

GRADE 8 | LESSON 6

SEXUALITY & SEXUAL HEALTH

LESSON SUMMARY

LESSON 6: SEXUALITY AND SEXUAL HEALTH

- In this lesson, students will reflect on the concept of human sexuality by examining the messages they receive from friends, family, media, society and culture about sexual behavior and how these messages influence their own attitudes. Students will learn about sexual health as a lifelong goal that is much more than simply sexual behavior or activity.

LEARNING OBJECTIVES

CORE CONCEPTS

- Describe male and female sexual and reproductive systems including body parts and their functions. (NSES AP.8.CC.1)

ANALYZING INFLUENCES & ACCESSING INFORMATION

- Examine how ~~alcohol and other substances~~,* friends, family, media, society and culture influence decisions about engaging in sexual behaviors. (NSES PR.8.INF.1)
- Identify accurate and credible sources of information about sexual health. (NSES AP.8.AI.1)

* Alcohol and other substances are addressed in Lesson 8

ADVANCE PREPARATION

MATERIALS

- (optional) Class Set copies of *The Science of Love Infographic*
- One or two sets of “human sexuality person” cut outs per class period
- One set of “guiding questions” per set of “human sexuality person” cut outs
- One copy of “Know Your Body” anchor per set of “human sexuality person” cut outs
- Student notebooks or scrap paper

ACTIONS

- Ensure pedagogical familiarity and comfort with lesson plan
- Decide which video students will watch for “Finding Out Who You Are” activity
- Plan where students will write end-of-lesson reflection
- Plan how you will group students for *Human Sexuality Person* activity
- (optional) Set up *Human Sexuality Person* activity as stations
- Ensure functioning of audiovisual setup
- Test video playback
- Questions? Contact Michele Rusnak or a district STEM Coach.

See next
few slides
for more
details

ADVANCE PREPARATION: *HUMAN SEXUALITY PERSON*

You will need at least one (1) set of labeled cutouts per class period

For large classes, consider having two (2) sets of labeled cutouts to keep group sizes manageable.

HUMAN SEXUALITY PERSON

20 minutes

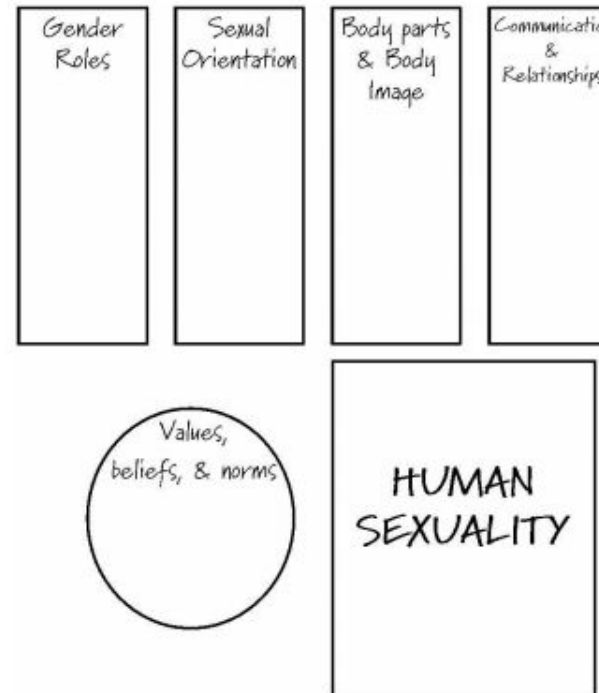
Materials

- 5 Human Sexuality Topic Sheets and one large Human Sexuality sheet (instructions below)
- Markers

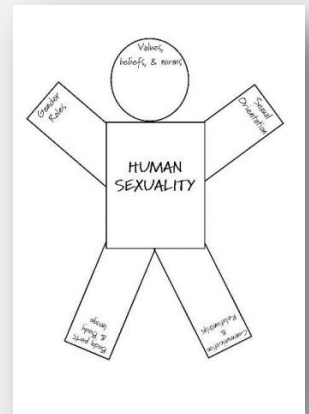
Activity

Materials preparation instructions: Materials will need to be prepped before this activity. Cut two pieces of flip chart paper in half to make 4 pieces (or cut 4 rectangles out of butcher paper – all about the same size). Cut one circular shape out of flip chart/butcher paper. There will be 5 cut pieces total.

On the top of each piece write one of the topic categories (Communication & Relationships; Body Parts & Body Image; Gender Roles; Sexual Orientation; Values, Beliefs & Norms). On another full piece of flip chart paper (or cut a large rectangular piece of butcher paper) write “Human Sexuality” in large letters in the middle. Materials will look like this:



At the end of the activity, the pieces will be assembled into a “human sexuality person.”



ADVANCE PREPARATION: *HUMAN SEXUALITY PERSON (CONT'D)*

Recommended: One (1) set of “guiding questions” for each set of cutouts

VALUES, BELIEFS, AND NORMS

What are they?

- Roles, values and ideas we learn from society, our culture and our families

Helpful questions to consider:

- What did your family teach they not teach you about sex?
- What beliefs about sex, dating, your family have?
- What have you learned from

GENDER ROLES

What are they?

- Culturally accepted and expected behaviors associated with gender
- For example, the expected behaviors associated with being a man, a woman, transgender, genderqueer, etc.
- These expectations can often be stereotypical.
- Gender roles are constructed and culture-specific. The stereotypes can sometimes be harmful to people.

Helpful questions to consider:

- What do we learn about gender?
- How do we learn about gender?
- Are there different roles for men and women? What are they? What do you think about them?

SEXUAL ORIENTATION

What is it?

- Who we are attracted to
- The values that we learn about attraction and identity

Helpful questions to consider:

- What sexual orientation have you heard of?
- How are people in the media (music, movies, etc.) portrayed?
- Are there differences on their sexual orientation rules/laws? Why?

BODY IMAGE & BODY PARTS

What is it?

