



Conversations about
L.I.F.E.
Love. Infatuation. Friendship. Exploitation.

Sample Kit

Excerpts from the Lesson Plans
& Activity Materials

Dr. Kathie Amidei & Sr. Kieran Sawyer



Conversations about L.I.F.E.

Sample Kit Overview

Introduction

Children and teens who participate in the full **Conversations about L.I.F.E.** program will take part in a year-by-year, age-appropriate, interactive curriculum that:

- Presents Authentic Love as the goal of sexuality education
- Promotes positive loving relationships in family life, friendship, and marriage
- Emphasizes sexuality as a gift—to be shared only in marriage (“self-giving love”)
- Defines chastity as the power of authentic love to channel and control sexuality
- Facilitates the partnership of parents and catechists in the formation of children for chastity
- Promotes the ongoing cultivation of the virtues (character strengths) needed to support chastity formation
- Includes teaching on how to recognize and avoid sexual abuse

(The goals listed here are drawn from Catechetical Formation in Chaste Living, USCCB 2008)

The **Conversations about L.I.F.E.** program includes 13 online lesson packages, one each for children from pre-kindergarten through high school. Each session packet includes a detailed, easy-to-follow Lesson Plan, an accompanying PowerPoint, master copies for a colorful Activity Book, and a Parent Follow-up Session.

This sample kit includes excerpts from 4K, Grade 1, Grade 4, Grade 6, Grade 8, and Grade 10. Each set of samples includes excerpts from individual lessons and activities for that grade. *It does not include the lesson or activity in its entirety.*

If you would like a formal presentation regarding these materials, Sister Kieran and Dr. Amidei are available for both in-person or online meetings.

Table of Contents for this Sample Kit

4K	3 – 8
Grade 1	9 – 14
Grade 4	15 – 20
Grade 6	21 – 24
Grade 8	25 – 30
Grade 10	31 – 39

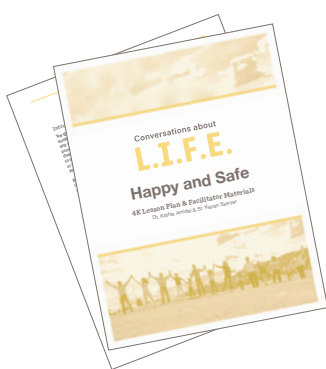
4K Lesson Package Sample Pages

Conversations about
L.I.F.E.
 Happy and Safe

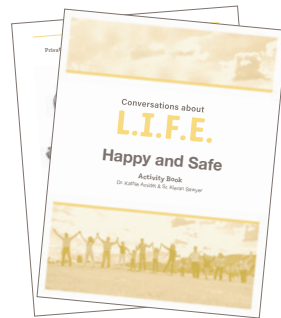
4K Overview

Young children who participate in the 4K session of the L.I.F.E. program with their parents will:

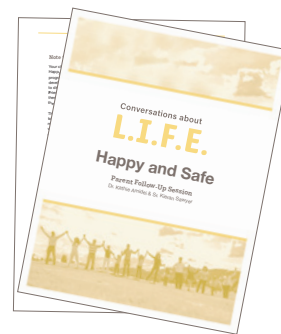
- Come to know that they are a child of God
- Learn that God and their parents love them and want them to be safe and happy
- Consider circumstances where their safety and/or happiness might be threatened
- Learn from their parents the parts of their bodies that are private and special
- Understand what to do if they do not feel safe with an adult: SAY NO; RUN AWAY; TELL SOMEONE.



Lesson Plan



Activity Book



Parent Follow-Up



PowerPoint Presentation

The following 4K sample materials include:

- Selections from the Lesson Plan and Facilitator Materials for the *Super Helper* activity
- Sample Activity Book pages for the *Private and Special* and *Three Big Rules* activities
- Examples of the corresponding slides from the PowerPoint presentation

The 4K sample includes excerpts from individual lesson materials for 4K. *It does not include the lesson or activity in its entirety.*

4K Lesson Plan Excerpt - *Super Helper* Activity

4K – Lesson Plan & Facilitator Materials

Note the
click cues!

B. Super Helper

Click Slide 6 and say:

⋯ Today we are going to meet a new friend called “Super Helper.” Super Helper is your very own superhero who helps you to stay safe and to be happy. Here is a picture of Super Helper.

Give each child one of the pictures of the Super Helpers (a boy or a girl). Make sure every child has access to a set of crayons. Say:

⋯ Color the picture of your Super Helper with any colors you would like.

ALLOW TIME. When most children have finished the coloring, say:

⋯ We are going to see if Super Helper can show us what makes us safe and happy. Do you think Super Helpers would tell you to hold the hand of a grown-up when you walk in a parking lot? If the answer is YES, hold up your Super Helper.

(Demonstrate.)

After they respond, show the SAFE flashcard and say:

⋯ Yes, holding a grown-up’s hand would help you to be safe.

Then ask:

⋯ Do you think Super Helper would smile at you when he or she sees you? Would that help you to feel happy? Hold up your Super Helper if the answer is YES.

After they respond, hold up the HAPPY flashcard and say:

⋯ Yes, having Super Helper smile at you would help you to be happy.

Then ask:

⋯ Do you think Super Helper would tell you to push another child down at the park just because you don’t like that child? Hold up Super helper if the answer is YES.

After they respond say:

⋯ No, we don’t hold up Super Helper because pushing a child down would not make anyone happy.

The Lesson Plan comes
with instructions on how
to teach the lesson.

! Purchase the 4K lesson package for complete lesson materials

4K Activity Book Excerpt - *Super Helper* Activity

Happy and Safe – Activity Book

Super Helper



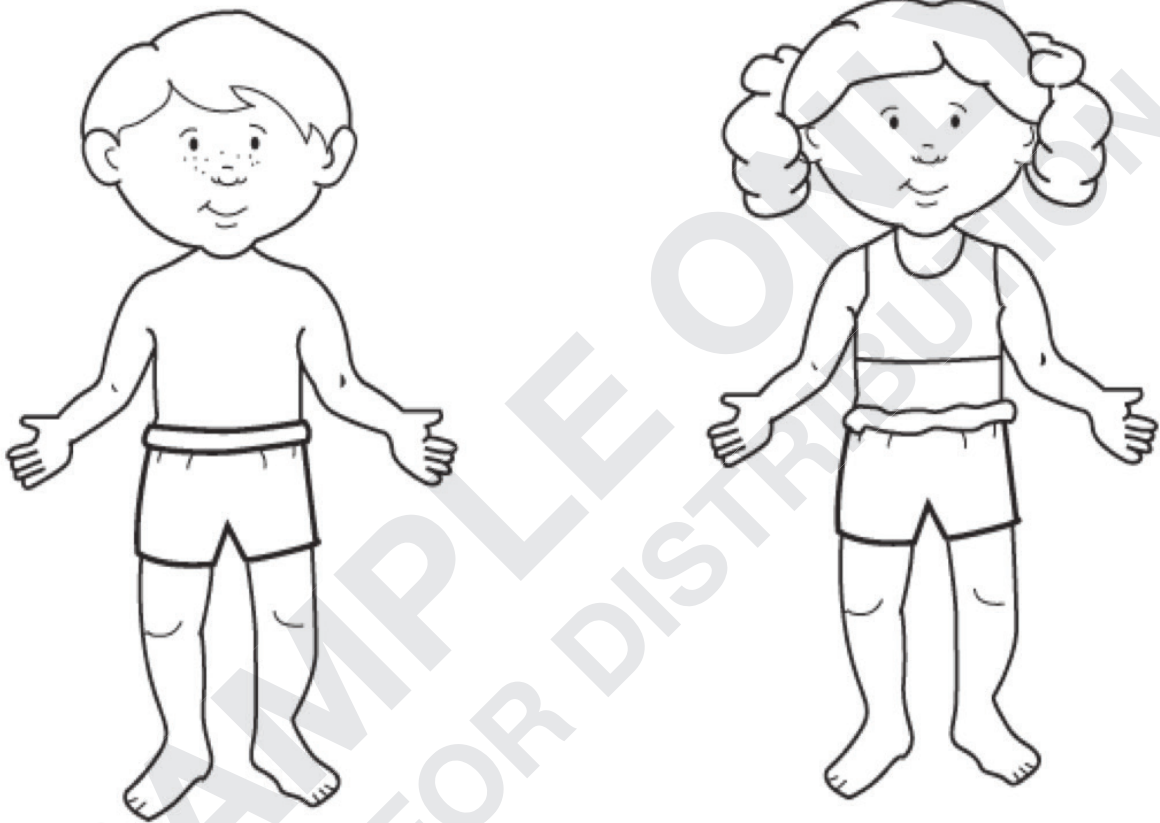
Master copies for both the Facilitator Materials and the Activity Book are provided in each lesson package.

