COMPREHENSIVE SEXUALITY EDUCATION
2024 ADMISSION

PREPARED BY

ASIFA T
DEPARTMENT OF PSYCHOLOGY

CPA COLLEGE OF GLOBAL STUDIES PUTHANATHANI

CALICUT UNIVERSITY – FOUR-YEAR UNDER   GRADUATE

PROGRAMME (CU-FYUGP)

BSc PSYCHOLOGY MULTYDISCIPLINARY COURSE

COMPREHENSIVE SEXUALITY EDUCATION

Programme	B. Sc. Psychology				
Course Title	**Comprehensive Sexuality Education**				
Type of Course	MDC 2				
Semester	11				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	This sexuality education course aims to provide comprehensive knowledge and skills related to various aspects of human sexuality, relationships, and reproductive health. It covers topics ranging from puberty and pregnancy to gender roles and norms, sexual behaviours, and skills for well-being. The course is designed to equip individuals with the necessary information and tools to make informed decisions about their sexual health and relationships, navigate societal norms and expectations, and advocate for gender equality and bodily autonomy.				

Detailed Syllabus:

Module	Unit	Content	Hrs 45	Marks 50
I		**Body, Sex and Gender**	**12**	**10**
	1	Puberty and pregnancy-sex determination, hormones; distinguishing the biological and social aspects of sex, gender and reproduction;	3	
	2	Gender roles, Gender norms, and Gender Biases;	3	
	3	Feelings about body and unrealistic standards about bodily appearance; LGBTQIA+; Sexual coercion,	3	
	4	Sexual orientation, Difference between reproductive functions and sexual feelings; infertility	3	
II		**Values, rights and violence**	**12**	**12**
	5	Knows one's own values, beliefs and attitudes	2	
	6	Human rights and its violations- sexual abuse, sexual assault, intimate partner violence, and bullying; different forms of violence;	2	
	7	privacy, consent and bodily integrity	2	
	8	Prevention of child sexual abuse	2	
	9	Sources of unwanted sexual attention, Sexually explicit media	2	
	10	Media and cyber security	2	
III		**Relationships**	**12**	**16**
	11	Families; friends-positive and negative influence	3	
	12	Healthy and unhealthy relationships	3	
	13	stigma and discrimination; Inclusive education	3	
	14	Marriage and long-term commitments	3	
IV		**Sexual Behaviours & Sexual and Reproductive Health**	**12**	**12**
	15	Biological dimensions of sexuality	2	
	16	Social, Psychological, Spiritual, Ethical and Cultural dimensions of sexuality	2	
	17	Sexual behaviours- myths and facts;	2	
	18	Ways to minimize risk of sexual behaviours	1	
	19	Transactional sexual activity	1	
	20	Different forms of contraception; adoption	1	

	21	Prenatal Practices; abortion	1		
	22	STIs including HIV	2		
V		**Skills for Well-being**	**12**		
		1Strategies for challenging negative peer influence; making rational decisions about sexual behaviors and its consequences;			
		2.Good communication for relationships; Expressing personal needs and limits			
		3.Learning sexuality education in a developmental perspective			
		4.Gender Equality; finding help and support			
		5Conduct workshops on effective communication, active listening, and conflict resolution.			

Books and References:

Corrêa, S., Petchesky, R., & Parker, R. (2008). Sexuality, health and human rights. London: Routledge.

Wingood, G. M., & DiClemente, R. J. (2002). Handbook of women's sexual and reproductive health. Springer. https://www.frontiersin.org/articles/10.3389/fpsyt. 2019.00864/full

Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press.

Baldry, A. C., & Winkel, F. W. (2008). Intimate partner violence prevention and intervention: The risk assessment and management approach. Nova Science Publishers

Kassin, S., Fein, S., & Markus, H. R. (2008). Social Psychology. (7th ed.). New York: Houghton Mifflin company

Bijlmakers, L., de Haas, B., & Peters, A. (2018). The political dimension of sexual rights. Reproductive Health, 15(1), 18. https://reproductive-healthjournal.biomedcentral.com/articles/10.1186/s12978-018-0458-y

https://www.un.org/sustainabledevelopment/gender-equality/
https://www.ripublication.com/ijhss17/ijhssv7n1_02.pdf

https://www.sciencedirect.com/science/article/pii/S1054139X21003475

MODULE 1

Body, Sex, and Gender

- **Sex**:
    - Refers to the biological differences between males and females.
    - Includes chromosomes (XX for females, XY for males), hormones (estrogen, testosterone), and reproductive organs.
    - Assigned at birth based on anatomy.

