



PESTALOZZI TRAINING RESOURCES



Sex – sexuality education Personal development for the prevention of discrimination and violence (SEXED) **A Sexy Journey** by

Author: Aldís Yngvadóttir - Iceland
Editor: Pascale MOMPOINT-GAILLARD

Last edition: February, 2015

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

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



A Sexy Journey

Brief description

This unit focuses on helping teachers, in various subjects, to address sexuality education by using active, creative, positive, democratic, and learner centred teaching methods and enhance their skills and self-confidence for conducting sex-and-sexuality education with 10 to 15 year olds without prejudice. The group is led to reflect on cross-curricular approaches suitable for the age group. The aim is to give participants ideas and tools so they can adjust to the needs of learners in their teaching. Furthermore the workshop is intended to give participants an opportunity to discuss the topics and issues that they find important to address in sex/sexuality education for learners age 10–15. In relation to this, the focus is on learners' values, attitudes, skills and knowledge, with attention to risk behaviour. Finally, another focus is about ways to activate parents in the learning process.

Expected outcomes

- ✓ To enhance teachers skills and self-confidence in the demanding task of conducting sex and sexuality education with 10 to 15 year olds in an open, democratic, active and positive manner and without prejudice.
- ✓ To offer practical ways and ideas in how to accomplish this by modeling activities.
- ✓ To encourage an interdisciplinary cross-curricular approach to sex and sexuality education.

TASKs

- ✓ Recognition of the importance of handling controversial issues and acceptance of the associated risks (A_EPIST_5)...
- ✓ Ability to use intuitive and lateral thinking (S_SELF_3)
- ✓ Ability to discover facts about other people's beliefs and practices (S_DIV_2)
- ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)
- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)
- ✓ Aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues (S_EPIST_3)
- ✓ Self-knowledge and introspection (K_SELF_1)

Activities

	Duration	Methods used
Activity 1 Let's get to know each other to create a safe environment	80 minutes	Ice breaker Cooperative structure: word rotation
Activity 2 Where do I stand regarding SEXED?	60 minutes	Debate Active learning
Activity 3 Sexy Bingo	30 minutes	A game Active learning
Activity 4 Let's play and explore	90 minutes	Game
Activity 5 Sexy Words	50 minutes	Creative arts Group work
Activity 6 How well do we know our sex organs?	90 minutes	Creative work with clay or dough
Activity 7 What are the needs for sexed?	90 minutes	Cooperative structures: word rotation Mapping, prioritizing Silent feedback
Activity 8 Blow up porn!	30 minutes	Active learning
Activity 9 Evaluation	30 minutes	Questionnaire Whole group discussion Visualization.

Background and context

This TU was developed in Iceland and piloted with a group of teachers from different disciplines such as social studies, natural science and life skills. The methods used are warm-ups or icebreakers, group work and discussions, and methods that incorporate games and creativity. Participants try out methods of experiential learning to use in their own teaching.

Activity 1: Let's get to know each other to create a safe environment

Duration: 80 min

Expected outcome

- ✓ Willingness to work together with others and become actively involved (A-COOP-2)
- ✓ Readiness to be open-minded and curious (A-COOP-1)
- ✓ Self-knowledge and introspection (K-SELF-1)

Methods/ techniques used

- ✓ Ice breaker.
- ✓ Cooperative structure: word rotation.

Resources

- ✓ Name tags with numbers on the back: one per participant, (take as many nametags as you have participants and write one number on the back of each, starting with number one).
- ✓ Flipchart.

Practical arrangements

- ✓ Set the room up so that there is possibility for good eye contact and face-to-face communication.

Procedure

Step 1 (30 min)

- ✓ Mix the nametags, so that they are not in a numerical order.
- ✓ Give participants a blank nametag with a number on it and ask them to write their surname (or nickname if they like) on it with big letters.
- ✓ Starting with the person who has the number one ask him/her to say his/her name and then one adjective that describes him/her and has the same letter in the beginning as the person's name.
- ✓ Then the person is to tell why he/she is here and what see would need to create an emotionally safe atmosphere in the group.
- ✓ After that the person calls number two and the person holding name tag with that number raises his/her hand and says here, I am xxxx (says the surname of the previous person).
- ✓ On it goes until everyone has introduced him(her)self and expressed their needs regarding emotional safety.

