

Collection of Methods for Sex Education

Introduction

Sex Education uses different methods and tools to get in contact with the target group and to facilitate the dialogue and interaction with the group.

This document includes a short introduction to the significance of methods and tools in Sex Education. You will find a collection of different methods to start a workshop, methods to talk about the body and personal hygiene, methods to transport knowledge, methods to develop social abilities and methods to implement Sex Education into daily life.

Sex Education will be abbreviated **SE** in the remaining document.

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Use of Methods – an introduction

Methods and tools in the context of SE are used to facilitate getting in contact with the target group and starting a dialogue and interaction with the group. As SE depends on various different fundamentals, methods are merely an additional feature to consider when planning an interaction.

The quality of SE depends on:

- The instructor's differentiated approach to SE
- The ability of didactic reduction
- The instructor's ability to get in contact with the target group
- The ability to work target-group oriented
- The instructor's flexibility in dealing with the target-group

Methods and tools are, if you want, a 'show element' for the outside observer – but they are never a guarantee for quality and only as good as allowed by the overall concept (differentiated attitude towards SE, offer of confrontation and dialogue, target-group orientation). Methods and tools in SE are therefore a bonus that can be used, but they don't need to be used. It is far more important to have an overall concept for SE in place.

Thus, methods cannot be a fixed content of a concept, but have to be used appropriately and flexibly according to the situation. Rigid concepts with fixed sequences of methods must therefore be considered extremely critically from a professional perspective.

Low threshold and target-group oriented

In order to meet the requirements mentioned above it is necessary to consider methods that can be used with low threshold – in one to one settings as well as group settings.

Highly suitable and successful methods are the ones that can be prepared together with the target-group and which can be made out of material which is easy to get or already available in the institution or facility.

In the following part of the document, you'll find a selection of possible methods to start a workshop, to talk about the body and personal hygiene, to transport knowledge, to develop social abilities and to implement Sex Education into daily life.

1. methods to begin a workshop



Possibilities of introductions

- Every person introduces themselves with their name and their favourite activity (what they like to do). They also say a word that might fit the workshop. If someone doesn't know what to say, they get support from the group.
- If the group knows each other very well and they are familiar and comfortable around each other: Every person introduces themselves with their name and mentions a skill (resource, ability, capability...) of the next person. E.g. is a good listener, creates a good mood, supports others, cooks food that everyone likes.
- Everyone who is able to stands up. Everyone says their name and shows a move with their body, hand, arms, legs, foot, head etc. The group repeats the name with an agreed salutation and repeats the move ('Welcome to the workshop, Anita' - move)
- The group knows each other little: Name badges have to be prepared in advance (important: make sure to know how everyone wants to be called). They are randomly handed out to the group. The participants walk around the room and look for the person whose name badge they are holding and pass it on to the right person. When everyone has their own badge, they sit down and introduce themselves with their own name.

 **Brainstorming**

The only purpose of a brainstorming is it to be able to use words with a sexual content that are used socially and to be able to explain them if need be. A brainstorming must never be used to rate certain expressions and requires that the team is able to hear and tolerate all associations.

Types of brainstorming

- The group says all the words out loud that are associated with sexuality, they are written on a board and read out loud afterwards
- Every one writes down their words on cards and hands them in anonymously – they are read out loud by the team (writing skills are necessary)
- Words are collected in small groups (on small colourful cards for example), they are handed in and read out loud by the team
- Associated words are collected for every letter of the alphabet – Sex ABC

What to do with collected words - STOP and explain

While the team is reading out the words that were collected during the brainstorming, every person of the group can shout STOP any time. The group can decide which person from the team should explain the word. The rule is that no more than two sentences can be used for the explanation. If you want to give the situation more drive, let the group use a stopwatch and the person explaining has to stay within a certain time.

The important thing is: Saying STOP does not mean 'I don't know'. The group says stop when they want to test the team if they are able to explain a certain word, when the group thinks it is an important word or if they just want an explanation.

After the brainstorming, the collection of words is removed or cleaned off the board – it rarely has anything to do with the current needs and interests of the group.

2. Introducing the topic

The basis of SE is the support of all people to get to know their own sexual body and the support in gaining a positive attitude towards their sexual perceptions and sensations as well as their (sexual) body.

It is necessary to gain some fundamental knowledge about one's own body, to get tips and instructions for personal hygiene and some understanding of physical processes.

The principle of SE goes from the 'I' to the 'you'.

The principle of SE therefore supports a person-oriented view.

