

- *Early Childhood*
 - o Touch is still very important. Their immediate world is widening to allow new relationships and acquaintances into their world and lives. Interested in themselves and their physical growth. Potty training increases their independence and an awareness of their sexual organs. They now extend and show their affection to others. Self-exploration may take place. Setting appropriate limits may be necessary, keeping in mind we are beautifully made but we must abide by social rules and standards to not embarrass other people in our company. Privacy needs to be explained.

- *Middle Childhood:*
 - o School forces independence and a focus outside themselves. Awareness and interest in the opposite sex begins early ages 6, 7, 8. Some girls will be experiencing puberty. Breasts will start to develop. It is frequent for the menstrual flow to start before the teen years, often as young as eight and nine. Discussion of this natural physical change needs to be done early so it will not cause undue fear in the young girl. Body hair may begin to appear in boys as well as girls. Girls will experience it more frequently. Interest in the opposite sex increases. Holding hands, sitting next to each other may cause physical changes: sweaty hands, rapid heart beat, dry mouth, inability to talk. This is all normal and a very exciting but confusing time.

- *Adolescence*
 - o Hormones from the pituitary have ignited the reproductive system into action. Both boys and girls will physically develop external changes:
 - Boys:
 - Lower voice, broader shoulders, growth spurt, body hair, facial hair, denser, thicker muscles and ejaculation will occur in almost all thirteen year olds. They need to be prepared and taught before thirteen that these changes are normal, healthy and are preparing them for manhood.

- Girls:
 - Development of breasts, body hair, softer skin, rapid growth (usually taller than the boys for a few years) and possible mood swings due to the hormonal changes.

- *Late Teens:*

- o Boys
 - Continue to grow till middle twenties. Their upper bodies will fill out with muscle and become more angular, even in the face.
- o Girls
 - Usually finished growing by age sixteen to seventeen years old. They will get more rounded as they put on more fat in the hips, breasts, thighs, and upper arms.
- o *Sexual feelings*
 - Are prominent; often, very difficult to control and understand during this time of life. It seems almost anything can cause sexual feelings: a song, a memory, pictures, fantasy, familiar aromas, taste, closeness, and etc. It is very important that time is taken to set priorities, limits, and values that one can live with, without regret and guilt. Decisions or lack of decisions at this time of life can be life changing and even life threatening.

- *Maturity:* Both men and women go through physical, emotional, mental, spiritual, and social changes during the middle years of the forties and fifties.

- o Women: Experience loss of menstruation during menopause sometimes as early as forty, but usually in the fifties. Along with the physical changes, women sometimes feel that their womanhood and femininity decreases causing emotional highs and lows. The children are usually grown and the once busy schedule is now filled with time to spare. No longer having the sense of being needed and being involved socially with their children's friends and school activities, women may sometimes feel lonely and empty inside. Empty nesting takes place as the children leave home, causing overwhelming feelings of loss, betrayal, and lack of worth. It is vital at all ages, for friends to remain a priority and that time is given to the nurturing and development of long term relationships. It

is these relationships that will sustain the woman through crisis, life traumas and bring joy, laughter, memories, hope, excitement, new beginnings, and a longer, healthier, happier, and more productive life.

- o Men: Also go through changes physically. Their testosterone level decreases, diminishing the level of sexual desire they once experienced. This alone can cause great anxiety in some men. They may feel their manhood is lessening. They may search for ways to increase their desire. This may lead to extramarital affairs, often times with women much younger than themselves in the hopes that the once raging desire will return. Sometimes divorce and remarrying occur, changing their lives socially. They may start a new family hoping they will feel younger. This can cause difficulties with the children from the first marriage. Friends change too. The old friends do not communicate because they do not know who to chose, the wife or husband. It is too awkward. The new friends are usually a lot younger and it may be difficult to keep up with them. They also grew up in different generations, so nothing is familiar. Financially, the man may be responsible for two families now causing increased stress, tension, and more of a challenge in meeting each family member's needs.

- *Some men and women breeze through the maturity years with no problems.* They enjoy the added freedom of no children, and utilize their time going back to school, joining clubs, volunteering, traveling, developing new friendships, and starting new hobbies.

- *The Older Years*

- o The older years can be as early as the sixties and as late as the nineties. The physical health of the person usually dictates the quality of life. The more active and involved a person, the longer and happier their life. If a person's health is good, they may have a fulfilling and satisfying sexual life no matter how old they are.