Step 2 (15 min)

- ✓ Grouping: Ask participants to group by 3 or 4. You may use the numbers on the name cards for this: for example 1-4 form a group of 4, or 1-3-5- to form groups of 3, etc.
- ✓ Individual task: give instructions to individually propose rules of conduct:
“Returning to your needs regarding safe atmosphere – What 3 ground rules can we follow during the workshop to create a safe learning environment?”
- ✓ Individually, participants write 3 ground rules on 3 slips of paper (or cards), one rule/one card.

Step 3 (10 min)

- ✓ Group task: now the group compares their ideas for rules on the slips of paper, with a word rotation.
- ✓ **Word rotation:**
 - each member of the micro-group
 - one after the other
 - shares ONE idea/rule
- ✓ Continue taking turns until all ideas/rules are shared
- ✓ Participants should create a common list, grouping similar rules and listing different rules

Step 4 (15 min)

- ✓ The facilitator calls randomly one person per group, asks him/her to list the rules and takes note on the flipchart.
- ✓ The common, agreed upon, list of rules are posted on the wall and can be referred to regularly during the workshop.

Debriefing (10 min)

- ✓ What have we learned from this activity?
- ✓ How do we decide on rules in our classrooms?
- ✓ Is this activity adaptable in your practice?

Tips for trainers

- ✓ It might be helpful for participants to have the procedure for the ‘word rotation’ listed on a slide.
- ✓ You may chose to model the procedure by starting introducing yourself, but if you feel that the group is ready, it’s best not to so that you don’t risk ‘setting the standard’ and therefore allow for more creativity and surprises from the group.

Activity 2: Where do I stand regarding SEXED? Who is standing next to me?

Duration: 45 min

Expected outcome

- ✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
- ✓ Readiness to question my own and others' views, beliefs and theories (A_EPIST_4)
- ✓ Ability to discover facts about other people's beliefs and practices (S_DIV_2)
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behaviours (S_DIV_3)
- ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)

Methods/ techniques used

- ✓ Debate.
- ✓ Active learning.

Resources

- ✓ Four sheets for the corners with statements (appendix 1).

Practical arrangements

- ✓ Post one sheet with one statement in each of the four corners of the room.

Procedure

Step 1 (5 min)

- ✓ Post a sheet with one statement (see appendix 1) in each of the four corners of the room.
 - *Sex and sexuality issues should be discussed and addressed in schools with learners from age 5 to 18 in an open manner and without prejudice.*
 - *Misrepresentation of sex and pornographic representations in society and media call for increased sex and sexuality education in schools.*
 - *Sex and sexuality education need to be cross-curricular and should be taught in most subjects in school.*
 - *School can never handle the task of covering sex and sexuality education on its own – it has to be in cooperation with parents and other institutions of society.*
- ✓ Ask participants to choose one corner that best fits with their point of view regarding the needs for sexed.
- ✓ Then participants' pair within each corner and discuss why they chose this corner.

Step 2 (15 min)

- ✓ The pairs join another pair to form a group of 4. Each participant introduces her/his partner to the new pair.
- ✓ On cards, each group writes 4 key words that express why it's members are in this corner.

Step (3 min)

- ✓ The cards are posted on the wall, per group.
- ✓ Half the group stays in front of their cards while other group visit and discuss or even debated.
- ✓ The groups exchange places and the visitors go back to their own cards? Presenters become visitors, visitor become presenters..

Debriefing (20 min)

- ✓ Did your thinking evolve during the discussions? How so? Or why not?
- ✓ Would you change corners after hearing you colleagues' ideas?
- ✓ Do you think this activity is adaptable for young people? Your students? Parents?

Tips for trainers

- ✓ If the four statements do not apply to your needs or situation you might want to adapt them.
- ✓ If the debate become tense, remind the participants of the rules established in activity 1.

Duration: 30 min

Activity 3: Sexy Bingo!

Expected outcome

- ✓ Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words (A_SELF_2)...
- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1)
- ✓ Recognition of the importance of handling controversial issues and acceptance of the associated risks (A_EPIST_5)...
- ✓ Ability to use intuitive and lateral thinking (S_SELF_3)

