

Human Sexuality

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Human Sexuality is a unique course in the psychology spectrum. Whereas psychology is a subject that can be inherently personal, particularly when compared to topics like chemistry or British literature, human sexuality is another step closer to the most intimate lives of your students. Student engagement can look very different in a Human Sexuality classroom because of the private nature of the content. Students can be deeply engaged, but may not be willing to share or show their interest. Instead, their engagement may be at a more personal or individual level. In addition, students come to the course with different experiences and goals. They are often inherently and deeply engaged in some content, but very distracted or disinterested for others. Keeping students' focus and engagement throughout all topics is challenging for a number of reasons.

There are a number of specific roadblocks to engagement that instructors of Human Sexuality should keep in mind. These roadblocks are often particularly important for an instructor to attend to during one or several areas of content and may only be relevant to a few students depending on their personal experiences. For example, students may not feel that some content is personally relevant to them (e.g., research methods and sexual orientation for students who identify as heterosexual). Additionally, students may believe that they know everything there is to know about a topic, and that there is nothing else they can learn (e.g., contraception and STIs). Students may find certain material objectionable and choose not to engage with it (e.g., elder sexuality, STIs, and kinks and paraphilias); whereas other students may have personal experiences that make it difficult for them to engage with some material (e.g., rape and sexual harassment). Finally, there is research-based content that counters the students' prior learning either at home, in school, or in their religious lessons (e.g., homosexuality and religion and sexuality).

Recognizing the very personal reasons why students may not be fully engaging in any one class day is critical when trying to engage them with the material. For example, if a student has disengaged because they do not feel the content is relevant to them, a discussion at a theoretical level might be a

good approach; however, if the issue is that the content is too personal, making your approach more theoretical may move them to simply shut down altogether.

An important part of keeping students engaged in a human sexuality class is to make the entire class aware of the roadblocks above, and to encourage a supportive environment where everyone is able to participate at a level which is comfortable. We recommend preparing a "Classroom Bill of Rights" that gives all students the right to opt out of uncomfortable discussions, as well as the right to state opinions without fear of attack. Letting students know they are in a safe environment and they must safeguard the comfort of others can go a long way to fostering an engaging community in a classroom. You will find a sample Classroom Bill of Rights, as well as ideas for instituting one of your own below.

Following the two original activities below is a bibliography that represents the very best activities in human sexuality that encourage student engagement from a wide variety of sources.

Original Exercises/Demonstrations

Sexuality and the Law

Students often have ideas about what constitute legal and illegal sexual acts, including: ideas about incest, bestiality, homosexuality, age of consent laws, and more. Furthermore, students may be unaware of other laws about sexuality, including underage sexting and adultery. If you have access to a local lawyer who specializes in sexuality law, consider asking him/her to volunteer to run this class session.

By and large, current laws about sexuality are based on restrictions rather than on providing rights. This exercise involves students examining the legal restrictions and then moving into a discussion of what a sexual bill of rights might look like.

Supplies.

- A copy of your state's penal code section that relates to sexuality. This material is accessible via <http://law.justia.com/index.html>.
- A copy of other laws as they apply. This process may take time to obtain copies of

the relevant law statutes. We recommend starting with the state laws, and then find others based on students' brainstorming ideas.

- A class set of handouts of the Declaration of Sexual Rights from the 14th World Congress of Sexology in Hong Kong in 1999 <http://www.tc.umn.edu/~colem001/was/wde clara.htm>

Brainstorm. Begin by clarifying to the students that you are not a lawyer, and none of the activities or conversation in this class should be understood as legal advice or legal opinion. Then ask students to brainstorm local laws about sex and sexuality. Write all of their ideas on the board. After they have finished brainstorming, address each law. If what they state is a law, circle it, and read the relevant law from your local code. If something on the board is not a law, cross it out. If your students have not mentioned all of the laws, which they probably will not, add the missing ones to the board.

Bill of sexual rights. After the brainstorming session, ask students to look at the board and generalize what kinds of laws they are seeing. More specifically, who do the majority of these laws restrict? Generally, the laws presented restrict people, or citizens. Challenge the students to consider instead a series of laws that restricts the government's ability to legislate sexuality for their citizens. In other words, what a Sexual Bill of Rights might look like.

