



TRASE - Training in Sex Education for People with Disabilities

Let's Play – A game (not only) about sexuality

Let's Play is a game for 2-4 players. The game is to be prepared and conducted by a moderator. The game consists of four decks or cards with questions or tasks on them. These questions or tasks are supposed to be discussed or solved by the group of players. There is no winning or losing; rather, the aim of the game is improvement of socio-sexual skills. The game is based on the approach of peer support. The game can be adapted in terms of duration, difficulty, level of intimacy, and choice of topics to meet the needs of almost every group.

Peer Support

Peer support is based on the idea that people who are similar in fundamental ways (peers) support themselves by sharing their knowledge and experiences, or by offering social or practical help. Their relationship is one of equality.

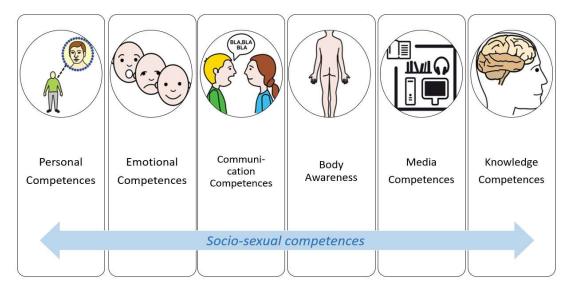
What are Competences?

Competences are a cluster of knowledge, skills and attitudes, which help individuals to handle new situations and demands. Competences can be improved lifelong.



What are Socio-Sexual Competences?

Socio-sexual competences are competences that refer to one's own personality, social interactions, and sexuality.



Illustrations: https://www.pictoselector.eu/

Personal competences are based on self-reflection. This includes, amongst others, the ability to deal with oneself's biography, interests, wishes, fears, strengths, weaknesses, etc. Furthermore personal competences include one's ability to develop independent opinions and values in order to make responsible personal decisions.

Emotional competences are based on one's ability to recognize, interpret, and respond constructively to their own emotions as well as the emotions of others.

Communication competences refer to one's ability for constructive and conscious communication.

Body awareness refers to the knowledge that an individual has about his or her own body. It includes both the knowledge of the names, the location, and function of various body parts, as well as familiarity with one's own body.

Media competences are based on one's knowledge about different media and their ability to use media constructively. Furthermore, media competences include the ability to critically reflect on the role of media and its contents on oneself, others, and society.

Knowledge competences refer to the ability of gathering, critically examining, organizing and using information constructively.

Before Playing - Information for the Moderator

This game requires a fair amount of preparation by the moderator. Before choosing the cards that the groups will use, it is important to consider the following facts:

Duration of the Game

How long do you want to play? Is the group you want to play with in agreement? Furthermore, please consider the fact that some players may lose interest if the game is exceedingly long.

Topics

Which topics do you want the group to talk about? Which topics do you *not* want the group to talk about? Please keep the personal experiences of the players in mind (e.g. if you know that a player has experienced sexual abuse and is still having problems coping with this experience, you may want to avoid this topic and prepare yourself to deal with it sensitively if the topic comes up anyways).

Composition of Players / Level of Intimacy

Do the players know each other well? What are their relationships to one another (strangers/friends /cohabitants/co-workers/ex-couples)? Please consider the composition of players before choosing the cards you want to play with.

Level of Difficulty

What do you know about the previous knowledge of the players? What do you know about their cognitive abilities? How do you rate the socio-sexual competences of the players? How do you rate their ability for self-reflection? How do you rate their ability to listen and respond to one another? Are there any players with physical disabilities (a consideration that is especially important for the pantomime cards)? If unsure, you might want to choose cards with a low level of difficulty in order to be certain that all players can handle the chosen questions and tasks. Moreover, if you notice that some of the questions are not challenging enough, you might want to raise the level of profundity during the discussion.

Please take some time to think about these points before choosing the cards you want to play with. As the moderator of the game, it is important to make sure that you have ample knowledge of the topics you want your group to discuss. This will enable you to facilitate and support valuable discussion while clarifying any gaps in the knowledge of your players. Of course, you cannot have an answer to every possible question, thus a basic knowledge is usually enough. If the players ask you any questions that you cannot answer, be honest in your uncertainty–nobody is perfect and nobody knows the answer to every question. Instead of skipping the question, consider brainstorming an answer together as a team. After collaborating, you can research the correct answer together as well. You will also find definitions of some words in the *TRASE Word Bank*.

Examples of How to Lead a Discussion (Moderator)

Possible additional questions the moderator may ask:

Card: What do you like about your family?

- Who is part of your family?
- Where does your family live?
- How would you describe your mother?
- Do you have any brothers or sisters? Tell me about them!
- Do you have similar interests?
- Are your grandparents still alive?
- Do you like being an only child?

<u>Card: Imagine planning a date for the person sitting to your left. What do you think would</u> he/she like to do?

- Why do you think so?
- Was it difficult for you to answer the question? Why? Why not?
- How good do you know this person? For how long have you known them?
- Do you think the person likes dating?
- Question to the other players: What kind of date would you be planning for the person?
- Question to the person: Which idea did you like best? Why? Do you like dating? Why?
 Why not?

• Can you think of any other nice activities to do on a first date? What do you like about them?

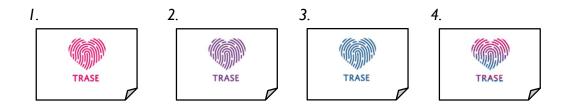
Pantomime Card: You are proposing marriage to someone.

- Question to the other players: How did you recognize that he/she is proposing marriage to someone?
- Why did you decide to act this way?
- Has anybody ever seen somebody proposing marriage to another person? Maybe in real life or on TV?
- How would you propose marriage to someone? Would you do it in private or in public?
- Do you think one can refuse the proposal? Why or why not? Can you think of a nice way to refuse a proposal?
- Do you think it is fair that many women expect their men to propose marriage?

Playing Cards

The game consists of four different decks of cards.

- I. Cards with a pink TRASE heart represent questions or tasks with a low level of intimacy.
- 2. Cards with a purple TRASE heart represent questions or tasks with a medium level of intimacy.
- 3. Cards with a blue TRASE heart represent questions or tasks with a high level of intimacy.
- 4. Cards with a multi-coloured TRASE heart represent pantomime cards. The player who draws a pantomime card is supposed to perform the term which is written on the card only by using gestures and facial expressions without the use of speech, and the other players are to guess the performed term.



There are six blank cards in all four categories which can be filled in with a player's own ideas or by the moderator if desired. Please try to keep the questions and tasks in plain language.

How to Play the Game

- I. Shuffle the cards which the moderator has chosen before playing.
- 2. Place the cards face-down on the table.
- 3. One player starts by taking a card. The question or task on the card is to be read aloud, either by the player or by the moderator. The other players listen carefully.
- 4. Now the player is to try to answer the question/accomplish the task.
- 5. The other players listen and try to support him or her if necessary. In the case of a pantomime card, the other players try to guess the action being performed.
- 6. Afterwards, the moderator may pass the question to the other players. The moderator might also ask additional questions in order to initiate a discussion. In case of missing knowledge, the moderator tries to motivate the players to solve the problem

collaboratively as a group. If necessary, the moderator may support the players by giving clues or explaining topics when the group gets stuck.

- 7. When the discussion is over the player puts the card in the discard pile.
- 8. The next player takes a card, and the sequence continues from Step 3 above.

The game is over when all of the cards are played.

Important: The game is based on the level of comfort of the players. If a player does not feel comfortable answering a question or accomplishing a task, he or she does not need to play the card. Refusing a card should not be considered a sign of weakness. Instead, it should be regarded as a strength that the player recognizes his or her own personal limits.

After playing: Reflection

When the game is over the moderator may invite the group to reflect upon the game. Therefore he or she may use the feedback form:



Possible questions to talk about:

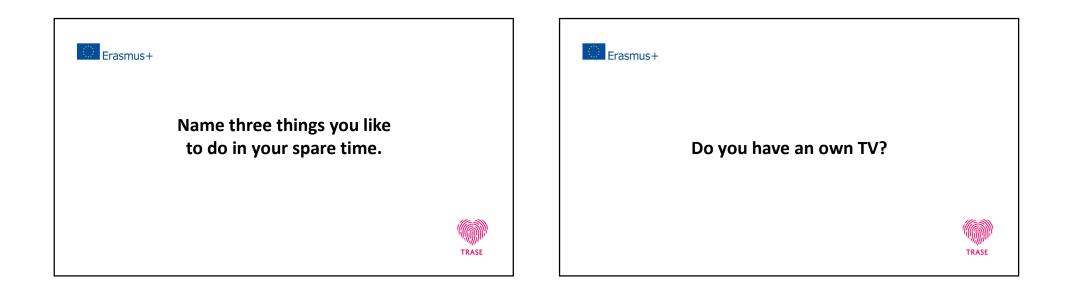
- I. How did you like the game? (Refering to the smileys)
- 2. What did you like? What did you not like?
- 3. How did you feel while playing the game (e.g. nervous, interested, embarrassed, confused, angry, etc.)? Why?
- 4. Did you like the questions? Why or why not?

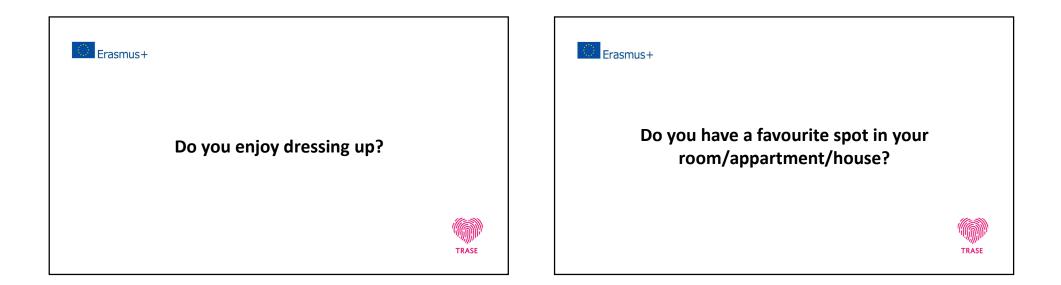
Further reading

Österreichisches Institut für Sexualpädagogik und Sexualtherapien (ISP) - Kostenwein, W., Weidinger, B. (2016): Sexualität als Thema in der Betreuung, Beratung und Begleitung von Menschen mit Behinderung, Wien.

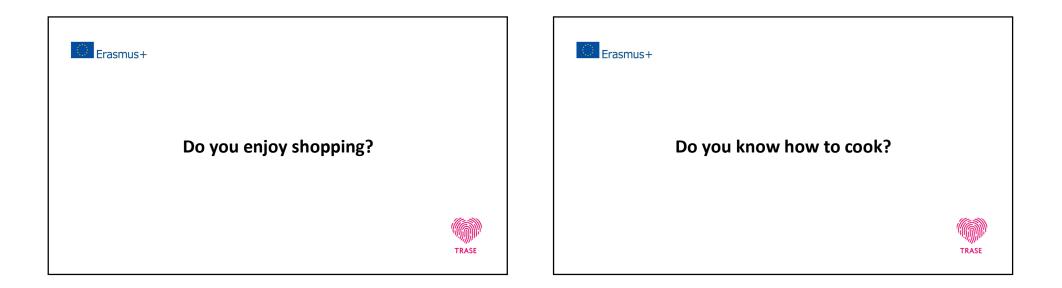
Valtl, K. (2006): Sexuelle Bildung als neues Paradigma einer lernerzentrierten Sexualpädagogik für alle Lebensalter. https://www.isp-dortmund.de/downloadfiles/Vortrag_Karlheinz_Valtl.pdf (As of: September 1, 2016).

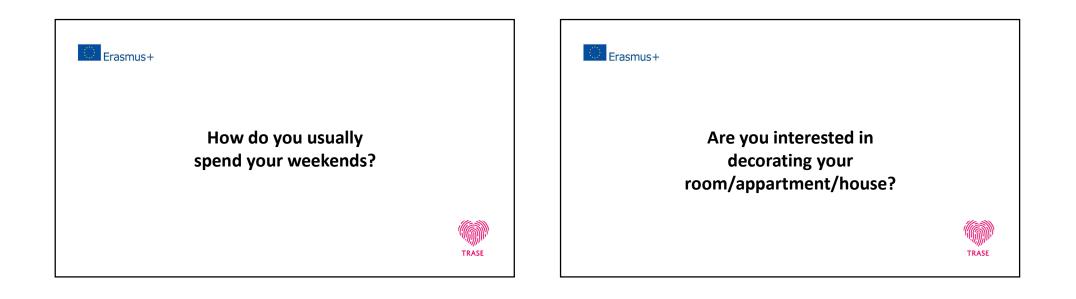
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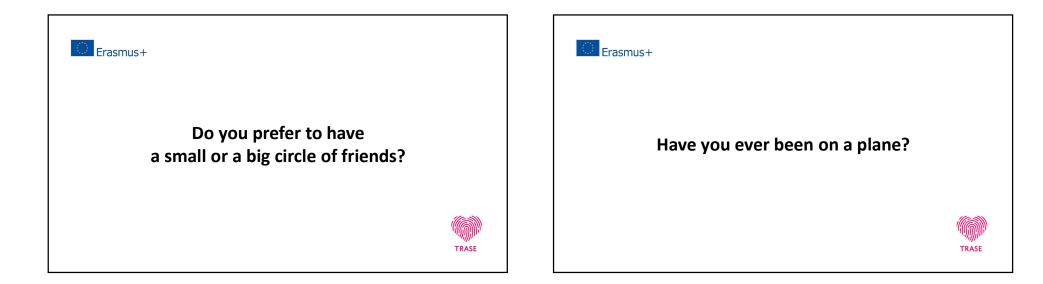




