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Sex – sexuality education  
Personal development for  
the prevention of discrimination  
and violence (SEXED)

**«Respect» between genders:  
How to teach boys and girls to respect themselves  
and each other**  
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



## Brief description

In this 3-hour session, trainees learn about the contemporary views on teaching gender-respect among peers. Child and human rights as well as bias relevant to sexuality emerge as major issues to be processed in classrooms. What are the issues related to the “right to sexuality” and “gender-respect” in today’s societies and how are we going to incorporate the new knowledge for sexual identity in our curriculums?

The unit proposes various activities, including a warmer, activities to establish trust in the group, and cooperative work on stories about young people through which participants will discuss and process controversial issues in sexuality education.

## Expected outcomes

- ✓ Participants will be sensitized to the need to talk about gender and sexuality with young adolescents.
- ✓ Participants will have acquired some basic knowledge about the sexuality of adolescents.
- ✓ Participants will be able to acknowledge sexuality as a human right and a child’s right.
- ✓ Participants will develop skills to implement new approaches for sexuality education.
- ✓ Participants will have learnt about current concepts and research results in this field.
- ✓ Acceptance that Human rights are for all human beings without any exceptions (A\_HR\_1).
- ✓ Readiness to examine my behaviour, language use and body language (A\_SELF\_1).
- ✓ Aptitude to elicit and respond to others’ beliefs, values and feelings and behaviours (S\_DIV\_3).
- ✓ Aptitude to search for information through different channels and from diverse sources (S\_EPIST\_2).

## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 Life path	<b>40 minutes</b>	Individual work, pair work, plenary
Activity 2 Hopes and fears	<b>20 minutes</b>	Group work to set rules of conduct
Activity 3 Like Romeo and Juliet	<b>40 minutes</b>	Group work
Activity 4 Case studies – young people’s stories	<b>70 minutes</b>	Cooperative group work, case study method, plenary
Activity 5 Evaluation	10 minutes	Writing

## Background and context

This training unit was written for teacher educators. The general objective of the unit is to sensitize and surprise teachers on the issue of sex and sexuality education at school. The first pilot seminar was held on 14th of February or St Valentines’ day in Greece. Two more courses followed until late March 2014. I must say that the initial plan was to repeat the course only once but there was wide participation and willingness on behalf of teachers so I did it once more. In each course I tried to adjust the activities to the suggestions received in the previous course’s evaluation sheets. The target group was high school’ teachers who are also implementing health education programs in their schools. There were 15-20 trainees in each course. Most of them were women – only 2 out of a total of 47 participants were men. Participants were in their late 30s to late 40s.

## Activity 1: Life Path

Duration: 40 min

### Expected outcome

- Participants will get to know each other
- The topic of the session will be introduced
- An atmosphere of trust will be created

### Methods/ techniques used

- Individual work
- Pair work
- Whole group discussion

### Resources

- Papers, markers, pin board, a heart-shaped stamp
- Badges or stickers with participants' names

### Practical arrangements

- A laptop and a projector to project the aims and instructions are useful but not essential

## Procedure

### Step 1 (5 min)

Give each participant a badge or nametag.

Ask the group members to draw the course of their lives according to the following guidelines: Each member will initially write his/her name and draw a line that will be the line of his life. On this line they will record the dates when major events happened in their life as milestones. For example their first date, first kiss, and other sexual experiences, as much as they are comfortable with sharing.

### Step 2 (20 min)

Participants should form pairs and examine each other's drawings. They can ask questions for clarification about the major milestones of their lives before they present each other in plenary.

When they have been introduced to the group by their partner, each participant gets a heart-shape stamped on their nametag. This is to symbolize that they belong to the group. Posters should be pinned to the walls or notice boards.

### Step 3 - Debriefing (15 min)

Lead a whole group discussion to find similarities and differences and to talk about how easy/difficult it was to share these important milestones with a partner and then the whole group.

Participants can also think of and discuss ways of adapting this activity to their own classroom contexts.

## Tips for trainers

If the group is very large, participants should only mention one or two milestones when they present their partner to the whole group.

You as the facilitator should also participate and by so doing you will obviously influence the atmosphere, the types of milestones presented and the amount of detail participants are supposed to give at this point.

If the participants' age might be a sensitive issue, then you can suggest that instead of exact years, they can give nicknames to these periods and talk about "the year of the roses" or the "year of the tiger".

