



Sex – sexuality education
Personal development for
the prevention of discrimination
and violence (SEXED)
**Sexual education easily done:
a taster for teachers**
by

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This training unit has been developed in the trainer training course : « Sex and sexuality education - Personal development for the prevention of discrimination and violence » organised by the [Pestalozzi Programme](#) of the [Council of Europe](#) in cooperation with the Programme “[Building a Europe for and with children](#)”.

one in five
un sur cinq



Sexual education easily done: a taster for teachers

Self-reflection and creative methods being used in sexual education

Brief description

This training unit addresses teachers' fears to initiate sexuality education with their learners. Though playful games, in a relaxing and cooperative atmosphere, participants engage in the issue, reflecting on language and vocabulary, ethics and emotions, methods and approaches linked to sexuality and get ideas on how to teach the topic. Specifically, teachers will get practical resources about how to do sexual education with children and young people from 3 to 12 years of age and learn about the different topics that can be approached in sexual education: self-development, knowledge of the body, emotional growth, hygiene, gender equality, sexual diversity, prevention of sexual abuse and a critical approach to the new medias' use and its messages.

Expected outcomes

Participants will

- ✓ Be aware of how our personality and our personal history influences the way we approach the topic
- ✓ Develop new ideas on how to build an interactive teaching lesson in sexual education
- ✓ Be ready to approach the topic in an confident and authentic manner

TASKs

- ✓ Readiness to be open-minded and curious (A_COOP_1)
- ✓ Readiness to strive for mutual understanding and meaningful dialogue (A_SELF_55)
- ✓ Ability to use a variety of languages and registers to express oneself with nuance (S_SELF_2)
- ✓ Ability to use intuitive and lateral thinking (S_SELF_3)
- ✓ Self-knowledge and introspection (K_SELF_1)

Activities

	Duration	Methods used
Activity 1 Grab Bag	120 minutes	Collaborative learning methods, Self-reflection Questionnaire
Activity 2 What is SEXED.	20 minutes	Presentation Questions and answers, discussion
Activity 3 The Sexuality Alphabet	80 minutes	Game Word rotation Micro-groups, cooperative structures Debriefing
Activity 4 SEXED easily done!	60 minutes	Case study Presentations
Activity 5 Evaluation and final debriefing	45 minutes	Self-reflection Questionnaire Debriefing

Background and context

In Luxembourg, teachers learn about the Family Planning's offer and how to eventually implement activities for sexuality education, during their lessons. This training session was first developed in this setting with a group of teachers teaching in primary schools.

Activity 1: Grab-bag

Duration: 120 min

Expected outcome

Participants will:

- ✓ Use of concepts and words linked to sexuality;
- ✓ Creates a fun and relaxed atmosphere;
- ✓ Make unconscious behavior and reasoning conscious.

TASKs

- ✓ Inclination to see things from different perspectives (A_EPIST_3)
- ✓ Readiness to be open-minded and curious (A_COOP_1)
- ✓ Ability to use intuitive and lateral thinking (S_SELF_3)
- ✓ Ability to promote convivencia (S_HR_1)
- ✓ Ability to discover facts about other people's beliefs and practices (S_DIV_2)
- ✓ Self-knowledge and introspection (K_SELF_1)
- ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)
- ✓ Understanding the changing nature of identities and cultures (K_DIV_2)

Methods/ techniques used

- ✓ Grab-bag,
- ✓ Collaborative learning methods,
- ✓ Self-reflection Questionnaire

Resources

- ✓ The PICASOL framework (see Appendix 1)
- ✓ Grab-bag with different items linked more or less closely to sexuality, love, contraception and feelings (See Appendix 2)
- ✓ The questionnaire (See Appendix 3)

Practical arrangements

- ✓ Arrange the room so that the group can sit in a circle.

Procedure

Step 1 (30 min)

- ✓ Ask questions to participants they should say who they are, why they came and what they think they came to learn. Write their expectations and learning goals on a flip chart.
Note: Keep the flip chart! You will need it for the evaluation session.
- ✓ Engage the group in a discussion about the rules of conduct for your session. You may use the PICASOL framework (see Appendix 3). You may chose to invite participants to first individually contribute rules and then relate them to the PICASOL rules.

