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let's sign about sex

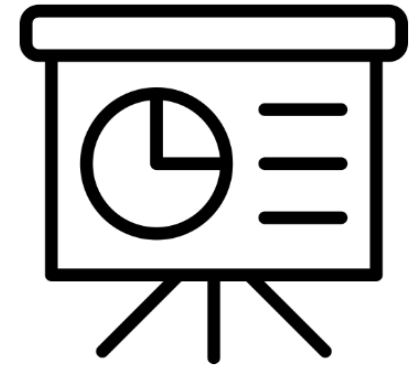
# Behavior

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# WELCOME & LESSON PLAN

- Learning Objectives
- Agreements – Safe Space – Rules
- Ice Breaker – Behaviors-Activity „Heads Up“
- Theory Input: 2 Theoretical Behavior-Models  
used in Sex Education including 1 Activity per Model
- Strategies for a positive and respectful behavior
- Feedback



# Learning Objectives

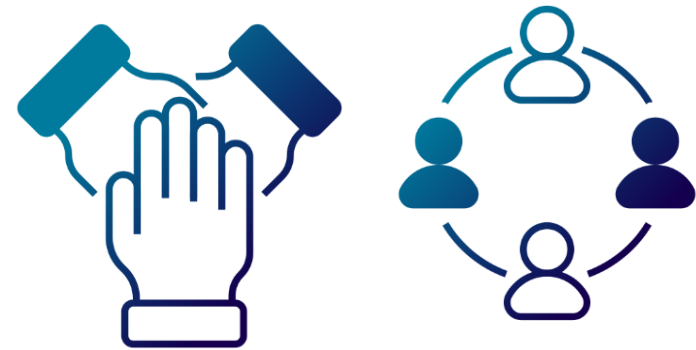


- ✓ be aware of **basic behaviors** in general and in a **sexual context**
- ✓ know various **theory models** that influence human behavior
- ✓ Identify different **factors that influence behavior** in relation to sexuality (e.g., personality, social norms, cultural beliefs, gender roles)
- ✓ recognize **challenging or difficult behaviors** in sexual contexts
- ✓ apply **strategies to promote positive and respectful behaviors** in sexual contexts



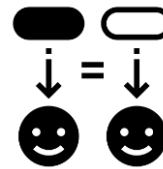
# AGREEMENTS

When working with the topic sexuality,  
it is important to first create  
**a safe environment**  
that respects different opinions  
and boundaries.



# Agreements – rules for workshops

- You don't have to participate in all activities.
- Only one person signs/speaks at time.
- Tackle problems, not people.
- Everyone participates; no one dominates.
- "Share the air"



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# ICEBREAKER

HEADS UP - ACTIVITY





## **Theory-Input**

### **Theoretical Frameworks commonly used in sexuality education and behavior**



- Social-ecological Model
- Health Belief Model



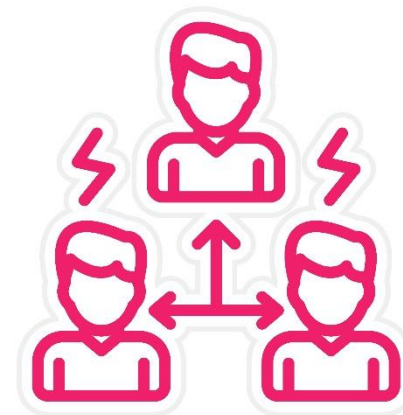
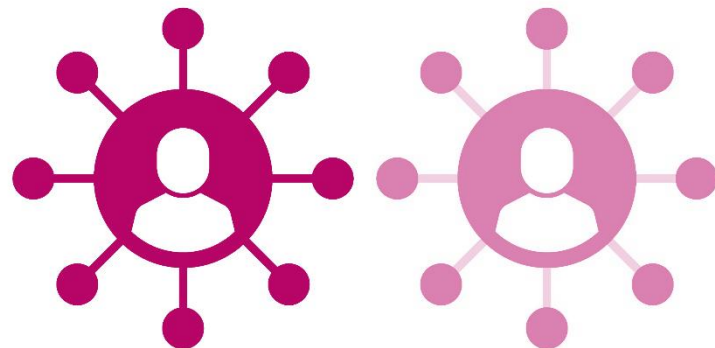
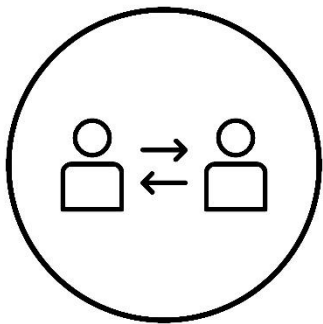


