

He Said.....She Said

Health Content: Sexuality, Family Life, Mental Health, Growth & Development

Infusion: Language Arts, Sociology

Grade Level: 7-Adult

Time: 40-50 minutes

Materials: Butcher block paper
Markers
Painters tape
List of “reporting rules”

NHES:

#1 Students will comprehend concepts related to health promotion and disease prevention to enhance health

#2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Procedure:

1. Divide participants into small, same-gender groups.
2. Explain that participants will explore and identify things they like and dislike about members of the other sex. This can include roles as sisters or brothers, friends, classmates, romantic partners, and other roles.
3. Distribute newsprint and markers and review the instructions you outlined:
 - a. In your group, brainstorm: (a) things you really like in a person of the other sex and, (b) things you really dislike.
 - b. Focus on behaviors or physical characteristics that can be changed. Don't focus on traits people can't change, such the color of their eyes or their height.
 - c. For what you like, think about what makes you enjoy talking and being with people of the other sex.
 - d. For what you dislike, think about what discourages you from meeting or spending time with a person of the other sex.
 - e. Allow five minutes to work on the list of likes. Then say that the groups have five more minutes to work on the list of dislikes.
4. After the 10 minutes, bring the groups together to share their results. Post and go over the rules for reporting:
 - a. While the females report, the males cannot argue or make comments about what is said. Clarifying questions for understanding are OK.

- b. When the females finish, the males will restate the major points the females made about what they like and dislike in males.
- c. After the males have restated the females' major points, they can comment on what the females have said, using "I statements" only. For example, a male participant may say, "I don't think that all males are insensitive; I think that's an unfair statement." He cannot say, "You're crazy and your statements are unfair."
- d. The same rules will be used when the males report.

Notes:

1. Using the above rules, do not allow participants to make inappropriate comments to groups of the other sex.
2. Encourage the groups to listen to each others' points, rather than argue.
3. Explain that people rarely have an opportunity to hear from the other sex about things they like or dislike.
4. Pay particular attention to each group's restatements of the major points made by the other sex.

Discussion Points:

1. What differences of opinion did you hear in your groups?
2. What did the females learn that surprised them about what males like and dislike? What did the females learn that made them feel especially good?
3. What did the males learn that surprised them about what females like and dislike? What did the males learn that made them feel especially good?
4. What different things do you think you would put on these lists if you were all about 10 years older, say in your mid-20's, and you were working with colleagues of the other sex?
5. If you had a magic wand, what one thing would you change about the other sex?
6. How may responses vary in other cultures? In same-sex gatherings?