

**UNIT 2:**  
**Tent Poles.**  
**YOU.**  
**SEXUALITY AND AFFECTIVITY**



**10th Grade**

**Who are you?**

**Recognizing my sexuality and affections helps me get  
to know you.**

**In equality and difference.**

**In love.**

## 2. Sex or Sexuality?

“...male and female he created them...”

Gn 1:27



Detail from the painting "The Kiss" by Gustav Klimt.

**Recognizing that sexuality constitutes part of the whole PERSON and shapes his/her way of being: as a man or as a woman.**

**ACTIVITY 1:** For this activity, show a photograph that includes two images of two couples on different levels. In the forefront, there is the image of an elderly couple looking into each other's eyes and holding hands. In the background, there is the image of a young man and woman, joining their half-naked bodies in a hug.

The objective is for the young person to feel “provoked” in front of these two images, or even confused by the title of the topic and the image presented.

The teacher will invite the students to spend a few minutes unhurriedly observing the photograph, and to share with the rest of the class what caught their attention. It is important to lead the youth to question whether both couples communicate and express their love in the same way.



ESTAMPAS  
Photography  
Collection.  
Gabriel Tizón.  
Ferrol.1973.

After sharing their ideas, the teacher will conclude by posing a perplexing question: Which of the two couples is having a sexual relationship?.

Leave this question hanging, to be answered at the end of the session.

The idea is for this image to be present throughout the different activities so that little by little it can build the idea that sexuality forms part of the whole person.

**ACTIVITY 2-3:** Separate boys and girls into two different groups and have them answer the question: What does the word **sex** suggest to you? It is important, as much as possible, to separate the sexes into different groups, because the boys' answers will presumably be different. In this way, the boys can talk about hooking up, one-night stands, maybe making reference to their genital organs, etc., while the girls can talk more about maternity, pregnancy, falling in love...

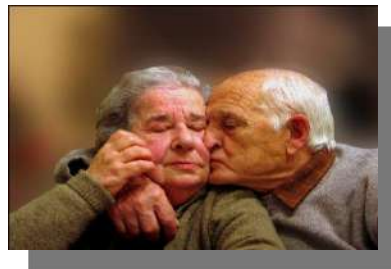
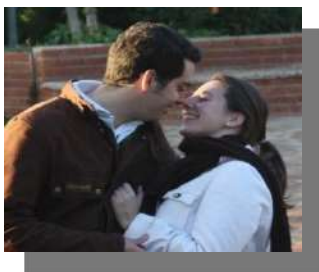
Do the same thing with the word **sexuality**.

Have them share as a class to see the similarities and differences in their answers. Leave a little time for them to debate. Review the ideas shared with the class. It would be good to do it in the workbook, but you can do it on the board or whatever is most convenient.

**ACTIVITY 4:** Next, present a series of photographs. You can project them or hang them up for the class, so that everyone can see them. The kids have to connect each photo to one word: sex or sexuality.

The following photos are grouped as:

Sexuality (photos 1, 3)



Sex (photos 2, 4, 5 and 6)



**ACTIVITY 5 :** For this activity, use two photos from the previous activity and ask them to observe the differences between them.

It is important for them to pay attention to the posture, style of dress, and above all ask them: where they are looking?

You can invite them to consider which image they would choose if they were the ones pictured.

Then, show them some sentences and ask them to indicate which image they correspond to:



I enjoy being by their side and making them laugh.

We get to know each other a little more each day and I feel more comfortable.

We talk a lot. He/she is so different from everybody else.

I would love for this to be forever.

Of course I am attracted to him/her, but now is not the right time.



I'm having an awesome time. I'm having fun. Period.

The good thing is that every night you meet a ton of people and if you both agree...then you're both happy.

I like him/her and I'll try them out, but I think I need to meet more people, there are other guys/girls that I like too.

**ACTIVITY 6:** With all of the ideas that we have been working with up to this point, invite the youth to propose an initial definition of SEX and of SEXUALITY.