Context-oriented thinking becomes relevant in situations where suspicious behaviour occurs, questions about relationships and questions about interaction with other people get asked.

Context-oriented thinking is absolutely necessary in situations where people interact with other people or institutions.

This attitude makes clear:

Only if I can accept myself on all levels of my sexuality, I will be able to approach other people sexually and get in contact with them. It is irrelevant if my body has obvious female or male genitalia or not. It is also irrelevant which social gender people choose to feel comfortable in their body and their own sexual perception.

The desirable aim for every person is the ability to accept and appreciate themselves in their own sexuality irrespective of societal parameters.

This approach makes it clear:

Sexuality is not part of a relationship concept, but part of every individual human being. Whether a person lives, perceives, loves the sexual aspect of their sexual existence or not is a personal and individual matter of the person concerned.

Only in a situation when people are violating other people's boundaries or force themselves on someone due to their own personal sexual situation, an evaluation from the outside is necessary: to protect the people involved.

This means that working in a context of SE is only allowed as long as it is accepted by the target group. Forcing offers of SE on to people against their will goes against the fundamentals of methodology in SE.

 **The body****Developing the drawing of a human body**

You will need a large piece of paper, big crayons

Introduction:

I want to draw the naked body of a woman/of a man

...and I need your help. What shall I draw?

Two drawings are being developed interactively and with the help of the group. If a participant of the group wants to draw, this should be allowed.

Important:

Questions can/should be asked during the interaction with the group – examples:

Is it like this for all men/women? Does it look like this for all women/men?

Do all people have an obvious gender/genitals?

Ok, you say this person has no underarm hair – why is that?

Do people have to shave?

This woman wants to know how her vagina feels – can she touch her vagina with her fingers? Is she allowed to experience how her vagina feels with her fingers?

Main aspects of SE:

Developing a drawing together, creating something together – this automatically takes their world/views/experiences into consideration

Laughing with each other and kidding around

Naming of all body parts

Starting an educational dialogue

Normalisation of language

Talking about touching and feeling oneself and individual perception without overstepping boundaries – you talk about the person on the paper

Talking about social rules and how to deal with them (shaving, using tampons, dressing gender stereotypically etc.)

Variation for Children around 10-13 years:

Same method with a story as introduction:

Two children, both 5 years old, lie in their beds and sleep deeply

It is pitch-black in their room

A fairy arrives and spreads some magic fairy dust

Suddenly the children are 28 years old

The children wake up and don't dare to switch on the light

To figure out what happened they start touching themselves from head to toe

What do they feel?

What did change?

How would the changes have happened if it wasn't for the fairy?

Are the children allowed to touch themselves intensively like that?

...

During the conversation the bodies are drawn – the naked body of a man/woman appears on the paper.

During the explanation it is stressed that not every person looks like the person on the paper.

It is also stressed that there are people who do not have a distinctive biological gender.

It is important for all people that they learn how to like themselves like they are.

Possibilities of closing:

- Officially present the drawn bodies in the group with a summary of the most important information
- All participants draw a naked adult body of their choice for the 'naked exhibition'
- Everyone writes down a wish for the two people on the paper: what could they do to feel good with their body – the wishes are written down on cards and are mixed and handed out randomly to the participants at the end.

When there's time for preparations, playing cards or little presents can be ordered in advance

- Show human body pictures (SENIA folder) – allow enough time to look at them and talk about them

Goals:

- Deepening the fundamental sexual knowledge about the own body
- Getting to know the difference between arousal (sensation) and erection (physical reaction)
- Learning in a pleasurable and fun atmosphere
- Breaking open and talking openly about different views on social rules – make it obvious that every person can decide individually how they want to create themselves
- Possibility of speaking in a direct language by speaking about others
- The topic of touching oneself becomes normal without adding pressure
- Dealing with the topic 'body'

Don'ts:

- Drawing body contours of a real person → the danger of identifying with the 'paperperson' is too high
- Focus only on terminology → it is not important if the right words are memorised. The important thing is talking and laughing about it and dealing with it - this is what will be remembered
- Drawing of sexual characteristics and inner and outer genitalia in ready-made body schemes → this reminds of worksheets at school and focuses on knowledge vs no-knowledge. For successful SE, the important aspect is the interaction which activates the emotional level
- Asking personal questions

 **Personal Hygiene****Display of different hygiene and personal care products**

Present products for cleansing, bathing, washing, as well as massage and well-being afterwards – the products should be chosen according to the target group.

