Human Sexuality
Grade 5
# Human Sexuality
## GRADE 5
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NOTICE TO PARENT OR GUARDIAN
OF RELIGIOUS PERMEATION

The Alberta Human Rights Act requires a school board to give notice to a parent or guardian when courses of study, educational programs, institutional materials, instruction or exercises include subject matter that deals primarily and explicitly with religion.

All of the schools in this district are Catholic Separate Schools, the essential purpose of which is to fully permeate Catholic theology, philosophy, practices and beliefs, the principles of the Gospel and teachings of the Catholic Church, in all aspects of school life, including in the curriculum of every subject taught, both in and outside of formal religion classes, celebrations and exercises.

Every course of study and educational program, all institutional materials, instruction and exercises will at all times include subject matter that deals primarily and explicitly with religion.

Role of the Family, Parish, and Community

Parents, as primary educators of their children, have both the right and the duty to nurture, guide, and prepare their children for the obligations of living and learning outside the home. The Religious Education program in the school supports parents in their efforts by modeling and teaching the truths of the Catholic faith. If this education is to be successful, parents must cooperate actively with the school, be kept informed of the Religious Education program, and support the Religious Education efforts of the school by making use of the structures offered for parental involvement in the school. Good parent-teacher relations contribute to a well-rounded experience for the child.

Ultimately, Religious Education takes place within a community living out its faith in a space and time not limited to the school. Religious Education is the work of a lifetime, aimed at enriching the faith life of students at each stage of their development, and leading them to an eventual adult understanding to which they are able to respond fully.
Religious Education Program Philosophy

As Catholic Educators, we have a philosophy. It emerges from our faith and it is expressed in our concept of and relationship with God, human beings, our environment, and society. Our philosophy is based on the teachings of Jesus Christ.

As religious educators, we represent the Church. Thus, our teaching cannot be limited to our own thoughts and opinions. We speak for the Church community, its history, and its divine authority to teach.

“The activity of a Catholic school is, above all else, an activity that shares in the evangelizing mission of the Church; it is a part of the particular local Church of the country in which it is situated, and shares in the life and work of the local Christian community.”

The Religious Dimension of Education in a Catholic School
The Sacred Congregation for Catholic Education
Rome, 1988

Regarding the teaching of human sexuality:
“The role of parents is so vital in the basic education of children that no other agency can adequately replace it. The Church and school can only assist and support parents in fulfilling their responsibility for developing moral attitudes and Christian values.”

Guidelines for Family Life Education
Ontario Conference of Catholic Bishops, 1987
The Truth and Meaning of Human Sexuality
Catholic Principles

1. Parents are the primary educators in the area of human sexuality.

2. Pope John Paul II states, “The family is the primary but not the only exclusive educating community.” He emphasizes the importance of parents and educational groups to strive for the “formation of a perfect educating community.”

3. Each person is created unique in the image and likeness of God.

4. All life is valuable and worthy of respect from the time of conception and in every age and condition.

5. The role of Catholic Education is to present “Human Sexuality as a sacred mystery and in accord with the doctrinal and moral teaching of the church.”

6. Sexuality, including the genital experience, is to be valued.

7. Sexual intercourse has a two-fold purpose: unitive and procreative.

8. “Only information proportionate to each phase of their individual development should be presented to children and young people.” As educators, we must make good judgment calls. “The principle of decency” must safeguard the virtue of chastity. “Therefore in passing on sexual information in the context of education for love, the instruction must always be ‘positive and prudent’ and ‘clear and delicate’.

Alberta Education Guidelines
(Directive 4.1.2)

- Every school operated by a board shall provide human sexuality education to students in Grades 4 through 9, and in at least one senior high course required of all students.
- Human sexuality education shall be taught within the normal school day.
- Human sexuality education may be offered through different instructional structures. The goals and objectives outlined in the health curriculum are prescribed, but may be offered through family life or religion classes.
- Parents shall be advised prior to the start of human sexuality instruction of their right to exempt their child from this course component.
- Parent information nights to meet the teachers and ongoing chances for parents to review learning resources and teaching concepts are strongly recommended.
- Schools will provide alternate learning experiences for those students who have been exempted from human sexuality instruction by their parents.
Teaching Human Sexuality
in the Calgary Catholic School District

Guidelines for Teachers

1. **Parents** are their children’s primary educators.

2. All teachers new to teaching human sexuality in the Calgary Catholic School District must take the “Teaching Human Sexuality” in-service prior to teaching this component of the Family Life Program.

3. Human sexuality is taught in the spring in grades 4 – 9 when rapport has been developed between teachers and students.

4. A letter must be sent home to parents in **September**, informing them that human sexuality will be taught in their child’s classroom later that year, and listing the topics that will be addressed. A **second letter** must be sent home one month prior to instruction, listing the topics and dates of instruction. Parents have the right to exempt their children from human sexuality instruction. Schools will provide alternative learning experiences for those students who have been exempted.