Step 2 (60 min)

- ✓ Bring a grab bag stuffed with different items linked to sexuality, love, feelings, contraception etc. (see Appendix 2 for ideas).
- ✓ Explain
"This is a grab-bag, just take out an item and tell us what it evokes for you considering sexuality but don't look inside the bag while you choose"
- ✓ You should give additional information about the chosen object if the participant doesn't know what it is (contraception methods, how to use a condom etc.)
- ✓ The bag is handed over from one participant to the next - people should take out one object without looking inside and then tell as much as they like about the objet. There's no right or wrong, just free association. The participant should place the chosen object in front on him/her, and pass the bag over to his/her neighbour once his/her association is made.
- ✓ When time and the number of objects allows, the bag can be pass around several times within the group.

Step 3 (10 min)

- ✓ Share a questionnaire within the participants- it should be taken home and answered alone but it's important to explain the aim why they should read and think about it. One or two questions can be answered by the trainer with giving examples
"This is a questionnaire you should take a look at. You can read it all by yourselves at home- you will see that there are some very personal questions. It's important to confront yourself with them to think about your actual point of view and our values considering sexuality. Sometimes our fear or embarrassment about certain questions children may ask are just revealing aspects about ourselves. So it's important to make our reasoning and behavior conscios and re-evaluate it to see if you eventually want to stick to it or not, knowing from where it came from."

Step 4 - Debriefing (20 min)

Lead a discussion:

- ✓ How is the way we're transmitting sexual education, today, influenced by our upbringing, our personal experiences with sexuality and our personality?
- ✓ What have you learnt in this session?
- ✓ How did you feel while doing the activity? Was anything difficult? Funny? Interesting?
- ✓ What will you keep from this experience? Would you do it with your students?

Tips for trainers

- ✓ It's very important to stick to the PICASOL rules and make sure that the participants feel safe! Learners should lose their eventual embarrassment or fear and feel free and safe to approach the topic, so it's important to create a trustful atmosphere.
- ✓ Everybody's free to collaborate or simply listen- it's very important to be flexible and to be able to adapt the content to the participants' level of experience in a respectful way.
- ✓ Everybody has his own personal ideas and stories to tell in association with the grab-bag's items - sexuality seen as something individual and nevertheless some information about several items will be useful for all.
- ✓ Several topics should be enumerated by the trainer even if the participants didn't mention them like communication with parents, sexual abuse or pornography
- ✓ If the participant doesn't have an idea what to say, you may give him a hint or make a suggestion for him
- ✓ Don't forget to put a certain amount of items in the bag, at least as many as there are participants! Use your imagination while choosing them. (see Appendix 6 to get an idea of the content you could put inside!)
- ✓ When giving the questionnaire it is important to explain why they are asked to do it. You should describe precisely the use of self-reflection and give examples to illustrate!

Activity 2: What is SEXED? Approaches and framework

Duration: 20 min

Expected outcome

Participants will:

- ✓ Become familiar with some of the up-to-date theoretical knowledge on the topic
- ✓ Gain reassurance and help to approach the topic

TASKs

- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)
- ✓ Understanding of how cooperation can support the prevention of conflict and discrimination and violence (K_COOP_3)
- ✓ Knowledge of international frameworks and declarations of Human Rights and the rule of law (K_HR_1)
- ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)

Methods/ techniques used

- ✓ Presentation
- ✓ Questions and answers, discussion

Resources

- ✓ Presentation (See appendix 4)
- ✓ Flip-chart
- ✓ Copies of "WHO-BZgA Document: Standards for sexuality education in Europe", one per participant; available at:
http://www.oif.ac.at/fileadmin/OEIF/andere_Publikationen/WHO_BZgA_Standards.pdf
- ✓ Some ideas on sexual education issues for children from 3 to 12 years (appendix 4)

Practical arrangements

- ✓ A projector and screen if you are going to use slides (optional)

Procedure

Step 1 (10-15 min)

- ✓ Give a short theoretical input about the major topics of sexual education. You may create your own power point presentation or just give an oral explanation depending on how much you feel at ease.
- ✓ Convey that SEXED is part of life-long learning.
- ✓ Sexual education in a holistic approach is more than just explaining puberty, contraception methods and STD. Sexual education is seen as an interaction between the trainer/parent/teacher and the children and adolescents all together seen in the multicultural context.
- ✓ Present final ideas from the WHO document, "Standards for sexuality education in Europe", with the different age scales and the knowledge a child or adolescent should have, but keep it as short as possible!
- ✓ Highlight the importance of self-reflection (where do I stand as a teacher regarding the topic) and the position of the children/students (every child seen as an individual with its history)

Step 2 - Debriefing (10 min)

- ✓ Ask questions about their own knowledge and ideas about sexual education, start giving examples from little children's age up to old people
- ✓ Relate the topics to the content of the grab-bag they have seen before (hygiene, contraception, body awareness, sensuality, eroticism, sexual violence...)

