

BEBASHI

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BEBASHI: HUMAN SEXUALITY FOR TEENS (Seven Week Workshop)

BLACKS EDUCATING BLACKS ABOUT SEXUAL HEALTH ISSUES



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HUMAN SEXUALITY FOR TEENS
(BASIC SEVEN WEEK AGENDA)

HUMAN SEXUALITY WORKSHOPS FOR TEENS AGENDA

FEBRUARY

Week 1

Intro to Sexuality: "What Is Human Sexuality?"

Week 2

Self Image: "How Does Self Image Affect Your Sexuality?"

Week 3

Family Dynamics & Other Important Relationships

Exploration of the associations of teenagers and their relationships with each other. This exploration will deal with family relationships and parenting. Also, how these family dynamics along with the dynamics of the friends we choose affect our ideas towards our own sexuality. Our ideas directly relate and influence the decisions we make in expressing our sexuality.

MARCH

Week 4

Sexual Relationships: Part I: Sexual Roles

Discussion of all areas of sexual relationships. What sexual partner we choose. Why we choose the time we begin to have sex. Pressures resulting from peers and specific family member expectations. The dynamics of dating and what pressures it forces upon our attitudes towards sexual relationships.

Week 5

Sexual Relationships: Part II Sexual Expression

A continuation of Part I. We will explore how sex fulfills emotional needs that we need fulfilled. All forms of sexual expression will be discussed.

Week 6

AIDS & STDS

After the first five weeks of discussion on human sexuality, it is now time to examine how AIDS and all other sexually transmitted diseases are symptoms of the values and behaviors of society. We will examine how it is important to develop a sense of personal responsibility for good health and for the assurance of productive and rewarding future. We will discuss how irresponsible behavior

and choices can cause sterility, infertility, chronic illnesses and even death.

APRIL

Week 7

Overview: "What Is Sexuality?"

Reemphasis that everything impacts upon our sexuality. That sexuality is not simply the sex act. That there are many factors that influence how we perceive of ourselves as sexual human beings. Our sexuality begins at birth. It is an on-going process throughout all of our lives. We can learn to empower ourselves in our everyday decision making. We can learn responsible behavior and still enjoy ourselves by having positive sex lives at the appropriate time. When we become responsible enough and informed enough.

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EXPANSION ON WORKSHOP CONCEPTS

WORKSHOP I: INTRODUCTION TO HUMAN SEXUALITY: "What Is Human Sexuality?"

CONCEPT:

So often when discussing sexuality, the sex act is the predominant thought that comes to mind. We tend to categorize each facet of our everyday actions as separate and apart from one another. When actually, and in reality, every function that we do has an impact on every other function that we do. In essence, the whole sociology of sexuality includes everything that impacts upon our lives. Everything from politics, economics to gender and career choice. How we are parented and whether or not we were pleased with that parenting. The family dynamics are important because the relationships within the family often dictate how we feel about ourselves and how we feel towards others. Sexuality is the ultimate expression of who we are from birth to death.

In attempting to communicate the whole spectrum of sexuality to teenagers, it is important to introduce to them the concept that everything that has happened to them since birth has a direct bearing on how they choose their sexual expression and the attitudes, behaviors and decisions that are resultant from that choice. This session is especially designed to introduce these topics during the next six sessions on this course on human sexuality.

During these sessions prepared questions in regard to the specific topics will be given to the students. Along with games and mental exercises. The students will be encouraged to speak honestly about these topics along with the full assurance that they will not be judged and that all their views will be valid. The instructor is to provide a non-judgemental atmosphere in order to place the students at ease with each subject matter. In closing each workshop, the instructor will recap the entire discussion while emphasizing how important it is to be aware that what we do and how we do it can and will have a direct affect upon our future.

WORKSHOP II: SELF IMAGE: "Does Our Self Image Affect Our Sexuality?"