5. All **resources** must be approved by the District. Always check the reference for appropriate Catholic content and that information given is compatible with Church teachings.

6. Check the Approved Organizations & Agencies book in your school library before booking guest speakers.

7. Preview videos. All videos at I.M.C. have been approved. If you are using videos from other sources, they must be approved.

8. Students in **combined grades** must be taught human sexuality according to their grade level curriculum only.

9. The School Nurse is available as a resource for teachers. The School Nurse does not teach curriculum and cannot be asked to teach students human sexuality.

10. Stay within the curriculum guidelines. If the resources go beyond the curriculum for your grade level use only the applicable material.

11. For further information, support, resources, and other help, please contact the Religious Education & Family Life Consultant.
Creating the Climate

Discussing topics on sexuality with young people can be very challenging. It is important to create the climate in which sexuality issues are to be discussed. The following will provide you with a few suggestions.

- In preparing to teach each lesson, read and reflect on the scripture texts and church teaching included in the Theological Background of the section for the teacher. A key passage is in bold type.
- Begin each lesson with a prayer and a discussion of a scripture passage as indicated in the lesson plan. This helps to set the context of our faith tradition. To give the Scripture text the dignity it deserves, read the Scripture from the Bible in your prayer space.
- Be sensitive to the varying degrees of student comfort level. Silly questions may arise, which may reflect student anxiety with the topic at hand.
- Set ground rules for discussion. Such rules may include: Be a good listener, no put downs, laugh with each other, but not at each other, respect one another, use appropriate language. “No names” (to protect the anonymity of people, “I know someone who…”). “Right to pass” (no one should feel pressured to respond to a question).
- Use a Question Box (see p.5).
- Keep the tone of the lesson light.
- In combined grade classrooms, human sexuality instruction must be grade-specific. Arrangements must be made to separate students according to grade for these lessons.
- Due to the sensitivity of certain lessons, teachers may arrange for the boys and girls to receive separate instruction.
- Keep parents informed. There are two letters for this purpose – one to be sent home in September and the other to be sent home one month prior to beginning instruction (see p.6 & 7).
- Develop an instructional plan for students whose parents request they not participate in human sexuality lessons.
Question Box

The topic of sexuality can be challenging to teach. Many young people are very interested in the topic of sexuality, but are not always comfortable asking questions. To facilitate student questions, it is recommended that teachers use the “Question Box”. The “Question Box” encourages students to ask questions while maintaining confidentiality.

Directions:
Make a box with the label “Question Box”. At the end of the class, or every second or third class, pass around slips of paper to all the students. Ask all students to write down a question or comment that they may have on the lesson of the day. The teacher then collects all the slips of paper into the question box. This process ensures anonymity. It is strongly recommended that the teacher sort through the questions. Be prepared to discard inappropriate questions and comments. Review the questions asked by the students and prepare suitable responses for the next lesson.

Heads Up!
- Remember, teacher responses must always reflect our Catholic tradition.
- Answer questions that reflect the context of the curriculum outcomes. It is important that teachers focus on age appropriate material and use correct terminology.
- If some students need questions answered that go beyond the curriculum outcomes, do not hesitate to refer these questions to the parents, who are the primary educators.
- If you are uncertain as to how to answer a question, let the students know. Research the question and then provide correct information to the student.
Sample Parent Letter
(To be sent home in September on School Letterhead
with all students in Grades 4 - 9)

(Date)

Dear Parent(s):

Parents are the primary and most important educators of their children, especially in matters related to faith and morals. Our role as Catholic educators is to support you in teaching your children in these matters. This letter is to keep you informed regarding human sexuality instruction in your child’s classroom.

The human sexuality curriculum was developed by a working committee established by the Catholic Bishops of Alberta, and is being taught across Alberta in Catholic schools in Grades 4 through 9. At the request of our parents, this curriculum is taught in the Religious Education program. This provides the opportunity for teaching the principles of family life education in the context of our faith tradition.

Human sexuality instruction in your child’s class will include addressing the following topics:

(Teachers: enter the appropriate grade level outcomes from the curriculum.)

We will be teaching these lessons (Teachers: insert approximate dates – i.e. “mid-May” or “after Easter”).

The Calgary Catholic School District has developed a Family Life Parent Handbook to support parents in teaching their children about human sexuality. It includes some information about Church teachings regarding this topic, more information about the curriculum, some tips for parents, and additional resources. If you would like a copy of this resource, please visit the District website at www.cssd.ab.ca/programs/coresubjects/religioused or call me.

Pursuant to section 11.1(2) of the Human Rights Act, you as a parent/guardian may request that your child be excluded from the above-identified instruction, without academic penalty, by having your child either:

a) leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction; or

b) remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material.