## Theory-Input

# Behavior = Interaction

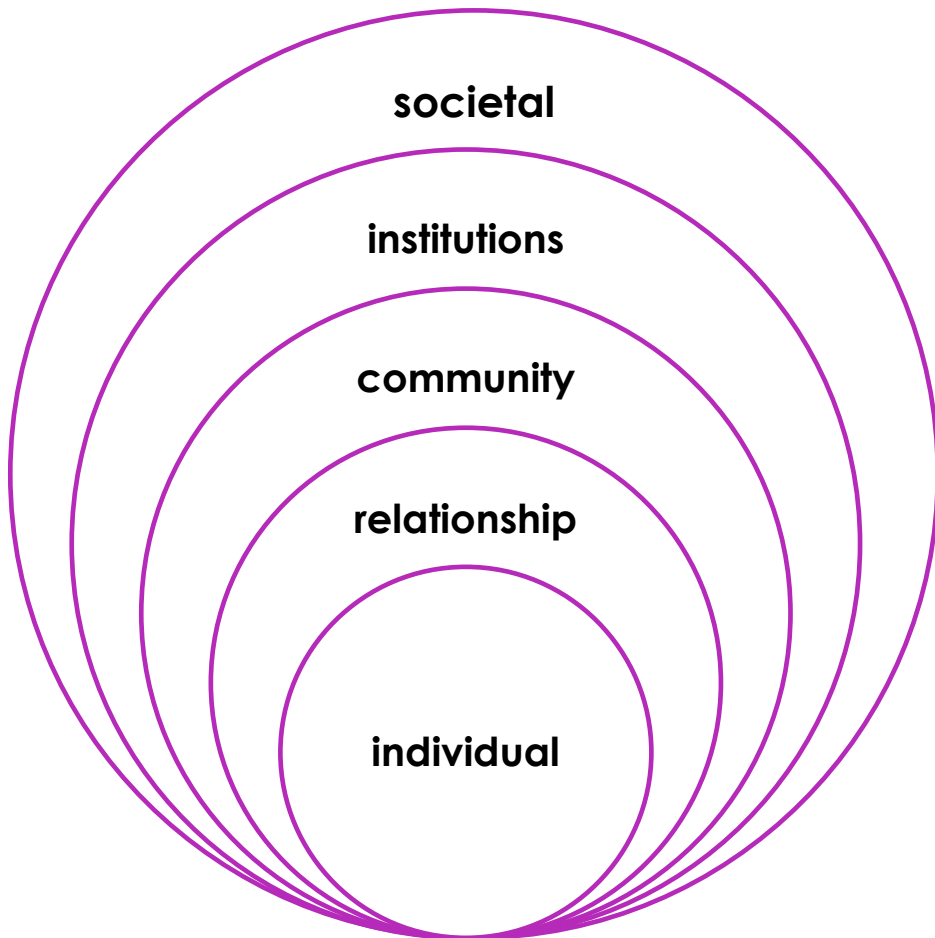
**Behavior** is influenced by different components.