- Parts of the human body
- How we describe and think about parts of our body

Helpful questions to consider:

- What are some different ideas we have about body parts?
- How do we feel about our bodies?
- How does our image of our bodies affect our self-esteem?
- According to TV, movies, and music, what body parts are considered beautiful/desirable?

COMMUNICATION & RELATIONSHIPS

What is it?

- The types of relationships
- The ways that people communicate in relationships

Helpful questions to consider:

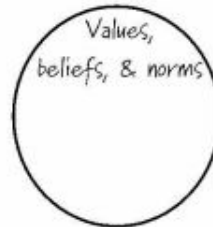
- What types of relationships are healthy?
- What type of communication does a person need to be in a healthy relationship?
- How do people start relationships? How do people end relationships? Are these healthy or unhealthy ways of starting/ending relationships?
- What kind of qualities make a “good” relationship partner?

Gender Roles

Sexual Orientation

Body parts & Body Image

Communication & Relationships




HUMAN SEXUALITY

ADVANCE PREPARATION: *HUMAN SEXUALITY PERSON (CONT'D)*

The “Know Your Body” anchor should accompany the “Body Image and Body Parts” topic.

11/11/2019 Know your body : I Wanna Know

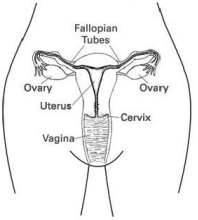
Know your body



A good first step in taking charge of your sexual health is to know your body and know how it works.

Female anatomy

The female reproductive system is a series of orifices (openings) for intake and output through tubes and passages. The interior part of the system performs the most important functions, and the exterior acts as a cover to protect the delicate interior organs.



Ovaries
The ovaries are small, oval-shaped glands that are located on either side of the uterus (womb). The ovaries produce eggs and hormones.

Fallopian tubes
Narrow tubes that are attached to the upper part of the uterus and serve as tunnels for the ova (egg cells) to travel from the ovaries to the uterus. Conception, the fertilization of an egg by a sperm, normally occurs in the fallopian tubes. The fertilized egg then moves to the uterus, where it implants to the uterine wall.

www.iwanknow.org/curriculum/own.html

1/3

parts, the ejaculates na. The seek out through

body. Its it fertilized, also the birth

th men the body, reduce

sperm

g away eds to be rotum

ons.

2/3

BODY IMAGE & BODY PARTS

What is it?

- Parts of the human body
- How we describe and think about parts of our body

Helpful questions to consider:

- What are some different ideas we have about body parts?
- How do we feel about our bodies?
- How does our image of our bodies affect us?
- According to TV movies and music what types of bodies or what body parts are valued or considered beautiful/desirable?

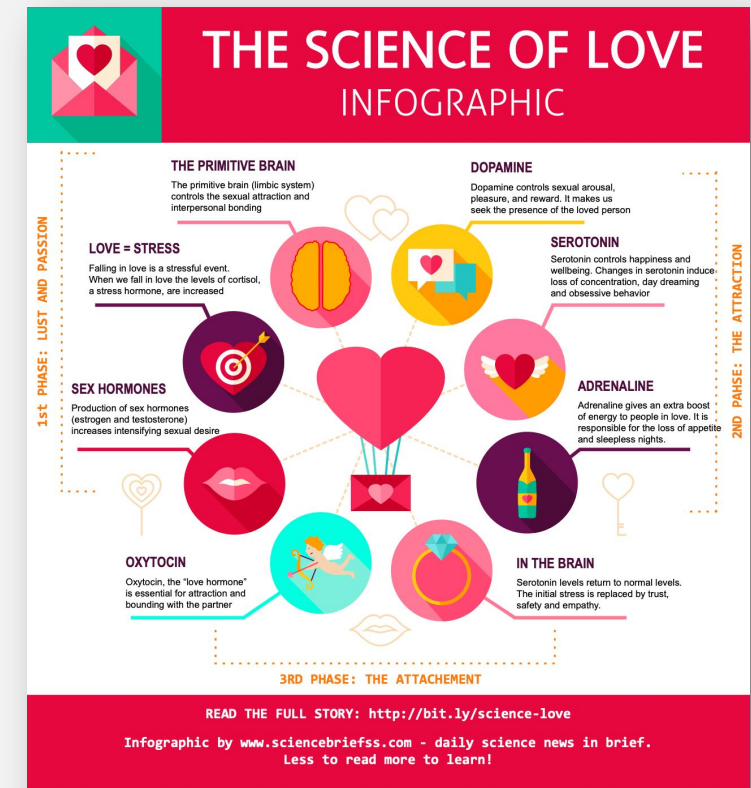
Body parts & Body Image

WARM UP

Instruct students to use the words around the perimeter of the slide to complete the sentences. They can work alone or in pairs. Solicit responses from students as you show the answers on the screen using the animated slide.

REVIEW: THE SCIENCE OF LOVE (TEACHER)

1. All our emotions are produced by the **brain**, including love. They are generated by electrical signals with the help of some chemicals called **neurotransmitters**.
2. When love hits, first we feel a strong **attraction** towards the other person. This is triggered by the activation of the limbic nervous system (the primitive brain) and the release of sex **hormones** (estrogen and testosterone).
3. This initial stage of love is mostly **unconscious** which means we can't really control it.
4. Love is sometimes said to be like a **drug** because it activates dopamine which is part of the brain's "**reward system**."



