
Expectations

The students will:

- explain the value of good nutrition, exercise, adequate sleep, protection of sexual health, and a realistic view of body image during adolescence.
- recognize and appreciate the challenge of being good stewards of their lives as body/spirit persons.

Note to the Teacher

In previous grades the students have considered their role as stewards of the natural environment and of the social environment. In Topic 3, the concept of stewardship of our lives as body/spirit persons is introduced.

As the student book indicates, being a good steward of oneself during adolescence has some unique challenges. Early adolescence, in particular, can be a stressful stage of life. Basic health requirements, such as good nutrition, regular exercise, and sufficient rest, are sometimes neglected, which has an impact not only on a person's physical well being, but also on mood, concentration, and the ability to handle stress. This aspect of being a good steward is addressed in this topic.

The subject of sexual health and an introduction to sexually transmitted and blood borne infections (STBBIs) are also part of Topic Three. Basic questions and answers about STBBIs are included in the student book and additional information about specific infections is included at the end of this topic (Information Sheet #5 — Major Sexually Transmitted and Blood Borne Infections). AIDS is not included on this sheet since it is fully covered in *AIDS: A Catholic Approach to HIV* (Ontario Catholic Schools, Second Edition, 1999) and taught in the classroom. The student text uses the phrase “sexually transmitted infections or STIs”. The updated definition is “sexually transmitted and blood borne infections or STBBIs”. When using the student text, remind students about this updated terminology.

The potential health risks of sexual behaviour is a very sensitive issue to discuss with students of this age. As good stewards of their lives, however, they do need to be aware of the implications of intimate sexual contact for their health as body/spirit persons. You will want to ensure classroom discussion of this issue stays clear of dubious rumours or stories some students may have heard about STBBIs.

The final focus of this topic is body image and the influence of media images on both males and females. Given the dramatic changes in the body and the resulting focus on appearance and perceived shortcomings, body image is a unique challenge during early adolescence. The students

are encouraged to become more aware of the unrealistic standards by which they may be judging themselves.

Caution: The subject of STBBIs may prompt questions from some students about condoms as protection against STBBIs. You may want to answer very briefly, as follows:

“The protection that condoms offer is by no means certain. Condoms fail for a variety of reasons. But the more important question to think about is this: is it responsible for unmarried people to be sexually active with each other? Our faith tells us that it is wrong, and wearing a condom doesn’t make it right.”

Important Words

- *steward, sexually transmitted and blood borne infection (STBBI), body image*

Materials/Preparation

- Several days before you present this topic, ask the students to bring to class some examples of media images of males and females (e.g., fashion magazines, teen magazines, publications featuring celebrities, CD covers). They will be using these materials during the discussion of body image.
- You may want to take two sessions for this topic. The topic could be divided into Physical Health and Sexual Health (pages 83 – 87) in the first session and Body Image (pages 89 – 92) in the second session.
- For additional information, you may want to consult the unit on sexually transmitted and blood borne infections in the Supplementary Resources to support grade 7 Family Life Education, available at www.carfleo.org.

Program Resources

- Student Book, pages 83 – 92
- Reflection Sheet #14 (Stewards of the Body)
- BLM #13 — A Steward’s Prayer
- BLM #14 — Personal Health Log (related activities)

Curriculum Connections

This topic provides a connection to the Health and Physical Education Curriculum Guidelines: Healthy Living and with the Grade 7 lessons in *AIDS: A Catholic Education Approach to HIV (Human Immunodeficiency Virus)*.

Sexual Health

Read the introduction to Sexual Health (page 87) with the students and invite their response. You might ask them:

- Why does being healthy include the well-being of the spirit? (we are body/spirit persons)
- If someone cannot manage his or her emotions and is constantly yelling at people, would you say that person was emotionally healthy? Why?
- Why does sexual health include more than just the health of the body? (being male or female is not something we have, but who we are; sexual health is about being a healthy male or female person)

Please see page 166a for new material related to page 88. ▷ Read page 88 with the students and invite their comments and questions. You might ask them:

- Was there anything that particularly surprised you in this information about STBBIs? Why did it surprise you?
- Why do persons between the ages of 15 and 24 have the highest rates of STBBIs in Canada? (they may be unaware of the risks; they are most likely single and some of them have intimate sexual contact with more than one person; they tend not to get regular medical checkups; they tend to avoid telling doctors or nurses about their sexual activities or to lie about them)
- Do you think it is important for young people to be aware of STBBIs and their possible consequences? Why? Why not? (You might point out that being a good steward of your life as a body/spirit person includes learning about serious risks to your health and the consequences for your future.)

Please see page 166a for Teacher Background Information related to this point. ▷

Invite the students to reflect on this statement: “Both the joy and the potential of the gift of being created as loving and life-giving persons are too valuable to throw away.” What does it mean to them?