In order to exercise this option, you must sign and return the attached exemption form to ________________________________ [teacher’s name] on or before the date of the instruction indicated above. If this form is not returned before that date, your child will be included in the instruction.

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If you have any questions or concerns regarding this instruction, feel free to contact me. Thank you for your continued support.

Sincerely,

(Teacher name and signature)
STUDENT EXEMPTION UNDER SECTION 11.1 OF THE ALBERTA HUMAN RIGHTS ACT

TO: Principal/Teacher of ________________________________ [identify school], of
__________________________ [identify school board].

In response to the notice provided to me by my child’s school
__________________________ [name of School] of
__________________________ [name of school board] dated
_________________ [date of notice]
indicating that a course or program of studies in which my child is enrolled, or an
instructional material or exercise used in a course or program of studies in which my
child is enrolled, includes subject matter that deals primarily and explicitly with
__________________________ [specify human sexuality or sexual orientation], I,
__________________________ [name of parent/legal guardian], in
accordance with section 11.1(2) of the Human Rights Act, hereby request that my child,
__________________________ [name of child] be excluded from the instruction,
exercise or the use of instructional material identified in the notice.

I request that my child: (check relevant box)

☐ A) Leave the classroom or place where the instruction is taking place or where the
   instructional material is being used for the duration of that part of the instruction.
   OR

☐ B) Remain in the classroom or place where the instruction is taking place without
   taking part in the instruction or use of instructional material.

I confirm that I am the legal guardian of ________________________________ [name
of child]
and have chosen to exercise my option to have my child excluded from the instruction
described in the notice from ________________________________ School [name of
school] on the dates indicated in the notice. I also confirm that it is my obligation to
ensure that this form is returned to the school principal/teacher on or before the date of
the instruction indicated in the notice.

The child to whom this exemption notice applies is:
__________________________ [name of child]    Grade: __________
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(Date)

Dear Parent(s):

Parents are the primary and most important educators of their children, especially in matters related to faith and morals. Our role as Catholic educators is to support you in teaching your children in these matters. This letter is to keep you informed regarding human sexuality instruction in your child’s classroom.

The human sexuality curriculum was developed by a working committee established by the Catholic Bishops of Alberta, and is being taught across Alberta in Catholic schools in Grades 4 through 9. At the request of our parents, this curriculum is taught in the Religious Education program. This provides the opportunity of teaching the principles of family life education in the context of our faith tradition.

Human sexuality instruction in your child's class will include addressing the following topics:

(Teachers: enter the appropriate grade level outcomes from the curriculum.)

The instruction in human sexuality will occur in your child’s class on the following dates:

________________________________________________________________

The Calgary Catholic School District has developed a Family Life Parent Handbook to support parents in teaching their children about human sexuality. It includes some information about Church teachings regarding this topic, more information about the curriculum, some tips for parents, and additional resources. If you would like a copy of this resource, please contact me or visit the District website at www.cssd.ab.ca/programs/coresubjects/religioused

Pursuant to section 11.1(2) of the Human Rights Act, you as a parent/guardian may request that your child be excluded from the above-identified instruction, without academic penalty, by having your child either:

a) leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction; or

b) remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material.
In order to exercise this option, you must sign and return the attached exemption form to _______________________________[teacher's name] on or before the date of the instruction indicated above. If this form is not returned before that date, your child will be included in the instruction.

If you have any questions or concerns regarding this instruction, feel free to contact me. Thank you for your continued support.

Sincerely,

(Teacher signature)
STUDENT EXEMPTION UNDER SECTION 11.1 OF THE ALBERTA HUMAN RIGHTS ACT

TO: Principal/Teacher of _____________________________ [identify school], of ___________________________ [identify school board].

In response to the notice provided to me by my child’s school ___________________________ [name of school] of ___________________________ [name of school board] dated ___________ [date of notice]

indicating that a course or program of studies in which my child is enrolled, or an instructional material or exercise used in a course or program of studies in which my child is enrolled, includes subject matter that deals primarily and explicitly with ___________________________ [specify human sexuality or sexual orientation], I, ___________________________ [name of parent/legal guardian], in accordance with section 11.1(2) of the Human Rights Act, hereby request that my child, ___________________________ [name of child] be excluded from the instruction, exercise or the use of instructional material identified in the notice.

I request that my child: (check relevant box)

☐ A) Leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction.

   OR

☐ B) Remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material.

I confirm that I am the legal guardian of ___________________________ [name of child] and have chosen to exercise my option to have my child excluded from the instruction described in the notice from ___________________________ School [name of school] on the dates indicated in the notice. I also confirm that it is my obligation to ensure that this form is returned to the school principal/teacher on or before the date of the instruction indicated in the notice.