Put the students in pairs or small groups to write a Sexual Bill of Rights. We recommend that instructors read a few examples from the United States Bill of Rights to guide their writing style. After about ten minutes, have the class reconvene and ask one group to read their list of rights. Other groups should add rights from their lists until every unique right has been read. Some students might disagree with other people's rights, or ask for clarification of what they mean. Encourage this kind of conversation and analysis. After this process, give each student a copy of the Declaration of Sexual Rights. Read through it as a group, asking the following questions for each right:

1. Whether we have access to it in the United States
2. Whether individuals in other countries have access to it
3. How lives might be changed if they were given access to it

Classroom Bill of Rights.

As described in the introduction, it is important for instructors and students to be aware of how participating in a Human Sexuality class is different from many other college courses. One way to foster a safe community in a sexuality classroom is to get your students to participate in adopting a Classroom Bill of Rights. Before your class, draft a short version of a classroom bill of rights. You should make the material viewable on a large screen, and possibly give copies to students as well. For example, your draft may look something like this:

- **Right to Pass:** We will respect one's choice to abstain from the discussion.
- **Respect:** We will listen attentively to what others have to say, allowing one person to speak at a time.
- **Sensitivity:** We will recognize that it may be difficult for our classmates to share stories about themselves and their feelings.
- **Supportiveness:** We will not criticize other *people*, although we may respectfully disagree with their *point of view*.
- **Understanding:** We will be aware that others may differ in their religion, cultural background, or in other ways and we will, therefore, be thoughtful about the comments we make.
- **Confidentiality:** We will not repeat anything that is shared within the group to anyone outside of the group. Although we may talk about the content of the group discussion, we will not identify who has raised a particular issue or who has disclosed a personal story or feeling.

During class, explain to your students the concept of the Bill of Rights. Explain this document is designed to guarantee a safe environment for discussing very personal topics during the semester. All class participants, including the instructor, will be expected to abide by the bill of rights once it is adopted. Present your draft, and give the class time to read over it. Ask the students if they have any additions to your draft, or deletions from it. If there are changes to be made, allow the entire class to participate in the editing process. If possible, put the changes on the screen as well.

After the class input, have the class vote to adopt the bill of rights. The following class, prepare a revised copy with your signature, and present it to students. Each student can be asked to sign two copies, one that they keep, and one that the instructor

keeps. Through this simple activity, students develop a clear sense of the importance of classroom communication and support. It can be an effective way to prepare your classroom for an engaging semester.

Annotated Bibliography

Abortion

Abortion: teaching all sides without taking sides. Students take positions on a variety of statements about abortion (e.g., "It's okay with me if a woman has more than one abortion." "A man should have an equal say in whether or not his partner has an abortion."). Discussion follows. Students are then randomly assigned to support a range of potential abortion laws and make their case to the large group. Discussion questions of the legal status of abortion follows.

- Brick, P. & Taverner, B. (2001). *Educating About Abortion*. Morristown, NJ: Planned Parenthood of Greater Northern New Jersey, Inc. p. 51.

Pregnancy: A timeline. The primary thing this activity includes is a timeline of pregnancy and the kinds of abortion that are available as a pregnancy progresses. Statistics about the frequency of kinds of abortion and discussion questions and ways to introduce this material to students are also all included.

- Brick, P & Taverner, B. (2001). *Educating About Abortion*. Morristown, NJ: Planned Parenthood of Greater Northern New Jersey, Inc. p. 51.

Abstinence

The abstinence lineup: much more than "Just say no!" Teachers explain that for any safer sex method, there are steps involved - even engaging in abstinence is not as pithy and easy as the numerous slogans suggest. The teacher then quickly gives a condom demonstration, clearly stating each step. Students are broken up into groups of four, and are given 10 pieces of paper, four of them have four steps of being abstinent (e.g., Decide how you define "sexual abstinence" and carry out your abstinence plan with a partner). They put the four in order, and then write six remaining steps on the other pieces of paper and put them in order. Groups look at each others' steps and discuss. Discussion questions are included.

- Taverner, B. & Montfort, S. (2005). *Making Sense of Abstinence: Lessons for Comprehensive Sex Education*. Morristown, NJ: Planned Parenthood of Greater Northern New Jersey, Inc. p. 19.

Anatomy

Capitalizing on menstruation. This exercise involves a combination of class time and homework. Assign students to bring in print ads or transcribe television ads about menstrual products one or two classes before using this activity. Discuss historical beliefs about menstruation and menstrual flow, as well as current beliefs from other cultures. Have students discuss whether or not they think these beliefs are similar or different from our current belief system. Collect the ads from the students, and then discuss them and then evaluate ads for indication of impurity or uncleanness.

