

Lifelong Sexuality and Unit Closure

Grade 11 and 12, Lesson #19

Time Needed

One to three class periods

Student Learning Objectives

To be able to...

1. Distinguish among definitions and/or examples of ten basic aspects of human sexuality.
2. Explain that some of these aspects are present from conception until death, while others develop gradually and/or evolve throughout one's life.
3. Score at least 75% on a multiple choice test of knowledge, related to the unit.
4. Score at least 75% on an essay test assessing knowledge, coping skills, and ability to articulate an opinion (one's own or that of another).

Agenda

1. Explain the lesson's purpose and relevance.
2. Review ten basic aspects of human sexuality through lecture and discussion.
3. Use the Worksheet and Learning Stations to help students integrate the concepts.
4. Provide time for remaining Field Trip Reports and discussion.
5. Administer Part I of the Post Test, and assign Part 2 for homework.

Materials Needed

One per student of...

Scavenger Hunt (optional) ... insert due date before photocopying
Human Sexuality Worksheet
Sexuality Unit Post Test, Part 2

One class set of ..

Sexuality Unit Post Test, Part 1

Learning Stations ...

In advance, assemble ten or more items to create ten Learning Stations, A-J. One way to assemble these items is to conduct an extra credit ‘Scavenger Hunt’ a week or so in advance of lesson 19. We have provided a handout entitled “Scavenger Hunt”, for your convenience.

Create ten Learning Stations around the perimeter of the classroom. Each Learning Station consists of a block-lettered sign (A-J) above a box or manila envelope. Each box or envelope contains one or more objects or pictures that could symbolize an aspect of human sexuality. Below are suggestions for possible items to symbolize the ten aspects of sexuality. These lists are not all-inclusive, however; use your imagination.

E = Body Image

mirror
 fashion or body-building magazine
 articles about dieting, anorexia, or
 cosmetic surgery
 any cosmetics

J = Biological Sex

bra
 athletic supporter
 height/weight chart
 article about an intersex baby
 button with the symbol for male ♂ or
 female ♀

B = Gender Identity

mirror
 article about a transsexual individual or
 sex reassignment surgery
 diary (blank one)
 baby announcement that says “It’s a
 boy” or “It’s a girl”

D = Sexual Orientation

valentine card
 article about a gay, lesbian or bisexual
 individual
 diamond ring (dime-store quality for
 security’s sake)
 button or bumper sticker with a pink
 triangle
 articles about: falling in love

A = Gender Expression

football
 apron
 piece of feminine-looking jewelry
 hammer
 articles about: cross-dressing, men or
 women in
 non-traditional careers, men who knit;
 women who change their own oil
 one high-heeled shoe and one men’s
 dress shoe

H = Reproductive System

baby announcement
baby pacifier
condom or pack of birth control pills
thermometer
diaper
an egg (hard boiled, for security's sake)
articles about: infertility, test-tube babies, or menopause

C = Sexual Behavior

chocolate kiss
article about American's sexual behavior
drawing or photo of couple hugging or kissing
boom box with a song that has sexual lyrics playing (be careful that it is not too explicit for the classroom ... even the Beatles "I wanna hold your hand" would work, but something more contemporary is better).

I = Sexual Response System

drawing or photo of the human brain, or of an eye or an ear
articles about: massage, erection problems or orgasm
letters to advice columnists about couples with differing levels of sexual desire
tube of lubricant
ad for Viagra® or some other medication for erectile dysfunction

F = Sexual Value System

diary (blank one)
letter to an advice columnist about fidelity, divorce or assisted reproduction technologies
cover from a sexually-suggestive CD or record album
articles about: marriage equality, sexual harassment, pro-life or pro-choice protesters

G = Social Behavior

prom invitation
party hat
photos of three differently configured families
ticket stub from a movie, concert, skating rink or other event
drawings or photos of: friends talking, parent cuddling a child, couple holding hands

Activities

1. Explain the lesson's purpose and relevance: to bring unity to the various concepts you've been studying and to assess how much people have learned.
2. Review ten basic aspects of human sexuality. Before you begin, remind everyone of the ground rules, briefly. Especially important is the right to "pass" ... to not share personal information. The following lecture notes may help:

1. BIOLOGICAL SEX

Write the term "BIOLOGICAL SEX" on the blackboard. Ask for a volunteer to explain what "biological sex" means. (Simple answer: whether a person's body is male or female ... or somewhere on a continuum between male and female) To clarify the concept of sex, ask the class:

'When a baby is born, how do we know its sex?'

