

InnerVisions HealthCare - Relationships Program
7th Grade Scope and Sequence - Catholic Schools

Day 1 - Learning about Yourself (YOU)

- Introduction
- Norms & Expectations
 - Objective: set the climate of the classroom by setting guidelines for behavior and expectations set guidelines for the experience.
 - Norms: be open minded/kind to one another, be respectful, agree to disagree, no verbal put-downs
 - Expectations: to have fun, learn more about myself, to gain new resources
- Personality Styles
 - Objective: To help students discover their personality style and appreciate the differences in others.
 - Students take a quiz to help them discover their personality style. Students learn about their own personality and their classmates. The goal of a well rounded person is to take on qualities of all four personality types, rather than demonstrating huge peaks and valleys.
 - Students are asked the following questions:
 - Who do you say that I am, Lord?
 - A child of God. I am His.
 - Through baptism we are His sons and daughters.
 - We are human beings not human doings. Our worth is measured intrinsically.
 - Why am I here?
 - God, infinitely perfect and blessed in himself, in a plan of sheer goodness, freely created man to make him share in his own blessed life. (Prologue of the CCC, section 1)
 - God wanted to share everything He has with you (and me). He didn't share everything with us because we earned it. He did it because he loves us and wants to *freely* give us everything He has.
 - God created us to be happy. We are happiest when we live our purpose which is to know, love, and serve God in this life so we can be with him in the next life (heaven).
 - If God made us in His image and likeness (Gen. 1:26-27), why are we all so different?
 - Let students answer freely then read: 1 Corinthians 12:4-12
 - **God gives us different gifts to do different roles in life to ultimately know and glorify Him.**
 - **The better we understand ourselves, the better we can use our unique gifts to bring glory to God!**

Day 2 - Learning about Yourself + Others (**YOU+YOUR RELATIONSHIPS**)

- Review norms/expectations & last week's material
- Whole Person Health
 - Objective: To teach students the 6 categories of good health: physical, emotional, intellectual, social, spiritual, and financial.
 - Students are given a worksheet and as a class work together to define each aspect of health and provide examples.
- Essentials of a Friendship
 - Objective: To teach students the 10 essentials of friendship so they can determine if their friendships are healthy, or unhealthy.
 - The 10 essentials include: meaningful/fun conversation, quality time together, trust, reliability, positive shared experiences, shared values/boundaries, emotional safety/respect, support, high mutual expectations, & shared responsibilities in the relationship.
 - John 15:15
 - [Jesus said] I no longer speak of you as slaves, for a slave does not know his master is about. Instead, I call you friends, since I have made known to you all that I heard from my father.
 - True friendship is not using another person as a master and slave. Rather it's doing the good for another. (Like how God wanted to share all the Earth's goodness with us – remember the first day CCC prologue).
 - Another question you could ask about your friendships: "Is this friendship helping me grow in virtue? Or helping me grow closer to God?"

Day 3 - Healthy Relationships/Communication (**YOUR RELATIONSHIPS**)

- Words Have Power
 - Objective: To help students learn that words have power and can affect how they feel.
 - Discussion on if words *actually* have power or if the old rhyme “sticks and stones may break my bones but words may never hurt me” is true.
 - Discuss: words that make us feel appreciated vs words that make us feel hurt.
 - A large cardboard heart is on display – students use thumbtacks to tack into the heart with words/phrases that make them feel badly.
 - Other people's words can hurt us and our own words can hurt others.
 - Even if someone apologizes, a wound is still there (evidenced by the hole left by the thumb tack after the tack is removed)
 - ***But, if reconciliation occurs, healing can happen! How do we do that?
 - If we have hurt others, we go to be reconciled to God in the sacrament of reconciliation.
 - If others have hurt us, one way we can be healed is by the Eucharist - physically or adoration.
 - This is shown by using tape to “heal” the holes caused by the tacks – the heart is stronger after the tape has been applied because healing has occurred.
- Making Healthy Decisions
 - Objective: To teach the seven steps of healthy decision making and to practice those skills in a challenging scenario.
 - 1) STOP
 - 1) Identify the decision to be made
 - What exactly are you trying to decide?
 - 2) Know yourself.
 - What are your strengths, weaknesses, skills, values, and interests?
 - 2) THINK
 - 3) Identify options
 - List the various choices so far.
 - 4) Gather information and data.
 - What are some possible alternatives to the existing choices?
 - 5) Evaluate options that will solve the problem.

