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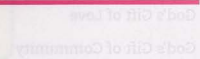
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God's Gift of Self

Background

"So the very sacramentality of creation, the sacramentality of the world was revealed in a way, in man created in the image of God. By means of his corporality, his masculinity and femininity, man becomes a visible sign of the economy of truth and love, which has its source in God himself and which was revealed already in the mystery of creation" (Pope John Paul II, General Audience, February 20, 1980).

THE HUMAN PERSON IS ONE OF THE GREATEST

miracles of creation. We live in a time when scientists are discovering many of the amazing complexities that resulted in our being here on Earth. Encourage your students to appreciate the richness of their personhood, especially as they mature into being responsible adults.

Unfortunately we live in a society that tends to reduce the mystery of the human person. Pope John Paul II in the above passage emphasizes that God is the source of everyone's existence. That means that we all belong to God. As the Church teaches, we come from God and we will return to God. God is our beginning and our final destination.

EVERY PERSON POSSESSES SACRED DIGNITY. THIS IS

one of the most essential aspects of being a person. There are no exceptions to this bold assertion. Further, God loves each person in the full knowledge of each person's uniqueness. God loves us as we are! Through each person, God makes known some special aspect of his own self. We are all valued by God as his children. The Apostle John reminds us "See what love the Father



has bestowed on us that we may be called the children of God" (1 John 3:1).

Spend some quiet time reflecting on your own inherent worth. This is not easy because we tend to judge ourselves through the eyes of others or through values that come from our limited cultural perspective. Try to imagine how much God loves you. Because we are so loved, we do well to take care of ourselves. In degrading or damaging our personhood through harmful substances or thoughts, we neglect the goodness of God that is embedded within us.

GOD CREATED HUMANKIND MALE AND FEMALE.

"In creating the human race 'male and female' God gives man and woman an equal dignity, endowing them with the inalienable rights and responsibilities proper to the human person" (*Familiaris Consortio* 22). Men and women are complementary. There are gifts or qualities that men do not naturally possess that are more commonly found in women. In turn, other gifts are more prevalent in men than in women. There is a balance and a complementarity in the natural sharing of gifts, inclinations and qualities of the sexes. Complementary genders are a gift from a wise Creator.

Additional Background

Catechism of the Catholic Church:
§§ 1763–1764, 1767, 1769

The stereotyping of genders undermines the divine plan of Creation. Sexual stereotypes standardize narrow views of men and women and foster false ideas and unhealthy attitudes. Stereotypes can lead to oppressive relationships and even social structures that are sinful.

For Reflection

Read and reflect on the following:

We must remember how adolescents . . . are preoccupied and at times disturbed not only by the problems of self-identity, . . . They also have problems in accepting themselves and their bodies” (The Truth and Meaning in Human Sexuality 106).

- ▶ How is the uniqueness of each family member in my family acknowledged and celebrated?
- ▶ What might I do to be aware of stereotyping in my class? What might I do to foster the dignity and equality of every young person in the class?

Child Safety

Adolescents are at high risk for sexual abuse because of their strong need to be accepted. Taking advantage of their mental, emotional and psychological immaturity, abusers often look for teens who have few friends and inadequate support systems and then “groom” them using compliments and promises of companionship. In this way, many adolescent victims of sexual abuse are tricked into believing that they are involved in a loving, healthy “adult” sexual relationship. The lessons in this unit will help the students recognize and avoid such sexual grooming.

Family Time

Partnering with the Family

This is a good time for the family to look at its own life and examine how much each family member contributes to the family’s prayer life. Thank God for each family member, noting their special qualities. Encourage parents to discuss with their child how each family member is shown respect. Suggest that they use the Family Time pages that begin each unit to discuss the topics covered in both lessons.



LESSON 3 PLANNER

Goal: To examine spiritual maturity in light of the changes that test one's resiliency during puberty

Engage

Page 49

Objective

To identify different ways in which a person grows in maturity

Family Time

Ensure that each student tears out their Family Time page to complete at home.

Pray

Learning from Jesus about spiritual maturity

Focus

Define through discussion what it means to be mature.

Discover

Identify and explain the four facets of maturity.

Teach

Page 50

Objective

To understand some of the changes during puberty

Focus

Catholic Believe: Spiritual maturity

Explore

Read, discuss and summarize the important changes during puberty as related to growing in maturity.

Growing in Virtue: Resilience in practicing fortitude

Connect

Describe yourself using all four facets of maturity.

Apply

Page 52

Objective

To discern more about God's calling as related to growing in maturity

Focus

Discuss the healthy skill of self-acceptance.

Discover

Catholic Family Album: Saint Gertrude the Great

Integrate

Respond to various questions that help identify the person God is calling you to be.