Tips for trainers

- ✓ Don't lose yourself in too many theoretical details, the practical use and sharing of methods is the most important part!

Activity 3: The Sexuality alphabet

Duration: 80 min

Expected outcome

Participants will:

- ✓ Learn playful methods to engage in SEXED with young children ;
- ✓ Gain more ease to speak about sexuality;
- ✓ Reflect on our use of language and negotiation of meaning.

TASKs

- ✓ Readiness to question my own and others' views, beliefs and theories (A_EPIST_4)
- ✓ Readiness to strive for mutual understanding and meaningful dialogue (A_SELF_55)
- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIST_1)
- ✓ Ability to use a variety of languages and registers to express oneself with nuance (S_SELF_2)
- ✓ Understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability...) (K_DIV_1)
- ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2)

Methods/ techniques used

- ✓ Game
- ✓ Word rotation
- ✓ Micro-groups, cooperative structures
- ✓ Debriefing

Resources

- ✓ Flipchart
- ✓ A4 and A3 paper
- ✓ Coloured markers
- ✓ Optional: Templates Appendix 5, one set per micro-group

Practical arrangements

- ✓ In step 1 and 5: arrange the room for all to sit in a circle.
- ✓ In steps 2 to 4, arrange the room for micro-groups of 3 to work together.

Procedure

Step 1 (15 min)

- ✓ Use the flipchart to write the letters from a to z, participants will have to find words linked to sexuality beginning with the different letters
- ✓ Each may say one word, make several rounds, the alphabet's order and the language used doesn't matter.
 - "You may say any word you like beginning with the different letters of the alphabet linked to sexuality (puberty, body-part, feelings, love, media...), we can write down several with the same first letter and the order doesn't matter."
- ✓ Follow the clockwise direction so that every participant may say at least one word, but it's ok if someone wants to skip his or her turn.
- ✓ You may eventually help with the letters X and Y, sometimes more difficult to find.

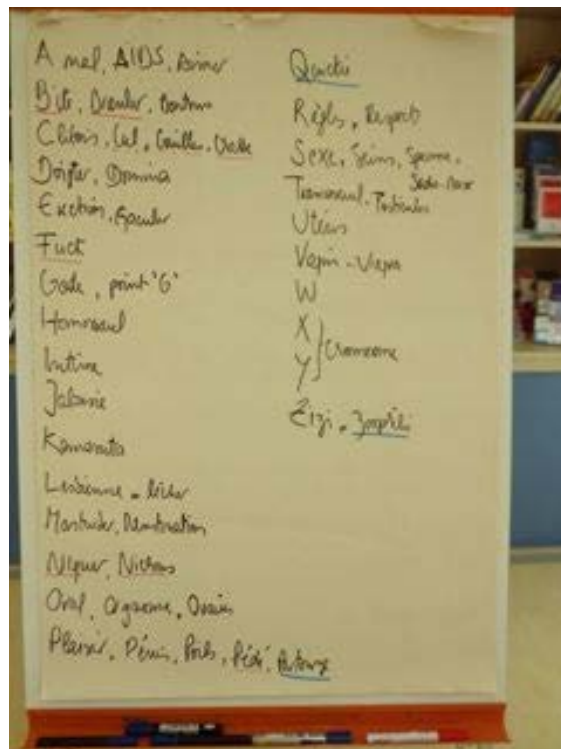


Figure 1: often participants use a wide range of words, going from the description of body-parts, puberty changes to homosexuality, contraception methods, sexually transmitted diseases and porn

Step 2 (5 min)

- ✓ After filling the alphabet, ask participants in micro-groups to share this task (one participant takes **one** task and then they discuss give each other feedback on their decisions and finalise)
 - Put together the vulgar or insulting words
 - Put together the porn - vocabulary
 - Put together the words that you find respectful and pleasing
- ✓ Put the posters on the wall side by side. The groups visit each other's posters.
 - What are the differences/similarities
 - What are the things we most commonly agreed upon?