Illustration by Maura Metz

4K Activity Book Excerpt - *Private and Special*

Happy and Safe – Activity Book

Private and Special



Parents, tell your child

- Which parts of their bodies are private and special
- Who is allowed to see or touch those parts
- What they should do if someone wants to see or touch them

The families can take their
Activity Books home as a
keepsake!

4K Activity Book Excerpt - *Three Big Rules*

Happy and Safe – Activity Book

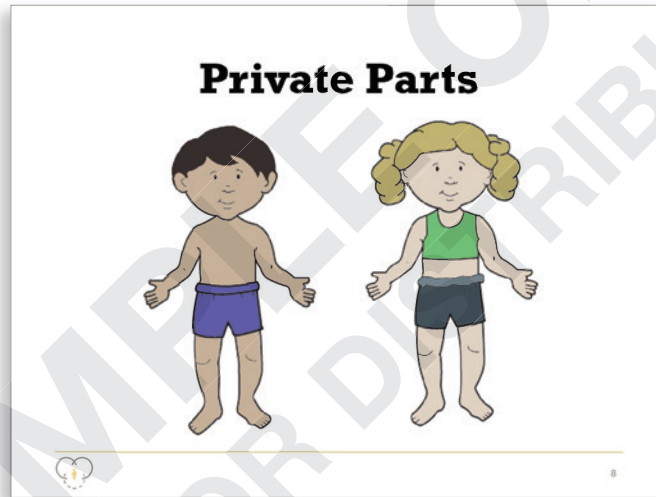
The Three Big Rules

Cut out the following rules and glue them on the next page



Corresponding 4K PowerPoint Excerpts

The PowerPoint presentations have built-in animations, video, and images to keep children's attention.



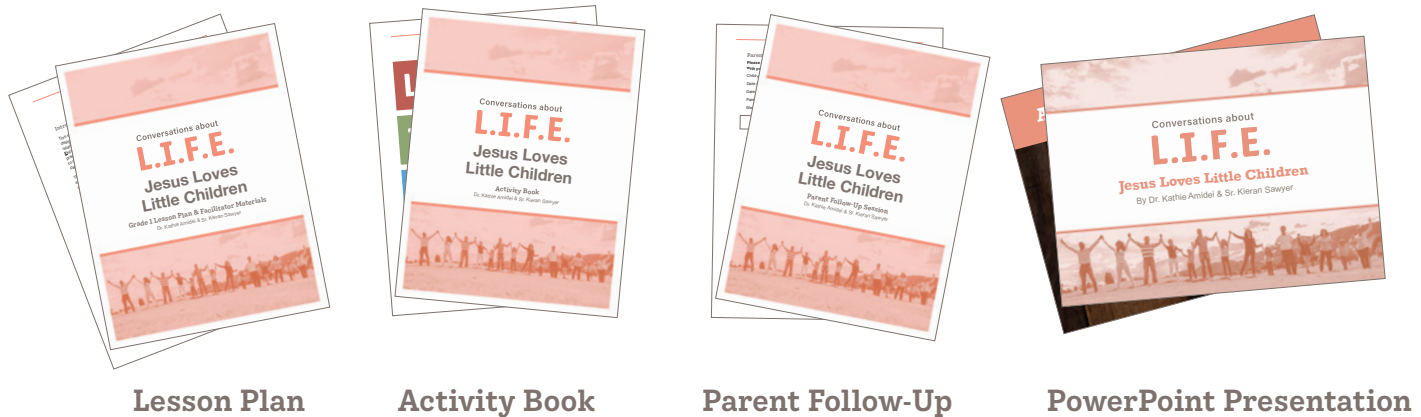
Grade 1 Lesson Package Sample Pages

Conversations about
L.I.F.E.
 Jesus Loves Little Children

Grade 1 Overview

Young children who participate in the 1st grade session of the L.I.F.E. program with their parents will:

- Learn that as children of God they have a right to be loved, respected, and protected
- Discuss with their parents the personal qualities that make them special
- Hear and act out the Bible story which tells about Jesus' love for children
- Receive a blessing and hug from Jesus through their parents
- Understand that their bodies have parts that are private and special
- Consider circumstances where their safety and/or happiness might be threatened; learn what to do if that occurs.



The following grade 1 sample materials include:

- Selections from the Lesson Plan and the Activity Book for the *A Special Person—YOU!* activity
- Selections from the Lesson Plan, Facilitator Materials, and the corresponding PowerPoint slides for the *Paper Plate Plaque* activity

The grade 1 sample includes excerpts from individual lesson materials for grade 1. *It does not include the lesson or activity in its entirety.*

Grade 1 Lesson Plan Excerpt - *A Special Person—YOU!*

Grade 1 – Lesson Plan & Facilitator Materials


C. A Special Person—YOU!

Invite the children to be seated and ask the adults to turn to **A Special Person – YOU!** in the activity book.

Click Slide 5


Say:

 **CRA:** See adapted script below.

 Boys and girls, I know you are sitting with someone who loves you and protects you. You have an activity to do together to learn about some things your mom and your dad love about you. Together talk about some things that make you wonderful and special and write down on the lines provided three things that are special about you. Moms and dads, focus your discussion on the special person your child is, rather than what he or she does. For example: Molly is kind, (helpful, gentle, and good to her baby brother) rather than Molly is a fast runner. This will help your child to feel your unconditional love.

Work together as a family on this topic. If your child can write the responses themselves allow them to do so. If not, you, the parent can do the writing.


ALLOW sufficient time for families to do this worksheet together. When you see that most are finished, say:

 God created us to live in families. Families are where we are loved and learn to love others. I hope you had a chance to hear some of the things that make you special in your family.

Now turn to your mom or dad and tell them one thing about them that you think is special.

(ALLOW TIME)

 **CRA:** Alternate script:

 Children, you are sitting with classmates who know you and some of the wonderful things that are part of who you are. Your adult leader will help you choose someone to start. That child will say one thing that is wonderful about who they are. They should not talk about something they have or are wearing or something they like to do, but something about the goodness inside them.

 **Purchase the 1st grade lesson package for complete lesson materials**

Each Lesson Plan includes a Classroom Adaptation (CRA) for situations in which the parents are not able to participate in the sessions.

Note the CRA text!

Grade 1 Activity Book Excerpt - *A Special Person—YOU!*

Jesus Loves Little Children – Activity Book

A Special Person—YOU!

Talk with your child for a few minutes about what you love about them. Then tell them three things you love about them and write one on each line.

I/We love you just because you are YOU.

You are _____

You are _____

You are _____

Draw a picture of you and your mom and/or dad. Draw a picture that shows them loving you.



The Lesson Plan tells you what supplies to have ready for the children's activities.

With your parent's help:

Write a sentence about one way your parents protect you and keep you safe.

Write a sentence about one way your family helps you to be happy.

Grade 1 Lesson Plan Excerpt - *Paper Plate Plaque*


Grade 1 – Lesson Plan & Facilitator Materials

E. Activity: Paper Plate Plaque

Distribute the materials needed to create the Paper Plate Plaques.

 **CRA:** Give the materials to the table leaders.

Click Slide 7 and say:


 To help us remember this wonderful story of Jesus and the children, we are going to create a little plaque that you can take home and hang on the refrigerator or put up in your bedroom. Adults, please find the page that describes how to make the plaque, and work with the children to follow the directions.

Show sample of the plaque.

ALLOW PLENTY OF TIME. Make sure everyone has access to all of the materials needed to make the plaques, and guide the adults in following the directions.

 **CRA:** Help each child to make one little person for themselves, and one for one other person. Tell them they will take the rest of the project home for their parents to help them finish.

