

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.

1. Different Bodies

“We have gifts that differ according to the grace given to us”

Rm 12:6



**Discovering my sexual identity within my own personal identity: being a man or a woman.
Different, yet equal in dignity.**

Introduce the lesson “Different Bodies” by inviting the youth to be the protagonists of this journey and to ask themselves about the meaning of their own identity. Their relationship with others plays a fundamental role in the process of the formation of their identity because it helps them situate themselves and be able to respond in a more complete way to the question: Who am I?

ACTIVITY 1: Through the observation of two photographs: one of a newborn and the other of some of Antonio López’s sculptures of a male and female body, we intend to lead the youth to recognize sexual difference. In the first image there are not enough distinguishable signs of whether the baby in the photograph is a boy or a girl, but with the sculptures of the nude bodies it becomes clear which body is male and which is female.



“Man and Woman”, sculpture by Antonio López

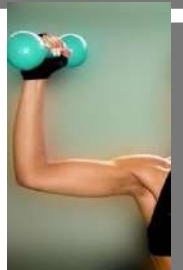
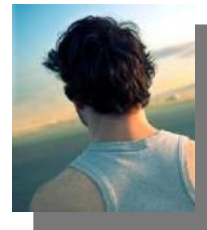
The sexual difference has to do with IDENTITY. When we are born, there is a genetic and morphological difference that determines us as a man or as a woman, but this difference develops over time, just like our IDENTITY, until it reaches maturity. Sexuality begins at the moment of conception: XX or XY, and it ends at the moment a person dies.

A biology teacher can also be present for this activity and review the identification of primary and secondary sex characteristics, observing the difference between male and female, and helping the youth to recognize how perfectly they are made and to ponder the reason why they were made in this way.

Female features are more delicate than male ones, and female genital organs are located inside of the body. Inscribed in the woman's body is the call to WELCOME both man and baby.

Male features are more robust and display more physical strength, and their sexual organs are visible. Both sexes are called to mutual donation, each one conditioned by being a man or being a woman.

ACTIVITY 2: Below are a series of images in which the youth are invited to recognize which are male and which are female.



The choice is clear. None of these cases present a doubt about whether the mouth is female or the arm is male. But it is useful for the teacher to ask the youth if this is always the case. Many times we find people who do not clearly express their sexuality through their physical appearance or gestures. How many times have we seen a person at the bus stop and not known whether they were a boy or a girl?

Society is devoted to sexual equality, and in these units we will not say anything to the contrary. We advocate for equality, but only in personal dignity. Man and woman are different.

The word "sexuality" comes from the verb to separate, to differentiate.

Two versions of a single DIGNITY.

It is important that the youth learn to discover and respect the beauty of difference.

ACTIVITY 3: Below there is a proposed activity that requires four volunteers. If the group is mixed, you will need two boys and two girls. Otherwise, you will need to find a pair of the other sex from another class.

The activity consists of each pair performing a short skit in which two friends, who haven't seen each other for a while, run into each other on the street. Ask both pairs to do the same thing, but separately.

It is important that they emphasize the feelings stirred up by running into their friend, expressing them through their words and gestures.

The rest of the group must make note of the differences they observe in how the boys and girls express their feelings in the same situation.

The purpose of this activity is to recognize that man and woman are not only physically different, but they also express themselves in different ways.