Transition: There's a lot going on in your brain and body when it comes to romantic feelings. These kinds of experiences often challenge a person's self-concept and make them start their self-concept, or the answer to the question, "Who am I?". Today we are going to talk about the things that can influence your self-concept around sex and sexuality.

reward

neurotransmitters

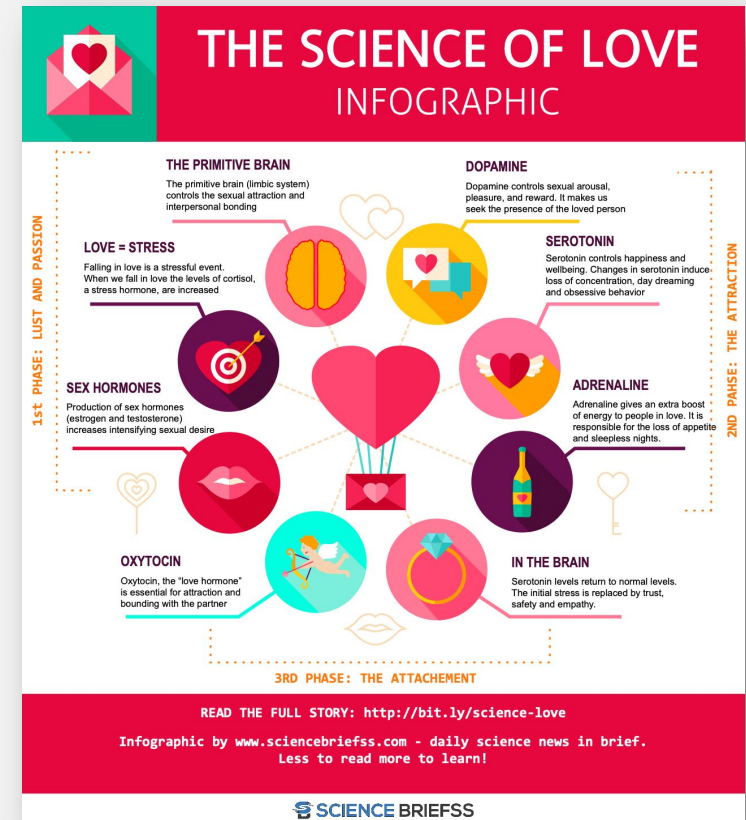
attraction

REVIEW: THE SCIENCE OF LOVE

1. All our emotions are produced by the _____, including love. They are generated by electrical signals with the help of some chemicals called _____.
2. When love hits, first we feel a strong _____ towards the other person. This is triggered by the activation of the limbic nervous system (the primitive brain) and the release of sex _____ (estrogen and testosterone).
3. This initial stage of love is mostly _____ which means we can't really control it.
4. Love is sometimes said to be like a _____ because it activates dopamine which is part of the brain's "_____ system."

unconscious

drug



reward

neurotransmitters

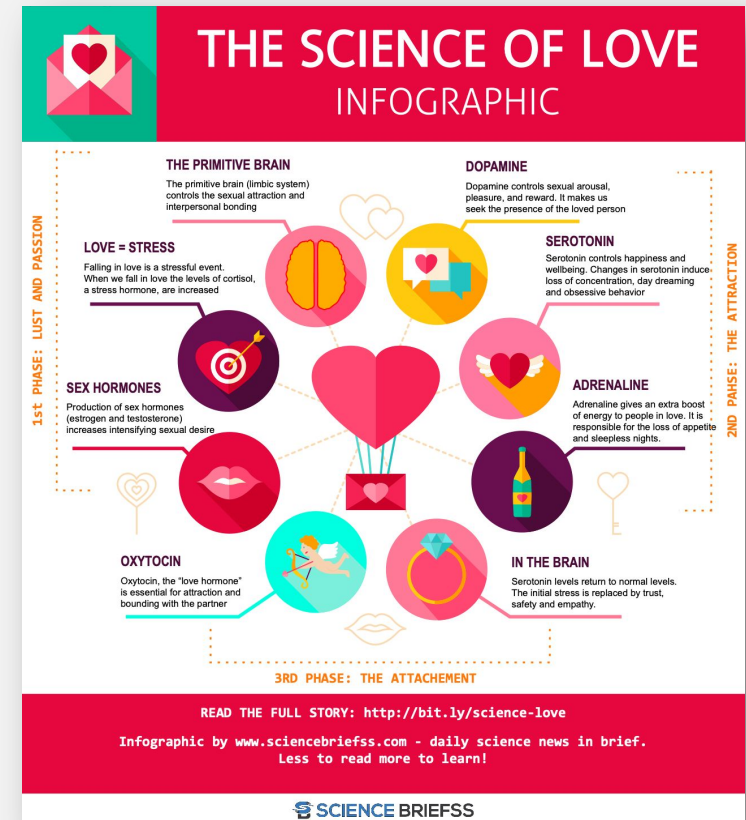
attraction

REVIEW: THE SCIENCE OF LOVE

1. All our emotions are produced by the brain, including love. They are generated by electrical signals with the help of some chemicals called neurotransmitters.
2. When love hits, first we feel a strong attraction towards the other person. This is triggered by the activation of the limbic nervous system (the primitive brain) and the release of sex hormones (estrogen and testosterone).
3. This initial stage of love is mostly unconscious which means we can't really control it.
4. Love is sometimes said to be like a drug because it activates dopamine which is part of the brain's "reward" system."

unconscious

drug



FIGURING OUT WHO YOU ARE

INSTRUCTIONS: FIGURING OUT WHO YOU ARE

ADVANCED PREP

- Preview the two videos and decide which one you want to show to your students. The purpose is to recognize adolescence as a time of discovery and change and review the factors that influence self-concept.
 - *Puberty and Finding Out Who You Are* (Amaze.org)
 - *Figuring Out Who You Are* (Amaze.org)

IMPLEMENTATION

- Use the animated slide, “Review: What Influences Self-Concept” to *briefly* review...
 - Self-Concept
 - What influences self-concept
- Ask students to keep track of the emotions the character experiences and what influences are acting on the character’s self-concept.

REVIEW: WHAT INFLUENCES SELF-CONCEPT?



Social institutions, self-concept is a collection of beliefs one holds about oneself and the responses of others. It embodies the answer to the question "Who am I?"

• Individual Self



• Relational Self



• Collective Self



Socialization is how we learn the norms and beliefs of our society. From our earliest family and play experiences, we are made aware of societal values and expectations. This learning takes place through interaction with various agents of socialization, like **peer groups and families**, plus both formal and informal **social institutions**.

Attributes and personality traits that differentiate us from other individuals. Examples include introversion or extroversion.

Defined by our relationships with significant others. Examples include sibling, friend, and spouse.