- **Gender**:
    - A social and cultural construct that refers to roles, behaviors, expressions, and identities.
    - Not limited to "male" or "female"; includes non-binary, genderfluid, etc.

- **Biological vs. Social Aspects of Sex and Gender**:
    - Biological aspects: Hormones, chromosomes, and reproductive organs.
    - Social aspects: Expectations, norms, and roles assigned to people based on their perceived gender.

Puberty and Pregnancy

- **Puberty**:
    - The biological process that transforms a child into an adult capable of reproduction.
    - Triggered by hormones like **testosterone** in males and **estrogen** in females.
    - Physical changes:
        - **In boys**: Deepening voice, facial and body hair, muscle growth, increased height.
        - **In girls**: Breast development, menstrual cycle onset, widening hips.
    - Emotional changes: Mood swings, heightened emotions, development of sexual feelings.

- **Pregnancy**:
    - Begins when a sperm fertilizes an egg, leading to embryo development inside the uterus.
    - **Sex Determination**: Controlled by the chromosomes (XX = female, XY = male).

Gender Roles, Norms, and Biases

- **Gender Roles**:

    - Society's expectations for how individuals should behave based on their gender.
    - Example: Women are expected to be nurturing; men are expected to be assertive.

- **Gender Norms**:
  - Unwritten societal rules that dictate how individuals express their gender identity.
  - Example: Boys wearing blue, girls wearing pink.

- **Gender Biases**:
  - Prejudice or discrimination based on someone's gender.
  - Can affect opportunities, wages, and social treatment (e.g., **glass ceiling** preventing women from advancing in leadership roles).

Feelings About Body and Unrealistic Standards

- **Body Image**:
  - How someone perceives their own body and physical appearance.
  - Influenced by media, cultural norms, and social comparison.

- **Unrealistic Body Standards**:
  - Idealized portrayals in media that promote thinness, muscularity, or flawless beauty.
  - Leads to dissatisfaction, low self-esteem, and mental health issues (e.g., eating disorders, anxiety)

.

LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, +)

- **Lesbian**: A woman who is attracted to other women.
- **Gay**: A person attracted to someone of the same gender (often refers to men).
- **Bisexual**: Attraction to more than one gender.
- **Transgender**: A person whose gender identity does not align with their assigned sex at birth.
- **Queer/Questioning**: Umbrella term for non-heteronormative identities; "questioning" refers to exploring one's gender or sexual identity.
- **Intersex**: People born with physical or biological sex characteristics that don't fit typical male/female categories.
- **Asexual**: A person who experiences little to no sexual attraction.

Sexual Coercion

- **Definition**: Forcing, manipulating, or pressuring someone into sexual activity against their will.
- **Forms**:
  - Physical force, verbal pressure, emotional manipulation, or blackmail.
  - Includes unwanted touching, harassment, and rape.
- **Impact**: Leads to trauma, trust issues, PTSD, and other mental health issues.

Sexual Orientation

- **Definition**: A person's emotional, romantic, or sexual attraction to others.
- **Types**:
  - Heterosexual (attracted to the opposite gender)
  - Homosexual (attracted to the same gender)
  - Bisexual (attracted to both genders)
  - Pansexual (attracted to people regardless of gender)
  - Asexual (experiences little or no sexual attraction)

Difference Between Reproductive Functions and Sexual Feelings

- **Reproductive Functions**:
  - Biological processes related to reproduction, such as menstruation, ovulation, and sperm production.
  - Primary focus is on creating offspring.
- **Sexual Feelings**:
  - Emotional and physical sensations of attraction, desire, and arousal.
  - May or may not be linked to reproduction (e.g., same-sex relationships).
  - Influenced by hormones, personal experiences, and social environment.