The child to whom this exemption notice applies is ___________________________ [name of child] Grade: ___________
Grade 5:
Outcome 1: The student, as a child of God, will identify what it means to be male and female and describe the creative process involved in the gift of life.

Outcome 2: The student, as a child of God, will examine the impact that changes in interests, abilities, and activities may have on body image.

(Note: These lessons are adapted for the Calgary Catholic School District from the Health & Life Skills curriculum, Grade 5, Wellness Choices, W 5.3 & 5.4)

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

Catechetical Focus
- We marvel at the complexity of the human body and how God has created its parts to work as a whole.
- God is the author of what makes us male and female.
- God's call to growth involves change.
- Human life begins at the moment of conception and must be respected and protected at all stages of development until natural death.

Note to the Catechist
- In this lesson, students are introduced to the wonderful creative process in the gift of life.
- We discuss the human reproduction system in wonderment and awe. Human beings, male and female, are pre-designed for relationship that brings forth life.
- When introducing the reproductive system, we keep the terminology simple using age appropriate language.
- Students will be asking many questions. Teachers should be prepared to deal honestly and tactfully with each of the questions.

Attention!
Students, whose parents have requested exemption from human sexuality lessons, must not participate in these lessons.
Theological Background

Scripture Commentary

- From the very moment of our conception within our mother’s womb, God knows us by name and has wanted us. Human beings do not come into existence by “chance”.
- It takes both a man and a woman to mirror who God is. By becoming a man or a woman we, ourselves, become capable of generating new life. In this life giving ability we reflect The Creator from whom all Life comes.

Scripture Texts

Gen. 1:27-31

27 So God created humankind in his image, in the image of God he created them; male and female he created them. 28 God blessed them, and God said to them, ‘Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.’ 29 God said, ‘See, I have given you every plant yielding seed that is upon the face of all the earth, and every tree with seed in its fruit; you shall have them for food. 30 And to every beast of the earth, and to every bird of the air, and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food.’ And it was so. 31 God saw everything that he had made, and indeed, it was very good. And there was evening and there was morning, the sixth day.’

Ps. 139:13-15

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

1 Cor. 12:12–31

12 For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. 13 For in the one Spirit we were all baptized into one body—Jews or Greeks, slaves or free—and we were all made to drink of one Spirit. 14 Indeed, the body does not consist of one member but of many. 15 If the foot would say, ‘Because I am not a hand, I do not belong to the body,’ that would not make it any less a part of the body. 16 And if the ear would say, ‘Because I am not an eye, I do not belong to the body,’ that would not make it any less a part of the body. 17 If the whole body were an eye, where would the hearing be? If the whole body were hearing, where would the sense of smell be? 18 But as it is, God arranged the members in the body, each one of them, as he chose. 19 If all were a single member, where would the body be? 20 As it is, there are many members, yet one body. 21 The eye cannot say to the hand, ‘I have no need of you,’ nor again the head to the feet, ‘I have no need of you.’ 22 On the contrary, the members of the body that seem to
be weaker are indispensable, 23 and those members of the body that we think less honorable we clothe with greater honor, and our less respectable members are treated with greater respect; 24 whereas our more respectable members do not need this. But God has so arranged the body, giving the greater honor to the inferior member, 25 that there may be no dissension within the body, but the members may have the same care for one another. 26 If one member suffers, all suffer together with it; if one member is honored, all rejoice together with it. 27 Now you are the body of Christ and individually members of it. 28 And God has appointed in the church first apostles, second prophets, third teachers; then deeds of power, then gifts of healing, forms of assistance, forms of leadership, various kinds of tongues. 29 Are all apostles? Are all prophets? Are all teachers? Do all work miracles? 30 Do all possess gifts of healing? Do all speak in tongues? Do all interpret? 31 But strive for the greater gifts. And I will show you a still more excellent way.

Eph. 5:22-29
22 I am sending him to you for this very purpose, to let you know how we are, and to encourage your hearts. 23 Peace be to the whole community, and love with faith, from God the Father and the Lord Jesus Christ. 24 Grace be with all who have an undying love for our Lord Jesus Christ. 25 Husbands, love your wives, just as Christ loved the church and gave himself up for her, 26 in order to make her holy by cleansing her with the washing of water by the word, 27 so as to present the church to himself in splendor, without a spot or wrinkle or anything of the kind—yes, so that she may be holy and without blemish. 28 In the same way, husbands should love their wives as they do their own bodies. He who loves his wife loves himself. 29 For no one ever hates his own body, but he nourishes and tenderly cares for it, just as Christ does for the church.

Jer. 1:5
5 "Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations."