## Activity 2: Hopes and fears

Duration: 20 min

<p>Expected outcome</p> <p>Participants will be able to express their needs and fears. An atmosphere of trust will be established.</p>
<p>Methods/ techniques used</p> <p>Individual work Whole group discussion</p>
<p>Resources</p> <p>Board, markers PICASOLL list (Appendix 1)</p>
<p>Practical arrangements</p> <p>The final list should remain on the board during the whole session.</p>
<p>Procedure</p> <p>Step 1 (10 min)</p> <p>Write on the board “Hopes” and “Fears”. Ask participants to think individually about how they would finish the following sentence starters knowing that this is a session on gender issues and sexuality education: “In this group, I hope ...” and “In this group, I’m afraid ...” List the participants’ key words on the board.</p> <p>Step 2 (10 min)</p> <p>Compare the list on the board with your own (see PICASOLL-rules for an example in Appendix 1) and discuss with the group the similarities and differences between the two lists. Agree on a final list of rules to observe for the group to keep in mind throughout the session.</p>
<p>Tips for trainers</p> <p>Be specific and to the point so that the activity does not drag on but the group still has a framework to stick to when discussing sensitive issues.</p>

## Activity 3: Like Romeo and Juliet

Duration: 40 min

<p>Expected outcome</p> <p>Participants' awareness of sexual activities among early adolescents will be raised Participants' knowledge about handling children's and adolescents' sexuality will be developed.</p>
<p>Methods/ techniques used</p> <p>Group work Whole group discussion</p>
<p>Resources</p> <p>Board, markers, paper, pens Music or YouTube videos</p>
<p>Practical arrangements</p> <p>Projecting the videos for everyone to watch together is very useful.</p>
<p>Procedure</p> <p>Step 1 (15 min) Form groups of 4 or 5 and ask participants to recall examples from literature or films of young couples like Romeo and Juliet whose love was forbidden. Groups recall and discuss their examples.</p> <p>Step 2 (10 min) Groups present their examples for young couples in plenary. Write key words on the board including words expressing feelings.</p> <p>Step 3 (15 min) Discuss in plenary how love at an early age is usually viewed by society. To what extent do adults accept that children and early adolescents can also fall in love? How do they usually react when there is also a sexual relationship between young people? What are the characteristics of "juvenile sex"? Does nurturing guilt in young adolescents promote their well being and health?</p>
<p>Tips for trainers</p> <p>Be prepared to tell a few stories of young lovers from literature and films in case the participants lack knowledge in this area.</p>

## Activity 4: Case studies - Stories about young people

Duration: 70 min

### Expected outcome

Participants' knowledge about EU legislation, current research and culturally determined values and norms will be developed.

Participants' knowledge about handling children's and adolescents' sexuality will be developed.

### Methods/ techniques used

Cooperative group work

Plenary discussion

### Resources

Board, markers, paper, pens

Stories (Appendix 4)

### Practical arrangements

Set up the room for group work.

### Procedure

#### Step 1 (30 min)

Form groups of 4 or 5 and ask each group to work on one of the case studies (see stories in Appendix 3).

Give each participant in every group a role card to ensure that they all participate in the discussion equally (for example, one person is responsible for equal access to ensure that every group member's voice is heard, another is in charge of important key concepts to be addressed or used appropriately, a third is responsible for ensuring that the group keeps to the topic and answers the questions, etc.)

Groups discuss their stories and write down their answers to the questions on the task sheets.



### Step 2 (20 min)

Groups present their stories and their answers to the questions.

Collect key phrases on the board (for example “sexuality as an element of identity” or “diversity and human rights”).

Discuss in plenary what perspectives on “respect” participants can gather:

- Respecting the need of a child/adolescent to be in love
- Respecting the right to be different as sexual individuals
- Respecting differences in when young people reach puberty
- Respecting differences in when young people have their first sexual relationship and experience

On the basis of the plenary discussions, the groups formulate a conceptual map for a holistic approach to sexuality education

### Step 3 – Debriefing (20 min)

Plenary presentations and debriefing discussion. Possible questions to discuss:

What should I do if I have to deal with a case of sexual disrespect among children or a case of violation of children’s sexual rights?

Which arguments were well made for each story?

Were there any key issues left out?

