some risk.
- Using a condom or some type of birth control such as a pill, IUD, or injection can help to reduce the risks involved in sexual activities.
- Negative consequences of having sex include exposure to STIs or unintended pregnancy. Safer sex practices can reduce these risks.

Talking About Protection

Mode of Instruction: Teacher-facilitated Discussion

The teacher will present the two scenarios shown below, which relate to talking about protection from sexual activity risks, and will highlight the differences between the two.

Let's Talk About Protection A

Dakota and Lane have been dating for several months and have gotten close to having sex. Dakota wants to use protection during sex.

Dakota: Lane, could I talk to you about something?

Lane: Sure Dakota, we can talk about anything. What is it?

Dakota: I want to talk about having sex.

Lane: Talking about sex isn't very romantic. I mean, let's just see what happens.

Dakota: Well, I know it isn't very romantic, and I'm sorry. I was just hoping we could talk.

Lane: I want to talk, too. Just not about that. Let's talk about what Kristal did in biology class.

Let's Talk About Protection B

Dakota and Lane have been dating for several months and have gotten close to having sex. Dakota wants to use protection during sex.

Dakota: Lane, could I talk to you about something?

Lane: Sure Dakota, we can talk about anything. What is it?

Dakota: I want to talk about using protection during sex.

Lane: Talking about it sure isn't very romantic. I mean, let's just see what happens.

Dakota: I think talking about sex is very romantic. It shows how much I care about you. I want us to be prepared if we decide to have sex - you know, use a condom.

Lane: You mean you want to use condoms?

Dakota: Yes, I care about both of us. I don't want us to take the chance of getting an STI.

Lane: Sure, let's talk.

Talking About Protection Consolidation: Making Safe and Responsible Choices

Mode of Instruction: Small Group Activity

Directions for Students:

Use what you've learned about assertive communication and responsible decision-making to complete this conversation. Your goal is to help your friend think about safety, health, and personal responsibility.

You know that your friend is thinking about having sex. You want your friend to consider the potential consequences and options.

Options to discuss (choose one or more in your response):

- Abstinence, contraception.
- Getting advice from a trusted adult or health professional
- Understanding the emotional and relational consequences of sexual activity

Complete this conversation:

You: I want to talk to you about making sure you stay safe and healthy and are making the right decision for yourself. You're thinking about having sex, right?

Friend: Who are you, the sex police?

You: No, I'm not the sex police. I just care about you and what could happen. There are a lot of things to think about, like emotional readiness, physical health, and ways to protect yourself.

Friend:

You:

Friend:

You:

Friend:

You:

Friend:

Exit Ticket

Mode of Instruction: Independent Student Activity

Prompts:

- How might mixing alcohol or other drugs with sexual decision making affect the decisions you make?
- Why do you think alcohol is so often associated with sexual activity in youth?
- What are some consequences involved when alcohol or other drugs are mixed with sexual activity?

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.