Is. 49:1,14-15
1 Listen to me, O coastlands, pay attention, you peoples from far away! The LORD called me before I was born, while I was in my mother's womb he named me. 14 But Zion said, "The LORD has forsaken me, my Lord has forgotten me." 15 Can a woman forget her nursing child, or show no compassion for the child of her womb? Even these may forget, yet I will not forget you.

Commentary on the Catechism of the Catholic Church
- These passages give emphasis to the dignity of life. All life is to be protected from the moment of conception to life’s natural end. Left to ourselves we feel incomplete. We are most fully alive when we live out, in love, our relationship to both God and others, most especially in marriage and family life.
**CCC #372** "Man and woman were made 'for each other' - not that God left them half-made and incomplete: he created them to be a communion of persons, in which each can be 'helpmate' to the other, for they are equal as persons ('bone of my bones. . .') and complementary as masculine and feminine. In marriage God unites them in such a way that, by forming 'one flesh', [Gen 2:24] they can transmit human life: 'Be fruitful and multiply, and fill the earth.' [Gen 1:28] By transmitting human life to their descendants, man and woman as spouses and parents co-operate in a unique way in the Creator's work.

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

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

Grade 5 Outcome 1: The student, as a child of God, will identify what it means to be male and female and describe the creative process involved in the gift of life.

Introduction to this Unit:
- Be sure to send home Letter to Parents (see p. 6 & 7) in September and again one month prior to this instruction. Students whose parents have requested they not participate must have alternate learning provided to them outside of the classroom during this time.
- Establish ground rules for discussion and question box procedures.
- Choose a scripture reading from the biblical texts identified in the section entitled Theological Background. Ask the student to reflect on this passage. What do you think God wants to tell us in this passage?

Review of Puberty:
(The following is adapted for use by the Calgary Catholic School District from the Calgary Health Region’s “Puberty Changes”):
- Ask students listen to They Tell Me I’m Going Through Puberty (see p. 16) as you read Chris’ story aloud. When you are done, ask students: “Do you think Chris is a boy or a girl, or are you unsure?” Do not answer the question yourself at this time.
- Post the following titles on the wall: Boy  Girl  Both
- Distribute the Girls/Boys/Both cards (see p. 17 & 18). Give one to each student, or have students take a card from a pile. Have students place each card under the title on the wall that best fits the puberty change described.
- As a class, review the card placements, and make the necessary changes according to the Puberty Changes Answer Key (see p. 19). Explain changes that the participants do not understand.
- Reread They Tell Me I’m Going Through Puberty. Ask students “How many of you think Chris is a boy? A girl? Can’t tell?” Follow up with a discussion, emphasizing the following points:
  o No change that is happening to Chris would indicate one gender over another.
  o The changes Chris is experiencing are NORMAL and could happen to anyone.
  o Changes like those Chris is experiencing happen to different people at different times and can begin as early as 8 years old and continue until 18 years of age.

Activity 1 – Get ready

- Read The Wonderful Way That Babies Are Made (See Recommended Resources), including small text, as an introduction to reproduction.
- Using the handout, The Gift of Life (see p. 20), and the Overhead Transparencies on the Reproductive Systems, Conception, and Menstruation,
(as found on pages 23 – 29), discuss and define the terms for the parts of the reproductive systems, conception, and menstruation. Please note that these overhead transparencies are not to be used as Student Handouts.

- View the videos Just Around the Corner for Boys & Just Around the Corner for Girls (available from IMC) & discuss.

Activity 2 - Explore and apply

- Complete the worksheet, Male Reproductive System Review and Female Reproductive System Review, (page 30), by completing the matching and fill in the blank exercises. (Answer Key is on page 31.)

Activity 3 - Extend and commit

- Discuss the importance of respecting the gift of our bodies, others’ bodies, and the gift of life. Give examples of how we can show respect for our bodies, others’ bodies and the gift of life.
- We show respect for our bodies by taking care of them. The Elementary Puberty Kit (available from CHR through your school nurse) contains items to assist in teaching about puberty and personal hygiene. See Lesson 4 in the Kit for ideas on how to present this material.

Closing Prayer:
(Teachers may wish to put the following on an overhead transparency so students can pray this together. See p. 32 for template of this prayer.)

“Dear God, you created us in your image.  
As male and female, we are human expressions of your divinity.  
We are the same and yet different. We learn from one another.  
We respect and value each other’s unique identity.  
Guide us in discovering and realizing who we are,  
in the image of your beloved Son, Jesus Christ. Amen

Recommended Resources:

The Wonderful Way Babies are Made by Larry Christenson (Picture Book: ISBN 0-7642-2341-0) – (These should be included in your Religious Education resources. See your librarian for this professional resource if you are unable to locate.)

Videos: Just Around the Corner for Girls (Available at IMC)  
Just Around the Corner for Boys (Available at IMC)

Life Begins (CD ROM: Quality Multimedia, phone number 1-800-594-9769) use only those sections that are appropriate. (Your school has been provided with a copy. See your librarian for this professional resource if you are unable to locate.)