Stay on **Slide 7** briefly and say:

 It was kind of Jesus to take time out of his busy day to bless the children. Jesus blessed the children by touching them in a kind and gentle way. It is nice to share hugs and handshakes, fist bumps and hand squeezes as a way to show kindness, but it is okay if we show kindness in ways that are not touching. What are some ways to show kindness that are not touching?

(Elicit responses such as give a compliment, tell a story, share a toy.)

It is also okay to say “no thank you” if you do not want someone to touch you. Everyone does not always feel like having a hug, and it is okay to say no. It is okay to ask for a high five instead, or something that is more comfortable for you. If you don’t want someone to touch you, it is okay to tell them. It is important that they listen to you. It is also important that you listen if your friend does not want to be shown kindness through touching. You can always ask, “Would you like a hug?” and if your friend says no, you could do a not-touching kindness. You will discuss more about kindness and touching at home with your parents.

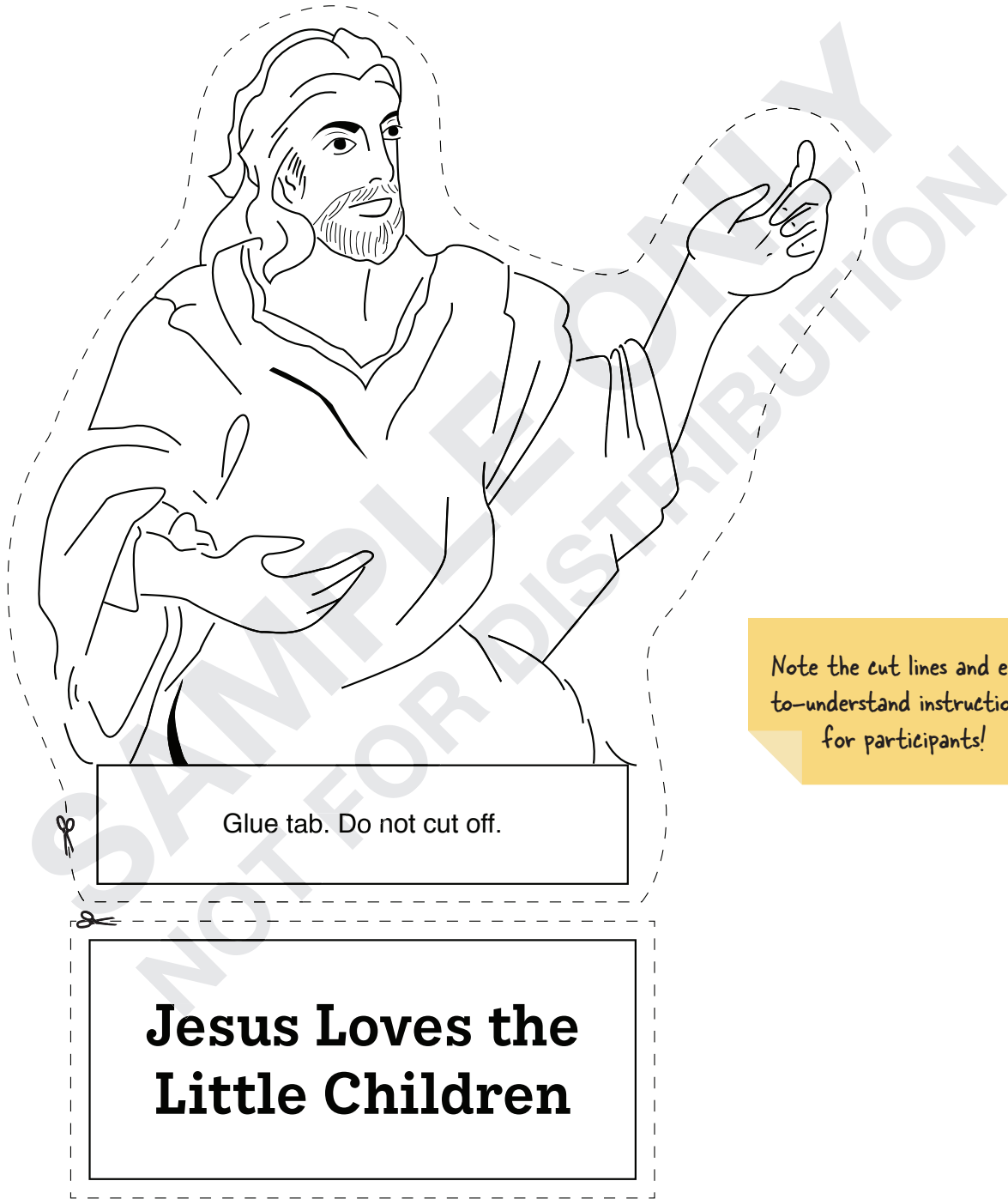


Purchase the 1st grade lesson package for complete lesson materials

Grade 1 Facilitator Materials Excerpt - Paper Plate Plaque

Grade 1 – Lesson Plan & Facilitator Materials

6 x 7 picture of Jesus for children to color and 4 x 2 sign



Glue tab. Do not cut off.

**Jesus Loves the
Little Children**

Note the cut lines and easy-to-understand instructions for participants!

Corresponding Grade 1 PowerPoint Excerpts

Activity: Paper Plate Plaque



Illustration by
Sister Sandra Ann Weinke



“Let the little children come to me...for the kingdom of heaven belongs to such as these.”

(Matt 19:13)



Grade 4 Lesson Package Sample Pages

Conversations about

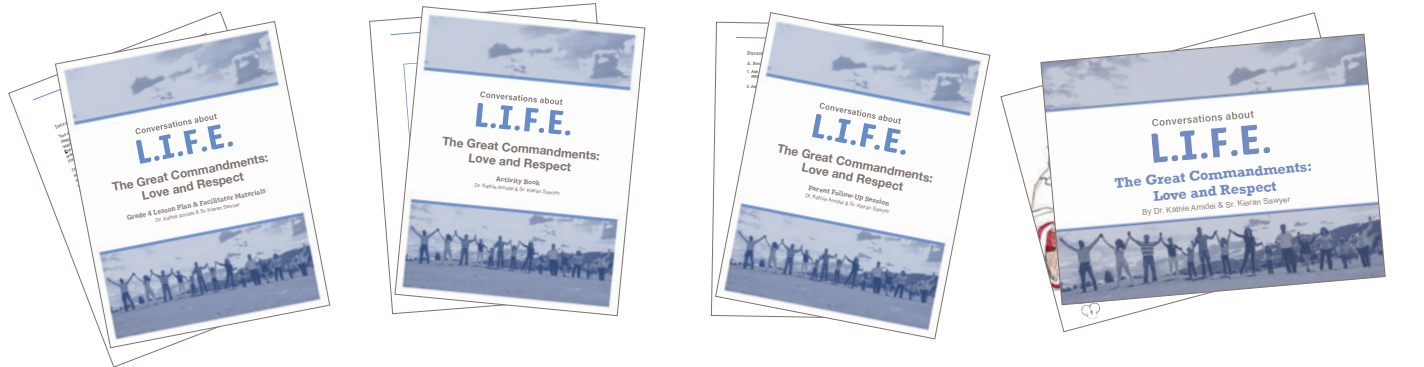
L.I.F.E.

The Great Commandments: Love and Respect

Grade 4 Overview

Children who participate in the 4th grade session of the L.I.F.E. program with their parents will:

- Understand the importance of family and identify positive things about their own families.
- Learn the two Great Commandments and understand them as God's way of teaching us to love God, ourselves, and each other.
- Learn the concept of respect as how we keep a balance between love for self and love for others.
- Learn the concept of abuse as the opposite of respect. Talk with their parents about physical, emotional, and sexual abuse.
- Discuss bullying as a type of abuse children may have experienced or participated in.
- Learn St. Francis' Peace Prayer and pray it with their parents.



