Options Instructions

- Spread the different stations out **randomly** throughout the room- part of the exercise is trying to locate each station.

- Place corresponding story cards at each station (each station's story cards are the same **color**).

- Place the following **props** at their appropriate stations
  Medical: timer, dice, band-aid stickers & rape kit
  Legal: time, pen & paper
  School: slut stickers

- Before beginning the exercise, give a **brief description** of the purpose of the exercise.

- Randomly distribute the character cards and have one or more others join with each character (depends on the size of your group). The one given the character card will go through the exercise as the **character** and the others will act as the **shadows**. Shadows can provide their input to help the character make their decisions.

- **Characters** must stick to their color cards and leave the cards at their designated stations when they finish reading them.

If time allows, everyone should take a turn as a **Character** and as a **Shadow**.

Once everyone has finished the activity and returned to their seats, open the floor for a discussion about the participants' experiences.

Some suggested discussion questions:

1) What was this experience like for those of you who were the character?

2) What was this experience like for those of you who were the shadow(s)?

3) Was the input from the shadow(s) helpful or hurtful?

4) What were some examples of victim blaming?

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Circles of Sexuality Activity

Purpose: To develop and understand a broad definition of sexuality

Materials: Newsprint & markers, copy of the handout, *Circles of Sexuality*, for each participant, and the Leader's Resources, *Circles of Sexuality*, *An Explanation of the Circles of Sexuality* and *Sexual Development through the Life Cycle* ; pens or pencils

Time: 45 minutes

Planning Notes: Review the Leader's Resource, *Circles of Sexuality*, and draw a large version of it on newsprint or a dry erase board.

Procedure:

Explain that when many people see the words "sex" or "sexuality," they most often think of sexual intercourse. Others also think of other kinds of physical sexual activities. Tell the group that sexuality is much more than sexual feelings or sexual intercourse. It is an important part of who every person is. It includes all the feelings, thoughts, and behaviors of being female or male, being attracted and attractive to others, and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.

Write ***sexuality*** on the board and draw a box around the letters ***s-e-x***. Point out that ***s, e,*** and ***x*** are only three of the letters in the word ***sexuality.***

Display the five circles of sexuality on separate pieces of newsprint or on dry erase board. Give each participant a *Circles of Sexuality* handout.
Explain that this way of looking at human sexuality breaks it down into five different components: ***sensuality, intimacy, identity,behavior and reproduction***, and ***sexualization***. Everything related to human sexuality will fit in one of these circles.

Beginning with the circle labeled ***sensuality***, explain each circle briefly (*reference Explanations of Circles of Sexuality handout*). Take five minutes to read the definition of the circle aloud, point out its elements, and ask for examples of behaviors that would fit in the circle. Write the examples in the circle and ask participants to write them on their handouts. Continue with each circle until you have explained each component of sexuality.

To make the activity more interactive, you can cut out examples of each component of sexuality and have participants decide which circle of sexuality each example belongs to.

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Ask if anyone has any questions. Then conclude the activity using the discussion questions below.

Discussion Questions:

1. Which of the five sexuality circles feels most familiar? Least familiar? Why do you think that is so?
2. Is there any part of these five circles that you never before thought of as *sexual*? Please explain.
3. Which circle is most important for teens to know about? Least important? Why?
4. Which circle would you feel/would have felt interested in discussing with your parent(s)?

Which circle would you feel/would have felt interested in talking about with someone you are/were dating?

A Lesson Plan from *Life Planning Education: A Youth Development Program*

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Adapted from Life Planning Education, Advocates for Youth, Washington, DC, 1995

Circles of Sexuality

Sensuality
Awareness, acceptance of and comfort with one's own body; physiological and psychological enjoyment of one's own body and the bodies of others

Sexualization
The use of sexuality to influence, control or manipulate others

Intimacy
The ability and need to experience emotional closeness to another human being and have it returned

Sexual Health and Reproduction
Attitudes and behaviors related to producing children, care, and maintenance of the sex and reproductive organs, and health consequences of sexual behavior

