



*The Coptic Orthodox Patriarchate of Alexandria*  
**ST. GEORGE AND ST. JOSEPH CHURCH**  
*Montreal - Canada*



# GRADE 5 AND GRADE 6

## ÉDUCATION SEXUELLE

Messages généraux aux parents et servants

# Agenda

- ❑ Quebec program content
- ❑ Sunday school curriculum
- ❑ Pornography
- ❑ Sexual orientation
- ❑ Explicit Music and Videos
- ❑ Protecting children from abuse
- ❑ Puberty stages



# Québec program content for grade 5



- SEXUAL GROWTH AND BODY IMAGE
  
- SEXUAL ASSAULT

# Québec program content for grade 6



- SEXUAL GROWTH AND BODY IMAGE
- IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS
- EMOTIONAL AND ROMANTIC LIFE
- GENERAL UNDERSTANDING OF SEXUALITY

# SEXUAL GROWTH AND BODY IMAGE – Grade 5 & 6

Facts: Children 10 to 12 years old

1) Have generally started maturing physically

## □ Girls:

Budding breasts are the first sign of development, followed by the appearance of pubic hair and menstruation, after a growth spurt (height, weight and body fat).

# SEXUAL GROWTH AND BODY IMAGE – Facts **Grade 5 & 6**

## □ Boys:

Increase in the size of testicles (11 to 12 years old), then pubic hair, around age 12. Onset of sperm production occurs at around 13 to 14 years of age, and then the voice changes and facial hair begins to grow in.

2) progress cognitively, developing a greater capacity for abstract thinking, better regulation of their behaviors and improved focus.

# SEXUAL GROWTH AND BODY IMAGE

## Grade 5 & 6 - AIM

1. Help students become aware of the changes that occur during puberty (children are more likely to be receptive to information when they are actually going through puberty).
2. Help students accept the changes that are taking place in their bodies as this will promote a positive body image

# SEXUAL GROWTH AND BODY IMAGE

## Grade 5 & 6 – AIM (continued)

3. Learning about their bodies and appreciating them are part of the developmental tasks of children and adolescents.
4. Puberty is a normal stage of development characterized by physical, emotional and social changes that prepare adolescents for reproductive and sexual functions.
5. These changes, visible to those around the adolescents, may sometimes lead adults to consider them more socially, emotionally or cognitively mature than they actually are and to modify the way they interact with them as well as their expectations of them.

# SEXUAL GROWTH AND BODY IMAGE

## Grade 5 & 6

### □ Puberty:

- takes place with individual variations in development, depending on sex and ethnic origin.
- is an essential step in developing romantic feelings and sexual behaviors: the production of hormones, which influence when and how fast puberty will take place, results in an early and more rapid onset of sexual interest and behaviors in some adolescents.

# SEXUAL GROWTH AND BODY IMAGE

## Grade 5 & 6

- The ability to adjust to pubertal changes depends on:
  - A) When the first changes begin (young people who develop earlier or later than their peers report more negative feelings).
  - B) When secondary sex characteristics appear (sequence) and the rate of development.
  - C) Social norms that dictate the ideals of beauty:
    - Boys who mature early generally have a positive appreciation of their bodies; however, social pressure on boys to achieve the perfect athletic build seems to be on the rise.
    - Girls who mature earlier physically more often develop a negative body image, in particular regarding the increase in body fat that often accompanies puberty. They also appear to be teased more often by their peers.

# SEXUAL GROWTH AND BODY IMAGE

## Grade 5 School Curriculum

- 1) **Become aware of the psychological and physical changes associated with puberty**
  - ▣ Role of hormones during puberty
  - ▣ Five stages of puberty for Girls and Boys
  - ▣ The needs of a changing body
    - E.g. hygiene, food
  - ▣ Psychological changes
    - E.g. moodiness, individuation and need for independence, need for intimacy, exploration of values and norms in your peer group
  - ▣ Feelings about puberty related changes and strategies for coping with these changes

# SEXUAL GROWTH AND BODY IMAGE

## Grade 5 School Curriculum

**2) Understand the role that puberty plays in the body's ability to reproduce**

.Growing up: moving into adulthood

• Fertility

o Female: ovulation, menstrual cycle, fertile a few days of the month

o Male: production of sperm, fertile every day of the month

# Sexual Growth and body image – Grade 6 School Curriculum

- 1) **Discuss the importance of adopting a positive attitude toward the changing body and diverse body types**
  - Understanding the changes that will take place throughout puberty
  - Individual variations in when the first signs of puberty appear and in how puberty progresses
  - Diversity of body types
    - o Individual variations
  - What determines your appearance (e.g. genes, heredity, diet, environment, lifestyle habits)

# SEXUAL ASSAULT-Facts **Grade 5**



Between 10 and 13 years of age:

1) young people continue to develop greater independence. This means they come into contact with more people and environments, they have more frequent contact with peers, longer periods without supervision and increased use of the Internet, where some have already engaged in risky behaviors.