- Hyde, J. S and DeLameter, J. D. (2011). *Instructor's Manual to Accompany Understanding Human Sexuality*, 10th ed. Updated by Allred, S.. McGraw Hill. Activity CA11, Ch. 5, p. 7

Draw and label. Divide the class into groups separated by sex. Ask the men to draw and identify the female anatomy, and the women to draw and identify the male anatomy. This exercise can be done both before and after the lecture on anatomy.

- Caron, S. L. and Cirillo, J. M. (2010). *Instructor's Manual for Hock "Human Sexuality*, 2nd ed." Boston: Pearson Education as Allyn and Bacon. Activity 4, Ch. 2, p. 27.

Body Image

Ideal bodies drawing & discussion. Students draw pictures of what they consider to be ideal male body and the ideal female body. Discussion questions include the realism of the images and what it means to have a different body type.

- Goldfarb, E. S., Casparian, E. M., & Frediani, J. A. (2000). *Our Whole Lives: Sexuality Education for Grades 10 - 12*. Boston: Unitarian Universalist Association of Congregations. Session 1, Workshop 2, pp 30 - 31.

Child Sexual Abuse

Sexual abuse: what you need to know. Present a handout of five important things to know about child sexual abuse (i.e., abuser and victim profiles, sexual abuse can involve touch or no touch, can make a victim have positive or negative feelings or both, generally involves secrecy, and involves power differential). There are three stories of sexual abuse which allows a guided conversation about the five things to know. There is also a handout on the process of deciding whether or not to tell about abuse, which allows for a complicated understanding of the potential outcomes of telling. Discussion questions for each step are included.

- Brown, S. & Taverner, B. (2001). *Streetwise to Sex-wise: Sexuality Education for High-Risk Youth*. Morristown, NJ: Planned Parenthood of Greater Northern New Jersey, Inc. p. 107.

Communication

Sexual scripts. The instructor writes out many behaviors that could happen during a sexual interlude. For example: They go on a date, she receives oral sex, he touches her chest, etc. Additionally, the instructor comes up with several events, such as first date, third date. Each group of students is given the set of behaviors, and is asked to place them in the "right" order for their given event. Insure that each event is given to more than one group, and then have groups compare how their orders differ. You can include more variations by asking students to think about different-aged participants.

- Hyde, J. S. and DeLameter, J. D. (2011). *Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed.* Updated by Allred, S.. McGraw Hill. Activity CA4, Ch. 2, p. 5

Facial expressions and touch. Students draw emotions from a stack and try to get their partner to guess that emotion through facial expressions or touch alone. (Touch is done exclusively through holding hands while the eyes are closed.)

- Goldfarb, E.S., Casparian, E. M., & Frediani, J. A. (2000). *Our Whole Lives: Sexuality Education for Grades 10 - 12*. Boston: Unitarian Universalist Association of Congregations. Session 7, Workshop 21, p 158.

Contraception

Contraceptive scavenger hunt. This exercise again involves class time and homework for students. Assign either groups or individuals to visit places where contraceptives are available. For each, students must write down the location of the contraceptives, the cost, and the variety they were able to find. Upon returning to class, students should discuss their comfort level during the project, as well as what they learned. Were there any surprises about contraceptive availability?

- Caron, S.L. and Cirillo, J.M. (2010). *Instructor's Manual for Hock "Human Sexuality, 2nd ed."* Boston: Pearson Education as Allyn and Bacon. Activity 3, Ch. 5, p. 67.

Contraception scenarios. Small groups of students are given relationship scenarios are asked to determine which form of contraception would be best for the (often rather complicated and involved) circumstances. They are also given a comprehensive list of contraception methods and their failure rates.

Afterward, groups read their scenarios and report out to the whole class.

- Goldfarb, E. S., Casparian, E. M., & Frediani, J. A. (2000). *Our Whole Lives: Sexuality Education for Grades 10 - 12*. Boston: Unitarian Universalist Association of Congregations. Session 3, Workshop 7, p 72.

Gender

Gender in the media. Students are asked one class ahead to bring in one example of a gender message from the media. They can use print examples, or describe images they have seen in video format. In small groups the students use the examples to create a list of male vs. female traits as characterized by the media. All groups convene and a class discussion examines which traits are seen as factual and which are false.

- Caron, S. L. and Cirillo, J. M. (2010). *Instructor's Manual for Hock "Human Sexuality, 2nd ed."* Boston: Pearson Education as Allyn and Bacon. Activity 3, Ch. 10, p. 144.