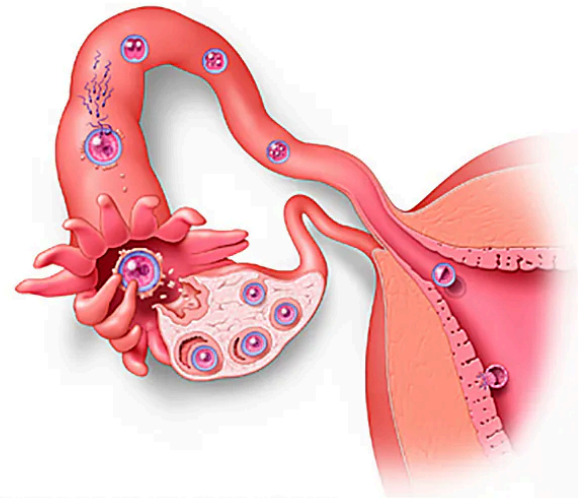
- What are the pros, cons, and risks of each alternative?
- 3) Choose with Intent
 - 6) Select the best option.
 - If it is still unclear, do you need more information? What else needs to be asked?
 - 7) Develop a plan of action.
 - Have you decided? If so, how will you implement your decision?

Day 4 - Health Science (**YOUR BODY**)

- Responding to Change
 - Objective: To help students think through the proper response to the changes that accompany the onset of puberty.
 - What's different during puberty?
 - Voice changes, body development, body hair growth, oil and sweat glands activation, appearance of acne, family expectation, emotions, interests, friends.
 - Responding to each of these changes appropriately: ie. don't be embarrassed, move your body 5x/week & eat healthy, ask a trusted adult for advice, maintain hygiene, ask family how you can help, learn to work with your emotions, try new activities, make new friends and strengthen current friendships.
 - All these changes are good and on purpose. As you mature, God slowly calls you to more responsibilities. For example, you must bathe regularly and wear deodorant where as a small kid you did not. Once you have gone through puberty, you are capable of creating life. Your fertility is a big responsibility!
 - Next session speaks to the depths of responding positively to change in light of our Catholic faith
- Made in God's Image
 - We, both male and female, are made in the image of God. We are created to mirror the love of the trinity within our families! We most fully live up to living in the image and likeness of God when we get married and have children! This is the highest form of active participation in the creation of life and co-create with God! It's a beautiful calling!
 - In the eyes of the church, what makes you a girl is not your hair, make up, your body type, playing with barbies or babies, being into cars, strength, etc. What makes you a girl or boy is God. He "formed you in your mothers womb." (Jer 1:5) and made you a girl or boy on purpose.
 - We discussed how both of us are called to be in relationship with one another and not just marriage. All good and respectful relationships mirror the trinity. The closest image is marriage but that doesn't mean our friendships don't mirror God.
 - So you know how in the trinity, God the father is a different person than God the Son? Like, they are both God but they express that in different ways? God created humanity in his image, but males and females express God's image in different ways. Later in Genesis, God sees Adam is lonely and says in Gen 2: 18 "It is not

good for man to be alone.” So God brought Adam all different animals to be suitable partners, knowing Adam would not want any of them. God created Adam very good and yet Adam knew he wasn’t complete. He needed others to more perfectly imitate God’s image, to be in a relationship.