<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ A game. ✓ Active learning.
<p>Resources</p> <ul style="list-style-type: none"> ✓ Copy one Bingo card for each participant (appendix 2).
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ You need enough space for participants to move around.
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> ✓ Give each participant one Bingo card ✓ Ask them to write one statement of their own in each of the two blank spaces in the grid. <p>Step 2 (5 min)</p> <ul style="list-style-type: none"> ✓ Participants walk around the room to find persons who agree upon the statements on the bingo card and have them sign their initials in the square in question. Only one signature in each square! ✓ The one who is the first to have the nine squares filled with initials calls Bingo and wins. <p>Debriefing (15 min)</p> <ul style="list-style-type: none"> ✓ What did you think of this activity? ✓ As a strategy to win, did you go to <i>certain</i> people for <i>certain</i> statements? On what basis did you chose the people you asked? ✓ Is anyone willing to share one of his/her own statements on the card? ✓ What statements would you choose if you were doing this activity with your pupils?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Option: You can have a grid with six cells instead of nine. ✓ Option: you can ask participants to write a new statement, at the end of activity two, that represents the most important thing they have learned while debating. They will then use the said statement to write on the bingo sheet, during step one of this activity. ✓ The second debriefing question may give the opportunity for facilitators and participants to debunk certain stereotypes, or at least discuss preconceptions about others. ✓ Be prepared to help if someone has difficulties with filling out the two blank spaces in the grid.

Activity 4: Let's play and explore each other's expectations, thoughts and feelings regarding SEXED

Duration: 90 min

Expected outcome

- ✓ Readiness to strive for mutual understanding and meaningful dialogue (A_SELF_55)
- ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective (A_EPIST_4)
- ✓ Ability to communicate across all types of borders and to negotiate meaning (S_DIV_1)
- ✓ Ability to use a variety of languages and registers to express oneself with nuance (S_SELF_2)

Methods/ techniques used

- ✓ Creative group work
- ✓ A game

Resources

- ✓ One flip chart sheet for each group.
- ✓ Markers in different colours for each group.
- ✓ A dice and pawns for each of the groups

Practical arrangements

- ✓ Participants, in groups of 5, need to be able to sit around one table.

Procedure

Step 1 (30 min)

- ✓ Divide into groups of five to prepare the board game.
- ✓ Each group is to make a board game with 20 squares with a starting and an ending point.
- ✓ Apart from this, groups have total freedom in how they design the board for the game:
 - Participants number the squares with the numbers 1 to 10 not in a numerical order but just randomly. This means that one given number appears in two squares.
 - They put a question mark in any five squares.

-
- ✓ Each group then creates 10 questions regarding sex and sexuality addressing personal opinions or beliefs. Each group member contributes two questions.
 - ✓ Number the questions from 1 to 10.

Step 2 (25 min)

- ✓ Playing the game goes as follows:
 - Player 1 rolls the dice and moves her/his pawn accordingly.
 - The player answers the question that has the same number as the square.
 - If you arrive on a square that has a question mark along with the number you also have to tell the others what your expectations are for this workshop.
 - When all players arrive at the finish line, the game is over.

Step 3 (15 min)

- ✓ Display the board games on a wall.
- ✓ Participants can read the questions and react.

Debriefing (20 min)

- ✓ How did it go for you to agree upon the design of the game and making the questions?
- ✓ How did the activity work for you in terms of co-operation and challenges?
- ✓ What did you learn about others in your groups while playing?
- ✓ What were the expectations for the workshop?
- ✓ What did you learn from this activity?
- ✓ What adjustments would you plan for if you would have your pupils do this activity?

Tips for trainers

- ✓ This activity can be a challenge from an ethical perspective if participants suggest very narrow or personal questions. You might want to use the safe space rules (from activity 1) to help in this situation.

Activity 5: Sexy words - sex as a biological concept and gender as a sociological concept

Duration: 50 min

Expected outcome

- ✓ Understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability...) (K_DIV_1)
- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1)...
- ✓ Acceptance that Human rights are for *all* human beings without any exceptions (A_HR_1)...
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behaviours (S_DIV_3)
- ✓ Understanding the changing nature of identities and cultures (K_DIV_2)
- ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2)
- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)

Methods/ techniques used

- ✓ Creative arts.
- ✓ Collaborative group work.

Resources

- ✓ Large sheet of paper for each group (craft or wrapping paper is good).
- ✓ Markers in different colours.
- ✓ A slide with the terms sex = biological and gender = social for orientation.

Practical arrangements

- ✓ Try to arrange for having big sheets to do the drawings (brown wrapping paper).

Procedure

Step 1 (5 min)

- ✓ Divide into groups of 3, (or 4 maximum, depending on number of participants).
- ✓ Ask each group to draw large images or silhouettes of a girl and a boy on the sheets.