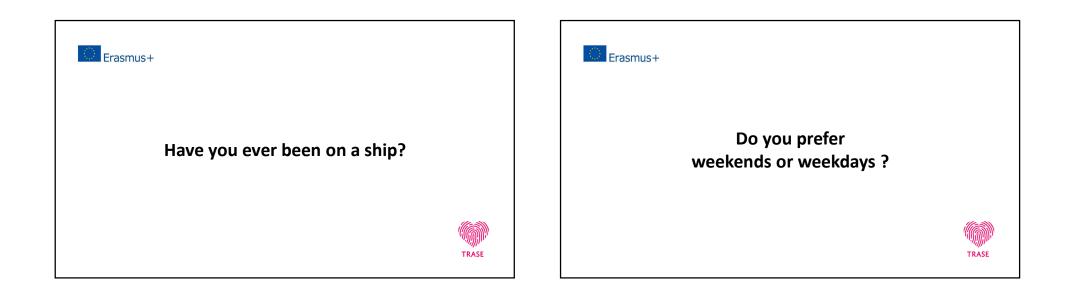


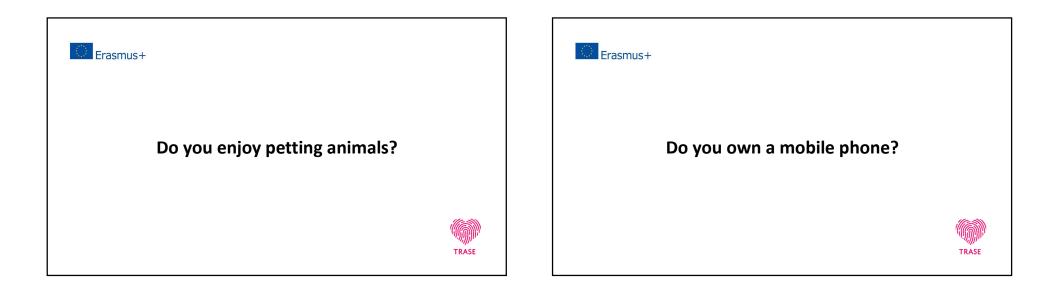




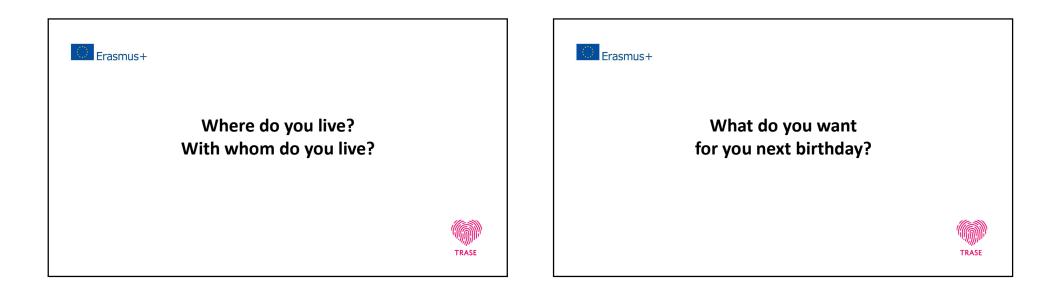


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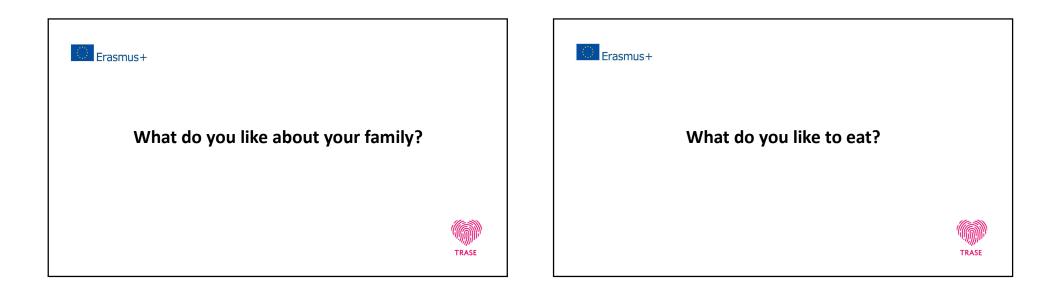