<p>Identify society's impact on sexuality.</p>	<p>III. Factors Determining and Influencing Sexuality</p> <ul style="list-style-type: none"> - <u>Nature</u>: heredity, genes and DNA - <u>Nurture</u>: environment (family, country, cultural diversity, how much affection shown as child, birth order, number of children in the family, financial state of family, time spent with relatives, etc.) - <u>Melting Pot</u>: Various cultures and religions brought together to work as a community. - <u>Media</u>: sex sells: TV, magazines, movies, commercials, songs, newspapers, computers, bill boards, all use sex in trying to sell something, get people to use their product, watch their show, buy their songs, and /or watch their movies etc. - <u>Peers</u>: People within the same age group, or in a class together. Peers usually have a set of rules regarding what is acceptable and what is not with reference to dress, speech, who to hang with, music to listen to, friends, activities and type and level of sexual activity acceptable. These rules may change depending on where they are, where they are going, and who may be there. We consider this to be a teenage issue, but it usually remains throughout life in some form. - <u>Culture</u>: Cultures have a huge impact on an individual's interpretation of acceptable and unacceptable behavior. What is appropriate and thought normal in one culture maybe totally ridiculed or even illegal in another. This makes it very difficult when mixed cultures exist. Misunderstandings, frustrations, and sometimes disagreements may result because of the cultural differences. Some cultures find sexual expression in public to be permissible, in other cultures exposure of a woman's arm in public is enough to have her killed. All cultural differences must be considered when relating to each other, being careful not to judge too quickly those things unclear, different, or unfamiliar. Of vital importance is learning to be aware of others, taking into consideration their feelings, customs, and laws. - <u>Religious Background</u>: Religion has a huge impact on one's sexuality. It permeates the individual's total spiritual and mental self. Rules of religion often dictate the types of sexual expression, when it is acceptable, and under what circumstances it is acceptable. Some religions acknowledge the beauty and awesomeness of human reproduction and the union of man and woman to become one. Other religions explain the horrors that may come to one's body if sexual relations take place out of wedlock. Our spirituality is
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	<p>personal. It does however become a formidable force in a relationship, especially if the two people involved are from different backgrounds. Children raised in families where each parent practices a different religion become confused. They may feel as though they are being pulled in two different directions at one time in an effort to please both parents. Having to celebrate holidays (or not celebrate depending on the religion) in a different way or manner from childhood, may be very difficult, and even hurtful. Religious background is something to be considered with great thought and contemplation when in the midst of a committed, serious, long-term relationship.</p>
<p>ACTIVITIES</p> <p><i>Question Box:</i> Students put in questions they have but are afraid to ask in class. The questions must be stated in an ethical and appropriate manner. Teacher Reviews questions prior to answering them.</p> <p>Each student will complete the pretest.</p> <p>In a group situation, students will identify pretest questions that gave them difficulty. A discussion of those questions will follow. (Interpersonal Communication)</p> <p><i>Problem Solving ;</i> Students groups are given a stage of life. The group must come up with behaviors, physical changes, and social events participated in, ramifications of lack of participation, difficulties of that particular time period, possible causes of emotional upheavals, the most likely things to be on their mind, and possible feelings about themselves. This can be made fun by saying they can use only one word to explain the specific areas and all the words must be put in one complete sentence. A time limit of fifteen to twenty minutes, can get the adrenaline flowing. (Interpersonal Communication, Analyzing Internal and External Influences)</p> <p><i>SELF-POSTER:</i> Students will design a poster that best portrays their beliefs, values, future aspirations, convictions, hopes, dreams, hobbies, activities. (Interpersonal Communication, Decision-Making/Goal-Setting)</p>	<p>ASSESSMENTS:</p> <p>Each student, will journal the difference between sex and sexuality.</p> <p>Students will engage in a think, pair, and share activity concerning the stages of human sexuality.</p> <p>Each student will choose one societal factor and describe its potential impact on sexuality in a one-page paper.</p> <p>REMEDIATION:</p> <p>Peer tutoring given if needed.</p> <p>Teacher assistance.</p> <p>Copy of teacher notes.</p> <p>Individualized instruction given after or before school when scheduled.</p> <p>Pair student with V.I.E. during class time.</p> <p>ENRICHMENT:</p> <p>Extra credit given for each newspaper and magazine ad shared with class that exploits sexually.</p> <p>Student designs, administers and presents the results of a class survey, identifying feelings and biases about sexuality in our society.</p> <p>Student will review one of the listed web sites and report to the class the findings.</p>

<p>As a class, the students will watch the film: <i>Men, Women, and the Sex Difference</i>. Following the film students will participate in the Graffiti Wall activity. Discussion of the Graffiti Wall responses will take place in a circle formation. (Interpersonal Communication)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES:</p> <p><i>Video:</i> <i>Men, Women and the Sex Difference,</i> Ted Kopel, The Learning Channel 1994</p> <p>Handout: Stages of Development</p> <p><u><i>WEB SITES:</i></u></p> <p>Gender Differences in Childhood www.students.haverford.edu/wmbweb/writings/cegender.html</p> <p>Gender Specific Differences found in the Human Brain www.sciencedaily.com/release/1999/04/99042201106.htm</p> <p>Gender Differences in Communication www.towson.edu/nvanfoss/wmcomm.htm</p>	<p>Students will write a paper on how media influences sex in society.</p> <p>Select a top 20 song that has a message of sexuality and critique its lyrics in a written paper.</p>
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