

spirit persons. This concept is introduced in this topic, and is elaborated in later grades, because it is essential to understanding human sexuality. Our society's preoccupation with the genital dimension of sexuality promotes a view of sexuality as physical characteristics and organs, something that we have, not a fundamental dimension of the person. The whole person is created sexual — male or female. Some students may raise the issue of same-sex attraction or orientation. If that happens, the teacher should consult Appendix D of the Grade 7 *Fully Alive* Teacher Guide. We think, act, feel, love, and relate to each other as girls and boys, men and women.

This topic includes a brief introduction to the human reproductive system, in the context of the other major body systems. The next two topics focus on the reproductive systems of adult females and males, including the organs of this system and human fertility.

Important Words

- *sexual, sexuality, system, reproductive*

Materials/Preparation

- Send the Theme Three family letter home with the students.
- Before you present this topic, ask the students to describe themselves by completing the sentence, “I am a . . .” three times, each time using one word that tells something very important about them. (For example, I am a student; I am a person; I am a sister; I am a boy; I am an athlete). Have them write their three sentences on a piece of paper.

Program Resources

- Created Sexual: Male and Female (Picture Chart, p. 14, student book, page 53)
- We Are Wonderfully Made (Picture Chart, p. 15, student book, pages 54 – 55)
- Created by God (Picture Chart, p. 16, student book, page 59)
- Student Book, pages 53 – 59
- Family Connections (A Remarkable Creation)
- BLM #21 — The Gift of Our Lives
- BLM #22 — Major Body Systems (related activities)

Assessment

- For assessment suggestions for Theme Three, see Appendix A, pp. 217, 224 – 225