Step 3 (30 min)

- ✓ Ask the participants to individually write on an A4 paper
 1. Explain the difference between real love and fantasy-films/porn: participants write on the upper half the words from the list that they feel relate to love, and in the lower half words that they feel relate to pornography.
 2. Try to find positive synonyms for the vulgar or insulting words. Say what they like about the word: Participants write in the 'sad smiley' the words from the list that they find are insulting, and in the happy smiley words that they feel are positive synonyms.

IMPORTANT: In both tasks, 1 and 2, the same words may appear in both places: it doesn't matter! The important things is for participants to feel free to explore, play with the language, get use to the words, feel the words, the contexts in which words are used and how that influences meaning.

- ✓ Participants share in a word rotation in their micro-groups:

Word rotation:

- each member of the micro-group
- one after the other
- share ONE word

They continue taking turns until all cards are shared

Step 4 (10 min)

- ✓ In their micro-groups, they write what they agree on, on a common poster. You may use the template if you wish (Appendix 5).
 - Round one: Participants write in the right 'side up green heart' the words from the list that they agree, relate to, love, and in the other 'upside-down heart' words that they agree relate to pornography.
 - Round two: Participants write in the 'sad smiley' the words from the list that they agree are insulting, and in the 'happy smiley' words that they agree are positive synonyms.
- ✓ The micro-groups share their hearts and smileys.

Step 5 - Debriefing (20 min)

- ✓ How did they feel doing the exercise/game?

-
- ✓ Was it easy to say something dirty?
 - ✓ Check how they understand the meaning of the words they use.
 - ✓ Are there words that they did not agree on? What were they?
 - ✓ Are there words that are in more than one place?
 - ✓ What synonyms did they find the most appealing?
 - ✓ How would you adapt this activity according to your audience/learners?
 - ✓ What are your fears if you imagine using this method with the children in your classroom?

Tips for trainers

- ✓ Be sure not to judge participants' expressions. Try to be 'light' on 'no goes'.
- ✓ Be aware that for a participant who is not fluent in the language you are using, slang words are often the only words they have learnt (in their communication with peers) to designate sexual organs or sexual acts, and that in their native tongue they use the appropriate language. It is therefore recommended to not judge negatively his or her contributions to the list.
- ✓ You may be interested in developing ideas for developing 'porn-competence' or 'porn literacy'. The work of "Klick-safe.de" may be a good resource for this.
- ✓ Be sure that most participants find words - if they don't dare to use dirty ones, you may be the one to introduce those you know adults/youth/children (consider your context) use.

Activity 4: Sexual education easily done: interactive show and tell and how to lose your fear!

Duration: 60 min

Expected outcome

Participants will:

- ✓ Share creative methods ready to be used in the classroom about sexual education's main topics
- ✓ Raise their confidence in contributing to SEXED with their students.

TASKs

- ✓ Acceptance that Human rights are for *all* human beings without any exceptions (A_HR_1)
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Aptitude to search for information through different channels and from diverse sources (S_EPIST_2)
- ✓ Ability to use intuitive and lateral thinking (S_SELF_3)
- ✓ Knowledge of international frameworks and declarations of Human Rights and the rule of law (K_HR_1)

Methods/ techniques used

- ✓ Case study
- ✓ Presentations

Resources

- ✓ Cards with questions or statements typically used by children (at least 6)
- ✓ 10 or 6 small cards with messages (appendix 6) that you will copy regarding the number of participants for each micro-group; (with 18 participants, you may use 6 cards x3)
- ✓ You may use your own cards and also adapt your messages according to the children's age the teachers are working with - best to choose an average version for small and tall 😊

Practical arrangements

- ✓ You need enough space where the groups can spread and discuss ...

Procedure

Step 1 (10 min)

- ✓ Ask questions to participants about the main topics and methods teachers already used.
- ✓ Eventually introduce new ones.
- ✓ Help them loosen their embarrassment and eventual fear by giving them concrete ideas and sharing possible responses to sexual education questions.

Step 2 (20 min)

- ✓ You may choose to either remix the micro-groups to form new groups of 3 or stay in the same groups.
- ✓ Distribute the cards, one card per group (see Appendix 6).
- ✓ Every group should think about their card and find an appropriate answer/game/ tool to use in response to the card's message.

“Please think about the message on your card: why may a child say this? What would you reply and to whom? to the whole class or just to this one child? What about contacting the parents and when? Maybe you have been already confronted by such a message: how did you react? Did you eventually use a special tool to work within the classroom? Which one?”