Pray

Psalms 139

Vocabulary Preview

Adolescence—a stage of life between childhood and adulthood. The word comes from the Latin, *adolescens*, which means "growing up" or "growing toward."

Endocrine System—a collection of glands that make hormones that regulate body growth, reproductive development and metabolism

Maturity—the process through which one realizes their full potential

Resilience—the ability to adjust to change, or the capacity to survive and recover from change; a character strength developed through the exercise of fortitude

Materials Needed

- ▶ writing paper
- ▶ Bible
- ▶ pens, pencils
- ▶ Lesson 3 Activity Masters
- ▶ art supplies

Call to Prayer

Jesus, guide us all as we seek to discover who we are and whom we should become. Be the strong, true light that helps all young people to grow in maturity. Amen.

Identity

LESSON
3

Heading Toward Maturity

During adolescence, your brain reaches adult size and weight. Your ability to think and to reason increases. You begin to look at things in new ways and make decisions more independently. Your memory skills improve, and you are becoming better able to understand someone else's point of view.

You may also be experiencing your emotions more strongly. Emotions are natural and are caused by changes taking place in your body. Being aware of how you feel and naming your emotions will enable you to better deal with the changes you are experiencing.

During adolescence, your ability to think abstractly will increase. Abstract thinking helps you make connections or understand relationships between ideas. This means that you are maturing in your understanding of things and are moving beyond concrete thinking or beyond your immediate tangible experiences. For example, you are becoming more aware of yourself as independent from others. You are maturing in your understanding of yourself and the world around you.

You are also maturing spiritually. Spiritual maturity is rooted in trust. A spiritually mature person trusts God, in good and difficult times. Spiritual maturity is a journey of faith. Just as your vision of the world changes with age, so does your understanding of God. The Gospel, Church teachings, prayer, sacramental celebrations and faith-filled people help you along your journey toward spiritual maturity.

This lesson will help you to:

- explore the different ways you are maturing.
- understand the changes during puberty.
- affirm that your identity is about your whole person, body and soul.



Who or what in your life helps you to be more mature in how you think, feel and behave?

Identity 23

Teaching Tip

A Passage into Maturity: Take time to discuss with students about various rites of passage that mark a passage to maturity among young people. These rites of passage could be cultural, ethnic or religious. For example, in the United States, the age of eighteen marks a point of maturity resulting in being able to vote. In the Jewish culture, a bar mitzvah (for boys) or a bat mitzvah (for girls) is a celebration of maturity. Similarly, in the Hispanic cultures, a Quinceñera marks the fifteenth birthday for a young girl. Encourage students to discover more about their family's cultural and religious rites of passage into maturity. Ask students why they think it is important to celebrate a milestone of maturity.

ENGAGE

Objective

To identify different ways in which a person grows in maturity

Pray

Open the lesson with a prayer seeking guidance from Jesus as we mature spiritually.

Focus

Have students debate if a person is ever completely mature. Be sure that they clearly define "maturity" in all aspects, especially spiritually.

Discover

- ▶ Read "Heading Toward Maturity." Provide time for students to ask questions about the reading.
- ▶ Identify on the board the four dimensions of maturity: physical, mental, emotional and spiritual.
- ▶ Invite students to list a series of "I can" statements for each dimension of maturity.
- ▶ Discuss how their "I can" statements reflect self-awareness. Inquire: How can you show spiritual maturity in your relationship with God?
- ▶ Time permitting, have each student identify a person whom they admire because of their maturity. Explain that maturity, especially spiritual maturity, continues for a lifetime.

Objective

To understand some of the changes during puberty

Focus

- ▶ Read aloud the Catholics Believe box. Inquire: Why is being open to accept and act upon God's grace a sign of spiritual maturity?
- ▶ Read aloud Wisdom 4:8–9. Explain that understanding and doing God's will is a sign of spiritual maturity.

Explore

- ▶ Conduct a blind poll by asking students these or similar questions: (1) Have you noticed recently in yourself a growth spurt? (2) Are you ever embarrassed by some of the changes you are experiencing? (3) Do you feel glad sometimes about growing toward adulthood?
- ▶ Report the results of the blind poll, noting similar responses.
- ▶ Have students quietly read, "Change in Motion." Discuss the different kinds of "growth spurts" that students are experiencing.
- ▶ Have students discuss examples of mature and immature behavior. Include all four facets of maturity. Note how these spurts show that they can handle more of the same kinds of changes.



Catholics Believe

Christian maturity is not limited by the age of our body nor to intellectual ability. Spiritual maturity means becoming more like Jesus in being open to accept and respond to the free and unmerited grace of God (CCC 1308).