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# SEXUAL ASSAULT-Facts **Grade 5**



2) More than half of 9- and 10-year-olds have an email account and one third use chat rooms.

3) Children under 12 account for 18% of victims of Internet luring in Québec.

4) Nonetheless, the majority of cases of sexual assault in this age group do not take place online and continue to be essentially committed by someone known to the victim.

# SEXUAL ASSAULT- Grade 5

## School curriculum

**1) Look at different contexts that involve sexual assault with a view to preventing or stopping them**

- **Situations involving someone you know well, not very well or not at all**

- Recreational activities, outings, activities with friends
- Public places, etc.

- **Situations in cyberspace**

- Someone you know and spend time with
  - Someone you do not know or have never met
- Using the Internet with friends

# SEXUAL ASSAULT- Grade 5

## School curriculum

### 2) Become aware that the rules to ensure your personal safety can apply to different contexts

- **Using self-protection and self defense skills appropriate to the situation**
  - Identifying strategies used by aggressors
  - Determining what information can be safely shared in the real or virtual world
  - Avoiding meeting with someone you do not know, whether in the real or virtual world
  - Reacting against sexual solicitation, whether in the real or virtual world
- ▣ **Seeking solutions**
  - Asking trusted adults for help
  - Protecting your friends by telling an adult about a situation experienced by your friend(s) in the real or virtual world

# IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS **Grade 6**



## Children 10 to 12 years old: **FACTS**

- more easily explore the roles normally associated with the other sex compared with younger children and can recognize that it is not socially mandatory to adhere to gender stereotypes.
- who deviate from the norm for their gender (especially boys) continue to be more often teased and rejected by their peers and be the target of violence and insults.

The approach taken in Elementary Cycle Three should:

- continue to promote gender equality.
- contribute to reducing sexist and homophobic attitudes and behaviors by developing empathy toward persons who are being targeted

# IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS **Grade 6**



## **AIM**

UNDERSTANDING THE INFLUENCE THAT GENDER  
STEREOTYPES CAN HAVE ON YOUR LIFE AS A GIRL OR A  
BOY AND IN  
ESTABLISHING HARMONIOUS RELATIONSHIPS BETWEEN  
GIRLS AND BOYS

# AIM



Becoming aware of and appreciating their sense of self as a male or female (gender identity) is vital to children's psychosexual development.

Various agents of socialization (e.g. family, peers, significant adults, the media) provide guidelines—in some cases, stereotypes—regarding the gender roles associated with boys and girls.

These guidelines influence children's views of what is appropriate regarding appearance, attitudes and behaviors for men and women and contribute to constructing their identity as a girl or boy.

# AIM



Children develop stereotypical preferences and behaviors based on gender, starting in early childhood.

These stereotypes, useful in helping children differentiate what is considered feminine or masculine, can, however, be more divisive, rather than bringing together boys and girls, who are actually more similar than different.

In addition to limiting boys and girls in how they express themselves, repeated exposure to gender stereotypes perpetuates sexist attitudes and beliefs, which, in turn, hinder the establishment of harmonious relationships between boys and girls.

# IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS **Grade 6**



## School Curriculum

### **1) Explain how sexism and homophobia can affect those targeted**

- Sexism
  - Definition and manifestations (attitudes, actions, behaviors)
  
- Homophobia
  - Definition and manifestations (attitudes, actions, behaviors)
  - Feelings of people who are bullied because of their gender or because they do not conform with gender stereotypes

# School Curriculum



2) Discuss the role that you can play in respecting sexual diversity and differences

- Respect for differences, individual rights and freedoms
  - Respecting someone vs. not respecting someone: how is this demonstrated?
- Empathy toward others
- Denouncing injustice, discrimination, inequality (by those experiencing or witnessing these incidents)
- Concept of equality as a social value

# EMOTIONAL AND ROMANTIC LIFE –

## Grade 6

### Facts

Because the production of hormones is primarily responsible for the timing and progression of sexual development, some young people may experience an earlier and even stronger impulse toward sexual interests and behaviors than others.

At approximately 10 or 11 years old, children:

- view friendship as involving intimacy, trust and loyalty as well as a sharing of similar interests; they also have an increased interest in others and are capable of mutual support.

# Facts



- gradually progress from same-sex groups of friends toward opposite-sex groups of friends, have greater interest in a romantic partner, and increasingly confide in their peers.
- experience sexual desire, increased masturbation and sexual fantasies as a result of hormonal surges that are responsible for the biological maturation at this age and that vary among young people

# EMOTIONAL AND ROMANTIC LIFE –

## Grade 6



### **AIM**

Help students better understand the signs of romantic and sexual awakening and reassure them about the range of feelings that can be associated with it.