Elementary Puberty Kit – Available from CHR through your school nurse. Use Lesson 4 from the Kit.
Development of Lesson 2

**Grade 5 Outcome 2:** The student, as a child of God, will examine the impact that changes in interests, abilities, and activities may have on body image.

(Note: This lesson is adapted for the Calgary Catholic School District from the Health & Life Skills curriculum, Grade 5, Wellness Choices, W 5.4)

**Activity 1 - Get ready**

- Begin with a prayer. If you like, use the one on page 32 again.
- Discuss how there are billions of people living on earth, each one created by God as unique and special. No two people look exactly alike, and we come in every shape, size, colour, and each with our own personality, talents, and gifts. Ask students to look around their classroom and note all the differences just in this one room. It appears that God loves variety and the very ordinary, too. That's why he made so many of us.

Now compare this to the types of people we see in the media – TV, movies, magazines, etc. What kind of image are advertisers trying to sell? Why do they do this? There is big money in making people feel that they’re not okay. Discuss why that is.

Define *body image* as the way we see and feel about the way we look. Who/what has shaped this image that we have? Can we ever live up to images of the “perfect body” as portrayed in media? (The truth is that we can’t. Even celebrity images have been created artificially through the heavy use of make-up, special lighting, photograph touch-ups, computer re-imaging, etc. The “perfect body” is an ideal even celebrities can’t live up to.)

Get two boxes of Smarties and take out all of the blue Smarties. Count out 95 regular Smarties & add in 5 blue ones. Say to students that 95 regular Smarties are regular people, and the 5 blue ones are the types of people who the media say we should be. Ask students: what’s wrong with this? Can the other Smarties turn blue? (Maybe the purples could pass for blue, but what about the reds & yellows? It’s just as impossible for them to turn blue as it is for most of us to have the “perfect body” that the media says we should have.)

How will all the non-blue Smarties feel, not being able to live up to the image dictated by the media? Then share the Smarties with your class.

(Adapted from Media Awareness Network’s “Lesson Plan – The Anatomy of Cool”, 2002.)
Activity 2 – Explore and apply

- You're growing up. You've changed a little or a lot over the last year. What are some of these changes? Brainstorm lists of:
  - new interests you have discovered over the last year
  - new abilities you have gained over the last year
  - new activities you have tried over the last year
- How do these changes affect how you feel about your body – your body image? Part of growing up is discovering the many gifts and talents we have, including the gift of our bodies. Not all of us are athletic, or artistic, or musical, but all of us can use what God has given us in a way that is good for us and for others. How does that impact our body image?

Activity 3 – Extend and commit

- Individually, complete the following sentences:
  - “This year I have new interests, such as…”
  - “I am also discovering new abilities, such as…”
  - “This year I tried new activities, such as…”
  - “One of the new things that has affected how I feel about my body is…”
  - “It has affected how I feel about my body because…”
  - “One of the things I'm going to do to work on having a positive body image is…”

Extensions

- bodyimageworks, inc. has created a Body Image Kit for Grades 4 to 6, available at IMC (#K1307). There are a number of excellent activities to use that help students develop a healthy body image. Kits may also be available through your school nurse.
Hi, I’m Chris and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One of the things that’s happening is this new hair that’s growing in places it’s never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it’s not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot wash-cloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There’s one thing I get a little embarrassed about. It’s even hard for me to say this. When I was at the party the other night, I was with someone I like (and I’m not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it’s normal. Is it?

They tell me I’m going through puberty. That means I have to go to school with my zits and my B.O. But, I’m taller and smarter. I think I’ll survive.

Do you think Chris is a boy or a girl, or are you unsure?

Adapted by:

calgary health region

J: Elementary Puberty Kit/ HO_2A_ElementaryPubertyKit
Revised: 03/08/25
**BOYS/GIRLS/BOTH CARDS**

