

TEEN STAR PROGRAM FOR YOUNG MEN

Synopsis of course material

The Instructor will

Unit One

- Introduce course objectives
- Discover student's existing knowledge of male and female reproductive systems.

Unit Two

- Explanation of some factors that could contribute to a guy's sexual arousal
- Explanation of some factors that could lessen a guy's sexual arousal

Unit Three

- Explanation of male hormonal cycle and anatomy
- Help students identify testosterone cycle and begin to chart their feelings
- Discuss psychosexual development, masturbation, and homosexuality
- God has created men and women in His own image

Unit Four

- Help students begin to identify their personal sexual attitudes and ideas toward women
- Teach the physical changes that occur in the female hormonal cycle
- Responsible caring as part of psychosexual development
- The nuptial meaning of the body

Unit Five

- Towards committed relationships
- Teach the students the various fertility signs of the woman's body gives and the charting of these signs
- Teach the relationship between the physical and emotional changes due to hormonal levels in women and men
- The meaning of sexuality

Unit Six

- Give students a teacher-constructed test to evaluate course objectives thus far
- The spiritual meaning of the Body

Unit Seven

- Show DVD "The First Days of Life"
- Following movie, discuss students' reactions, feelings, thoughts about miracle of life, etc.
- Discuss parental attitudes toward children

Unit Eight

- Lecture on psychosexual differences between men and women
- Help students clarify their ideas about dating and present reasons for dating
- Discuss society's sexual views as portrayed through the many facets of the media: music, television, magazines, novels, etc.

Unit Nine

- Teach psychosexual growth in humans
- Identify reasons people engage in extramarital sex
- Explore sexual attitudes projected in the media (Playboy, Playgirl, Harlequin romance stories and Soap operas)
- Explain the Christian meaning of sexual intercourse

Unit Ten

- Teach what constitutes responsible behavior
- Students will learn what constitutes responsible behavior
- Connection between responsible behavior and continence (self-restraint in sexual activity)

Unit Eleven

- Discuss and define what is meant by a totally committed relationship
- Teach consequence of sexual activity outside a totally committed relationship, namely marriage
- Give reasons why people engage in extramarital intercourse
- Explain what is necessary for a marriage to be a sacrament

Unit Twelve

- Teach how contraceptives change the essence of the sexual act
- Discuss and explain the difference between artificial birth control and natural family planning
- Discuss STD transmission and prevention
- Identify Catholic Christian teaching of sexuality as found in Humanae Vitae

Unit Thirteen

- Assess students' understanding of course objectives thus far (with teacher constructed test)
- Continue discussion of Humanae Vitae

Unit Fourteen

- Have students present chosen scenario and role-play to the class. The scenarios will enable the students to better clarify and evaluate their own sexual values and to incorporate ideas learned about understanding sexuality in view of the power of procreation and its attendant responsibilities
 - Explain final project
 - Explain how the body is a Sacrament of the Person
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Unit Fifteen

-This class can be a rap session, sharing session, preparation time for working on projects.

Unit Sixteen

-Presentation of projects (each group project should consist of three to four students and the presentation is to be seven to ten minutes in length) .

-Topics of the projects are to critique a contemporary sexual force or situation that includes physical, emotional, social, ethical and moral implications.

Unit Seventeen

-Administer Exit Questionnaire to students

-Class discussion or rap session to facilitate students' comments, questions, personal self-discoveries, etc. concerning the TeenStar program.

NOTE: These Seventeen Units are not meant to be taught in seventeen classes. Some Units could take two or three classes depending on time allotment and students' comprehension and/or questions. All of these variables must be considered when planning Units and classes.

Since this Program is a developmental curriculum, it is essential that the sequencing of the Units be taught in the order presented to keep the integrity of the Teen STAR Program.