**1 SEX is not the same as SEXUALITY, and the two can get mixed up and be used badly.**

**Sex refers to our organic condition, and sexuality broadens the conditions that characterize each sex.**

**Sexuality has been cheapened in today's society. The meaning of sexuality is lived out as though it were an absolute, and has lost its value, its true meaning.**

**Sex is seeing the other person only for their body, forgetting that they are a whole person.**

**Sexuality has been reduced to GENITALITY and has been separated from the person.**

**ACTIVITY 7:** This activity repeats what was done in the last activity, associating each image with the sentences proposed:



It is an interpersonal relationship.
It is a conscious act.
Freedom and the will make abstinence possible.
All the aspects of the person come into play in the process of arousal.



It is the mating of two reproductive organs.
It is pre-determined.
Instinct without meaning.
The process of arousal is a reflex.

With this activity, we can take one step further in the difference between sex and sexuality. Recognizing sexuality as something natural that is different from the natural law that animals follow.

Invite them to ponder how in the animal world, sexuality is ordered solely toward the multiplication of the species, so there can be no abuse, rape or prostitution.

In humanity, in man and woman, sexuality is also ordered toward loving union and the continuation of this love through children. There can be aberrations against true sexuality, because the very value of the person is at stake.

**2 Sexuality is a dimension of the human person. It constitutes part of my person.**

**Animal sexuality is different from human sexuality.**

**Animals are NOT PERSONS. They don't have reason, will, or true freedom. They are ordered by natural laws and they live out their relationships through INSTINCT. They are a-moral, and cannot devalue what they are incapable of giving MEANING to in the first place.**

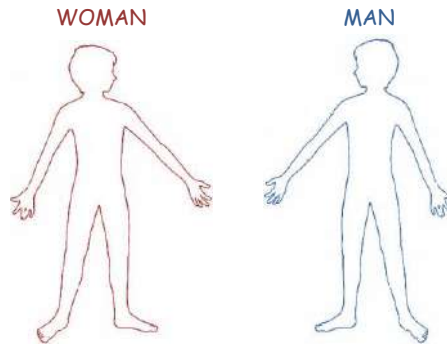


**ACTIVITY 8:** After seeing that sexuality is a dimension proper to the person, ask the youth to point out where sexuality is located in boys and girls.

Help them reach the conclusion that sexuality does not lie only in genital organs, but in the hypothalamus, the brain...in the whole person.

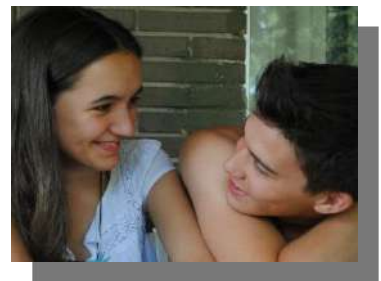
At this point, you can remind them of the photo that they saw at the beginning of the session and ask them again about which of the two couples in the photo is having a sexual relationship.

Have them share.



**ACTIVITY 9:** Observe the photo and reflect. Related words: falling in love, attraction, desire.

Through this photo and a dialogue with the youth, arrive at the conclusion that attraction is a consequence of sexuality. Being different attracts us. This initial attraction happens through our body. But it doesn't remain at the physical level. The body is part of the person and so sexual attraction is personal: in being a man and in being a woman.



**3** When I "fall in love" with someone, the first thing that I notice is their body. I already know that the body is an expression of my PERSON. The body speaks of me. That's why, when I fall in love, I don't only notice the person's form: if they are blonde or thin, the shape of their eyes or the color of their hair. There is something that overtakes me. Something that attracts me. It is sexual attraction, which is a response to the difference in the other's body, and it attracts me like a magnet. It's not "their genitals" or their sex that produce this desire in me, but the WHOLE person, their sexuality.

**ACTIVITY 10:** Listen to Jorge Drexler's song, "El deseo":

Yo soy, tan solo uno de los dos polos; de esta historia, la mitad.  
Apenas medio elenco estable; una de las dos variables en esta polaridad:  
más y menos, y en el otro extremo de esa línea, estás tú,  
mi tormento, mi fabuloso complemento, mi fuente de salud.

