

SESSION FOUR

Getting Ready to Teach Sexuality Education



LEARNING OBJECTIVES

At the end of this session, teachers will be able to:

1. Recall what it was like to be an adolescent.
2. Contrast and arrange the stages of adolescent development and acknowledge characteristics of healthy adolescent development.
3. Define the circles of sexuality and describe at least one component of each circle.
4. Define what values are.
5. Demonstrate awareness of personal values, beliefs, biases, and experiences related to sexuality.
6. Recognize how personal values, beliefs, biases, and experiences can influence teaching of sexuality education and the importance of not asserting one's beliefs and biases onto learners.

ACTIVITIES

Activity 1 Taking a Trip into Adolescence

Activity 2 Stages of Adolescent Development

Activity 3 Circles of Human Sexuality

Activity 4 Values Clarification

Activity 1: Taking a Trip into Adolescence

TOTAL TIME REQUIRED

15 minutes

MATERIALS NEEDED

✓ None

RESOURCES NEEDED

✓ None

LEARNING OBJECTIVES

By the end of this session, teachers will be able to:

1. Recall what it was like to be an adolescent.

INSTRUCTIONS

1. Explain that now that we have a good understanding of what sexuality education is and its benefits, it's time to take a moment to think about what it was like to be an adolescent.
2. To do this, we will be taking a trip but we won't need to get on a motorbike, bus or a plane, we will do so through a visualization exercise. Note that while this exercise often brings up happy thoughts, it could also bring up unhappy memories and if you feel uncomfortable, you do not have to engage in the visualization.
3. Ask teachers to close their eyes and lead them in taking a couple of deep breaths. Ask them to relax and think back to when they were an adolescent—that is sometime between the ages of 10–19 and lead the visualization by slowly stating the following (be sure to adapt the visualization narrative to your local context ahead of time):
 - Do you remember when you were in (name the classes that would correspond to ages 13–16). What were you like?....What were some of the changes that you were experiencing in your life, in your body? What were they?.....How did you feel about your body?
 - Did you have a friend that you liked and would become nervous around? What was he or she like? Do you remember something about them—their eyes, their hair, the way they walked or dressed?.....What did you feel when you spoke to them? Or did you not dare to? When was the first time you met or saw each other? Was it in school? In church? At a family member's home? Under the mango tree?
 - What were you like when you had your first boyfriend or girlfriend? How old were you? Where were you living? What would you enjoy doing together? Would you go get water together, go to church together, or go to the market? Were you in school together? Did you ever kiss???? If you did, do you remember that first kiss? How did you feel? Were you excited? Happy? Worried? Scared? Did you tell your friends? Your parents, an aunt or uncle, sisters, or brothers?

Activity 1: Taking a Trip into Adolescence

INSTRUCTIONS (CONTINUED)

4. Let some time elapse after these last words and then say that it's time to come back to the training now and to please slowly come back to the room by opening their eyes. Thank the teachers for taking the trip and for being such great travelers.
5. Ask the teachers (an open question to the group for anyone who may want to share):
 - ✓ How was the trip? What was it like to travel back to your adolescence?
 - ✓ What did you notice as you were traveling? How were you feeling?
 - ✓ Did the trip remind you of anything in particular about being an adolescent—what was it?
 - ✓ How is this relevant to the work you will be doing in the classroom?
6. Conclude the exercise by noting that: Adolescence can be a wonderful time of life but also a difficult time with the challenges facing young people, such as puberty and vulnerabilities to HIV, unintended pregnancy or violence. How we experienced our own adolescence and sexuality is part of who we are but should not influence how we teach sexuality education, which needs to be delivered in a non-judgmental way and provide complete and age-appropriate information and skills-building.

Activity 2: Stages of Adolescent Development

TOTAL TIME REQUIRED

1 hour

MATERIALS NEEDED

- ✓ As many rolls of tape as there are groups of 5
- ✓ Scissors

RESOURCES NEEDED

- ✓ Stages of Adolescent Development Table Handout
- ✓ Stages of Adolescent Development In-Depth Handout
- ✓ Sets of the large-print Stages of Adolescent Development Activity Sheet (one set per group of 5 teachers)

LEARNING OBJECTIVES:

By the end of this session, teachers will be able to:

1. Contrast and arrange the stages of adolescent development and acknowledge characteristics of healthy adolescent development.

INSTRUCTIONS

1. Explain that now that we have travelled back to our own adolescence, we will focus on understanding adolescent development, the different stages of adolescent development, and what characterizes these different stages in terms of social, emotional, cognitive, and physical changes. Note that adolescents include children and young people ages 10–19. Underscore that understanding these stages is important in order to better understand where learners are coming from, the changes that they are facing, and how vulnerabilities that they face relate to what is actually healthy and normal development.
2. Ask groups to count off to form groups of five.
3. Distribute a set of large-print cut-outs of the Stages of Adolescent Development to each group, mixing them up so that they are scrambled, along with a roll of tape.
4. Indicate that what they have is a scrambled set of headings (which are in bold) and characteristics of adolescent development that they have to organize into a three-column chart on a wall.
5. Provide 30 minutes for each group to develop their chart by taping the headings and characteristics in the form of a table. Tell the groups that not all columns will necessarily have the same number of characteristics. Ask teachers not to tape the sheets together as chances are they will be moved when each group presents their table.
6. Note that at the end of the 30 minutes, you will ask for a brave group to volunteer to share their stages of adolescent development and be the example off of which to make corrections to the location of the characteristics.
7. Circulate while teachers are working and offer support but no answers.
8. Expect there to be a lot of debate during this exercise. Often there is disagreement about certain characteristics with resistance around the age at which adolescents begin to identify with groups and initiate some separation from the family/growing their own identity. Be sure to underscore that these stages vary and are not set in stone but that generally, these are characteristics that one can expect as adolescents grow and develop.

Activity 2: Stages of Adolescent Development

INSTRUCTIONS (CONTINUED)

9. Expect for there also to be controversy around sexual orientation, which is one of the developmental characteristics noted in the last stage. Be ready to express that this is a normal part of development. Understanding one's sexual orientation begins to emerge by adolescence and is apparent/secured by late adolescence or sooner.
10. Call time after 30 minutes, providing a warning ten minutes prior.
11. Ask for a volunteer group to talk through their table.
12. Once they have finished, thank them and offer applause for their and the other groups efforts. Note that now you will walk through each stage and characteristic to ask if their colleagues have any suggested changes. The idea here is to correct placement of the characteristics by asking others to identify characteristics that may be misplaced so that:
 - If someone makes a correct suggestion, make the change.
 - If someone makes an incorrect suggestion, indicate that it is not correct.
 - If no one makes a suggested change to a characteristic that is misplaced, ask whether this one may need to go somewhere else and ultimately guide its relocation to the proper column.
13. Systematically walk through each characteristic until all of the characteristics are correctly placed.
14. Distribute the handouts and indicate that one is a simplified table that was the basis for the exercise and that the other is a more in depth table that organizes the characteristics by social, emotional, cognitive, and physical changes.
15. Ask the teachers:
 - ✓ What was it like to do this exercise?
 - ✓ What was challenging? What was surprising to you?
 - ✓ What stands out to you as important upon reviewing the stages of adolescent development?
 - ✓ How might knowing these stages and the different changes that adolescents are going through impact your approach to teaching sexuality education?