Examples:

Shower gel, shampoo, massage roll, deodorant, razor, razor for genital area, shaving gel/cream, big towel, small towel, disinfectant healing cream, toothbrush, facial cleansing products, body lotion, peeling, hand cream, foot cream, nail scissors, nail clippers, pull-on pants, panty liners, sanitary towels, tampons, toilet paper, wet wipes, ...

Possibilities of presentation:

- **Hygiene game 1**

You will need 1 big dice and 1 big drawing of a human silhouette with the following numbers added:

- 1 Head
- 2 Torso
- 3 Arms and hands
- 4 Pelvic area (genitals + anal area)
- 5 Legs
- 6 Feet

throw the dice

the group chooses the relevant products for the selected body parts according to the eyes of the dice

- **Hygiene game 2**

With the props of a doll and a doll's bathtub 'The Bathing Show' is presented.

Two presenters explain how to wash oneself from head to toe and make some mistakes (one person is right and knows what they are talking about, the other is a 'stupid' person and makes a lot of mistakes)

The group supports the 'correct' person and supports the explanations

- **Hygiene game 3**

Every person takes one product and presents it and its use in a short commercial

- **Hygiene game 4**

One person chooses a product in secret and explains it to the group (with some help if needed) – the rest of the group needs to guess the product

Continuation:

Conversations about how to care for the body and the genital area, hygiene in the bathroom, (fun) explanation how to use the toilet properly (sitting upright, no pressing and straining, 'just let it flow'). Conversations about different procedures that might be experienced as unpleasant (e.g. washing your hair).

Talking about all different parts of the body. In the genital area it is important also to use words for all the 'details' (foreskin, glans, outer/inner labia, clitoris, ...)

Pictures of SENIA:

Support the conversation with relevant pictures

Ending:

'Shower Dance' (can be fun or embarrassing - it is important to pay attention to the group dynamic) – taking a shower is instructed like a dance (with music) – with exaggerated movements

You can also show 'How to use the toilet' with deep breathing

Every one receives a little bottle of body lotion or oil to apply

Goals:

- Dealing with the topic of personal hygiene in a relaxed environment
- Encouraging autonomy in personal hygiene
- Normalisation of the language about care, continence /incontinence etc.
- Differentiated terminology for parts of the body, especially genitalia
- Talking about social rules in the context of personal hygiene
- Encouraging to explore and perceive the body and perception through massage, applying lotion etc.

3. Expanding knowledge

From the point of SE, knowledge about the body and sexuality is only important if it makes you understand yourself better, feel better and expand your sexual experiences. Information which does not relate to personal needs and interests and is far away from one's own living situation, is only useful if they help getting an understanding of one's surrounding. Transfer of knowledge in SE is oriented towards the target-group's needs. The methods presented need to be adapted to the relevant target-group regarding language and content.

quizzes

The purpose of a quiz is to expand knowledge AND be fun. It needs to be considered carefully if two groups should compete against each other or if the whole group plays against the SE team/moderator/group leader. No one should have the feeling that they don't know enough. No matter which type of quiz – it is important that the game is played fast and that the solutions and answers to the questions start after a well-staged award ceremony (where everyone gets awarded). Questions that arise during the quiz can be answered subsequently.

A quiz serves to introduce factual questions. SE handling of the questions is essential. They need to be incorporated into the living environment with examples.

- **SEX - Quiz**

The groups have one minute each to find the right answer.

Only one person of the group writes down the answer or shares the answer when the time has lapsed.

The group with the right answer (or the most right answers) gets a certain amount of points.

Every group chooses a name for their team.

When the whole group plays against the group leader, the leader gets a certain contingent of points and loses them to the group when they know the right answer. Questions that require a collection of words can win half a point for each word.

Examples of questions:

- Name as many terms for the female sexual organ as possible
- Name as many terms for the male sexual organ as possible
- How can a woman get pregnant?
- What are the things to do so a woman having unprotected intercourse with a man cannot get pregnant? Or Which types of contraception do you know?

