

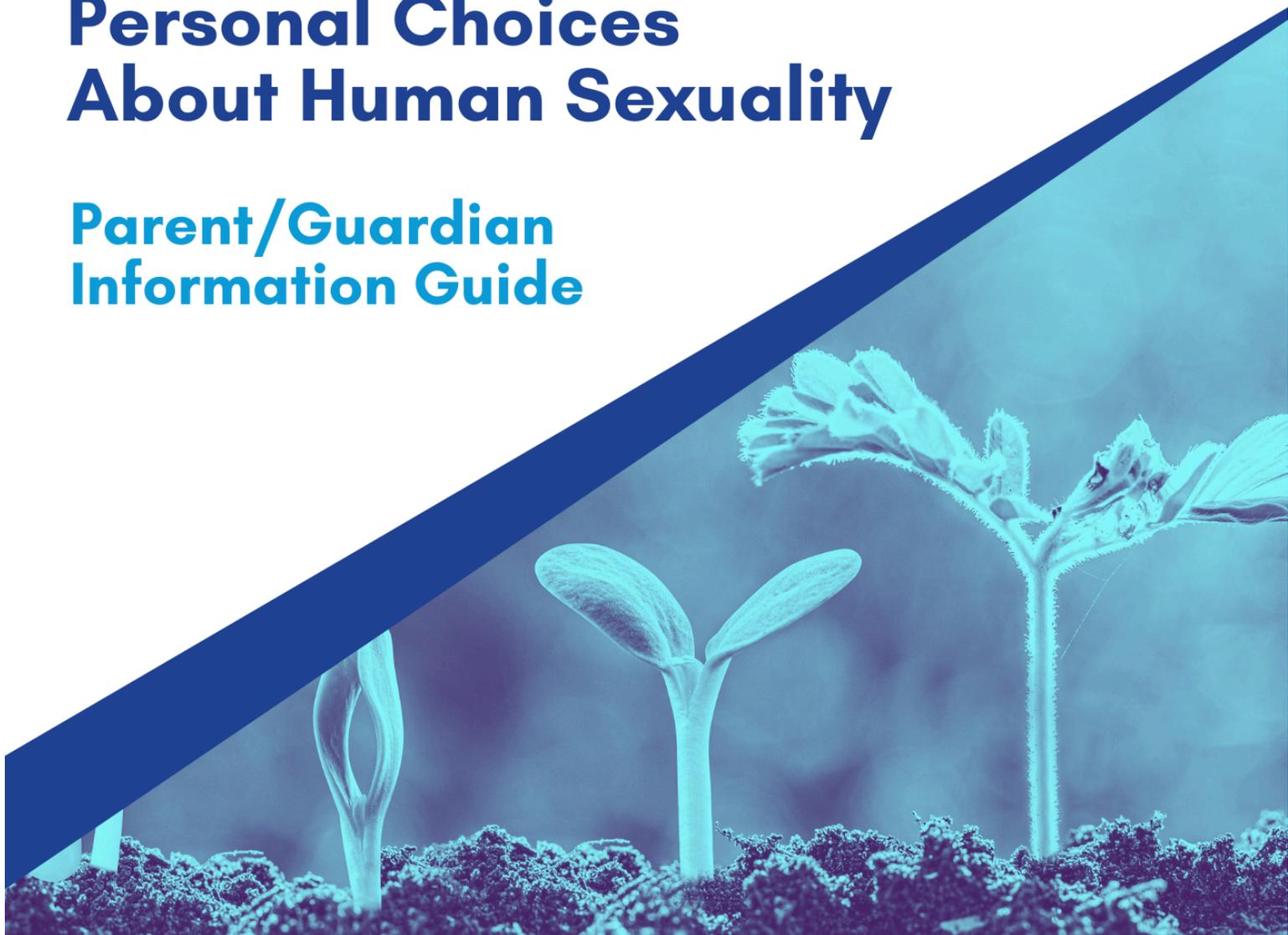


FORT McMURRAY
CATHOLIC SCHOOLS

Career & Life Management 15

Personal 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 mandatory Alberta Career & Life Management (CALM) curriculum and is taught through a Catholic worldview as part of our school jurisdiction's delivery of Religion 15 / CALM.

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 CALM outcomes.

A team of educators from Fort McMurray Catholic Schools consisting of division leaders, religious education consultants, and classroom teachers reviewed the lessons provided in the source material and made changes to ensure the resources are aligned with best practices for learning, the local authority 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 CALM curriculum. External guest speakers or service providers will not be utilized during the instruction of these outcomes.

Personal Choices [11]: Students will examine the relationship between commitment and intimacy in all its levels.

Personal Choices [12]: Students will examine aspects of healthy sexuality and responsible sexual behavior

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 #1.1: Relationships

Alberta Education Curriculum Outcome

P 11: Examine the relationship between commitment and intimacy in all its levels

- Identify expectations and commitments in various relationships
- Describe how personal values play a role in relationships
- Explain the role of trust and ways to establish trust in a relationship

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 Question Box Process

Message to Students:

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

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 parents or caregivers.

Defining Relationships

Mode of Instruction: Teacher-facilitated Discussion

Teaching Notes:

Ask students to define the term relationship.

