

# Sexuality + sex education & the education of positive parenting AS AN INTERVENTION AND SUPPORT PROGRAM

Teaching positive parenting. Conference for specialists who  
work with teenagers

2017 10 17, Vilnius

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## Sex education for pupils in 9th/ 10th grade/ VET school

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## Intention

The topics sex education, contraception, friendship, love, sexuality are topics in the education, but the way they are taught are far away and don't connect to the pupils living worlds.

On the teacher's side a personal timidity is often noticed.

Therefore, many schools / teachers give away these topics to extracurricular institutions like counselling centers or youth-work, which work in the field of (sexual) prevention.

Here, the youths meet pedagogues, which do not take part in their regular living world. The advantage is, that the youths can act more open and ask their questions without any consequences to their everyday lives.

In this offer, the youths are not in a dependent relationship to the pedagogues; the adults are dialogue partners.

Every language has its clear words, which purpose to depreciate the female gender and have no equivalent to male gender. Role models are transported which must be, necessarily critically discussed in terms of gender equality.

## Purpose

to support the young people to find their own reflected position in the broad field relationship and sexuality.

to work on the personality of the students and to bring them into the critical examination with values and norms.

to reflect stereotypes and role models.

to encourage young people to talk openly and seriously about (their) sexuality and extract it from the area of taboo and shamefacedness.

Nevertheless, it is necessary to teach factual knowledge, if the school knowledge from sex education in biology classes is not (no longer) available in the pupil's heads.

## Run-off (timetable example)

08:00 am	welcoming, expectations, presenting the programme
08:25 am	questionnaire for further actions
08:35 am	small groups and then plenum to discuss five thesis.
09:35 am	thematic block “Partnership”: <i>Which relationship-values are important for me?</i> - pupils fill in the partnership-questionnaire in single work - exchange of opinions about questionnaire topics in small gender mixed groups
10:10 am	presentation of the group results in plenum
10:30 am	break
10:45 am	movie (“sex – introduction for use for teenagers”)
11:15 am	work in gender separate groups discussion about contraception, responsible partnership, ethical aspects of abortion evaluation of the first questionnaire which contraceptives are suitable for youths?
12:20 pm	meeting in plenum, discussion
12:40 pm	reflection of the day
12:50 pm	evaluation
13:00 pm	end



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## Methods

### 1) Welcoming, nameplates, expectations, presenting the programme

#### Purpose

Get to know the pupils, give safety to the pupils about the programme and the venue. To give the pupils the feeling, that they are taking serious in their questions and expectations.

#### Timing

Approx. 20 minutes

#### Materials

Crepe tape and marker for the nameplates; chair circle

#### Description

The youths take place in the chair circle, without “protecting” tables in front of them. They write their names on the crepe tape and put it on their clothes. The pedagogues introduce themselves and their work. After this, the pedagogues asked what kind of information they got in school or from other pupils about the programme and what they expect from the day. Following is the presentation of the programme with a connection of the pupil’s expectations / give space to the mentioned expectations. “Is this program okay for you or do you expect other topics?”



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## 2) Questionnaire for further actions

### **Purpose**

The questionnaire has two goals: First, the youths make themselves aware of their access to information about sexuality, with whom they can talk and how they assess their own level of knowledge. Second, the questionnaire deals with the topic of contraceptives and the morning after pill.

### **Timing**

10 minutes

### **Materials**

[Copies of the questionnaire](#)

### **Description**

The pupils fill in the questionnaire in single work, the team collects it. Now, the teacher has to leave the group and gets the task, to analyse the 4<sup>th</sup> and 5<sup>th</sup> question in term of gender and put in the results into an excel table. This table should turn the results into graphics, then printed out and later they will be the basis of a discussion in small groups. After this job, the teacher has free time and can come back for the reflection round if he wants.



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### 3) Small groups and plenum to the thesis

#### **Purpose**

This part is about role models, which are prevalent in the language and in the youth's heads. Both sexes should bring positions in the discussion and express different views. Through this, a gender-sensitive awareness can be raised.