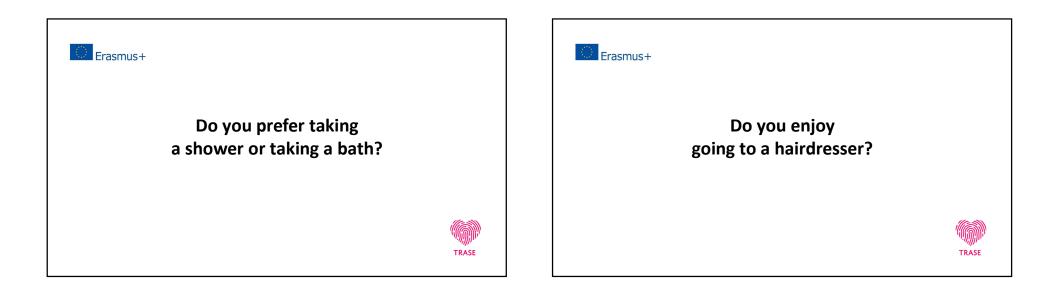


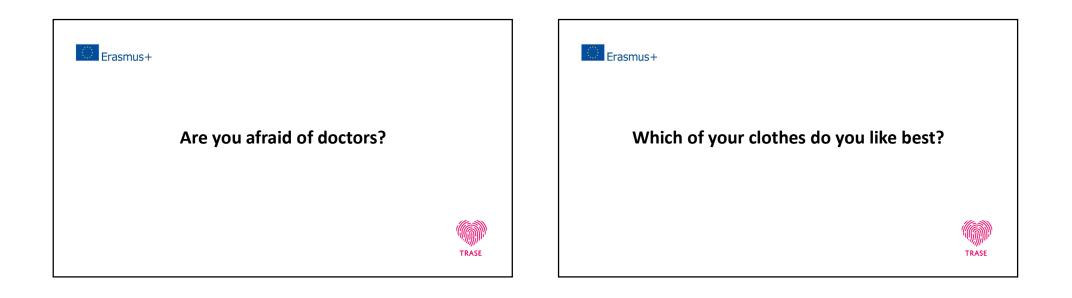


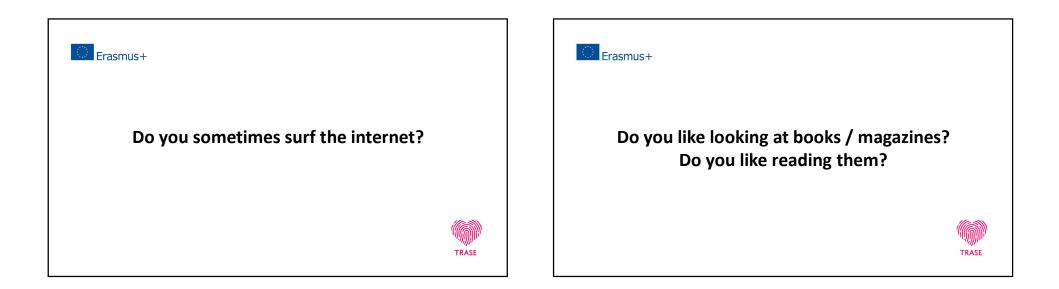


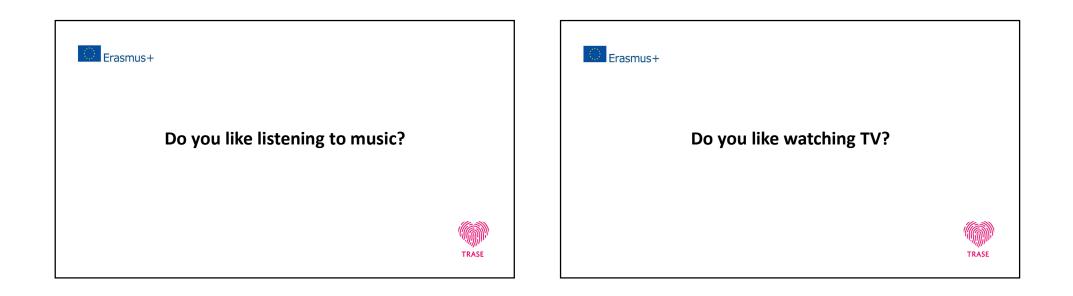


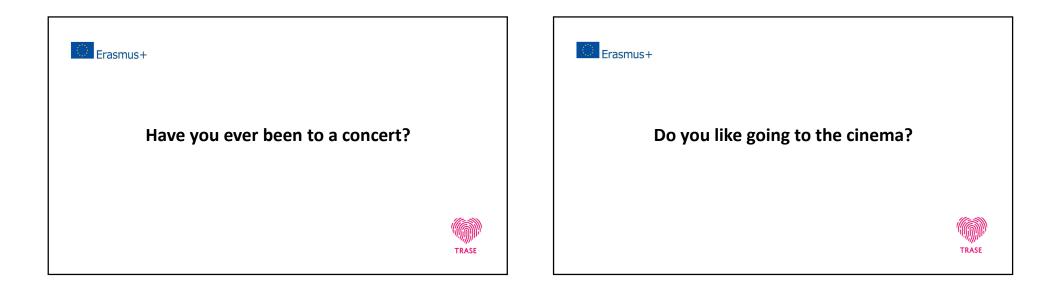


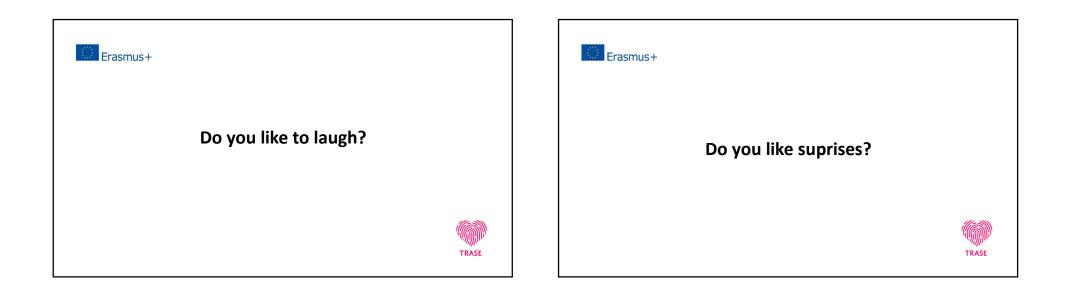


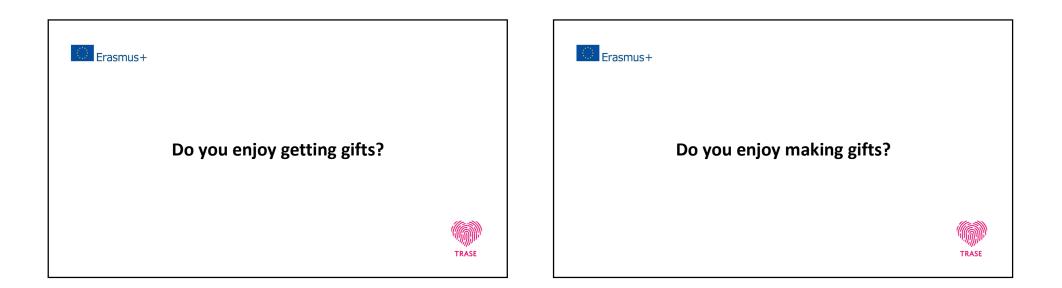




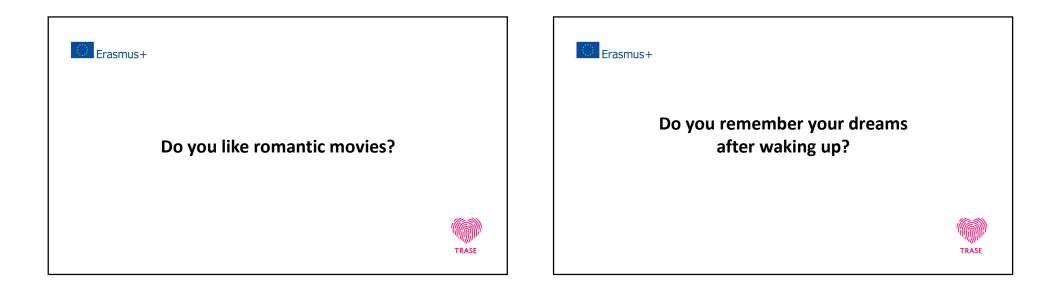




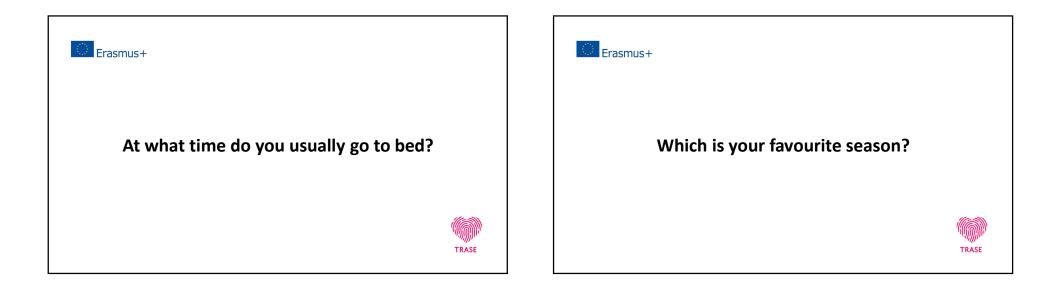


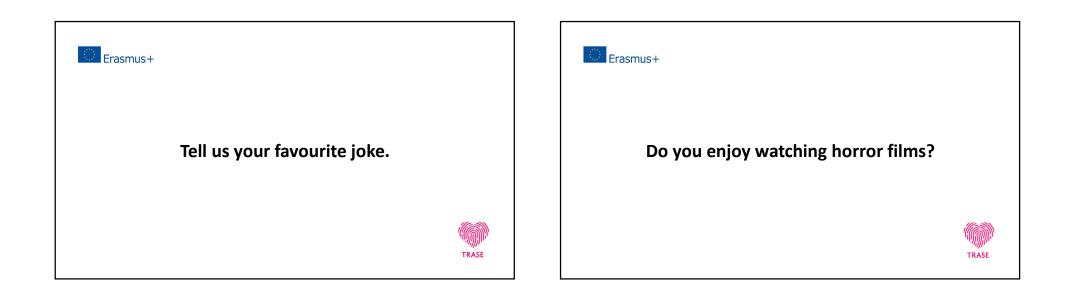


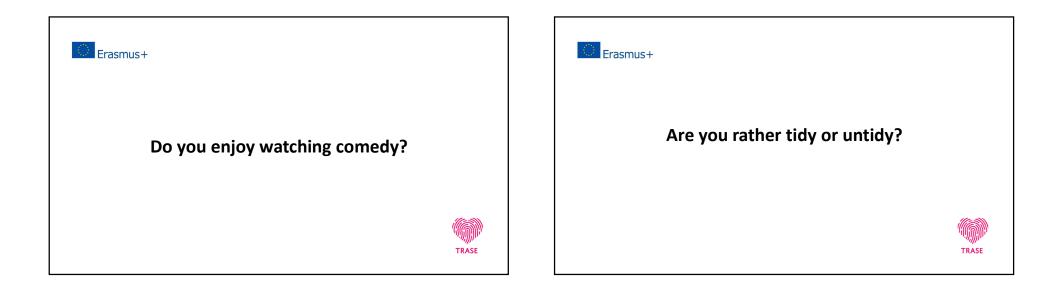


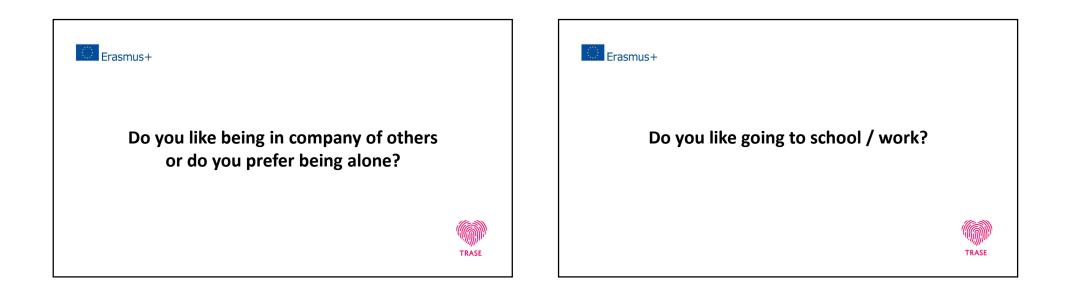




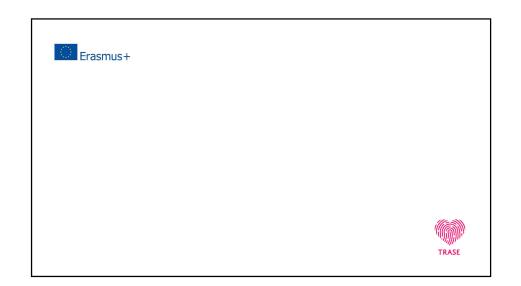


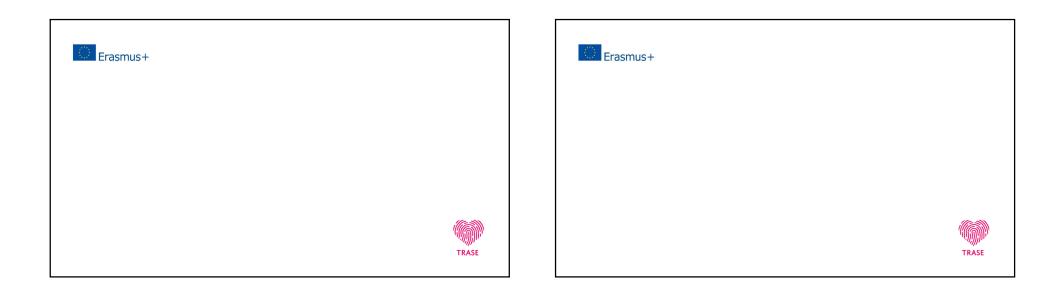


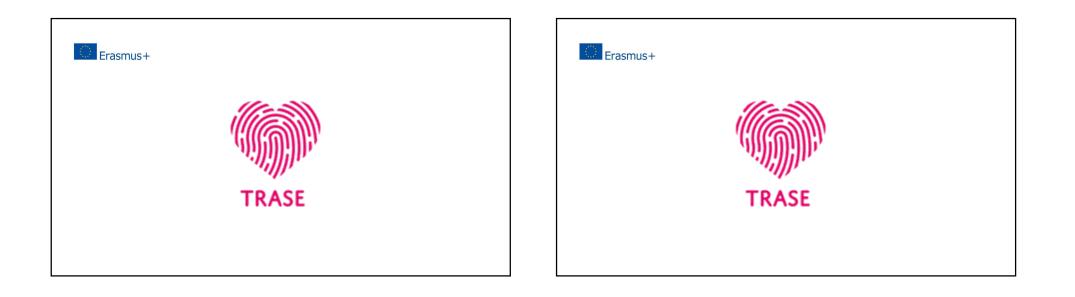




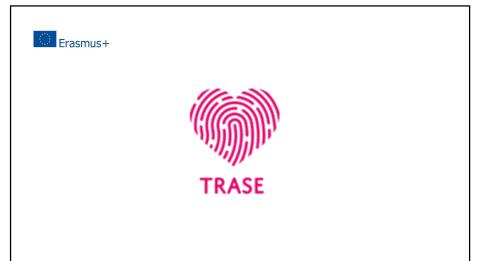
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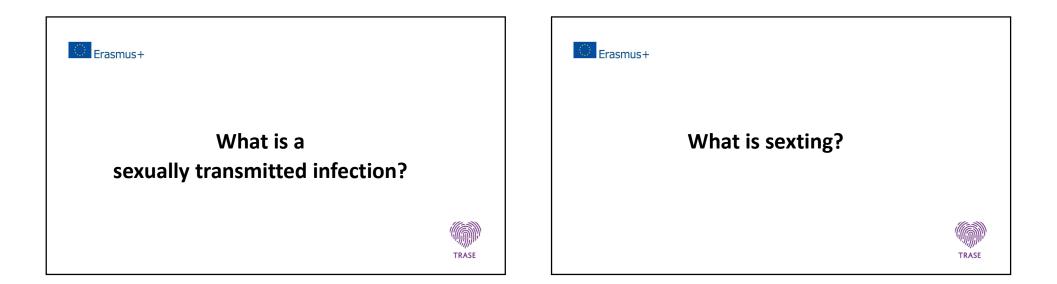