# EMOTIONAL AND ROMANTIC LIFE – Grade 6 School Curriculum

## **1) Become aware of the role that puberty plays in romantic and sexual awakening**

- **Puberty**

- Influence of hormones

- **Romantic and sexual awakening**

- Physiological manifestations of sexual arousal

(e.g. vaginal lubrication, spontaneous erections, nocturnal emissions)

- Romantic daydreaming and sexual desire

- Changes in interpersonal relationships among same sex and other-sex peers

- First overtures, first dates

# EMOTIONAL AND ROMANTIC LIFE –

## Grade 6 School Curriculum



### **2) Express any questions you have about romantic and sexual awakening**

- Attitudes and feelings about these new phenomena
  - Differences according to gender
  - Individual variations
- Images and messages from your social environment and the media

# GENERAL UNDERSTANDING OF SEXUALITY **Grade 6**



## Facts

Children 10 to 12 years old:

- start to gradually experience sexual attraction:1 57  
some are more curious about sexuality, begin puberty,  
experience their first romantic feelings and sexual  
interest, while others will go through these phases in  
secondary school.

# GENERAL UNDERSTANDING OF SEXUALITY **Grade 6**



## AIM

allow students to develop a better understanding of who they are as a girl or boy in the expression of their sexuality.

- help students make connections between the different subjects covered in sexuality education (dimensions of sexuality).

# GENERAL UNDERSTANDING OF SEXUALITY

## Grade 6 School Curriculum

### **Be familiar with the various dimensions of sexuality**

**Biological dimension:** liking your body, feeling good about your body, understanding how the bodies of boys and girls change, physiological responses of your body (changes are normal) and the ability to reproduce ·

**Psych affective dimension:** loving someone else (view of love), loving yourself (self-esteem), the need to be loved, experiencing first romantic feelings or not, body image, the need for freedom, independence, exploration, etc.

# GENERAL UNDERSTANDING OF SEXUALITY

## Grade 6 School Curriculum

### **Socio-cultural dimension:**

Norms, rules for living together in society, prohibitions, laws, influence of others, stereotypes, expectations of the people around you (family, friends, other adults), the media

### **Interpersonal dimension:**

The need to have relationships with others (friends), negotiation, conflict resolution, communication with others ·

### **Moral dimension:**

Respect and open-mindedness, acceptability or unacceptability, values, beliefs, choices



*PARENTS AND  
CHURCH'S ROLE*

## Sexual orientation :

### Q and A that you would face as a parent/servant:

- **Question: Can there be a human who is not really a boy or a girl?**
- Answer: It's very, very rare. Maybe one in 10,000 can feel that.
- **Question: Sometimes, even if I'm a girl, I like playing with boys, and my friend Tom like to paint and play music. Is this normal? "**
- Answer: It is normal for girls to like doing "boy things" (what society associates with things that boys do, like climbing trees and playing with cars). The opposite is also true. A boy may like to do things that many girls like to do like cooking and drawing. Remember that some of our most famous chefs, artists and musicians are men and there are women who drive combat throws.

## Sexual orientation :

### Q and A that you would face as a parent/servant:

- **Question: My school, there is a day when girls can wear boys clothes and boys can wear girls clothes. Is it correct?**
- **Answer: The Bible is very clear that it is not correct. "A woman shall not wear anything belonging to a man, and a man shall not wear a woman's garment, for all who do it are an abomination to the Lord your God." (Deuteronomy 22: 5). As Christians, we are called to follow the commandments of our Lord as they are written in the Bible, because we know that it is good for us.**
- **Unfortunately, sometimes people in our society may have confused ideas and can not follow The Words of God.**

## Question:

**My child is asking : My friend has two moms (or two dads).  
What should I say to my child?**

- Answer: God created the family of a mother and a father. As Christians, we should love one another, but we should reject sin. We should love them and pray that God will help them come back from this sin. "These things that I command you, that you love one another." (John 15:17) "The Christian family consists of a husband and a wife as mother and father who are united by God for all their lives the day they got married. The Husband and wife live together and build their family and get kids like you.
- Ideally, mom and dad will always be married, because that's what God ordered.
- Mom and Dad are committed to each other. As Christian fathers and mothers, we must seek to become the godly parents whom God calls us to be.