Change in Motion

If you look around your classroom, you will notice that there can be a great deal of difference in the level of physical maturity among your classmates. The reason for that is simple. Everyone goes through stages of maturity, including physical maturity, at a different pace.

God created us in such a way that our physical growth is managed by the endocrine system. This system is made up of glands that work together to keep a body healthy. Heredity and diet influence the working of our endocrine system.

The endocrine glands secrete chemicals called hormones into the bloodstream. The word *hormone* comes from a Greek word that means "to set in motion." God has set in motion within your body a means of growing that is essentially the same for everyone, but at a pace unique to each individual.

Hormones act as messengers throughout your body. Your body produces about thirty different hormones. One of the most active ones in your life right now is nicknamed the growth hormone. The growth hormone, or *somatotropin*, sets body growth in motion. During adolescence, this hormone is released at an increased rate and thus growth spurts result.



Think about the different kinds of growth and maturity that you have recently experienced.

It is not only your body but also your whole self that is undergoing amazing growth at this stage of your life. The amazing growth occurring in you and your friends is happening physically, mentally, emotionally and spiritually. Through puberty, you might recognize how God has created you to be resilient. This means that as you mature, you grow in your ability to handle more challenges. While hormones help your body be resilient, your mind and will can help the rest of you think and choose to be strong. Just as your body needs exercise to maintain healthy growth so does your mind and "spirit." You need to practice the virtue



24 Identity

Teaching Tip

Sexual Grooming: Over time, predators "groom" their victims through compliments and companionship. Here are possible grooming scenarios to share with the youth:

- An adult sends you e-mails that praise your looks and abilities, and then suggests that you choose a time to come to their home.
- A relative visits your home. They sit close enough to touch you while watching TV and compliment you greatly. You are invited that evening to their room to look at some cool pictures.
- Your brother's friend, a high school junior, visits frequently and likes to hang out with you. He jokes around, tickles you and likes to wrestle you on the floor.

of fortitude through resilience, to stay healthy mentally, emotionally and spiritually.

God created you as a whole person, body and soul. Your soul is the spiritual part of you that never dies. And he desires for you to know more fully who you are. With God's grace, you can and will grow in maturity.

What is even more incredible about all this growth is that through all of this change, God has given you the ability to come to know yourself better. For example, intellectually as you study the physical sciences and all the body systems that God designed, you will be able to apply that knowledge to understanding more about how you can stay healthy and safe. Spiritually, as you mature in faith, you will be able to reflect and discern more about your relationship with God.

"Looking in the Mirror"

Find some quiet time to look at yourself in a mirror. Write down who you see yourself to be at that moment. Describe all aspects of your personhood.

Physically I am

Mentally I am

Emotionally I am

Spiritually I am

Activity

Growing in Virtue

God has created you **resilient** in all ways: physically, mentally, emotionally and spiritually. Practicing the virtue of fortitude, or courage, exercises both your mind and will to know and choose to do what is right in seeking true happiness.



Identity 25

- ▶ Introduce the concept of "sexual grooming" (see Teaching Tip). How might teens be manipulated by someone? That's what sexual grooming is. Discuss prevention and rejection of such manipulation.
- ▶ Explain that normal adults should befriend other adults not children or teenagers.
- ▶ Be prepared to talk with students about appropriate behavior between sexes at their age (group outings, group hugs), but keep the conversation appropriate as well. Remind students that they can say no to any unwanted touches.
- ▶ Read the Growing in Virtue box. Explain that with God's grace and practicing the cardinal virtue of fortitude, a person becomes morally and spiritually stronger, able to handle more.

Connect

- ▶ Explain that just as physical maturity provides physical signs, spiritual maturity has spiritual signs. Invite the students to quietly reflect on their personal relationship with God. Inquire: What spiritual signs do you have in your relationship with God?
- ▶ Have students complete the activity on the page.
- ▶ Time permitting, invite students to discuss how struggles in life can help us become stronger. Use a sports analogy or Jesus as a spiritual healer to point to how resilient God has created us.

Extending the Lesson

Using Activity Master 3A: Use the Activity Master "Growing with Style." This activity helps students work through some of the discomforts and confusions of puberty by asking questions related to clothing, design and style. This activity expands the Teach Activity in drawing out a deeper connection between concepts taught and decisions made in their own lives.

Identity Panel: Invite a panel of Catholic adults to talk with boys and girls separately and together about maturing into adulthood. The adults are to focus on how they dealt with their experience of the four dimensions of maturity. Catholic adults might include a representative of each vocational state of life, namely a priest, a religious, a single person and a married couple.

Objective

To discern more about God's calling as related to growing in maturity

Focus

Discuss what it means to accept yourself as God created you. Explain that a healthy acceptance of our weaknesses, for example, means being realistic about our limitations as well as our potential.