Activity 2: Stages of Adolescent Development

INSTRUCTIONS (CONTINUED)

16. Conclude the exercise by noting that:

- Adolescence is a time of tremendous change—physical change, cognitive change, emotional change, and social change.
- Adolescents' development impact how they look, how they think, how they feel, and how they interact with others.
- Many of the behaviors that adults may dislike or look down upon that adolescents engage in are in fact expressions of their normal development—such as not anticipating consequences (lack of abstract thinking); feeling preoccupied with the size of their breasts or penis (often during puberty); testing adult authority; becoming curious about sex; identifying more with their peers; or lacking empathy towards others.
- It's important for teachers who are teaching sexuality education to be aware of these stages and the various physical, cognitive, emotional, and social changes that their learners are facing as they impact adolescents' ability to navigate their sexual and reproductive health and minimize sexual risks.
- Sexuality education can provide young people with information and skills to help them avoid sexual risk-taking behavior and live healthier lives.

Stages of Adolescent Development Table Handout

EARLY ADOLESCENCE FEMALES AGES 9–13 MALES AGES 11–15	LATE ADOLESCENCE FEMALES AGES 16+ MALES AGES 17+	LATE ADOLESCENCE FEMALES AGES 16+ MALES AGES 17+
<p>Puberty is the main event during this stage</p> <p>Adjustment to pubertal changes, such as secondary sexual characteristics</p> <p>Concern with body image</p> <p>Beginning of separation from family</p> <p>Beginning of increased parent–child conflict</p> <p>Start of presence of social group cliques</p> <p>Beginning to identify in reputation based groups</p> <p>Beginning of concentration on relationships with peers</p> <p>Concrete thinking, beginning of new ability in abstract thinking</p>	<p>Increasing independence from family</p> <p>Increasing importance of peer group</p> <p>Experimentation with relationships and behaviors</p> <p>Increasing ability to think abstractly</p>	<p>Autonomy nearly secured</p> <p>Body image and gender role definition nearly secured</p> <p>Empathetic relationships</p> <p>Attainment of abstract thinking</p> <p>Defining of adult roles</p> <p>Transition to adult roles</p> <p>Greater intimacy skills</p> <p>Sexual orientation nearly secured</p>

Stages of Adolescent Development In-Depth Handout

ASPECT OF DEVELOPMENT	EARLY ADOLESCENCE (8–12)	MIDDLE ADOLESCENCE (13–16)	LATE ADOLESCENCE (17–19+)
PHYSICAL	<p>Significant physical/sexual maturation</p> <p>Intense concern with body image</p> <p>Physical maturation occurs faster than cognitive, emotional, and social development</p>	<p>Continuing physical/sexual changes</p> <p>Less concern with body image</p> <p>Increased need for sleep and physical rest</p>	<p>Physical/sexual changes complete</p> <p>Greater acceptance of physical appearance</p> <p>Eating disorders may occur</p> <p>Can experience strong sexual feelings</p>
COGNITIVE	<p>Concrete thinking</p> <p>Developing self-control</p> <p>Learning is rapid</p> <p>Developing own opinions, but continue to need help in solving problems</p> <p>Events are understood in terms of direct experience</p> <p>Begin to question rules and beliefs previously accepted at face value</p>	<p>Growth of capacity to think abstractly</p> <p>Attention, memory, and problem-solving abilities improve</p> <p>Do not always see the consequences of their actions</p> <p>Feelings of being all-powerful, all knowing, and invulnerable are common</p> <p>Developing their own set of values</p> <p>Goal setting and planning begin to be important</p>	<p>Capacity for abstract thought in place</p> <p>Greater ability to see different perspectives, resulting in more empathy and concern for others</p> <p>Refine and clarify values</p> <p>Greater capacity to set goals</p> <p>Better able to make decisions, act independently, and rely on themselves</p> <p>Express thoughts and ideas more clearly</p>

Sources:

Adapted by Advocates for Youth in 2014 from:

-Rutgers University's Training Institute in Sexual Health Education

-ReCAP (resource Center for Adolescent Pregnancy Prevention) www.recapp.etr.org

-Developmental Characteristics of Youth Program Basics: the Definitive Program Resource for Boys & Girls Clubs

Stages of Adolescent Development In-Depth Handout

ASPECT OF DEVELOPMENT	EARLY ADOLESCENCE (8–12)	MIDDLE ADOLESCENCE (13–16)	LATE ADOLESCENCE (17–19+)
EMOTIONAL	<p>Growing independence in decision-making</p> <p>Continue to need love, attention, and approval from adults, but are less willing to ask for it</p> <p>Opinions of peers matter more than before</p> <p>Self-centered, but beginning to think of others</p> <p>Instant gratification is important</p>	<p>Development of sense of identity</p> <p>Exploration of ability to attract partners begins</p> <p>Greater sense of self-consciousness</p> <p>Begin to test adult authority</p> <p>Self-esteem is developing—some girls may be vulnerable to losing confidence and becoming self-critical</p> <p>Can have confusion over emerging sexuality</p> <p>Curiosity about sex increases and sexual experimentation may begin</p>	<p>Sense of identity established</p> <p>Independence increases</p> <p>Greater sense of self-control</p> <p>Movement from self-centeredness to real sharing and empathy</p> <p>All experiences are intense and emotional</p>
SOCIAL	<p>Increasing influence of peers</p> <p>Feeling attracted to others begins</p> <p>Developing self-esteem is important—earn status by doing something well</p> <p>Events are understood in terms of direct experience</p> <p>Begin to question rules and beliefs previously accepted at face value</p>	<p>Significant influence of peers/school environment</p> <p>Increase in sexual interest</p> <p>Beginning to learn how to enter groups, how to read social cues, and how to deal with conflict in a positive manner</p> <p>Relationships deepen and become more mutual and trusting</p>	<p>Family influence more in balance with peer influence</p> <p>Serious intimate relationships begin to develop</p> <p>Transition to work or tertiary level education, more independent living</p> <p>One-to-one relationships are important</p> <p>Friendships with the opposite sex become more common</p>

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·Developmental Characteristics of Youth Program Basics: the Definitive Program Resource for Boys & Girls Clubs