Lesson Plan

Activity Book

Parent Follow-Up

PowerPoint Presentation

The following grade 4 sample materials include:

- Selections from the Lesson Plan and PowerPoint for the *Respect Activity* activity
- Selections from the Lesson Plan and PowerPoint for the *Types of Abuse* activity
- Sample page from the Lesson Plan and Facilitator Materials for the *Parent Blessing*

The grade 4 sample includes excerpts from individual lesson materials for grade 4. *It does not include the lesson or activity in its entirety.*

Grade 4 Lesson Plan Excerpt - *Respect Activity*

Grade 4 – Lesson Plan & Facilitator Materials

D. Respect Activity

Click Slide 6

Tell the parents [group leaders] that you will be doing a short activity with the children in front of the room. **(Click)** They should use this time to REVIEW the page called *Types of Abuse* that they will be discussing with their children in a few minutes.

INVITE all of the children to come forward and stand facing you. Place the seven letters that spell *respect* upside down in a line across the front of the room. Ask for seven volunteers to be cheerleaders. The cheerleaders will stand facing the others, one child standing behind each letter.

Gather the cheerleaders in a little huddle and quietly give them these instructions:

☹️ **Squat down behind your letter. When I call out it out, jump up and raise the letter above your head. Stay standing till all the letters are called.**

Stand to the side of the cheerleaders and call out (cheerleader style):

☹️ **Give me an R.**

Everyone calls out “R” and the cheerleader holds up the letter. Repeat with each letter.

Then call:

☹️ **What does it spell? (All call: RESPECT!) Repeat: What does it spell? RESPECT! Let’s spell it together: (spell with the children) R – E – S – P – E – C – T.**

Walk among the children with the microphone, interviewing them with questions like those below. Have several children answer the various questions into the microphone. (Suggestion: Prepare an index card(s) with the questions below as your guide in leading the discussion.)

- ☹️ **Who can tell me one way children show respect to their parents? How do children show respect?**
- to teachers?
 - to their brothers and sisters?
 - to their friends?
 - to classmates?
 - to kids they don’t like?

Speech bubbles indicate to the facilitator when to speak and what to say.

! Purchase the 4th grade lesson package for complete lesson materials

Corresponding Grade 4 PowerPoint Excerpts

Respect Activity

Children, gather in front.

Parents, please review the
TYPES of ABUSE.



6

Respect

- I care about you.
- I listen to you.
- I pay attention to you.
- I understand you.
- I want what is best for you.



7

Learning about respect means:

- Knowing how to respect others
 - Parents
 - Other adults
 - Brothers and sisters
 - Friends
 - Other children
- Knowing how to respect yourself
- Knowing what to do if someone doesn't respect you.



8

Some **VERY SPECIAL ADULTS**
whose job is to **RESPECT** and
PROTECT you.

- | | |
|-------------|-----------------------|
| • Parents | • Doctors |
| • Relatives | • Priests and Sisters |
| • Teachers | • All Adults |
| • Policemen | |



The PowerPoint slides serve as a guide for the lesson for both the facilitator and the participants.

Corresponding Grade 4 PowerPoint Excerpts

You shall love your neighbor
as you love yourself.

Love Myself Love Others



AS

RESPECT

 13


Sometimes, some adults do **NOT**
respect and protect children.
This is called

ABUSE

- Physical abuse
- Emotional abuse
- Sexual abuse

 14


Parents will now explain
the three kinds of abuse
to their children.

 15

Grade 4 Lesson Plan Excerpt - *Types of Abuse*

Grade 4 – Lesson Plan & Facilitator Materials


E. Types of Abuse

 **CRA:** The *Types of Abuse* discussion will not be part of the classroom session. This section is included in the Parent Follow-Up packet. **Click down to Slide 22**, and continue with the Bullying section.

When the CRA is used, all sensitive material is reserved for the Parent Follow-Up packet.

Click Slide 14


Say to parents and children:

 Unfortunately, there are some adults who do not respect and protect children. Some adults do mean and harmful things to children. Some may do this when they are very angry, or when they are drunk or taking drugs. Some adults have very serious mental and psychological problems that cause them to be harmful to children. This kind of serious disrespect shown to a child is called **(click) abuse**. Children, your parents are going to talk to you now about three different ways children may be abused by adults: **(click) physical abuse**, **(click) emotional abuse**, and **(click) sexual abuse**.

Click Slide 15

The parents now discuss with their children the information on the *Types of Abuse* sheet. Tell them they can write answers on the sheet or just do the discussion orally.

ALLOW PLENTY OF TIME. When it appears that most families have finished the discussion, display **(click Slide 16)** the Three Big Rules slide and say:

 **(Click)** Let's review the Three Big Rules. What should a child do if he or she is approached by a person who might be an abuser? Let's say the three rules together:

(Click) Say No. (Click) Get Away. (Click) Tell Someone You Trust.
(Repeat a few times.)

Then **click the last line** and say:

 If the person you are telling doesn't listen to you: Keep telling until someone listens.

 **Purchase the 4th grade lesson package for complete lesson materials**

Grade 4 Facilitator Materials Excerpt - Parent Blessing

Families can take home the Parent Blessing Prayer cards as keepsakes!

Parent Blessing Prayer

(Name), God made you for love.
May you love God with all your heart,
with all your soul, with all your mind,
and with all your strength.
May you learn day by day how to love others
and how to love yourself.
May you be protected from all forms of abuse.
May God forgive you whenever you hurt others.
May you receive love bountifully
and give love generously
every day of your life.
I ask this for you
in Jesus' name.
Amen

Parent Blessing Prayer

(Name), God made you for love.
May you love God with all your heart,
with all your soul, with all your mind,
and with all your strength.
May you learn day by day how to love others
and how to love yourself.
May you be protected from all forms of abuse.
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May you love God with all your heart,
with all your soul, with all your mind,
and with all your strength.
May you learn day by day how to love others
and how to love yourself.
May you be protected from all forms of abuse.
May God forgive you whenever you hurt others.
May you receive love bountifully
and give love generously
every day of your life.
I ask this for you
in Jesus' name.
Amen

Grade 6 Lesson Package Sample Pages

Conversations about

L.I.F.E.

The WANTA's and the HAFTA's

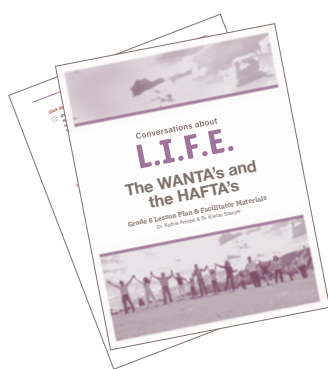
Grade 6 Overview

Children who participate in the 6th grade session of the L.I.F.E. program with their parents will:

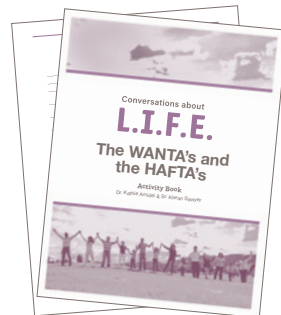
- Realize more deeply that they are God's creation, made in love, by love, for love.
- Understand that the two great powers of intellect and free will make them capable of loving and learn that developing these powers is each person's responsibility.
- Understand the difference between three levels of motivation: "wanta," "hafta," and "choose to." Realize that they are gradually learning to act on the third level.
- Understand that puberty requires that they must begin to understand sex and sexuality.
- Learn to recognize the difference between loving sex, which is part of God's plan, and lustful sex, which is not.
- Understand that parental rules around sexuality are intended to keep them safe and to guide them in learning to exercise personal control.

The concepts of "sex" and "sexuality" are first introduced in the grade 5 lesson, and are gradually developed in all of the lessons after that.

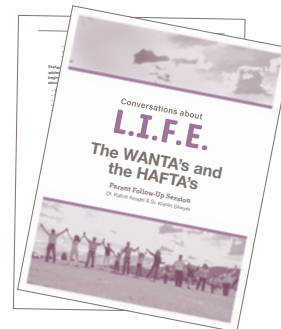
For details of the development, see the Program Benefits section on GetFamiliesTalking.org.