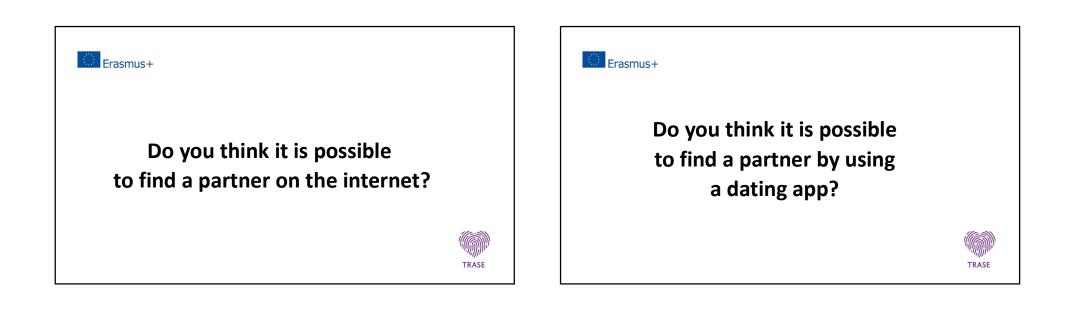










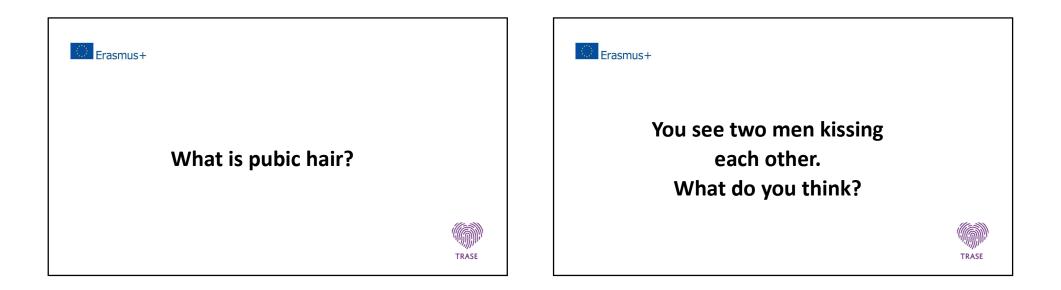




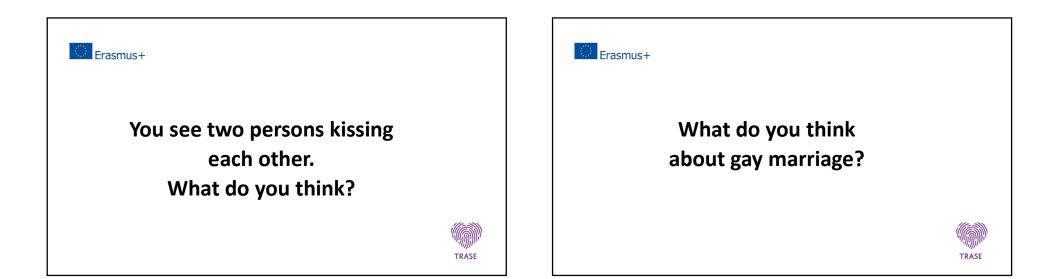




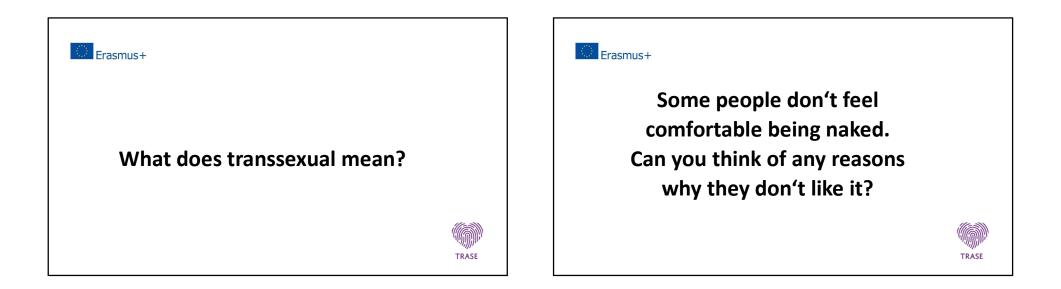




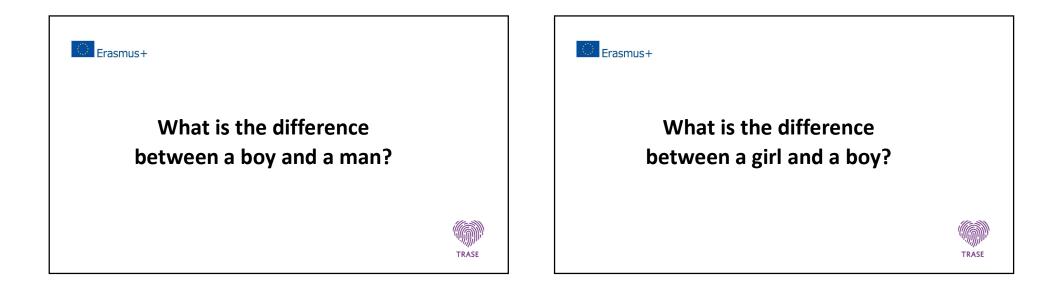


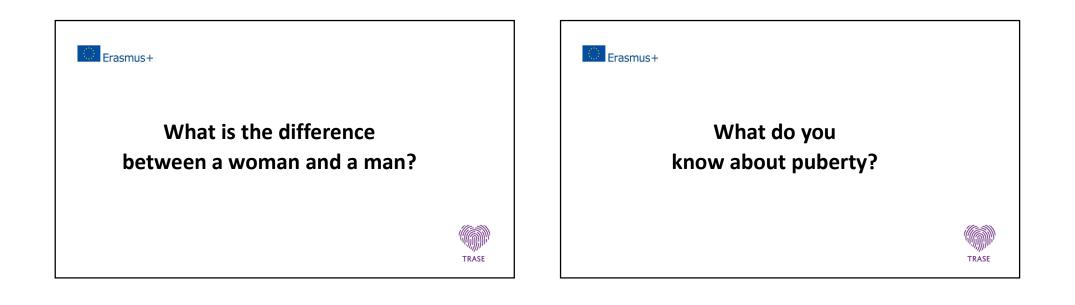










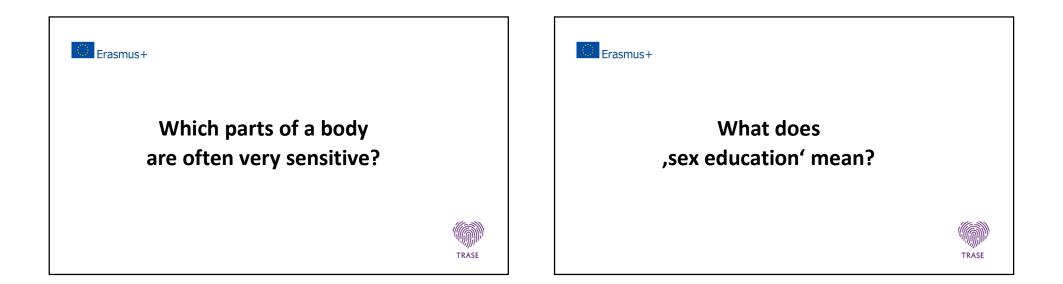








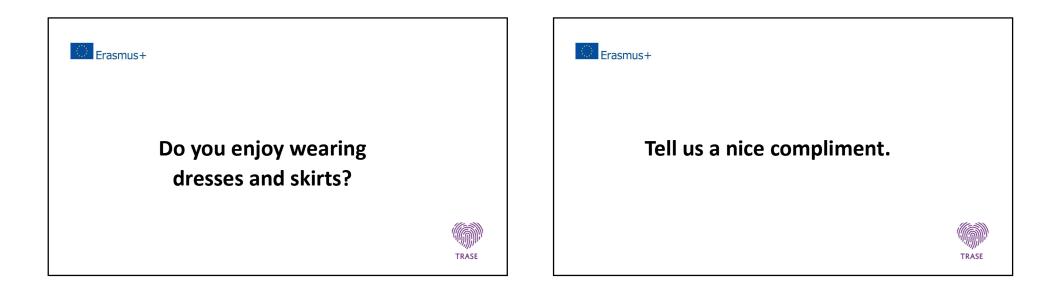




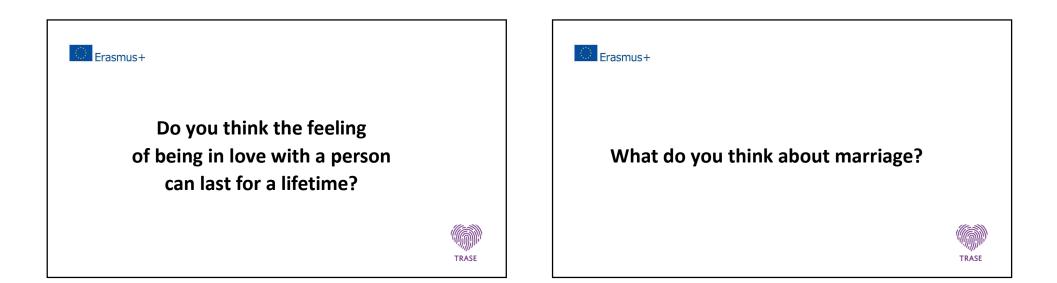




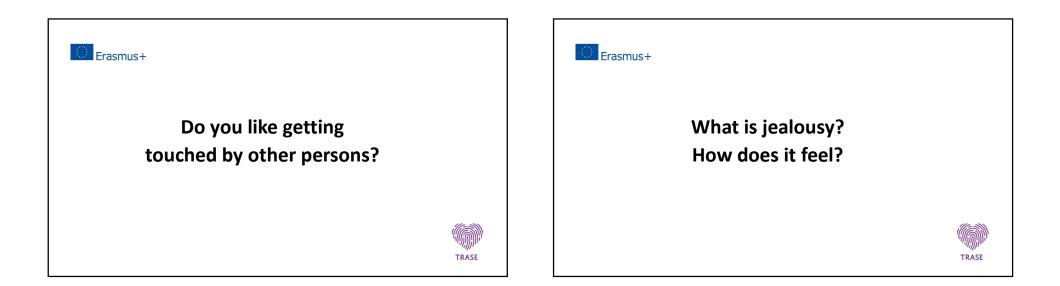




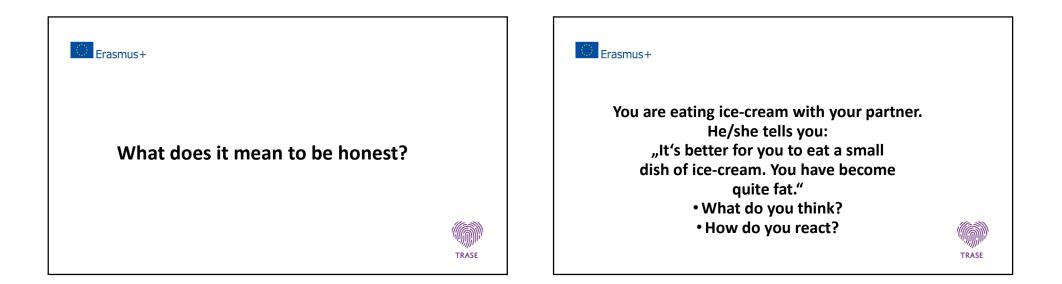




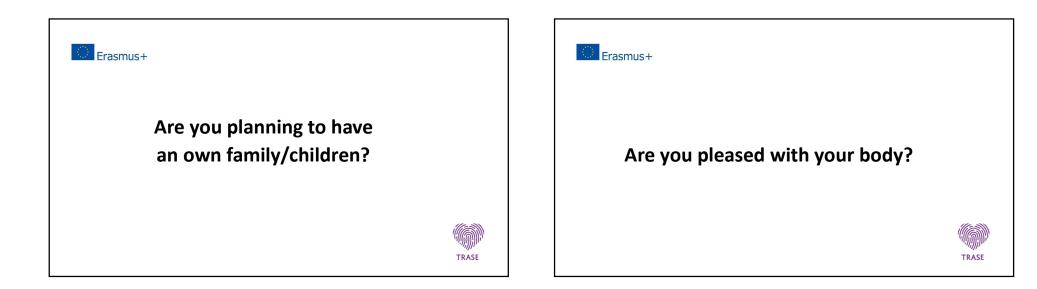


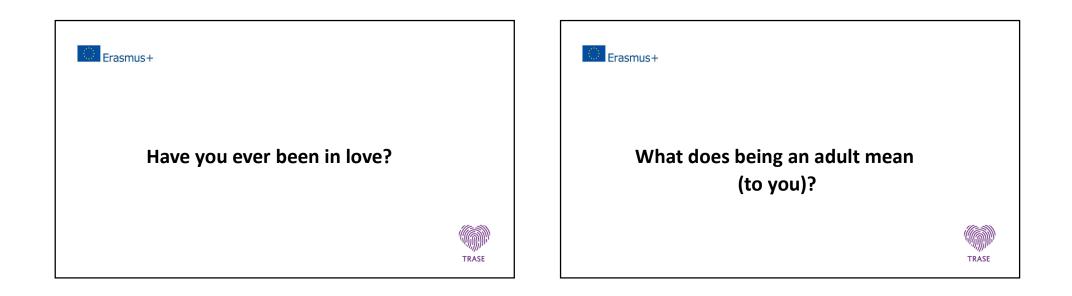


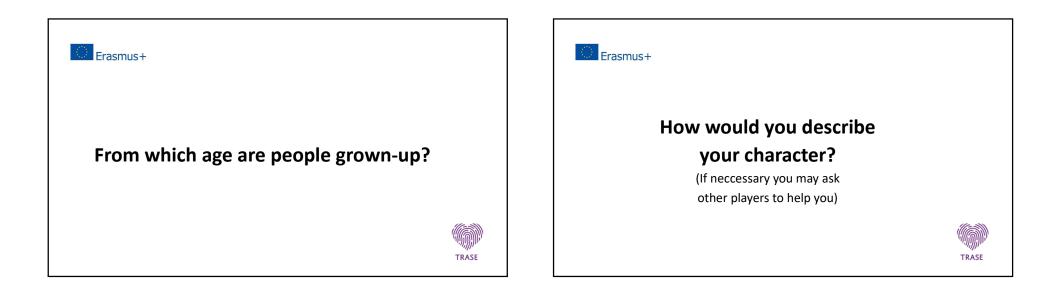


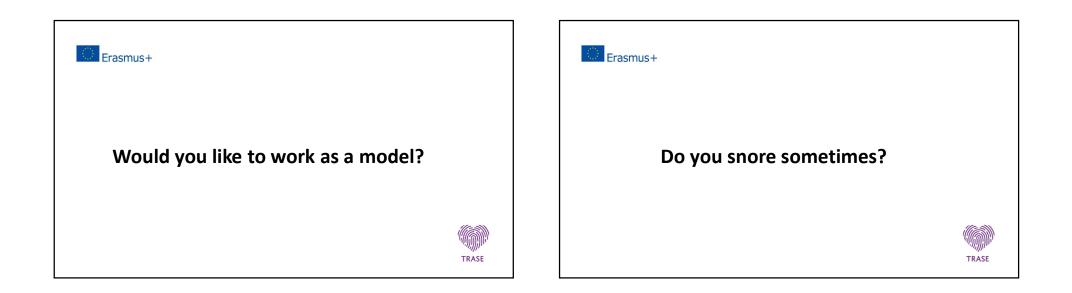


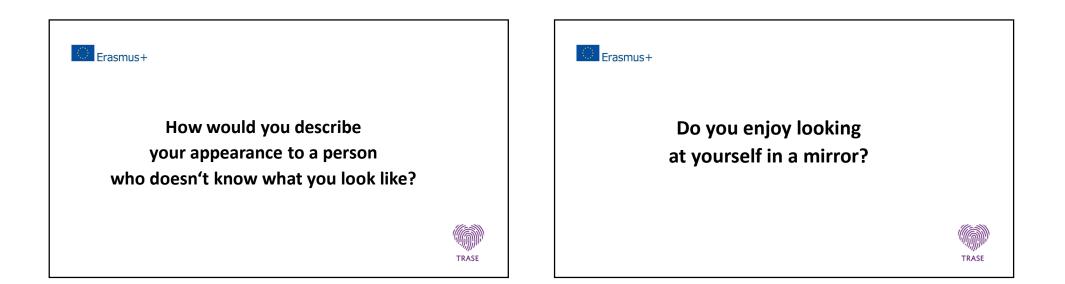






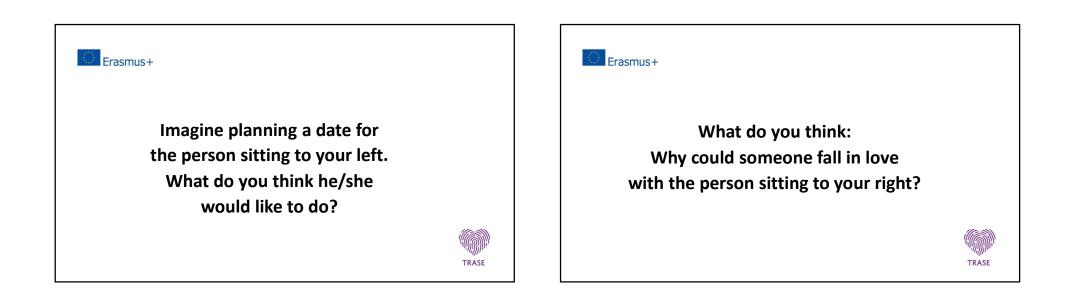


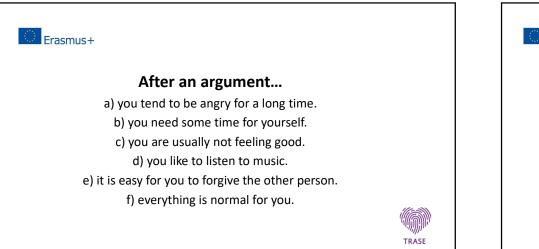


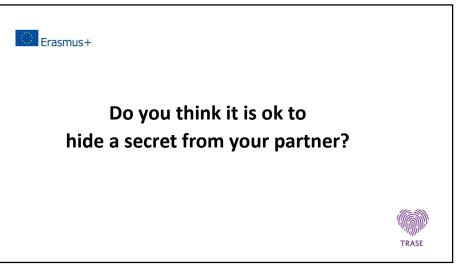


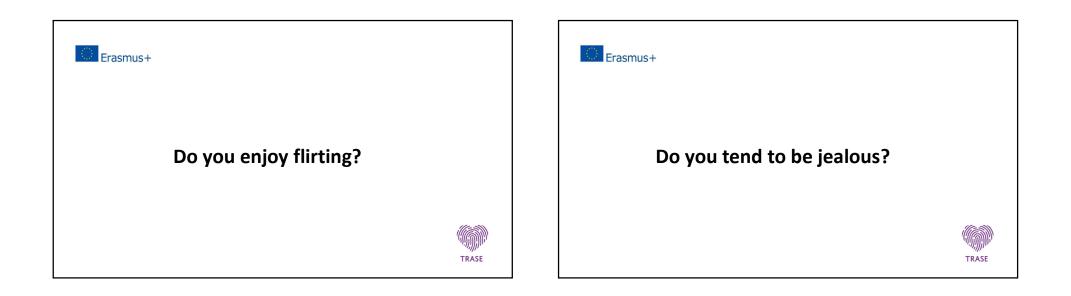