Step 2 (15 min)

- ✓ Ask participants to, freely, draw images or write words in which biological and social dimensions of the sexes are expressed.
- ✓ They may add, draw or write on the sheets all other words or images that come to their mind in relation to the topic.

Step 3 (15 min)

- ✓ Post the drawings on the walls of the room.
- ✓ Groups go around to view the silhouettes.
- ✓ Groups present their drawings and clarify their findings.

Debriefing (15 min)

- ✓ Why do you think it is important to address and work with the words and concepts related to sexed?
- ✓ How do our ideas about gender relate to stereotypes?
- ✓ Are there any concepts that you came up with and discussed more difficult than others? Which ones and why is it so?

Tips for trainers

- ✓ Check on groups and make sure the concept of stereotypes is discussed. This is an important aspect and will be discussed in the reflection at the end.
- ✓ It can help to provide magazines for collages.

Activity 6: How well do we know the sex organs?

Duration: 90 min

Expected outcome

- ✓ Readiness to be open-minded and curious (A_COOP_1)
- ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective (A_EPIST_4)
- ✓ Ability to use intuitive and lateral thinking (S_SELF_3)
- ✓ Aptitude to search for information through different channels and from diverse sources (S_EPIST_2)
- ✓ Aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues (S_EPIST_3)
- ✓ Self-knowledge and introspection (K_SELF_1)

Methods/ techniques used

- ✓ Creative work with clay or dough.
- ✓ Collaborative group work.

Resources

- ✓ Clay or dough in two or three different colours for each group.
- ✓ Pins or toothpicks and small pieces of paper for tags.
- ✓ Images and references of the sex organs if necessary (textbooks or a search engine on the internet can be used).
- ✓ A smart phone or a tablet with a camera or a digital camera.

Practical arrangements

- ✓ Make space with tables that can be covered for protection.

Procedure

Step 1 (40 min)

- ✓ Divide participants into groups of 3 or 4.
- ✓ Ask participants to create three-dimensional models of the external and internal sex organs of females and males.
- ✓ When done, participants write, on the small tags, the words for different parts and pin them with the toothpicks in the proper place. Tell them that they can write vernacular or scientific names.

Step 2 (15 min)

- ✓ When finished invite groups to take photographs of their models for posting on an online space such as a padlet (ex: padlet.com).
- ✓ Invite groups to walk around the room and take a look at the other models.

Step 3 (10 min)

- ✓ Ask participants to cite all the different names they have on their papers for male and female sex organs.
- ✓ As participants speak, write a list on a board or flip chart. Participants should only enounce new tags that are not already in the list.

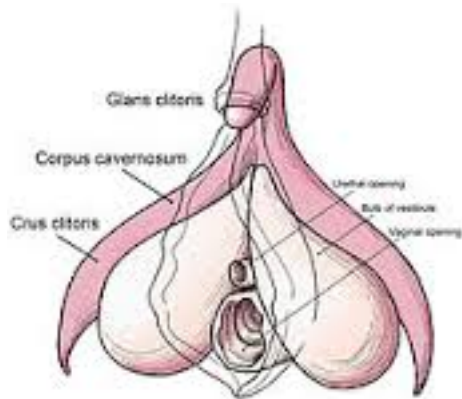
Debriefing (30 min)

Debriefing (30 min)

- ✓ How did you feel during this activity?
- ✓ Were you comfortable doing it with your peers?
- ✓ What do you think this activity can offer, in terms of education value.
- ✓ How well did you know the structure and names of the sex organs? Were you able to improve your knowledge? Were you all as knowledgeable?
- ✓ Were there any surprises? Where did you get the best information?
- ✓ Did you observe any biases in the ways the female and male organs are presented in the sources?
- ✓ How would this activity work for your students?

Tips for trainers

- ✓ If groups are having difficulties you could provide them with illustrations of the female and male sex organs either on paper or online.
- ✓ The second debriefing question is there to help reflect participant of how social representations of the female and male sexual organs transpire in the sources and in their experience: for example, many schemas omit the clitoris and /or erectile tissues of the female organ, the male organ is mostly represented in it's erectile form, or the names for male genitals can be perceived as much more powerful and strong than those of the female organs; etc.
- ✓ Example of materials: [wikipedia.org/wiki/Swellk%C3%B6rper#/media/File:Clitoris_anatomy_labeled-en.jpg](https://en.wikipedia.org/wiki/Swellk%C3%B6rper#/media/File:Clitoris_anatomy_labeled-en.jpg)



Activity 7: What are the needs for sexed? Who should participate?