- Using the biology of our bodies to point to deeper truths about how we are made (or theology of the body) we understand males and females are different. Boys have testicles and penises, girls have vaginas and breasts, etc. And the difference is good because it takes a male and female to create life.
 - Segway to Reproduction/pregnancy.
- Reproduction/Pregnancy
 - 40 weeks of a pregnancy
 - Weeks 1 & 2
 - Female body is not pregnant. The female body is preparing for ovulation or egg maturation.
 - Weeks 3 & 4
 - Egg is released from the ovary (ovulation)
 - Conception occurs when male sperm fertilize the egg.
 - Pregnancy begins when the sperm fertilizes the egg in the fallopian tube.
 - It is its own entity called a Zygote. It has its own DNA.
 - A healthy pregnancy will implant in the uterine wall.
 - *If there is no pregnancy, then menstruation occurs at the end of week 4.
 - Week 5-8
 - At 6 weeks, the heart begins to beat, eyes develop, and brain and spinal cord begin development.
 - The term embryo is used through 7 weeks. Becomes a “fetus” at 8 weeks. Fetus is Latin for living one.
 - Weeks 9-12
 - At 9 weeks eyelids begin to form as well as fingers and toes.
 - The fetus is roughly ¾”
 - Teddy Graham sized (Teddy Grahams are handed out to students)
 - By 12 weeks, the webbing is gone from the fingers and toes. Each body system is at its early stages: stomach, kidneys, and eyes - fetus is now 2 ½”.
 - Weeks 13-16



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- At 13 weeks, the fetus' kidneys are at work and are able to urinate. Bones begin to ossify (hardened).
 - By 16 weeks, the fetal limb movements are coordinated and can be seen on ultrasounds and is roughly the size of an avocado.
 - Months 4-9
 - Continuation of fetal development
 - **This process of reproduction reveals the love-giving and life-giving nature of God.**
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Day 5 Cultural Influences

- Paper Bag Hot Potato
 - Objective: To help students understand the decision making process and become more aware of how they make decisions.
 - 4 different food items are placed in 4 brown bags; participating students stand in a circle and pass the bags left to right while music plays. When the music stops, the student must decide if to eat the food item to remain in the game or pass and be eliminated.
 - After the game ends, a discussion of the decision making process occurs.
 - Draw students back to Only YOU (student) can make the decisions in your life
 - In this life, we have free will to choose. Every choice that we make can either lead you closer to God or further away. (Recall Day 3 Words Have Power Lesson). Now we make choices with our actions.
 - We get to make choices when it comes to how we use our bodies. We can live in a way that is made in the image of God and love our spouse. What does this look like? Waiting for marriage to give my body and soul to another person.
 - Vows of marriage = soul
 - The unbreakable bond to use this life to help your spouse get to heaven.
 - The marital act or sex = body
 - The physical act in which our bodies speak as a renewal of the vows said at the altar.
- STIs PPT
 - Prior to the powerpoint, we point out that every person has free will. Each individual can make the choice to go outside of God's plan for our bodies and his plan for sex. Anytime we walk outside God's plan, we risk great hurt, in body and soul. Because of this, there are natural consequences that can occur such as STIs.
 - Just in the same way when we are around someone with a cold or any type of sickness, when we make contact with them, the germs spread and hence cause us to get sick.
 - Key to STIs - you can't tell if someone has a curable or incurable STI by looking at them. (Good for the students to know about these on the PPT but we do not need to go into detail)
 - Bacterial STIs
 - Chlamydia and Gonorrhea are highest in Polk County = 3000+ Chlamydia cases & 1000+ Gonorrhea cases reported just in Polk County in 2023.
 - *I discuss the Tuskegee Syphilis "Study" - pointing out why we know the

stages of Syphilis and the importance of abstaining, testing, and the dignity of human life regardless of race.