Behavior always involves an **interaction** between these components





# Social-ecological Model

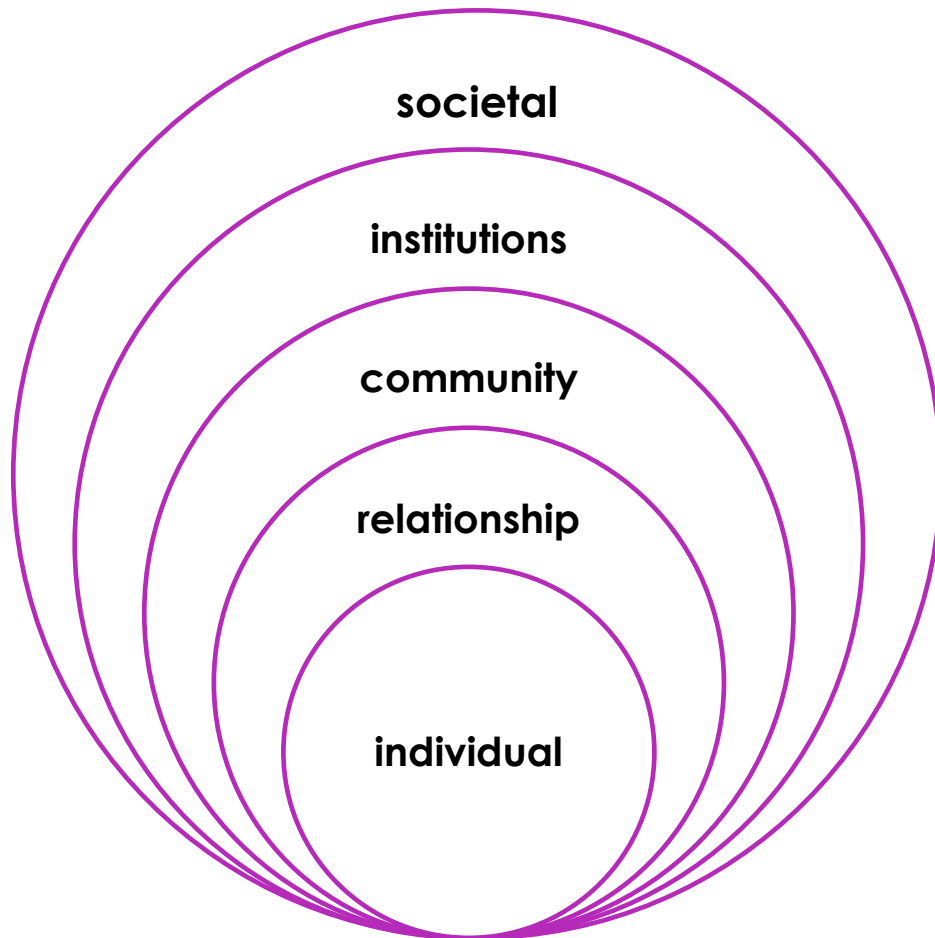


Factors affecting sexual behaviors occur at **multiple levels**.





# Social-ecological Model



## Societal level

(eg. laws, norms, discrimination)

## Institutional level

(eg. school, boarding school, clubs)

## Community level

Eg. Deaf community, religious groups, LGBTQIA+)

## Relationships - Interpersonal level

(family, friends, peers)