Students will undoubtedly say something on the order of, "by whether it has a penis or a vagina" or "from the baby's genitals." Explain, then,

*"There are variations in sexual development. Suppose a baby was born with genitals that were either a small penis or a large clitoris and the doctors weren't **sure** whether it was a girl or a boy. That's one of many possible biological variations – we call those naturally occurring variations "intersex conditions.". How do you think doctors could figure out what sex the baby should be raised as?"*

Answer: If it had gonads (either ovaries or testicles), the doctors would use them to help determine the baby's sex. And they would analyze the baby's chromosomes (most often XX=girl; XY=boy) and hormones. In other words, even without obvious clues from the baby's genitals, we could guess whether the baby's brain was wired to be more male or more female. That is, we could guess the baby's biological sex.

So, BIOLOGICAL SEX is a person's anatomical and physiological (brain, reproductive system, hormonal, and chromosomal) sex

2. GENDER IDENTITY

Write the term "GENDER IDENTITY" on the board. To introduce the concept of gender identity, ask those who consider themselves male to make a mental picture of a yellow square. Then ask those who consider themselves female to make a mental picture of a green circle. Give them a moment to make those pictures.

Point out that you did not need to specify the kinds of genitals, gonads or chromosomes they had for them to know which instruction to follow. They just knew. That's because they have not only a *biological sex*, but also a *gender identity*. (The particular symbols you asked them

to imagine are irrelevant. The point of the exercise is that they could follow an instruction based on their gender identity, without having to look in their pants.)

Define GENDER IDENTITY as a person’s sense on the inside that he or she is male or female (emotionally and spiritually, not just physically).

Regardless of what your genitals or chromosomes look like, you know in your heart whether you feel like a girl or a guy. It doesn’t matter how masculine or feminine you may be or how other people expect you to act; you know in your heart whether you are a girl or a guy, or perhaps you feel as if you are neither exactly or some of both. That’s your gender identity.

Most people feel like they are male or female and that’s usually the same as their biological sex. When it’s not, they may eventually describe themselves as transgender or transsexual or genderqueer or some word or concept in a language other than English ... or they may not have any words to describe themselves.

But the point is that sometimes doctors and parents guess wrong. Even when a baby’s genitals seem to be clearly male or clearly female, sometimes it turns out as the little person grows into a child and a preteen, that their brain is not the same gender as their biological sex. A child whose parents thought she was a girl – whose body seemed female -- may feel on the inside as if he is a boy. Or a child may feel as if *neither* gender really fits, that they are not a girl **or** a boy.

Finally, explain:

Some people who consider themselves transsexual or transgender or genderqueer may use hormones or surgery to alter their bodies to better fit their gender identity. Some can’t afford or don’t want to change their bodies. Some feel they shouldn’t have to.

3. GENDER EXPRESSION

Write the term “GENDER EXPRESSION” on the blackboard. **A person’s GENDER EXPRESSION is all the ways that a person communicates to the world what it means to them to be male or female ... how they act (dress, walk, talk, react to an insult, etc.), what career they choose, what hobbies seem most fun to them,** Explain:

Mainstream Western culture divides these behaviors into masculine, feminine and androgynous or neutral ways of being. We all have ways of being that feel most comfortable or natural to us. Some of what makes them feel natural is the ways in which our brains are wired, before we’re born. And some of what makes them feel natural is the culture and the generation we grow up in.

Write the words “nature” and “nurture” on the board or the screen.

NATURE: We know that some of a person’s most comfortable gender expression is present at birth because of research and also just by watching the people in our families. Often, two sisters or two brothers may have seemed different from day one – one more masculine or more feminine than the other even when they were babies.

NURTURE: But people's gender expression also gets shaped by the expectations of their families and friends, too. Illustrate the concept by asking people if they have ever *not* worn something or *not* done something just because it seemed too feminine or too masculine ... because guys or girls aren't "**supposed**" to do or wear or act a certain way. Ask volunteers to give examples. These examples will differ depending upon what cultures students grew up in. But in any case, they reflect learned expectations of "masculine" and "feminine," expectations that are less rigid in mainstream Western culture than they were even a decade ago, but that still influence many people's choices and make some people's lives sheer torture.