Infertility

- **Definition**: The inability to conceive after one year of regular, unprotected intercourse.
- **Causes**:
  - **In Women**: Polycystic ovary syndrome (PCOS), endometriosis, hormonal imbalances, blocked fallopian tubes.
  - **In Men**: Low sperm count, poor sperm motility, erectile dysfunction.
  - **Other Factors**: Age, lifestyle (smoking, alcohol), obesity, stress.
- **Treatment Options**:
  - Fertility treatments like in-vitro fertilization (IVF), hormonal therapy, or surgery.
  - Adoption and surrogacy as alternative paths to parenthood.

<div align="center">

MODULE 2
Values, Rights, and Violence

</div>

1. Knowing One's Own Values, Beliefs, and Attitudes

- **Values**: Core principles that guide how a person lives and makes decisions.
  - **Examples**: Honesty, empathy, equality, respect, compassion.
  - **Formation**: Shaped by family, culture, religion, education, and life experiences.
  - **Importance**: Understanding personal values helps in maintaining integrity, resolving conflicts, and making ethical choices.
- **Beliefs**:
  - Personal convictions about the world, often rooted in religion, science, or culture.
  - **Examples**: Belief in gender equality, belief in environmental sustainability.
- **Attitudes**:
  - A person's feelings and opinions about specific people, things, or situations.
  - Attitudes influence behavior and interactions with others.
- **Self-Awareness**:
  - Helps in understanding how personal values, beliefs, and attitudes impact decisions and relationships.
  - Enables tolerance and respect for the diverse perspectives of others.

2. Human Rights and Their Violations

- **Human Rights**:
  - Basic, inalienable rights that every person is entitled to, regardless of gender, race, or nationality.
  - **Examples**:
    - Right to life, liberty, and security.
    - Right to freedom of speech and expression.
    - Right to privacy and bodily autonomy.

Violations of Human Rights (with Specific Examples):

1. **Sexual Abuse**:
   - Any sexual act forced upon someone without consent.
   - **Examples**: Molestation, child sexual abuse, or sexual exploitation.
   - Impact: Physical trauma, psychological distress, long-term mental health issues.
2. **Sexual Assault**:
   - Any non-consensual sexual act, including rape, forced touching, or sexual harassment.
   - **Legal Consequences**: Criminal offense punishable by law.
   - **Support for Victims**: Counseling, legal aid, and access to medical services.
3. **Intimate Partner Violence (IPV)**:
   - Abuse within a romantic or domestic relationship.
   - **Types**: Physical abuse (hitting, slapping), emotional abuse (manipulation, verbal insults), financial abuse (controlling money), and sexual abuse.
   - **Signs of IPV**:
     - Isolation from friends and family.
     - Fear of partner, low self-esteem, physical injuries.
   - **Support**: Domestic violence shelters, legal protection, therapy.
4. **Bullying**:
   - Repeated aggressive behavior intended to intimidate or harm another person.
   - **Types**:
     - **Physical Bullying**: Hitting, kicking, damaging property.

- **Verbal Bullying**: Name-calling, insults, threats.
- **Social Bullying**: Spreading rumors, public humiliation, exclusion.
- **Cyberbullying**: Online harassment through social media, messages, or emails.
    - **Impact**: Leads to anxiety, depression, low self-esteem, and academic problems.

3. Different Forms of Violence

- **Physical Violence**: Use of physical force to cause injury or harm.
    - **Examples**: Domestic violence, assault, child abuse.
- **Emotional/Psychological Violence**: Non-physical abuse that harms a person's mental well-being.
    - **Examples**: Manipulation, gaslighting, verbal abuse.
- **Sexual Violence**: Any sexual act performed without consent.
    - **Examples**: Rape, sexual harassment, trafficking for sexual exploitation.
- **Economic Violence**: Control over someone's financial resources to exert power.
    - **Example**: Preventing a partner from working or accessing money.
- **Cultural Violence**: Harmful cultural practices that violate human rights.
    - **Examples**: Female Genital Mutilation (FGM), honor killings, child marriage.