Stages of Adolescent Development Activity Sheet

Early Adolescence

Females ages 9–13

Males ages 11–15

**Puberty is the main event
during this stage**

**Adjustment to pubertal
changes, such as secondary
sexual characteristics**

Concern with body image

Beginning of separation from family

Stages of Adolescent Development Activity Sheet

**Beginning of increased
parent–child conflict**

**Start of presence
of social group clique**

**Beginning to identify in
reputation based groups**

**Beginning of concentration
on relationships with peers**

**Concrete thinking,
beginning of new ability
in abstract thinking**

Stages of Adolescent Development Activity Sheet

Middle Adolescence

Females ages 13–16

Males ages 14–17

**Increasing independence
from family**

Increasing importance of peer group

**Experimentation with
relationships and behaviors**

**Increasing ability
to think abstractly**

Stages of Adolescent Development Activity Sheet

Late Adolescence

Females ages 16+

Males ages 17+

Autonomy nearly secured

**Body image and gender role
definition nearly secured**

Empathetic relationships

Attainment of abstract thinking

Stages of Adolescent Development Activity Sheet

Defining of adult roles

Transition to adult roles

Greater intimacy skills

Sexual orientation nearly secured

Activity 3: Circles of Human Sexuality*



TOTAL TIME REQUIRED

1 hour 45 minutes



MATERIALS NEEDED

- ✓ 7 sheets of flip chart paper
- ✓ Note cards
- ✓ Several rolls of tape



RESOURCES NEEDED

- ✓ Leader's Resource on Human Sexuality
- ✓ Leader's Resource on the Explanation of the Circles of Sexuality
- ✓ Circles of Sexuality Handout
- ✓ One pre-written flip chart with a circle divided into many pie pieces with "Sources of Sexual Learning" written at the top
- ✓ Circles of Sexuality Activity Sheet
- ✓ At least 60 note cards with names and definitions of components of each circle of sexuality cut out and pasted (from the Circles of Sexuality Activity Sheet) on cards, such that there is a set for each circle, but shuffled so that names are not matched to definitions.



RESOURCES NEEDED (CONTINUED)

- ✓ Five pre-written flip charts, each with one empty circle and the following as titles for the circles:
 1. Sensuality
 2. Intimacy
 3. Sexual identity
 4. Sexual health and reproduction
 5. Sexualization
- ✓ One flip chart with these questions pre-written:
 1. What would be an example of this component of sexuality in someone's real life?
 2. Why does this fit into this circle?
 3. Is this something you normally think of when you think of sexuality? Why or why not?



LEARNING OBJECTIVES

By the end of this session, teachers will be able to:

1. Define the circles of sexuality and describe at least one component of each circle.

INSTRUCTIONS

1. Explain that in addition to understanding the stages of adolescent development, in order to teach sexuality education, understanding human sexuality is also of tremendous importance. Next, we will define sexuality and learn about what it encompasses.

* "Circles of Sexuality" is based on the original work of Dennis M. Dailey, Professor Emeritus, University of Kansas.

Activity 3: Circles of Human Sexuality

INSTRUCTIONS (CONTINUED)

2. To start, explain that sexuality is an inherent part of being human and is something that we experience every day, beginning even before we are born within the womb and extending until we die.
3. Next, ask teachers to brainstorm all of the people, places, and things that teach us about sexuality, especially the sources of learning among adolescents and young people—that is, where people learn or hear about sexuality? For each contribution, write down the answer in one of the pie pieces of the circle and continue until they are filled in. If teachers suggest more, divide one of the pie pieces in two to make room for another source(s). Be sure to include some of the following examples: friends/peers; parents; other family members; religion; health providers/clinics; boyfriends/girlfriends/partners; books; ourselves; media; social media; internet; culture; music and art; social gatherings; animals; teachers/school; trainings and workshops; health education materials; youth clubs; laws and policies; pornography; fashion; or science and technology.
4. Ask teachers what they think about the circle and the many sources of information on sexuality and how this might impact learners in terms of what they hear or see.
5. Note that it's not uncommon for all of us, including young people, to be exposed to all sorts of information and messaging around sexuality from many different sources. Some of these are more reliable than others and this can lead to confusion and misinformation about sexuality.
6. Further explain that as sexuality education teachers, it is important to know that learners will learn about sexuality from the different sources identified anyway so why not take an active role in imparting factual, balanced information and opportunities for them to process the types of information they receive from the various sources.
7. Write "sexuality" on a flip chart and draw a box around the letters s-e-x. Point out that s, e, and x are only three of the letters in the word sexuality.

Activity 3: Circles of Human Sexuality

INSTRUCTIONS (CONTINUED)

8. Next, explain that when many people see the words "sex" or "sexuality," they most often think of sexual intercourse. Others also think of other kinds of physical sexual activities. Tell teachers that sexuality is much more than sexual feelings or sexual intercourse. It is an important part of who every person is. It includes all the feelings, thoughts, and behaviors of being female or male, being attracted and attractive to others, and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.
9. Display the five flip chart papers that you have pre-written, each with one empty circle and the heading of that circle, taped up on a wall. Explain that this way of looking at human sexuality breaks it down into five different areas: Sensuality, Intimacy, Sexual Identity, Sexual Health and Reproduction, and Sexualization.
10. Beginning with the circle labeled Sensuality, explain each circle briefly (refer to the Leader's Resource on the Explanation of the Circles of Sexuality). Take five minutes to read the definitions of each of the circles aloud.
11. Explain that everyone is going to now work in groups to go deeper into each circle and discuss components of these. Ask teachers to count off to form groups of no more than 5 or 6 people.
12. Explain that each group will receive note cards consisting of the various components of one of the circles of sexuality. The note cards include a mix of the names of the components and a description of the components. Distribute the sets and indicate which circle each group gets as you do so.
13. Ask each group to work together to match the names of the components of the circle with the descriptions and in doing so, discuss and share reactions to each component of that circle. Questions that the groups can use to help their discussion (but not required) are the following, which you can have up on a flip chart for reference.
 - What would be an example of this component of sexuality in someone's real life?
 - Why does this fit into this circle?
 - Is this something you normally think of when you think of sexuality? Why or why not?