Discover

Read the Catholic Family Album box. Ask: How did St. Gertrude show her spiritual maturity? (*She shared the divine joy she experienced in seeking to love God.*)

Integrate

- ▶ Read "Identify Yourself." Allow time for students to quietly review the questions before they respond.
- ▶ To provide an atmosphere necessary for reflection, request silence or play appropriate music.
- ▶ Have students quietly respond to the questions on the page. Time permitting, ask volunteers to share a few of their responses with the class.

Pray

Conclude the lesson by having students prayerfully read aloud Psalm 139.

Catholic Family Album

Saint Gertrude the Great (1256–1302) used her mental, emotional and spiritual gifts to come to a deeper understanding of herself, others and God. Gertrude, who was exceptionally smart, spent much of her time studying literature and philosophy as well as copying manuscripts by hand. At the age of twenty-six she received a mystical vision from Christ. After this experience, Gertrude spent the rest of her life pursuing a deeper understanding of God and guided others on their spiritual journey through her advice and writings.



What I will do!

To work toward achieving this goal, I will

26 Identity

Identify Yourself

Throughout your life, you will hear one question perhaps more than almost any other, "Who are you?" Most often you will identify yourself by telling your name.

The ability to discover, appreciate and value yourself as God created you is called self-acceptance. In the years ahead, you will grow in your understanding of yourself, both your strengths and weaknesses. Learn to be realistic about your weaknesses and to build on your strengths.

Spend a few moments answering the following questions, and come to know yourself better.

1. Three words that best describe me are _____
2. My proudest achievement is _____
3. What I most like about myself is _____
4. The thing that gives me the most confidence is _____
5. If I could change one thing about myself, I would _____
6. My favorite way to pray is _____
7. My biggest fear about the future is _____
8. My favorite saint is _____
9. The thing that makes me most sad is _____
10. A goal I have for my future is _____

Extending the Lesson

Using Activity Master 3B: Use the Activity Master "The Magic Triangle." This activity provides instructions on how to make a standing triangle out of a piece of paper. The point of the lesson is to learn from our mistakes.

Fully Alive: Write on the board this saying by St. Irenaeus of Lyons: "The glory of God is man fully alive." Invite students to change "man" to "me" or their proper name and say it aloud. Then discuss as a class what it means to be "fully alive" and how that connects with the "glory of God." Conclude by inviting responses to the question: "How does your dependence on God affect the way in which you choose to live?"

ONLINE ACTIVITIES FOR LESSON 3

Activity Master 2A

Name _____

Growing with Style

No doubt about it—puberty has its discomforts. But it's also a great time to discover your special style. What it's not a time to go on hold and wait for your teen years to pass. Use these questions to think about your particular style.

1. If it were possible, would you like to throw out your present wardrobe, and dress a totally different way? If your answer is yes, what would your clothes be like? If your answer is no, why do you like your present wardrobe?

2. Do you think the image you project to your friends is the real you? If your answer is yes, write a sentence that defines your style. If your answer is no, what could you do to show them who you really are?

3. Picture yourself in your dream career. What's your style: decisive executive, artistic genius, gifted homemaker, laid-back wilderness guide, dedicated scientist—or something else? How can you work on building that style right now?

4. How do you think an adult can "grow old gracefully"?

How do you think you can get through puberty with style?

Family Life Grade 7



How to Find It How to Use It

Step 1: Click & Select



- Go to RCLBFamilyLife.com
- Click on the link for activities.
- Then select the activity master you need.

Step 2: Print & Copy



- Print each activity master in advance.
- Then copy enough for everyone in the class.

Step 3: Share & Discuss



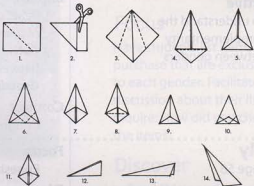
- Once students have completed the activity, have them share and discuss their responses.

Activity Master 2B

Name _____

The Magic Triangle

You can use mistakes as a pop-out, or use them to learn. As you try this project, you may make some mistakes. How will you use them? (Can you ask for help when you need it?)



1. Fold a sheet of 8 1/2" x 11" paper diagonally from one corner so the edges meet.
2. Cut off the end to make a square measuring 8" x 8".
3. Fold both edges inward so they just meet the middle fold.
4. The project should look like this.
5. Fold upward on the dotted line so the project looks like this.
6. Fold up the two corners on the dotted lines. (The two edges shouldn't quite meet the middle fold. There should be about 9° between them.)
7. The project should look like this.
8. Fold up on the dotted line.
9. The project should look like this.
10. Fold up the two corners on the dotted lines. (Again, the two edges shouldn't meet the middle fold.)
11. The project should look like this (a bit lumpy).
12. Fold the whole thing in half so it looks like this. (Don't worry if the middle fold tears a little.)
13. Hold the fold together while you place the project on your desk like this.
14. As it unfolds, the Magic Triangle will use by itself to a standing position!