- ✓ Please write down your answers and ideas in order to present them to the plenum afterwards

Step 3 – Debriefing (30 min)

- ✓ Presentation of the results of the activity.
- ✓ As the groups give their feedback, you may react to specific issues and present some materials, flyers, videos, tools and books about the main sexual-education topics you can hand over to the participants regarding the topics at hand.

Activity 5: Evaluation

Duration: 45 min

Expected outcome

Participants will:

- ✓ Evaluate the training session;
- ✓ Express their level of comfort and readiness to dive into SEXED;
- ✓ Get information about community services and other resources for their support and continued learning.

TASKs

- ✓ Readiness to be open-minded and curious (A_COOP_1)
- ✓ Readiness to strive for mutual understanding and meaningful dialogue (A_SELF_55)
- ✓ Readiness to question my own and others' views, beliefs and theories (A_EPIST_4)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Self-knowledge and introspection (K_SELF_1)

Methods/ techniques used

- ✓ Self-reflection
- ✓ Questionnaire
- ✓ Debriefing

Resources

- ✓ The flip chart with the expectations and learning goals from activity #1
- ✓ The questionnaire (Luxembourgish Ministry of Education's - Appendix 8)

Procedure

Step 1 (5 min)

- ✓ Take a look at the flip-chart you filled in at the beginning (activity 1) with the participants' topics and learning goals they spoke about at the start of the training. Maybe some subjects haven't been mentioned yet?

Step 2 (10 min)

-
- ✓ Hand out the official Luxembourgish Ministry of Education's questionnaire (Appendix 7) and ask participants to fill it in.

Step 3 (20 min)

- ✓ Ask participants to draw: one circle, one star and one square. They may or may not write their names on the shapes.
 - In the circle, they write something they benefited from (thing that 'came full circle)
 - In the star, they write something that surprised them.
 - In the square, they write something they do not quite understand, or disagree with, or that they found not quite right in the training.
- ✓ They post the shapes on a wall. Participants and trainers go around and read.

Step - Debriefing (10 min)

- ✓ What would you like to share about the shapes?
- ✓ What do you take away with you from this training?
- ✓ How confident do you feel about you ability to conduct SEXED now?
- ✓ What is the most significant change that you underwent here?

References

- BZgA/WHO Regional Office for Europe (2010). *Standards for Sexuality Education in Europe*. Cologne
- Official questionnaire from the Ministry of Education of Luxembourg:
 - <http://www.bzga.de/infomaterialien/sexualaufklaerung/?addinfo=1>
 - <http://www.bzga.de/infomaterialien/?sid=254>

Appendices

Appendix 1

PICASOL AGREEMENTS

This acronym stands for a number of agreements you make with the group before starting the educational session. These are written on a flysheet and put up. The idea is to create safety and a peaceful atmosphere.

P – PRIVACY

What we talk about here is confidential and shall stay within the group.
We shall not use what we hear here in other situations. This also applies to teachers.

I (FIRST PERSON)

We talk about ourselves, our feelings and experiences, our views,... We are open and sincere in what we say.

C - CHOOSE

Choose what you are going to say, and what not. Not everything is public. It is okay to keep your feelings and thoughts to yourself
if you do not feel comfortable in the group.

A - ACTIVE

Be active in the course of the group dynamic. We give you a lot of room
to determine yourself what you will talk about today. So do not wait passively until someone else says something.

S - SEXUALLY DIVERSE

Each of us perceives sex differently and has other sexual experiences.
Sex is also in your head and in your feelings. In other words, we talk about all forms of sex, and everyone can join in the discussion.

O - ORIENTATION

People can be heterosexual, homosexual (gay, lesbian), bisexual, etc. There are big differences.

L- LAUGH, LISTEN

Humour is important, it is sometimes good to take the tension out of a charged discussion. Laughing at others is out of the question. Listening is also important, not only talking.

Appendix 2

Possible content of the grab-bag (the objects of the 3 photos being mixed in one bag):



Appendix 3

Do you remember?

Did you get the opportunity to see other children or siblings naked? What about your parents? Do you remember your feelings and thoughts at that special moment?

Did you participate in doctor-role-plays? Did anyone notice them? How did adults react to those?

What were your own ideas about conception and birth before it was explained to you? Who gave you explanations? Do you remember any special discussions? Who talked to you about it?

What do you remember about your puberty? How did you feel at that time? How did you manage body changes that happened to you? How did your parents and siblings react to these changes?