How we dress, what we eat, the way we talk, how we feel about the world and other people is what constitutes our own self image. This self image is what is imposed upon us by the greater outside influences. What happens outside ultimately filters down to our own communities, which ultimately impacts upon our own everyday lives.

What are these influences and where do they come from? These influences of course are often forced upon us by television, radio, the media; basically through advertisement. Advertisements say, "If you do not wear Calvin Klein Jeans, then you are not sexy". If your hair doesn't move then you cannot be attractive.

This workshop will focus on the feelings of inadequacy when economics dictates that you cannot keep up with the media's measure for success; along with what we do to compensate for those inadequacies.

WORKSHOP III: "Family Dynamics & Other Important Relationships"

Within each student's home, there are all types of social mini-events going on everyday. Some have witnessed abuse, incest and substance abuse. Most families have some aspect of the pronounced "dysfunctional family". Other aspects of the family dynamics includes how we were parented or how we are parented. Social interaction often dictates how we feel about our own self image and how that self image affects the choices we make as far as sexuality is concerned. In this workshop, students will begin to see the impact of all of the outer influences that exist in our society today and how they constantly change and influence popular behavior within our neighborhoods and in our homes. The outer influences impact upon our family relationships and our relationships with our friends. Friends ultimately will influence many of our life choices. Especially many of our sexual choices. These choices will ultimately influence the way you will parent your children. They will influence the way you choose to express yourself sexually.

WORKSHOP IV: Sexual Relationships - Part I: Sexual Roles

The focus of this workshop will be sexual intimacy. A discussion on what sexual role we play and why we choose our sexual role. We will discuss how our sexual role is learned. Our sexual role is often learned from our parents, other relatives and friends. We will discuss how we learn very early that sexual discussion is viewed as being intrusive and how it is important to find a learning ground that is informative and comfortable to discuss our personal sexual fears and anxieties. Our reactions to sex are often internalized as children. Whether or not we feel comfortable and self confident about ourselves often dictates our sexual behavior.

Open and honest discussion will be encouraged. It is sometimes necessary in order to encourage openness to allow more vivid and realistic sexual terminology. Teenagers often hide behind what is expected of them without being honest about what they are actually doing when there is an adult present. In order to facilitate and overcome this barrier, it is necessary to allow complete frankness in sexual terminology. Strong communication on sexuality is essential in order to drive-home the workshops on AIDS & Sexually Transmitted Diseases.

WORKSHOP V: Sexual Relationships - Part II: Sexual Expression

Part II of the workshop on sexual expression is designed to pull out the factors that influence what our sexual decisions are and why we have sex. The facilitator instructor will discuss factors which may cause teenagers to engage in premature sexual relationships. Why teenagers engage in sexual activity before they are ready to presume the role of parent and before they are ready to assume the responsibilities of marriage.

We will discuss how everyone has sexual feelings and how it is

important to know how to deal with these feelings in a responsible and mature way. Understanding that the desire for sex often fills the need we have for emotional bonding, love and belonging. We will discuss what our own personal rules are for sex and how our values, beliefs, morals and self image affect how we act sexually. We will tie in the pressures that teenagers face from family, their friends and society.

Forms of sexual expression to be presented will be:

- .abstinence
- .sexual fantasy
- .masturbation
- .hugging, kissing, petting
- .intercourse
- .nocturnal emissions or wet dreams

We will present and discuss the difference between infatuation, romantic love, puppy love, love at first sight and mature love.

The following handout questionnaire will contain pertinent questions to teenage sexuality. This test will be anonymous.