Family Life Grade 7

LESSON 4 PLANNER

Goal: To examine God's plan in creating complementary genders to help a person accept and appreciate their gender

Engage

Page 55

Objective

To identify the major aspects of gender

Pray

Genesis 1:26–27

Focus

Facilitate a discussion on gender association.

Discover

Identify and explain the three major aspects of gender.

Teach

Page 56

Objective

To understand the complementarity between genders

Focus

Identify careers as potentially exclusive to a particular gender.

Explore

Read, discuss and summarize the importance of complementarity of genders and problems of gender stereotyping.

Catholics Believe: Society depends on the complementarity between husband and wife.

Growing in Virtue: Accepting and appreciating one's gender

Connect

Critique a movie or TV show's portrayal of gender differences.

Apply

Page 58

Objective

To explore attitudes about being created as male or female

Focus

Ephesians 5:21–33

Discover

Catholic Family Album: Saint Paul of Tarsus

Integrate

Evaluate personal attitudes about what it means to be male or female.

Pray

Prayer on qualities

Reviewing Unit 2

Summarize and review the content from both lessons.

Vocabulary Preview

Complementarity—to live with and for each other as equal in dignity, helping each other according to God's plan for the two genders

Diligence—in the context of sexual identity, the steadfast attention and appreciation of one's gender

Sexual Identity—sexuality; everything about a person that relates to the person as being created either male or female

Stereotype—erroneous ideas or false preconceived notions about an individual

Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ popular movie or television show
- ▶ Bible
- ▶ Lesson 4 Activity Masters

Call to Prayer

God, you have created males and females in your image and likeness. Thank you for the beautiful gift of our sexuality. Amen.

Gender

LESSON
4

Male and Female He Created Them

The Book of Genesis has a very simple verse that tells of the crowning wonder of God's love. "God created man in his image; / in the divine image he created him; / male and female he created them" (Genesis 1:27).

God created human beings with the gift of human sexuality, or gender. Sexuality is the gift of being a man or a woman, a boy or a girl. The word *gender* refers to a person's sexual identity as male or female. There are three aspects of a person's gender: physical, psychological and spiritual.

- 1. Physical:** The most obvious aspect of gender is related to our body. This is determined at the moment of conception when chromosomes from parents are joined. If a Y chromosome from the father joins an X from the mother, the result would be XY, and the gender of the baby is male. Otherwise X chromosomes from both parents would join and the baby is female.
- 2. Psychological:** The way you view yourself as male or female is called your psychological gender. Parents and others help to affirm the gender of boys and girls.
- 3. Spiritual:** Our capacity to love and be in relationships with God and others is affected by our gender. As an image of the power and tenderness of God, he created both men and women with differences that balance and complete one another.

Men and women need to accept their sexual identity. Through our sexuality we express and share our life and love most intimately with and for others. The only proper place for intimate sexual activity is within a lifelong marriage between a man and a woman.

As you develop, your gender is expressed in a series of changes. If these changes embarrass or worry you, be patient with yourself. Share your feelings with your parents, another trusted adult, or even an older sibling who has been through the same things already.

This lesson will help you to:

- explore the meaning of gender.
- understand that males and females complement each other.
- affirm your gender.



In what ways have you learned to appreciate and value your own gender?

Gender 27

ENGAGE

Objective

To identify the major aspects of gender

Pray

Open the lesson by reading Genesis 1:26–27 reflecting on God's plan for both males and females.

Focus

Have students list items for purchase that are exclusive to each gender. Facilitate a discussion about their lists. Inquire: How did you choose the items?

Discover

- ▶ Read "Male and Female He Created Them." Allow time for students to ask questions about the reading.
- ▶ Divide the class into three groups; assign each one of the three aspects. Have each group provide examples of that aspect for each gender; for example, psychological: boys are more aggressive.
- ▶ Time permitting, discuss whether or not their examples are factual or stereotypical.

Teaching Tip

Child Safety Tips for Parents: Share this important information with the children's parents or guardians:

- Friendships outside the home are very important. Know your child's friends: who they are, where they spend their time and what they do together. Supervision is the key.
- Encourage group friendships between boys and girls. Discourage dating until late in the high school years. Mixed group activities are best for youth in the middle school, junior high and early high school grades.
- Electronic media dominates your child's life. Monitor their computer and cell phone use carefully. Know what sites your child visits, monitor their electronic communication and general Internet usage.