Reflects our membership in social groups. Examples include British, Republican, African American, or gay.

List some of the **emotions** this character experiences on the “Teen Rollercoaster”.

What **influences** are acting on the character’s self-concept?



List some of the **emotions** this character is experiencing.

What **influences** are acting on the character's self-concept?



SEX, SEXUALITY AND SEXUAL HEALTH

ADVANCE PREPARATION: SEX, SEXUALITY AND SEXUAL HEALTH

- Preview the definitions and the slide animations to ensure you can read them fluidly and are familiar with how the animations work.
- Some of the wording is technical; practice varying your tone and speed to help students process the information while you are reading it aloud.

INSTRUCTIONS: SEX, SEXUALITY AND SEXUAL HEALTH

- Use the animations on the following slides to help students understand that "sexuality" is much broader than the act of "sex" and that "sexual health" is a lifelong goal that encompasses many aspects.

WHICH ONE?

- Which of these concepts was the character in the video trying to figure out?

Sex
Sexuality
Sexual Health



TEACHER REFERENCE: WORLD HEALTH ORGANIZATION (WHO) WORKING DEFINITIONS OF SEXUALITY AND SEXUAL HEALTH

From World Health Organization webpage
Defining sexual health

Sexual health

According to the current working definition, sexual health is:

“...a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” (WHO, 2006a)

Sexuality

Sexual health cannot be defined, understood or made operational without a broad consideration of sexuality, which underlies important behaviours and outcomes related to sexual health. The working definition of sexuality is:

“...a central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors.” (WHO, 2006a)

W-H-O WORKING DEFINITION SEXUALITY

Here the word sex means
“biological sex,” though
this term is also commonly
used to mean “sexual
activity”

Sexuality is...

a
central
aspect
of being
human

Sexuality is influenced by
the interaction of...

biological social political legal religious
psychological economic cultural historical and spiritual ...factors.

Sexuality encompasses...

sex ●
gender identity
gender roles
sexual orientation
eroticism
pleasure
intimacy
and reproduction

Sexuality can be experienced
and expressed in...

thoughts
fantasies
desires
beliefs
attitudes
values
behaviors
practices
roles
and relationships

World Health Organization

W-H-O WORKING DEFINITION OF SEXUAL HEALTH (TEACHER)

Sexual health is a
state of...

physical
emotional
mental
and social

well-being

in relation to **sexuality**.

Sexual health requires...

a
positive
and

In the student-facing slide animation, this phrase (highlighted here in red) is presented first as the “basic” definition of *sexual health*. The rest of the WHO definition is about the factors that make this possible.

...as well as
the
possibility
of having
pleasurable
and
safe

sexual experiences...

...free from coercion, discrimination and violence.

W-H-O WORKING DEFINITION OF **SEXUAL HEALTH**

Sexual health is a
state of...

physical
emotional
mental
and social

well-being

in relation to **sexuality**.

Sexual health requires...

a
positive
and
respectful
approach

to sexuality
and sexual relationships...

...free from coercion, discrimination and violence.

...as well as
the
possibility
of having
pleasurable
and
safe

sexual experiences...

SEX, SEXUALITY AND SEXUAL HEALTH (TEACHER)

A
lifelong
goal!

Sexual Health

- ✓ Physical,
- ✓ Emotional,
- ✓ Mental and
- ✓ Social

...Well-being
around

Sex
Sexuality

Teacher script:

- Sex is simply one part of *sexuality*.
- The goal of physical, emotional, mental and social well-being around sexuality is the definition of *sexual health*.
- Sexual health is a lifelong goal.



SEX, SEXUALITY AND SEXUAL HEALTH

A
lifelong
goal!

Sexual Health

- ✓ Physical,
- ✓ Emotional,
- ✓ Mental and
- ✓ Social

...**Well-being**
around

Sex

Sexuality



THE INFLUENCES ON SEXUAL SELF-CONCEPT

OVERVIEW: *HUMAN SEXUALITY PERSON*

- SFUSD Lesson 3: Human Sexuality - Human Sexuality Person (pp. 2 - 5)
- In small groups, students reflect on the messages they get from friends, family, media, society and culture around human sexuality.
- The teacher will then facilitate a short discussion that prompts students to reflect on the activity and how all of these message impact may impact the decisions they make about their own sexuality.

At your discretion, consider setting this activity up as stations around your classroom.

TEACHER CONSIDERATIONS: *HUMAN SEXUALITY PERSON*

GROUPS

Pre-plan how you will get students in groups. Recommended group size is 2-3 students. To save time, consider assigning groups ahead of time.

Large classes may need to create 2 human sexuality “people” to keep group sizes small enough that all members have a role.

Consider whether group roles would help students work more efficiently. Possible group roles: scribe, timekeeper, teacher liaison. Be sure they understand all group members are responsible for the ideas that the scribe writes.

TIMING

- It is recommended for groups to spend 2 – 5 minutes brainstorming per topic
- What structures / techniques will you use to...
 - Help students be productive in the time given?
 - Let students know when it is time to switch to the next topic?

TEACHER INSTRUCTIONS: *HUMAN SEXUALITY PERSON*

For large classes, consider creating two (2) human sexuality “people” to keep group sizes manageable.