Determining gender. Have students brainstorm a list of things that they use to determine the gender of others. Write three headings on the board: gender determination that is obvious without any intimacy; those that require some intimacy; and ones that require some scientific investigation (e.g., hormone assay). After the class has several methods under each heading, go through each, and ask the class which ones seem most / least effective. Is there one that is foolproof? If not, how might we be able to accurately determine gender? An important point of this exercise is that since gender is psychological, even scientific methods can be incorrect.

- Hyde, J. S and DeLameter, J. D. (2011). *Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed.* Updated by Allred, S.. McGraw Hill. Activity CA7, Ch. 5, p. 6.

Language

Breaking the language barrier. Explain that sexuality can be discussed in at least four different types of language: the language of science (e.g., fallopian tubes, intercourse), childhood language (e.g., weewee or number two), street language (e.g., screw, dick, pussy), and common discourse (e.g., having sex). Students break out into groups, professor gives the students a sexual word, and each group brainstorms as many synonyms of that word as they can. Give the students 2 - 3 min. Then continue with other words. Group who gets the most synonyms wins. Discussion questions are provided.

- Tino, M.J., Millspaugh, S. G., and Stuart, L. A. (2008). *Our Whole Lives: Sexuality Education for Young Adults, ages 18 - 35*. Boston: Unitarian Universalist Association of Congregations. Workshop 2, p. 13.

Love

Is this really love? Students brainstorm ways to finish the statement, "If you're in love, you..." They then agree or disagree with a number of statements about love ("Jealousy is a sign of love," "A person can fall in love many times," "A person can prove they are in love by having sexual intercourse," etc.). Students brainstorm what makes a good partner and then categorize descriptions of relationships into "Healthy" and "Unhealthy." Discussion questions for each activity are included.

- Brown, S. & Taverner, B. (2001). *Streetwise to Sex-wise: Sexuality Education for High-Risk Youth*. Morristown, NJ: Planned Parenthood of Greater Northern New Jersey, Inc. p. 145.

A continuum of love. Explain to your students the concept of a continuum. Next, ask them to place themselves on a physical continuum from agree to disagree on several statements about love. This activity will encourage your students to think about their own beliefs, as well as seeing where others fall. Some example statements are: "Love is the same for men and women." "There is such a thing as "love at first sight." and "You can be deeply in love with more than one person."

- Activity #1 in Chapter 4. Caron, S. L. and Cirillo, J. M. (2010). *Instructor's Manual for Hock "Human Sexuality, 2nd ed."* Boston: Pearson Education as Allyn and Bacon. p. 54.

Pregnancy and Birth

Stereotypes of birth. Ask students to describe a scene of birth they remember from a movie or a television show. After several students have given examples, have the class come up with ways in which the depictions of birth they've seen contribute to our birth culture and expectations. Who should be at a birth? Where does it take place? How does it proceed? How do these depictions alter our own belief systems? Do they make birth seem easy or frightening? Gross or beautiful? Have students who have experienced or witnessed birth share how the depictions measure up to the real event.

- Hyde, J. S and DeLameter, J. D. (2011). *Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed.* Updated by Allred, S.. McGraw Hill. Activity DQ12, Ch. 6, p. 6

Birth stories. This exercise involves class time and homework for students. Have students interview a family member about their experience of birth. Be sure that they collect information about the location of the birth, type of pain relief if any, birth attendants, etc. Upon returning to class, ask the students to share what they found and discuss whether they would like to have similar or different birth experiences.

- Caron, S. L. and Cirillo, J. M. (2010). *Instructor's Manual for Hock "Human Sexuality, 2nd ed."* Boston: Pearson Education as Allyn and Bacon. Activity 2, Ch. 9, p. 129.

Reproductive Technology

Forced choice case studies. Up to six case studies of real life examples of ethically and legally debatable uses and outcomes from advanced reproductive technology are read. Students are given two potential answers and forced to choose between them. The groups gather their thoughts and then have short debates on the outcomes.

- Goldfarb, E.S., Casparian, E. M., & Frediani, J. A. (2000). *Our Whole Lives: Sexuality Education for Grades 10 - 12*. Boston: Unitarian Universalist Association of Congregations. Session 10, Workshop 23, p. 207.

Research

The bias of surveys. Assign each group of students a research question relating to sexuality. Have each group think of at least one way that the research could be swayed by various problems in research such as sampling bias, subject honesty, retrospective memory issues, etc.