- Possible answers should include:
 - A relationship involves a connection between people. Although we come into contact with many people in our daily lives only a few encounters will result in relationships or friendships.
 - We form relationships as soon as we are born with parents, siblings, family members and caregivers.
 - As we get older, we form new relationships with others such as friends, teammates, teachers, and employers.
 - Some people have many relationships, a wide circle of friends and acquaintances; other people have only a few connections.

There are many benefits to being in a relationship.

- Ask students to use their notebook to rank the displayed benefits in order of importance.
 - Love and Companionship
 - Safety and Trust
 - Shared interests and fun
 - Support during challenges
- Students can then discuss their list order with those around them.
- *Extension Prompt:* Can students think of any other benefits that are not listed?

Expectations and Commitments of Healthy Relationships

Mode of Instruction: Direct Instruction from the Teacher & Class Discussions

Teaching Notes:

What are the expectations and commitments needed for a healthy relationship?

- Safe
- Comfortable
- Listen
- Respect
- Equality
- Responsibility
- Integrity
- Non-judgement
- Trust

Class Discussion Prompt: Ask for some volunteers to choose one from the list and give a real-world example. - "An example of responsibility is not over-spending so that you have money for your joint expenses."

Read through this list and provide further information or examples for any points that require clarification:

What characterizes a healthy relationship?

- Mutual respect.
- Trust.
- Honesty.
- Compromise.
- Individuality.
- Good communication.
- Anger control.
- Fighting fair.
- Problem solving.
- Understanding.
- Self-confidence.
- Being a role model.

Individual Reflection Prompt: Ask students to record in their notebooks: If you had to choose three qualities to focus on developing this year, which would they be?

Display and watch this [video](#) from Father Mike Schmitz on trust.

Individual Reflection Prompt & Class Discussion: What is the role of trust in a relationship? What are ways to establish and keep trust in a relationship?

- Possible Answers:
 - What is the role of trust in a relationship?

- The importance of trust in a relationship is building a healthy and successful relationship that is open and honest. Trust in a relationship means there is open communication, the other person can be vulnerable without fear of judgement and they are respected.
- What are ways to establish and keep trust in a relationship?
 - Keep and follow through on commitments you make
 - Create new positive experiences together
 - Talk to one another
 - Find ways to connect
 - Say what you mean and mean what you say
 - Be consistent
 - Be open and willing to work on the relationship
 - Listen empathetically, be present with your partner, and ask questions to better understand them and your relationship with them
 - Continually deepen your own self-awareness so that you can share your most honest thoughts, emotions, needs, and requests
 - Acknowledge and take responsibility for mistakes.
 - Be patient and always work on building trust.

Characteristics of an Unhealthy Relationship

Mode of Instruction: Direct Instruction from the Teacher & Class Discussions

Teaching Notes:

Opening Discussion Prompt: Ask for student ideas before progressing the slide and discussing the answers listed: What characterizes an unhealthy relationship?

What is jealousy?

- A feeling you get when you worry that someone else has something you want or that someone you care about might pay attention to someone else instead of you. It often comes from insecurity or a lack of trust and can make you feel upset, anxious, or competitive.

Partner Sharing Prompt: Ask students to discuss with those around them a time when they have felt jealousy.

Jealousy and Strategies for Dealing with Jealousy

Mode of Instruction: Student Activity

Teaching Notes:

- Distribute and review the line master Jealousy and Strategies for Dealing with Jealousy to students (see next page)
- Organize students into groups, and distribute the line master with Jealousy Scenarios (see next page).
 - Instruct students to read the scenario; using the strategies for dealing with jealousy, students will develop a positive response on how the person in the scenario may cope with jealousy in the relationship.

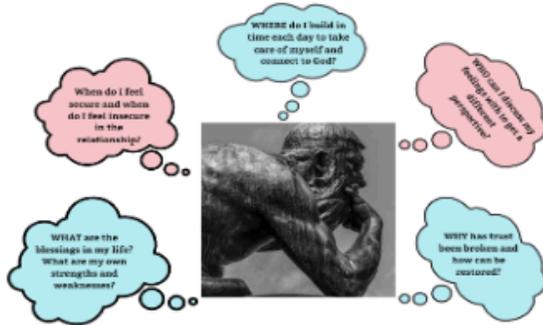
Jealousy and Strategies for Dealing with Jealousy

Dealing with Jealousy

Jealousy is an emotion. Like all emotions, jealousy is neither good nor bad. Even God is said to be a jealous god when the Israelites are unfaithful to their covenant. Jealousy typically arises from our own insecurities in our relationships, but it can also arise, as it does in God, from a desire to protect what is good in our relationships from something that threatens that good. Jealousy that is not directed in a virtuous way can become controlling, rather than charitable.

Jealousy that results in controlling behaviour is like a sickness: it slowly chokes out genuine love, understanding and can kill the relationship altogether. Feelings of jealousy grow out of a lack of trust, insecurity, and fear. This often leads to suspicious thoughts, unfounded accusations, and strain on the relationship.

No relationship is immune from jealousy: friends, teammates, couples, even working relationships can be affected; even God's own relationships. If you detect symptoms of jealousy in yourself or others, try using these five questions to guide your reflection and discern how to act virtuously and charitable instead of controlling.



When a healthy relationship is life-giving, it is worth working on! Rebuilding trust is the best medicine for a hurt relationship. Trust can only grow between people who have the courage to commit to self-reflection, humility, and good listening skills.

