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let's sign about sex

MODULE PLAN AND CONTENT

BEHAVIOR

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Module plan	Partner Contribution
Partner	equalizent – Schulungs- und Beratungs GmbH
Module Title	Behavior
Duration	3 hours
Learning objective	<p>Participants will:</p> <ul style="list-style-type: none">• be aware of basic behaviors in general and in a sexual context,• understand the basic theoretical models that influence human behavior,• identify different factors that influence behavior in relation to sexuality (e.g., personality, social norms, cultural beliefs, gender roles),• recognize challenging or difficult behaviors in sexual contexts,• apply strategies to promote positive and respectful behaviors in sexual contexts.
Key topics	<ul style="list-style-type: none">• Theories of behavioral influence in general and specifically concerning sexuality• Recognizing and understanding difficult or challenging behaviors in sexual contexts• Communication as a tool to promote respect, consent, and boundaries in sexual contexts• Promoting positive and respectful behaviors in sexual contexts



Module plan	Partner Contribution
Lesson Plan	<ul style="list-style-type: none">• Welcome and Introduction (10 min)<ul style="list-style-type: none">• Welcome, introduction round• Program overview and establishing group agreements for respect and a safe space• Presenting the lesson plan (including learning objectives)• Presenting common agreements for safe-space rules----- • Icebreaker (15 min) “Heads Up – Behaviors Activity” (4 examples) (Using word cards) Group discussion: How did you feel about showing or watching the scenes? How did you behave? ----- • Theoretical frameworks/models commonly used in sexuality education (120 min = 60 min per model) <u>Brief presentation of 2 useful models/theories with activities</u><ul style="list-style-type: none">• Social-ecological model• Health Belief Model Format: Presentation of the model (theoretical input) Activity: One activity per model



- **Strategies to promote positive and respectful behaviors in sexual contexts – The Lars Olsson Ladder (20 min.)**

This model helps to practice unbiased and nonviolent language and helps to strengthen the focus on diversity.

Format: Presentation of the model (theoretical input)

Activity: Try to work with the ladder using a topic that often leads to conflicts in youth groups, e.g., homosexuality (or select a topic within the group that has already caused conflict in your youth groups).

- **Final Reflection, Feedback & Evaluation (15 min.)**

1. Circle sharing with key questions:
What was an important new insight today?
What was useful for me?
What will I take away from this?



Material needed	<ul style="list-style-type: none">• Flipcharts & markers• Printed information sheets, scenario cards• Sticky notes or reflection worksheets• Smartboard or projector (for PPT)• Whiteboard or digital board (for key points)
Deaf role model integration	<ul style="list-style-type: none">• Invite a Deaf educator, sexologist, or psychologist to co-lead or share personal experiences with facilitating sexuality education.• Share video clips or interviews with Deaf professionals discussing how they manage facilitation challenges (values, resistance, cultural differences, behavior).• Include content reflecting Deaf identity, communication styles, and specific sexuality concerns within Deaf communities.
Adaptation for different delivery formats	<ul style="list-style-type: none">• Online (Zoom): Use breakout rooms for group work, shared documents, digital whiteboards, and emoji reactions for value line activity.• Hybrid: Ensure visual access, and adapt physical activities to screen-based alternatives.
Additional resources	<ul style="list-style-type: none">• Theoretical Frameworks and Models Commonly Used in Sexuality Education Programs and Curricula: A Summary: www.advocatesforyouth.org/wp-content/uploads/2020/03/Theoretical-Frameworks-and-Models-Commonly-Used-in-Sexuality-Education-Programs-and-Curricula-A-Summary.pdf• IAOC – It’s All One Curriculum https://www.ippf.org/sites/default/files/2020-09/ItsAllOneCurriculum_English.pdf• Interviews or testimonies from Deaf sexuality educators or LSAS scenarios (see Videotoolkit, https://lsas-project.eu/)



Content	Topic	Content Description
Lesson Content	Theory Input- Overview: 2 Theoretical Models	Introduction to two important models commonly used in sexuality education All models have one thing in common: Behavior is influenced by different components. Behavior always involves an interaction between these components. <ul style="list-style-type: none">• Social-ecological Model• Health Belief Model
	Model 1: Social-ecological Model	Factors affecting sexual behaviors occur at multiple levels . <ul style="list-style-type: none">• individual• relationship• community• societal Our behavior is influenced in many ways, starting with a very small circle, such as the family, and extending to general values and attitudes in society. Learning how to distinguish between the levels on the one hand, but also how they influence each other on the other hand.
	Model 2: Health Belief Model	The Health Belief Model is also a very good tool for better understanding one's own behavior, but also for working on personal goals . This model emphasizes: <ul style="list-style-type: none">• personal goals• threat assessment• self-efficacy



		<ul style="list-style-type: none">• decision-making ability
	<p>Strategies to promote positive and respectful behaviors in sexual contexts</p>	<p>Working with the Intercultural Ladder Model (by Lars Olsson)</p> <p>The model is a tool for the structured progression from conflict-ridden and violent communication to mutual understanding.</p> <p>It illustrates the development of tolerance towards those who think or live differently.</p> <p>Used particularly in intercultural learning and is also very well suited to sex education.</p>
<p>Video summary</p>		<p>Interviews or testimonies from Deaf sexuality educators or LSAS scenarios and explanation videos</p> <p>https://lsas-project.eu/</p>