- If your (girl)friend had intercourse with a man yesterday and did not use protection, what advice would you give her? What can she do to prevent a pregnancy?
- How is a condom used?
- Semen is discharged from the penis during ejaculation. How much is that? Enough to fill a pint glass (half a litre)? Enough to fill a cup? Enough to fill a tablespoon? (Show the different sized containers)
- Can a pregnancy be prevented if the woman goes to the bathroom to urinate after unprotected intercourse?
- When a woman touches her vagina inside with her finger (If she felt...) – how far could she reach until the end of her vagina? How long is the vagina? a) max. 12cm b) max.17cm c) max.28cm
- Name as many terms for masturbation as possible

- **Myth - Quiz**

The group leader introduces myths about sexuality and relationships. The group (or the individual person in 1-2-1 setting) guesses which myths are true and which are wrong. A detailed review and solution after the quiz is very important! Ideally, all the myths that the group is aware of have been collected before and are now used for the quiz.

As this is not always possible, here are some examples:

- Some people claim that menstrual blood is 'bad blood' – is this true?
- Is it true that a woman should not take a bath in the bath tub during menstruation because it is unhygienic?
- There is a saying that a man who hasn't had an ejaculation for a while gets blue balls – is that true?
- When a man takes a very hot shower or a hot bath before having intercourse with a woman, she cannot get pregnant – is that true?
- When a woman takes a certain pill within 5 days of unprotected intercourse, it is very likely that a pregnancy can be prevented. ?!
- People who masturbate a lot are as healthy as those who masturbate little or never.

- **Millionaire - Quiz**

One or more people get asked multiple choice questions with different answers. Different lifelines can be used. E. g. someone else can be asked to help or the internet can be used. The quiz can be played with an hourglass to make it more exciting. After revealing the right answer the explanation of the answer is read out loud.

Please consider: The questions and answers need to be adapted to the target-group and their needs.

How does a woman notice that she is pregnant?

1. She is constantly feeling sick and she has weird cravings like pickled gherkins with Nutella.
2. She is moody and feels a dragging pain in her underbelly.
3. Her menstruation stops or it is a lot less and lasts shorter than usual

Answer 3: When a woman is pregnant, her cervix (that's the beginning of the uterus) closes completely. The lining of the uterus, which is usually shed during menstruation, is now used as a soft nest for the fertilised egg. That's why pregnant women don't get their period. Some women experience some bleeding even though they are pregnant – this bleeding usually looks different to the bleeding of menstruation (because it cannot be regular menstrual blood). When a woman knows that she could be pregnant due to her sexual behaviour, then she should take a pregnancy test in any case that she doesn't get her period or it looks and feels different than usual.

Why do you often wake up with an early-morning hard-on?

1. Because the urge to go to the bathroom is suppressed like this and the sleep phase prolonged
2. The penis gets hard regularly during sleeping – the body takes care of regular blood circulation and sometimes that happens right before waking up
3. Because men want sex in the morning and the body is preparing for that

Answer 1 and 2: There are two theories: Theory 1 says that the bladder and the prostate lie very close together. If the bladder is full, it pushes against the prostate which leads to an erection. With an erection the bladder cannot be emptied in that moment, it is not possible to pee with a full erection. The second theory says that the penis needs regular blood circulation to stay healthy which lets the body trigger an erection during phases of light sleep (the dream phases). As a phase of light sleep usually precedes the waking up process, the erection often happens at that point. Not all men have an erection in the morning, and most men don't have it every morning. And if this triggers the desire to have sex or not is a very personal and individual question.

Can it be influenced if the baby is going to be a boy or a girl?

1. Yes, when the baby is conceived during intercourse two days before ovulation
2. Yes, when the baby is conceived during intercourse during ovulation
3. No

Answer 3: There are many books that the gender of the baby can be influenced during intercourse. But that's not really true – and in reality, most parents don't really care if their baby is going to be a boy or a girl.

When can you take a pregnancy test at the earliest?

1. A good 'early' test from the pharmacy can show the result after 48 hours already
2. The earliest when you realise that you didn't get your menstruation
3. 10 to 14 days after the intercourse in question with an 'early' test

Answer 3: You can get pregnancy tests in the pharmacy, but also in drugstores. 10 to 14 days after the intercourse you are concerned about you can take a pregnancy test. But tests are not 100% right. If a test shows 'not pregnant', but you don't have your period or it is a lot lighter than usual, it is recommended to visit your gynaecologist.

At what age can you get children?

1. The fertile period starts with girls with the beginning of their menstruation and with boys with their first ejaculation.
2. Women and men are able to get children from the age of 14 , when they are properly developed and always had nutritional food.
3. Girls can get children when they have their period and their breasts are developed, boys are fertile from their first ejaculation.

Answer 1: From a physical point of view, the period of fertility starts with the first menstruation for women and the first ejaculation for men.