- Hyde, J. S and DeLameter, J. D. (2011). *Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed.* Updated by Allred, S.. McGraw Hill. Activity CA6, Ch. 3, p. 4.

Evaluating studies in lay publications. Either assign students to find an article discussing an issue about sexuality (magazines are actually great for this) or bring your own. Ask the students to work in groups to find the strengths and weaknesses of the research design and then to make suggestions about how to improve it.

- Caron, S. L. and Cirillo, J. M. (2010). *Instructor's Manual for Hock "Human Sexuality, 2nd ed."* Boston: Pearson Education as Allyn and Bacon. Activity 6, Ch. 1, p. 12.

Sex Disorders & Therapy

Benefits of masturbation. Many therapeutic approaches for sexual disorders call for masturbation either alone or in front of a partner. Many students find masturbating embarrassing, and thus this recommendation is a difficult concept for them to grasp. Have the class brainstorm a list of reasons why masturbation is embarrassing. Break into groups and come up with solutions to these problems - how might you help a person get over their embarrassment? How might masturbating help?

- Hyde, J. S and DeLameter, J. D. (2011). Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed. Updated by Allred, S.. McGraw Hill. Activity CA8, Ch. 17, p. 6.

Sex Education

Just say know: navigating mixed messages about "sex". Students are assigned to small groups where they brainstorm messages from one (or two) sources of messages about sex (including Advertising, School, Parents, Music, Friends, etc.). They then decide on the top three most pressing messages from their assigned source. One individual is picked to represent each source, puts the placard around their neck, and tries to get their top three messages across in as persuasive a way as they are able. (It might be fun to have them do it all at the same time.) Good discussion questions are included. There is also an activity that talks about government regulations about sex education. The activity is good, but the information is out of date. The last activity is about designing a sex education curriculum. It is a relatively sparse activity, although the concept of having students do this is rich in potential.

- Taverner, B. & Montfort, S. (2005). Making Sense of Abstinence: Lessons for Comprehensive Sex Education. Morristown, NJ: Planned Parenthood of Greater Northern New Jersey, Inc. p. 35.

Sexual Arousal and Response

Orgasm descriptions. Have students write up a description of what an orgasm feels like to them. Make sure each person includes their sex along with the description. After class, the instructor should select a few of the descriptions, and type them up removing any information that identifies the sex of the author. Copy the descriptions and then give them to the students. Have them attempt to identify the sex of the person who wrote each, and why they made that assumption. After the students have completed this part of the activity, reveal to them the actual sex of each author. Discuss whether or not the students

were able to distinguish between male and female orgasms.

- Hyde, J. S and DeLameter, J. D. (2011). Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed. Updated by Allred, S.. McGraw Hill. Activity CA4, Ch. 8, p. 7.

Sexual Coercion

Sex, a decision for two. Students agree, disagree, or say they do not know about the statement: "When people say 'no' to sex, they usually mean 'no.'" Discussion questions and interactions for each of the three groups follow. A story of a date rape from a third person perspective follows, along with a guide for small groups of students to analyze the story and the communication and signals. Scripts and script starters for role plays are also included.

- Brown, S. & Taverner, B. (2001). Streetwise to Sex-wise: Sexuality Education for High-Risk Youth. Morristown, NJ: Planned Parenthood of Greater Northern New Jersey, Inc. p. 95.

Sexual boundaries. Create a list of scenarios that your students might experience regarding sexual boundaries. Ideas include "Calling a friend bitch," "Telling a woman that she has beautiful breasts," "Asking your boss out for drinks" etc. Have students take turns reading one scenario and responding to it, explaining whether they think it is appropriate or not, how best to respond if it happens to you, etc. After the reader gives their thoughts, have the other students contribute as well. This activity is good for showing that we all have different boundaries, different expectations of behavior, and that miscommunication is easy if you aren't careful.

- Hyde, J. S. and DeLameter, J. D. (2011). Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed. Updated by Allred, S.. McGraw Hill. Activity CA8, Ch. 15 p. 4.

Sexual Orientation

Experiencing homophobia. Students are asked ahead of time to select one of four exercises to try. Each exercise will challenge the student to experience what it feels like to be subjected to homophobia. Through real life interactions, the student will learn about the effects of homophobia. Examples of the exercises include carrying a book or magazine that deals with GLBT issues and carry/read it in public for a week / keeping a heterosexual relationship "in the closet" for one week / wearing a pro-GLBT t-shirt or button for a week. After the week long exercise, students are to discuss their experiences with the class.