*(Teachers: Duplicate these two pages & cut along lines)*

<table>
<thead>
<tr>
<th>Grow taller</th>
<th>Skin gets oily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acne (pimples)</td>
<td>Voice changes</td>
</tr>
<tr>
<td>Hair grows on face</td>
<td>Hair gets oily</td>
</tr>
<tr>
<td>Hair grows under arms</td>
<td>Hair grows on genitals (pubic hair)</td>
</tr>
<tr>
<td>Sweat glands develop</td>
<td>Breasts develop</td>
</tr>
<tr>
<td>Hips get bigger</td>
<td>Shoulders get wider</td>
</tr>
<tr>
<td>Start producing sperm</td>
<td>Penis grows bigger</td>
</tr>
<tr>
<td>Testicles get bigger</td>
<td>Body starts producing sex hormones</td>
</tr>
<tr>
<td>Wet dreams</td>
<td>Erections happen out of the blue (penis gets hard)</td>
</tr>
<tr>
<td>Sperm can be released from penis (Ejaculation)</td>
<td>Start releasing eggs (Ovulation)</td>
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<td>---------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Periods (Menstruation)</td>
<td>Mood swings</td>
</tr>
<tr>
<td>Start having sexual thoughts</td>
<td>Start having sexual feelings</td>
</tr>
<tr>
<td>Start producing vaginal discharge</td>
<td>Can become interested in having a boy/girlfriend</td>
</tr>
<tr>
<td>Friendship becomes more important</td>
<td>Sometimes feel lonely and confused</td>
</tr>
<tr>
<td>Stronger feelings of wanting to be liked and to “fit in”</td>
<td>Want more independence</td>
</tr>
<tr>
<td>Thinking about the future</td>
<td>Concerned about looks (appearance)</td>
</tr>
</tbody>
</table>
# Puberty Changes: Answer Key

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<th>Girl</th>
<th>Both</th>
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</table>

*Breast development is related to an increase in the estrogen hormone. Males normally produce some estrogen in the adrenal glands and testes. Nearly one in two boys experience temporary enlargement of the breasts during puberty.

Adapted by:

Calgary Health Region

CSSD Grade 5 Human Sexuality Page 26 September 2010
The Gift of Life

The male and female bodies are marvellous creations of God. It is through the reproductive systems that we are able to share in the creation of new human life. Our bodies are gifts to be respected and cared for, so that when we are married and able to have children, we can do so.

So God created humankind in his image, in the image of God he created them; male and female he created them. Genesis 1:27

A New Human Life

A baby is a very special gift to a mother and father. God created the male and female bodies to be able to join together so that sperm cells may leave the father’s body and enter the mother’s body. There the sperm cells may meet an egg cell. If a sperm cell and an egg cell join, then a new human life begins. This gift is called conception. A baby begins to develop in the mother’s uterus, which is also called a womb. For nine months the baby has a home in the mother’s womb. The baby is then born, and the mother and the father continue to play a special role in the nurturing of this new little miracle, the baby.

The whole process in which life is created and nurtured is miraculous. God has pre-designed the bodies of both a man and woman to participate in the wonderful creation of life. Let us look at how the body of the man and woman are designed to bring about new life.

Changes in Puberty

Puberty is a time of change and development that all boys and girls experience in their pre-teen and teen years. In boys, puberty usually occurs between the ages of 10 and 17. In girls, puberty usually occurs between the ages of 9 and 16. This is the time that boys will become more like men and girls will become more like women.

Hormones are the source for puberty. A tiny gland at the base of the brain, called the pituitary gland, begins producing the hormone, testosterone, in boys and the hormone, estrogen, in girls. These hormones are responsible for the changes that take place in our bodies.

Many changes occur during puberty. The most significant change is the development of the reproductive system. Through the reproductive system, humans share in God’s creation. Children are created through the love of a husband and wife.
When the reproductive system has developed, young men and women are physically able to produce a baby even though they are not yet ready to be parents.

Boys begin to produce sperm cells and girls produce egg cells. These are the reproductive cells that can unite to form a baby. Our bodies are created either male or female, and together they can work to create a new life. The male reproductive system produces and transfers sperm cells to the female reproductive system, which releases egg cells or ovum and provides a safe environment for the creation and development of a new human life.

**The Male Reproductive System**

The two primary organs of the male reproductive system are the testicles or testes and the penis. Sperm cells are made in the testicles. These sperm cells are essential in the creation of new life.

Once sperm cells are produced, they remain in the body (seminal vesicle) and mature. At times, a milky white fluid from the prostate gland is mixed with the sperm cells. Together, the fluid and sperm are called semen. These sperm cells are so tiny that they can only be seen through a microscope. Imagine how these tiny cells play a part in the creation of new life!

The semen passes out of the male’s body through a tube in the penis (urethra). This is called ejaculation. Ejaculation can only occur when there is an erection. An erection occurs when blood flows to the penis and fills the spongy tissue, causing it to become firm and large.

| Did you know? | A healthy adult male produces 50 to 100 million sperm cells a day. Two hundred sperm cells laid end to end, would measure one centimetre. |

Semen can sometimes be released while a boy or man is sleeping. This is called a nocturnal emission or wet dream. The body does this on its own naturally. The process of the male reproductive system is amazing. The male body was designed by God to play a special role in the creation of new life.

**The Female Reproductive System**

All of the organs in the female reproductive system are located inside the pelvic area of the body, unlike the organs of the male reproductive system, which are outside the body.

