

Talking about Sex: Use of Standard Terms

Introduction

The goal of this lesson is to reduce student (and possibly teacher) embarrassment or timidity in talking about sex by practicing the use of standard terms for sexual health. This will increase the accuracy of learning and reduce confusion caused by vague references in the discussions. Two methods, whole class discussion or small groups, are suggested for this lesson. This lesson may be more effective if the small groups or pairings are created by gender. This should be considered before proceeding with the format of the lesson.

Grade Level

Grades 7-9

Learning Outcomes

Students should be able to use several of the proper terms in discussions about sexual health. They should not be embarrassed to speak with the teacher or others using such terms.

Prerequisites/Prior Learning

Consider whether your students have already done this vocabulary/comfort building exercise in previous grades so that it is not repetitive for them.

Materials

- Flip chart or blackboard
- Space for small group or pairs discussions.
- 3 x 3 self-stick removable notes with proper and slang sexuality terms written on them

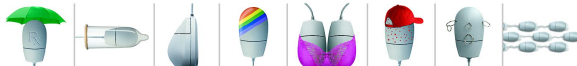
Time Required

Approximately 30 - 40 minutes, depending on the size of the group.

Lesson Procedure and Suggested Discussion Points/Content

Option One: Small then Large Group OR Large Group

<ol style="list-style-type: none">1. Remind the students about the ground rules for class and small group discussions.2. Divide the whole group into smaller groups of 3 or 4.3. Give each group a pen and a large sheet of paper.4. Ask the small groups to brainstorm on words about sex for a few minutes, writing down phrases and words they know, and any feelings or thoughts which the word brings up.5. Back in the main group, discuss how brainstorming made participants feel. Compare lists of words. Do not insist on a contribution from everyone, as some may find it difficult to overcome their initial embarrassment.6. Back in the main group, compare notes. The aim is to find words or phrases that are clear, easily understood, and non-offensive for future group use when talking about sex.	<p>Note: This exercise can be done with the whole group by asking a confident member of the class to write the terms on a flip chart or blackboard.</p> <p>The teacher's role in this option is to act as coach and prompt students to participate (without embarrassing anyone) while giving permission for students to suggest some of the slang terms.</p> <p>Note: Laughter is an important part of this lesson, while not letting it get out of hand.</p>
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Option Two: Pairs (Same Gender is recommended)

<ol style="list-style-type: none">1. Each participant will receive a folded self-stick note with a term related to sexuality written on it (instruct participants not to look at the note they are given).2. Working in groups of two, participants will be asked to take turns sticking the note on their partner's forehead. The partner wearing the note will then be allowed to ask as many "yes" or "no" questions as necessary in order to guess what the word is on his/her head. Once the word has been determined or the allotted time is up, participants will switch roles.3. Process this activity as a group by asking participants how they felt playing the game, saying the terms out loud, and having opposite sex partners (if appropriate). <p>Note: This activity can be used when doing an overview of human sexuality, but has also been used when dealing with specific topics, such as puberty, menopause, or contraception.</p>	<p>Teachers should develop a list of words that they want their students to learn and use in their sexual health classes. Here is an initial list.</p> <ul style="list-style-type: none">- Penis- Breast- Scrotum- Vagina- Conception- Contraception- Virus- Condom- Testis- Ovum- Sperm- Uterus- Gene- Touch- Pregnancy- Sexually Transmitted Infection- Assault- Others?
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Closure

Close the discussion by pointing out why using the use of standard sexual health terms helps to avoid confusion as well as reduce embarrassment in talking about sex. Pass around blank sheets of paper and ask students to write down a question or comment for the question box. (If they do not have a question or comment, ask them to simply write down a brief sentence on what they learned (so that everyone hands in a sheet of paper with some writing on it.)

Follow-up/Enrichment

Student Assignment: Ask the students to visit and read the [Talking Sex](#) and the [What is Sex?](#) pages of www.sexualityandu.ca. Talk about what they found on these pages at the start of the next class and reflect on the vocabulary.

Assessment/Evaluation Criteria/Tools

Ask the students to complete the [Individual/Group Participation Sheet](#) and keep it in their [Student Health Journal](#). As the teacher, you should take notes on the participation of students and record them in your [Student Evaluation Tracker](#).