Objective

To understand the complementarity between genders

Focus

Have each student write down a career that they would like to pursue. Collect their choices and then randomly categorize the career as "Male" or "Female." Discuss the association of the genders you assigned to each career.

Explore

- ▶ Have students quietly read "Different and Equal."
- ▶ Have students identify complementary things; for example, H₂O, PB and J, the colors yellow and purple, etc. Explain: Things that are complementary complete one another. Together they produce something wonderfully new.
- ▶ Read the Catholics Believe box. Explain that God created both males and females for each to fulfill the needs of the other. Point out that the human race depends on the complementarity of males and females to exist.
- ▶ Have students read the rest of the text on the page.

Connect

- ▶ Return to the gender-categorized career list. Inquire: Why is it important to accept and appreciate the gender God created you to be?

**Catholics Believe**

Harmony of married life and in society depends in part on the way in which the complementary needs and mutual support between the genders are lived out (CCC 2333).

Different and Equal

Maybe your mom is an "I-can-fix-anything" kind of woman, comfortable with a power drill in her hand. Perhaps your dad is the best cook you know. Is that surprising to you? Some people would view these images as surprising, even "odd." Why might that be? It is because they have a false understanding of gender and gender differences. They believe that there is a fundamental inequality between boys and girls, men and woman.

God created humans male and female, he created both equally in his image. The Gospel clearly teaches that Jesus lived this truth. He treated both men and women with "equal" respect and as having equal dignity. The Church also clearly teaches that God has given men and women equal personal dignity.

Women and men possess differences that balance and complete, or complement, each other. When they honor one another, respect one another's gifts and work together as suitable partners, they are images of the beauty and goodness of God. When women and men use these differences as a source of power to dominate one another, God and his plan of creation is dishonored and not shown respect.



Think about the different kinds of growth and maturity that you have recently experienced.

Sexual Identity

Some people have created stereotypes of what it means to be a "man" or a "woman." A stereotype is a generalization about some group in society. It confuses individual observations with a whole group. It is easy to see how false stereotypes can result in people not respecting one another.

As individuals, each person has God-given gifts. Through personal persistent attention and appreciation of your gender, you can be proud of who God created you to be. This requires diligence about your sexual identity. This kind of diligence can be a healthy way of understanding why God



28 Gender

Teaching Tip

Showing Complementarity: Set up a display of complementary items that include colors, foods, themes, images, etc. Show how when complementary things interact or mix, they produce something vibrant or wonderfully new. For example, peanut butter and jelly each have a distinctive taste, yet when mixed together in sandwich form, they produce an amazing new taste. Chefs use the complementary tastes of foods to create tasty new dishes. And artists use complementary colors in creating amazing new designs that entice a person to see things in a new way.

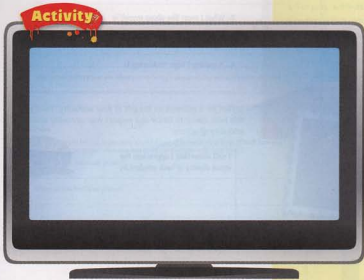
created you male or female. God created humans with two kinds of bodies, two complementary genders, two different kinds of persons.

Complementarity is the Creator's gift to humanity. Men and women are created to live with and for each other as equals. Women and men are to help each other complete God's plan on earth. This is how men and women are unique and in need of each other to live and to love, especially in marriage.

This is part of God's plan. We exist and continue to exist based on the complementary relationship of men and women. Life and love are instrumental to our existence. When men and women share their unique gifts for the good of the family and the world, they are images, living signs, of the mystery of God's love at work in their lives and in the world.

"Viewing the Genders"

In the space below, outline a review of your favorite movie or show. Describe how the gender differences are treated. Equal? Complementary? Negative stereotype?



Gender 29

Growing in Virtue

To accept and appreciate the gender God created you to be is a **diligent** way of understanding your sexual identity. Be proud of who you are with unique gifts, persevering as a young man or young woman according to God's plan.

- ▶ Read the Growing in Virtue box. Explain that part of God's plan for you is to mature according to your gender.

▶ On a sheet of paper, have students anonymously complete the statement: "I'm proud to be a boy or girl because..." Collect the papers and read them aloud. Tell students how important it is for them to value their gender and to be proud of who they are. Point out that children who have pride in themselves are less likely to be fooled by flattery or "grooming" techniques.

- ▶ Explain that being diligent about one's gender helps a person find ways to appreciate their sexual identity.
- ▶ Use the music analogy in the reading to describe the importance of being diligent about one's gender and the complementarity of genders. The orchestra would not be able to play harmonious sounds if all the instruments made the same sound or were used contrary to their design.
- ▶ Have students complete the activity on the page. If needed, have them finish the activity at home with their family.
- ▶ Time permitting, discuss how gender stereotypes are contrary to complementarity. Use the example of sports, medicine or construction. Explain that a person's gender is never an obstacle to their contributing to the good of society.