- https://www.cdc.gov/tuskegee/about/timeline.html?CDC_AAref_Val=http://www.cdc.gov/tuskegee/timeline.htm

○ **Prevention:**

- Ask the students: Through social media, movies and tv shows, how do we see relationships being shown?
 - Think first about a Disney Movie.. Then a Hallmark Show/Movie
 - Is that realistic though?
 - Think back to Day 2 when we talked about friendship essentials.. Our relationships need boundaries to be healthy!
 - We need boundaries with ourselves, our surroundings, our friends, etc.
 - 1 Corinthians 3:16 tells us, “Do you not know that you are God’s temple and that God’s Spirit dwells in you?”
 - 1 John 4 tells us, “If any one says, “I love God,” and hates his brother, he is a liar; for he who does not love his brother whom he has seen, cannot love God whom he has not seen. And this commandment we have from him, that he who loves God should love his brother also.”
 - These scripture verses are reflective of what God desires for us and our relationships
 - Love- to will the good of the other
 - Not give into the passions/desires of the flesh
 - To honor and withhold the dignity of ourselves and one another is to recognize the gift of the body and not cross the boundaries of touching another in an area that would be covered by a swimsuit which is also how we can prevent the prevalence and or spreading of STD/Is.
 - If we stay within the boundaries God has set for our bodies, we can avoid the physical and emotional risks!
 - The marital act is to be saved for the bride and groom where they are asked if they are entering into marriage freely and wholeheartedly AND with full understanding that the Catholic Church teaches that the martial embrace of sex must be both open to life and unitive.
 - *The Church, nevertheless, in urging men to the observance of the precepts of the natural law, which it interprets by its constant doctrine, teaches that each and every marital act must of necessity retain its intrinsic relationship to the procreation of human life (Humanae Vitae 11; emphasis added).*

- “[E]very action which, whether in anticipation of the conjugal act, or in its accomplishment, or in the development of its natural consequences, proposes, whether as an end or as a means, to render procreation impossible is intrinsically evil” (CCC 2370). “Legitimate intentions on the part of the spouses do not justify recourse to morally unacceptable means . . . for example, direct sterilization or contraception” (CCC 2399).
 - God sees you as his son or daughter made in his image who is so incredibly valuable. Your worth is not determined by what you do for another person rather just who you are.
 - You are a gift to your future spouse. By saying no to any form of sex now, is saying yes to a greater yes for God’s plan for your future.
- The Contagion (Activity)
 - Objective: to help students discover the ways HIV/AIDS and other STDs are passed from one person to another. To showcase the randomness and risk of contracting STD/STI.
 - Students choose if they want to participate.
 - Participating students grab a cup of water (2 of the 20 cups have a couple of drops of ammonia in the water representing STIs).
 - Students then pour a little bit of their water into another cup with 3 different people in the class. After this, cups are put back on the front table. One drop of phenolphthalein is placed in each cup. Any cup with traces of Ammonia will then turn pink.
 - Students learn that only 2 of the cups that began would have been pink prior to the swapping but that number increases exponentially after swapping.
 - Each time, you give your body to another person (ie. sex), you do more than just increase your risk for STDs. You set yourself up for emotional hurt. Your body is a gift. A gift that should be given to the person that will help you get to heaven and vice versa.

Day 6 Cultural influences/Future

- Future Orientation
 - To help students understand the value of thinking beyond the here and now.
 - Students are given an opportunity to balance a broom on the end of their hand and are instructed to only look at their hand while balancing the broom. “The end of the broomstick in your palm is closest to you. This represents your immediate future. Look what happens when you focus on your immediate future while trying to maintain balance.” (The broomstick will easily fall)
 - Next students are given the instructions to balance the broomstick but focus on the far end. “The end of the broom that is further away from you is your more distant future. Look what happens when you focus there? It’s easier to keep in balance.”
 - KEEP HEAVEN IN MIND as our end goal! Make decisions in life based on whether it will help or hurt their getting to heaven. God has plans for our welfare and goodness, not for woe (Jer 29:11),
 - Students then complete a worksheet with goals for the near future and post high school
 - **What does God want for my future?**
 -  What Does God Want Me to Do?
 - Evaluations (mini-eval + instructor eval)
 - Free time/follow-up questions

Questions may be directed to education@innervisionshealthcare.org