4. Privacy, Consent, and Bodily Integrity

- **Privacy**:
    - The right to control personal information and maintain boundaries around one's body and space.
    - **Examples**: Privacy of communication (phone, messages), online privacy, and personal space.
- **Consent**:
    - Clear, voluntary agreement to engage in a specific activity.
    - **Key Elements of Consent**:
        - Freely given: No pressure, manipulation, or coercion.
        - Informed: The person understands what they are consenting to.
        - Reversible: Consent can be withdrawn at any time.
    - **Examples of Non-Consent**: Sexual assault, forced medical procedures.
- **Bodily Integrity**:
    - The right to autonomy and self-determination over one's body.
    - Protects against unwanted touch, abuse, and invasive procedures without consent.

5. Prevention of Child Sexual Abuse

- **Education and Awareness**:
    - Teach children about body safety and their right to say "no."
    - Encourage open communication and provide age-appropriate information about safe and unsafe touches.
- **Personal Safety Rules for Children**:
1. **Say "No"** if someone makes you uncomfortable.
    2. **Go Away** from the person or situation.
    3. **Tell Someone**: Report to a trusted adult (parents, teachers, counselors).
- **Signs of Abuse in Children**:
    - Fear of certain adults, sudden changes in behavior, withdrawal, unexplained injuries.
- **Role of Adults**:
    - Create a safe environment, listen without judgment, and report suspected abuse to authorities.

6. Sources of Unwanted Sexual Attention

- **Unwanted Sexual Attention**:
  - o Any form of sexual advances, comments, or behavior that makes someone uncomfortable.
  - o **Sources**:
    - ▪ **Peers**: Sexual harassment in schools, colleges, or workplaces.
    - ▪ **Adults**: Predators who exploit children or vulnerable individuals.
    - ▪ **Strangers**: Catcalling, inappropriate behavior in public spaces.

7. Sexually Explicit Media

- **Definition**: Media content that includes pornography, explicit images, videos, or texts.
- **Impact on Viewers**:
  - o Can create unrealistic expectations about sex and body image.
  - o May normalize objectification, unhealthy relationships, and gender stereotypes.
  - o Can desensitize viewers to violence and affect attitudes toward consent.
- **Critical Media Literacy**:
  - o Teaching young people to analyze and question the messages in sexually explicit media.
  - o Encourage healthy, respectful views on sexuality.

8. Media and Cyber Security

- **Media Influence on Values and Violence**:
  - o Constant exposure to violence, explicit content, and unrealistic beauty standards can influence behavior and attitudes.
  - o Media can shape perceptions of gender, relationships, and body image.
- **Cyber security**:
  - o **Cyber Risks**:
    - ▪ **Cyberbullying**: Online harassment or threats.
    - ▪ **Online Predators**: Individuals who exploit or harm others online.
    - ▪ **Data Breaches**: Theft of personal information (e.g., hacking, phishing).
- **Tips for Cyber Safety**:
1. **Use Strong Passwords**: Unique, complex passwords for different accounts.
   2. **Enable Two-Factor Authentication (2FA)** for added security.
   3. **Avoid Sharing Personal Information** online (e.g., address, phone number).
   4. **Be Cautious with Friend Requests** from strangers.
   5. **Review Privacy Settings** on social media to control who can access your information.
   6. **Report and Block** anyone engaging in harassment or inappropriate behavior online.

Relationships

1. Families and Friends – Positive and Negative Influence

- **Families**:
  - **Definition**: A group of people related by blood, marriage, or adoption who provide support and care.
  - **Positive Influence of Families**:
    - Emotional Support: Providing love, care, and comfort.
    - Moral Guidance: Teaching values like honesty, kindness, and respect.
    - Financial Support: Assisting with education, healthcare, and basic needs.
    - Role Modeling: Parents and elders serve as examples for behavior and decision-making.
  - **Negative Influence of Families**:
    - **Dysfunctional Family Dynamics**:
      - Examples: Domestic violence, neglect, controlling behavior, or favoritism.
    - **Lack of Communication**: Can lead to misunderstandings and emotional distance.
    - **Overprotectiveness**: Preventing a child from becoming independent.
- **Friends**:
  - **Positive Influence of Friends**:
    - Boosting self-esteem and providing emotional support.
    - Encouraging healthy habits (e.g., teamwork, studying together).
    - Promoting personal growth and resilience through shared experiences.
  - **Negative Influence of Friends**:
    - **Peer Pressure**: Influence to engage in risky behaviors like smoking, drinking, or bullying.
    - **Toxic Friendships**: Manipulative, controlling, or emotionally draining relationships.
    - **Exclusion and Gossiping**: Can damage self-esteem and create feelings of isolation.