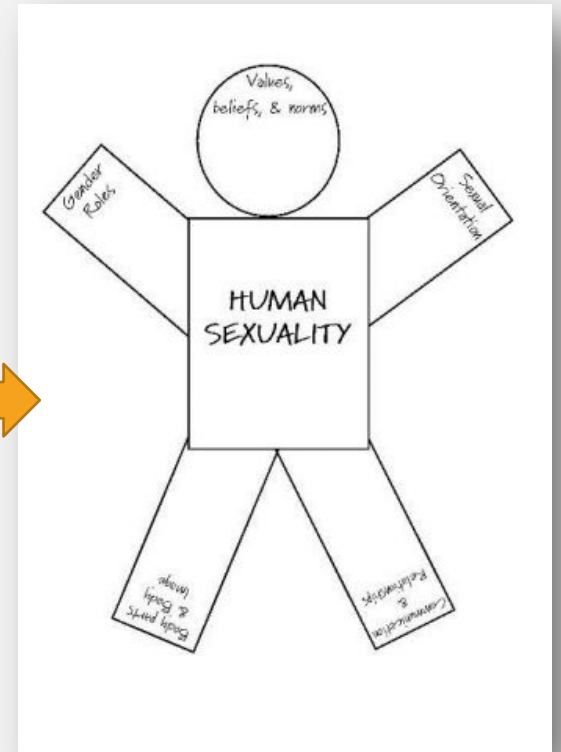
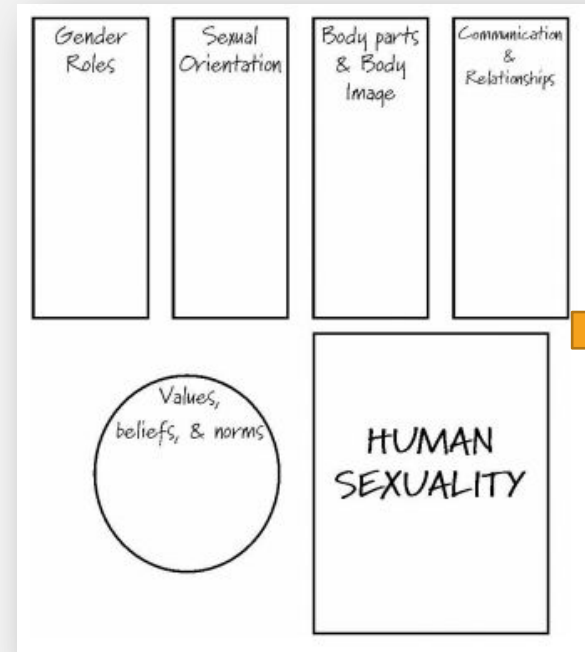
Break the students up into 5 groups. Distribute one of the Human Sexuality Topic Sheets (Communication & Relationships; Body Parts & Body Image; Gender Roles; Sexual Orientation; Values, Beliefs & Norms) to each group. Give the group about 2-5 minutes to brainstorm their ideas on the sheet and then rotate the topics sheets to a new group. Let the students know that there are no “right” or “wrong” answers for this activity. Instruct the group to engage in free word association- they should write down what they have learned about the particular topic and what comes to mind when they see the category.

Suggested Script:

We are going to do an activity that allows you to think about the messages you have received about sex and sexuality from the world around you. These messages may be from family, friends, school, media, tv, religion, or your community or culture. You will be put into small groups and each group will receive a topic to think about and brainstorm ideas onto the poster. There are no “right” or “wrong” answers in this activity. All ideas should be written on the paper. After a few minutes we will rotate the posters so your group can work on a new topic. At the end, we will discuss all of the ideas and messages you wrote on the posters.

HUMAN SEXUALITY PERSON ACTIVITY OVERVIEW

- In this activity, you will be reflecting on the **influences** that help shape your self-concept around sexuality. In other words, what messages about sexuality do you receive from friends, family, media, society and culture?
- Topics for Reflection
 - Values, beliefs and norms
 - Gender roles
 - Sexual orientation
 - Body parts and body image
 - Communication and relationships



THE TOPICS

| Topic | Description |
|---------------------------------|--|
| Values, Beliefs and Norms | Roles, values and ideas we learn from society, our culture and our families |
| Gender Roles | Culturally accepted and expected behaviors associated with gender |
| Sexual Orientation | Who we are attracted to and the values that we learn about attraction and identity |
| Body Parts and Body Image | How we describe and think about parts of our body |
| Communication and Relationships | The types of relationships and the ways that people communicate in relationships |

GUIDING QUESTIONS

- Each topic has “helpful questions” to guide your reflections
- You do not have to answer all of them!
- Pick one or more questions that you and your group members find interesting

VALUES, BELIEFS, AND NORMS

What are they?

- Roles, values and ideas we learn from society, our culture and our families

Helpful questions to consider:

- What did your family teach you about sex? What did they not teach you about sex?
- What beliefs about sex, dating, and relationships does your family have?
- What have you learned from the media about sex?

TEACHER INSTRUCTIONS: *HUMAN SEXUALITY PERSON (CONT'D)*

Teacher Tip:

As the students are working, walk around the room and offer assistance to each group. Encourage each member of the group to share their ideas. Make sure all students' ideas are honored in the group. The group does not have to agree on everything that is written on the paper. It's important to remind students that while everyone has the right to their own beliefs, they should be respectful in how they communicate those beliefs.

TEACHER INSTRUCTIONS: *HUMAN SEXUALITY PERSON (CONT'D)*

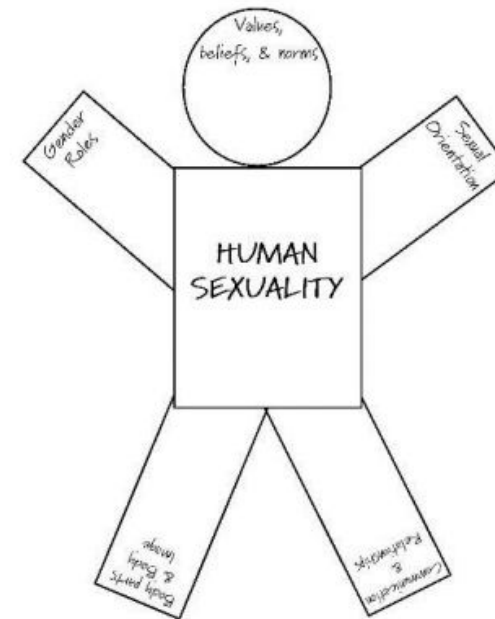
When all groups have finished, read aloud some of the comments from each category or have students present each topic sheet. If there are questions or misconceptions written in the categories make sure to address them.

Once you have reviewed each poster, briefly discuss the activity with the class. Here are some possible discussion questions:

- What were some things you felt during this exercise?
- Why do you suppose we did this exercise
- What do all of these categories have in common?