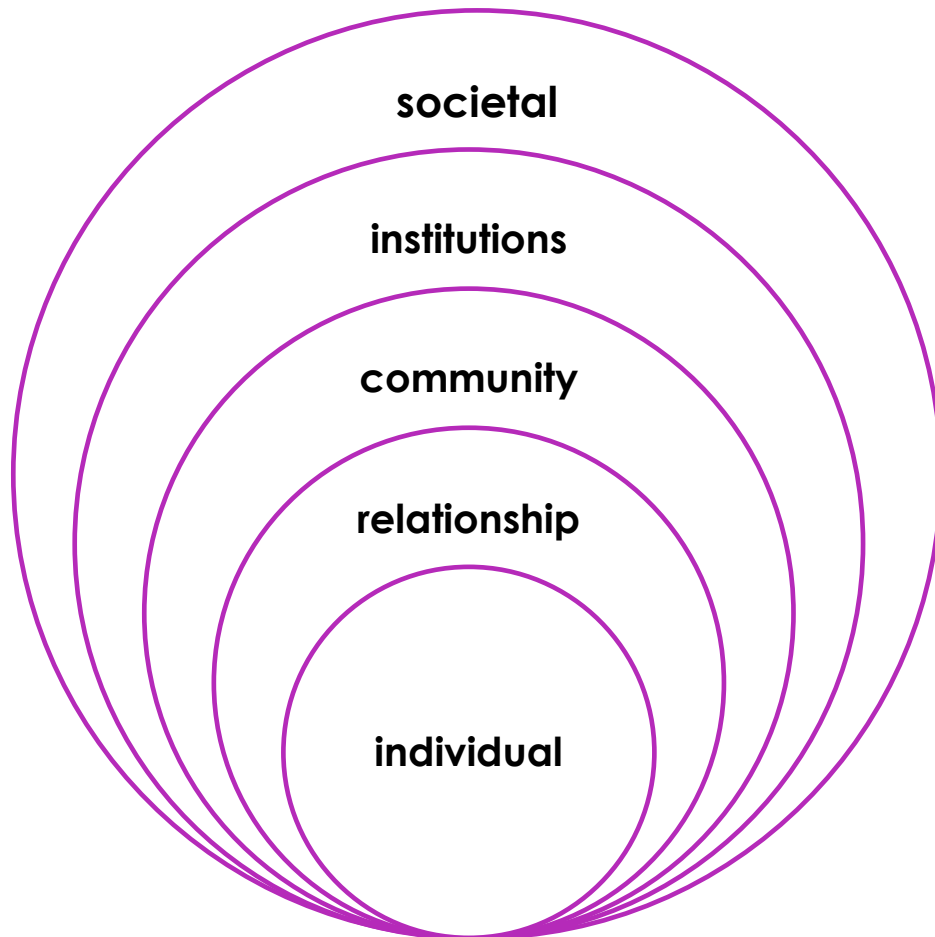
## Individual level

(knowledge, feelings, identity)