Deseo mire donde mire, te veo  
mire donde mire, te veo  
mire donde mire, te veo....

Igual que hace millones de siglos en un microscópico mundo distante, se unieron  
dos células cualquiera...

Instinto, dos seres distintos amándose por vez primera.

Deseo mire donde mire, te veo  
mire donde mire, te veo  
mire donde mire, te veo....

Dulce magnetismo: dos cargas opuestas buscando lo mismo..

Stress the question about whether desire and attraction are the same thing. The youth need to realize that one is a consequence of the other.

Recognizing how desire is a yearning for something that I don't have and how this something attracts me to the other person. Another idea that can be discussed using the song is the concept of "complement," which arises between a man and a woman because they are different, complementary beings. "*This one at last is bone of my bones...*". Two people who are different, yet possess the same dignity.

**ACTIVITY 11:** To conclude, insist on the idea that sexuality shapes every aspect of the person, and that any relationship that I establish with another person is a relationship based on sexual difference.

End the lesson reading the sentence on male and female sexual complementarity by Denis Sonet and discussing whether the vision that the youth had of sexuality before completing the unit has changed at all, using the image of the two couples. The "correct" answer is effectively that both couples are having "a sexual relationship". Every relationship is PERSONAL and the person has a SEXUAL DIMENSION. You can't "get rid of" your sexuality when you interact with someone.

It's true that when we speak of sexual relationships we are referring to the sexual act, to sexual union, but sexuality embraces the whole person: we relate to others as we are, as men and as women.

Have them share what they have discovered and lead a brief brainstorming session.

*“Woman must teach man her sentimental dimension, freeing the tenderness so often hidden away in his heart, and man must teach woman his capacity for bodily self-giving, so rich and diffused, so full of nuance.”*

Let's Discover Love. Denis Sonet

**4 Sexuality speaks of duality: Man and woman are PERSONS. They are different, yet they have the same DIGNITY.**

**Sexuality is BEING, AS A MAN AND AS A WOMAN.**

**It forms part of my WHOLE person and shapes my way of being: being a man, being a woman. It shapes my behavior as a man or as a woman.**

**Sexuality involves my whole person, not just my genital organs.**

**My SEXUAL DIMENSION is always present in my relationship with others, because every relationship is PERSONAL.**

**The sexual relationship is COMMUNICATION, and there are different gestures and ways of communicating love: a glance, an embrace, a kiss, and the mutual donation of body and soul.**

**My sexuality shapes ALL the aspects of my person: my body, my affections, my intelligence, my spirituality, my sociality. These aspects are different and complementary.**

**Sexuality speaks of complementarity.**



## TIMING AND MATERIALS

This lesson is designed for students of the 10<sup>th</sup> grade, to be completed in two sessions.

ACTIVITY	TIME (minutes)	MATERIALS
Activity 1: Observation.	5	Photo of the elderly couple.
Activ. 2-3: Personal and group reflection.	10	Worksheet: sex-sexuality.
Activ. 4: Observation and individual questions.	5	Photos: 1, 2, 3, 4 y 5.
Activ. 5: Individual questions.	10	Worksheet.
Activ. 6: Individual questions + read and comment on the text from what I carry in my backpack.	10	Worksheet.
Activ. 7: Observation and individual questions. Read the text from what I carry in my backpack.	10	Worksheet.
Activ. 8: Personal reflection and sharing.	10	Worksheet: silhouettes of man and woman.
Activ. 9: Observation and personal questions. Read the text from what I carry in my backpack.	5	Worksheet.
Activ. 10: Listen to the song "Deseo" by Jorge Drexler. Answer the questions.	10	Worksheet, song lyrics, DVD.
Activ. 11: Personal reflection. Read the text from what I carry in my backpack and the sentence. Reflection. Sharing + brainstorming on what the text suggests.	15	Worksheet.
Conclusion.	10	