Activity 3: Circles of Human Sexuality

INSTRUCTIONS (CONTINUED)

14. Give 15 minutes for the group work and note that when everyone is done, you will ask for volunteer groups to come present their components, share a couple of highlights from their discussion, and tape them on the flip chart in the circle they were working on.
15. Call time and ask for a group that worked on the Sensuality circle to come share the components of that circle with a couple of highlights from their discussion. Repeat this until all of the circles have been filled. After each presentation, ask if there are any questions or comments before moving onto the next one.
16. Once all of the circles have been fully described and the note cards taped, ask teachers:
 - ✓ What was it like to identify the components of some of the circles of sexuality?
 - ✓ Which of the five sexuality circles feels most familiar? Least familiar? Why do you think that is so?
 - ✓ Why do you think it is important for teachers to understand the components of sexuality?
 - ✓ How is this helpful in supporting your work as a teacher of sexuality education?
17. Conclude the activity by distributing the Circles of Sexuality handout and by noting that sexuality is much more than just about sex and that it is an inherent part of being human. In fact, human rights are reflected across all of the circles of sexuality—the right to pleasure, to sexuality information, to choose if and whom to be intimate with, to live free from violence and discrimination, and to decide if, when and how many children to have.
18. Note that understanding what sexuality encompasses is important for sexuality educators to ensure that learners are receiving truly comprehensive sexuality education that addresses all of what constitutes sexuality, as reflected in the five circles of sexuality and the International Technical Guidance reviewed earlier.

Leader's Resource on Human Sexuality

Many people cannot imagine that everyone—babies, children, adolescents, adults, and the elderly—are sexual beings. Some believe that sexual activity is reserved for adolescents, young adults, and people who are younger than 40 or so. Adolescents often feel that, by the time they are in their 40s, adults are too old for sexual intercourse. Sexuality, though, is much more than sexual intercourse and humans are sexual beings throughout life.

Sexuality in Infants and Toddlers—Children are sexual even before birth. Males can have an erection while still in the uterus, and some boys are born with an erection. Infants touch and rub their genitals because it provides pleasure. Children can experience orgasm from masturbation although boys will not ejaculate until puberty. By about age two, children know their own gender. They are aware of differences in the genitals of males and females and in how males and females urinate.

Sexuality in Children (ages 3 to 7)—Preschool children are interested in everything about their world, including sexuality. They may practice urinating in different positions. They are highly affectionate and enjoy hugging other children and adults. They begin to be more social and may imitate adult social and sexual behaviors, such as holding hands and kissing. Many young children play 'doctor' during this stage, looking at other children's genitals and showing theirs. This is normal curiosity. By age five or six, most children become more modest and private about dressing and bathing.

Children of this age are aware of marriage and understand living together, based on their family experience. They may role-play about being married or having a partner while they play house. Most young children talk about marrying and/or living with a person they love when they get older. School-age children may play sexual games with friends of their same sex, touching each other's genitals and/or masturbating together. Most sex play at this age happens because of curiosity.

Sexuality in Preadolescent Youth (ages 8 to 12)—Puberty, the time when the body matures, begins between the ages of nine and 12 for most children. Girls begin to grow breast buds and pubic hair as early as nine or 10. Boys' development of penis and testicles usually begins between ages 10 and 11. Children become more self-conscious about their bodies at this age and often feel uncomfortable undressing in front of others, even a same-sex parent.

Masturbation increases during these years. Preadolescents do not usually have much sexual experience, but they often have many questions. They usually have heard about sexual intercourse, petting, oral sex, and anal sex, homosexuality, rape and incest, and they want to know more about all these things. The idea of actually having sexual intercourse, however, is unpleasant to most preadolescents.

Same-gender sexual behavior is common at this age. Boys and girls tend to play with friends of the same gender and are likely to explore sexuality with them. Masturbating with one's same-gender friends and looking at or caressing each other's genitals is common among preadolescent boys and girls. Such same-gender sexual behavior can be unrelated to a child's sexual orientation.

Preadolescents may attend parties that have guests of both genders, and they may dance and play kissing games. By age 12 or 13, some young adolescents may pair off and begin having a girlfriend or boyfriend.

Leader's Resource on Human Sexuality

Sexuality in Adolescent Youth (ages 13 to 19)—Once youth have reached puberty and beyond, they experience increased interest in romantic and sexual relationships and in genital sex behaviors. As youth mature, they experience strong emotional attachments to romantic partners and find it natural to express their feelings within a sexual relationship. There is no way to predict how a particular adolescent will act sexually. Overall, most adolescents explore relationships with one another, fall in and out of love, and participate in sexual intercourse before the age of 20.

Adult Sexuality—Adult sexual behaviors are extremely varied and, in most cases, remain part of an adult's life until death. At around age 50, women experience menopause, which affects their sexuality in that their ovaries no longer release eggs and their bodies no longer produce estrogen. They may experience several physical changes. Vaginal walls become thinner and vaginal intercourse may be painful as there is less vaginal lubrication and the entrance to the vagina becomes smaller. Many women use various therapies to relieve physical and emotional side effects of menopause. Use of vaginal lubricants can also make vaginal intercourse easier. Most women are able to have pleasurable sexual intercourse and to experience orgasm for their entire lives.

Adult males also experience some changes in their sexuality, but not at such a predictable time as with menopause in women. The testicles slow testosterone production after age 25 or so. Erections may occur more slowly once testosterone production slows. Males also become less able to have another erection after an orgasm and may take up to 24 hours to achieve and sustain another erection. The amount of semen released during ejaculation also decreases, but men are capable of fathering a baby even when they are in their 80s and 90s, although recent research indicates that children fathered by men who are in their 50s and older are more likely than other children to develop schizophrenia as young adults. Sometimes, older men develop an enlarged or cancerous prostate gland. If a doctor deems it necessary to remove the prostate gland, a man's ability to have an erection or an orgasm is normally unaffected. Today, there are also medications that help older men to achieve and maintain erections.

Although adults go through some sexual changes as they age, they do not lose their desire or their ability for sexual expression. Even among the very old, the need for touch and intimacy remains, although the desire and ability to have sexual intercourse may lessen.

Leaders' Resource on the Explanation of the Circles of Sexuality

Sexuality is much more than sexual feelings or sexual intercourse. It is an important part of who a person is and what she/he will become. It includes:

- All the feelings, thoughts, and behaviors associated with a person's gender
- Being attracted to others and being attractive to them
- Being in love
- Being in relationships that include sexual intimacy and sensual and sexual activity
- It also includes enjoyment of the world as we know it through the five senses: taste, touch, smell, hearing, and sight

CIRCLE #1—SENSUALITY

Sensuality is awareness of and feelings about your own body and other people's bodies, especially the body of a sexual partner. Sensuality enables us to feel good about how our bodies look and feel and what they can do. Sensuality also allows us to enjoy the pleasure our bodies can give us and others. This part of our sexuality affects our behavior in several ways.

- 1. Body Image**—Feeling attractive and proud of one's own body and the way it functions influences many aspects of life. The media creates unrealistic expectations for how people should look, so young people are often disappointed by what they see in the mirror. They may be especially dissatisfied when the mainstream media does not portray or does not positively portray physical characteristics that adolescents see in the mirror, such as color of skin, type of hair, shape of eyes, height, or body shape.
- 2. Human Sexual Response Cycle**—is the way people experience sexual pleasure. Sensuality allows a person to experience pleasure when certain parts of the body are touched. People also experience sensual pleasure from taste, touch, sight, hearing, and smell, and these may or may not be part of the human sexual response
- 3. Skin Hunger**—The need to be touched and held by others in loving, caring ways is often referred to as skin hunger. Adolescents typically receive considerably less touch from their parents than do younger children. Many adolescents satisfy their skin hunger through close physical contact with peers. Sexual intercourse may sometimes result from a person's need to be held, rather than from sexual desire.
- 4. Fantasy**—The brain also gives people the capacity to have fantasies about sexual behaviors and experiences. Adolescents sometimes need help understanding that sexual fantasy is normal and also that one does not have to act upon sexual fantasies.