# Social-ecological model



**Activity**  
Brainstorming  
Group analysis



Example  
„Coming Out“

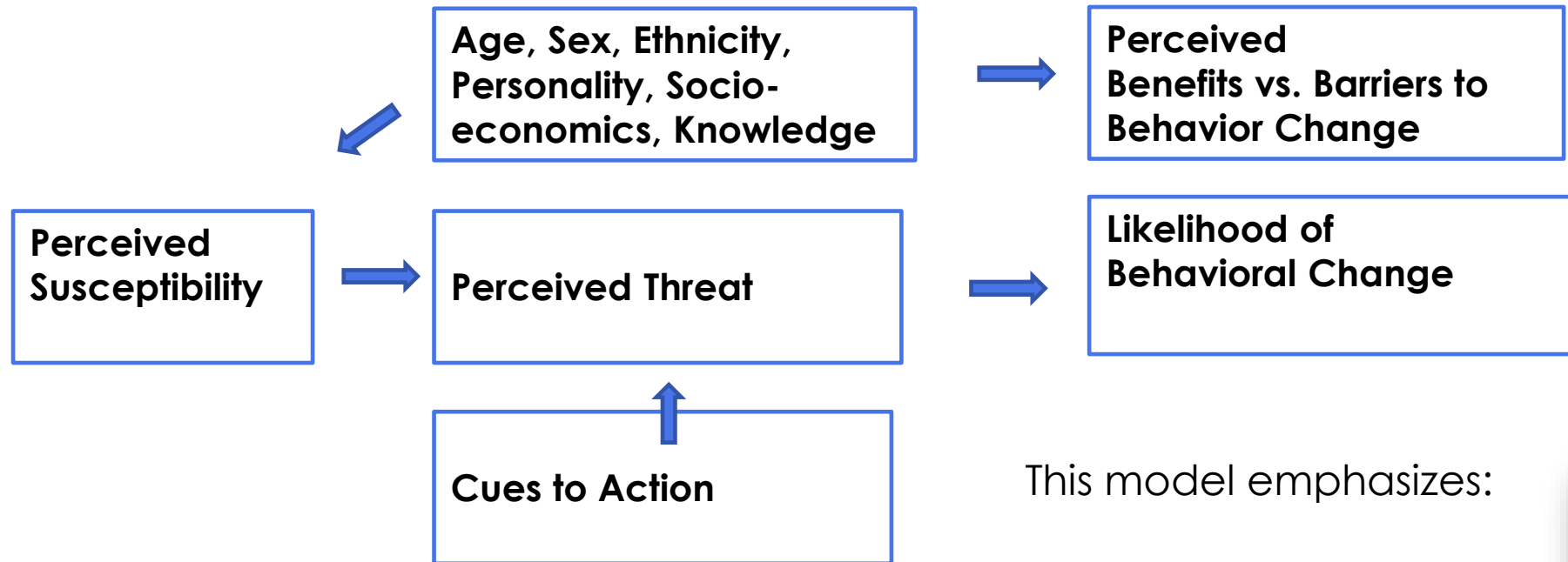
What do you think are barriers, fears or borders for Deaf youth individuals to communicate their Coming Out?

Create a poster with all levels.



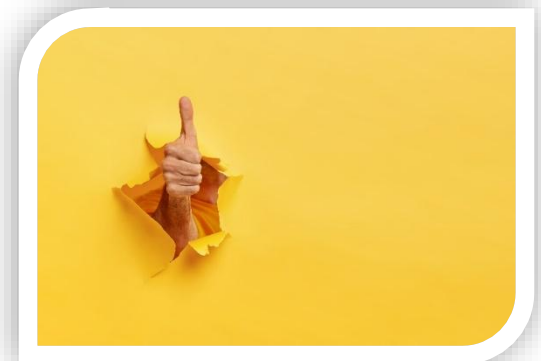


# Health Belief Model



This model emphasizes:

- personal goals
- threat assessment
- self-efficacy
- decision-making ability





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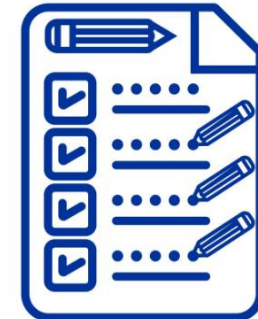
## Example:

Encourage young people to gather reasons why they might choose to use protection during sex (= **perceived benefits**) and reasons why they might choose not to (= **perceived barriers**).

