

## OVERVIEW

### BIG IDEA

Every person fall somewhere along the spectrum of sexuality.

### OBJECTIVE

4.1 Distinguish between the terms sex, gender, and sexuality.

### AGENDA

1. Reflection & Norms
2. Sex, Gender & Sexuality
3. Paradigm of Sexuality
4. Behaviors causing pregnancy/STIs

### HOMEWORK

Create a list of possible mental, physical, and social effects of sexual intimacy. Then answer the reflection questions.

## LESSON 4.1

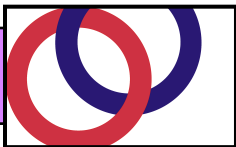
# Sex, Gender, & Sexuality

### SUMMARY:

This lesson will provide an introduction to sexual health for students, by focusing on terminology of the paradigm of sexuality. Students will engage in exercises in note-taking, discussion, and brainstorming to begin the module with a clear understanding of sex, gender, sexuality, sexual orientation, sexual behaviors and much more.

### STANDARDS:

**NHES: 1.12.2** Describe the interrelationships of emotional, intellectual, physical, and social health.



MODULE 4: SEXUAL HEALTH LESSON 4.1

## Sex, Gender, & Sexuality

Obj. 4.1: Distinguish between the terms sex, gender, and sexuality.

**DO NOW** What type of sexual health education have you had in the past? Was it informative? Why/why not? When did it occur?

**DISCUSS** Norms are group-held beliefs about how members should behave in a given context. What norms do you think the class should maintain through the sexual health unit? (List your ideas in the left hand column below)

Your Suggested Norms	Our Final Norms

**NEW INFO** The terms below are important to distinguish. Often people use and interpret them incorrectly, leading to some confusion and misperceptions. Write the definitions of each in the table below:

Term	Definition
Sex	
Gender	
Sexuality	

**DO NOW:** Students may have preconceived notions of what the module will be like, positive or negative past experiences with sexual education, or have no experience at all. This prompt will provide a segue for a brief discussion about this fact.

**DISCUSS:** Norming is VERY important in this module. Allow students to brainstorm in groups to determine whether any other norms should be added.

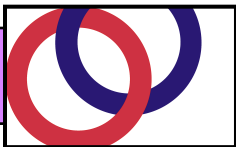
It may also be useful to have a “repeat-after-me” session to get students accustomed to the normalcy of using the appropriate terms (ex: penis, vagina, etc.). Explain that it is natural reaction to want to giggle (and perhaps give them one opportunity to “get it out of their system”), but that the tendency to do so occurs because we feel uncomfortable, and we want to strive to create an environment where we feel as comfortable as possible so we will try to refrain from giggling/laughing.

**NEW INFO:**

**Sex** = (1) Biologically male or female, determined by chromosomes. XX = female, XY = male. (2) Sexual Intercourse

**Gender** = Expression of masculinity or femininity. Most people identify as man, woman, or transgender.

**Sexuality** = Total capacity for sexual feelings. Influenced by: biological sex, gender roles, sexual orientation, behaviors relationships, society, body image, etc.



**NEW INFO**

Examine the Paradigm of Sexuality and take notes in the table below.

Paradigm of Sexuality	Description
Sexual Attraction	
Sexual Orientation	L: G: B: T: Q: Q: I: A:
Sexual Behavior	Kissing: Touching/Masturbation: Sexual rubbing with clothes on: Genital-to-genital contact: Vaginal sex: Oral sex: Anal sex:

**NEW INFO:**

Sexual Attraction: Romantic or physical interest in another. (Looks; Personality; What else?)

Sexual Orientation: people's physical and romantic attractions (LGBTQQIA)

Lesbian: Woman attracted to women

Gay: Man attracted to men

Bisexual: Person attracted to men and women

Transsexual/Transgender: Person whose gender does not align with biological sex

Queer: Person who identifies as LGBT, reclaiming an offensive term

Questioning: Person exploring sexuality

Intersex: Biologically not fully female or male

Ally: Person supportive of all identities/orientations

Sexual Behavior: Acts that result from sexual attraction or arousal

Kissing: mouth/tongue to mouth/tongue contact

Touching/Masturbation: hand contact to one's own genitals or to another's genitals

Sexual rubbing with clothes on: genital-to-genital contact through clothes

Genital-to-genital contact: same, but while naked

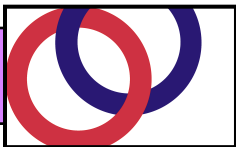
Vaginal sex: insertion of penis into vagina

Oral sex: mouth/tongue to genital (penis/vagina) contact

Anal sex: insertion of penis into anus

Gender Identity/Expression: Expression of femininity or masculinity. People identify as: Man; Woman; Transgender; None

Biological Sex: Male or female anatomy: penis or vagina; *Intersex:* Unclear biological sex, extra/missing chromosome



Paradigm of Sexuality	Description
Gender Identity/Expression	
Biological Sex	



Using pencil, fill in the table below with the sexual behaviors that you think would fit in each category:

Behaviors that can... Cause a pregnancy	Behaviors that can... Transmit a Sexually Transmitted Infection (STI)



With a partner, discuss the following questions:

1. Do you think most adolescents have an accurate understanding of the two lists above (behaviors that can cause pregnancy or STIs?). If not, what do you think the most common misconceptions are?
2. For teens who do have an accurate understanding of what behaviors can cause pregnancy or STIs, what are some of the other reasons they may still end up making risky decisions that involve these sexual behaviors?

**THINK:**Pregnancy:

Unprotected vaginal sex  
Protected vaginal sex  
Ejaculation of semen on or near the opening to the vagina  
Ejaculation of semen while pulling out of the vagina

STIs:

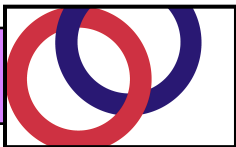
Unprotected oral, anal or vaginal sex with an infected partner  
Protected oral, anal or vaginal sex with an infected partner  
Skin-to-skin contact of the genital or mouth area with an infected partner  
Exposure to infected sexual fluids such as blood, semen, vaginal fluids or pre-ejaculate

NO or LOW RISK

**No Risk:** Choosing not to have oral, vaginal, or anal sex

**Lower risk:** Using a latex condom correctly during any type of sex

**DISCUSS:** There are numerous studies on how knowledge and awareness influence teen sexual health outcomes. A supplementary journal source or data set could be used if time permits. Alternatively, just asking students where they have anecdotally observed this will likely elicit many stories about episodes of teen pregnancy shows on TV, etc.



In your own words, explain the difference between gender, sex, and sexuality (without referring back to your notes).



Complete the following table and answer the questions below.

**Possible Risks/Effects of Sexual Intimacy**

Physical Effects	Mental Effects	Social Effects

1. Which of the effects (mental, physical, social) of engagement in sexual activity would you consider to be most lasting? Why?
2. When should a person decide to become sexually active? What factors should he/she consider?
3. How does the media influence teens' choices regarding sex?

**HOMEWORK:** The purpose of this homework assignment is to consider the possible effects of being sexually intimate. By framing it around the three components of health (mental, social, & physical) students will likely think of possible outcomes that they had not thought of before.