TEACHER INSTRUCTIONS: *HUMAN SEXUALITY PERSON (CONT'D)*

Once you have completed a brief discussion, take the topic sheets and tape them together in the front of the room. The pieces should be taped together so that they form a person. Place the "Human Sexuality" sheet in the middle as the "body" of the person. It will look like this:



TEACHER INSTRUCTIONS: *HUMAN SEXUALITY PERSON (CONT'D)*

Close the activity by reminding students that each person's sexuality is unique and different. Reinforce the importance of being aware of and examining the messages students receive about sex and how those messages can influence decision making.

Suggested Script:

Each of you today brought your own values and ideas to this activity. Each of your experiences helped shape who you are today. Our individuality is a lot like our sexuality. Each person has a different perception, connection, and understanding of their own sexuality. Many people think sex and sexuality are only related to body parts, sexual behaviors, and fantasies. But, our sexuality is so much more than that. These other categories play a huge role in forming our sexuality. When we are able to think about our feelings in relation to these different categories we can begin to understand ourselves more.

It's important to understand our values and beliefs about being sexual and how they relate to who we are today. The sexual decisions we make in life are not only connected to if we are attracted to someone or not, but are also related to the different values we hold, what we have learned from our families and our cultures, how we feel about our bodies, and more. By looking at the "big picture" of sexuality we can begin to explore all of our ideas around these topics. We will continue to talk about sexuality over the course of these (insert whatever time frame you will be with this class) and that's why we are beginning here, so that you all can begin to think about your own sexuality, and how that relates to who you are and what you know today.

ACCESSING ACCURATE INFORMATION

INSTRUCTIONS: ACCESSING ACCURATE INFORMATION

As time allows, provide students time to browse these websites and then facilitate a short discussion about what characteristics make these websites “credible” and “accurate.”

- American Sexual Health Association
IWannaKnow.org, “Sexual Health”
<http://www.iwannaknow.org/teens/sexualhealth.html>
- Centers for Disease Control and Prevention *Sexual Health*
<https://www.cdc.gov/sexualhealth/Default.html>
- Nemours Children’s Health System
KidsHealth.org,
<https://kidshealth.org/en/teens/about.html>

Consider your source's credibility. Ask these questions:

Contributor/Author

- Has the author written several articles on the topic, and do they have the credentials to be an expert in their field?
- Can you contact them? Do they have social media profiles?
- Have other credible individuals referenced this source or author?
- Book: What have reviews said about it?

Publisher

- What do you know about the publisher/sponsor? Are they well-respected?
- Do they take responsibility for the content? Are they selective about what they publish?
- Take a look at their other content. Do these other articles generally appear credible?

Bias

- Does the author or the organization have a bias? Does bias make sense in relation to your argument?
- Is the purpose of the content to inform, entertain, or to spread an agenda? Is there commercial intent?
- Are there ads?

Currency

- When was the source published or updated? Is there a date shown?
- Does the publication date make sense in relation to the information presented to your argument?
- Does the source even have a date?

Reproduced

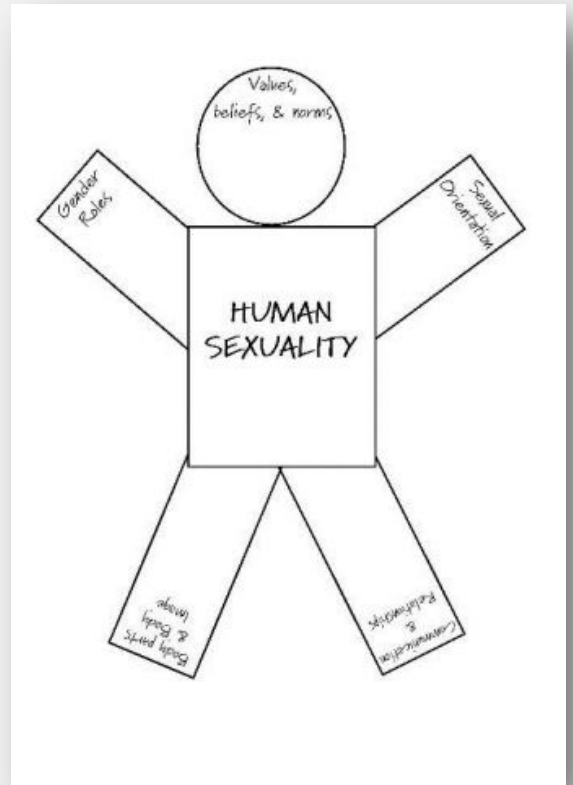
- Was it reproduced? If so, from where?
- If it was reproduced, was it done so with permission? Copyright/disclaimer included?

SOURCE CREDIBILITY

REFLECTION

REFLECTION

- Consider some of the messages about human sexuality that were brought up as part of the “Human Sexuality Person Activity” to complete these prompts individually:
 - One message that I agree with is... because...
 - One message that I disagree with is... because...
 - One message that I am not sure about is... because...



BIBLIOGRAPHY

AMAZE.Org. *Puberty and Finding Out Who You Are*, YouTube, 27 Apr. 2017, <https://www.youtube.com/watch?v=4mxhzcskL3A&feature=youtu.be>. (Accessed October 1, 2019)

“Be Real. Be Ready. Smart Sexuality Education.” *SFUSD Health Education: High School Resources*, SFUSD Health Education, 2019, <https://sfusdhealtheducation.org/be-real-be-ready-2/>. (Accessed October 1, 2019)

Ciobanu, Alexandru. “The Science of Love.” *Science Briefss*, 8 Apr. 2018, <https://sciencebriefss.com/science-infographics/the-science-of-love-infographic>. (Accessed September 30, 2019)

Ciobanu, Alexandru. “The Science of Love: a Scientific Overview of What Happens in Our Brain When We Are in Love.” *Science Briefss*, 25 Mar. 2018, <https://sciencebriefss.com/science-explained/neuroscience/the-science-of-love-a-scientific-overview-of-what-happens-in-our-brain-when-we-are-in-love>. (Accessed September 30, 2019)