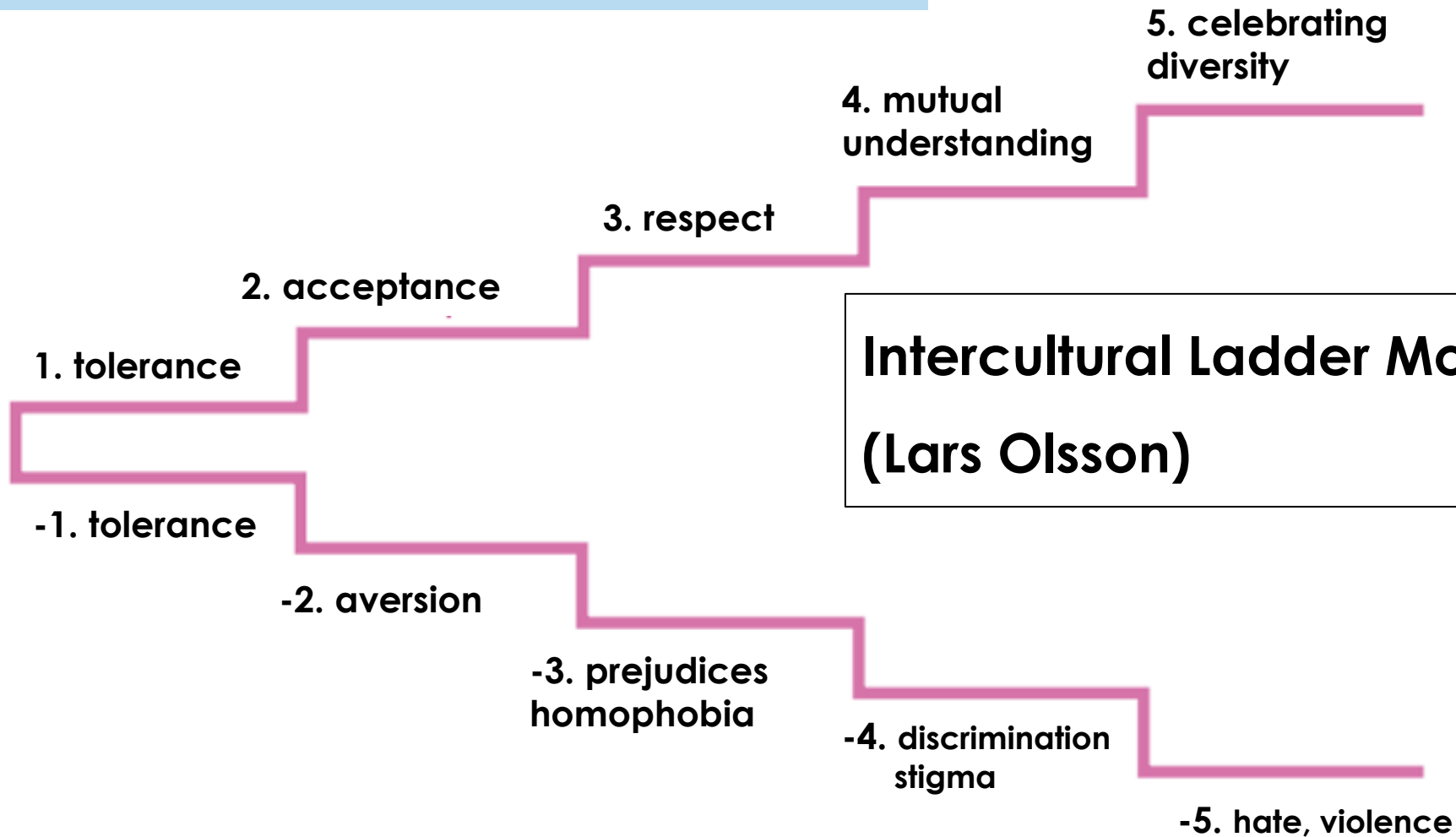
### **Activity** Brainstorming Group analysis