Questions to be included:

A. Have you ever had sexual intercourse?

YES NO

B. Have you ever watched an X-rated movie?

YES NO

C. Have you ever read a pornographic magazine?

YES NO

D. If you've had sex, which type of birth control did you use?

	YES	NO
.condom	—	—
.foam	—	—
.birth control pills	—	—
.diaphragm	—	—

WORKSHOP VI: AIDS & SEXUALLY TRANSMITTED DISEASES

This workshop focuses on the crisis of AIDS and other sexually transmitted diseases. Emphasis is placed upon responsible behavior towards sex. We show teenagers that AIDS is not a gay or bisexual disease, that it is a disease that is contracted through high risk sexual behavior. We include in our presentation that responsible behavior towards sex will ensure protection against chronic and sometimes fatal diseases that are sexually transmitted. This workshop will provide current information regarding AIDS in conjunction with information provided by respected sources such as the Surgeon General and the CDC (Center for Disease Control).

We discuss:

- .What is AIDS?
- .How Is It Transmitted?
- .How Is It Prevented?

During the discussion we begin to incorporate in our sexual awareness that everything we have discussed in each separate workshop has a dramatic and realistic consequence in regard to protecting ourselves from the HIV Virus and the other twelve "known" sexually transmitted diseases.

WORKSHOP VII: OVERVIEW: "What Is Human Sexuality?"

In our final workshop for the series on Human Sexuality for Teenagers, we conclude with a review of all the factors that affect who we are as everyday people. A reemphasis will be placed upon all of the topics we discussed in the previous six workshops. The instructor will ask each student what he or she thinks is sexuality and why it is important that we learn what affects our sexuality.

The instructor will conclude with a summary of all the avenues of sexuality in order to restate that sexuality begins at birth and ends at death. A prepared questionnaire will be given to each student to answer. This is done in order to assess if the student has increased his or her awareness about sexuality and about themselves. We are shooting for the goal of increasing their awareness that sex is more than a physical act for physical release. It is something that impacts upon their life goals and what will actually occur if they choose not to take responsibility for their everyday behavior.

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CURRICULUM

WORKSHOP I: INTRO TO SEXUALITY

"What Is Human Sexuality?"

HUMAN SEXUALITY

FOR

TEENS

PILOT PROGRAM

LOCATION: STRAWBERRY MANSION SENIOR HIGH SCHOOL

AUDIENCE: SENIOR GIRLS (COLLEGE BOUND)

DATE: 7 FEBRUARY 1989

A G E N D A

Intro: Bebashi History
Why We Are Here
Why Study Human Sexuality
What We Will Study

Exercise I: Fifteen Questions In Eight Minutes

Purpose: Ice Breaking Exercise to build rapport
& facilitate participation

A list of fifteen questions will be given to the students. In a time frame of eight minutes each question must have a "yes" answer along with the initials of the person who answers yes. It's fun and it's fast and works well for stimulating communication among the students.
(See attachment A)

Defining Human Sexuality

Each week we will build on human sexuality vocabulary.

Words for week 1: human sexuality
values

Along with any spontaneous suggestions that occur during discussion on the topics.

Exercise II: Values Auction

Purpose: To help teens learn what they value most.

Materials: Copy of "Values Auction" Activity Worksheet for each participant.

(See Attachment B)

Additional Values Questions:

1. What do you look for in a boyfriend?
2. What qualities do you like?
3. Should your boyfriend have the same values as you?
4. Is it important that your boyfriend has a job?
5. Why do or why did you choose the boyfriend you would like to have or the boyfriend that you do have?
6. What type of male friends do you choose?
7. What type of female friends do you choose?
8. How does what we value dictate the way we live and the decisions we make?

Final Rap-Up:

Brief discussion on how everything impacts upon our sexual lives and our sexual choices.

Assignment for next week:

Choose an ad out of a magazine like Essence or even a newspaper. You may cut out the picture but you must use your own words. In other words, this is your ad you are designing about yourself. (ex. picture yourself as you wish to be or how you see yourself in the future)

The purpose of this ad is to show us how you see yourself.