Body Image

Before beginning this section on body image, ask the students to work in small groups to examine the magazines and other items they brought to class. Ask each group to choose one image of a male and one of a female whose appearance they admire. Tell them that they will be presenting these images during this part of Topic 3.

Read page 89 with the students and invite their response. You might ask them:

- What is body image? (a person’s ideas about his or her appearance)
- Why are most young people dissatisfied with their appearance? (their appearance is changing, and they’re not sure how it will turn out; they are self-conscious and this makes them very sensitive about the way they look)

Background Information

The following information about contraceptives and condoms is from the Grade 8 Student Book, pages 99–100. Students may ask questions about what the Church teaches about contraception. The Grade 8 Student Book states: “Anything done to the body is done to the person. When fertility is rejected, men and women are no longer living in full harmony with themselves. The life-giving meaning of sexual intercourse cannot be shared when fertility has been suppressed or eliminated. A husband and wife may love each other deeply, but their sexual intimacy is incomplete. It is for this reason that our Church teaches that contraception is wrong.” (p. 100)

Read the following with the students and invite their comments and questions:

- Engaging in sexual activities means you are at risk of a sexually transmitted infection or unwanted pregnancy. Those who are sexually active may therefore choose to use contraceptives. Contraceptives are devices or chemicals that interfere with fertility and prevent conception. The most common method of contraception to prevent both STBBIs and pregnancy is condoms. Condoms are an example of a barrier method of contraception. As the word *barrier* suggests, something is put between the sperm and the ovum. A condom is a rubber sheath worn by the man.
- You probably hear a lot of conflicting messages about contraception in popular culture. For example, you might hear that if you use condoms and other forms of contraception consistently you will be 100% protected against STBBIs and unintended pregnancy. However, the reality is that the way to completely prevent unwanted pregnancy and infection is not to engage in sexual activity until marriage. You have been learning that God’s plan for the gift of sexuality is that it remain in the context of marriage. You are also learning that there is no completely safe way to step outside of God’s plan. It is designed to keep us safe and happy. Choosing a different way may put us at risk for physical, social, and emotional harm. You might ask them:
 - When you hear or see all these confusing messages about sexuality and sexual health in the media, who can you go to for support to help you find the best answer that will also point you in the direction you need to follow God’s plan for you? (a trusted adult, such as a parent or teacher; your parish priest; a Catholic health care practitioner)

Health and Physical Education expectations D1.3, D1.4 and D1.5

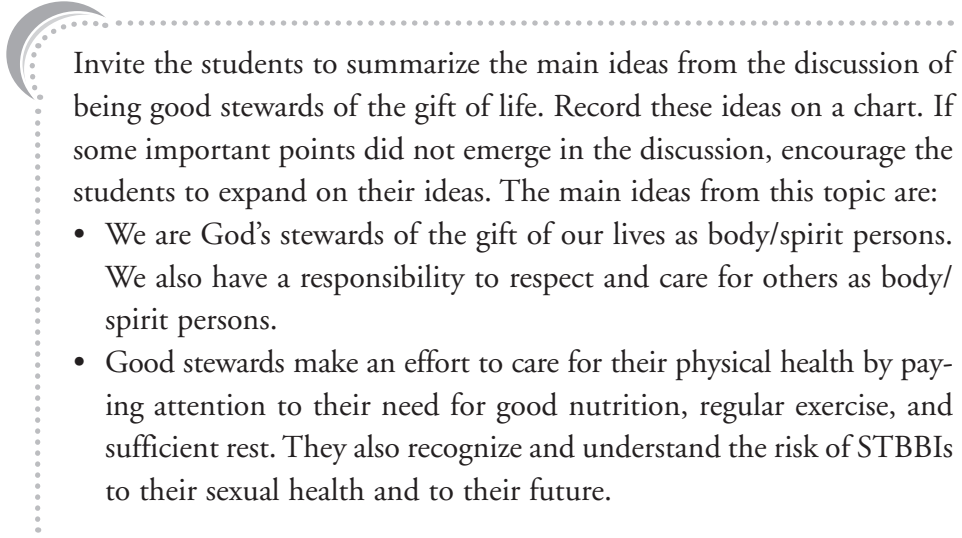
Teacher Background Information

A teenage girl is far more susceptible to STBBIs because of the “transformation zone” on her immature cervix. This “zone” is covered by only a single layer of cells, leaving it virtually unprotected. Teenage bodies, though maturing, do not have the defenses of the adult body.

Invite the students to present the images they chose in their small groups and explain the standards they used for evaluating attractiveness.