4. SEXUAL ORIENTATION

Write the term "SEXUAL ORIENTATION" on the blackboard. Review the concept by asking the class:

There are a lot of men who mostly love women, and women who mostly love men. What is the term for their sexual orientations? Answer: "heterosexual"

Other people are attracted (romantically, physically, spiritually) just as deeply or as often to people of more than one gender. What may they consider their sexual orientations to be? Answer: "bisexual" (Some people prefer to call themselves "bi", since it doesn't imply that all they are is sexual)

*How might people who fall in love, most or all the time, with people of their own gender, describe **their** sexual orientations? Answer: "homosexual" (Most people prefer to describe themselves with the less clinical, less uni-dimensional terms "gay" or "lesbian".) About 4-10% of people are gay or lesbian.*

So people's SEXUAL ORIENTATIONS have to do with the gender of persons to whom they feel attracted ... whether they get crushes on, dream about, or fall in love with mostly men, women or both.

Remind people that sexual orientation is different from biological sex, gender identity and gender expression: Most gay and lesbian people are neither intersex (their brains may be different in some subtle ways, but their reproductive systems and endocrine systems and chromosomes are no different from heterosexuals'), nor transsexual (they are comfortable with the biological sex they were born in), nor transgender (they walk, talk, dress and act pretty much the way their culture expects a boy or man or girl or woman to act).

The term "sexual orientation" also does not refer to sexual behavior. No matter who a person has ever had sex with, or even if he or she has never had sex, he or she may still know that most of his or her romantic attractions are for men or for women or for people of more than one gender.

5. REPRODUCTIVE SYSTEM

The next aspect of sexuality to review is the “reproductive system.” Write the term on the blackboard. Ask how many people think they might want to have at least one biological child during their lives. The fact is, most people will. That is possible because they have healthy, functioning reproductive systems. (Remind the class, however, that fifteen percent of couples do experience infertility.)

The REPRODUCTIVE SYSTEM is the set of organs, internal and external, that have to do with making babies.

6. SEXUAL RESPONSE SYSTEM

Write the term “sexual response system” on the blackboard.

Introduce the term by asking the class whether anyone has bathed or diapered a baby boy. If so, they may have noticed that even babies have erections. In fact, ultrasound pictures can show male fetuses having erections in-utero. Females probably do, also, though the clitoris so small that it is more difficult to see. Erection is part of sexual response, although it is sometimes a spontaneous process unrelated to sexual thoughts.

The SEXUAL RESPONSE SYSTEM is the set of organs, internal and external, which have to do with sexual feelings (desire, sensation, arousal, physical pleasure, and orgasm). It includes, among other parts: the brain, the skin, the heart, and the genitals. Because it includes the brain, nearly everyone experiences, not only physical sensations, but also sexual images, thoughts and fantasies.

7. BODY IMAGE

Write the term on the blackboard. Define **BODY IMAGE** as: **one’s feelings about one’s own body (degree of comfort or discomfort, pleasure or lack of it, appreciation or dissatisfaction with the way it looks and feels).**

8. SEXUAL BEHAVIOR

Write the term “sexual behavior” on the blackboard. Have the class brainstorm kinds of sexual behavior they have heard of. We recommend against writing their answers on the board. Without being critical of their contributions, be sure to substitute medical or standard terms for slang, as you go. Make sure that less obvious behaviors make the list (breastfeeding, slow dancing, some massage, some kisses), as well as more obvious ones.

Define SEXUAL BEHAVIOR, then, as any action involving genital, private and/or intimate touch.

9. SEXUAL VALUE SYSTEM

Write the term on the blackboard.

Invite students to define it. We would define the **SEXUAL VALUE SYSTEM** as a person's **beliefs about the ethics of social and sexual behavior ... about what is right and wrong.** It includes one's beliefs about (start the following list, but elicit students' contributions to it):

friendship, loyalty, communication, dating, abstinence, marriage, divorce, fidelity, gender roles, masturbation, virginity, contraception ... and countless other sexual issues.

10. SOCIAL (RELATIONSHIP) BEHAVIOR

Write the term "social (relationship) behavior" on the blackboard.

Introduce it by asking the class if it is possible for a person to love someone and not share sexual behavior with them. (YES !) Ask whether it's possible for people to share sexual behavior with someone and not love them ... not whether it's desirable, but whether it's possible. (YES !) Love and sex are not synonymous, in other words.