A T T A C H M E N T A

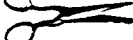
FIFTEEN QUESTIONS IN 8 MINUTES EXERCISE


- | YES | NO | |
|-----|-----|--|
| ___ | ___ | 1. Do you live in an apartment? |
| ___ | ___ | 2. Do you know someone who has a twin? |
| ___ | ___ | 3. Have you used drugs? |
| ___ | ___ | 4. Do you like to play sports with boys? |
| ___ | ___ | 5. Do you know what oral sex is? |
| ___ | ___ | 6. Do you believe in God? |
| ___ | ___ | 7. Do you feel you will learn from this class? |
| ___ | ___ | 8. Are you still a virgin? |
| ___ | ___ | 9. Do you like to French Kiss? |
| ___ | ___ | 10. Have you ever watched an X Rated Movie? |
| ___ | ___ | 11. Do you know someone who has died from AIDS? |
| ___ | ___ | 12. Do you wish you were rich instead of good-looking? |
| ___ | ___ | 13. Do you think that you will like this class? |
| ___ | ___ | 14. Do you like to masturbate? |
| ___ | ___ | 15. Do you like to cook? |

ACTIVITY

Values Auction

 **Purpose:** To help teens learn what they value most.

 **Materials:** Copy of "Values Auction" Activity Worksheet for each participant.

 **Time:** 30 - 40 minutes.

Procedure:
1, 2, 3:

Hand out the worksheets. Tell the group that one way to know which values are really important is to assign monetary "value" to them. Ask if anyone knows what an auction is and have him or her describe it to the rest of the group. Then explain that in this exercise they will have \$10,000 in imaginary money to spend in a "values auction." They can bid on any of the values listed on the activity sheet, bidding the most money on those most important to them. They must remember, however, that they cannot spend more than \$10,000 in the whole auction. For example, if they "buy" a value for \$4,000, they only have \$6,000 left to "spend" on others.

Then open the bidding on the first value; read it to the group and ask if anyone is willing to bid \$100. Tell the group that bids must be in quantities of \$100 or more. When someone bids \$100, ask for \$200, and so on. This should be done in a lively and spirited manner, with a certain amount of humor. If you like, after you have auctioned off the first value, ask for a volunteer from the group to be the "auctioneer." Continue the auction until someone has "bought" each value on the list. Be sure that the group writes down how much each value costs in the spaces provided on their activity worksheets. They will want to compare costs at the end of the exercise.

"Discussion"

Points:

1. Was this activity hard to do? Why or why not?
2. Some people spent all of their money on one or two values, while others spent it on several. Why?
3. How can knowing which values are most important to us affect our lives?
4. What values were most important to the group as a whole?
5. If your parents participated in the auction, what values do you think they would "buy"?

ACTIVITY WORKSHEET

Values Auction

Pretend that you have \$10,000 to spend in an auction where the only things to buy are values. When your group leader "opens the bidding," you can use that money to purchase any of the following values that are important to you. Remember, once you have spent your \$10,000, you can no longer buy any of the remaining values.

	My Highest Bid	Group's Highest Bid
1. Doing only what my religion says I should do.	_____	_____
2. Being a virgin when I get married.	_____	_____
3. Having good health all my life.	_____	_____
4. Getting a job I like.	_____	_____
5. Having children of my own.	_____	_____
6. Not doing anything to hurt my parent or parents.	_____	_____
7. Having a good sexual relationship.	_____	_____
8. Having a partner who really loves me.	_____	_____
9. Getting the best education I can.	_____	_____
10. Making a lot of money.	_____	_____

HUMAN SEXUALITY VOCABULARY LIST

human sexuality

- Human sexuality is all of those things that directly impacts upon our lives both intimately and through everyday relationships. With birth comes a progression of environmental factors; political factors; financial factors; along with our family dynamics. Our family dynamics is the way we are treated by our parents and other important relatives, which often dictates how we feel about ourselves.

All of these things along with our gender influences our sexuality. It makes us who we are and what we are able to achieve.

values

- Values are neither right nor wrong. Values are our own personal beliefs which are created from our own feelings and perceptions about the world in which we live. What we value often dictates what our future will be.