CIRCLE #2—INTIMACY

Intimacy is the ability to be emotionally close to another human being and to accept closeness in return. Several aspects of intimacy include:

- 1. Sharing**—Sharing intimacy is what makes personal relationships rich. While sensuality is about physical closeness, intimacy focuses on emotional closeness.
- 2. Caring**—Caring about others means feeling their joy and their pain. It means being open to emotions that may not be comfortable or convenient because an intimate relationship is possible only when we care.

Leaders' Resource on the Explanation of the Circles of Sexuality

3. **Liking or Loving Another Person**—Having emotional attachment or connection to others is a manifestation of intimacy.
4. **Risk-Taking**—To have true intimacy with others, a person must open up and share feelings and personal information. Sharing personal thoughts and feelings with someone else is risky, because the other person may not feel the same way. But it is not possible to be really close with another person without being honest and open with her/him.
5. **Vulnerability**—To have intimacy means that we share and care, like or love, and take emotional risks. That makes us vulnerable—the person with whom we share, about whom we care, and whom we like or love has the power to hurt us emotionally. Intimacy requires vulnerability, on the part of each person in the relationship.

CIRCLE #3—SEXUAL IDENTITY

Sexual identity is a person's understanding of who she/he is sexually, including a person's sense of their gender. Sexual identity consists of three pieces that, together, affect how each person sees him/herself. The three pieces of sexual identity are gender identity, gender role, and sexual orientation. Each is important.

1. **Bias**—Gender bias means holding stereotyped opinions about people according to their gender. Gender bias might include believing that women are less intelligent or less capable than men, that men who cry are weak, that men cannot raise children without the help of women, that women cannot be analytical, that women are overly emotional. Many times, people hold fast to these stereotyped opinions without giving rational thought to the subject of gender.
2. **Gender Identity**—Knowing whether one is male, female, neither, or somewhere in between. Most young children have a sense of their own gender identity by as early as age two. Sometimes, the sex a person is assigned at birth is not the same as their gender identity—this is called being transgender.
 - Sometimes people use the acronym “LGBT” when referring to individuals of diverse sexual orientations or gender identities. L stands for “lesbian,” G stands for “gay,” B stands for “bisexual,” and T stands for “transgender.”
 - “Transphobia” is a term that refers to the negative feelings about and actions toward transgender people, which can lead to feeling devalued, unsafe, and isolated. Transphobia also affects the person who holds this bias and hatred because it narrows and limits the ways in which they can interact with and enjoy other people.
3. **Gender Role**—Identifying actions and/or behaviors for each gender. Most gender roles are socially/culturally constructed.
 - There are many “rules” about what men and women can/should do that have nothing to do with the way their bodies are built or function. This aspect of sexuality is especially important for adolescents to understand, since pressures from peers, family, and culture to be masculine or feminine increase during the adolescent years.
4. **Sexual Orientation**—A person's sexual orientation is defined by their primary attraction to people of the other gender (heterosexuality) or to the same gender (homosexuality) or to both genders (bisexuality). Sexual orientation begins to emerge by adolescence.

Leaders' Resource on the Explanation of the Circles of Sexuality

- Sometimes people use the acronym “LGBT” when referring to individuals of diverse sexual orientations or gender identities. L stands for “lesbian,” G stands for “gay,” B stands for “bisexual,” and T stands for “transgender,” discussed above.
- “Homophobia” is a term that refers to negative feelings about and actions toward gay, lesbian, and bisexual people, which can lead to feeling devalued, unsafe, and isolated. Homophobia also affects the person who holds this bias and hatred because it narrows and limits the ways in which they can interact with and enjoy other people.
- Men who are attracted to women and women who are attracted to men are called “heterosexual.” Some people will call themselves “straight.” Men who are attracted to other men and women who are attracted to other women are called “gay” or “lesbian.” People who feel attraction for others where gender is not necessarily the defining factor might call themselves “bisexual” or “pansexual.”
- Some people who are lesbian, gay or bisexual will use the term “queer,” although when that term is used by heterosexual people to describe them, it is considered offensive. Different countries, ethnic groups, and religious communities will have different laws, attitudes, values, and beliefs relating to sexual orientation and gender identity, ranging from completely open, affirming and accepting to virulent opposition that results in serious human rights violations, physical harm, and even death.

CIRCLE #4—SEXUAL HEALTH AND REPRODUCTION

This aspect of sexuality relates to a person's capacity to reproduce and to the behaviors and attitudes that can make sexual relationships healthy and enjoyable.

- 1. Feelings and Attitudes**—These encompass sexual expression and feelings about reproduction as well as one's feelings about other sexual health topics such as STIs, HIV and AIDS, contraceptive use, abortion, pregnancy, and childbirth.
- 2. Sexual Intercourse**—Sexual intercourse is one of humanity's most common behaviors. Sexual intercourse is a behavior that may produce sexual pleasure and that often ends in orgasm in females and males. Sexual intercourse may also result in pregnancy and/or STIs. In programs for youth, discussion of sexual intercourse is often limited to the bare mention of penile–vaginal intercourse. However, youth need accurate health information about all forms of sexual intercourse—vaginal, oral, and anal.
- 3. Physiology and Anatomy of Reproductive Organs**—This topic includes the male and female body and the ways in which bodies actually function in sexual ways. Adolescents need to learn to protect their reproductive and sexual health. This means that they need information about all the effective methods of contraception available, how they work, where to obtain them, their effectiveness, and their side effects as well as how to use latex condoms to prevent STIs, including HIV. Even adolescents who have never had sexual intercourse need to know how to prevent pregnancy and/or disease.
- 4. Sexual Reproduction**—The actual processes of conception, pregnancy, delivery, and recovery following childbirth are important parts of sexuality. Youth need information about sexual reproduction—the process whereby two different individuals each contribute half of the genetic material to create a child. The child is, therefore, not identical to either parent.

Leaders' Resource on the Explanation of the Circles of Sexuality

- 5. Factual Information**—This is necessary so youth will understand how male and female reproductive systems function and how conception and/or STI infections occur. Adolescents often have inadequate information about their own and/or their partner's body. Yet, they need this information so they can make informed decisions about sexual expression and about protecting their health.