Were you prepared for your first menstruation/ejaculation? How did you manage it ?

What do you know/understand about masturbation? Was it your own idea to try or did you hear about it and then tried it out? Did you feel guilty about it? What do you think about masturbation today ?

Do you remember first crush/love?

How was your first sexual experience? Your first kiss/holding hands/petting?

Have you been active or passive?

Did you have problems to approach women or men at that time?

How old were you and your partner when you first had sexual intercourse?

Did you use contraception? What are your experiences with contraceptives in general?

« The orgasm »: do you need him? How should it be? Are you able to speak about your wishes?

Did you have homosexual experiences?

What does a homosexual relationship mean to you? What do you like and what do you like less about it ?

Have you ever been jealous? Did you experience breaking ups? What about a double relationship?

What do you think about being unfaithful?

Do you like your body? Do you understand and know your own body and genital area? Are you able to touch yourself? Do you know your genital parts? Do you feel ashamed to show your body? To whom?

Have there been situations when sexuality has been lived as a violent act? Are there moments you are afraid of sexual experiences?

What meaning do all those experiences have considering your actual point of view about sexuality and its norms?

Are you satisfied with your sex-life and the way you live today? Does sexuality belong to your everyday-life? What does it mean to you? Are your wishes and longings about tenderness and love being fulfilled?

Are there any wishes concerning your sexuality that you still haven't accomplished yet? Would you consider changing certain points to be happier?

Non-authorized translation by N.INANDY, inspired from:

Bundesvereinigung Lebenshilfe, Sexualpädagogische Materialien für die Arbeit mit geistig behinderten Menschen, Juventa, 2009

Appendix 4

Bag of ideas for the presentation:

SEXED should be put in a societal and cultural context. One may refer to the « Guidelines WHO-BzGA » as a consensus for Europe.

SEXED depends on the individuality of the trainer/parent, and all the interlocutors.

If people don't feel at ease with the topic, they shouldn't do it but maybe ask the other parent or at least buy a book or get a flyer so that the parents' information- channel isn't completely absent as it is proven that children nowadays get their information from many different sources (parents, siblings, friends, teachers or social workers, medias)

The given message should be congruent with the teller's convictions otherwise children will get a wrong message (sex must be something extremely strange as my parents seem so not at ease to speak about it)

SEXED should be adapted to the child's personality and knowledge. Of course every child is different and some maybe more extroverted and ask a lot of questions while others don't but maybe well informed without the parents knowing about it

Dare to ask them directly: «Do you know how a baby gets into the womb ? » often parents are very surprised about the answers !

Don't be stressed to always give the « correct » answer : sometimes children ask questions at « not suitable moments » to give long detailed answers or just ask about things we don't know- it's not a problem to admit that even adults don't know everything and that they have to look it up, as well as the adults may refer to the topic days later with a more suitable answer they had the time to prepare !

The only problem would be to tell a child that you won't answer his question as he or her is too small- again the topic will be seen as something strange and this is for sure not the message you want to give!

SEXED seen as a life long learning starting right from birth (baby feels its body through his skin as a whole, stimulate his senses through massages) and it will continue until death.

Crucial points to be developed before puberty:

- The child's recognition of gender, comparing his/her body parts with those of other children
- To be able to recognize the different body parts and name them
- Prevention of sexual violence with training the possibility to say no loudly and to respect the child's wishes concerning his autonomy (Don't kiss on command- don't touch on command) Who's allowed to do what with me? (Work with smileys)
- Knowing the difference between good and bad secrets
- Role games and their importance: don't panic when children play doctor games (same

-
- age, no objects that could harm being used, consensus between the children)
 - To be able to recognize and show different kinds of feelings
 - Gender trainings : I like to be a boy/girl/other because.... this is typical for boys/girls/other...
 - All these aspects may be trained with children between 3 and 10 years)
 - By then children will start to enter puberty- here are some topics to be explained:
 - Body and mind changes, friendship/ love-relationship, why having sex, when and with whom, contraception, first love, STD, etc.
 - The influence of new media is huge nowadays- again information is the best prevention!