Egg cells are held in and released from the two ovaries. The ovaries release an egg cell or ovum when it is mature. This is called ovulation. Ovulation occurs approximately once every 28 days.
When an egg is released, it enters a fallopian tube and travels along it to the uterus or womb. This journey for the egg cell lasts about 3-4 days. The uterus is a small organ that can stretch a great deal to allow a growing baby to move about inside it. Below the uterus, there is a passage way called the vagina or the birth canal.

At birth the cervix begins to slowly open wider during labour. When it is approximately 10 cm wide the baby begins a journey through the vagina to the world outside.

Did you know? When a female is born, her ovaries hold about 500,000 immature eggs. An egg cell is about the size of a pinhole.

Menstruation
At ovulation, the ovaries release a mature egg cell about once a month. If there are no sperm cells present in the female body and conception does not happen, then the egg cell will travel to the uterus and it will dissolve. The body knows that a new life is not going to grow in the uterus and a soft tissue lining, which has been building up on the walls of the uterus, is not needed. This lining is made up of tiny blood vessels and it begins to break down when conception has not occurred. The lining leaves the body through the vagina. This process is called menstruation and it happens about once a month. Ovulation and menstruation happen pretty regularly in most females. They are both very normal and natural occurrences. Menstruation begins when a girl begins to ovulate and it all begins in puberty.
Conception
The Menstrual Cycle

Beginning of cycle (menstruation)

Ovum starts to mature (lining begins to thicken to prepare for possible pregnancy)

Release of mature ovum (ovulation)

Ovum travels to uterus

Beginning of next cycle (menstruation)

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Male & Female Reproductive System Review

Match the correct name for each of the following terms with its description. Place the correct letter on the line beside the name.

____ conception a. a thick fluid containing sperm
____ fallopian tube b. hormone-producing gland located at the base of the brain
____ menstruation c. gland where sperm cells are produced
____ ovary d narrow tube through which semen and urine leave the body
____ penis e. organ through which semen and urine leave the body
____ pituitary gland f. organ that stores mature sperm
____ semen g. gland where egg cells are stored and allowed to mature
____ seminal vesicle h. tube through which the egg or ovum travels to the uterus
____ testicles i. organ within which the baby develops
____ urethra j. passage through which a baby leaves the uterus
____ uterus k. periodic breaking down of the lining of the uterus
____ vagina l. the joining of a sperm cell and an egg cell

Complete the sentences by adding the appropriate words from the list:
conception / egg cells / ejaculation / erection / lining / sperm cell / testicles / womb

1. Human life begins when a _____________ _____________ from a male joins with an egg cell from a female.
2. Sperm cells are produced in the _________________.
3. The process of blood flowing into the penis and making it firmer is called an _________________.
4. The semen leaves the body through the penis. This is called _________________.
5. ___________ ___________ are released from the ovaries.
6. The uterus, or _________________, provides a safe environment for the baby to develop.
7. The uterus builds a soft, spongy _________________ on the inside of its walls that will nourish the developing baby.
8. Human life begins at the moment of _________________.

Match the correct name for each of the following terms with its description. Place the correct letter on the line beside the name.

- **l** conception  
  a. a thick fluid containing sperm
- **h** fallopian tube  
  b. hormone-producing gland located at the base of the brain
- **k** menstruation  
  c. gland where sperm cells are produced
- **g** ovary  
  d narrow tube through which semen and urine leave the body
- **e** penis  
  e. organ through which semen and urine leave the body
- **b** pituitary gland  
  f. organ that stores mature sperm
- **a** semen  
  g. gland where egg cells are stored and allowed to mature
- **f** seminal vesicle  
  h. tube through which the egg or ovum travels to the uterus
- **c** testicles  
  i. organ within which the baby develops
- **d** urethra  
  j. passage through which a baby leaves the uterus
- **i** uterus  
  k. periodic breaking down of the lining of the uterus
- **j** vagina  
  l. the joining of a sperm cell and an egg cell

Complete the sentences by adding the appropriate words from the list:

- conception / egg cells / ejaculation / erection / lining / sperm cell / testicles / womb

1. Human life begins when a **sperm** cell from a male joins with an egg cell from a female.
2. Sperm cells are produced in the **testicles**.
3. The process of blood flowing into the penis and making it firmer is called an **erection**.
4. The semen leaves the body through the penis. This is called **ejaculation**.
5. **Egg** cells are released from the ovaries.
6. The uterus, or **womb**, provides a safe environment for the baby to develop.
7. The uterus builds a soft, spongy **lining** on the inside of its walls that will nourish the developing baby.
8. Human life begins at the moment of **conception**.
Dear God, you created us in your image.

As male and female, we are human expressions of your divinity.

We are the same and yet different.

We learn from one another.

We respect and value each other’s unique identity.

Guide us in discovering and realizing who we are, in the image of your beloved Son, Jesus Christ.

Amen