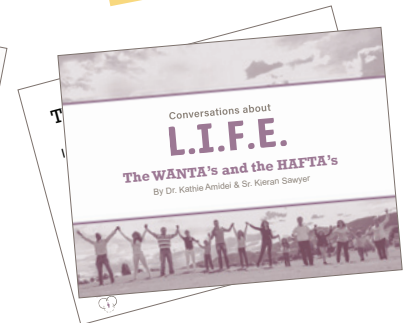
Lesson Plan



Activity Book



Parent Follow-Up



PowerPoint Presentation

The following grade 6 sample materials include:

- Selections from the Lesson Plan and PowerPoint for the *WANTA's and the HAFTA's* activity
- Sample Parent Follow-Up pages from the *Parent-Child Conversation Guide*

The grade 6 sample includes excerpts from individual lesson materials for grade 6. *It does not include the lesson or activity in its entirety.*

Grade 6 Lesson Plan Excerpt - *The WANTA's and the HAFTA's*

Grade 6 – Lesson Plan & Facilitator Materials

B. Understanding the WANTA's and the HAFTA's

Click Slide 19 and say:

⋯ It's clear that you are gradually learning to be responsible for your own physical needs. But you might not realize that you are also becoming more and more responsible for developing your own intellect. **(Click)** You are gradually learning how to learn.

- I'm sure you realize that you have to really listen **(click)** to your teachers,
- You have to carefully read **(click)** your own assignments,
- You have to study **(click)** for the tests.
- No one can think **(click)** or memorize **(click)** for you.

Your parents can encourage you to do all these things.

(Click) And they can help you to sort out what is true from what is false. But

(Click) No one can learn for you.

Click Slide 20 and say:

⋯ And you also have to gradually learn to train your own will.

- **(Click)** You have to learn to make your own good choices.
- **(Click)** Your parents can help you learn which choices are good and **(click)** which are bad. (And they may sometimes let you make bad choices, because they know that's the best way for you to learn about bad consequences.)
- But you are the one who has to **(click)** make the good choices **(click)** that will become good habits that will eventually become virtues.
- **(Click)** No one can make free choices for you.

Click Slide 21 and say:

⋯ And that brings us to our third level of motivation. We talked about the WANTA's, where we do whatever we feel like doing, and the HAFTA's where parents or some other authority person decides what we have to do. Now we are ready to look at the third level – **(click)** the CHOOSE-TO's. You act on the CHOOSE-TO level when you **(click)** make your own decision to do the right thing. When you act on this level, you aren't just doing something because your parents say you hafta. **(Click)** Doing the right thing is YOUR CHOICE whether anyone is watching or not. *[This line is worth repeating!]*

Let's do a little activity that will help you understand what this CHOOSE-TO level looks like in everyday life.



Purchase the 6th grade lesson package for complete lesson materials

Corresponding Grade 6 PowerPoint Excerpts

Parents' **MY** Responsibility

- To develop my own **MIND**
 - Learn to learn:
 - Listen
 - Read
 - Study
 - Think
 - Memorize
 - Learn what is true and what is false

No one can learn for me!



19

Parents' **MY** Responsibility

- To train my own **WILL**
 - Learn to make good choices
 - Learn which choices are good and which are bad
 - Good choices become good habits... good habits become virtues

No one can make free choices for me!



20



The **WANTA's**

I do whatever I **FEEL LIKE** doing.



The **HAFTA's**

Someone else makes my decisions.



The **CHOOSE-TO's**

I make my own decisions

Doing the right thing is **MY** choice



21

Would you **CHOOSE** to?

- Go to school
- Do your homework
- Eat vegetables
- Help with dishes
- Brush your teeth
- Send thank-you notes
- Practice – piano, football, the play
- Stick up for a child being bullied



22

Grade 6 Parent Follow-Up Excerpt - Conversation Guide

The WANTA's and the HAFTA's – Parent Follow-Up

Parent-Child Conversation Guide

A. L.I.F.E.: Understanding Four Basic Kinds of Relationships

L	Love family love, commitment
I	Infatuation romance, falling-in-love
F	Friendship respect, trust, acceptance, fun
E	Exploitation using, selfishness, abuse

- Review with your child the four kinds of relationships represented by the acronym: Love, Infatuation, Friendship, and Exploitation.
- Make sure your child understands each type of relationship and is able to explain it to you.

B. The WANTA's, the HAFTA's, and the CHOOSE TO's

Levels of Motivation

Level 1: The WANTA's
I do whatever I feel like doing without considering how my actions might impact others or my own future.

Level 2: The HAFTA's
My parents (or others in authority) decide what I should do and have the power to make me do it.

Level 3: The CHOOSE-TO's (CHARACTER)
I make my own decisions. I understand the difference between right and wrong and freely choose to do what is right.

Review this slide with your child. In class we explained to the children that as they mature they are supposed to **grow out of** the HAFTA rules, and replace them with **good decisions** of their own.

Then read through the questions below and ask your child how often he/she does the right thing on the CHOOSE TO level.

For each item ask:

Do you choose to do this ALWAYS, USUALLY, SOMETIMES, SELDOM or NEVER?

Help your child to find examples of times when he/she has made good CHOOSE TO decisions.

- Go to school?
- Do your homework? (...before you have screen time?)
- Eat vegetables?
- Help with dishes, take out the garbage, or other family chores?
- Brush your teeth?
- Send thank-you notes for your birthday presents?

The Parent Follow-Up includes a Parent-Child Conversation Guide to review at home what they discussed in class.

! Purchase the 6th grade lesson package for complete lesson materials

Grade 8 Lesson Package Sample Pages

Conversations about

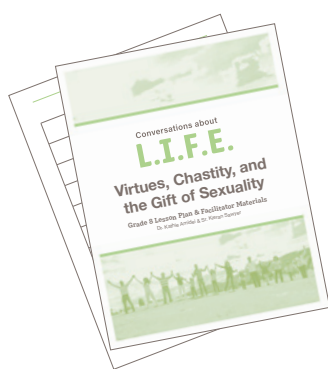
L.I.F.E.

Virtues, Chastity, and the Gift of Sexuality

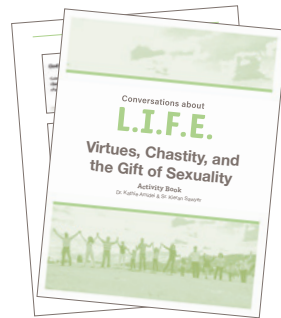
Grade 8 Overview

Young adolescents who participate in the 8th grade session of the L.I.F.E. program with their parents will:

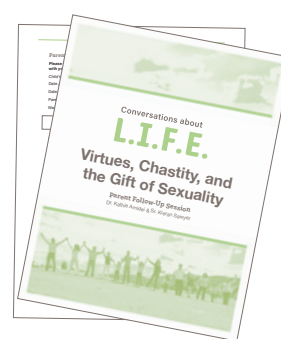
- Recall and apply their knowledge of the types of relationships—Love, Friendship, Infatuation, and Exploitation.
- Understand that they are personally responsible for their ongoing growth in knowledge (developing the intellect) and in virtue (developing the will).
- Discuss with their parents their personal practice of the virtues, using the formula $K + W + D = \text{Virtue}$. (Know what is right, Want to do what is right, Do what is right.)
- Understand chastity as a life-long virtue that will help them to create loving relationships, and to identify and overcome the many challenges to loving sexuality.
- Recognize that their sexuality is a powerful gift from God that is meant for love, babies, and family.
- Create a mini-poster (The Gift of Sexuality) that summarizes the entire lesson.



Lesson Plan



Activity Book



Parent Follow-Up



PowerPoint Presentation

The following grade 8 sample materials include:

- Selections from the Lesson Plan and Facilitator Materials for the *Practicing Virtues* activity
- Selections from the Lesson Plan and Facilitator Materials and the corresponding PowerPoint for the *Gift of Sexuality* activity

The grade 8 sample includes excerpts from individual lesson materials for grade 8. *It does not include the lesson or activity in its entirety.*

Grade 8 Lesson Plan Excerpt - *Practicing Virtues*

Grade 8 – Lesson Plan & Facilitator Materials

C. Practicing Virtue

Click Slide 10 and say:

- ☹️ Your parents and teachers have been trying to teach you all of these virtues since you were very young, but have you learned them? Have they become part of **your personal character**? To make a virtue your own, you have to follow this formula:

(Click) K + W + D = **(click)** VIRTUE

Ask the group to try to guess what the formula might mean, then explain:

☹️ To **OWN** a virtue

- **(click)** you have to **KNOW** that this is the right way to act
- **(click)** you have to really **WANT** to act this way—it has to be your choice, not your mom's, your dad's, your teacher's, your coach's, or your friend's
- **(click)** and you have to **DO** it—every time the situation calls for it, whether anyone else is doing it or not, whether anyone is watching or not

🏠 **CRA:** Leader, now give a packet to each student. Ask the students to spread them out but to be careful not to get their cards mixed up with those of others.