Duration: 90 min

Expected outcome

- ✓ Disposition to be empathic to enhance living and acting together within society (A_DIV_2)
- ✓ Readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)...
- ✓ Understanding of how cooperation can support the prevention conflict and discrimination and violence (K_COOP_3)...

Methods/ techniques used

- ✓ Cooperative structures: word rotation.
- ✓ Mapping, prioritizing.
- ✓ Silent feedback.

Resources

- ✓ One A4 size paper with a pyramid on it for each group.
- ✓ One A4 paper at the bottom of which the words 'parents needs' are scripted.

Procedure

Step 1 (20 min)

- ✓ Divide into groups of 3 or 4 and give each group the two A4 sheets.
- ✓ Individually, participants write a list of all issues they think are necessary or important to address in sexed to meet needs of 10 to 15 year olds.
- ✓ Then ask the groups to share the 3 most important items lists in a word rotation (see activity 1).

Step 2 (10 min)

- ✓ Groups are invited to take the page-sized pyramid and write up the issues they came up with in a hierarchy or order of priority, with the most important on the top and least important at the bottom.

Step 3 (20 min)

- ✓ Now ask the groups to do the same exercise with parents needs.
- ✓ The group shares ideas on how to help parents participate in their children's sexed and learning.
- ✓ They draw a mind map with the results
- ✓ The group now have 2 posters:
 - One pyramid of needs of children ;
 - One mind-map with need of parents and ideas to support their participation.

Step 3 (30 min)

- ✓ Give each group sticky notes of different colours (one colour/one group)
- ✓ Rotate the posters within the groups: the 2 posters from group A go to group B, posters B go to group C, etc. Participants have 3-5 minutes to read the posters and comment them, using sticky notes. They may agree, disagree, make suggestions, ask questions etc.
- ✓ The posters are rotated until each group receives their own poster back.

Debriefing (10 min)

- ✓ Participants read the notes and ask questions to whichever group has left the sticky note of that colour.
- ✓ End the debriefing with a few general questions, that have not yet been tackled:
- ✓ How helpful was this activity in terms of helping you identify learners' and parents' needs?
- ✓ What similarities and differences could you see between the groups in terms of the learners' needs?
- ✓ Are parents' needs very different from learners' needs? In what way are the similar/different?

Tips for trainers

- ✓ It's best to have a timer for the poster rotations.
- ✓ Instructions can be presented on slides so as to help participant follow the steps.

Duration: 30 min

Activity 8: Blow up porn!

Expected outcome

- ✓ Readiness to learn from challenges (A_SELF_4)...
- ✓ Recognition of the importance of handling controversial issues and acceptance of the associated risks (A_EPIST_5)
- ✓ Ability to communicate across all types of borders and to negotiate meaning (S_DIV_1)
- ✓ Ability to discover facts about other people's beliefs and practices (S_DIV_2)
- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)
- ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)
- ✓ Understanding of social, economic and political processes, power relations and conflicts (K_HR_2)

Methods/ techniques used

- ✓ Active learning.

Resources

- ✓ Post-its.
- ✓ One balloon for each participant.
- ✓ 1 meter of string for each.
- ✓ Permanent markers of different colours to write on the balloons.

Practical arrangements

- ✓ Set up the room so that participants can form a circle.

Procedure

Step 1 (15 min)

- ✓ Give participants 4 post-it tags each.
- ✓ Ask each individually to write down answers to "What is porn? What kinds of porn do you know about?"
- ✓ Participants are asked to discuss their answers in pairs.
- ✓ Now ask pairs to share their definition of porn with the whole group and guide a whole group discussion.

Step 2 (10 min)

- ✓ Once a consensus is reached on the definitions of porn, ask each participant to individually

write on one or two tags the answer to the questions: “What is good/bad about porn?”

- ✓ Ask them to discuss their answers in pairs again.
- ✓ Then give each participant a balloon and a string and ask them to blow up the balloons and put a knot at the end and then bind the string there.
- ✓ Pairs write on the balloons their sentence about what is good/bad about porn.

Step 3 (10 min)

- ✓ The group makes a circle. In the middle of the circle make a bouquet with all the balloons.
- ✓ Participants gather read the balloons, and chose one that is not theirs. They may do this individually or in pairs.
- ✓ They write on the balloon in another color marker what sexed can do facing the statement on the balloon.