Before entering into difficult conversations to resolve feelings of jealousy charitably, it is crucial to take time for emotional regulation and prayerful reflection. You are more likely to have an effective conversation if you prioritize taking time to pray, go for a walk, listen to positive music and journal your responses to the five questions listed above. These habits help to clarify our

thoughts, calm our minds, and prevent us from using hurtful words which end up making things worse.

Additional strategies for dealing with jealousy include:

- Discern why you are feeling jealous, or insecure about the relationship or the situation.
- Open Communication – discuss your feelings with a trusted friend who can provide a different perspective. For unresolved feelings of jealousy, you may consider speaking with a school counsellor.
- Practice gratitude by assessing all of the blessings in your life.
- Take a break when jealousy is overwhelming by journaling, going for a walk, listening to music, etc.
- If it is jealousy in a relationship, take some time to use calming strategies before discussing it with the person to avoid potential conflict or harsh language.

Scenarios

Scenario 1	You and your best friend, Alex, have been inseparable for years. You share countless memories and inside jokes and have always been each other's go-to person. However, one day, you find out that Alex plans to hang out at the mall with another friend from sports practice, Jordan, without inviting you along. As you overhear their excited conversation about the upcoming mall outing, you can't help but feel a mix of surprise, confusion, and a hint of hurt. It's the first time Alex has made plans without including you, and you're left wondering why. You had assumed your bond was unbreakable, so this turn of events caught you off guard.
Scenario 2	Alex and Taylor dated for most of grade 9 and part of grade 10, but life took them on different paths, leading to a mutual decision to break up. While the breakup was amicable, Alex has started dating someone new, Jordan. Despite the new relationship, Taylor regularly contacts Alex, expressing genuine concern and interest in their well-being. Alex has begun dating Quinn; however, Quinn is jealous because Taylor continues to message and phone Alex even when they are hanging out together.
Scenario 3	Sarah and Jesse have been dating for a while, sharing laughter and adventures, and hanging out at school sporting events. However, Sarah has recently become increasingly uncomfortable, noticing that Jesse frequently asks other girls for back massages in various social settings, such as in the cafeteria or sporting events.
Scenario 4	Charlie and Hala are dating and enjoying their time together by exploring various restaurants, watching movies, and even visiting Hala's favourite cookie place at the mall. On the other hand, Karen has been observing her best friend Hala's relationship and can't help but feel a twinge of jealousy. Karen's partner seems to only take her to places that they want to go to.
Scenario 5	Cam has been married to Jamie for several years, and recently, Jamie developed a close friendship with a colleague at work, whom they playfully refer to as their "work spouse." Cam has noticed that Jamie and this colleague have been going out for wings every Tuesday for three weeks straight. This has sparked feelings of discomfort.

Scenario 6	Ty and Yin, a married couple, work at the same company. Recently, Yin received a promotion and a significant raise in salary. Ty did not experience any changes in professional status.
Scenario 7	Praneil frequently surprises his spouse, with thoughtful gifts and flowers. Their best friend, Imani, can't help but feel a twinge of jealousy because her best friend is constantly showered with tokens of affection.
Scenario 8	Hayden is an avid NFL fan and dedicates every Sunday to watching the games with friends. However, when Hayden's spouse expresses interest in watching the game or a movie together on Sundays, Hayden refuses, claiming they're too busy.
Scenario 9	Carlos and Florentina have always been competitive in school, motivating each other to excel. However, when Carlos scores higher on a crucial exam, Florentina feels a surge of jealousy. Despite wanting to be happy for Carlos, Florentina struggles with the news of the exam results.

LESSON #1.2: Values, Behaviours, & Choices

Alberta Education Curriculum Outcome

P 11: Examine the relationship between commitment and intimacy in all its levels

P 12: Examine aspects of healthy sexuality and responsible sexual behaviour

- Describe the ways in which personal values influence choices
- Examine a range of behaviours and choices regarding sexual expression
- Examine a range of behaviours for handling sexual involvement
- Explain the ongoing responsibility for being sexually healthy

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 Question Box Process

Message to Students:

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

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 parents or caregivers.

Values

Mode of Instruction: Direct Instruction from the Teacher & Class Discussion

Teaching Notes:

Opening Discussion Prompt: What is a value?

Instruction:

- After some student suggestions, explain that values are basic and fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us.
- Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for conduct.

Discussion:

- Create a web on the board with values at the centre of the web.
- Ask students to identify “where do you get your values from?”
 - (Possible answers may include: Parents, family, caregivers, peers, culture, friends, religion, the media, and person experiences)

Video:

- Show this [video](#) on personal values.

Sexual Expression

Mode of Instruction: Direct Instruction from the Teacher & Class Discussion

Teaching Notes:

What is sexual expression?

- Healthy sexuality means having the knowledge and power to express sexuality in ways that enrich one's life. It includes approaching sexual interactions and relationships from a perspective that is respectful, and informed.

What are Catholic value statements with sexual expression?

- Religion and faith play an important role in decision making.
- All relationships must focus on the dignity and respect of the human being.
- The Church teaches us to make healthy decisions to show dignity and respect for others. An example of this would be showing respect by listening to the other person in your relationship and being mindful of their values such as asking for consent.
- The Church encourages us to make healthy choices to show dignity and respect for our bodies such as seeing a health care provider for health concerns and regular checkups.

How do your values influence your choices and behaviors with sexual expression?