- ☹️ As you look through the virtues in your packet you will see that there are some virtues that you **know** are the right way to act, that you really **want** to be part of your life, and that you always (or almost always) **do** practice that virtue. We'll call these your K + W + D virtues **(click)**. Please pick out at least five of those.

Note the instructions!

ALLOW TIME, then call on several people to read the virtues they picked. As a virtue is named, ask everyone to raise their hand if they also picked that one. After several people have read their lists, continue.

Click Slide 11 and say:

- ☹️ Here is another formula: K + W + B. What do you think the **B** might stand for?

Take a few guesses then say:

- ☹️ You **know** how you should act, and you really **want** to act that way, **BUT (click)**—you give yourself some excuse for not practicing that virtue right now. Let's take me as a teacher for instance: when my students are misbehaving, I know that I should be patient, and I really want to be patient, **but** if this is the third time that person has been fooling around (*point teasingly at a participant who often needs to be reminded*), I have a hard time not losing my patience.



Purchase the 8th grade lesson package for complete lesson materials

Each student has received a baggie containing 40 virtue words (see p. 27)

Grade 8 Facilitator Materials Excerpt - *Practicing Virtues*

Grade 8 – Lesson Plan & Facilitator Materials

Duplicate on card stock, cut apart, and put into small baggies.

Caring	Friendliness
Chastity	Forgiveness
Compassion	Generosity
Cooperation	Gentleness
Courage/Fortitude	Gratitude
Diligence/Hard Work	Helpfulness
Fairness	Honesty
Faith	Independence
Faithfulness	Integrity
Forgiveness	Joy

The Lesson Plan explains how much time to use for activities like these!

Grade 8 Lesson Plan Excerpt - *The Gift of Sexuality*

Grade 8 – Lesson Plan & Facilitator Materials

G. The Gift of Sexuality Mini-Poster

Make sure each student has a blank mini-poster, a pen, and a red and yellow marker or crayon.

The Lesson Plan indicates special instructions for key concepts.

Say:

- ☹ We are going to summarize this entire session by creating a mini-poster. Young people, please follow my directions step by step. Parents, [leaders], please help your children as we go along.

Note the call-out!

Note to Facilitator: For this part of the lesson, I recommend that you **READ** directly from the lesson plan, clicking the slides as you do. You may want to use the pointer on your remote to point to the area of the poster you are referring to. Or it may be helpful to have an aid prepared to do the pointing for you.

Click Slide 32 and say:

- ☹ God has given every person in this room the **Gift of Sexuality** – the power to join with someone of the opposite gender to create a human life. The tiny dot in the heart on the right represents the egg cells that are formed in the female body. Each egg contains half of the genetic code needed to create a child. The tiny icon in the heart at the left represents the sperm that is produced in the male body. The sperm contains the other half of the genetic code needed to create a baby.

Click Slide 33

- ☹ Use a red marker/crayon to color the heart that represents your gender. Girls color the heart on the right; boys color the heart on the left. Don't color the part where the two hearts join.

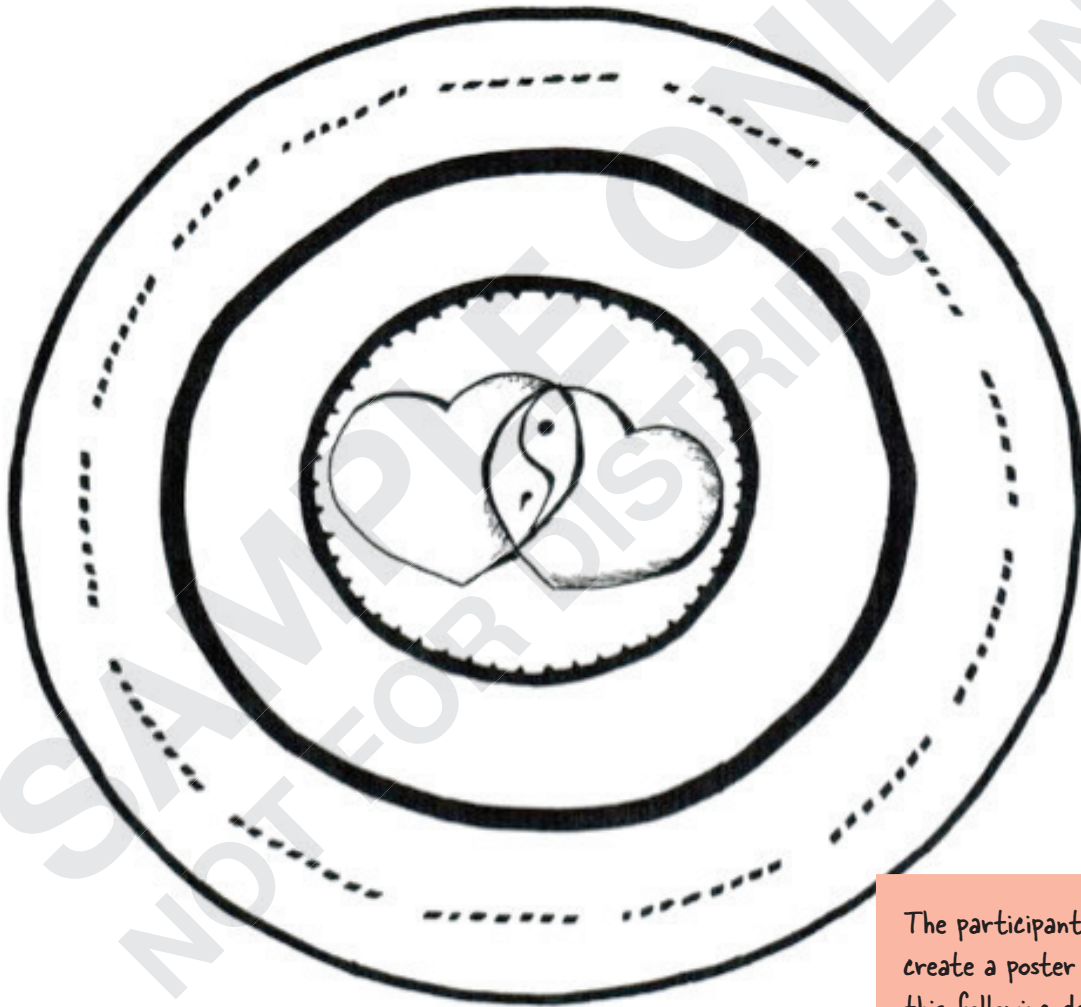
God has also placed in your heart the desire to love someone so deeply that you will choose to give your entire life to him or her. You will be spending the next ten years and more becoming the best **YOU** that you can be, and you will be looking for that special someone who will help you to be your very best self. Say a prayer now for that future person and color lightly the second heart. Coloring it lightly is a sign that you don't yet know who the person will be. Again, don't color the joined parts between the two hearts.

! Purchase the 8th grade lesson package for complete lesson materials

Grade 8 Facilitator Materials Excerpt - *The Gift of Sexuality*

Grade 8 – Lesson Plan & Facilitator Materials

THE GIFT OF SEXUALITY



Designed by Sister Sandra Ann Weinke

The participants will create a poster like this following detailed instructions from the facilitator and the PowerPoint.