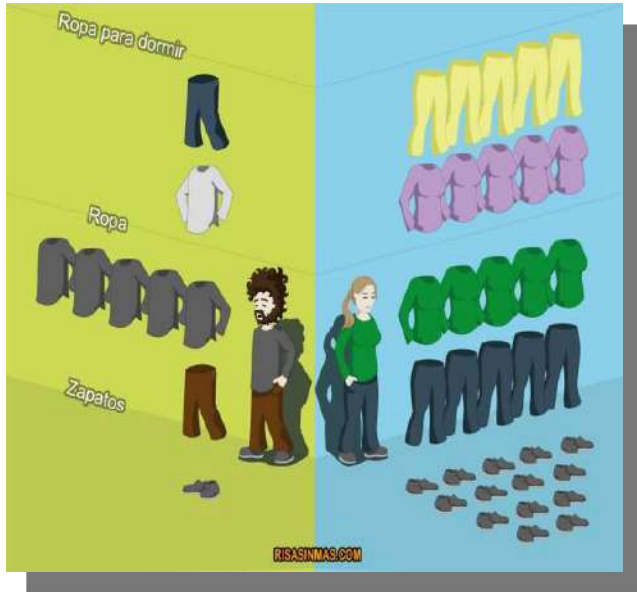
The teacher will invite the youth to talk about the differences seen in:

- Posture
- Hand gestures
- The expression of affections
- Words used
- Tone of voice

ACTIVITY 4: In the previous unit we focused on how the five dimensions of the person constitute a whole made up of: the physical, intellectual, social, affective and spiritual dimensions. We saw in the previous activity how there are differences between men and women that go beyond simply what is physical and that correspond to each one of these dimensions. The teacher will invite the youth to recognize the differences between themselves in each dimension. Then, you should describe these differences in detail to better orient the youth:

- **PHYSICAL:** Our bodies are different. Complexion. Sexual hormones operate in different ways. Women have a cyclical hormonal rhythm; in men it remains more constant. Only the female body is called to motherhood.
- **INTELLECTUAL:** Different development of the brain's hemispheres and different neural connections. Man is more analytical and has a greater capacity for analysis. There are videos on the internet about the male and female brains which explain these differences in a fun way.
- **AFFECTIVE:** The affective response of the woman is global, and feelings and their manifestation play an important role. They give value to what is spoken. In men, responses are based more on bodily action. Men compartmentalize and internalize affections to a greater extent.
- **SOCIAL:** Women, since they tend to reveal their affections more, have a greater need for contact with friends and family. Woman is most complete through her interpersonal relationships. Man relates with others in a more linear way.
- **SPIRITUAL:** Women tend more toward what is transcendent, while men are more pragmatic.

To conclude, you can play some commercials that reflect the differences between men and women and spend some time discussing them.



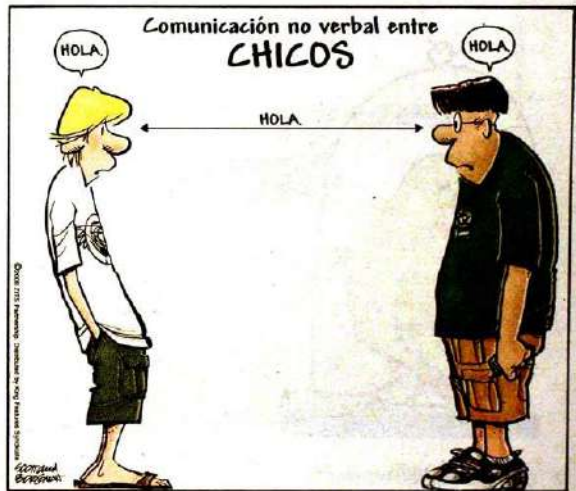
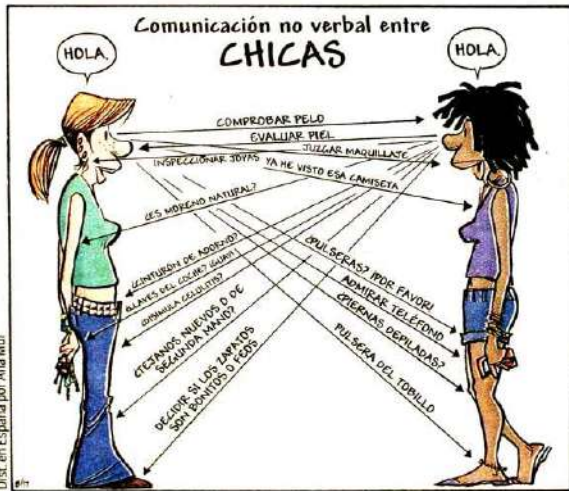
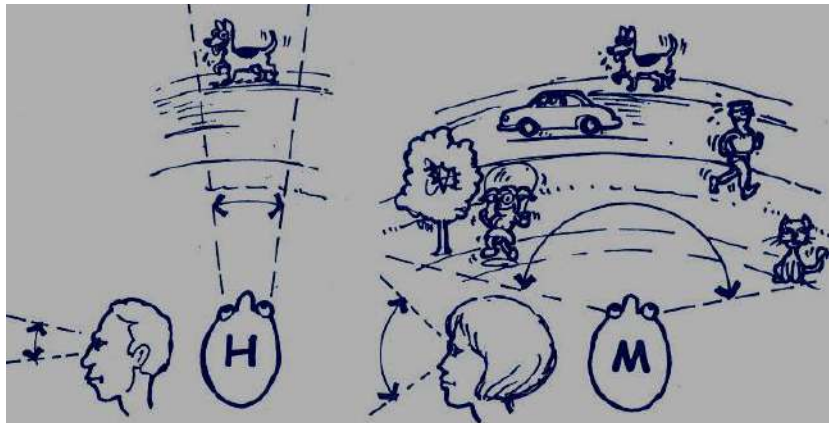
MUJERES		HOMBRES
	ESCUELA	
	VIAJE	
	PICNIC	
	DE COMPRAS	
	FIESTA	
	PLAYA	