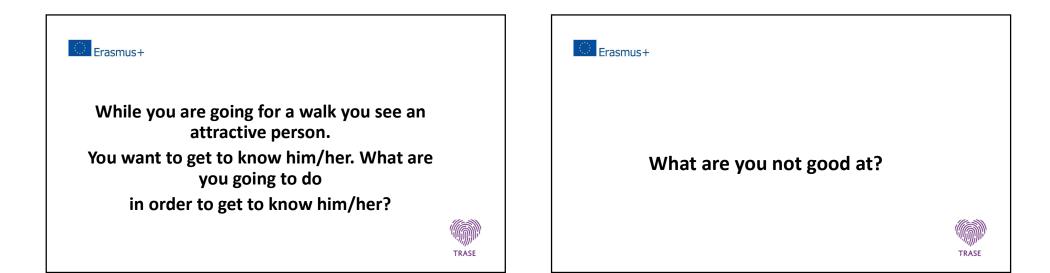


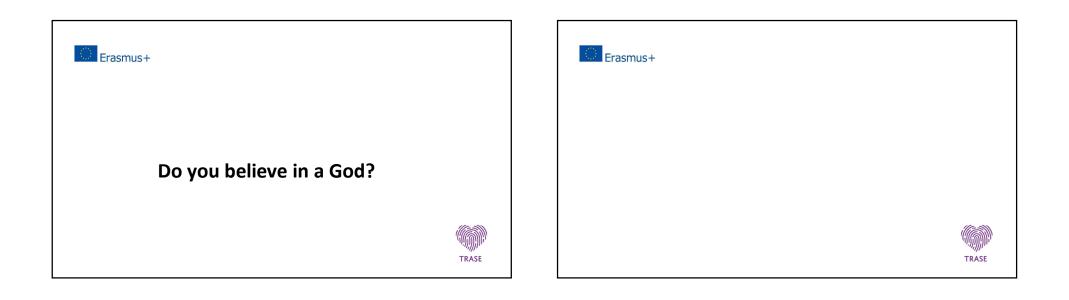


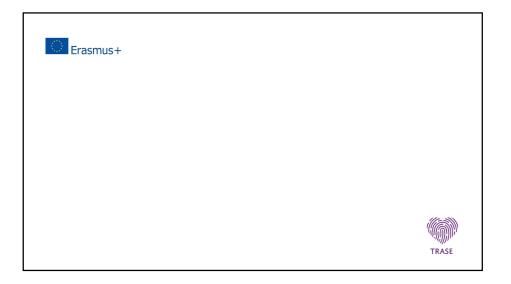


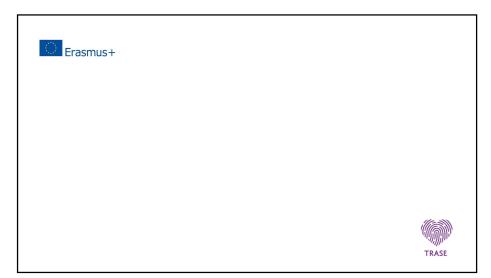


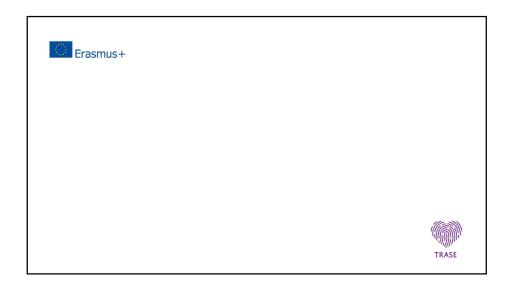


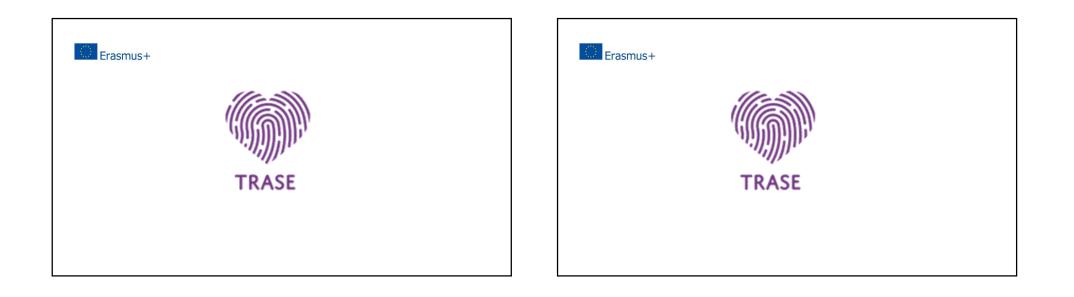






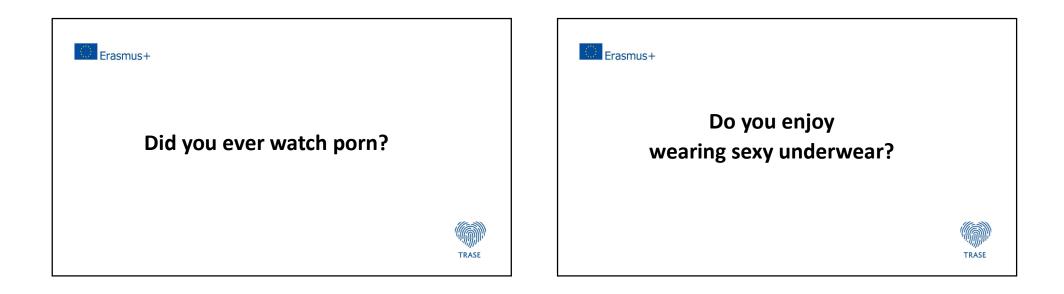


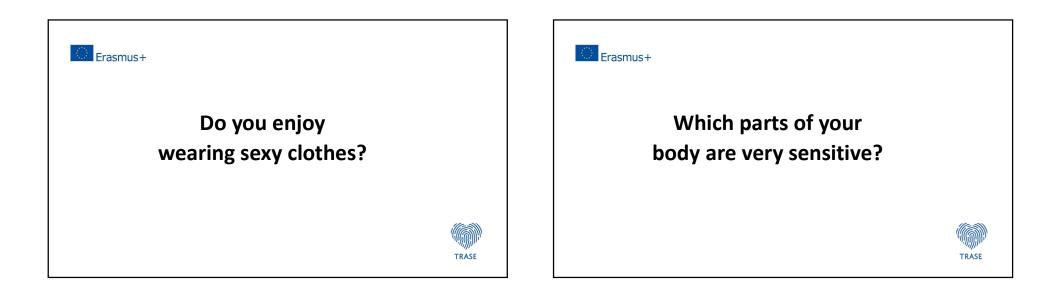


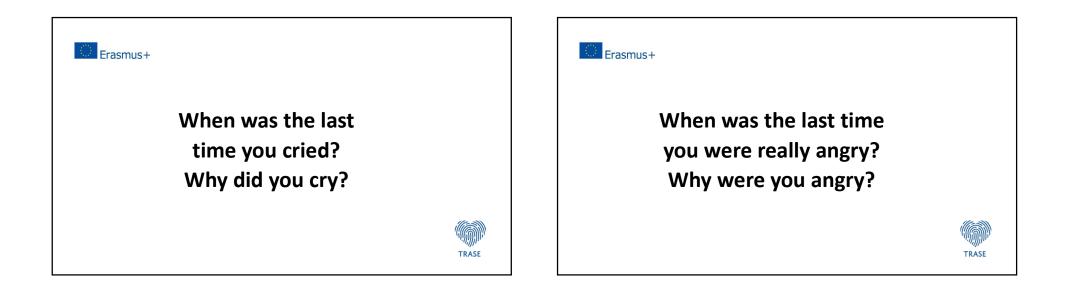


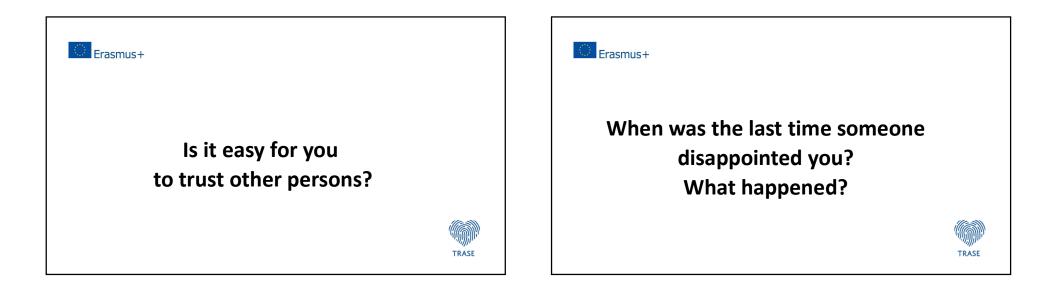


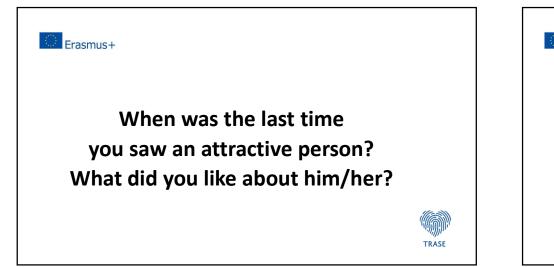










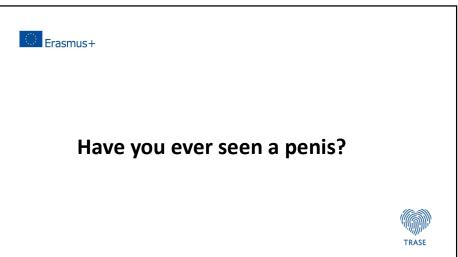


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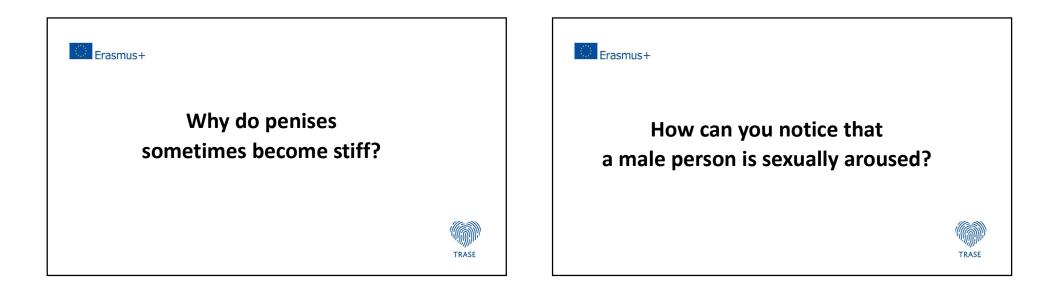
Do you know any other words one can use instead of the term ,penis'? Which one do you use?













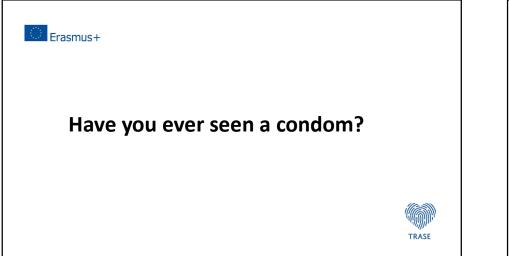


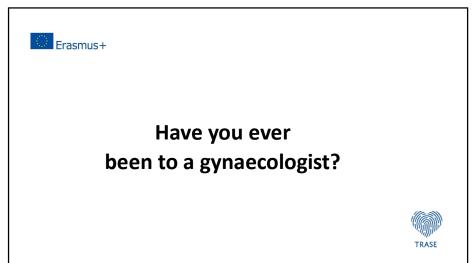
Some people moan when they are sexually aroused. Do you like that or do you feel uncomfortable hearing it?