2. Healthy and Unhealthy Relationships

- **Healthy Relationships**:
  - Based on mutual respect, trust, honesty, and communication.
  - **Characteristics**:
    - **Respect**: Valuing each other's opinions, boundaries, and autonomy.
    - **Trust**: Believing in each other's integrity and intentions.
    - **Honesty**: Open and truthful communication.
    - **Support**: Providing emotional, physical, and moral support.
    - **Conflict Resolution**: Addressing disagreements calmly and constructively.
- **Unhealthy Relationships**:
  - Relationships that cause harm, distress, or imbalance of power.
  - **Characteristics**:
    - **Lack of Respect**: Ignoring boundaries, constant criticism, or belittling.
    - **Control and Manipulation**: One partner tries to dominate or manipulate the other.
    - **Abuse**: Physical, emotional, sexual, or financial abuse.
    - **Jealousy and Possessiveness**: Excessive monitoring or isolation from others.
    - **Lack of Communication**: Silent treatment, dishonesty, or passive-aggressive behavior.
- **Red Flags in Unhealthy Relationships**:
  - Extreme jealousy, possessiveness, verbal insults, controlling behavior, gaslighting, and physical or emotional abuse.

3. Stigma and Discrimination; Inclusive Education

- **Stigma**:
  - A negative label, stereotype, or judgment attached to a person or group based on perceived differences.
  - **Examples**: Stigma around mental illness, LGBTQIA+ identities, disability, or living with HIV/AIDS.
  - **Impact of Stigma**:
    - Low self-esteem, social exclusion, anxiety, and depression.
    - Barriers to education, employment, and healthcare access.
- **Discrimination**:

- o Treating someone unfairly or unequally based on characteristics like race, gender, religion, sexual orientation, or disability.
  - o **Types of Discrimination**:
    - ▪ **Gender Discrimination**: Unequal opportunities and expectations based on gender roles.
    - ▪ **Racial Discrimination**: Prejudice and unequal treatment based on ethnicity or skin color.
    - ▪ **Disability Discrimination**: Excluding or underestimating people with disabilities.
    - ▪ **LGBTQIA+ Discrimination**: Homophobia, transphobia, and exclusion of sexual and gender minorities.
- **Inclusive Education**:
  - o **Definition**: A learning environment where all students, regardless of differences, can learn together and receive equal opportunities.
  - o **Key Principles**:
    - ▪ Respect for diversity and individual needs.
    - ▪ Removing barriers to learning (e.g., physical accessibility, tailored teaching methods).
    - ▪ Fostering a safe, accepting, and inclusive school environment.
  - o **Benefits of Inclusive Education**:
    - ▪ Promotes empathy, understanding, and tolerance.
    - ▪ Encourages social interaction and reduces prejudice.
    - ▪ Improves academic and personal growth for all students.