Debriefing (20 min)

- ✓ Groups share the balloons and what they found sexed can do to address the issues of pornography.
- ✓ Help the discussion with questions:
 - What did you think about this activity?
 - Can you think of adjusting it to another topic, which one?
 - What is your opinion about discussing porn with 10 to 15 year olds?
 - Why is it important to define porn when discussing it?

Tips for trainers

- ✓ The topic being sensitive and controversial it could be valuable to watch some videos or other material to introduce the work. Some example include:
 - TEDxJaffa https://www.youtube.com/watch?v=gRJ_QfP2mhU Why I stopped watching porn by Ran Gavrieli
 - "Immersion: Porn" by Robbie Cooper <http://boingboing.net/2009/06/15/video-of-people-watc.html>
 - <https://www.youtube.com/watch?v=ibEzteABHRI> Child Pornography/Prostitution & Human Trafficking Statistics/PSA/Movie Trailer
 - New York Yimes <http://www.nytimes.com/2011/07/31/books/review/a-billion-wicked-thoughts-by-ogi-ogas-and-sai-gaddam-book-review.html?pagewanted=all&r=0> , July 29th , 2011
 - Buisiness Insider, <http://www.businessinsider.com/heres-what-female-porn-stars-get-paid-for-different-types-of-scenes-2012-11?IR=T> , Nov. 15th , 2012
 - <http://www.ilcorporalledonne.net/english-version/> Women Bodies Project – Il Corpo delle Donne, July 23rd 2009 –
(all online references accessed on February 5th 2015)

Activity 9: Evaluation

Expected outcome

- ✓ Capacity to face the challenge of doubt and uncertainties (S_SELF_1)
- ✓ Self-knowledge and introspection (K_SELF_1)
- ✓ Assessing the workshop
- ✓ Raising awareness of what has been learnt

Methods/ techniques used

- ✓ Questionnaire)
- ✓ Whole group discussions.
- ✓ Visualization.

Resources

- ✓ Questionnaire on one A4 sheet of paper. (Appendix 3)

Procedure

Step 1 (15 min)

- ✓ Ask participants to close their eyes and take a moment and think for themselves about the question:
 - What are my thoughts and feelings about the workshop experience?
 - What ideas do I want to bring back and work on with my pupils?
- ✓ Share and discuss with the whole group.

Step 2 (10 min)

- ✓ Invite participants to form a circle. Ask them to go to the left or to the right taking small steps. When someone wants to say something, (s)he cries out STOP, and says what she/he wants to say and then says if the circle should go to the left or to the right until someone else says STOP. Those who feel the need to say something do others just pass.

Step 3 (5 min)

- ✓ Have participants fill the questionnaire (Appendix 3)

References

Activity 7 is inspired by
Ginnis, P. (2002, 2005). *The teacher's toolkit – Raise classroom Achievement with strategies for every learner.*, p. 113. Crown House Publishing Limited.

Appendices

Appendix 1

Misrepresentation of sex and pornographic representations in society and media call for increased sex and sexuality education in schools.

Sex and sexuality issues should be discussed and addressed in schools with learners from age 5 to 18 in an open manner and without prejudice.

Sex and sexuality education need to be cross-curricular and should be taught in most subjects in school.

School can never handle the task of covering sex and sexuality education on its own – it has to be in cooperation with parents and other institutions of society.

Appendix 2

Sexy Bingo

I find it easy to discuss and address any kind of issues in relation to sex and sexuality education.		Sex and sexuality education is one of the most important issues that need to be addressed in the school system.
	In sex and sexuality education it is very vital to emphasize the positive aspects of our lives as sexual beings, not just pointing out the hazards and risks.	It is important to have parents participate in Sex and sexuality education in schools.
Sex and sexuality education needs to be very well organized, purposeful and long term.	Misconceptions by children and teenagers about sex and sexuality can mostly be explained by porn and pornographic representations.	In Sex and sexuality education it is vital to address in equal manner the social, ethical and biological sides of sex and sexuality.

Appendix 3: A sexy journey – Questionnaire for evaluation

- I teach in grade(s) _____
- Overall evaluation of the training workshop, content and methods.

 Did not at all meet my needs → 1 2 3 4 5 ← Met my needs and expectations very well
- Do you find you've had inspiration and ideas that will be of use in your teaching?

 Yes, indeed
 Yes, to some extent
 Rather limited
 No, not at all
- What activity did you enjoy the most?
- How would you change the workshop so it would meet your needs better?
- Please write down anything else you would like to comment on.