# Physical development and needs of children of this age group:

- It is important and relevant that as parents, you explain to your child the physical and psychological changes he is experiencing during this age.
- It is crucial to explain God's divine intent for sex.
- The family, as the core of God's plan, is attacked and procreation is removed from the holy sacrament of marriage.
- As Christians, we must respect God's conception of marriage and the family and reject any other earthly system that contradicts the Bible.
- Even if we accept everyone around us, we should reject some of the sinful lifestyles we see around us and teach our children to do the same.
- Children in this age group may have particular feelings about another person they call "crush". They use this term to describe that they love someone else in a "special" way. (P.141)

# A CRUSH:

- **"Crushes of new feelings** : the pre-adolescent do not know how to act-react (mixed feelings of embarrassment and excitement that cause the individual to want to hide or seek the attention of the other person).
- **How do you know if your child has Crush?**
  - ▣ Monitor the use of your child's computer and cell phone.
  - ▣ Watch for your child's friends and if they distinguish someone.
  - ▣ Watch for behavioral changes such as secrecy.
  - ▣ Be available to talk to your child, listening to all they have to share, rather than giving them lectures and not making judgments.

## What to do when your child has Crush?

- Get to know the interests and friends of your child.
- Do not tease your child, it will only cause negative feelings and may prevent your child from being open to talk to you. While listening to your child, do not laugh or take your feelings lightly. Use the same tone of voice they do.
- Tell them that their feelings are normal. Remind them that these feelings will change over time. Help them realize that they are special and that they will find someone special to love them someday.
- Set limits and let your child know what is appropriate and what is not.
- Tell them that kisses are only for mom and dad; Children misunderstand television and movies that the only way to show someone that you care about them is to kiss each other.

# A crush – What to tell pre-teens?

- is a word used to describe a temporary feeling that you have for another person at that age. Remember that feelings of crushing will change over time and because of this, you may be hurt.
- Sometimes children make fun of you, so talking to friends may not be a good idea, talk to your parents or father about this. Remember that you are special and that God will send you a special someone to love them one day. God has created us brothers and sisters in the body of Christ.
- We are responsible for helping and encouraging each other and keeping our love to all as brothers and sisters. "I command you these things, that you may love one another." (John 15:17) and "Let love be without hypocrisy." Abhor what is wrong. Hold on to what is good. Be kind to each other with brotherly love, giving preference to one another. (Romans 12: 9-10)

## What you could tell your teen about his feelings (crush)

- Feelings to the opposite sex may arise, but we must wait for the perfect time of God, because God created Eve at some point in Adam's life, he will send you to your perfect companion and until then, He calls you to "also flee the lusts of youth" (2 Timothy 2:22), to "put to death your members who are on the earth" (Colossians 3: 5-6) and to "abstain from all forms of evil" (1 Thessalonians 5:22), which includes any form of physical connection or impure thoughts.
- Our Bible tells us that this private relationship should only be in marriage. That is how God designed this private relationship to succeed on the physical, emotional, and spiritual planes.
- God has conceived the relationship between a man and a woman as a unique event that will not break.

# Feelings towards other sex :



- He replied, "Have you not read that he who created them from the beginning made them male and female?" And said, "This is why a man will leave his father and mother and be united to his wife, and the two become one? So they are no longer two, but one flesh, which is why God has united, that man does not part." (Matthew 19: 4-6) 18
- Because of continuous mental, emotional, physical and spiritual changes , no one can guarantee that this relationship will not be broken someday (most probably very soon after its beginning).

## Message to our children:



- Statistics show that most of these relationships break down, leaving emotional, mental and physical damage that could have been avoided if it had not been triggered from the first day, so I must be wise and not be drawn into this kind of premature relationship
- "Flee also the lusts of youth, but pursue justice, faith, love, peace with those who call upon the Lord with a pure heart. "(2 Timothy 2:22)

# Protecting children from abuse:

- All children need to know that, with a few exceptions (for example, if the doctor needs to examine them), no one is allowed to look at or touch the private parts of their bodies.
- They should also be told that they should not look at or touch the private parts of another person's body, even if that person asks or tells them to.
- They should say no and tell you right away. It's important to let children know that if someone touches them in a way that makes them uncomfortable or behaves in a way that worries or frightens them, they can always talk to you and you will know what to do.