- The Catholic statements influence your choices and behaviours in the way you express your sexuality. Expressing your sexuality includes:
 - How you interact with others – Do you show respect to others by respecting physical boundaries?
 - Your clothing choices – Do you reflect dignity and respect such as graphic t-shirts with slogans that showcase sexuality negatively?
 - Talking about sex – Do you share jokes that are not respectful to others’ sexuality?
 - Thinking about sex – Do you watch, view, or forward materials to others that do not show healthy marital relationships?
 - Actioning thoughts – Do you ask others to send you pictures or videos that disrespect the integral dignity of the human body?
 - Students that have images in their possession and sharing images with others that include sending or transmitting pictures and videos with underage children is illegal and may result in criminal charges.

Aspects of Sexual Health

Mode of Instruction: Direct Instruction from the Teacher, Class Discussion, & Individual Reflection

Teaching Notes:

- We have an ongoing responsibility for being physically, emotionally, spiritually, and sexually healthy.
- Sexual health includes:
 - Physical – seeing a health care provider for health concerns and regular checkups.
 - Emotional – talking to a parent, guardian, trusted adult or counsellor about your emotions surrounding sexual development.
 - Spiritual – seeking guidance from a faith leader in your life about the moral and spiritual dimensions of sexuality. This person could be a teacher, chaplain, priest, or religious brother/sister.

- Sexual responsibility includes handling our behaviours and choices in a way that exemplifies dignity and respect for ourselves and others. When we demonstrate any choices or behaviours that deny another's dignity and respect, we can encounter discrimination, harassment and possible violence.
- *Podcast:* Students will listen to an episode of the Faith & Life Podcast series about the Theology of the Body. The transcript is shown below.
- *Individual Student Reflection:*
 - After students listen to the podcast, distribute the Reflection Slip with the following question: *What are two meaningful messages you heard within the conversation?*
 - Provide students with a few minutes to reflect and record their answers and then ask them to hand in their reflection slip. After you have the chance to review, you may choose to share some of the messages while not sharing the names of students who wrote them.

Theology of the Body Podcast Transcript

Maria: Welcome to Faith and Life, the podcast where we explore important Catholic teachings that shape how we understand ourselves and our relationships. I'm Maria, and today I'm joined by David, a theology teacher who specializes in Pope John Paul II's Theology of the Body. David, thanks for being here.

David: Thanks for having me, Maria. I'm excited to talk about this beautiful teaching that has transformed how many people understand human love and dignity.

Maria: Let's start with the basics. What exactly is Theology of the Body, and why did Pope John Paul II develop these teachings?

David: Theology of the Body is a series of teachings that Pope John Paul II gave between 1979 and 1984. Essentially, it's the Church's response to questions about human sexuality, love, and relationships in the modern world. The Pope wanted to help people understand that our bodies are not just physical objects, but they actually express who we are as persons created in God's image.

Maria: That's fascinating. So you're saying our bodies have meaning beyond just being physical?

David: Exactly. According to this teaching, our bodies can communicate love, dignity, and respect. Think about it - when you hug someone, smile at them, or even how you care for yourself, you're expressing something deeper about who you are as a person. Your body becomes a way of sharing yourself with others.

Maria: That makes sense. Now, let's talk about love and relationships. How does Theology of the Body approach these topics?

David: The teaching emphasizes that authentic love should be total, faithful, and life-giving. This means love isn't just about feelings or emotions - it's about a genuine commitment to care for another person fully and selflessly. Marriage and romantic relationships become ways that two people can actually reflect God's love for humanity.

Maria: You mentioned "life-giving" love. Can you explain what that means, especially when we talk about sexuality?

David: Great question. Theology of the Body teaches that sexuality is a gift from God, not something to be ashamed of or treated casually. It has what we call a "twofold purpose." First, it's unitive - meaning it brings two people together in emotional, spiritual, and physical unity. Second, it's procreative - it's open to creating new life when expressed in a loving, committed relationship.

Maria: So the Catholic Church sees sexuality as having this deeper meaning and purpose?

David: Absolutely. The body has its own "language," if you will. Through physical intimacy, people can communicate love, unity, and commitment. But this is seen as most fully expressed within a lifelong, committed marriage, where it becomes an act of total self-giving, trust, and respect between partners.

Maria: This brings up an important point about dignity. How does Theology of the Body address the dignity of every person?

David: This is central to the entire teaching. Every human being is valuable and made in God's image. Our bodies are sacred, and how we treat our own bodies and the bodies of others reflects this sacredness. Respecting others and ourselves is not limited to avoiding harm; it involves recognizing the dignity in every person, nurturing healthy and loving relationships, and understanding that our bodies are meant to express love, self-gift, and communion.

Maria: Now, let's talk about something that might be challenging for young people - the concepts of freedom and responsibility. How does this teaching address those?

David: This is really important Maria. Theology of the Body teaches that true freedom isn't simply doing whatever we want or acting on every impulse. Real freedom is much deeper—it is the ability to choose what is good, true, and loving, even when it's difficult or counter-cultural. This teaching encourages us to make intentional choices about how we treat our own bodies and the bodies of others. Respecting others involves honoring their dignity, setting healthy boundaries, and acting with love and integrity in all relationships, making choices that lead to genuine happiness, wholeness, and authentic love.

Maria: Can you give us a practical example of what that looks like?