CIRCLE #5—SEXUALIZATION

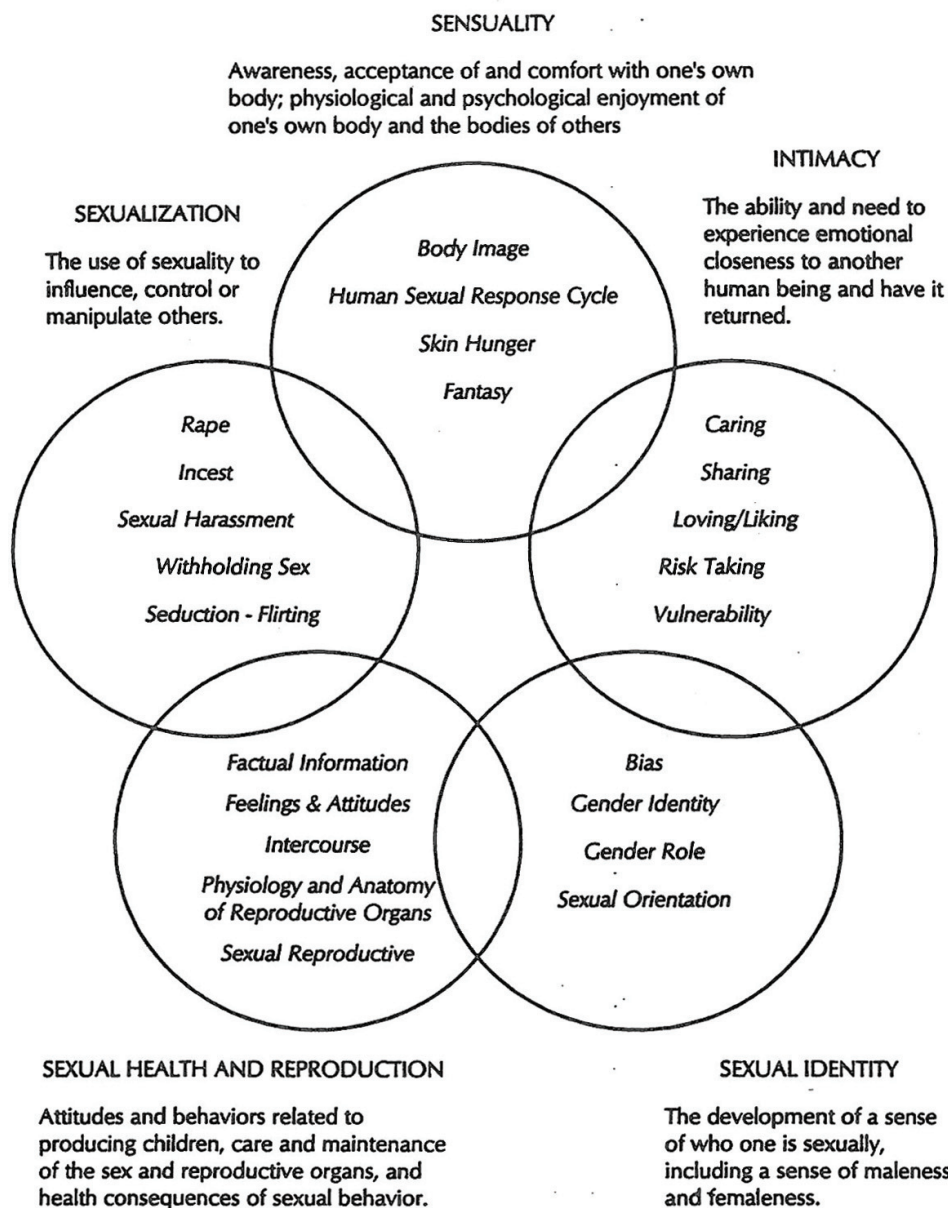
Sexualization is that aspect of sexuality in which people behave sexually to influence, manipulate, or control other people. Often called the "shadowy" side of human sexuality, sexualization spans behaviors that range from the relatively harmless to the sadistically violent, cruel, and criminal. These sexual behaviors include flirting, seduction, withholding sex from an intimate partner to punish her/him or to get something, sexual harassment, sexual abuse, rape, and incest. Adolescents need to know that no one has the right to exploit them sexually and that they do not have the right to exploit anyone else sexually.

- 1. Seduction**—This is the act of enticing someone to engage in sexual activity. The act of seduction implies a deliberate manipulation, depriving the other person of informed choice and may be harmful for the one who is seduced.
- 2. Sexual Harassment**—In many places, this is an illegal behavior. It means harassing someone else because of their gender. It could mean making personal, embarrassing remarks about someone's appearance, especially characteristics associated with sexual maturity, such as the size of a woman's breasts or of a man's testicles and penis. It could mean unwanted touching, such as hugging a subordinate or patting someone's bottom. It could mean demands by a teacher, supervisor, or other person in authority for sexual intercourse in exchange for grades, promotion, hiring, raises, etc. All these behaviors are manipulative. In many countries there are laws to provide protection against sexual harassment. Adolescents need to know that they have the right to complain to authorities if they are sexually harassed and that others may complain of their behavior if they sexually harass someone else.
- 3. Withholding Sex**—This is when one partner deliberately refuses to have sex with the other partner as a means of manipulating or punishing the other. Of course, anyone has the right to refuse to engage in sexual intercourse, but to do so as an act of manipulation is unfair to the partner and to the relationship.
- 4. Rape**—This means coercing or forcing someone else to have genital contact with another. Sexual assault can include forced petting as well as forced sexual intercourse. Force can include use of overpowering strength, threats, and/or implied threats that arouse fear in the person raped. Adolescents need to know that rape is a human rights violation and never okay. Refusing to accept no and forcing the other person to have sexual intercourse always means rape.
- 5. Incest**— This means forcing sexual contact on someone who is related to the perpetrator. When incest occurs between an adult family member and a child or young person, it betrays the trust that children and youth give to their families. Moreover, because the older person knows that incest is usually unacceptable, they try to hide the crime and will blame the child or young person. The triple burden of forced sexual contact, betrayed trust, and self-blame makes incest particularly damaging to survivors of incest.

Circles of Sexuality Handout

Leader's Resource

Circles of Sexuality



Circles of Sexuality Activity Sheet

NAME	DEFINITION
BODY IMAGE	Feeling attractive and proud of one's own body and the way it functions influences many aspects of life. The media creates unrealistic expectations for how people should look, so young people are often disappointed by what they see in the mirror. They may be especially dissatisfied when the mainstream media does not portray or does not positively portray physical characteristics that adolescents see in the mirror, such as color of skin, type of hair, shape of eyes, height, or body shape.
HUMAN SEXUAL RESPONSE CYCLE	The way people experience sexual pleasure. Sensuality allows a person to experience pleasure when certain parts of the body are touched. People also experience sensual pleasure from taste, touch, sight, hearing, and smell, and these may or may not be part of the human sexual response.
SKIN HUNGER	The need to be touched and held by others in loving, caring ways. Adolescents typically receive considerably less touch from their parents than do younger children. Many adolescents satisfy this need through close physical contact with peers. Sexual intercourse may sometimes result from a person's need to be held, rather than from sexual desire.
FANTASY	The brain also gives people the capacity to have fantasies about sexual behaviors and experiences. Adolescents sometimes need help understanding that sexual fantasy is normal and also that one does not have to act upon sexual fantasies.