Sexual Identity
The development of a sense of who one is sexually, including a sense of maleness and/or femaleness

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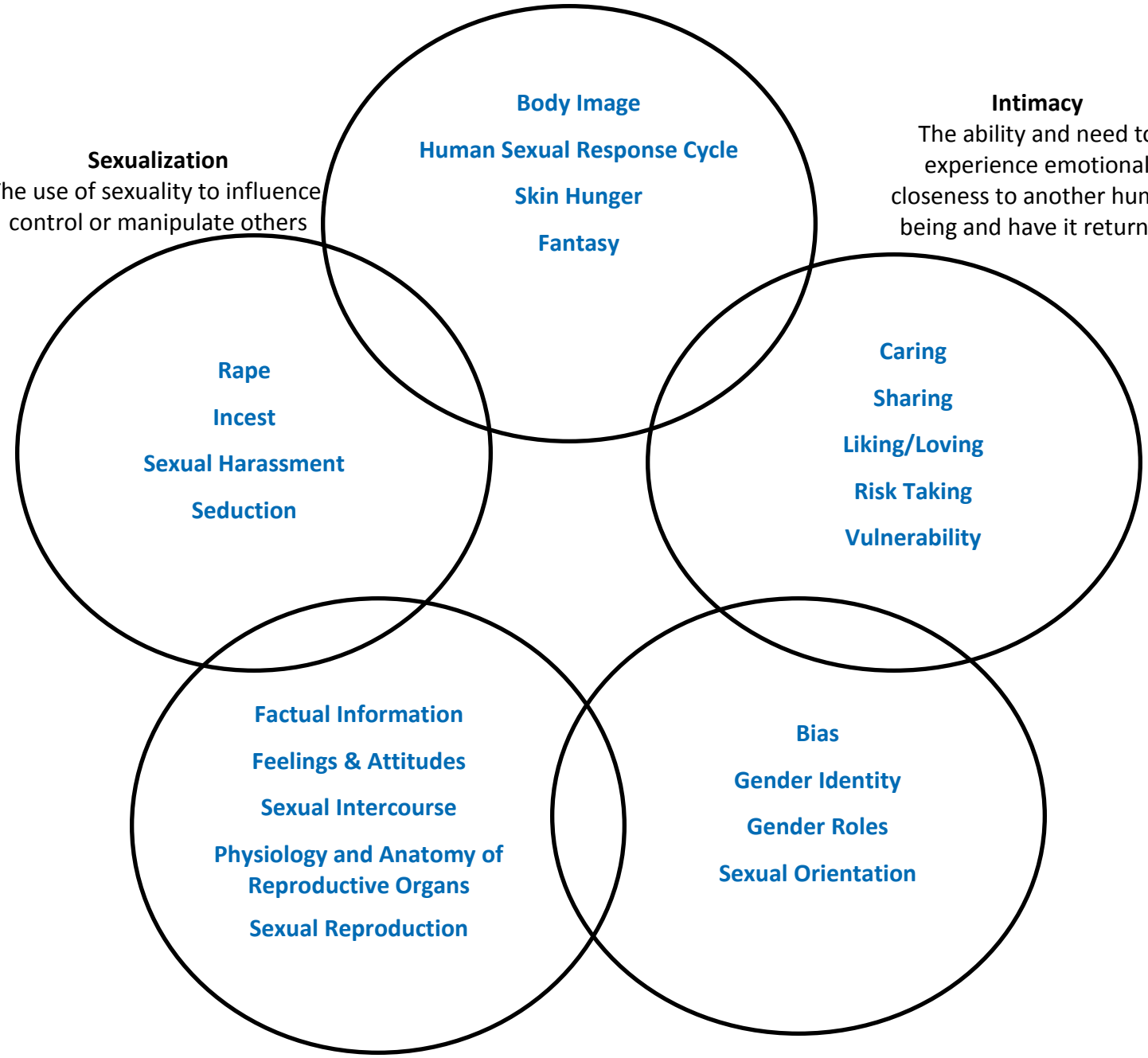
Circles of Sexuality
Leader's Resource

Sensuality
Awareness, acceptance of and comfort with one's own body; physiological and psychological enjoyment of one's own body and the bodies of others

Intimacy
The ability and need to experience emotional closeness to another human being and have it returned

Sexualization
The use of sexuality to influence control or manipulate others



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Adapted from Life Planning Education, Advocates for Youth, Washington, DC

Adapted from Life Planning Education, a comprehensive sex education curriculum. Washington, DC: Advocates for Youth, 2007.