“Defining Sexual Health.” *World Health Organization-Defining Sexual Health*, World Health Organization, 5 Feb. 2018, https://www.who.int/reproductivehealth/topics/sexual_health/sh_definitions/en/. (Accessed October 1, 2019)

“Know Your Body.” *I Wanna Know*, American Sexual Health Association, 2019, <http://www.iwannaknow.org/teens/sexualhealth/know.html>. (Accessed October 1, 2019)

BIBLIOGRAPHY, CONT'D

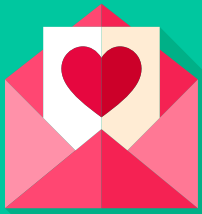
Saltz, Gail, et al. *Figuring Out Who You Are*, Amaze.Org, 18 Jan. 2018,
<https://amaze.org/video/figuring-out-who-you-are/>. (Accessed October 1, 2019)

Saltz, Gail, et al. *Puberty and Finding Out Who You Are*, Amaze.Org, 27 Apr. 2017,
<https://amaze.org/video/puberty-finding-out-who-you-are/>. (Accessed October 1, 2019)

“Sexual Health | CDC.” *Centers for Disease Control and Prevention*, U.S. Department of Health & Human Services, 25 June 2019, <https://www.cdc.gov/sexualhealth/Default.html>. (Accessed October 1, 2019)

“Sexual Health.” *KidsHealth*, The Nemours Foundation, 2019,
<https://kidshealth.org/en/teens/sexual-health/?WT.ac=t-nav-sexual-health>. (Accessed October 1, 2019)

Staff, EasyBib. “Choose Your Source.” *EasyBib - The Free Automatic Bibliography Composer*, Chegg, 1 Jan. 2019, www.easybib.com/mla8/source. (Accessed November 11, 2019)



THE SCIENCE OF LOVE

INFOGRAPHIC

1st PHASE: LUST AND PASSION

THE PRIMITIVE BRAIN

The primitive brain (limbic system) controls the sexual attraction and interpersonal bonding

DOPAMINE

Dopamine controls sexual arousal, pleasure, and reward. It makes us seek the presence of the loved person

SEROTONIN

Serotonin controls happiness and wellbeing. Changes in serotonin induce loss of concentration, day dreaming and obsessive behavior

ADRENALINE

Adrenaline gives an extra boost of energy to people in love. It is responsible for the loss of appetite and sleepless nights.

IN THE BRAIN

Serotonin levels return to normal levels. The initial stress is replaced by trust, safety and empathy.

OXYTOCIN

Oxytocin, the "love hormone" is essential for attraction and bonding with the partner

SEX HORMONES

Production of sex hormones (estrogen and testosterone) increases intensifying sexual desire

LOVE = STRESS

Falling in love is a stressful event. When we fall in love the levels of cortisol, a stress hormone, are increased

3RD PHASE: THE ATTACHEMENT

2ND PHASE: THE ATTRACTION

READ THE FULL STORY: <http://bit.ly/science-love>

Infographic by www.sciencebriefss.com - daily science news in brief.
Less to read more to learn!

VALUES, BELIEFS, AND NORMS

What are they?

- Roles, values and ideas we learn from society, our culture and our families

Helpful questions to consider:

- What did your family teach you about sex? What did they not teach you about sex?
- What beliefs about sex, dating, and relationships does your family have?
- What have you learned from the media about sex?

GENDER ROLES

What are they?

- Culturally accepted and expected behaviors associated with gender
- For example, the expected behaviors associated with being a man, a woman, transgender, genderqueer, etc.
- These expectations can often be stereotypical.
- Gender roles are constructed and culture-specific. The stereotypes can sometimes be harmful to people.

Helpful questions to consider:

- What do we learn about gender?
- How do we learn about gender?
- Are there different roles for men and women? What are they? What do you think about them?

SEXUAL ORIENTATION

What is it?

- Who we are attracted to
- The values that we learn about attraction and identity

Helpful questions to consider:

- What sexual orientations have you heard of? What have you heard about these?
- How are people of different orientations portrayed in media (music, movies, tv)?
- Are there different rules or laws for people depending on their sexual orientation? What are those rules/laws? Why do you think these exist?

BODY IMAGE & BODY PARTS

What is it?

- Parts of the human body
- How we describe and think about parts of our body

Helpful questions to consider:

- What are some different ideas we have about body parts?
- How do we feel about our bodies?
- How does our image of our bodies affect us?
- According to TV, movies, and music what types of bodies or what body parts are valued or considered beautiful/desirable?

COMMUNICATION & RELATIONSHIPS

What is it?

- The types of relationships
- The ways that people communicate in relationships

Helpful questions to consider:

- What types of relationships are healthy?
- What type of communication does a person need to be in a healthy relationship?
- How do people start relationships? How do people end relationships? Are these healthy or unhealthy ways of starting/ending relationships?
- What kind of qualities make a “good” relationship partner?

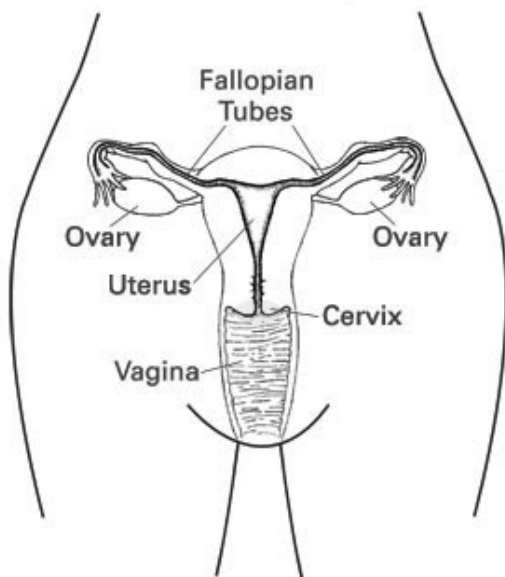
Know your body



A good first step in taking charge of your sexual health is to know your body and know how it works.