# Learning About Sexuality :

## Parents role

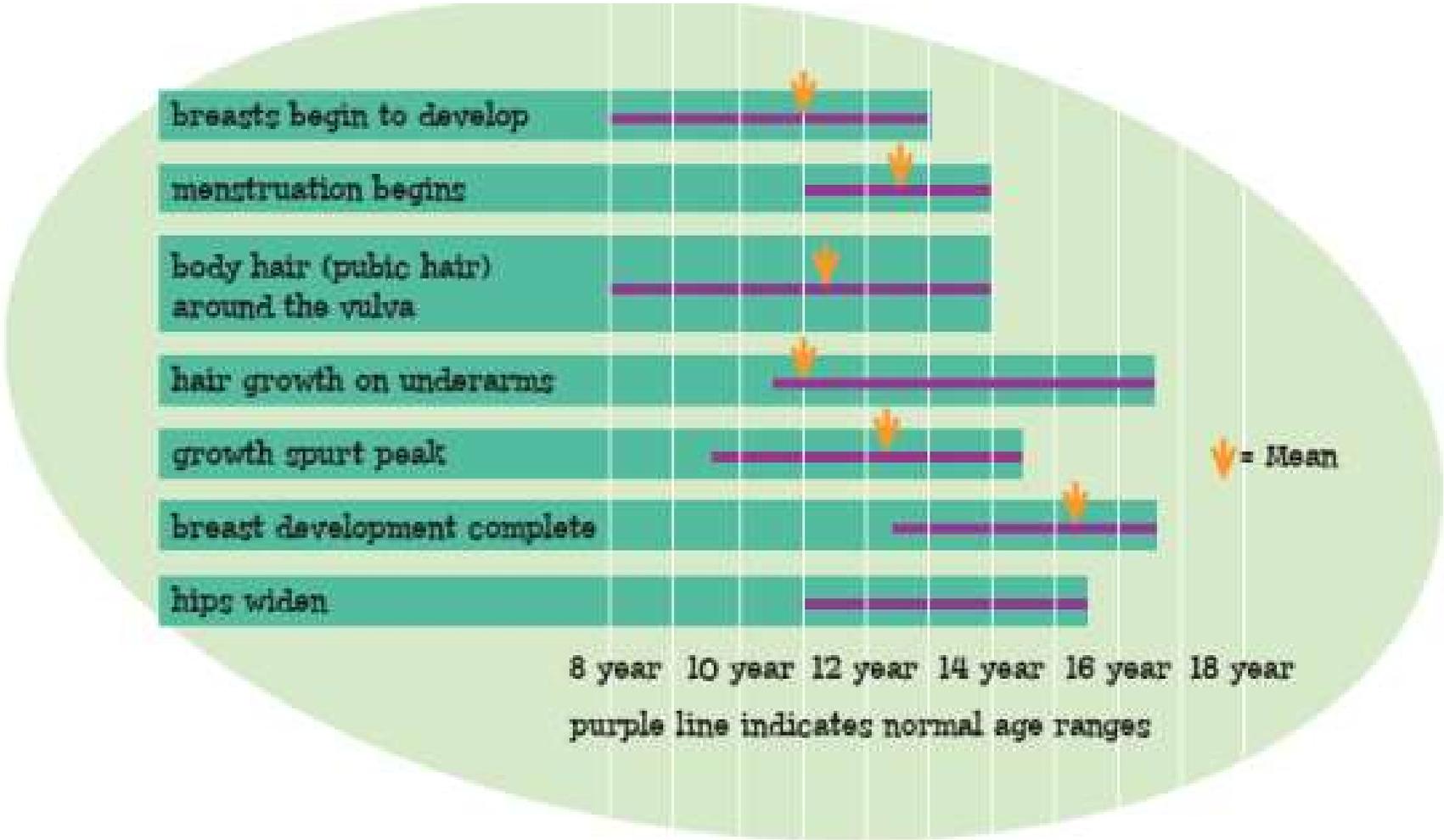


- Our kids will hear about topics such as abortion, pornography, or gay marriage, and will likely have questions about these issues.
- As children approach puberty, they are often more hesitant to ask their parents about topics they know are controversial (a natural tendency to be more private as they develop)
- It's important for children to know that they can talk to their parents about whatever is on their mind, and that parents will try to answer their questions.
- Depending on the topic, you may want to give a brief answer, and say you will provide more information when he or she is a little older.