Circles of Sexuality Explanations: Leader's Resource

Sexuality is much more than sexual feelings or sexual intercourse. It is an important part of who a person is and what she or he will become. It includes all of the feelings, thoughts and behaviors of being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.

Circle 1:

SENSUALITY is awareness and feeling about your own body and other people's bodies, especially the body of a sexual partner.
Sensuality enables us to feel good about how our bodies look and feel and what they can do. Sensuality also allows us to enjoy the pleasure our bodies can give us and others. This part of our sexuality affects our behavior in several ways:

- ***Need to understand anatomy and physiology*** – with knowledge and understanding, adolescents can appreciate the physiology of their bodies.

- ***Body image*** – whether we feel attractive and proud of our own bodies and they way they function influences many aspects of our lives. Adolescents often choose media personalities as the standard for how they should look, so they are likely to be disappointed by what they see in the mirror. They may be especially dissatisfied when the mainstream media does not portray positively, or at all, their types of skin, hair, eyes, body sizes or other physical characteristics.

- ***Experiencing pleasure and release from sexual tension*** – sensuality allows us to experience pleasure when we or others touch certain parts of our bodies. As the culmination of the sexual response cycle, males and females can experience orgasm when they masturbate or have a sexual experience with a partner.

- ***Satisfying skin hunger*** – our need to be touched and held by others in loving, caring ways is often referred to as skin hunger. Adolescents typically receive less touch from family members than do young children. Therefore, many teens satisfy their skin hunger through close physical contact with a peer. Sexual intercourse may result from a teen's need to be held, rather than from sexual desire.

- ***Feeling physical attraction for another person*** – the center of sensuality and attraction to other is not in the genitals, but in the brain, the most important "sex organ." The unexplained mechanism responsible for sexual attraction rests here.

- ***Fantasy*** – the brain also gives us the capacity to have fantasies about sexual behaviors and experiences. Adolescents often need help understanding that the sexual fantasies they experience are normal, but do not have to be acted upon.

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Circle 2:

SEXUAL INTIMACY is the ability and need to be emotionally close to another human being and to have that closeness returned.

Sharing intimacy is what makes personal relationships rick. While sensuality is about physical closeness, intimacy focuses on emotional closeness. Several aspects of intimacy include:

- ***Liking or loving another person*** – having emotional attachments or connections to others is a manifestation of intimacy.

- ***Emotional risk-taking*** – to have true intimacy with others, a person must open up and share feelings and personal information. We take a risk when we share our thoughts and emotions with others, but it is not possible to be really close to another person without being honest and open with them.

As sexual beings, we can have intimacy with or without having sexual intercourse. In a full and mature romantic relationship between two people, the expression of sexuality often includes both intimacy and intercourse. Unfortunately, intimacy established through caring and good communication is not always a part of adolescents' sexual experiences.

Circle 3:

SEXUAL IDENTITY is a person's understanding of who she or he is sexually, including the sense of being male or female.

Sexual identity can be thought of as three interlocking pieces that, together, affect how each person sees herself or himself. Each "piece" of sexual identity is important:

- ***Gender identity*** – knowing whether you are male, female, or transgender. Most young children determine their gender by age two.

- ***Gender role*** – knowing what it means to be male or female, or what a man or woman can or cannot do because of their gender. Some things are determined by the way male and female bodies are built. For example, only women menstruate and only men produce sperm. Other things are culturally determined. In our culture, only women wear dresses to work, but in other cultures men wear skirt-like outfits everywhere.
  There are many "rules" about what men and women can/should do that have nothing to do with the way their bodies are built. This aspect of sexuality is especially important for young adolescents to understand, since peer and parent pressures to be "macho" or "feminine" increase at this age. Both boys and girls need help sorting out how perceptions about gender roles affect whether they are encouraged or discouraged to make certain choices regarding relationships, leisure activities, education and careers.