David: Sure. Every choice we make about relationships and sexuality has consequences, and responsibility means being aware of these impacts. Sometimes exercising freedom responsibly means delaying gratification or making challenging choices that align with love and dignity. An example would be instead of pressuring someone to do something they're uncomfortable with—like sharing intimate photos, engaging in physical intimacy too early, or compromising their values—you choose to honor their dignity and your own. It could look like having honest conversations about boundaries, saying "no" when something isn't right, or supporting a friend in making healthy choices. Another example is how you care for your own body. Choosing to eat well, exercise, get enough rest, or avoid harmful behaviors reflects the belief that your body is sacred. Similarly, speaking kindly about yourself and others, avoiding gossip or objectifying people, and treating everyone with respect are all ways to live out Theology of the Body in everyday life.

Maria: That sounds like it requires a lot of maturity and self-control.

David: It does, and that's actually part of the beauty of it. Theology of the Body sees this as developing what we call "self-mastery" - the ability to make choices that help us grow in character, maturity, and the capacity to love deeply. Self-mastery isn't about being perfect or never making mistakes; it's about growing in awareness and intentionally aligning your actions with what is right and loving. The more we practice self-mastery, the more freedom we experience, because we're no longer controlled by impulses—we're in control of ourselves, and that leads to deeper joy, stronger relationships, and a life that truly reflects God's plan for us.

Maria: How do you think young people today can apply these teachings in their daily lives?

David: I think it starts with recognizing their own dignity and the dignity of others. This means treating themselves and others with respect, understanding that their bodies and sexuality are gifts to be treasured, not commodities to be used. It's about building relationships based on genuine care, commitment, and respect rather than just physical attraction or temporary feelings.

Maria: Any final thoughts you'd like to share about Theology of the Body?

David: I'd say that this teaching offers hope and meaning in a world that often treats sexuality and relationships casually. It reminds us that we're created for love - real, authentic, self-giving love - and that our bodies, our sexuality, and our relationships all have sacred meaning and purpose.

Maria: David, thank you so much for helping us understand this beautiful and important Catholic teaching. To our listeners, we hope this conversation has given you something meaningful to reflect on about love, dignity, and relationships.

Positive and Negative Behaviours in Relationships

Mode of Instruction: Student Activity

Teaching Notes:

- Distribute the line master: Positive and Negative Behaviours in Relationships (see below) to provide students with positive vs negative examples that include physical, emotional or sexual actions.
- Students begin independently by reviewing the information while reflecting on the prompt:
 - What patterns do you see?
 - Are there core habits or attitudes that underlie the patterns you notice?
- Students will then engage in *Dyad Discussions*.
 - They will first work with a partner to spend 5 minutes discussing their answer.
 - That pair will then travel together to match up with another pair in the room to discuss their consolidated takeaways.
 - They will then travel a second time to match up with a different pair to discuss their thoughts.
- Finish with a short discussion about the consolidated big ideas of the class.

Positive and Negative Behavior in Relationships

Interactions	Positive	Negative
Interactions with Others	<ul style="list-style-type: none"> ● High Five ● Hand Shake ● Fist Bump ● Smile ● Words of welcome- How are you today? 	<ul style="list-style-type: none"> ● Body Shaming ● Making comments about someone's body or sexuality ● Inappropriate sexual jokes
Interactions within Dating	<ul style="list-style-type: none"> ● Holding and opening doors ● Giving your date the comfy side of the seating such as a bench. ● Words of Affirmation- telling others how the person you are dating is: smart, talented, creative, generous, etc. ● Surprising them with their favourite treat or movie. ● Holding hands 	<ul style="list-style-type: none"> ● Being critical of the other person's physical body, emotions, or feelings. ● Sharing personal feelings or emotions about a fight or discussion with people outside the relationship. ● Being jealous of the person spending time with friends and family. ● Not respecting the other partner's desire to wait until marriage for sex. ● Pressuring them to do things they are not comfortable or ready for sexually.
Interactions within Marriage	<ul style="list-style-type: none"> ● Open conversations about what each person is feeling. ● Words of Affirmation- telling others how the person you are dating is: smart, talented, creative, generous, etc. ● Surprising your spouse with their favorite date night and arranging a babysitter for the kids. ● Taking on chores that your spouse doesn't enjoy doing. ● Always saying hello to the spouse first when they get home from work before focusing on the kids or chores. This tells the person they are most important in the relationship. 	<ul style="list-style-type: none"> ● Focusing on or picking out faults they know the other person is sensitive about. ● Making the one's partner feel bad about work commitments out of their control. ● Pressuring one's partner to do things they are not comfortable or ready for sexually ● Not respecting or making the other person feel bad about certain times when married people might normally be chaste such as pregnancy, sickness, etc.

Closing Prayer

Mode of Instruction: Whole-Class

Heavenly Father, we thank you for creating us out of love in Your image and likeness and calling us to love You and one another. Having deepened our understanding of your glorious plan for human love and human life, grant us the desire to live in accord with this plan from this day forward. We ask this through Christ your Son, who came to reveal through his body your immeasurable love for each of us. Amen.

LESSON #2.1: Consent

Alberta Education Curriculum Outcome

P 11: Examine the relationship between commitment and intimacy in all its levels

P 12: Examine aspects of healthy sexuality and responsible sexual behaviour

- Explain the ongoing responsibility for being sexually healthy.
- Examine a range of behaviors for handling sexual involvement.
- Describe sexually healthy actions and choices for one's body , including abstinence.
- Analyze strategies for choosing responsible and respectful sexual expression.
- Assess the consequences of being sexually active.