Read pages 90 – 91 and invite the students' response. You might ask them:

- What are your criteria for being smart? For having good social skills? For being attractive?
- Do you think Naomi and Jim are realistic about their appearance? Why? Why not?
- Do you agree the media has a big influence on the body image of males and females? Why? Why not? (You might point out the media version of the ideal male and female changes over time. In the 1950s, the ideal female body shown in movies and advertisements was much heavier than it is now.)
- In your opinion, what can happen if people spend a lot of time trying to look like a super model or weight lifter? (they could become more dissatisfied with their appearance; they could spend a lot of time thinking about their looks and not about other important matters)
- What does it mean to be comfortable with yourself and your appearance? (to be at ease with yourself; to appreciate the gifts you have)
- Why are females often concerned about their weight? (very thin women are considered to be the ideal of beauty, which makes many females think they must be fat; there are many ads on television and in magazines about losing weight, and most of them are aimed at females)
- What do you know about anorexia nervosa? How many of you already knew that it is considered a serious psychiatric problem and requires special help? Is this information important for young people to know? Why?



Invite the students to summarize the main ideas from the discussion of being good stewards of the gift of life. Record these ideas on a chart. If some important points did not emerge in the discussion, encourage the students to expand on their ideas. The main ideas from this topic are:

- We are God's stewards of the gift of our lives as body/spirit persons. We also have a responsibility to respect and care for others as body/spirit persons.
- Good stewards make an effort to care for their physical health by paying attention to their need for good nutrition, regular exercise, and sufficient rest. They also recognize and understand the risk of STBBIs to their sexual health and to their future.



Stewards of the Body

Name _____ Date _____

Main Ideas

- We are God’s stewards of the gift of our lives as body/spirit persons. We also have a responsibility to respect and care for others as body/spirit persons.
- Good stewards make an effort to care for their physical health by paying attention to their need for good nutrition, regular exercise, and sufficient rest. They also recognize and understand the risk of STBBIs to their sexual health and to their future.
- Good stewards recognize the need to balance concerns about appearance with other aspects of their lives and to learn to be comfortable with themselves.

- In what areas do you think you are a good steward of the gift of your life? In what areas do you want to improve?

- What do you do to try to create happiness rather than misery in other people’s lives?

Major Sexually Transmitted and Blood Borne Infections

Disease	Symptoms	Treatment	Consequences and Complications
Chlamydia	Usually none in females, but possibly an abnormal discharge from the vagina or a burning sensation when urinating. Male symptoms may include a burning feeling when urinating, frequent need to urinate, watery discharge from the penis, and itching or pain around the opening of the penis.	Chlamydia is a bacterial infection and can be treated with antibiotics. Since this infection may not have symptoms, many people do not seek treatment.	It can result in sterility in both males and females and can be passed on by a pregnant woman to her child.
Gonorrhea	Both males and females may not have any signs or symptoms. If there are symptoms, females may notice an abnormal discharge from the vagina, pain in the lower abdomen, or a burning sensation when urinating. Males may experience a burning feeling when urinating, a thick discharge from the penis, burning or itching around the opening of the penis, and pain in the testicles.	Gonorrhea is a bacterial infection and can be treated with antibiotics. Since people may not experience any symptoms, they may not seek treatment.	Can result in sterility in both males and females. It can cause serious health problems and be passed on by a pregnant woman to her child.
Syphilis	In most cases, the first symptom is a sore that does not hurt and eventually disappears. The next symptoms are usually a body rash, fever, and loss of hair.	Syphilis is a bacterial infection and can be treated with antibiotics, usually penicillin. Once treated, people must have regular blood tests for a period of time to ensure that they are free of infection.	Untreated syphilis can result in damage to the heart, brain, and other organs of the body, and may lead to death. The infection can be passed on by a pregnant woman and can result in birth defects for the child or death.

Major Sexually Transmitted and Blood Borne Infections

Disease	Symptoms	Treatment	Consequences and Complications
Genital Herpes	A tingling, itching, burning or numb sensation in the affected areas, followed by a sore or blister.	Genital herpes is a viral infection and cannot be cured, although the symptoms can be controlled.	It can be passed on by a pregnant woman to her child during birth if the disease is active at the time. In these circumstances, the child is delivered by Caesarian Section. Genital herpes may be related to an increased risk of cervical cancer for women.
HPV	HPV stands for Human Papillomavirus, a virus that can cause warts or lead to cancer. Both males and females may not be aware of any symptoms. Warts in the genital area are the main symptom but may not be noticed.	A vaccine for young females is now available, and protects against some types of HPV, but not all. For people who already have genital warts, there are several methods by which a doctor or nurse can remove them, although there is a chance they will return.	HPV is known to affect the cells of a female's cervix and potentially lead to cancer. It has also been known to lead to other genital cancers in both males and females.