Circles of Sexuality Activity Sheet

NAME	DEFINITION
SHARING	This is what makes personal relationships rich. While sensuality is about physical closeness, this focuses on emotional closeness.
CARING	This means feeling someone's joy and pain. It means being open to emotions that may not be comfortable or convenient because an intimate relationship is possible only with this.
LIKING OR LOVING	Having emotional attachment or connection to others.
RISK-TAKING	Opening up and sharing feelings and personal information. Sharing personal thoughts and feelings with someone else is risky, because the other person may not feel the same way. But it is not possible to be really close with another person without being honest and open with her/him.

Circles of Sexuality Activity Sheet

NAME	DEFINITION
VULNERABILITY	We share and care, like or love, which means we let our defenses down—the person with whom we share, about whom we care, and whom we like or love has the power to hurt us emotionally.
GENDER IDENTITY	<p>Knowing whether one is male, female, neither, or somewhere in between. Most young children determine their own gender identity by age two. Sometimes, the sex a person is assigned at birth is not the same as their gender identity—this is called being transgender.</p> <p>Sometimes people use the acronym “LGBT” when referring to individuals of diverse sexual orientations or gender identities. L stands for “lesbian,” G stands for “gay,” B stands for “bisexual,” and T stands for “transgender.”</p>
GENDER ROLE	Identifying actions and/or behaviors for each gender. Most gender roles are socially/culturally constructed.
SEXUAL ORIENTATION	<p>This is defined by whether a person’s primary sexual attraction is to people of the other gender (heterosexuality) or to the same gender (homosexuality) or to both genders (bisexuality). This begins to emerge by adolescence.</p> <p>Sometimes people use the acronym “LGBT” when referring to individuals of diverse sexual orientations or gender identities. L stands for “lesbian,” G stands for “gay,” B stands for “bisexual,” and T stands for “transgender.”</p>

Circles of Sexuality Activity Sheet

NAME	DEFINITION
BIAS	This means holding stereotyped opinions about people according to their gender. It might include believing that women are less intelligent or less capable than men, that men who cry are weak, that men cannot raise children without the help of women, that women cannot be analytical, that women are overly emotional. Many times, people hold fast to these stereotyped opinions without giving rational thought to the subject of gender.
FEELINGS AND ATTITUDES	These encompass sexual expression and feelings about reproduction as well as one's feelings about other sexual health topics such as STIs, HIV and AIDS, contraceptive use, abortion, pregnancy, and childbirth.
SEXUAL INTERCOURSE	This is one of humanity's most common behaviors. It is a behavior that may produce sexual pleasure and that often ends in orgasm in females and males. It may also result in pregnancy and/or STIs. In programs for youth, discussion about this is often limited to penile–vaginal intercourse. However, youth need accurate health information about all forms of sexual intercourse—vaginal, oral, and anal.
PHYSIOLOGY AND ANATOMY OF REPRODUCTIVE ORGANS	This topic includes the male and female body and the ways in which bodies actually function in sexual ways. Adolescents need to learn to protect their reproductive and sexual health. This means that they need information about all the effective methods of contraception available, how they work, where to obtain them, their effectiveness, and their side effects as well as how to use latex condoms to prevent STIs, including HIV. Even adolescents who have never had sexual intercourse need to know how to prevent pregnancy and/or disease.

Circles of Sexuality Activity Sheet


NAME	DEFINITION
SEXUAL REPRODUCTION	The actual processes of conception, pregnancy, delivery, and recovery following childbirth are important parts of sexuality. Youth need information about sexual reproduction—the process whereby two different individuals each contribute half of the genetic material to create a child. The child is, therefore, not identical to either parent.
FACTUAL INFORMATION	This is necessary so youth will understand how male and female reproductive systems function and how conception and/or STI infections occur. Adolescents often have inadequate information about their own and/or their partner's body. Yet, they need this information so they can make informed decisions about sexual expression and about protecting their health.
SEDUCTION	This is the act of enticing someone to engage in sexual activity. The act of seduction implies a deliberate manipulation, depriving the other person of informed choice and may be harmful for the one who is seduced.
SEXUAL HARASSMENT	In many places, this is an illegal behavior. It means harassing someone else because of their gender. It could mean making personal, embarrassing remarks about someone's appearance, especially characteristics associated with sexual maturity, such as the size of a woman's breasts or of a man's testicles and penis. It could mean unwanted touching, such as hugging a subordinate or patting someone's bottom. It could mean demands by a teacher, supervisor, or other person in authority for sexual intercourse in exchange for grades, promotion, hiring, raises, etc.

Circles of Sexuality Activity Sheet


NAME	DEFINITION
WITHHOLDING SEX	This is when one partner deliberately refuses to have sex with the other partner as a means of manipulating or punishing the other. Of course, anyone has the right to refuse to engage in sexual intercourse, but to do so as an act of manipulation is unfair to the partner and to the relationship.
RAPE	This means coercing or forcing someone else to have genital contact with another. Sexual assault can include forced petting as well as forced sexual intercourse. Force can include use of overpowering strength, threats, and/or implied threats that arouse fear in the person raped. Adolescents need to know that rape is always a human rights violation and is cruel. Refusing to accept no and forcing the other person to have sexual intercourse always means rape.
INCEST	This means forcing sexual contact on someone who is related to the perpetrator. When incest occurs between an adult family member and a child or young person, it betrays the trust that children and youth give to their families. Moreover, because the older person knows that incest is usually unacceptable, they try to hide the crime and will blame the child or young person. The triple burden of forced sexual contact, betrayed trust, and self-blame makes incest particularly damaging to survivors of incest.

Activity 4: Values Clarification

 **TOTAL TIME REQUIRED**
1 hour 30 minutes


 **MATERIALS NEEDED**

- ✓ Flip chart
- ✓ Markers
- ✓ Tape


 **RESOURCES NEEDED**

- ✓ Leader's Resource on Values Voting Statements
- ✓ How to conduct a Values Voting Exercise Handout
- ✓ One pre-written flip chart with the following written on it:

1. Your values are things you are for (or against).
2. Your values are things you have chosen freely—no one else can force you to choose your values, although your family and others can certainly influence you.
3. Your values are things you believe in and are willing to stand up for.
4. Your values guide your behavior and your life.