WOMAN

MAN

Arasquino		Rojo
Cayena		
Carneí		Morado
Cinuela		
Berenjena		
Uva		
Orquídea		
Lavanda		
Clavel		Rosa
Fresa		
Chicle		
Magenta		
Salmon		
Mandarina		Naranja
Melón		
Plátano		Amarillo
Limón		
Miel		Verde
Lima		
Primavera		
Tiebol		
Helecho		
Musgo		
Planta		
Espuma de mar		Azul
Rocío de mar		
Verde azulado		
Cielo		
Turquesa		

PORTALISIMO.COM



ACTIVITY 5: Conclude the session with two commercials, paying attention to the differences between man and woman.

In one of these commercials we observe how the quest for sexual equality in today's society has caused a war between the sexes: a competition between them to see who can get farther, and who can be better. Instead of helping each other.



<http://bit.ly/2a5kMKm>

The second commercial recognizes the differences between men and women, precisely as a consequence of their own sexuality.



<http://bit.ly/29QvHe1>

Sexual difference is written in the body; written in the body of man and woman is also the goal of the encounter between them, of union, of mutual donation and communion.

Recognizing that the other person has a body that is different from my own asks me about my own identity and differentiates me from the other. Why are we different? Why am I different from you?

This difference speaks of SEXUALITY, of sexually differentiated bodies: Male and female.

The body is part of the PERSON and, therefore, SEXUALITY is also part of the PERSON.

This duality does not separate us; rather, it leads us toward an identical DIGNITY.

In the body, marked by sexual difference, is written the call to complementarity. I don't have what you have, and you don't have what I have.

This difference calls us to give ourselves as a gift for the other.

TIMING AND MATERIALS

This lesson is designed for students in the 10th grade.

ACTIVITY	TIME (minutes)	MATERIALS
Introduction	5	Sheet of paper.
Activity 1: Observe sexual differences and development.	10	Photo of newborn and image of the sculptures of A. López.
Actv.2: Identify male and female images.	7	Worksheet with images and pen.
Actv.3: Skits	10	Classroom space and 4 volunteers: 2 boys and 2 girls.
Actv.4: Differences within each dimension	8 + 10	Sheet of paper and pen.
Actv.5: Commercials, reading about what I carry in my backpack, and CONCLUSION	15	Overhead projector and proposed commercials.