Content	Topic	Content - Description
<p>Activity</p>	<p>Icebreaker</p>	<p>Heads Up</p> <p>One person stands at the front. Trainers show the rest of the group a term (or project it).</p> <p>Participants act out the term using pantomime, and the person at the front has to guess the term.</p> <p>Change of person per term</p> <p>Examples:</p> <ul style="list-style-type: none"> ○ Flirting ○ Proposing ○ Being embarrassed, showing shyness (e.g. I'm in love and don't dare say so) ○ Being in love / hearty smile ○ Being jealous <p>Everyone in the group will probably associate different images with the terms and display them differently accordingly. Or, the terms may be displayed similarly, which means they reflect social stereotypes.</p>
	<p>Brainstorming & Group Analysis</p> <p>with practical example:</p> <p>„Coming Out “</p>	<p>Part: Social-ecological Model</p> <p>Theoretical Input + practical exercise</p> <p><u>Example: Coming Out</u></p> <p>What do you think are barriers, fears, or boundaries for Deaf young people when communicating their coming out? Create a chart with all levels of the social-ecological Model</p>



	<p>Brainstorming & Group Analysis</p> <p>with practical example: „Protection during sex“</p>	<p>Part: Health Belief Model</p> <p>Theoretical Input + practical exercise</p> <p><u>Example: “Protection during sex”</u> This model helps to identify barriers and thus makes it easier to overcome them.</p> <p>Brainstorming & group analysis “Protection during sex”</p> <ul style="list-style-type: none">▪ Perceived benefits▪ Perceived barriers <p>Using the example of safe sex, both the barriers and possible ways of overcoming them are considered.</p> <p>This model is very solution-oriented. When working with young people, barriers must be addressed openly. This enables them to actively work on their own solutions.</p>
	<p>Role Play</p> <p>with practical example: „Avoid pressures “</p>	<p>Part: Social Cognitive Theory</p> <p>Theoretical input + practical exercise</p> <p>This theory assumes that behavior is determined by the continuous interaction between</p> <ul style="list-style-type: none">• personal knowledge• skills• attitudes• interpersonal relationships• environmental influences



		<p>The interaction between these levels can be experienced and felt in the form of a role-playing game.</p> <p>Example of a role-play setting:</p> <ul style="list-style-type: none"> • to avoid pressure and/or • refuse to have unprotected sex. <p>Two participants perform the role play. The remaining participants are observers. Afterwards, everyone reflects together: How did I feel in my role? This example can also be easily transferred to public spaces. I observe someone being sexually harassed. How do I react?</p>
	<p>Group Analysis (2 Groups) Identifying strategies</p>	<p>Part: Theory of planned behavior</p> <p>Theoretical Input + practical exercise</p> <p>Each group considers factors related to their topic that could negatively influence a young person's decision.</p> <p>They then consider strategies for removing the barrier in this situation.</p> <p>Both groups present their results.</p> <p><u>Scenario for Group 1</u> Refusal to be tested for sexually transmitted diseases</p> <p><u>Scenario for Group 2</u> Fear and shame about obtaining contraceptives</p>



	<p>Role play & Group Analysis</p>	<p>Part: Strategies to promote positive and respectful behaviors in sexual contexts</p> <p>Theoretical input + practical exercise using the Lars Olsson Ladder Model</p> <p>Role play: <u>Situation in your training room:</u> A young person signs: “Being gay is wrong”! <u>Group reactions:</u> Some laugh, some say nothing, one person withdraws.</p> <p>Find examples together that you have experienced in your work with young people or in your personal environment.</p> <p>a) First, identify the negative levels.</p> <p>b) Then find the counterpart in the positive levels.</p> <p>What is your opinion on this? Can you use this model effectively in teaching? For example, when offensive language or prejudice is involved.</p>
	<p>Final Reflection</p>	<p>Open Reflection-Round – Key Questions</p> <p>What was an important new insight today? What was useful for me? What will I take away from this?</p> <p>Participants share in a circle one concrete change they will implement in their teaching practice to better support student autonomy and safe expression.</p>



	Feedback & Evaluation	<p>Written Feedback / Evaluation: Identifying key learning points from the session.</p> <p>Participants complete anonymous feedback forms to rate the session’s effectiveness and their increased confidence in applying the discussed strategies.</p>
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Assessment	Observation During Activities	Facilitator observes participants throughout activities, including <i>Creating Space for Sexuality Education</i> and role-play scenarios. Focus on how participants adapt communication, demonstrate awareness of values, inclusion, empathy, and respectful interaction.
	Peer Feedback	After the role-play, participants give constructive feedback to each other regarding facilitation strategies, attention to Deaf learners, intercultural sensitivity, and how values influenced their behaviors.
	Group Debrief Discussion, Group Analysis	Facilitated discussion at the end of each major experiential activity and at the end of the workshop to reinforce learning, clarify doubts, and promote collective reflection on values, accessibility, and inclusive facilitation.
	Feedback Form	Anonymous evaluation of the workshop’s effectiveness, relevance of content, confidence in applying inclusive facilitation strategies, and self-awareness of attitudes in sexuality education.