4. Marriage and Long-Term Commitments

- **Marriage**:
  - o A legal, social, and sometimes religious union between individuals who commit to a long-term partnership.
  - o **Types of Marriage**:
    - ▪ **Monogamy**: Marriage to one partner.
    - ▪ **Polygamy**: Marriage to multiple partners (polygyny or polyandry).
    - ▪ **Same-Sex Marriage**: Marriage between two individuals of the same gender.
- **Key Aspects of a Healthy Marriage**:
  - o **Mutual Respect**: Valuing each other's individuality and opinions.
  - o **Trust and Commitment**: Staying loyal and supportive.
  - o **Effective Communication**: Openly discussing feelings, needs, and concerns.
  - o **Shared Responsibilities**: Equal division of household, financial, and parenting duties.
  - o **Conflict Resolution**: Handling disagreements constructively without resorting to blame or aggression.
- **Long-Term Commitments (Beyond Marriage)**:
  - o **Co-habitation**: Living together in a committed relationship without being married.
  - o **Civil Partnerships**: Legal recognition of a relationship, providing similar rights to marriage.
  - o **Long-Term Partnerships**: Relationships based on mutual love, respect, and shared goals, regardless of legal status.
- **Challenges in Marriage and Long-Term Commitments**:
  - o **Communication Problems**: Misunderstandings or lack of openness.
  - o **Financial Stress**: Disagreements about spending, saving, or income distribution.
  - o **Work-Life Balance**: Managing career, household duties, and quality time together.
  - o **Infidelity**: Breach of trust due to cheating or dishonesty.
  - o **Parenting Issues**: Differences in parenting styles, discipline, or education choices.
- **Ways to Strengthen Long-Term Commitments**:
  - o Regular communication and active listening.
  - o Spending quality time together and nurturing the relationship.
  - o Seeking professional counseling when facing relationship challenges.
  - o Practicing forgiveness, empathy, and understanding.

Sexual Behaviors & Sexual and Reproductive Health

1. Biological Dimensions of Sexuality

- **Sexuality and the Human Body**:
  - Sexuality is influenced by biological factors such as hormones, reproductive organs, genetics, and sexual development.
  - **Key Biological Components**:
    - **Primary Sexual Characteristics**: Reproductive organs (ovaries, testes).
    - **Secondary Sexual Characteristics**: Changes during puberty, such as breast development, facial hair, and voice deepening.
    - **Hormones**:
      - **Estrogen and Progesterone** (female hormones) and **Testosterone** (male hormone) play critical roles in sexual development and reproduction.
- **Reproductive Health**:
  - Understanding the structure and function of male and female reproductive systems.
  - Awareness of the menstrual cycle, ovulation, fertilization, and pregnancy.

2. Social, Psychological, Spiritual, Ethical, and Cultural Dimensions of Sexuality

- **Social Dimension**:
  - Society's expectations and norms regarding sexuality and sexual behavior.
  - Gender roles, taboos, and social stigma affect how sexuality is expressed.
- **Psychological Dimension**:
  - Emotions, feelings, and mental health influence sexual identity and experiences.
  - Impact of body image, self-esteem, sexual orientation, and relationships on one's sexual health.
- **Spiritual Dimension**:
  - Some people's views on sexuality are guided by spiritual or religious beliefs.
  - Spirituality can shape values around abstinence, celibacy, or sacredness in sexual relationships.
- **Ethical Dimension**:
  - Involves understanding ethical considerations like consent, respect, and responsibility in sexual relationships.
  - Sexual ethics address topics like infidelity, honesty, and boundaries.
- **Cultural Dimension**:
  - Different cultures have unique beliefs, customs, and taboos around sexuality.
  - Cultural norms influence marriage, sexual practices, contraception, and attitudes toward LGBTQIA+ identities.

3. Sexual Behaviors – Myths and Facts

- **Myths**:
  - **Myth**: Masturbation causes blindness.
    - **Fact**: Masturbation is a normal, safe activity that does not cause physical harm.
  - **Myth**: A girl cannot get pregnant the first time she has sex.
    - **Fact**: Pregnancy can occur during any act of unprotected sex if ovulation has taken place.
  - **Myth**: Only men enjoy sex or have a strong sex drive.
    - **Fact**: Sexual desire varies widely among individuals, regardless of gender.
  - **Myth**: Condoms are not effective in preventing STIs or pregnancy.
    - **Fact**: When used correctly, condoms are highly effective in reducing the risk of STIs and unplanned pregnancy.
- **Importance of Dispelling Myths**:
  - Helps individuals make informed choices.
  - Reduces fear, stigma, and misinformation about sexual behaviors.

4. Ways to Minimize Risk of Sexual Behaviors

- **Abstinence**: Choosing not to engage in sexual activity is the only 100% effective way to avoid STIs and unplanned pregnancies.
- **Safe Sex Practices**:
  - **Use of Condoms**: Barrier method that reduces the risk of STIs and pregnancy.
  - **Regular STI Testing**: Especially for sexually active individuals.