- Caron, S. L. and Cirillo, J. M. (2010). Instructor's Manual for Hock "Human Sexuality, 2nd ed." Boston: Pearson Education as Allyn and Bacon. Activity 3, Ch.11, p. 159.

Everyone deserves respect: looking at abstinence and stereotypes. Students brainstorm their different reactions to the phrases "A woman who abstains" and "A man who abstains" and then compare and discuss. Teacher reads a short quote from a non-straight individual who felt excluded from a discussion of abstinence. Students react to a story where assumptions about gender and sexual orientation are tied up in conversations and education about abstinence. Discussion questions are included.

- Taverner, B. & Montfort, S. (2005). Making Sense of Abstinence: Lessons for Comprehensive Sex Education. Morristown, NJ: Planned Parenthood of Greater Northern New Jersey, Inc. p. 43.

Sexuality Through the Lifecycle

Parental decisions. Give small groups a scenario about a decision that parents might have to face about their children's developing sexuality. Each group should discuss the scenario, and come up with a decision for the entire group. Groups then present their decisions to the class as a whole. Examples of scenarios can include: You are the parents of a teenage girl. Would you allow her to spend time in her room with the door closed with her boyfriend? Would you provide condoms to your teenager?

- Hyde, J. S., & DeLameter, J. D. (2011). Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed. Updated by Allred, S. McGraw Hill. Activity CA8, Ch. 9, p. 5.

Sex between older couples - guided imagery. Ask the students to close their eyes and to imagine a couple coming home from dinner and beginning to have a sexual interaction. Give as much detail as you'd like, but avoid mentioning anything about the ages of the couple. At the end of the imagery, tell the class to imagine that the couple is 75 years old. Get reactions from the class about how this made them feel. What does this say about our feelings about sex in older individuals? Do your students think there is an age at which people should stop having sex?

- Hyde, J. S. and DeLameter, J. D. (2011). Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed. Updated by Allred, S. McGraw Hill. Activity CA8, Ch. 10, p. 8.

STIs

Breaking the news. Have students break into pairs. Assign each student an STI. Next, have the

pairs role-play telling their "partner" that they have the STI they've been assigned. This activity uses communication skills, and requires the students to revisit the specifics of the STI's. After each student has had a turn to share their health status with another, come together as a class and discuss the challenges of sharing that you have an STI.

- Caron, S.L. and Cirillo, J.M. (2010). Instructor's Manual for Hock "Human Sexuality, 2nd ed." Boston: Pearson Education as Allyn and Bacon. Activity 4, Ch. 8, p. 110.

How serious is the threat of an STI to me? Students are given prepared index cards, find partners to talk with about a number of relevant questions, and write each person's name on their card. At the end, everyone who has talked with the person with an "I" on their card was exposed to an STI, and those who talked with the "affected" people were also exposed. Those not exposed have cards with a "C" to indicate condom and some have an "A" to indicate abstinence.

- Goldfarb, E. S., Casparian, E.M., & Frediani, J. A. (2000). Our Whole Lives: Sexuality Education for Grades 10 - 12. Boston: Unitarian Universalist Association of Congregations. Session 2, Workshop 6, p 56.

What is Sexuality

Circles of sexuality. Students brainstorm ideas or words that are brought to mind by the five areas of human sexuality created through Advocates for Youth - sensuality, intimacy, sexual identity, sexual health and reproduction, and sexualization. After brainstorming, the group discusses the ideas and compares them with the handout.

- Tino, M. J., Millsbaugh, S. G., and Stuart, L. A. (2008). Our Whole Lives: Sexuality Education for Young Adults, ages 18 - 35. Boston: Unitarian Universalist Association of Congregations. Workshop 1, p. 4.

Sexual norms in the U.S. Blank posters are placed around the room with headers of interest like: masturbation, circumcision, age, intercourse, etc. Students are invited to walk around and discuss the topics with others, and to add information to each poster. After the posters are filled, the class discusses what they have written. The instructor can supplement the student provided information with norms from other cultures to explore the ideas of how sexuality is different in different parts of the world.

- Hyde, J. S. and DeLameter, J. D. (2011). Instructor's Manual to Accompany Understanding Human Sexuality, 10th ed. Updated by Allred, S.. McGraw Hill. Activity CA1, Ch. 1, p. 4.