#### „Protection during sex“

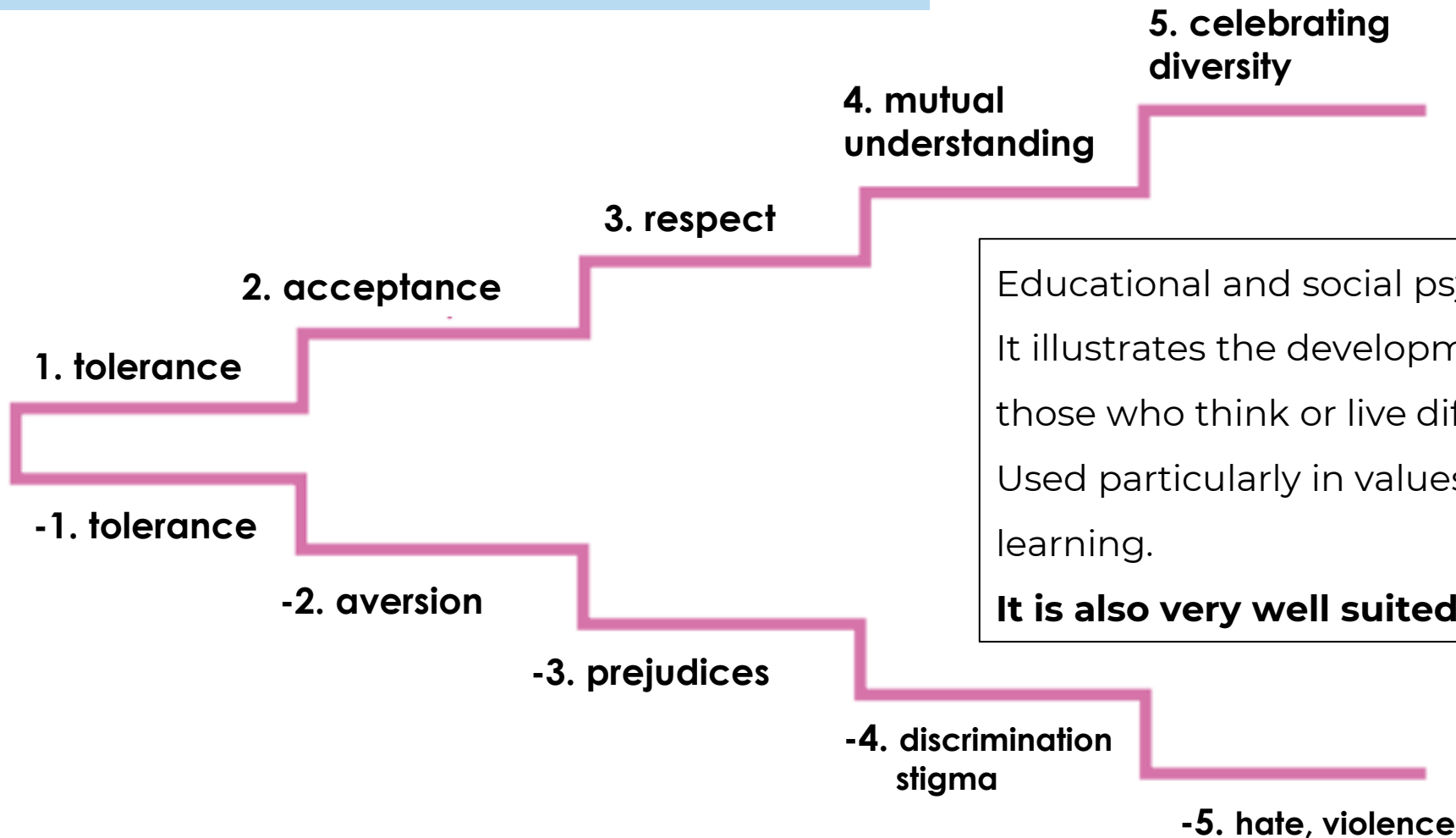
- Perceived benefits
- Perceive barrier



# Strategies to promote positive and respectful behaviors in sexual contexts



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Educational and social psychological model.  
It illustrates the development of tolerance towards those who think or live differently.  
Used particularly in values education and intercultural learning.  
**It is also very well suited to sex education.**



## Strategies to promote positive and respectful behaviors in sexual contexts



### Important

The goal is not:

“Everyone must celebrate diversity immediately.

”The realistic goal is:

To move the group **one step up**.

Sometimes, moving from “prejudice” to “tolerance” is already a great success.



# Strategies to promote positive and respectful behaviors in sexual contexts

**Activity**  
Role Play  
Discussion  
Group Analysis



Situation in your training room:

A young person signs: "Being gay is wrong"!

Group reactions:

some laugh

some say nothing

one person withdraws



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# Feedback circle sharing

What was an important new insight today?

What was useful for me?

What will I take away from this?