- o **Mutual Monogamy**: Having one sexual partner reduces the risk of infections.
- o **Vaccination**: HPV and Hepatitis B vaccines help prevent certain sexually transmitted infections.
- o **Communication and Consent**: Open discussions with partners about boundaries, protection, and STI history.

5. Transactional Sexual Activity

- **Definition**: Engaging in sexual activity in exchange for money, gifts, or favors.
  - o Can occur due to poverty, coercion, or power imbalances.
  - o Often linked to higher risks of STIs, sexual exploitation, and abuse.
- **Impact of Transactional Sex**:
  - o Physical and mental health risks (e.g., unwanted pregnancies, STIs, emotional trauma).
  - o Reinforces gender inequality and exploitation, especially in vulnerable populations.
  - o Increased risk of violence, trafficking, and lack of agency over one's body.

6. Different Forms of Contraception; Adoption

- **Contraception (Birth Control)**: Methods used to prevent pregnancy.
  - o **Barrier Methods**:
    - ▪ **Condoms**: Prevent sperm from reaching the egg and reduce STI risk.
    - ▪ **Diaphragm**: A soft cup placed over the cervix to block sperm.
  - o **Hormonal Methods**:
    - ▪ **Birth Control Pills**: Prevent ovulation by regulating hormones.
    - ▪ **Intrauterine Device (IUD)**: A small device placed in the uterus to prevent fertilization.
  - o **Emergency Contraception**: "Morning-after pill" used after unprotected sex to prevent pregnancy.
  - o **Permanent Methods**:
    - ▪ **Tubal Ligation** (female sterilization) and **Vasectomy** (male sterilization).
- **Adoption**:
  - o A legal process through which a person becomes the parent of a child who is not biologically their own.
  - o Provides a family for children who cannot be raised by their biological parents.
  - o Different types: Domestic, international, open, and closed adoption.

7. Prenatal Practices and Abortion

- **Prenatal Practices**:
  - o Care during pregnancy to ensure the health of the mother and baby.
  - o **Key Practices**:
    - ▪ Regular medical check-ups.
    - ▪ Healthy diet rich in vitamins, minerals, and folic acid.
    - ▪ Avoiding alcohol, tobacco, and harmful substances.
    - ▪ Managing stress and maintaining physical activity.
- **Abortion**:
  - o **Definition**: Termination of pregnancy before the fetus can survive outside the uterus.
  - o **Types**:
    - ▪ **Medical Abortion**: Use of pills to end early pregnancy.
    - ▪ **Surgical Abortion**: A medical procedure to remove the fetus from the uterus.
  - o **Legal and Ethical Considerations**:
    - ▪ Laws about abortion vary by country.
    - ▪ Ethical debates often focus on the rights of the mother vs. the rights of the fetus.
  - o **Safe vs. Unsafe Abortions**:
    - ▪ **Safe Abortion**: Performed by trained professionals in hygienic conditions.
    - ▪ **Unsafe Abortion**: Performed in unregulated settings, leading to serious health risks.

8. STIs (Sexually Transmitted Infections), Including HIV

- **Definition**: Infections transmitted primarily through sexual contact.
- **Common STIs**:
  - o **Chlamydia**: Can cause infertility if untreated.
  - o **Gonorrhea**: Affects the reproductive organs, throat, and rectum.
  - o **Syphilis**: Can cause serious health problems if untreated, including brain and heart damage.
  - o **HIV (Human Immunodeficiency Virus)**:

- Attacks the immune system, leading to AIDS (Acquired Immunodeficiency Syndrome).
- Spread through unprotected sex, sharing needles, or from mother to child during childbirth or breastfeeding.

- **Prevention of STIs**:
  - **Use of Condoms**: Reduces risk of STIs.
  - **Regular Testing**: Helps in early detection and treatment.
  - **HPV and Hepatitis Vaccination**: Protect against specific STIs.
  - **Avoiding High-Risk Behaviors**: Such as multiple partners, unprotected sex, and drug use.
- **Treatment**:
  - **Bacterial STIs** (e.g., chlamydia, gonorrhea) can be cured with antibiotics.
  - **Viral STIs** (e.g., HIV, herpes) can be managed but not cured.
  - Early diagnosis and treatment are essential to prevent complications.