4. Methods to develop social abilities

Social abilities are acquired in everyday situations and can be best practised in everyday situations as well. Sometimes it is necessary to introduce targeted inputs with role playing games or narration games.

Two methods are introduced as example:



Serial stories

Together with the group (or the individual client) a love story is built. First the people of the story have to be defined. The leader of the group asks questions to sketch the main actor. If the game is played with a group, the questions are asked to one person after the other. The group leader is responsible to come back to the recurrent theme and to tell the part of the story between the scenes.

For example: 'In our story we have Franz, 29 years old, and Hans, 20 years old. Both like to take walks in the woods. This is where they meet – how could that happen?'

The course of the serial story can be outlined as follows:

1. Tell me an age between 20 and 30 (the age needs to be relevant to the target-group)
2. Which gender does the person have?
3. What's the person's name?
4. How does the person look?
5. What does the person like to do in his/her free time?
6. What's the person's job?
7. Now a second person is introduced – repeat questions 1 to 6!
8. Do we need another person for this love story?
9. Yes? – repeat questions 1 to 6
10. No? Alright, so in our story we have Franz, 29 years old, and Hans, 20 years old. Both like to take walks in the woods. This is where they meet – how could that happen?

By asking questions, the story develops surprising and interesting twists and turns. It is important that the group leader tells the story in a lively way by asking questions, repeating content etc.

A variation: The group creates the characters. The group leader tells the story and for relevant scenes different possibilities of how the story could develop are offered – the group can decide how the story goes on. That way topics can be introduced that are relevant to the group.



Stories and roleplaying

As described above, a story is told.

The individual dialogues are enacted through role plays by people of the group.

If this task is too challenging, it is also possible to only say one sentence and find a facial expression or posture or movement of the body that fits.

It is also possible that two people have a conversation and the rest of the group decides what they should say.

5. MMethods for daily life

A requirement for developing an intervention plan for SE, which can be used in daily life, is the detailed assessment of resources following the model of sexual health Sexocorporel. Please refer to the tool 'Competence Profile'.

The main purpose of SE interventions in everyday life is increasing body awareness. The ability to perceive sexual feelings and to create one's own sexuality depends highly on general body awareness. The way how the 'instrument body' is used in everyday life has an influence on sexual experiences. Improving physical abilities always improves sexual abilities. It is not about physical stamina. It's more about the ability to gain a differentiated perception of the body, feel the different tension of muscles and develop joy to move the body.

Working with the body in everyday life is possible and it doesn't need to take long.

Often it is sufficient to give some inputs and support common everyday activities, e.g. walking by foot. It is not necessary to introduce an 'exercise program'. Educators, carers, parents can offer very targeted interventions that will show some effect on an emotional level.

Physical perception is also the requirement to develop and establish an understanding for feelings of closeness and distance.

The following exercises can have positive influence on the sexual level of development. This can be achieved by supporting the mobility of upper bod and pelvis as well as the releasing of facial and jaw muscles.



Use of the S-Ball (Pilates ball): (ball is hardly inflated)

- Put the ball below the tailbone to support mobility of the pelvis
- Use the ball as seat cushion on a normal chair
- Lying down (e.g. before falling asleep): Put the ball between the shoulder blades to encourage relaxation of the shoulder area



Use of Play equipment

- Jumping on the trampoline to support mobility of the pelvis
- Swings to support mobility of the upper body and pelvis
- Use of balance board to support centering
- Use of juggling balls or scarves to support centering
- Walk over a rope (on the floor) – balancing supports centering and deep breathing
- Stand on a balance pad



Support of deep breathing

- Humming and vocalisations ,deep from the body‘
- Move a scarf from head to toe and breath in and out noisily
- Squat down and get up – don’t forget to breath accordingly
- Blow a ball/piece of cotton across the table
- Sing, hum, vocalise



Encourage and stimulate physical perception

(it is always about encouraging touching or massaging oneself!)

- Work with foam rollers
- Work with massage rollers
- Work with massage rollers with vibration
- Massages with spiky balls
- Walk barefoot – a lot!
- Pick up little items with your toes and put them in a box/bowl
- Knead the body – ‘pizza baking’



Release of facial muscles

- Playing around with grimaces – who can make the scariest face?
- Take selfies, print them out and put them up
- Use a mirror
- ... or describe a facial expression
- Let the jaw drop and shake the head
- Activate individual facial muscles: raise the eyebrows, try to raise the eyebrows individually, Nase rümpfen, smile, make a sad mouth, ...