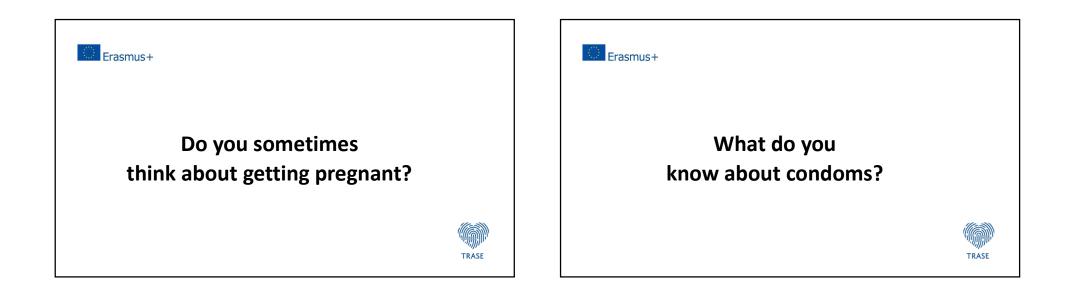






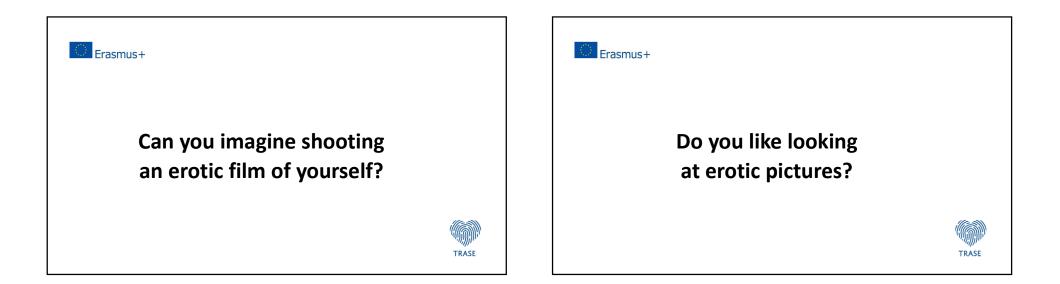


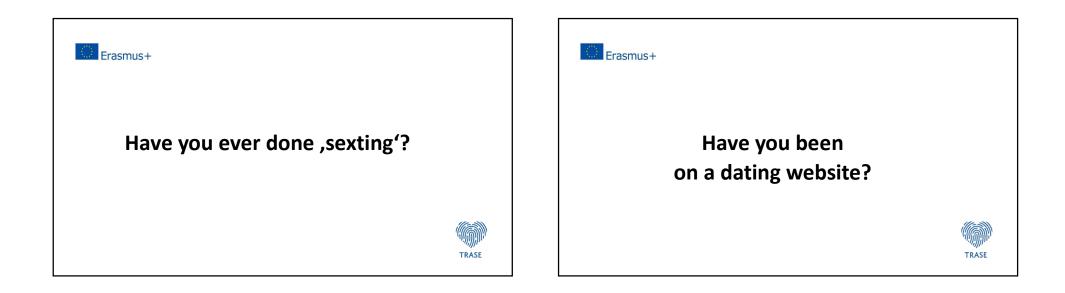


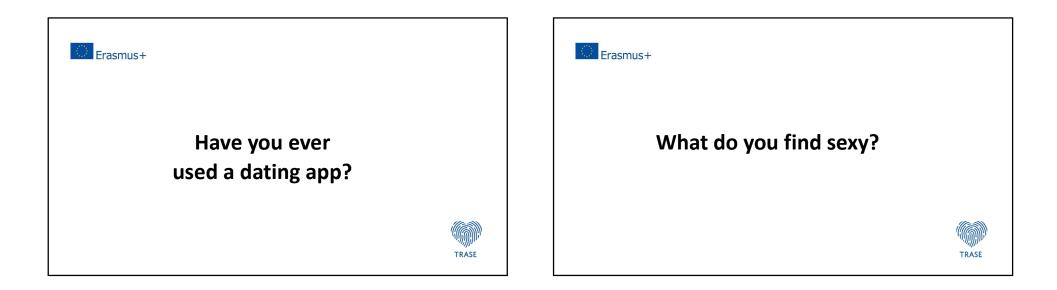


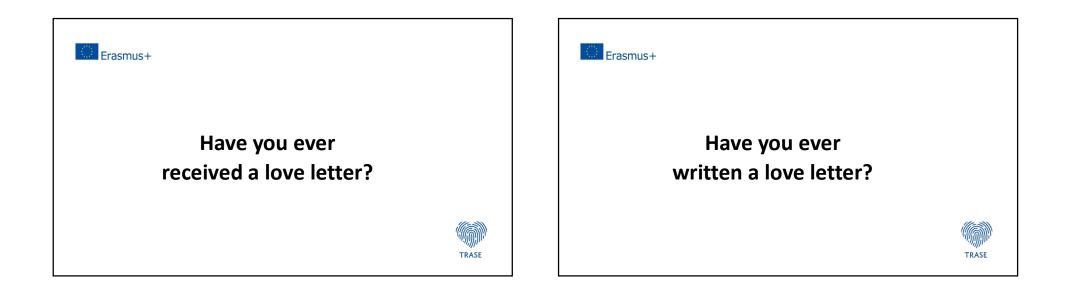


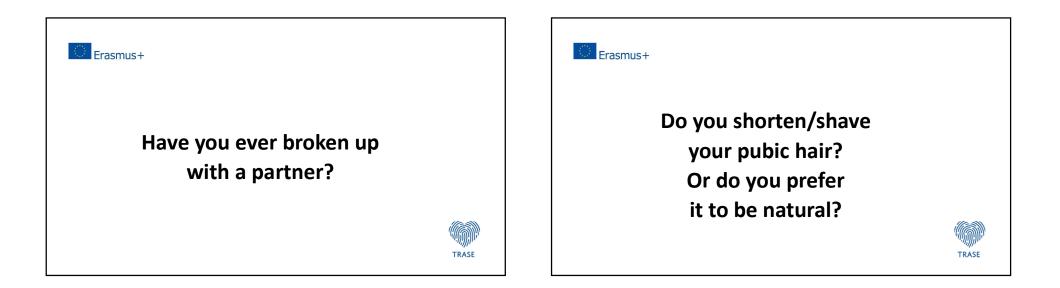






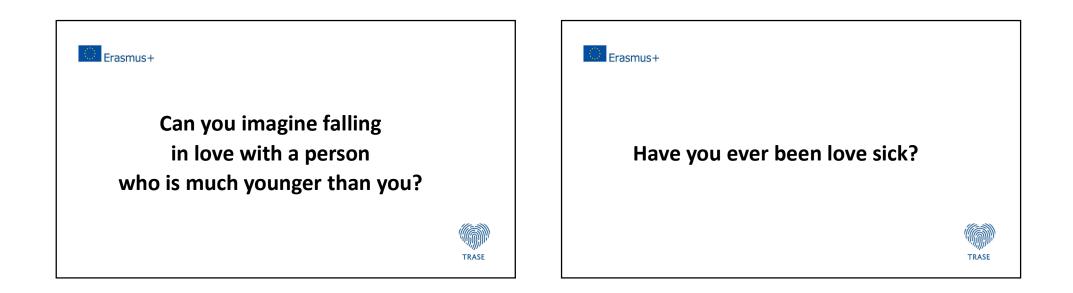


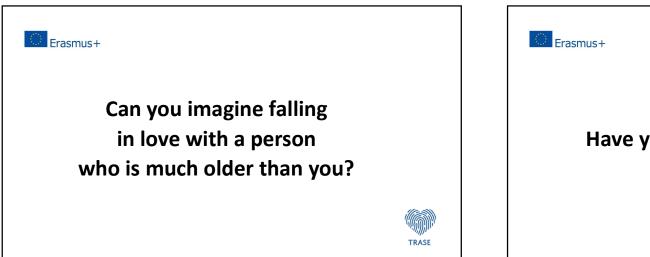


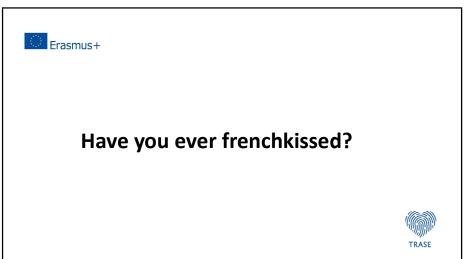


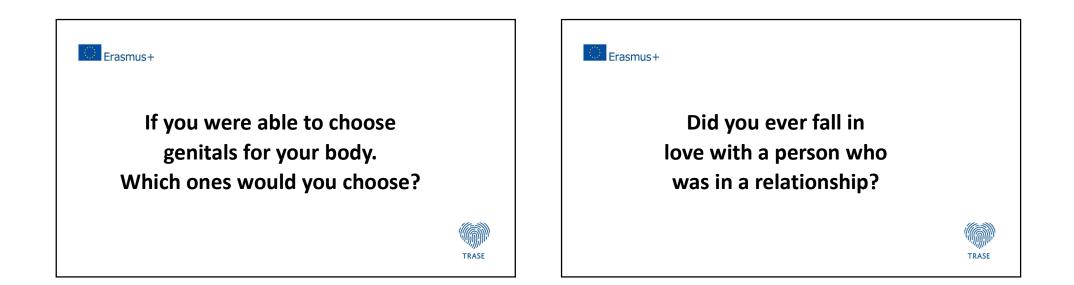




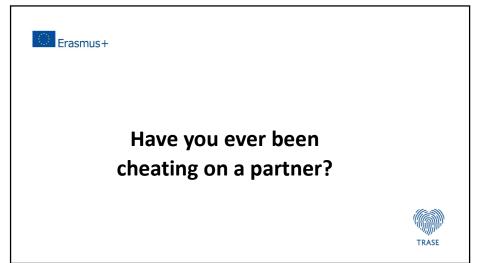


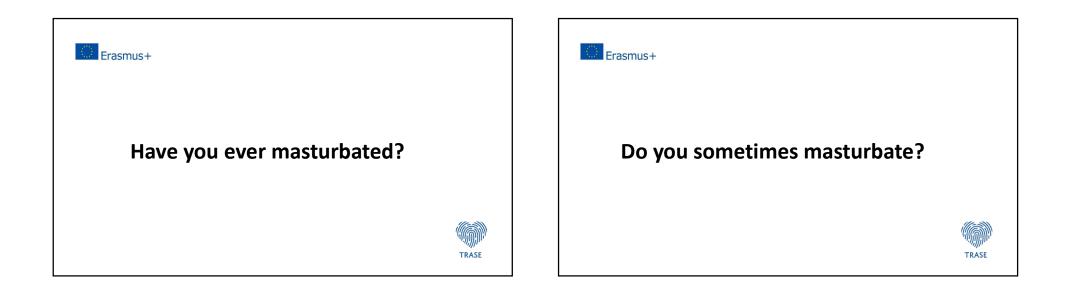


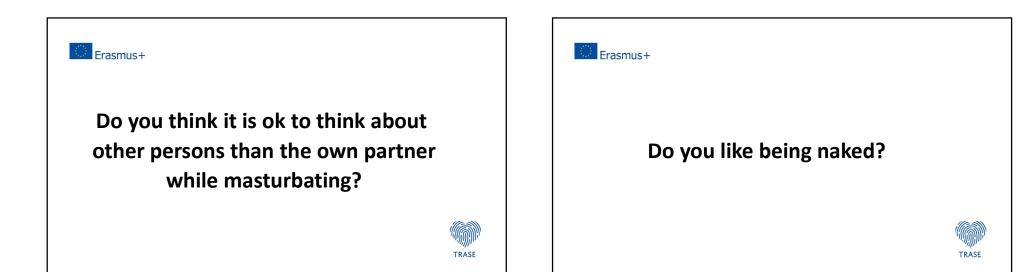




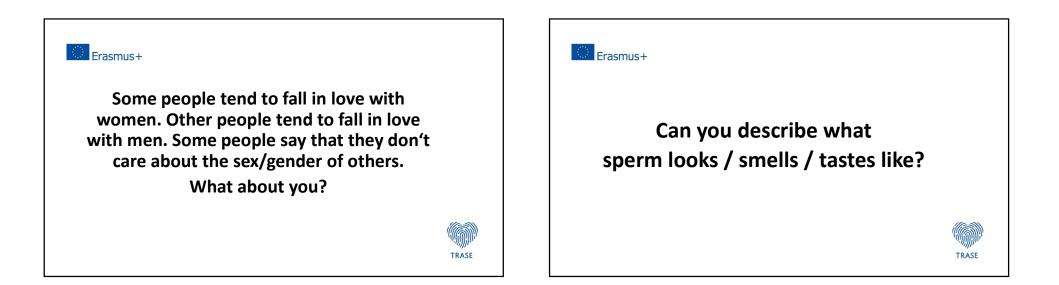




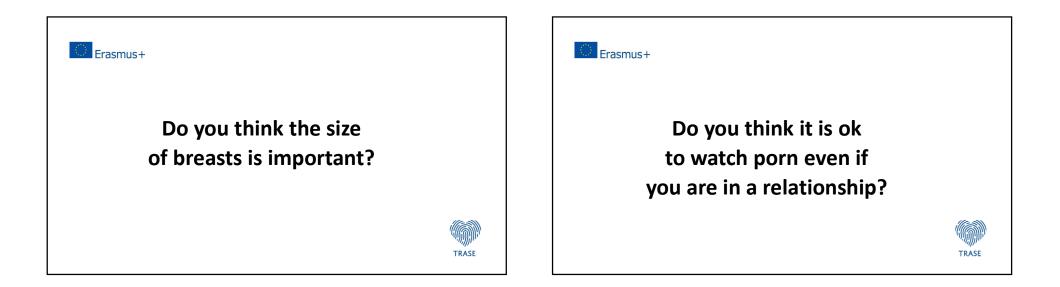






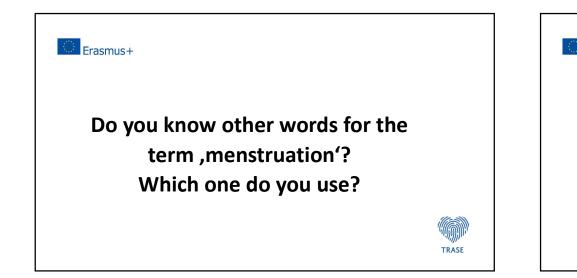


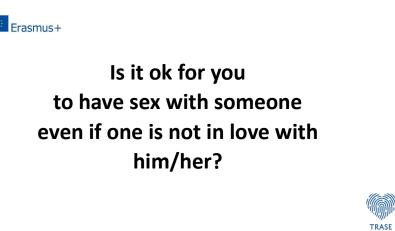


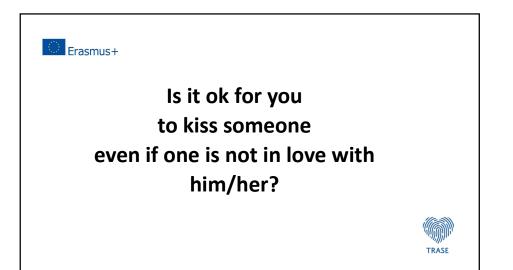


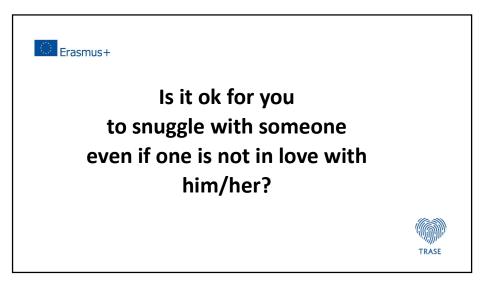


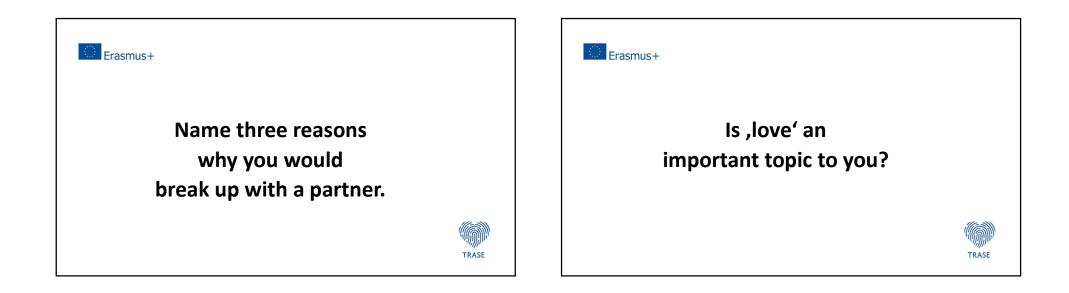


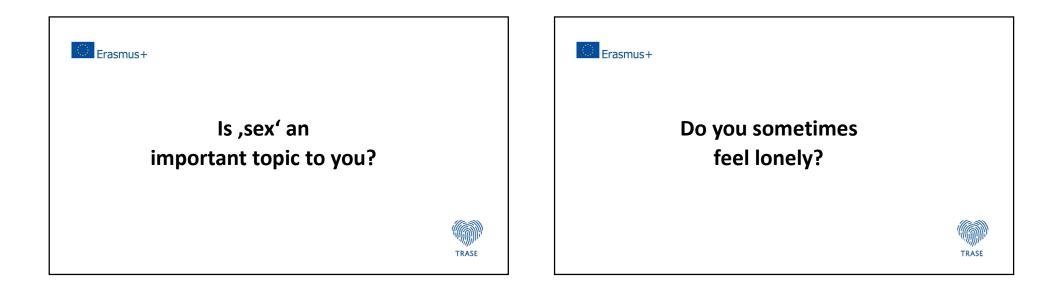


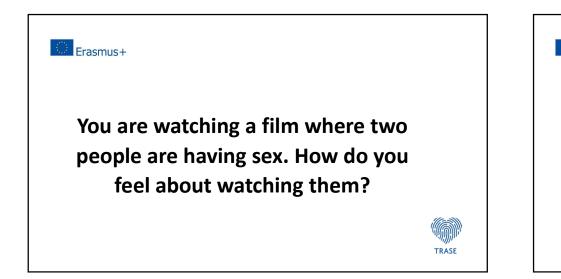








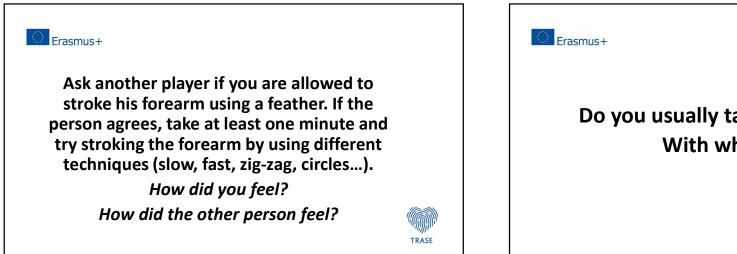






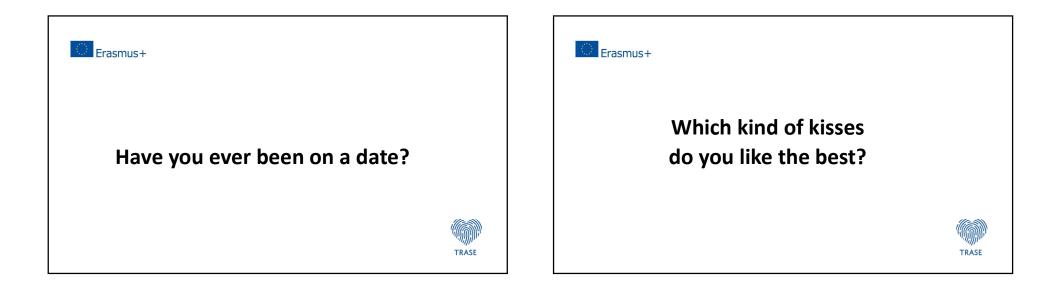
A colleague is showing you a picture of his penis on his smartphone. How do you react?