Corresponding Grade 8 PowerPoint Excerpts

The Gift of Sexuality

Designed by Sister Sandra Ann Weinke

32

37

40

Home, Job, Food, Clothing, Education, Health, Fun

40

A GIFT OF LOVE

The Gift of Sexuality

Grade 10 Lesson Package Sample Pages

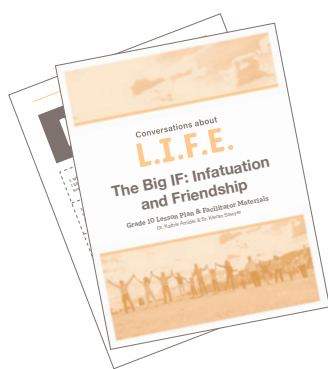
Conversations about **L.I.F.E.**

The Big IF: Infatuation and Friendship

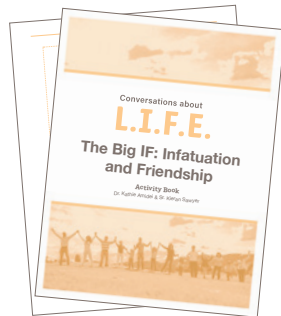
Grade 10 Overview

Adolescents who participate in the 10th grade session of the L.I.F.E. program with their parents will:

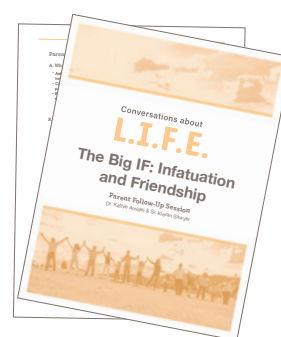
- Realize that their dignity as a human person is based their being created in the image of God.
- Appreciate that each person is a unique human person, unlike no other.
- Understand that a romantic relationship is a combination of Infatuation and Friendship, which can lead toward either Love or Exploitation.
- Examine three categories of sexual abuse:
 - one person deliberately uses someone else for sex;
 - both persons consent to participate in uncommitted sexual behavior;
 - the couple “goes too far” in expressing their growing love for one another.
- Define “Real Love” using the traditional marriage formula: “for better for worse, for richer for poorer, in sickness and in health, in good times and in bad, in joy and in sorrow, till death do us part.”
- Use the “Real Love” test to decide whether or not to have sex: “If it isn’t real love, DON’T; if it is real love, WAIT.”
- Pray the “Human Dignity Manifesto”



Lesson Plan



Activity Book



Parent Follow-Up



PowerPoint Presentation

The following grade 10 sample materials include:

- Selections from the Lesson Plan, Facilitator Materials, and the corresponding PowerPoint for the *Uniquely YOU* activity
- Selections from the Lesson Plan and Facilitator Materials for the *What IF Activity*
- Selection from the *Sexual Abuse Q and A* from the Activity Book

The grade 10 sample includes excerpts from individual lesson materials for grade 10. *It does not include the lesson or activity in its entirety.*

Grade 10 Lesson Plan Excerpt - *Uniquely YOU*

Grade 10 – Lesson Plan & Facilitator Materials

B. Uniquely YOU (*continued*)

Distribute the **WHO AM I?** handouts, one for each person, adults and teens.

☰ This handout is designed to help each of us to analyze our own personality profiles. It is a much simplified version of the kinds of personality tests you might find online, eg: Meyers Briggs, the Enneagram, the DiSC Personality Profile. The categories and phrases on the page have been drawn from various sources.

Let's read through the first set of phrases. (*Read the phrases aloud.*) Ask yourself: "Is this me?" If the set of phrases seems to describe you exactly, circle the five under BELONGING. If it doesn't describe you at all, circle the one. Of course, you can also circle any number in between.

Now let's look at the first set of phrases in the second column. (*Read the phrases aloud.*) Notice that the numbers under BEING MYSELF are reversed – the 5 is on the right this time. Notice also that there is only one "1" in the center of the spectrum. Circling the one would indicate that you find yourself right in the middle of these two categories.

Continue the exercise now. Feel free to get some advice from your family members and friends as you work through the categories.

ALLOW TIME. Walk around to make sure everyone understands the process.

When most people appear to have finished, **click Slide 8** and say:

☰ We can learn very much about ourselves from studying a personality profile like this one. In this session we want to use the exercise to focus on several points:

(Click on each point as you explain it.)

- Every person is absolutely unique. If we were able to compare all of the spectrums in this room, we would find that no two people are exactly alike. God created human persons with infinite variety. There is only one YOU in the whole wide world.
- Both ends of each spectrum are GOOD. It isn't better to be an extrovert than an introvert. It isn't better to focus on realities than on possibilities. It isn't better to be a thinker than to be a feeler. It isn't better to make quick decisions than to weigh all of your options.

! Purchase the 10th grade lesson package for complete lesson materials

See Slide 8,
Understanding
the Spectrum,
on p. 34.

See the hand-
out on p. 33!

Grade 10 Facilitator Materials Excerpt - *Uniquely YOU*

Grade 10 – Lesson Plan & Facilitator Materials

Who Am I?

All handouts are print and copy ready in the Facilitator Materials.

Belonging	5	4	3	2	1	2	3	4	5
Realities	5	4	3	2	1	2	3	4	5
Thinking	5	4	3	2	1	2	3	4	5
Decisions	5	4	3	2	1	2	3	4	5
Being Myself									
Possibilities									
Feeling									
Options									

I am outgoing and enjoy big groups of friends.
 I can do many things at once, juggle my activities.
 I can express myself easily, say what I think.
 It's easy for me to start a conversation.
 I'm active and talkative. I plan the party.

I'm shy and need lots of alone time.
 I'm reflective, deliberate. I do one thing at a time.
 I keep my thoughts to myself. I'm quiet, reserved.
 I never know what to say. I make friends slowly.
 I enjoy one-on-one conversations. I listen well.

I'm practical and realistic. I like the facts.
 I focus on the here and now, on all the details.
 I like straight prose. Just tell it like it is.
 I think about present realities.
 I'm ordinary, conventional, and careful.

I'm imaginative and innovative. I like possibilities.
 I focus on the big picture, on what it all means.
 I like poetry and science fiction. Deeper truths.
 I'm full of dreams, ideas, and future plans.
 I like to be different, novel, and unique.

I'm a head person, logical and clear-thinking.
 I'm just and tough-minded and can be critical.
 I'm matter of fact, straight forward, and frank.
 I see problems clearly and try to solve them.
 I don't like to deal with messy feelings.

I'm a heart person, sensitive and compassionate.
 I'm whimsical, appreciative, and encouraging.
 I'm tactful and kind. I don't want to hurt feelings.
 I care about the person more than the problem.
 I provide emotional support and healing.

I make clear decisions and act on them.
 I'm organized, consistent, and committed.
 I'm structured and dedicated. I get things done.
 I prepare for things and plan ahead. I'm focused.
 I take control of the situation and stay on track.

I want to keep all my options open.
 I'm open-minded, flexible, and adaptable.
 I want latitude and freedom. I'll do it later.
 I'm spontaneous and want lots of possibilities.
 I decide on a whim and go with the flow.

Corresponding Grade 10 PowerPoint Excerpts

Who Am I?

Belonging					Being Myself				
5	4	3	2	1	2	3	4	5	
Realities					Possibilities				
5	4	3	2	1	2	3	4	5	
Thinking					Feeling				
5	4	3	2	1	2	3	4	5	
Decisions					Options				
5	4	3	2	1	2	3	4	5	



7

Understanding the Spectrum

- Each person is unique
- Both ends of each spectrum are GOOD
- All POINTS on the spectrum are good
- Every line helps me to understand ME
 - My strengths, my weaknesses
- Every line helps me to understand YOU
 - Your strengths, your weaknesses
- We NEED one another
 - I need the person YOU are
 - You need the person I am



8

Human Dignity

God created the human person
in God's own image

The Human Dignity Manifesto

(Catechism of the Catholic Church, 357, Paraphrase)

Being in the image of God,
I possess the dignity of a person.
I am not just something, I am someone.
I am capable of self-knowledge, of self-possession,
and of freely giving myself to others.
I am called by grace to a covenant of love
with my Creator.
I am invited to offer God a response of faith and love
that no other creature can give in my stead.



Larger versions of prayers
and blessings are included in
the PowerPoint presentations
so participants can easily
follow along.

Grade 10 Lesson Plan Excerpt - *What IF* Activity

Grade 10 – Lesson Plan & Facilitator Materials

D. WHAT IF Activity

Click Slide 18

☰ We have said that a Big IF relationship can grow into LOVE (*click*) or it can degenerate into Exploitation (*click*). When you are in the midst of a relationship, it is often hard to tell which way it is moving. This activity will help you to think about many aspects of that complex reality we are calling The BIG IF, and how it develops on a day-to-day basis.

See sample strip and cards on p. 36.