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 Question Box Process

Message to Students:

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

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 parents or caregivers.

A Note on Sensitive Topics

Teaching Notes:

- Discuss with students that everyone has a unique personal history and everyone is different. Due to the sensitivity of the topic of consent, it may bring up feelings or emotions in some of you. Please recognize and acknowledge these feelings with me by asking for a walkabout or to speak with a school counsellor should anything come up in the lesson which makes you uncomfortable.

Consent: Opening Discussion

Mode of Instruction: Direct Instruction from the Teacher & Class Discussion

Teaching Notes:

- At the end of last class we ended with an activity that looked at both positive and negative examples of sexual responsibility and how we interact with one another to uphold the dignity of every person. In this lesson we will look into the topic of consent in relationships and how each of us should understand the importance of consent.
- In 2023, a new version of “The Little Mermaid” came to the screen. A slight adaptation in the song “Kiss the Girl” was made to illustrate our advancing understanding of the importance of consent in relationships.
 - Here are the two sets of lyrics:

<p>1992 version: Yes, you want her. Look at her, you know you do. Possible she want you too, there is one way to ask her. It don't take a word, not a single word. Go on and kiss the girl.</p>	<p>2023 version: Yes, you want her. Look at her, you know you do. Possible she want you too. Use your words, boy, and ask her. If the time is right and the time is tonight. Go on and kiss the girl.</p>
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- *Discussion Prompt:*
 - How do the changes in lyrics reflect the culture in 1992 and the culture in 2025?
 - (Possible answers: there is more information about consent, sexual harassment, and assault, the women’s movement has changed how society views the role that consent plays in relationships, there is much information about consent.)

Defining Consent

Mode of Instruction: Direct Instruction from the Teacher & Class Discussion

Opening Discussion Prompt: Ask students to define consent.

- Consent is voluntary, affirmative, freely given and part of an ongoing conversation about mutual agreement to do something.

Videos:

- Show the following videos:
 - [Consent for Kids](#)
 - [Tea Consent](#)
- Discuss key takeaways from the videos:
 - The person initiating sexual activity is responsible for getting consent.
 - Consent is an on-going conversation within a relationship; just because consent is given once does not mean consent from then on is freely given.
 - Asking for, and giving consent are important parts of a healthy relationship.
 - Taking responsibility for clearly communicating your values, and making choices that are congruent with your values.
 - Healthy relationships allow for each person to make their own choices about sexual expression and actions.
 - Healthy relationships include good communication between partners, as part of building trust.

Asking For and Responding To Consent

Mode of Instruction: Direct Instruction from the Teacher & Line Master

- As a class, review the line master on the verbal and non-verbal cues when responding to consent. Ensure students have the opportunity to ask questions as you review the line master to ensure it is clear on what a response to consent is verbally and non-verbally.

Asking and Responding to Consent

Situation	Verbal Responses
How do you respectfully ask for consent such as asking someone for a hug, to go out on a date, a kiss on your third date, etc.?	"Would you like to go to a movie with me on Friday?" "Can we talk about...?" "Are you comfortable if I...?" "Is it okay if...?"
How do you clearly communicate yes when someone asks for a hug, asks you to go out on a date, or asks you for a kiss on your third date, etc.?	"Yes!" "A date would be great, we should invite our other friends with us!" "I would like to go on a date!" "I definitely want a hug right now!" "I am good with a hug, but not a kiss." "I would love to go on a date but I want you to meet my parents first."
How do you clearly communicate when you refuse to consent to what is being asked of you or someone is pressuring you to do something you do not want to do and making you feel uncomfortable?	"No." "Not now." "I don't want to..." "I am not feeling well." "I am not ready." "I really like you, but I am not comfortable with that." "I need to go home" "I need to use the bathroom."
How do you respectfully respond when someone says no, or declines consent when you are asking them for a hug, to go out on a date, or initiating sexual intimacy/activity.	"No, I prefer that we remain just friends." "Thanks for asking, but I am not ready yet." "I am kinda glad you said no. I wasn't sure I wanted to either but I thought you did."

Non-Verbal Cues for saying no to consent:

REMEMBER: not hearing "no" does not mean consent has been given. Pay attention to body language, which could look like:

- Shaking your head "no."
- Freezing and being unable to physically move
- Pushing someone away and crossing your arms
- Pulling away or backing away
- Communicating discomfort/lack of excitement through facial expressions
- Looking away or not making eye contact
- Being silent and saying nothing.
- Falling asleep or being unresponsive

If you are unsure if you are receiving a non-verbal cue, it is your responsibility to ASK for a verbal response- either yes or no. If the answer is "no", you need to respect this and bring it up in the ongoing conversation which is an essential aspect of consent and maintaining healthy relationships. Pressuring a person to say "yes", however, is NOT consent ("If you really loved me ...", "Stop being so scared ...").

Video

- Show this [video](#) about Mastering Love and Relationships.

The Law in Canada

Mode of Instruction: Independent Student Activity

Teaching Notes:

- The line master (see below) provides the legal framework in Canada and includes an activity on healthy and unhealthy relationships, and an activity on consent and sexual assault. Allow students time to complete this.
- When finished, be sure to specifically discuss the legal information outlined on page 3 of the line master.