How could you use these cases with your students? What implications might there be for you? What will be the challenges for your classroom?

What other questions are raised by this activity?

Is it possible that a case like “A transgender student” would ever happen to you? Why?

What would be the challenges of using this unit in your class?

What would your pupils gain from such exercises?

How might you follow up these issues in your classroom?

How might the school follow up these issues in a more holistic approach?

What other questions are raised by this session?

### Tips for trainers

Participants might have their own stories to add to the collection.

Aretha Franklin’s song “Respect” can be played in the background while group work on their tasks.

You might want to use the articles in Appendix 2 and 3 to inform your contributions to the plenary discussions.

## Activity 5: Evaluation

Duration: 10 min

### Expected outcome

Participants will become aware of possible uses of the activities in their own contexts.  
Participants will be able to critically review and internalize what they have been through.  
Facilitator will learn what seemed most beneficial to participants and what to change in the session next time.

### Methods/ techniques used

Individual writing  
Possibly a group discussion

### Resources

A slide with the questions (or printed feedback sheets)

### Practical arrangements

Project the questions or provide feedback sheets and ensure that everyone has a comfortable place to think and write.

### Procedure

#### Step 1 (10-15 min)

Ask participants to answer the following questions in writing:  
Can you list 3 key ideas you have learned during the activities?  
Which was your favorite activity? Why did you like it?  
Which was your least favorite activity? Why did you dislike it?  
What would be the challenges when using some of these activities in your classes?  
Ask participants if they would like to discuss any of their comments in the feedback with you and the group.

### Tips for trainers

Leave enough time for participants to answer your questions.  
Be open for a discussion but don't make it compulsory for them to raise any points.

## References and further reading

<http://blogs.sch.gr/kkiourtsis/> This is a blog for health education in Greek)  
The 1st activity “Life path” is a variation on a similar activity I read in this blog (Mr Kiourtsis is the blogger). This blog in Greek was also the source of most of the case studies. The rest were taken from newspapers. All the case studies are real incidents.

“Girls’ Choice” is a good example as a game to help incorporate “peer learning” for sex education via board games. This is a board game for teenagers, only for girls (10-16 years of age) concerning sex education. It was developed by Rutgers Nisso Groep, an Expert Centre on Sexuality, in order to address the sensitive subject of sexuality, intimacy and relationships, to the ground of peer-learning. There are other similar board games too for boys and for different ages.

Adolescence and Emerging Adulthood: A CULTURAL APPROACH  
JEFFREY JENSEN ARNETT Clark University, Pearson Education, Inc, 2010

Will Gender Exist 100 Years from Now? By Kris Notaro, Ethical Technology,  
Posted: Oct 24, 2013 (<http://ieet.org/index.php/IEET/more/notaro20131025>)

Stanford University: The case study teaching method  
[http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/case\\_studies.pdf](http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/case_studies.pdf)  
<http://casestudies.law.harvard.edu/the-case-study-teaching-method/>

Boehrer, J., and Linsky, M. “Teaching with Cases: Learning to Question.” In M. D. Svinicki (ed.), *The Changing Face of College Teaching. New Directions for Teaching and Learning*, no. 42. San Francisco: Jossey-Bass, 1990

## Appendices

### Appendix 1

PICASOLL list

([http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Module/SexEdu/FinalreportModA\\_2013opt.pdf](http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Module/SexEdu/FinalreportModA_2013opt.pdf))

Privacy: All that is said or happened stays within the group.

I-form: Everyone is talking from her/his personal perspective.

Choose: Everyone chooses what she/he likes to share with the group.

Active: Everybody is committed and active within the group.

Sexuality: Sexuality is a broad subject with many different feelings, thoughts and experiences.

Orientation: People can have different sexual orientations (LGBT).

Listening: Active listening is important to understand each other.

Laughing: Humor and having fun make the atmosphere more open and relaxed.

### Appendix 2

#### **DECLARATION OF THE RIGHTS OF THE CHILD**

Adopted by UN General Assembly Resolution 1386 (XIV) of 10 December 1989

WHEREAS the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

WHEREAS the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

WHEREAS the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children,

WHEREAS mankind owes to the child the best it has to give,

Now, therefore, Proclaims

THIS DECLARATION OF THE RIGHTS OF THE CHILD to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

1. The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.
2. The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.
3. The child shall be entitled from his birth to a name and a nationality.
4. The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.
5. The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.
6. The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.
7. The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents. The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.