Extending the Lesson

Using Activity Master 4A: Use the Activity Master "Your New Image." This activity helps students to monitor their feelings toward their changing self-image. Three main areas are covered: relationships, responsibilities and poise.

Debating Gender: Divide the class into groups. Assign half of each group the task of preparing arguments to defend the statement "Seventh grade boys and girls are very similar." The other half of each group is to defend the statement "Seventh grade boys and girls are very different." Be alert to the four dimensions of maturity, three aspects of gender, complementarity and gender stereotyping.

APPLY

Objective

To explore attitudes about being created as male or female

Focus

Read Ephesians 5:21–33. Ask: How is love defined? Explain that St. Paul defines love in the context of marriage according to the Golden Rule and the relationship between Christ and the Church.

Discover

Read the Catholic Family Album. Ask: How did St. Paul explain the complementarity of genders in Ephesians 5? (In the context of subordinate love; husbands and wives help each other to live holy lives.)

Integrate

- ▶ Read “Part of God’s Plan.” Explain that our attitudes can influence our actions. Valuing who they are as boys and girls will give youth confidence to make good decisions at difficult times.
- ▶ Have students complete the activity on the page.
- ▶ Time permitting, have students list qualities they admire in another person. Then challenge them to tally or categorize those qualities as related to gender.

Pray

Invite students to write a prayer based upon their responses to the questions in this section.

Catholic Family Album

Paul of Tarsus, Apostle to the Gentiles, encountered the Risen Christ on the road to Damascus. This experience resulted in him becoming a disciple of Christ who zealously proclaimed Jesus Christ to Gentiles and, through his writings, reminded the early Church of the teachings of Christ. Many of Paul’s letters are found in the New Testament and are part of the Canon of Scripture. In the Letter to the Ephesians, which is attributed to Paul, Paul described the relationship of Christ to his Church like the relationship of a husband and wife. Each must love the other with mutual respect.



30 Gender

Part of God’s Plan

Both genders, which complement each other, are very much equal parts of God’s plan for the human race. At your age, you may concentrate a bit more on the differences. But you also need to learn what human beings share in common. Neither gender is better than the other. God wants everyone to appreciate their own gender and to respect the gender of others.

Explore some of your own attitudes about what it means to be male or female. Complete the sentences that follow.

1. My favorite toy when I was very young was _____
2. A quality I most admire in someone of the other gender is _____
3. What I most like about myself is _____
4. A quality I hope to develop is _____

Reflect for a moment on the gift of your sexuality. Then make this faith choice to honor and respect your sexuality and the sexuality of others.

I will show that I appreciate the equal dignity of both genders by _____

What I will do

Extending the Lesson

Using Activity Master 4B: Use the Activity Master “Expectations.” This activity helps students examine their own attitudes and judgments about others. Through a series of associations the student will be challenged to match a given task to a particular kind of person.

Researching Saints: Have the students find examples of saints in the Church who promoted the complementarity between genders or rejected gender stereotypes. Such examples might include: St. Camillus of Lellis, founder of male nurses; St. Frances Xavier Cabrini, patron of hospital administrators; or Sts. Joan of Arc and Martin of Tours, patrons of soldiers.

ONLINE ACTIVITIES FOR LESSON 4

Activity Master 4A

Name _____

Your New Image

As your body matures and changes, it takes time to get used to your new image. Don't panic—you'll still be you. You can handle the changes in your own particular style. Take a minute to check out your feelings.

1. Relationships

In what way do you think that relationships with your friends are getting more difficult?

What old rules about friendship still work?

2. Responsibilities

How do you feel about the new responsibilities you're taking on as you mature?

What strategy could you use when you're facing a responsibility you can't quite deal with?

3. Poise

"Poised" means feeling reasonably graceful and at home in your body. (Think how you can build on the times when you feel most comfortable with your body.)

When do you feel most poised?

When do you feel least poised?

Family Life Grade 7



How to Find It How to Use It

Step 1: Click & Select



Go to RCLBFamilyLife.com
Click on the link for activities.
Then select the activity master you need.

Step 2: Print & Copy



Print each activity master in advance.
Then copy enough for everyone in the class.

Step 3: Share & Discuss



Once students have completed the activity,
have them share and discuss their responses.

Activity Master 4B

Name _____

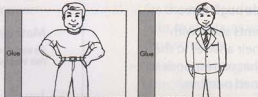
Expectations

Do you make snap judgements about people? Cut out the figures, roll and glue them as shown so they stand up. Answer the questions. (In what are you testing your expectations?) Try the experiment on someone outside the classroom.