Female anatomy

The female reproductive system is a series of orifices (openings) for intake and output through tubes and passages. The interior part of the system performs the most important functions, and the exterior acts as a cover to protect the delicate interior organs.



Ovaries

The ovaries are small, oval-shaped glands that are located on either side of the uterus (womb). The ovaries produce eggs and hormones.

Fallopian tubes

Narrow tubes that are attached to the upper part of the uterus and serve as tunnels for the ova (egg cells) to travel from the ovaries to the uterus. Conception, the fertilization of an egg by a sperm, normally occurs in the fallopian tubes. The fertilized egg then moves to the uterus, where it implants to

the uterine wall.

Uterus

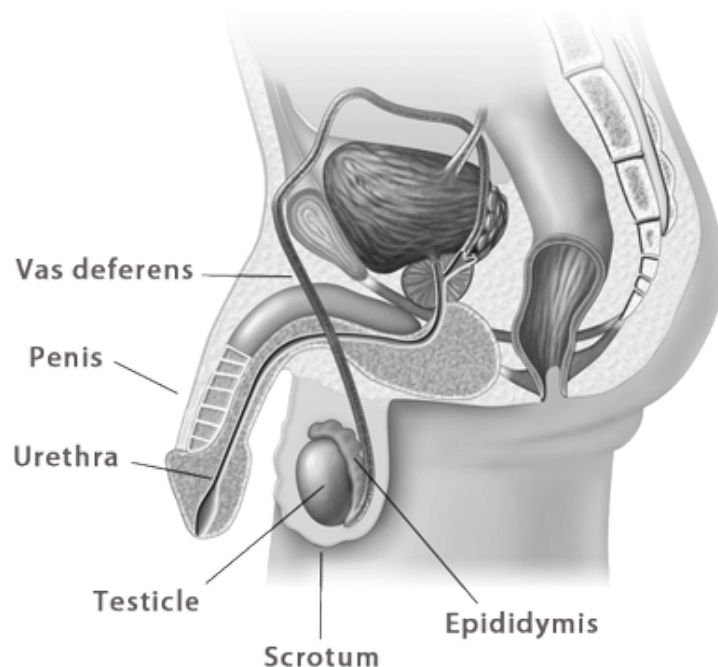
The uterus is a hollow, pear-shaped organ that is the home to a developing fetus. The uterus is divided into two parts: **the cervix**, which is the lower part that opens into the vagina, and the main body of the uterus, called the corpus. The corpus can easily expand to hold a developing baby.

Vagina

There is a canal that joins the cervix (the lower part of the uterus) to the outside of the body. Its exterior opening enables sperm to enter the system to reach an egg. If an egg is not fertilized, menstruation results and the blood is carried out of the body through the vagina. It also provides a way for a baby to exit the body. That's why it's sometimes referred to as the birth canal.

Male anatomy

Although most of the male reproductive organs are external, it's important to understand how all your sex organs—external and internal—work together.



Penis

The penis is the most visible part of the male sexual anatomy. It is made up of two parts, the shaft and the glans (also called the head). When a male reaches sexual climax, he ejaculates a thick fluid (**semen**) through the urethral opening at the tip of the penis into the vagina. The semen carries sperm cells through the vaginal canal to the uterus where the sperm seek out the female egg for fertilization. Also, when a man urinates, the flow leaves his body through the urethral opening.

Urethra

A duct, or tube, that transports fluids from the inside of the body to the outside. In both men and women, the urethra is connected to the bladder and is used to pass urine out of the body. In males, however, the urethra is also connected to the "accessory glands," which produce semen, and to the vas deferens, the duct that brings the sperm from the epididymis.

Testicles

The testicles are located below the penis and begin producing male sex cells called sperm and testosterone, the male sex hormone after puberty.

Scrotum

A pouch of skin called the scrotum covers the testicles. The scrotum and the muscles surrounding it can pull the testicles toward the body when they are too cold and relax away from the body when the testicles are too warm. This is important because sperm needs to be maintained at an appropriate temperature to be able to fertilize female eggs. The scrotum also holds the epididymis.

Epididymis and vas deferens

The epididymis stores the sperm after the testicles produce them, and the vas deferens transports the sperm from the epididymis to the urethra.

VALUES, BELIEFS, AND NORMS

What are they?

- Roles, values and ideas we learn from society, our culture and our families

Helpful questions to consider:

- What did your family teach you about sex? What did they not teach you about sex?
- What beliefs about sex, dating, and relationships does your family have?
- What have you learned from the media about sex?

GENDER ROLES

What are they?

- Culturally accepted and expected behaviors associated with gender
- For example, the expected behaviors associated with being a man, a woman, transgender, genderqueer, etc.
- These expectations can often be stereotypical.
- Gender roles are constructed and culture-specific. The stereotypes can sometimes be harmful to people.

Helpful questions to consider:

- What do we learn about gender?
- How do we learn about gender?
- Are there different roles for men and women? What are they? What do you think about them?

SEXUAL ORIENTATION

What is it?

- Who we are attracted to
- The values that we learn about attraction and identity

Helpful questions to consider:

- What sexual orientations have you heard of? What have you heard about these?
- How are people of different orientations portrayed in media (music, movies, tv)?
- Are there different rules or laws for people depending on their sexual orientation? What are those rules/laws? Why do you think these exist?

BODY IMAGE & BODY PARTS

What is it?

- Parts of the human body
- How we describe and think about parts of our body

Helpful questions to consider:

- What are some different ideas we have about body parts?
- How do we feel about our bodies?
- How does our image of our bodies affect us?
- According to TV, movies, and music what types of bodies or what body parts are valued or considered beautiful/desirable?

COMMUNICATION & RELATIONSHIPS

What is it?

- The types of relationships
- The ways that people communicate in relationships

Helpful questions to consider:

- What types of relationships are healthy?
- What type of communication does a person need to be in a healthy relationship?
- How do people start relationships? How do people end relationships? Are these healthy or unhealthy ways of starting/ending relationships?
- What kind of qualities make a “good” relationship partner?