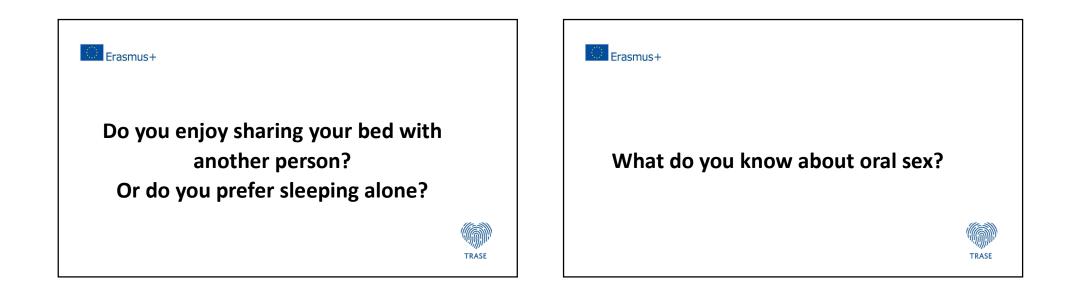




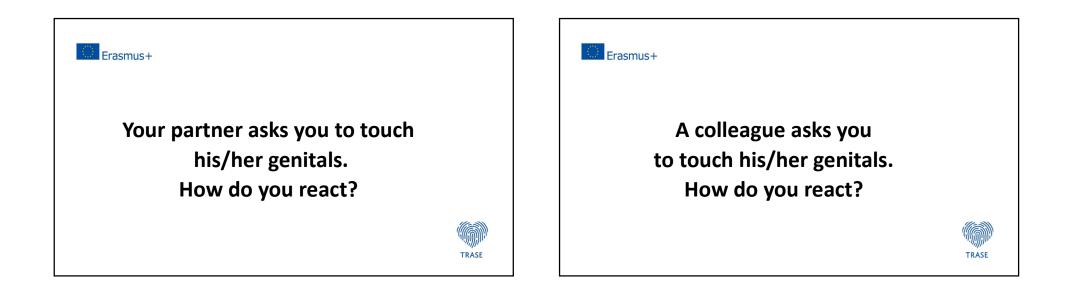








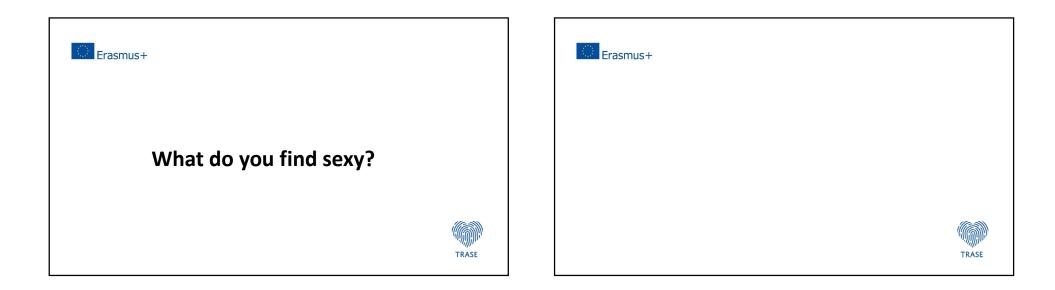


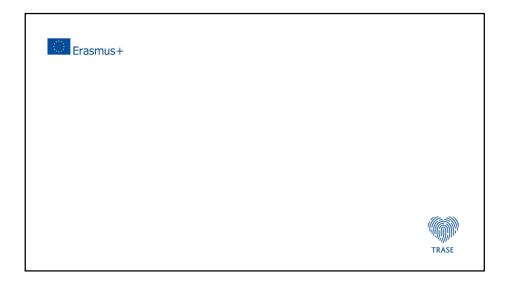


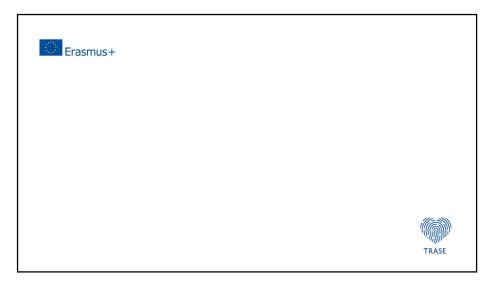


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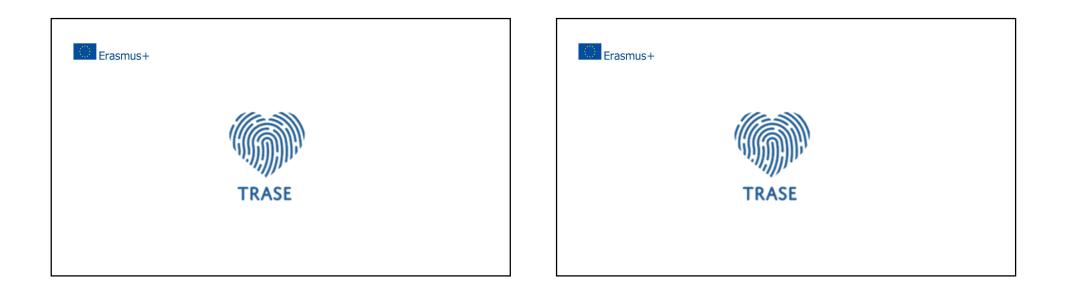


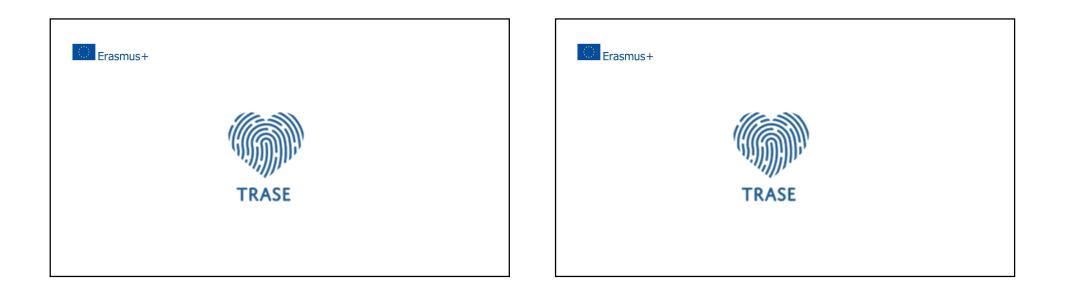


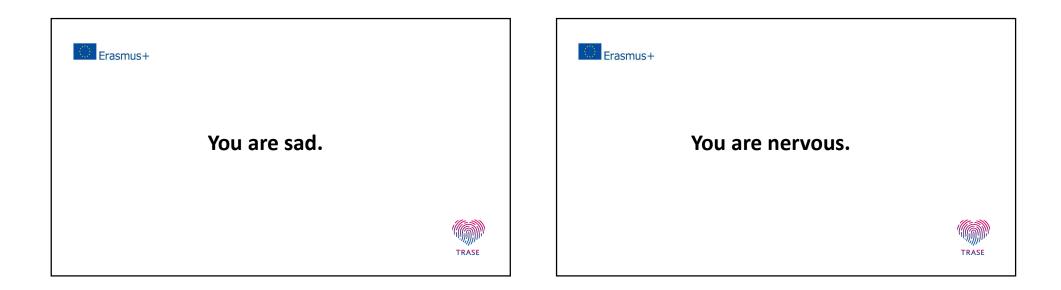


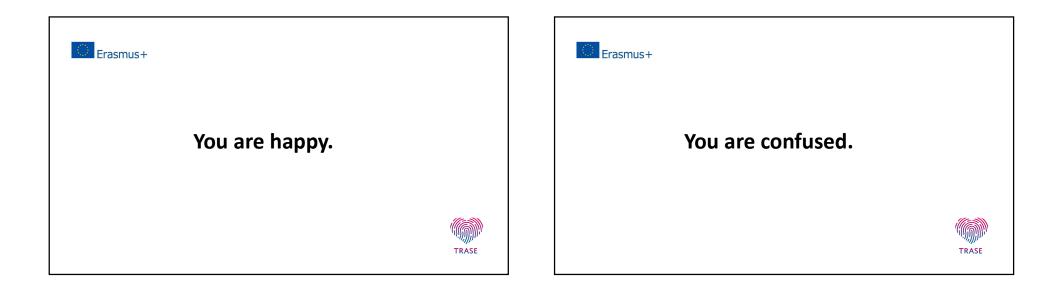


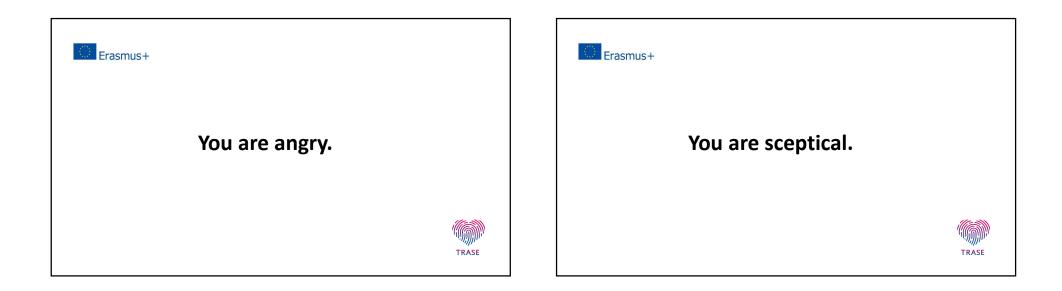
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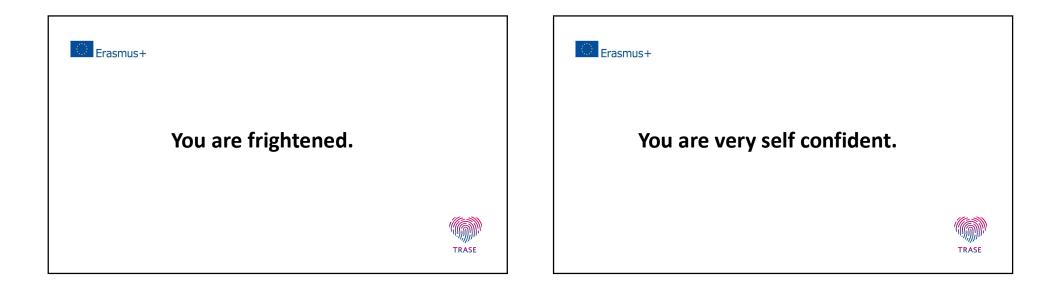