8. The child shall in all circumstances be among the first to receive protection and relief.
9. The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.  
The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.
10. The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

### **Appendix 3**

#### **UNESCO's International Technical Guidance on Sexuality Education**

<http://portal.unesco.org/en/ev.php->

[URL\\_ID=47268&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=47268&URL_DO=DO_TOPIC&URL_SECTION=201.html)

## Appendix 4

### Case studies – real stories about young people (based on news clippings)

**Story 1** A sixteen years old girl was seduced and tortured  
DAILY 24/2/2010 Joanna Fotiadis

Talking with her peers on facebook, turned to be a "trap" for a 16-year-old schoolgirl. The student of P. Faliro was communicating online with other young students for weeks. As great intimacy was created, the girl (aged 16) "opened" her cards. "They decided, therefore, to meet the last Thursday in a central cafe," recounts to "DAILY «schoolgirl's lawyer, Dimitris Katopodis. "But when she approached, she saw a large group of five girls and two boys, including her classmates who laughed at her: "feeling lonely, huh? ". The girl, heartbroken, was furious. The seven-member group responded dragging her to a nearby garage. "There her suffering began that lasted two and a half hours," complains the lawyer. "The "children" pulled her hair, took her shirt and threatened to burn her with a cigarette in her chest."

When her mother called in her mobile, the torturers answered the call: "We will straighten her ". The mother on the other side of the line, alarmed, alerted family lawyer and the police. The juveniles were scared and released the girl warning her to hush up for the event. "The forensic report confirms the girl's testimony," the lawyer adds, "although there are ongoing threats, I advised the girl not to change school."

#### **Task for the working group:**

Consult the research: "friendly relations and communication between adolescents" and answer:

- Was the girl's behavior improper?
- Could anything be done in order to avoid the incident? By whom?
- Discuss and suggest your own advice to the 16-year-old schoolgirl.

**Story 2:** The case of Stamatis, G., A high school student

1. The teacher: Panagiotis K. Biologist aged 44

He is a professor with an interest in the subject and the student. He often connects modules on ecology, culture, society with timelines.

2. The student: Stamatis G., A high school student

Thin, tall, kind, with a strong memory and ability to learn easily, he is particularly popular among girls.

3. The request of the student to the teacher:

"When I was in fifth grade of primary school, boys in sixth grade stuck me the nickname "faggot". I did not know what it meant but their attitude and style bothered me. I thought they did it out of jealousy because girls prefer my company. A classmate of the gang told me confidentially that they do not considered me "much of a boy" because of the timbre of my voice and because of the movement of my body when I walked.

From then until now this nickname follows me but mostly I'm concerned with the issue of my gender. I have discussed this with my parent; my uncle who is a doctor and a specialist psychotherapist. They all insist that I am a normal boy. Yet, when some boys are passing by me, I think I hear their thinking that says «Hey Kinky, you faggot." Lastly, I have a relationship with a classmate of mine but I hesitate to go on. You, Sir, how do you see me, maybe I am a faggot after all?"

**Task for the working group:**

- a) Outline the profile of a boy and a girl of this age.
- b) Examine the reasons why the sixth grade's students give Stamatis this nickname "faggot."
- c) Read the declaration of the child's rights. Do you believe that Stamatis' rights are violated? Be specific.
- d) Try to help the teacher to answer the last question of the student.

**Story 3: The case of Peter**

Peter lives in a mountain village, with a Greek father and Albanian mother engaged in farming. It's a boy with a badly made body and face. He is a student in first grade. One day, the deputy director of the school, passing by the classroom on the 1st floor, sees Peter sitting on the edge of the window and a group of boys and girls are urging him to jump down to the courtyard. The deputy approaches Peter and asks him to come down slowly from the edge. Then Peter with tears in his eyes saying: "Sir, they laugh at me that all school girls are in love with me."

**Task for the working group:**

- a. Consider how you would handle the situation if you were the deputy director.
- b. Why do you believe the kids behave like this to their peer?

**Story 4: Christina Krassa, a 13-year-old girl and Facebook**

This is an extract from a newspaper article. It made the headlines in Greece and every trainee knew this story.

