

What Are My Decisions

Links to Family Life Curriculum Links

Grade Level 7-12

Objective: To familiarize students with their beliefs surrounding their own sexual boundaries, and the impact of their decisions. Students will discover how situations surrounding an action can change depending on a circumstance, and how their decisions can impact their life.

Gender Disclaimer: This game references the terms 'boyfriend' and 'girlfriend' which are not gender inclusive terms. This means that it excludes some people who do not identify with the genders 'boy' or 'girl'. This was wrong when the game was created and it is still wrong. These terms do not allow for full representation of all genders, including persons who identify as trans, gender non-binary, genderqueer, gender non-confirming or gender fluid. Some non-binary people may be comfortable with and use the terms 'boyfriend' or 'girlfriend' - and others will not. So when using this game as a class, acknowledge the harmful impact of using non-inclusive terms and either suggest inclusive terms or share a conversation about which terms could be used to inclusively represent people of all genders when talking about romantic partners. Examples might include my partner, the person I am dating/seeing, my person, my crush, or my datemate.

Grade 7

A2.4 Describe some inherited and environmental influences on people.

A3.3 Identify and describe an example of a positive and a negative feature of media influence on the social environment.

B2.1 Describe three significant aspects of relationships: intimacy, choice, and quality.

B3.6 Analyze some early adolescent friendship challenges.

C2.4 Recognize and appreciate that intimate sexual activity exposes young people to serious moral, emotional, and physical harm.

C3.1 Analyze aspects of sexuality, including sex, sexual characteristics (primary, secondary), sexual identity, sexual roles, masculinity, and femininity.

C3.3 Identify and describe the experience of sexual attraction and feelings as aspects of the gift of sexuality.

C3.4 Describe attitudes and behaviours that show respect for the gift of sexuality.

Grade 8

B1.1 Recognize and appreciate the value of relationships in their lives.

B3.1 Describe the concerns of parents and young people during early adolescence.

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C1.2 Recognize and appreciate that sexual intimacy is intended for marriage.

C2.3 Examine the meaning of true love between a man and a woman.

C3.1 Examine their present understanding of sexuality.

C3.2 Analyze aspects of the life stage of adolescence: appearance, moods and stress, and sexual activity.

C3.3 analyze external and internal pressures on young adolescents to become involved at an early age in exclusive male-female relationships.

C3.4 Identify major sexually transmitted infections and some of their consequences.

C3.5 Examine methods of family planning in the light of Catholic teaching.

Grade 9

PF3.2 Analyze why it is important to understand how a wide range of emotions can influence personal decisions, actions, and relationships.

CM1.1 Describe how Church teaching informs moral decision-making and explains how the Church enables and facilitates reconciliation.

CM1.2 Examine the nature of sin (personal and social), types of sin (original, venial, mortal; sins in thought, word, deed and omission) and the role of conscience in moral decision-making.

CM2.2 Review and apply decision-making models of see, judge, act, evaluate as a way of discerning appropriate actions whether between negative and positive (e.g., not to sin or sin), or discernment between two goods.

FL1.1 Define chastity as a virtue and express connections between the elements of healthy and unhealthy relationships described in biblical events and their own life experiences.

FL1.3 Identify and explain the elements of healthy relationships in family, in communities and among peers (e.g., the social determinants of health – poverty, mental health and wellness, education; supports for understanding gender identity and sexual orientation) and the threats to healthy relationships (e.g., substance abuse, violence, abuse) and strategies to respond to these threats.

FL3.1 Identify and explain how a wide range of emotions influence personal decisions, actions, and relationships; furthermore, articulate the importance of a healthy positive acceptance of self, with strengths and weaknesses, in living our lives as sexual beings who use decision-making and assertiveness skills which protect and promote chastity.

FL3.3 Identify and explain the key elements of a healthy expression of sexuality and sexual health and examine the threats presented by the reality of pornography, pre-marital sex, contraception, and sexually transmitted infections (STI's).

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Grade 10

FL1.3 With a basic understanding of natural law, explain what it means to have a healthy and holy sexuality, including a respectful expression of it, and how that connects with a healthy and holy sense of self.

FL2.3 Demonstrate an understanding of how God's moral laws (10 Commandments - Exodus 20.1-17; Beatitudes - Matthew 5.1-12; law of loving God, neighbours, and self -Mark 12.28-34), including God's laws about sexuality, are not negative restrictions on our lives, but expressions of love from God that protect us from harm and lead us to true freedom.

FL3.2 Explain the factors, responsibilities and commitments that must be considered before engaging in the marriage act (sexual intercourse).

FL3.4 Describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours (note: anti-bullying behaviour, respectful attitude/behaviour, consent can be examined here as well).

FL3.5 Explore the effects of sexualization and pornography on human growth and healthy living.

FL1.2 Identify the challenges presented by the encounter of cultures (gender roles, family structure) as it relates to living in relationship.

FL1.3 Explore how various religions promote the dignity of the person within intimate human relationships and within society.

FL2.3 Compare the views of various religious traditions with regard to human sexuality.

FL3.1 Outline the social and religious norms around sexuality in the Abrahamic religious traditions, First Nations, Metis, and Inuit spiritualities and locally appropriate religion.

Grade 11 (Open)

FL1.2 Identify the challenges presented by the encounter of cultures (gender roles, family structure) as it relates to living in relationship.

FL3.1 Outline the social and religious norms around sexuality in the Abrahamic religious traditions, First Nations, Metis and Inuit spiritualities and locally appropriate religion.

Grade 11 (C & U)

CM1.3 Analyse how moral precepts influence social and ecological responsibilities for believers of various religions (e.g., sexual conduct and marriage, family life, charitable outreach, care of the earth).

FL1.2 Identify the challenges presented by the encounter of cultures (gender roles, family structure) as it relates to living in relationship.

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FL1.3 Explore how various religions promote the dignity of the person within intimate human relationships and within society.

FL2.3 Compare the views of various religious traditions with regard to human sexuality (e.g., marriage, divorce, abortion, reproductive technologies).

Grade 12 (Open)

FL2.2 Express ways in which the sacred gift of human sexuality and life itself can be protected from conception until natural death (including a description and moral assessment of relevant cultural issues such as sexuality, family planning, reproductive and genetic technologies, and the impact of STIs on human life and relationships).

Grade 12 (C & U)

FL1.4 Explain how limits in personal freedom can be challenging for family members but can offer growth and fulfillment within intimate human relationships, especially when individuals and families remain close to Christ and seek to live by the wisdom of the Church.

FL3.2 Describe reliable ways of forming healthy and loving intimate relationships as long-range preparation for Matrimony and parenthood, with skills and strategies needed to help relationships thrive at various stages (e.g., communication skills, coping skills, conflict/resolution strategies).

FL3.5 Explain ways in which the sacred gift of human life, including sexuality, can be protected and nurtured from conception until natural death (including a moral assessment, with Church teaching, of relevant cultural issues such as the sympto-thermal method of natural family planning, expressions of sexuality, reproductive technologies, the impact of STIs on human relationships, etc.).