#### **Timing**

60 minutes (30 minutes in small groups, 30 minutes in plenum)

#### **Materials**

Posters with one thesis each. On the posters has to be enough place for the youth's opinion. Markers for every group. [Here the five thesis.](#)

#### **Description**

Through counting, five groups can be formed; each group gets a poster with a thesis and one marker. The task is, to find at least three arguments, which support or disprove the thesis. They don't have to have all the same opinion and can write down different views.

In plenum the groups present their thesis and their opinion(s), which will be discussed with their classmates. The pedagogic team can provoke.



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#### 4) Partnership: Which relationship-values are important for me?

##### **Purpose**

This part deals with the transfer to a partnership. The questions, which the youths answer in the questionnaire about themselves and their expectation to others, guide to an examination of their own gender role. The different or rather reciprocal opinions of the youths will be discussed. Formation of an own opinion and taking position are encouraged.

##### **Timing**

60 minutes (20 minutes for questionnaire, 40 minutes in small groups)

##### **Materials**

Every participant gets the [following questionnaire](#) (original version from the dating agency [www.be2.de](http://www.be2.de) that was reduced to four pages).

##### **Description**

The pupils have 20 minutes to fill in the questionnaire. After this, the group will be divided into 2 gender mixed groups. Usually it is enough to pick five questions to talk about (e.g. trust, closeness/distance, one-night-stand, traditional role models, cheating). “Which number do you mark at the question about trust?” “If you are single, would be a one-night-stand a nice thing?” “Which gender role you will take in a relationship?”



## 5) Movie (“sex – introduction for use for teenagers”)

### **Purpose**

In this part, the pupils can watch a movie, which is suitable for the topic. Aspects of the movie can be biological fact knowledge in connection with youths living world, talking about sexuality, to let the youths know, that other youths have the same questions, experience and uncertainties.

### **Timing**

Approx. 30 minutes

### **Materials**

Maybe every pedagogue could find a suitable movie and fill in this field with information.

## 6) Work in gender separate groups

### **Purpose**

To give enough space for questions (possibly in relation to the movie) or to talk about own experiences. Depending on the group, it is necessary to fill gaps in knowledge, which are also sometimes shown in the results of the questionnaire: Contraceptives, which are suitable for youths, the morning-after-pill. Relating to this topic the ethical problem concerning abortion can be discussed.

### **Timing**

At least 45 minutes (experience shows that girl groups need more time)

### **Materials**

Two rooms, which are acoustically separated. The gender specific results of the first questionnaire concerning the topics contraceptives and the morning-after-pill, which was analysed in the meantime and printed out in a graphic depiction.

Analysis of the [first questionnaire in point of contraceptions](#) (girls)

[What is the morning-after-pill?](#) (boys)

It is useful to show the youths all of the contraceptives.

### **Description**

Often, the girl group needs more time to talk, because they want to get information about menstrual cycle. The time in the group begins with questions concerning the film. Then the results of the first questionnaire can be presented. Depending on the results information about contraceptives is given and the pupils may unpack some condoms.



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## 7) Meeting in plenum and discussion

### **Purpose**

The pupils inform each other about the content of their discussion-groups and possibly give questions to the other sex, which can be discussed.

### **Timing**

20 minutes

### **Materials**

nothing

### **Description**

The pupils sit in their circle of chairs and get to know opinions and get to know the thinking of the opposite sex. “What was the important thought in your group?” “How think the other group about this?”

## 8) Reflection of the day

### **Purpose**

Consolidation of what they have learned at this day.

### **Timing**

10 minutes

### **Materials**

nothing

### **Description**

The team concludes, in their opinion, the most important results of the day and asks “What is the main impression for you?” “What did you learn today?”

## 9) Evaluation

### **Purpose**

Pupils give feedback, which serves for quality assurance and to develop the offer.

### **Timing**

10 minutes

### **Materials**

[Evaluation sheet](#)

### **Description**

The sheet is handed out in plenum and collected covered after filling. The team evaluates the sheet, both quantitatively and qualitatively. Some of the pupil's statements will be published anonymously into the public relations work and the annual report. At least the pedagogues promise the pupils, that they could contact them.

**Thank you for your  
attention 😊**