It's about a real story of a young girl (13 years-old) who fell in love with a young boy (23 years-old) who was an immigrant (Albanian). She had met him via Facebook. Her family didn't approve of this relationship and forbade her to see him. The girl left her house and went to live with him in a shepherd-hut up in the mountains. Her family declared this as an abduction. The article is about their capture by the police. The girl was forced to return home and went back to school again. Her classmates knew all about her adventure. Also everybody in her school knew that she had had sex with this boy, despite her young age.

The 13-year-old girl, who had disappeared from her home in Spata, was found last Sunday. The girl was found by the police in a wooded area in the "Loutra Eletheron" of Pangee Kavala. The girl was in good health and was taken to hospital for tests as a precaution. Marjon Ajaji (aged 23) who was allegedly involved in the abduction of the minor, is being sought by the police.



It all started last Sunday when juvenile's grandmother complained to the Police Department of Spata that her 13-years old granddaughter had left the house, where they had lived together. According to police, a 23-year-old Albanian had frequent contact with the minor lately, through social networking website (facebook).

"With you I would go to the moon" wrote the girl to the 10 year older boyfriend. Classmates say that she had lately declared that she was in love with him.

The 23-years old, Marjon had worked in the Kavala region as a shepherd and knew the mountain. The son of his former employer contacted him yesterday, and he suggested to him that he should stay with the 13-year-old for the night at their sheepfold in the forest area of "Loutra". However, the 23-year-old young man was hesitant because he knew that the police was looking for him and feared arrest.

Eventually, the two men agreed and Marjon left the girl in order to be found by the rescuers. So it happened. The step which topped Pangee found the girl. But not the 23 years old who disappeared on familiar trails of the forest.

The girl is in good health and according to the information of the "Nation" (name of the newspaper) does not bear wounds or scars.

### **Task for the group**

- a. Focus on the behavior of the girl's classmates: In which way did they perceive the incident? If you were their teacher would you discuss the incident with them?
- b. Try to make imaginary dialogues between the girl and her friends and between the girl and her teachers.
- c. Do you believe that the boys of her school would have the same reactions as the girls? How would you handle her coming back at school?

### **Story 5: The case of Zetas**

The school trainer has a free hour and as he passes the gym he hears a heated debate. As he opens the door and he sees Zeta, a first grade student, pushing desperately away Bob, a student in third grade, who has embraced her tightly and he will not let go. Once Bob sees the teacher, he frees Zeta, who passes in front of the teacher with fear and tears and rushes out of the room saying: " Sir, please do not tell anyone."

Zeta is a very good student, but is generally known as a timid girl. Her parents boast about her fitness and school performance.

### **Task for the group**

- a. Try to give an interpretation of the behavior of the two kids.
- b. Describe how you would handle the incident if you were the school trainer? Explain your answer.

## **Story 6: The case of a transgender student**

### Athens

A transgender student appealed to the Citizen's Advocate denouncing the insulting, humiliating and threatening behavior in her school environment because of her gender identity. The investigation of her personal report indicated serious gaps in the existing advisory-supporting structures in education that obstruct effective management of behaviour or phenomena that involve discrimination due to ethnic origin, race, religious or other convictions, sexual orientation or gender identity of the students.

More specifically, the student was insulted and threatened at her school due to her gender identity. She denounced the existence of an intimidating and hostile climate in the junior high school she attended, which in its most extreme manifestation took the form of threats and the use of violence.

According to the student, an important element is that the attitude of the school contributed to the formation of this climate decisively. The authorities claim that the report of the student was exemplarily supported by two organizations of the L.H.B.T. (Lesbians, Homosexuals, Bisexuals and Transgender) community, a fact which is quite encouraging for the prospect of consolidating a relationship of trust and cooperation among public institutions and communities involved in the field of the protection of the rights of vulnerable groups.

The Advocate examined the case and in parallel to the initial aforementioned detection, pointed out the "obligation of all public authorities or services, and their enforcers, especially those who can easily have an education role due to their mission, as in this case the school, to contribute actively and consistently to the fight of stereotypes that stigmatize people and fuel kinds of behavior that insult human dignity and the freedom of choice of the person.

### **Task for the group**

- a. What would you do if you were a member of faculty in this school?
- b. Would it be possible for the faculty to handle this case in a different way in order to avoid the involvement of the Children's Ombudsman?