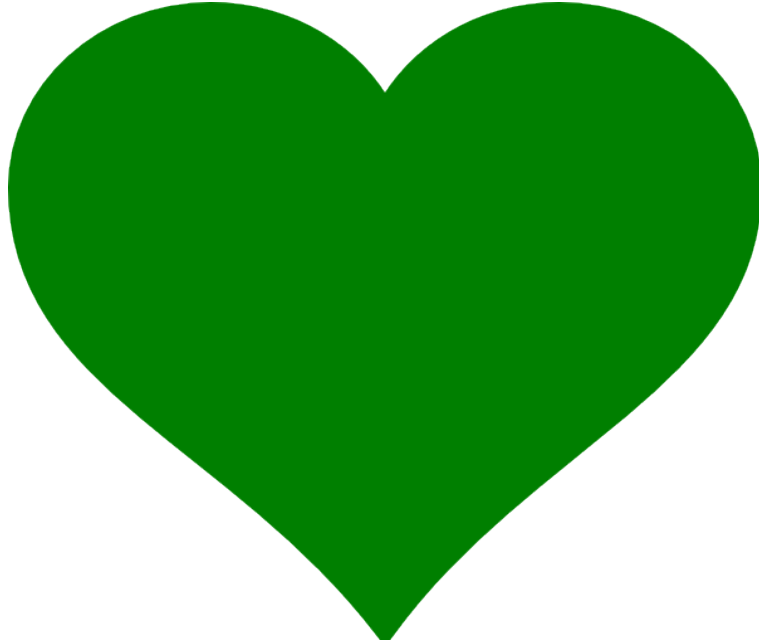
Appendix 5

10 cards with different messages related to SEXED topics:

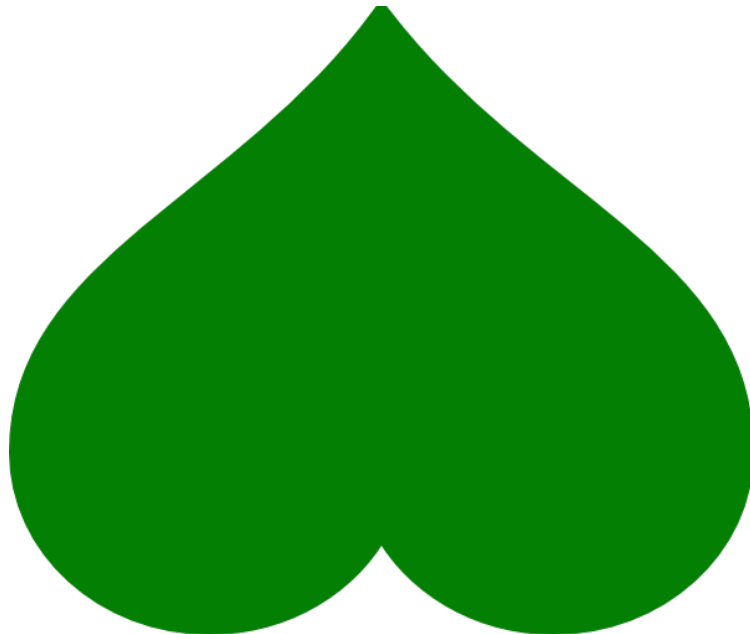
- I don't like gay men, they are disgusting because they have anal sex
- What's a gang bang? What's squirting?
- Why do we get pubic hair? Should we shave it and how?
- I don't need sexual education- I know already everything!
- How often do you have sex? Do you keep your glasses on while doing it?
- Talking about puberty and sex is disgusting; I don't want to hear anything about it!
- What's the best position to get an orgasm?
- Why do people have sex? Does it hurt?
- What is AIDS? How do we get it?
- What's a good secret and what's a bad one?

Appendix 6:

Romantic love?



Or porn?



1/2

Appendix 6 (cont.):

Pleasing?



Or insulting?



Appendix 7:

This is a short approximate version in English of the whole questionnaire in German below:

- Questions about the content and the aims of the training:
 - my learning aim has been reached?
 - the way to proceed during the training was adapted to reach the aims?
 - the availability of sheets, material, information?
 - I've been able to extend my knowledge?

- Questions about methodology:
 - enough interaction between participants and trainer?
 - reflection about pedagogy?
 - possible transfer into practice?

- Questions about pedagogical competence:
 - trustful atmosphere?
 - rhythm facilitated learning?
 - good and clear explanations?
 - created an exchange between participants?
 - recognized competences and practical experiences of participants?
 - used a gender- specific language?
 - encouraged the integration of the new knowledge into daily work?

- Questions about the group
 - the composition of the group was enriching?
 - participants have been engaged and active?
 - what part would you like to deepen your knowledge?
 - ideas and reflections for future trainings?