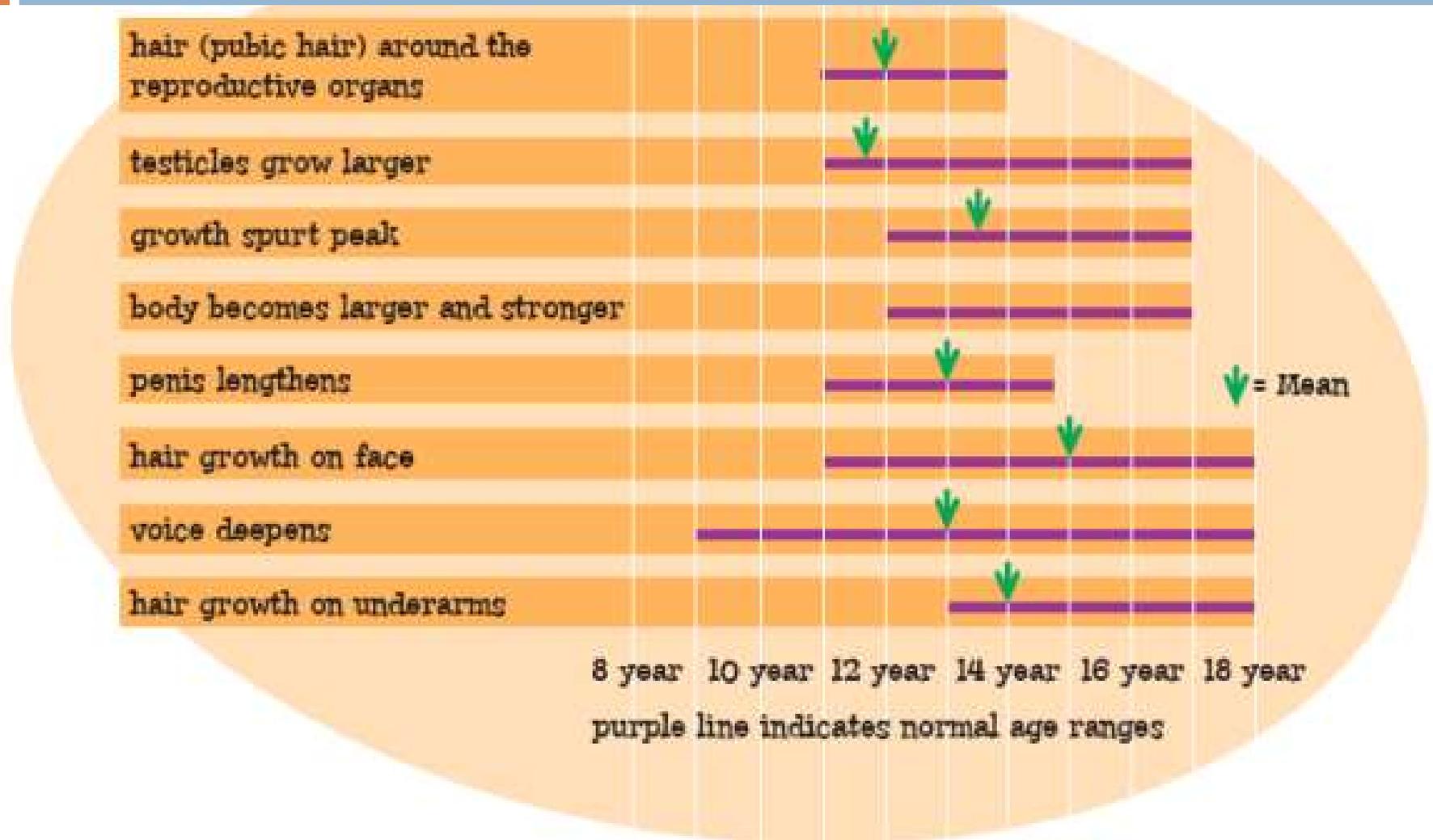
# PUBERTY



# Puberty stages (females)



# Puberty stages (males)



# Male and female reproductive systems:

- Identify the major organs of the adult female and male reproductive systems.
- Four unique characteristics of the reproductive system the children will learn in Sunday school sex education :
  - The reproductive system does not begin to work until people reach puberty.
  - The reproductive systems of males and females are quite different.
  - The reproductive system cannot work alone, and requires both sexes.
  - Other body systems keep us alive, but the reproductive system is for creating new life.

# Male and female reproductive systems.

## They will learn that:

- The reproductive system is an important part of being created male and female. It is also a very private part of each person. Learning about this system sometimes makes people feel a little uncomfortable or embarrassed, because it is very personal. For this reason, we don't talk about the female and male body with just anyone, and are careful to speak respectfully.
- The focus of this topic is the differences between the adult female and male reproductive systems.
- At this age, when children are beginning the changes of puberty, they are especially sensitive about their appearance and often quite self-conscious. It's important also to encourage this kind of respect in the family.

# Parents role:

- Parents are naturally protective of their children, and want their children to be young and innocent for as long as possible. For this reason, they are often upset when children raise what are considered adult subjects related to sexuality.
- After watching a news program or being part of a discussion in the schoolyard, a child asks a parent, “What is an abortion?” or “What does gay mean?”..... **If the parent s response is negative** (e.g., Who told you about that? I don’t want you talking about that. Where did you hear that word?) **the child gets the message that certain topics are off limits.**
- A better approach is to provide a **simple answer**, and to indicate that it’s a complex subject that the child will learn more about when he or she is older.

# Learning About Sexuality



- We learn about being male and female from all our experiences with our family members and friends and from what parents and teachers have explained to us.
- Sexuality is not just about bodies or body parts; it is about persons who are created by God as males and females.
- A Christian view of sexuality is that men and women are meant to respect and support each other, not use each other in casual sexual relationships.
- We show respect for sexuality by the way we speak and by avoiding rude language or teasing people about their bodies

## An important idea in this topic :

- God created us male and female and has a plan for how the gift of sexuality is to be expressed, men and women are meant to respect and support each other, not to use each other in casual relationships.
- Sexually intimate relationships outside of marriage are wrong.  
**These are important matters to discuss with your child,** especially since this view of sexuality is very different from what is promoted in our society and reflected in our media.
- Only when people are married can they give themselves to each other completely and with trust in the future.
- Discuss the importance of showing respect by refraining from making rude comments or teasing people about their bodies.