Please place the LIFE strip and the pack of cards (upside-down) in the center of your table. Each of the cards represents a romantic relationship—a relationship that is a combination of infatuation and friendship. Each card is asking this question: Is this relationship likely to grow toward LOVE, or is it more likely to degenerate into EXPLOITATION?

Take turns around your table. Draw a card, read the question out loud, and decide together which direction the relationship will likely move. When the group has decided, put the card at the L end, or the E end, of the LIFE strip. If you can't agree, put the card under the IF. If there is time, you can go back to discuss those cards later.

Click Slide 19 and ALLOW TIME for the game. If some groups finish early, ask them to select the cards that seem to indicate the **most loving relationships** and prepare to share those with the large group. If time allows, you may also want to do a large group discussion of any of the disputed IF questions.

Close the activity by collecting the packets of LIFE strips and WHAT IF cards. Then invite everyone to again turn their chairs to face you and the screen.

Click Slide 20 and say:

☰ Let's take one more look at these two lines. These are the points we want to be sure you remember (*click*).

Activities like these add real-life context to the materials.

Click each point as you say it, adding the explanations given below.

- ☰
- Both lines are good. Both come from God.** God created you with both the desire to have sex, and the desire to love and be loved.
 - All steps on the top line are meant to be signs of a growing love relationship.** Don't let the signs of love outpace the love.

! Purchase the 10th grade lesson package for complete lesson materials

Grade 10 Facilitator Materials Excerpt - *What IF Activity*

Grade 10 – Lesson Plan & Facilitator Materials



1. What if I just met the other person and I like their infectious smile, sense of humor, and comfortable style?

2. What if they are constantly distracted with their phone whenever we are together?

3. What if I like the other person for who they are and don't expect them to be perfect; I encourage them even when they struggle?

4. What if they send me nude or provocative photos?

5. What if I've known the person for a long time and I like the way they think and treat other people, the way they deal with problems and react to success?

6. What if I flirt with their friends sometimes just to make them jealous?

7. What if nothing matters more than this relationship; my grades go down, I stop hanging out with my other friends, I quit activities like drama, sports, and band?

8. What if we go on a date and they "assume consent" to kiss (or more) just because we are dating?

9. What if this relationship gives me more confidence and energy, and seems to make me more responsible and reliable at school, at work, and at home?

10. What if I just keep them around while I wait for someone better to come along?

There are 36 questions in the complete lesson.

Grade 10 Activity Book Excerpt - Sexual Abuse Q and A

The Big IF: Infatuation and Friendship – Activity Book

Sexual Abuse Q and A

Why should you be taught about sexual exploitation and sexual abuse?

- So that you will know how to avoid being abused sexually by anyone.
- So that you will know what to do if you have been or are being sexually abused.
- So that you will know how to help a friend who has been or is being sexually abused.
- So that you will never be a person who abuses others sexually.
- So that you will never falsely accuse someone of sexual abuse.

What is Pedophilia?

Pedophilia is a serious psychological disorder which causes an adult to be sexually attracted to children (or teens) and to look for opportunities to do sexual things with them. Adults who abuse children sexually are called *pedophiles*. Some pedophiles are attracted to boys, some to girls, and some to both. Some have the problem all the time, some only when they are drunk or high or when they are under very great stress.

Who might be a sexual abuser?

Children are taught at a young age to be aware of strangers who might do bad things to them. However, a sexual abuser is most often not a stranger but someone a child or teen knows and trusts. A sexual abuser might be:

- **family member:** mother, father, brother or sister
- **relative:** aunt, uncle, grandparent, cousin
- **adult leader:** teacher, coach, scout leader, priest, nun
- **friend:** neighbor, friend of parents, peer, older teen
- **stranger:** internet user, neighbor, truck driver, musician, ...

A version of the Sexual Abuse Q and A is found in all upper level Activity Books.

How does a pedophile operate? How do young people get pulled into his/her web?

A pedophile is usually a very slick operator. He/she is always on the lookout for young people he/she can use for sexual pleasure. He is not a big bad monster waiting in the bushes to attack you, but acts very kind and friendly.

A sexual abuser knows how to gradually prepare you to accept his/her sexual advances. This is called GROOMING. These are some of the things sexual abusers might do to entice a child or teenager.

- Try to get you alone
- Give you alcohol or other drugs
- Promise to give you presents or privileges
- Build your trust, also your parents' trust
- Play on your natural curiosity about sex
- Show you sexual pictures, movies [...]



Purchase the 10th grade lesson package for complete lesson materials

**The above selection is not a complete representation of this lesson topic*

Grade 10 Activity Book Excerpt - Sexual Abuse Q and A

The Big IF: Infatuation and Friendship – Activity Book

How would a person feel who has been (or is being) sexually abused?

The response of children or adolescents to sexual abuse is often CONFUSION. They may have negative feelings like shame, embarrassment, guilt, hurt, and betrayal. But they might also have some good feelings. Sexual touch is supposed to be a pleasant experience. The abuser may be gentle and seem to be loving. The victim might believe what the abuser is saying to them, and feel special and loved. Sometimes the victim doesn't realize until much later that they have been lied to and used.

This confusion is one of the long-range negative effects of sexual abuse. Later in life, when the person is in a positive loving relationship, the memory of these negative feelings keeps coming back and making it difficult for the person to accept and give real love.

What are some other difficulties a person who was sexually abused might experience?

Sexual abuse usually leaves long-range negative effects. These include difficulties with: trust, self-protection, boundaries, self-esteem, fitting in, loving relationships, and sexual behavior. Solving these problems often takes years of professional counseling.

What does a person who has been (or is being) sexually abused need to know?

Sexual abuse can cause serious traumatic problems in the life of a person who has been abused. Anyone who has been abused—or is being abused—needs to remember these things:

- God loves you very much, and wants you to be healed of the bad effects of this traumatic experience in your life.
- You are a good and loveable person. The person who abused you did a bad thing to you, but that did not make you a bad person.
- It is important that you confide in an adult whom you trust, and talk about the abuse. Those who love you can't help you unless they know what happened. If you tell someone and that person doesn't believe you, keep telling till you find someone who will listen.
- The sexual abuse is not your fault. An abuser will try to blame you for what happened, but the abuse is the adult's fault, not yours.
- Sexual abuse is like a serious wound that needs to be healed. The healing might take a long time and much counseling and guidance. [...]

Conversations about L.I.F.E. materials use tested methods to relay important concepts on safety.



Purchase the 10th grade lesson package for complete lesson materials

**The above selection is not a complete representation of this lesson topic*

Grade 10 Activity Book Excerpt - *Sexual Abuse Q and A*

The Big IF: Infatuation and Friendship – Activity Book

Sexual Exploitation of Teens by Other Teens

So far we have been talking about the abuse of teens by adults. You need to be aware, however, that young people your age can get involved in activities that are sexually inappropriate and possibly even exploitative. They might do this out of curiosity, in response to peer pressure, to act grown up, to feel powerful, to get attention, or just for the excitement. (Sex is very exciting!)

This is list of activities that some teens your age get involved in, things that could be considered sexual exploitation or abuse.

- making fun of the sexual areas of someone’s body
- touching, grabbing, or groping the sexual areas
- bullying someone in a sexual way
- pressuring someone into doing sexual things (“You would if you loved me”)
- playing sex games at parties
- watching pornographic movies or videos
- sexting: sending sexual messages or pictures over the internet
- gossiping about someone’s sexual activity
- making fun of someone’s sexual experience or lack of it
- leading a person along just to see how far they will go
- sexual kissing
- sexual touching
- sexual intercourse

Sexual exploitation can be divided into three categories:

- those in which one person deliberately uses an often unsuspecting victim for sex (sexual abuse of children or vulnerable adults, rape)
- those in which both persons consent to participate in unloving, uncommitted sexual behavior (hooking up, friends with benefits, doing it)
- those in which a dating couple who are truly in love “go too far” in expressing their affection for one another

Serious Personal Decisions

As an adolescent you will need to make some serious personal decisions about your own sexual involvement. Your parents wish they could protect you from ever making a bad decision about sex. But you will have to make your own choices and decisions about how you will live your sexual life. Your parents can teach you and protect you only so far, then it is up to you. [...]



Purchase the 10th grade lesson package for complete lesson materials

**The above selection is not a complete representation of this lesson topic*