 **RESOURCES NEEDED (CONTINUED)**

- ✓ One pre-written sign/paper with “Agree” in large visible print
- ✓ One pre-written sign/paper with “Disagree” in large visible print

 **LEARNING OBJECTIVES**

By the end of this session, teachers will be able to:

1. Define what values are.
2. Demonstrate awareness of personal values, beliefs, biases, and experiences related to sexuality.
3. Recognize how personal values, beliefs, biases, and experiences can influence teaching of sexuality education and the importance of not asserting one's beliefs and biases onto learners.

INSTRUCTIONS

1. Explain that now that we have a good understanding of sexuality in addition to adolescent development, another key element to teaching sexuality education is to reflect on one's own values about sexuality. To do this, let's first explore what values are.
2. Place several coins or bills of different value on a desk or table and ask for a volunteer to come up to the table.
3. Ask the volunteers to choose a coin or bill and to display to everyone else what they chose.
4. Now ask the volunteer how they chose that coin or bill. If necessary, help the volunteer to say that they chose the one with the highest value.

Activity 4: Values Clarification

INSTRUCTIONS (CONTINUED)

5. Thank your volunteer and ask them to return the coin or bill to the desk or table and to be seated.
6. Next, write the word value on the flip chart. Explain that in this situation, value refers to the worth of each coin or bill. Ask the group for other examples of what has value. If the group only lists tangible things, ask for examples of intangibles that cannot be seen or touched but that have value. (Answers might include things like status, good grades, love, honesty, friendship, kindness, hard work, and talent).
7. List responses on the flip chart and add, if necessary, any important intangibles that teachers may have forgotten.
8. Now ask for three volunteers. Ask the volunteers to each choose one of the intangible things on the list and explain why they consider it important. Circle their choices. When the volunteers have finished, point out that it may be easy to know which tangible things have the most value, but it can be more difficult to define the value of what is intangible.
9. Explain that value has several meanings. One is the monetary worth of an object or item—that is how much something might cost. Another meaning is a more personal measure of worth, such as how important things, beliefs, or principles are to an individual. Different people value intangible things differently, meaning they have more or less value to each individual. The ideals, beliefs, and principles that are of worth to you shape your values.
10. Note that our values help define who we are and help determine our behavior. For example:
 - A person who values family cares about their life, parents, siblings, and home life.
 - A person who values beauty may want to live surrounded by art and nature.
 - A person who values health may choose a healthy diet, exercise regularly, and avoid using drugs.

Activity 4: Values Clarification

INSTRUCTIONS (CONTINUED)

11. Next, display the flip chart you have prepared and go through each statement, explaining how a person can tell what their values are:
 - Your values are things you are for (or against).
 - Your values are things you have chosen freely—no one else can force you to choose your values, although your family and others can certainly influence you.
 - Your values are things you believe in and are willing to stand up for.
 - Your values guide your behavior and your life.
12. Now ask teachers:
 - ✓ Where do you think we get our values? (Answers could include family, religion, culture, and friends)
 - ✓ What is one example of a value your family feels is important?
 - ✓ Does anyone have an example of a religious value you hold and have been taught?
 - ✓ Which of your values come from your culture?
 - ✓ What is a value that is widely held in this country that may be less important in other countries?
 - ✓ Can you think of a value someone else has that you do not share? What is it?
13. Explain that now that we have a good understanding of what values are, a key element to teaching sexuality education is to reflect on one's own values about sexuality. Doing so is important because while we may feel very strongly about certain things related to adolescents and sexuality, as teachers delivering sexuality education in schools, the goal is not to impose individual values on learners but rather to educate with age-appropriate information and skills. Part of sexuality education is enabling learners to assess and become more aware of their own values as they evolve, but it is not the teacher's role to tell them what values to adopt.

Activity 4: Values Clarification

INSTRUCTIONS (CONTINUED)

14. Explain that you will be reading a series of statements out loud and that after each one, you will ask the group to physically position themselves either under the “Agree” sign or the “Disagree” sign. Point to the signs, which should be taped on walls at opposite sides of the room and where there is room for people to stand closely. Warn teachers that it may be hard at times to pick a side and if so, you can position yourself somewhere in between.
15. Let teachers know that once everyone has positioned themselves, you will ask for volunteers to share why they chose to agree or disagree. Note that the purpose of sharing is not to try to convince others to agree with you but to simply express why you chose to stand where you did. Underscore that there are no wrong answers.
16. Say that since this activity can be a bit contentious quickly review the ground rules established earlier in the training.
17. Begin by reading a statement from the Values Statement Resource and ask teachers to position themselves either at the agree or disagree sign.
18. Ask for volunteers to share their perspectives. Try to select teachers on both sides of the spectrum and limit this to a couple of people per side. That said, some statements may demand a bit more discussion while others will inspire less urgency for sharing.
19. Continue doing the same with each statement until you are done. Pacing is important—do not allow the discussion to go on too long, but make sure to hear diverse points of view. Remember that processing statements and sharing reasons for participants’ positions is the most valuable part of this activity.
20. In cases where there is only one person or a small number on one side of the room, move towards them as you facilitate the discussion to offer support as they may feel isolated or judged.

Activity 4: Values Clarification

INSTRUCTIONS (CONTINUED)

21. After the last statement is done, ask participants:

- ✓ How easy or difficult was it to decide your position?
- ✓ What did you notice about how you felt when you were expressing reasons for standing where you did?
- ✓ What did you learn about your values and that of your colleagues during this activity?
- ✓ How might your values impact how you teach sexuality education? What might help to keep your personal values from interfering with teaching sexuality education?

22. Conclude by noting that issues around sexuality can incite strong feelings driven by our values. However, personal values about sexuality and young people need to remain just that, personal. Taking the time to examine one's own values is important and empowers teachers to become more self-aware in order to avoid imposing personal values on learners.

Leader's Resource on Values Voting Statements

1. Selling illicit drugs to young people is a very bad thing to do.
2. It's okay for a man to cry.
3. Adolescent girls and boys should know about puberty and the menstrual cycle.
4. It's best to wait until marriage to have sex.
5. A young woman who keeps condoms in her purse can't be trusted.
6. Boys are always up to no good.
7. You should only have sex with someone you love.
8. When a man and woman have sex, contraception is the woman's responsibility.
9. Adolescents should know about how you can get pregnant and contraception.
10. Dating someone of a different ethnicity or religion is wrong.
11. Contraception should be available to students without parental consent.
12. Abstinence (choosing not to engage in sexual intercourse) is the best choice for young people.
13. A girl who comes to school wearing sexy clothes is trying to get lots of attention from other people and deserves to be called names.
14. Boys who are not interested in having lots of girlfriends are probably gay.
15. Parents should be the only people teaching their children about sexuality.
16. There is really such a thing as love at first sight.