Define **SOCIAL BEHAVIOR** as any action that has to do with uniting or linking two people (in any relationship). There is a very basic need among humans and certain other species to belong ... to feel a bond with another human being. "Social behavior", as we are using the term, means showing that you like, care about, or love someone ... a friend, a parent or other family member, a spouse, etc.

- Use the **Human Sexuality Worksheet** and Learning Stations to help students integrate the concepts. This activity is optional. You may not have time for it if you intend to administer both parts of the post-test in a single class period or if there are students needing to make oral Field Trip Reports.

Hand out the **Human Sexuality Worksheet**. Point out the boxes next to each definition. Students will go from one Learning Station to the next, writing the letter of the Learning Station next to the aspect of sexuality it represents.

Do one station as an example:

Here ... let's look in the envelope at Learning Station E, for instance. It contains a mirror and a magazine about body building. Which aspect of sexuality might that symbolize? That's right: "Body Image" So everyone can write E in the box on the Worksheet next to the definition of Body Image.

Allow students about ten minutes to complete the other nine learning stations. Discussion is to be encouraged; the more cooperatively they do the activity, the better.

- Provide time for remaining **Field Trip Reports** and discussion.

5. Administer Part One of the **Post-test**. It consists of 15 multiple choice questions, intended as an open-book activity.

Correct answers to **Part One** are as follow:

1. d	4. a	7. c	10. b	13. c
2. c	5. c	8. b	11. c	14. d
3. d	6. d	9. a	12. a	15. b

Part Two is an essay test, also open-book. Students who finish Part One can begin on Part Two. But for most students, if not all, it should probably be a take-home activity, to allow time for serious thought. We recommend giving generous credit for part two, in recognition of the thought that goes into it. Make note in the margins of thorough, well-articulated answers.

Scavenger Hunt

NAME _____ DATE _____ PERIOD _____

DIRECTIONS: You can get extra credit by bringing any TEN of the following items to school by _____. Put a check mark next to the items you find, on the list below, and put this page in a paper bag along with the items. You will get your items back, BUT IT MAY TAKE A COUPLE OF DAYS.

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> mirror <input type="checkbox"/> a bra <input type="checkbox"/> an athletic supporter (“jock strap”) <input type="checkbox"/> a magazine about fashion or body-building <input type="checkbox"/> a height/weight chart (like the ones in a doctor’s office, giving ideal weight ranges for men and women) <input type="checkbox"/> one item of cosmetics <input type="checkbox"/> valentine card <input type="checkbox"/> button with the symbol for male ♂ or female ♀ <input type="checkbox"/> diary (blank one) <input type="checkbox"/> fake diamond ring (dime-store quality for security’s sake) <input type="checkbox"/> button or bumper sticker with a pink triangle ▼ <input type="checkbox"/> football <input type="checkbox"/> baby announcement or balloon that says “It’s a boy” or “It’s a girl” <input type="checkbox"/> baby pacifier or diaper <input type="checkbox"/> hammer <input type="checkbox"/> apron <input type="checkbox"/> piece of feminine-looking jewelry <input type="checkbox"/> one high-heeled shoe and one men’s dress shoe <input type="checkbox"/> condom <input type="checkbox"/> thermometer <input type="checkbox"/> an egg (hard boiled, for security’s sake) <input type="checkbox"/> chocolate kiss <input type="checkbox"/> party hat <input type="checkbox"/> ticket stub from a movie, concert, skating rink or other event | <ul style="list-style-type: none"> up to three magazine or newspaper articles about any of the following: <ul style="list-style-type: none"> <input type="checkbox"/> dieting <input type="checkbox"/> anorexia <input type="checkbox"/> cosmetic surgery <input type="checkbox"/> an intersex baby (a baby whose reproductive or sexual anatomy doesn’t fit the typical definitions of female or male) <input type="checkbox"/> a transsexual person or sex-reassignment surgery <input type="checkbox"/> falling in love <input type="checkbox"/> a gay, lesbian or bisexual person <input type="checkbox"/> men or women in non-traditional careers <input type="checkbox"/> cross-dressing or someone transgender <input type="checkbox"/> menopause <input type="checkbox"/> infertility <input type="checkbox"/> Americans’ sexual behavior <input type="checkbox"/> massage <input type="checkbox"/> erection problems or medications such as Viagra® <input type="checkbox"/> orgasm <input type="checkbox"/> gay-bashing <input type="checkbox"/> sexual harassment <input type="checkbox"/> a pro-life or pro-choice rally or other activism <input type="checkbox"/> the cover from a sexually-suggestive CD or DVD |
|---|---|