# Family Participation

- Parents are the first and most important teachers of their children
- Parents do not teach in the same way that classroom teachers do. Their teaching is informal rather than formal. It is a normal part of raising children. Parents should have faith in themselves. They are better able than anyone else to talk to their children (parents are the true experts).
- Parents to create special opportunities to talk to their children about the things that matter.
- Parents to talk about their faith, and about God and prayer, in the natural setting of the family. Intimate talks between parents and children create an atmosphere of trust. Children learn that they can talk to their parents about anything.
- It is important for parents to pick the right time for special talks – when the occasion comes up naturally, and when parents and children are relaxed and not distracted by other matters.

# Pornography



## Warning ! Warning!

- 9 out of 10 children aged 8 to 16 years old have seen one (pornography):
- Three storms converge and bring our children to abandon the faith.
  1. Epistemological change
  2. Internet
  3. Pornography

**Parents must be PROACTIVE in fighting the wave of pornography our children are facing.**



1. Tell your children that they are beautiful as God has made them.
2. Teach them that sex, as God created, is not bad or sinful in marriage.
3. Integrate Scripture into the minds of children.
4. Make sure the children have an adult who can listen to them.

We do not talk enough about this problem in our homes. We need to help our children avoid the trap of life-changing pornography.

As parents, we must take steps to protect our children and never fall into this false belief that our measures to protect our children are sufficient. We must avoid this thinking that focuses on what we do and how we can control the outcomes of our children's lives.

## Be PROACTIVE !

- Keeping our children safe is very important but must always be secondary. We can get web monitoring software to protect our children, but we can not change the hearts of our children. We must not fall into the trap of living separate protectionist lives. The church failed its families and youth by failing to talk about the problem of porn until it was too late. Parents miss their children's blind optimism, thinking that this will never happen to them.
- We must paint a more glorious image of who Christ is. Christians overcome the world by seeing the beauty and excellence of Christ. They overcome the world by seeing something more attractive than the world: Christ, "in whom are hidden all the treasures of wisdom and knowledge" (Colossians 2: 3). In the same way, Christian parents try to make Christ and his kingdom glorious. Their children conquer the lusts of this world with a higher passion: The moral beauty of Christ.

## Do not be defensive as a parent !



- On the other hand, defensive parents have little confidence in the attractiveness of the gospel. They think the world is more powerful. Basically, they are not confident in the power of the gospel to transform their children from within. They do not believe the words of Jesus: "Take courage, I have overcome the world" (John 16:33). They have little confidence in the conquering power of the world of the new birth.
- As parents, never lead them defensively by simply protecting them and simply telling them to stop doing what they do, but rather that God helps us to make Christ and his kingdom glorious.

## What can parents do?



- Put a limit of 1-2 hours per day of “quality” technology. Encourage healthy technology (e.g. educational apps, religious movies, etc.).
- Engage in co-viewing and talking with your child about what they are viewing.
- Allow only age-appropriate technology (e.g. Facebook has a restriction on age 13 years).
- Establish technology-free areas in the house and technology-free times in the day.
- Offer alternatives to technology (e.g. crafts, books, activities, etc.).
- Work on the four important needs for a child’s development: motion, touch, human connection, and the need to be in nature.

## What can parents do?



- Limit technology use to 2 hours per day and teach your child moderation in technology use as well as everything else they do in life
- Expose your child to reading, playing, unstructured games that could flare up their imagination.
- Allow your children to get bored. Research shows that out of boredom springs creativity.
- Try to challenge your child not to use any technology for a week and call it “The No Technology challenge”.

# Explicit



# Explicit Music and Videos



- ❑ Many studies that have shown that media has drastic effects on children's behavior.
- ❑ Specifically, the viewing and listening to sexually explicit music and music videos has been linked to a higher rate of sexual activity, drug use and aggression.
- ❑ Explore and discuss with your child the types of music they listen to and videos they watch.
- ❑ Lyrics of songs nowadays are largely ungodly and promote ungodly ideas and life choices.
- ❑ So, pay attention to what your child listens to and have a conversation with him/her early on before the world influences them and peer pressure kicks in.

# Explicit Music and Videos



- You can find lyrics by typing “music lyrics” into an Internet search engine and accessing one or more of the Web sites that appear.
- Discourage the use of headphones and downloadable music. As a parent, you need to be aware of what type of music your child listens to.
- Music is now accessible to our kids everywhere: radio, TV, at school, in the mall. So, it is very difficult in today’s world to disconnect the child from all sort of music altogether. Rather, help them only get exposed to godly music and lyrics through bible songs, Christian singers and choir at church.