Which person would you choose to

help you with math?
play drums in your band?
teach you to cook?
go fishing with?
paint a poster?

listen to your troubles?
fix broken machinery?
help you write a poem?
coach you in a new sport?
teach you about baby-sitting?



Family Life Grade 7

Summary

- ▶ Ask the students to read through the Summary section.
- ▶ Invite them to ask questions about any points that are not clear to them.
- ▶ Make sure to expand on any points that were perhaps touched on only lightly during class time.

Thinking It Through

- ▶ Have students answer all three questions on the page.
- ▶ Assign each student a number from one through three.
- ▶ Have students share with the class their answer to the question that corresponds to their assigned number.

Matching It Up

Use this matching section to help the students identify the appropriate definition or description of a key concept, term or person from the unit.

- ▶ Have students complete the activity on the page.
- ▶ Time permitting, have students pair up and have them challenge their partner to answer questions related to the text.

Prize

Invite students to write a prayer based upon their responses to the questions in this section.

Name

Summary

Remember what you have learned in each of the lessons in God's Gift of Self.

LESSON 3: Identity

- During adolescence you are maturing physically, mentally, emotionally and spiritually.
- Spiritual maturity is a lifelong growth process that focuses on living as Christ did.
- God created you—all of you. Much searching for self-identity occurs during adolescence.

LESSON 4: Gender

- God created the human race with two genders. Gender is a person's sexual identity as a male or female.
- The differences between men and women are not signs of their inequality. The way these differences work together is called complementarity.
- God desires for you to accept and appreciate the gender he created you to be.

Thinking It Through

- How have you grown spiritually in the last year?
.....
.....
.....
- How do students in your school show respect toward people of the other gender?
.....
.....
.....
- Identify one masculine and one feminine image that would help you personalize your relationship with God?
.....
.....
.....

Matching It Up

On each line, write the letter of the description in Column B that best goes with the term in Column A.

- | | |
|--|---|
| <ol style="list-style-type: none"> D Adolescence C Complementarity B Diligence E Maturity A Resilience | <ol style="list-style-type: none"> The ability to adjust to change or capacity to recover from change Personal persistent attention and appreciation for who you are and what you do To live with and for each other as equal in dignity and unique in gender to complete God's plan A stage of life between childhood and adulthood The process whereby one realizes their full potential |
|--|---|

Unit 2 Review 31

REVIEWING UNIT 2

Name _____

Recalling Key Concepts

Circle the T if the statement is true. Circle the F if the statement is false.

- | | | |
|---|-------------------------|-------------------------|
| 1. Normally the ability to think abstractly will decrease during adolescence. | T | <input type="radio"/> F |
| 2. God created human beings different in gender and therefore unequal in dignity. | T | <input type="radio"/> F |
| 3. Growing in Christian maturity is a lifelong process. | <input type="radio"/> T | <input type="radio"/> F |
| 4. Males and females are different in opposite ways. | T | <input type="radio"/> F |
| 5. A person's physical growth is determined by the reproductive system. | T | <input type="radio"/> F |

Fill in the missing words in these sentences.

6. **GENDER** refers to a person's sexual identity as male or female.
7. By following **JESUS** and the way he lived, you can be a positive role model for others.
8. **HORMONES** are chemicals that act as messengers throughout the body setting things in motion for the body to grow and mature.
9. When you **STEREOTYPE** others, you erroneously generalize and expect all people in a certain role to act or be the same.
10. The three aspects of a person's gender include: physical, **PSYCHOLOGICAL**, and spiritual.

Working Together

In a group, look through fashion advertisements. Each person in the group should pick one image and evaluate it on how it respects and honors the person and his or her gender. Discuss how these images influence you in helping or hindering your ability to accept and appreciate the gender God created you to be.

32 Unit 2 Review

Recalling
Key Concepts

- Use this section to help the students be able to accurately recall the key concepts from the unit.
- For the true and false section, you can have students correct any false statements.
- To help with the fill-in section, you might want to provide a word bank on the board.

Working Together

- Choose a project that best fits the need and abilities of your students, as well as your time schedule.
- Time permitting, have students complete the unit assessment individually or as a class; otherwise encourage them to complete it at home.

Teaching Tip

Metaphors: Ask students to create their own metaphor for God to help them develop a closer relationship with him. Have them begin with the words: "God is like . . ." Point out that metaphors could describe inanimate objects, such as a shield (Psalm 84:12) and animals or other living creatures (Hosea 5:14). Ask them to work in small groups and to share their work with the whole class once completed.