- ***Sexual orientation*** – whether a person's primary attraction is to people of the same gender (homosexuality), the opposite gender (heterosexuality) or both genders (bisexuality).

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Sexual orientation generally begins to emerge by adolescence. Heterosexual, gay, lesbian, and bisexual youth can all experience same-gender sexual activity around puberty. Such behavior, including sex play with same-gender peers, crushes on same-gender adults or sexual fantasies about people of the same gender are normal for pre-teens and young teens and are not necessarily related to sexual orientation. Because of negative social messages, young adolescents who are experiencing sexual attraction to, and romantic feelings for, someone of their own gender may need support from adults who can help teens clarify their feelings and accept their sexuality.

Circle 4:

REPRODUCTION and ***SEXUAL HEALTH*** are the capacity to reproduce and the behaviors and attitudes that make sexual relationships healthy, physically and emotionally.
Specific aspects of sexual behavior and reproduction and reproduction that belong in this circle include:

- ***Factual information about reproduction*** is necessary to understand how male and female reproductive systems work and how conception occurs. Adolescents typically have inadequate information about their own or their partners' bodies. They need the information that is essential for making informed decisions about sexual behaviors and health.

- ***Feelings and attitudes*** are wide-ranging when it comes to sexual behavior and reproduction, especially health-related topics such as sexually transmitted diseases (including HIV infection) and the use of contraception, abortion and so on. Talking about these issues can increase adolescents' self-awareness and empower them to make healthy decisions about their sexual behavior.

  -*Sexual intercourse* is one of the most common human behaviors, capable of producing sexual pleasure and/or pregnancy. In programs for young adolescents, discussion of sexual intercourse is often limited to male-female vaginal intercourse, but all young people need information about the three types of intercourse people commonly engage in – oral, anal and vaginal.

- ***Contraceptive information*** describes all available contraceptive methods, how they work, where to obtain them, their effectiveness and side effects. The use of latex condoms for disease prevention must be stressed. Even if young people are not currently engaging in sexual intercourse, they will in the future. The **must** know how to prevent pregnancy and/or disease.

Circle 5:

SEXUALIZATION is using sex of sexuality to influence, manipulate or control other people. Often called the "shadow" side of our sexuality, sexualization spans behaviors that range from harmlessly manipulative to sadistically violent and illegal. Behaviors include flirting, seduction, withholding sex from a partner to "punish" the partner or to get something you want, sexual harassment (a supervisor demands sex for promotions or raises), sexual abuse and rape. Teens need to know that **no one** should exploit them sexually. They need to practice skills to avoid or

fight against unhealthy sexualization should it occur in their lives.

- ***Flirting*** is relatively harmless sexualization behavior. Nevertheless, upon occasion it is an attempt to manipulate someone else, and it can cause the person manipulated to feel hurt, humiliation, and shame.

- ***Seduction*** is the act of enticing someone to engage in sexual activity. The act of seduction implies manipulation that at times may prove harmful for the one who is seduced.

- ***Sexual harassment*** is an illegal behavior. Sexual harassment means harassing someone else because of her/his gender. It could mean making personal, embarrassing remarks about someone's appearance, especially characteristics associated with sexual maturity, such as the size of a woman's breasts or of a man's testicles or penis. It could mean unwanted touching, such as groping someone's bottom. It could mean demands by a teacher, supervisor, or other person in authority for sexual intercourse in exchange for grades, promotion, hiring, raises, etc. All these behaviors are manipulative. The laws of the United States provide protection against sexual harassment. Youth should know that they have the right to file a complaint with appropriate authorities if they are sexually harassed and that others may complain of their behavior if they sexually harass someone else.