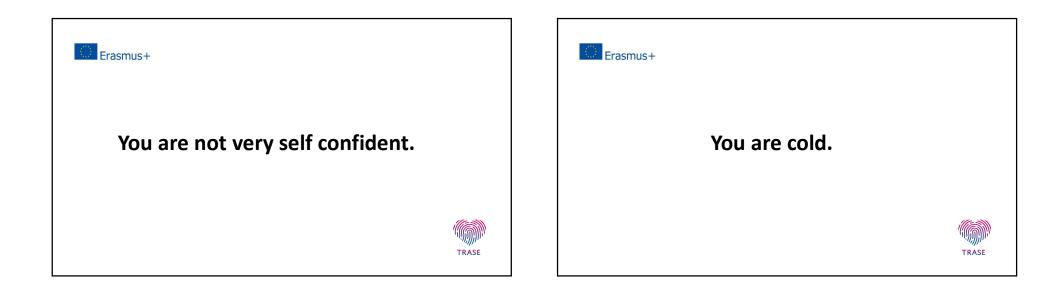






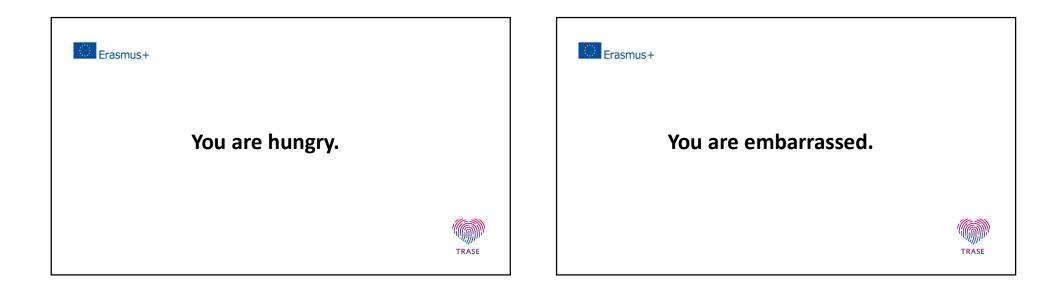




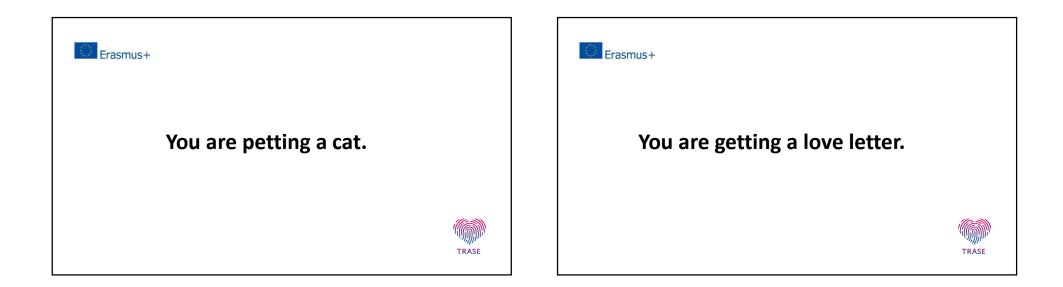


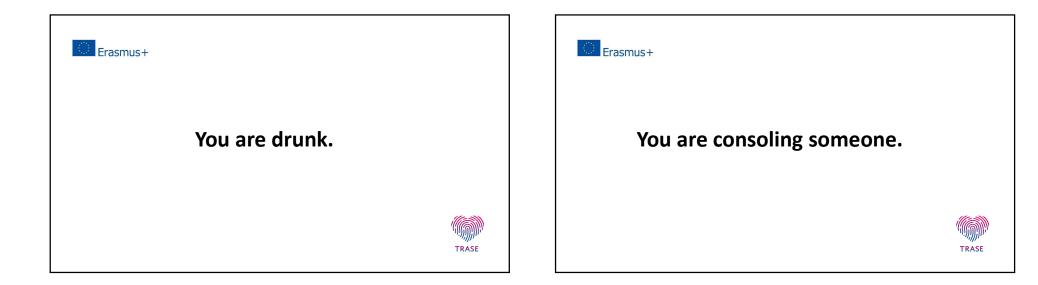


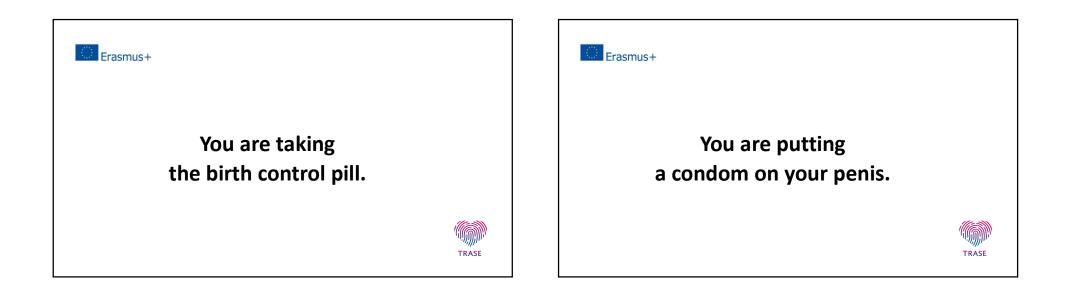


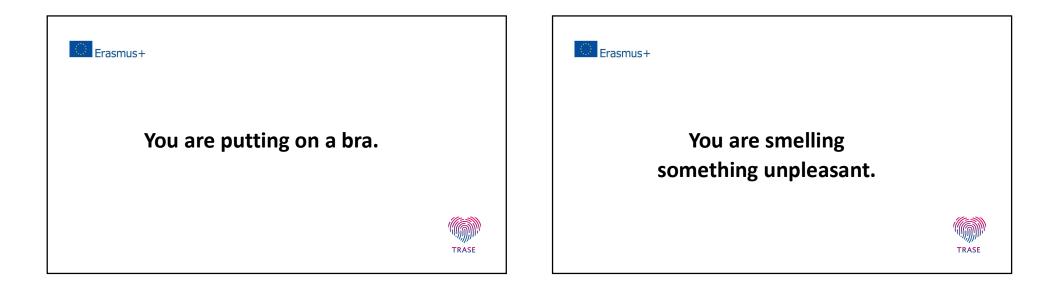


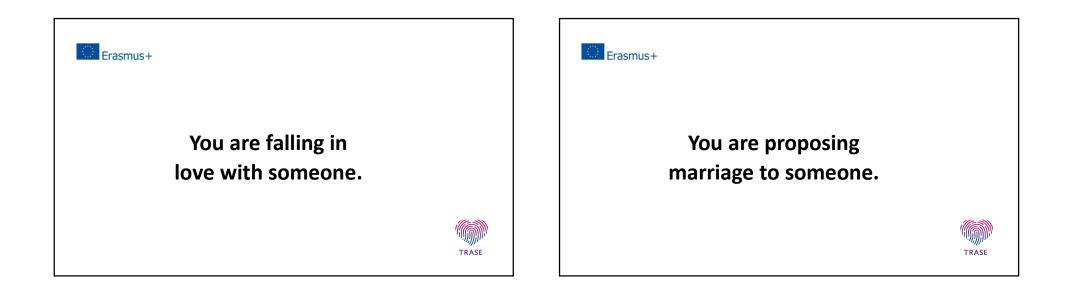


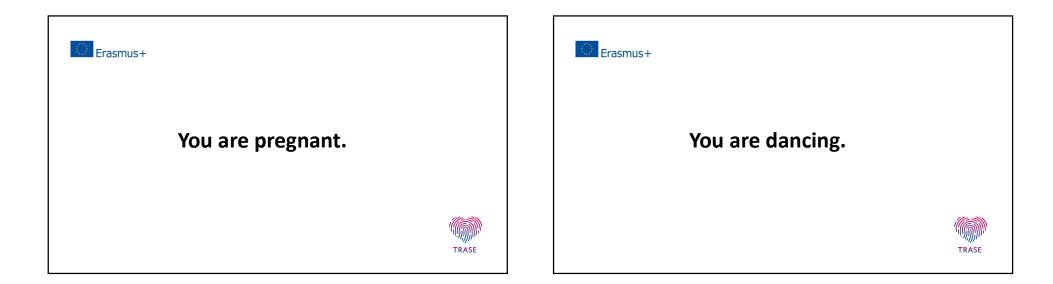


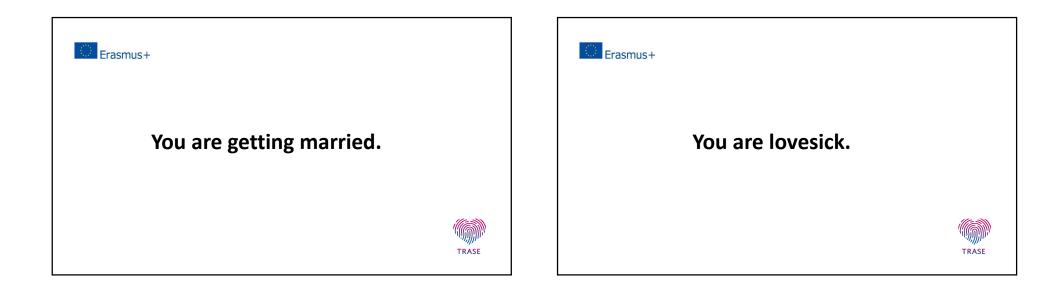


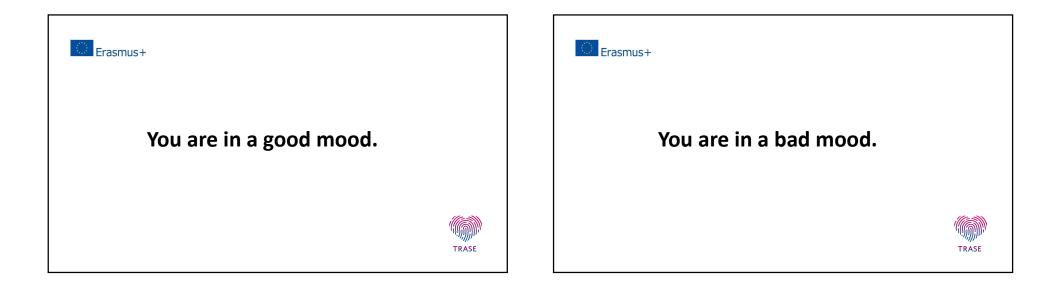








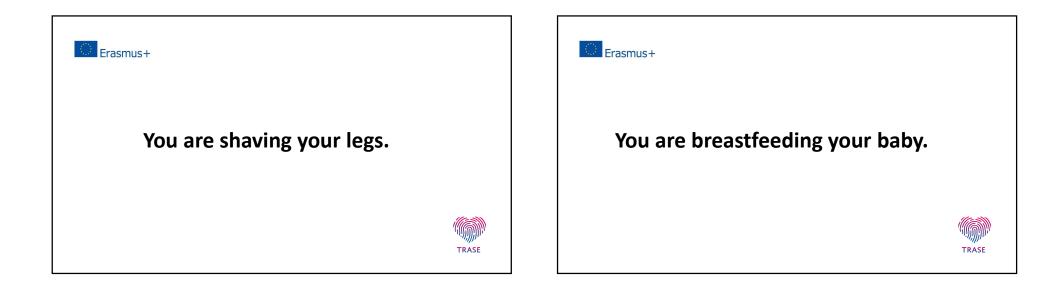






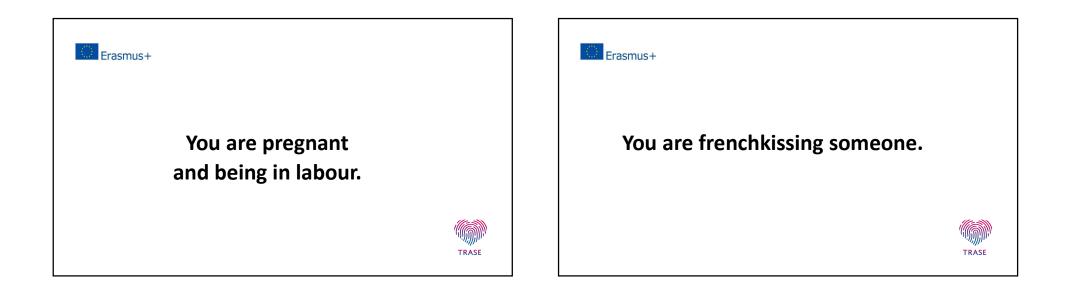




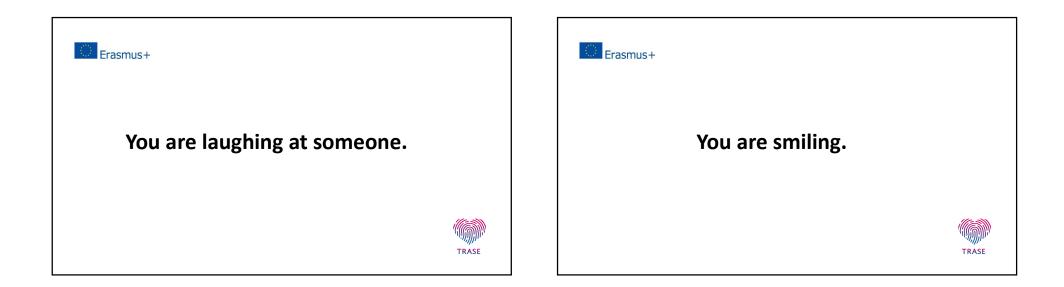


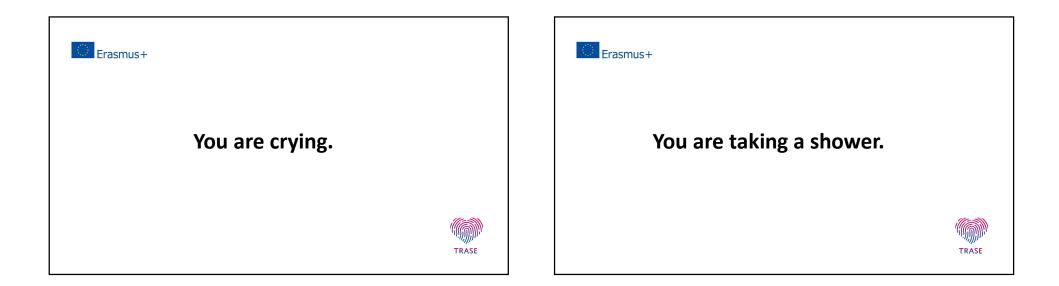


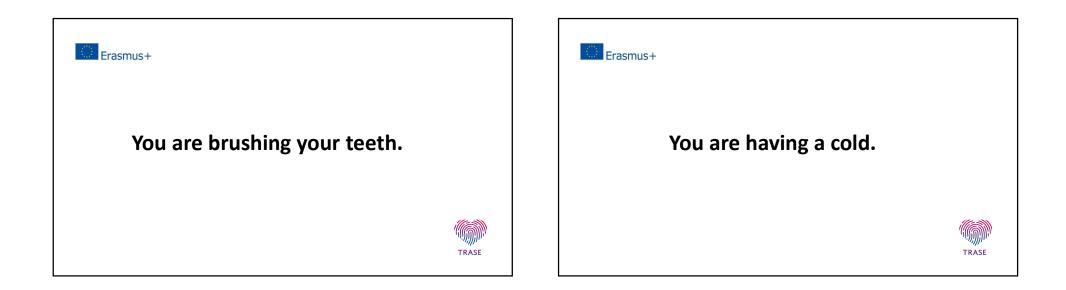




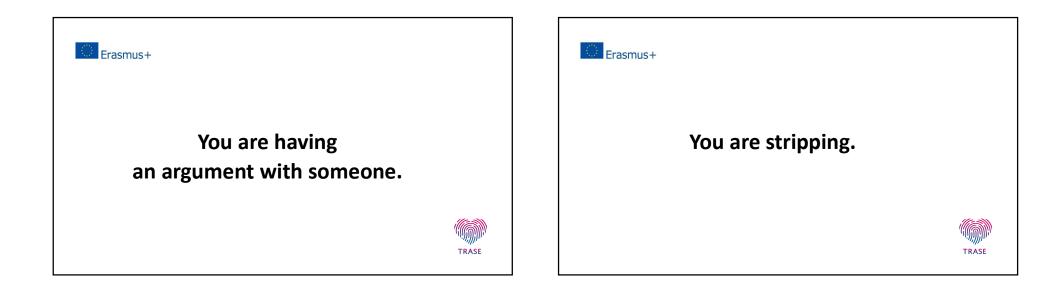




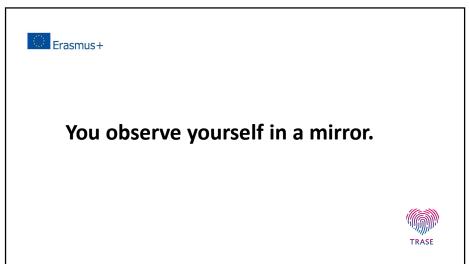








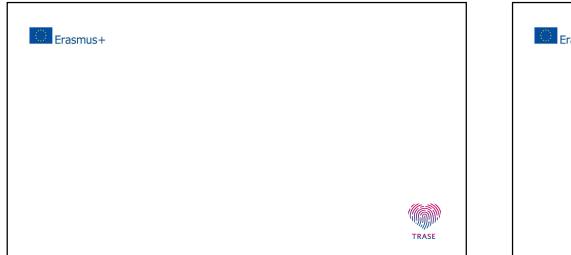


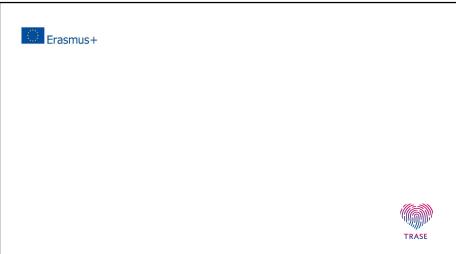


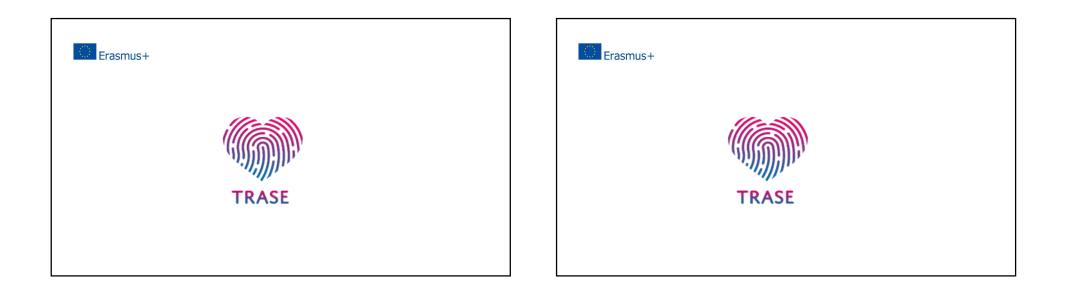


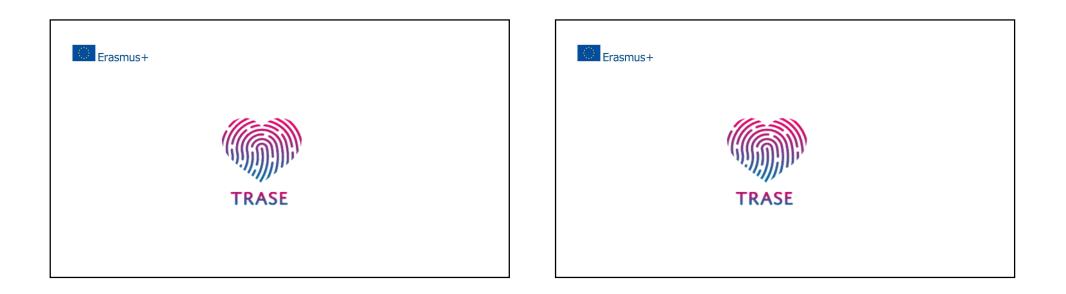
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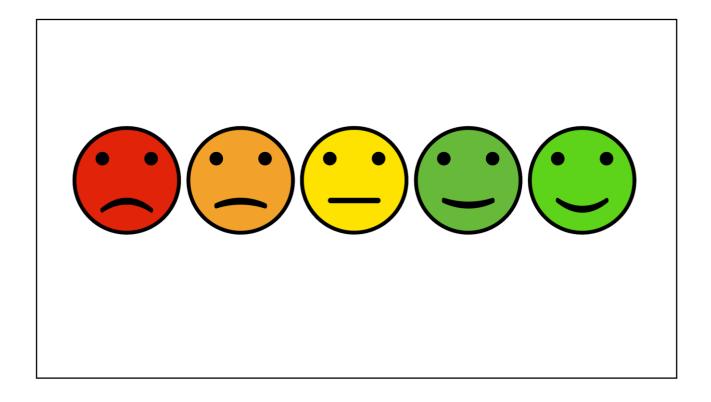












Feedback

- 1. How did you like the game?
- 2. What did you like? What did you not like?
- 3. How did you feel while playing the game (e.g. nervous, interested, embarrassed, confused, angry, etc.)? Why?
- 4. Did you like the questions? Why or why not?