Scavenger Hunt, continued ...

letter to an advice columnist (such as “Dear Abby” or “Ann Landers” or “Ebony Advisor”) about any of the following:

- _ fidelity
- _ divorce
- _ a couple with differing levels of sexual desire
- _ surrogate mothers

- _ prom invitation

up to three photos or drawings of any of the following:

- _ an eye or an ear or the human brain
- _ a couple hugging or kissing or holding hands
- _ a family
- _ a parent cuddling a child
- _ friends talking

- _ a boom box and a CD that has sexual lyrics (be careful that it is not too explicit for the classroom ... even the Beatles “I wanna hold your hand” would work, but something more contemporary is better)

_ an item from any culture that symbolizes some aspect of sexuality -- explain it here in a sentence or two:

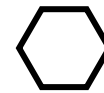
Human Sexuality Worksheet:

Ten Basic Aspects of Human Sexuality

NAME _____ DATE _____ PERIOD _____

DIRECTIONS: In each box, write the letter of the Learning Station that represents the concept.

1. **BODY IMAGE** = one's thoughts and feelings about one's own body (degree of comfort, pleasure, and appreciation of the way it looks and feels).



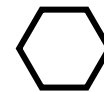
2. **BIOLOGICAL SEX** = a person's anatomical and physiological (brain, reproductive system, hormonal, and chromosomal) sex. There are many similarities between the sexes and there is actually more variation *within* a sex than there is *between* sexes, biologically. There are also differences ... in reproductive systems, and in the average height, weight, head hair, body hair, facial features, neck, shoulders, chest/breasts, muscles, arms, hips, hands and feet, thighs, legs and center of gravity.

3. **GENDER IDENTITY** = a person's sense on the inside that he or she is male or female (emotionally and spiritually, not just physically).



4. **SEXUAL ORIENTATION** = the gender or genders of people to whom a person feels attracted ... whether one has crushes on, dreams about, falls in love with, or feels romantic/ sexual/spiritual/emotional attraction mostly to men, women or both.

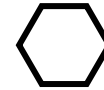
5. **GENDER EXPRESSION** = all the ways that a person communicates to the world what it means to them to be male or female ... how they act (dress, walk, talk, react to an insult, etc.), what career they choose, what hobbies seem most fun to them,





6. **REPRODUCTIVE SYSTEM** = the body organs and structures, external (genitals) and internal, which have to do with making babies. It includes parts of the endocrine system: pituitary gland, thymus, gonads (testicles and ovaries). In males, it includes parts of the urinary system (urethra, penis). It also includes parts which are unique to reproduction: prostate gland, uterus, etc.

7. **SEXUAL BEHAVIOR** = a person's actions in terms of genital, private and/or intimate touch. It can include masturbation, some hugs and kisses, stroking of private parts, sexual intercourse (oral, vaginal, anal), some massage, some dance, etc. Some experts would include breastfeeding in the definition.



8. **SEXUAL RESPONSE SYSTEM** = the body organs and structures, external and internal, which have to do with sexual feelings (desire, sensation, arousal, physical pleasure, and orgasm). It includes parts of the reproductive system (genitals, lubricating glands), the nervous system (skin, brain), the circulatory system (heart, etc.), and the musculoskeletal system.

9. **SEXUAL VALUE SYSTEM** = a person's beliefs about the ethics of romantic and sexual behavior ... about right and wrong in relationships. It includes one's beliefs about dating, divorce, abstinence, fidelity, communication, virginity, contraception, and countless other sexual issues.



10. **SOCIAL BEHAVIOR** = a person's actions in terms of any relationship (family, friends, couples). It includes verbal and non-verbal communication. It can involve liking, caring and loving. It includes romantic behavior ... "talking to" a person, "dating", "going together", etc. It sometimes includes making a home and family together and/or being married.

Sexuality Unit Post-Test

PART 1 ... MULTIPLE CHOICE

Please do not write on this page. Make an answer sheet, by numbering a separate sheet of paper from 1 to 15. (Each question is worth 2 points.)