Healthy and Unhealthy Relationships, Consent, and the Law in Canada

Healthy and Unhealthy Relationships

All types of relationships can move along a spectrum:

Healthy-----Unhealthy-----Abusive

Identify which of the following characteristics of relationships are healthy, unhealthy or even worse, abusive. Please the number from the characteristics in the appropriate column.

Healthy Relationship	Unhealthy Relationship	Abusive Relationship

<ol style="list-style-type: none"> Talking about your feelings One person's needs are put before others wants People are afraid to say what they need or feel Both people can spend time alone or with others During disagreements, people still talk respectfully Pushing, shaking, forced sex, hitting, restraining, controlling People consider the other person's beliefs and feelings. Believing one person has more rights than the other Differences are respected People go along with things they might not want to do Using the silent treatment One person threatens to harm themselves. There is respect for people's friends and activities Putting to get what they want Asking over and over until they get what they want 	<ol style="list-style-type: none"> People spend almost ALL of their time together People are treated differently in public and private One person threatens another person People speak rudely to or about each other People don't really trust each other Humiliating the other person in private or public Decisions are made together People list to and respect each other Yelling, shouting, name calling One person ignores the other person's feelings Driving recklessly with the other person in the car Conflicts are worked out together People are not allowed to spend time alone or with other people Disagreements often turn into fights Withholding of money or stealing from the other
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The Law in Canada

It is important to understand the following aspects of Canadian law regarding consent and sexual assault. After reading and discussing these facts, test your understanding in the MYTH OR FACT questions below.

Canadian Laws on Consent and Sexual Assault	
The sole responsibility for sexual assault lies in the perpetrator of that assault.	Legal consent is never implied by a person's silence, clothing, behaviors, flirtation or previous agreement or past sex. Not saying "no" does not mean yes.
Sexual assault can happen to anyone of any gender and be committed by anyone of any gender.	Someone under the influence of drugs and/or alcohol cannot legally consent to sexual activity as this impairs judgment and affects an individual's ability to consent.
Legal consent is affirmative, enthusiastic, voluntary and part of an ongoing conversation about mutual agreement to do something. Permission to do any type of sexual contact needs to be asked for and clearly given before proceeding with any type of sexual contact.	In Canada, the age of consent for sex in the law is 16. There are some close in age exceptions. Those under 18 cannot consent to sexual exploitation (exposure to pornography, trading sex for money, safety, necessities of life, substances or sexual contact with a person in authority or on whom they are dependent).
The production, procession or distribution of sexually explicit pictures of any person under the age of 18 is illegal and is called child pornography. Legal consent can never be given for child pornography.	From the Catholic moral perspective no person should ever be sexually exploited for any reason.

Consent and Sexual Assault: MYTH OR FACT?	FACT	MYTH
For it to be a sexual assault there has to be intercourse.		
It is not sexual assault if it was between people who are married.		
It is not really possible for women to sexually assault men.		
It is not sexual assault if the person does not fight back.		
People say "no" when they really mean yes.		
Consent for sex can be implied by sexy clothes, words or behaviors.		
People can consent to sex when they are drunk or high.		
Once sex has started, the person cannot change their mind.		
Most sexual assaults are committed by strangers.		
The most common "date-rape" drugs are rophies and GHB.		

(Adapted from Alberta Health Services)

Legal Consent is an Important Part of Chastity

Consent is always necessary for any sexual activity to be considered "healthy". However, consent is only one aspect of making important relationship decisions that lead to physical, social, emotional, spiritual and sexual health. Your dignity and freedom involve much more than following the legal guidelines for sex and consent. Chastity involves seeing your sexuality and sexual union as a powerful gift from God that is designed to be an expression of **free, total, faithful and fruitful love**.

Where to Get Help

If you or someone you know finds themselves in an abusive relationship or fears that their relationship is becoming abusive: **listen, believe and help them get support**.

- **Call 911** if you are in immediate danger.
- **Talk to a Trusted Adult** – to help you make sense of your situation, how to improve your relationship or get out of a dangerous one.
- **Make an Emergency Plan** – Use the following numbers to contact emergency services and plan out a safe place to go where the other person won't know where to find you.
- **If you did not call right after the assault, you can:**
 - Go to the hospital in your area to seek medical attention and tell the nurse you were assaulted.
 - If you were sexually assaulted more than 7 days ago or have questions about sexual abuse, call **Alberta One Line for Sexual Violence Support** (1-866-403-8000).
 - Ask a school administrator, teacher, counselor or a trusted adult in your school for the number for your local area.

Final Reflection

Mode of Instruction: Independent Student Activity & Optional Class Discussion

Teaching Notes:

- Distribute the Reflection Slip, which has these prompts: 3 Things I Learned, 2 Interesting Facts, and 1 Question I Have.
- Provide students with a few minutes to reflect and record their answers on the reflection sheet.
- After students are finished, depending on your classroom dynamics, ask students to share their answers with the class OR collect students' reflection sheets to review. Reasons for collecting them may include: students may disclose personal aspects of their lives or ask sensitive questions that need additional school support to provide answers.

Closing Prayer

Mode of Instruction: Whole-Class

Heavenly Father, we thank you for creating us out of love in Your image and likeness and calling us to love You and one another. Having deepened our understanding of your glorious plan for human love and human life, grant us the desire to live in accord with this plan from this day forward. We ask this through Christ your Son, who came to reveal through his body your immeasurable love for each of us. Amen.