# Explicit Music and Videos

- Teach your child how to pick his/her music rather than dictating on them what to listen to without explanation.
- Respect your child's privacy.
- Decisions made by the child for him or herself are much more likely to last, than decisions made for them by you.
- Discourage your child from viewing any sort of secular music videos, as most music videos today involve exposure to sexual messages, violence and of substances abuse.
- Research has linked viewing such content to significant changes in the youth's behavior and attitude
- "Train up a child in the way he should go: and when he is old, he will not depart from it." (Proverbs 22:6)

# Discuss with your children :

- I need to ask myself these three questions before I decide on the type of music or which songs I listen to:
- What is the purpose of the music? Is it a godly purpose or ungodly? Is it for a purpose that I live as a Christian or for a purpose that is ungodly?
- Am I using music to escape reality? Am I wasting time by listening to music? Etc. Below are some biblical purposes that music were used for:
- The most popular biblical musician is King David. He used music primarily to worship God. (Psalm 4:1, Psalm 6:1, Psalm 54, Psalm 55, Psalm 67:1, Psalm 76:1)

# Music and the bible:



- Music is also used in the bible to calm King Saul from the torment of the evil spirits. (1 Samuel 16:14-23).
- Music was also used in the old testament by the people of Israel to warn of danger (Nehemiah 4:20) and to surprise their enemies (Judges 7:16-22).
- In the New Testament, the apostle Paul instructs Christians to encourage one another with music.
- “Speaking to one another in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord.” (Ephesians 5:19)

## What is the style of music I am listening to?

- The bible does not declare any particular instrument to be unholy. The bible mentions many types of string instruments and wind instruments. There is no mention of the drums specifically, but there is mention of other percussion instruments (Psalm 68:25, Ezra 3:10).
- However, not every music style can be godly to listen to:
- music that ignites passion and the sensuality of the body
- music that is composed for satanic worship or other forms of idolatry worship
- music that accelerates your heartbeats and blood pressure

## What is the content of the lyrics?

- This is one of the most crucial factors to use to determine
- what type of music to listen to. You should evaluate the lyrics and not listen to the song if its lyrics involves or hints to any of the following topics:
  - Sexual immorality
  - Impurity
  - Drugs
  - Violence
  - Blasphemies against God
  - promotes ungodly causes like homosexuality, extramarital relationships.

## Remember what the bible teaches us:

- “All things are lawful for me, but all things are not helpful. All things are lawful for me, but
- I will not be brought under the power of any.” (1 Corinthians 6: 12)
- “All things are lawful for me, but not all things are helpful; all things are lawful for me, but not all things edify.” (1 Corinthians 10:23)
- “Therefore put to death your members which are on the earth: fornication, uncleanness, passion, evil desire, and covetousness, which is idolatry.” (Colossians 3:5)
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# Set rules:



- Setting boundaries and letting your child know what is appropriate and what is not appropriate.
- Many children have cell phones so texting and appropriate conversations need to be discussed. Dangers of posting false information, rumors, inappropriate pictures and selfies need to be discussed.
- Internet browsing needs to be regulated by the parents and monitored.

## References:

- <http://www.theguardian.com/society/2004/jul/30/health.mentalhealth>
- [Assembly of Catholic Bishops of Ontario: acbo.on.ca/englishdocs/Gd6](http://acbo.on.ca/englishdocs/Gd6)
- <http://dictionary.reference.com/browse/homosexuality?s=t>
- [http://www.statcan.gc.ca/eng/dai/smr08/2015/smr08\\_203\\_2015](http://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015)
- <http://www.crosswalk.com/1291492/>
- [http://www2.news.gov.bc.ca/news\\_releases\\_2013-2017/2015HLTH0050-001028.htm](http://www2.news.gov.bc.ca/news_releases_2013-2017/2015HLTH0050-001028.htm)
- [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/adaptation\\_serv\\_compl/EducationSexualite\\_Oui-mais-comment EN.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/EducationSexualite_Oui-mais-comment_EN.pdf)
- Institut national de santé publique et ministère de la Santé et des Services sociaux du Québec in collaboration with the Institut de la statistique du Québec, Portrait de santé du Québec et de ses régions 2006 : les analyses – Deuxième rapport national sur l'état de santé de la population du Québec, 2006, p. 87

## Ressources for parents:

- <http://orthodoxsermons.org/category/keywords/love-sex-and-dating-series>
- <http://stminachurch.copticorthodoxy.com/father-daoud-lamei-children-development/>
- <http://orthodoxsermons.org/category/keywords/love-sex-and-dating-series>
- <https://www.youtube.com/watch?v=nPlpAKrnXJI>