1. Which of the following is the best definition of “sexuality”?
 - a. sexual touch, especially intercourse (vaginal, oral and anal)
 - b. the ability to make or have a baby
 - c. one’s beliefs about how men or women should act
 - d. all of these and more

2. How would you describe the following statement? “My brother would rather die than tell his friends he was raped.”
 - a. fact
 - b. fallacy
 - c. feeling
 - d. value

3. How would you describe the following statement? “It is immature to use sexual slang in front of your grandparents.”
 - a. fact
 - b. fallacy
 - c. feeling
 - d. value

4. Suppose your toddler shows an interest in other people’s bathroom behavior ... watching when family members use the toilet and talking about whether people stand up or sit to urinate. What should you do?
 - a. Don’t worry because this behavior is normal (but if you don’t want the child to watch, tell the child it is private).
 - b. Suspect that maybe the child has been sexually abused, and speak with your family doctor.
 - c. Punish the child because he or she is trying to embarrass you.
 - d. Get counseling for the child because he or she has an emotional problem.

5. Why do men and women behave differently?
 - a. probably because of biological differences in their genes
 - b. probably because they learn that they’re supposed to act a certain way
 - c. probably because of both these factors (a and b)
 - d. probably because men eat more junk food

6. What does “being gay” mean?
 - a. having sex with someone of your own gender
 - b. being effeminate, if you’re male ... or masculine, if you’re female
 - c. really wishing you were the other gender ... wanting sex-reassignment surgery
 - d. mostly feeling attracted (romantically, sexually, emotionally) to people of your own gender

7. Suppose a person has never had any kind of sex. He or she has chosen to abstain. How would you describe this person’s gender orientation?
 - a. heterosexual, because most people consider themselves heterosexual
 - b. bisexual, because they haven’t had any experience yet
 - c. it depends who they have crushes, dreams and fantasies about
 - d. it depends how old they are

8. As we defined “love” in class, what two things does a person have to feel if they really love someone?
 - a. desire for the person (feeling sexually attracted to him or her) and caring about the person’s well-being
 - b. liking the person (or remembering times when you have liked being with him or her) and caring about the person’s well-being
 - c. feeling jealous of the person’s other friends and liking him or her
 - d. feeling needed by the person and wanting to be together all or most of the time

9. Which of the following is NOT a cause of infertility?
 - a. lack of orgasm
 - b. STDs
 - c. age, especially the woman’s
 - d. low sperm count

10. Which kind of abortion is the most common in the United States?
 - a. medical (abortion pills)
 - b. vacuum curettage
 - c. D&E
 - d. Infusion

11. What do you call the type of adoption where the birth parents and adoptive parents exchange letters and photos, and sometimes meet one another?
 - a. independent
 - b. agency
 - c. open
 - d. traditional

12. Suppose a person has an HIV antibody blood test. The result is positive. What does that mean?
 - a. The person probably has HIV (Human Immunodeficiency Virus).
 - b. The person probably has AIDS (Acquired Immune Deficiency Syndrome).
 - c. The person is gay or uses IV drugs.
 - d. The person can never get pregnant.

13. What should the person in question number 12 do, now that he or she has had a positive test?
 - a. give up and expect to die within a year or two
 - b. don't bother to abstain (or use condoms) because he or she is already infected
 - c. start getting health care as soon as possible because there may be treatments to keep him or her healthy longer
 - d. quit his or her job, because he or she will be too sick to work and because it's important not to expose others to the disease

14. Which are the most important sex organs (in terms of sexual response)?
 - a. the penis and the vagina
 - b. the scrotum and the clitoris
 - c. the lungs and the heart
 - d. the skin and the brain

15. There are four common causes of sexual dysfunction. Two are: (1) myths and misconceptions and (2) feelings and values. What is one of the *other* common reasons people have sexual response problems?
 - a. circumcision
 - b. alcohol and other drugs
 - c. anemia
 - d. all of the above

12. Describe one constructive thing you have done in the last two months (or one thing you intend to do in the next month) about the AIDS crisis ... one way you have “turned sadness into action”.

13. Describe one constructive thing you have done in the past two months (or one thing you intend to do in the next month) to respond to sexual stereotyping. The stereotyping could be something an individual person did or said, or something you saw in an institution or in the media. The stereotype may have been about any group of people: men, women, fathers, mothers, gay men, lesbian women, people with HIV or AIDS, people who have abortions, people who make adoption plans for their babies, teenage parents, etc.

14. Describe one constructive thing you have done in the past two months (or one thing you intend to do in the next month) to address sexual exploitation. The exploitation could be child sexual abuse, sexual harassment by students or others, acquaintance/date rape, or some other form of sexual exploitation.