LESSON #2.2: The Benefits of Abstinence and Chastity

Alberta Education Curriculum Outcome

P 12: Examine aspects of healthy sexuality and responsible sexual behaviour

- Assess the consequences of being sexually active.

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 Question Box Process

Message to Students:

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

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 parents or caregivers.

Consequences of Being Sexually Active

Mode of Instruction: Direct Instruction from the Teacher & Class Discussion

Teaching Notes:

Opening Discussion Prompt: Ask students to recall what they learned in previous grades regarding the consequences of being sexually active.

- Physical:
 - Pregnancy
 - STBBIs
 - Possible impact on sleep, energy, or stress levels
- Emotional:
 - Emotional closeness or bonding
 - Increased emotional vulnerability
 - Possible feelings of confusion, regret, or uncertainty
- Social:

- Strengthening of a committed relationship
- Changes in peer or friendship dynamics
- Influence of partner or peer expectations
- Impact on family relationships or trust
- Learning about communication, respect, and boundaries
- Spiritual:
 - Reflection on personal, moral, or faith values
 - Growth in self-understanding and conscience
 - Tension between choices and beliefs
 - Deeper consideration of the meaning and purpose of sexuality

Abstinence & Chastity

Mode of Instruction: Direct Instruction from the Teacher & Class Discussion

Teaching Notes:

Opening Discussion: Chastity

- Display and watch this [video](#) about chastity.
- Invite students to choose one word from the passage or video that they connect to discuss with the class.

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.
- In other words, abstinence means not engaging in sexual activity for a period of time or until marriage. It's a behavior; 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 his sexuality and integrated it well into his personality”.
- 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.
- Characteristics of Chastity:
 - Chastity is sexual self- control; it is an attitude of respect, a positive lifestyle.
 - It applies to everyone, unmarried and married.
 - Unmarried– staying pure in thought and deed, refraining from sexual intercourse.
 - Married– staying true to your marriage partner and only engaging in sexual intercourse within the marriage (fidelity)
 - Celibacy – special form of chastity which excludes all forms of genital sexual intimacy
 - Chastity is a spiritual state not just a physical state. Although a person can't regain his or her physical virginity, anyone at any time can regain chastity.

Testimonies

- Show the Jesse Orange testimony [video](#).
- Show the Krista Ingrilli testimony [video](#).

The Benefits of Chastity

Mode of Instruction: Independent Student Activity & Partner Work

Teaching Notes:

- Ask students to answer the questions outlined in the *Benefits of Chastity* line master (see below).
- Provide students with 5 minutes to reflect on their answers.
- After 5 minutes, students can work with an elbow partner or small groups to discuss and share their answers.

- Ask students to share as a whole class.

The Benefits of Chastity Name: _____

Complete the following statements on the sheet or in your notebook.

1. List 4-6 benefits of choosing chastity by completing the following statement:

"In choosing chastity, I am free from:

- A: _____
 B: _____
 C: _____
 D: _____
 E: _____

Use the following spaces to add in response from the class discussion:

- F: _____
 G: _____
 H: _____
 I: _____

2. Answer the following question, "What does chastity give you freedom to do?"

- A: _____
 B: _____
 C: _____

Use the following spaces to add in response from the class discussion:

- D: _____
 E: _____
 F: _____
 G: _____
 H: _____

Final Reflection

Mode of Instruction: Independent Student Activity

Teaching Notes:

- Distribute the Reflection Slip, which asks students to respond to the following questions:
 - What daily choices help me live a chaste life that respects my dignity and the dignity of others?
 - State two possible consequences of sexual activity and describe their impact on a person's health and relationships.
- Encourage students to further reflect on their future relationships and consider committing to their personal and relationship goals by writing down their responses in their journal or notebook.

Closing Prayer

Mode of Instruction: Whole-Class

Heavenly Father, we thank you for creating us out of love in Your image and likeness and calling us to love You and one another. Having deepened our understanding of your glorious plan for human love and human life, grant us the desire to live in accord with this plan from this day forward. We ask this through Christ your Son, who came to reveal through his body your immeasurable love for each of us. Amen.

The Benefits of Chastity Name: _____

Complete the following statements on the sheet or in your notebook.

1. List 4-6 benefits of choosing chastity by completing the following statement:

"In choosing chastity, I am free from:

- A. Guilt, worry, doubt, regret
 B. Wondering "How far will I go on this date with this person"
 C. Being used by others and using other people
 D. STBBI's
 E. The possibility of not being able to bear a child because of an STBBI
 F. Pregnancy
 G. Deciding to raise a child you are not ready for or giving it up for adoption.
 H. Trauma of abortion
 I. Loss of Reputation
 J. Pressure to marry early or the wrong person
 K. The ghosts of past sexual relationships invading your marriage

2. Answer the following question, "What does chastity give you freedom to do?"

- Exercise control over your life.
- Develop real friendships based on mutual respect, shared thoughts, and feelings.
- Have many different types relationships.
- Develop self-respect and self-control.
- Finish your education and achieve financial stability before having to marry.
- Find a potential mate who values you for the person that you are
- Enjoy greater trust in marriage.
- Enjoy the beauty of being a parent when you are ready.