- ***Rape*** means coercing or forcing someone else to have genital contact with another. Sexual assault can include forced petting as well as forced sexual intercourse. Force, in the case of rape, can include use of overpowering strength, threats, and/or implied threats that arouse fear in the person raped. Youth need to know that rape is always illegal and always cruel. Youth should know that they may be prosecuted if they force anyone else to have genital contact with them for any reason. Refusing to accept no and forcing the other person to have sexual intercourse always means rape.

- ***Incest*** means forcing sexual contact on any minor who is related to the perpetrator by birth or marriage. Incest is always illegal and is extremely cruel because it betrays the trust that children and youth give to their families. Moreover, because the older person knows that incest is illegal and tries to hide the crime, he/she often blames the child. The triple burden of forced sexual contact, betrayed trust, and self-blame makes incest particularly damaging to survivors of incest.

Cut out slips for Circles of Sexuality Activity

Body Image

Positive/Negative feelings of one's own body

Human Sexual Response Cycle

The way each person uniquely experiences pleasure

Skin Hunger

The need to be touched or held by others in loving, caring ways

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Fantasy

Fantasizing about sexual behaviors & experiences

Caring

The ability to empathize, feeling joy or pain from the experience of another person

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Sharing

To achieve emotional closeness

Loving/Liking

Emotional attachment or connection to others

Vulnerability

Being willing to open up to someone and share feelings and personal information

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Gender Identity

Knowing whether one is male/female/transgender

Gender Roles

Attaching actions/behaviors to a specific gender

Sexual Orientation

A person's sexual identity determined by the gender(s) they are attracted to.

Factual Information

Knowledge of functioning of reproductive organs, mechanics of sex, STI's, etc.

Feelings & Attitudes

On topics such as contraceptive use, abortion, pregnancy

Sexual Intercourse

Behavior that may produce sexual pleasure & may result in pregnancy or STI's. Vaginal, anal, oral.

Physiology & Anatomy of Reproductive Organs

Knowledge of the male/female/transgender body and the ways in which they function

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Sexual Reproduction

Knowledge of the actual process of conception, pregnancy, delivery, and recovery following childbirth

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Rape

Coercing or forcing someone to have genital contact with another person. Force can include physically overpowering another person, threats, coercion, etc.

Incest

Forcing sexual contact on any person related to the perpetrator by birth or marriage.

Sexual Harassment

Unwanted sexual contact or unwanted sexual verbal remarks defined by the person receiving the behavior

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Seduction

Act of enticing someone to engage in a sexual activity. Implies manipulation is involved.

Emotional Risk-Taking

Opening up and sharing feelings and personal information with another person to achieve intimacy.

Unpacking Privilege Activity Instructions

Objective: This activity encourages participants to examine how privilege impacts one's life. Participants will be able to see how certain identities are advantageous for one group of people but also directly place minority groups at a disadvantage. Identities could include gender identity, socio-economic status, disability status, race, etc. Use this activity in conjunction with the essay written by Peggy McIntosh (1988),"*White Privilege: Unpacking the Invisible Knapsack*".

Activity:

Write the word "**PRIVILIGES**" on large pieces of sticky easel pad paper around the room.

Break participants into small groups and give each group a privilege (Male, able-bodied, high socioeconomic status, white, heterosexual, Christian etc.)

Ask each group to write all of the privileges they think this group gets simply by virtue of the privileged status on their paper.

Assign one person from the group to report out to the larger group.

Invite the larger group to add to the lists and host a discussion.

SAMPLE DISCUSSION QUESTIONS

1) What are the daily effects of privilege in your life if you do not belong to the disadvantaged group(s)?

2) Is it possible for one person's privilege to be unrelated to another's disadvantage?

3) What do you think McIntosh means when she writes that admitting white privilege means giving up "the myth of meritocracy"?

4) How might various forms of privilege and disadvantage affect the clients whom you serve?

5) How might your own privilege affect your relationships with clients?

6) How do we lessen the impact of our privilege?

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Cut out slips for Unpacking Privilege Activity

Male

Able-bodied

High Socioeconomic Status

White

Heterosexual