DB9, Chapter 8- Older Adults 1. Sex is not just for young, slim, able-bodied people. What 2-3 facts from section 8.5 support this statement? 2. The USNews article on senior STD rates was written pre-Covid. Find 2-3 facts from the article that are not impacted by Covid-19. What 1-2 elements have changed due to the pandemic? 3. Look up current senior STI rates for the city/county/state/country of your choice and compare to rates from previous years. 4. After watching the video Nina and Jackie, how does policy impact the health and financial security of older LGBTQ+ adults? 5. Why might older adults be more (or less) comfortable speaking to a medical professional about their sexual health? (Optional: write about how comfortable you are addressing this topic in a medical setting) 6. Prior to this week's content, did thinking about older adults in a sexual way elicit an "eww" response? Why/why not? What is the role of mental models here & why do we need to consider older adults as sexual beings? DB8- Childhood and Adolescence 1. What were you taught (or not taught) about sex when you were young? If possible, include both examples from school as well as personal life (home/friends/cousins/etc). 2. After reading the section on puberty, were you prepared for your own puberty? Why/why not? 3. After watching the video of my daughter and I, what connections can you make to this week's content? 4. Discuss romantic attachments in early and mid-childhood. 5. What is the influence of media in adolescence? Examples welcome. 6. Explain the various forms of sex education. Include examples from the PBS video as well as the book. 7. Briefly discuss how to answer children's questions about sex. (example, a 5 year old asks, "What does sexy mean?") DB7- Sexual Behavior Across Cultures 1. When teenagers with penises masturbate they should use external (male) condoms. Explain (using content from sections 7.1 and 7.2) why this is important. 2. Section 7.3 introduces sexual scripts. After reviewing this section, describe a movie or show that demonstrates a typical or atypical sexual script. Include cisgender and heteronormative bias. (mental models!) 3. Considering the video on the Orgasm Gap, how does this relate to gender roles (as discussed in Chapter 4)? 4. Select 2 (or more) additional items from the chapter and compose a paragraph for each centering on why this material is important or useful. Were these topics addressed directly or indirectly in the culture you grew up in? Based on Chapter 6 1. After reviewing the section on Affirmative Consent and watching the Tea video, reflect on the messages. What did you previously know about these messages? Who taught you or ignored this theme? (Also, have you seen the Tea video before? It is widely-known.) 2. Select one of the topics below (both covered in 6.1) and write about how your friends/peers or the media have portrayed this. 2a. Covid and dating. 2b. Netflix and Chill 3. What are the reasons people have sex? Is there anything missing from this list? 4. Watch the video Sternberg's Triangular Theory of Love. How does this related to our "brain on love" as described in 6.1? 6. Select one of the topics below and write about how this applies to someone in your life. 6a. Love Styles 6b. Unrequited Love 6c.Marriage Across Cultures and History 6d.Marriage in the Modern World 6e.Divorce 6f. +0, Staying Single 7. What are the elements of a Doomed Relationship? Briefly describe a failed relationship you are aware of and what elements were in play here. 8. Dan Savage is mentioned at the end of the chapter. Watch any video/speech/interview of his on Youtube. Post the link here and explain why you selected this one. Do you agree with his advice?