



let's sign about sex

Manual

for Youth Workers



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Introduction

Dear user of this handbook!

The topic of sexuality accompanies young people throughout puberty and manifests itself in many ways. As a youth worker, you are confronted with this, regardless of the area in which you work (eg. a trainer or social worker ...).

The topic of sexuality often does not fit into your area of responsibility. You 'only' do IT courses with young people, or job application training, or you accompany them during their job-training.

And yet: the topic sexuality is always somehow on board.

You are asked lots of questions or are involved in many dynamics, eg. young people who are in love or have heartbreak. Or young people who don't know why and how their bodies are changing. Feelings of exuberant happiness or deep shame, and so on.

We want to enable you to deal with sensitive issues and situations in your daily work with Deaf young people.

The 'Let's sign about Sex' project offers you lots of tips and materials in Sign Language.

We use to emphasise that Deafness is a social and cultural component, not a medical one.



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Who we are | Impressum

We are five organisations from five countries: Austria, Italy, Slovakia, the Netherlands and Czechia.

All together we designed the project „Let’s sign about Sex!“, funded by Erasmus Plus.

All project materials are available in 6 written-languages and 5 Sign Languages (including English).

Organisations

Austria

equalizent Schulungs- und Beratungs GmbH

Italy

Istituto dei Sordi di Torino

Slovakia

Innosign

Netherlands

Turkoois

Czech Republic

UNB – Unie neslyšících Brno, z.s.



TURKOOIS

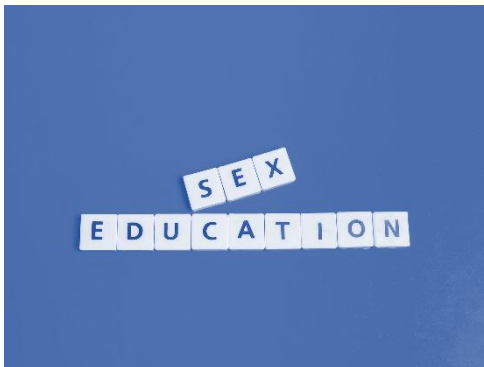


You can find more information about us on our website:

<https://lsas-project.eu/at/projekt/#partner>



About the project



The “Let’s Sign About S<3X” project is designed to support (deaf) youth workers and instructors. It provides them with basic knowledge, skills, and tools in the areas of reproduction, gender diversity, sexual orientation, sexual health, and rights.

The goal is for them to be able to discuss these topics in a gentle way and to be prepared to address situations they encounter while working with deaf youth.

The project includes educational workshops as well as multimedia materials in sign language and in an accessible format that can be used in sex education.

This is very important because sex should not be a taboo subject.

Everyone should have the opportunity to learn about it, to become aware of issues relating to sex and sexuality, and to talk about it without shame!

Together with youth workers and trainers, we have created materials that you can use in your work with Deaf young people.

We were supported in our work by sex education experts. We would like to take this opportunity to express our sincere thanks to the Freya, Institute for Sexuality and Relationships (Czechia, www.freya.live).



We have developed multimedia materials in Sign Language and easy-to-read language. Materials in Sign Language mean that Deaf young people can access information without barriers.

This matters greatly to us, as sexuality should not be treated as something forbidden or hidden. Everyone deserves access to accurate information about sex and relationships, along with the space to reflect on these topics and speak about them openly, without embarrassment or stigma.



Everyone should have the opportunity to learn about it, to become aware of issues surrounding sex and sexuality, and to talk about it without shame.





Approach | facilitating learning

Empowerment of self-responsible thinking and behavior

As with other topics, it is also very important to empower independent thinking among young people when it comes to sexuality.

Sexuality in particular is a topic with a very wide range: from taboo to complete accessibility via the internet (e.g. pornography). It is therefore all the more important that young people find a way to access good materials that they understand and that they take responsibility for themselves, their bodies and their interactions with others.

Objectives:

- Empowerment for young people to treat themselves and their bodies responsibly, recognise and respect their own boundaries and those of others
- Be able to consider personal, cultural and social backgrounds
- Be aware of your own responsibility.
- Know that your actions have an impact on others.





Empowerment of self-responsible behavior and trustworthy communication

Communicating about sexuality is often difficult. The body changes, hormone levels fluctuate, and many young people compare themselves to others. Finding your own path to sexuality is easier when you have a good dialogue with each other about it.

Objecitves:

- Empowerment to address topics that are unfamiliar or new.
- Be more capable for mutual understanding in different cultural settings.





Toolbox

General information

Deaf Didactic principles

- Preparation of materials by Deaf experts
- Integration of Sign Language for barrier free information
- Consideration of Deaf culture and experiences
- Texts in plain language
- Visualisation



Blended learning

- Our learning approach is also blended learning.
- Blended means mixed.
Blended learning means:
 - Young people can learn in a mixed format:
 - online and independently and/or
 - offline together with trainers using digital media.



Learning with videos, video-based learning

- Videos are particularly suitable for Deaf learners,
- as basic information can be conveyed in Sign Language.





Materials – Overview

Our Toolbox is structured in three components

Video Toolkit

Our Video-Toolkit offers you

- 60 Explanantion Videos (in 5 Sign Languages, a total of 300 videos)

Explanatory videos organized into eight categories: Body, Reproduction, Sexuality, Diversity, Relationships and Feelings, Health, Sexuality and the Law, and Sexuality and the Media. A digital booklet with the same content is also available in clear, accessible written language.

- 40 Scenario-Videos (in 5 Sign Languages, a total of 200 videos)

In addition to the explanatory videos, 40 scenario-based videos present different situations and address young people’s questions, supported by a reflection tool with guiding questions for each video. A digital booklet with the same content is also available in clear, accessible written language.



Train the Trainer

The Train-the-Trainer-Toolkit offers you

- a curriculum you can use for your team members
- worksheets and powerpoint presentations to run workshops for yor team member
- material that trainers can use in their work with young
- materials for self-reflection



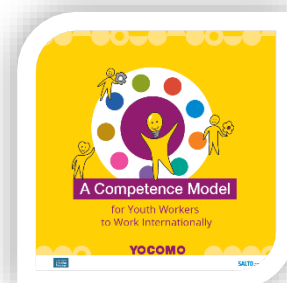


Curriculum – Train the Trainer (TTT)

The training program for trainers was developed based on the EU publication “Competence Model for Youth Workers in an International Context.” Materials from the organization Freya, z. s., which were created with financial support from the Abakus Erasmus+ program as part of the Let’s Sign About Sex3X project, were also used in its development.

The EU publication “Competence Model for Youth Workers Working in an International Context” was published by JUGEND für Europa / SALTO Training & Cooperation, Bonn.

Download: [Competence Model for Youth Workers](#)



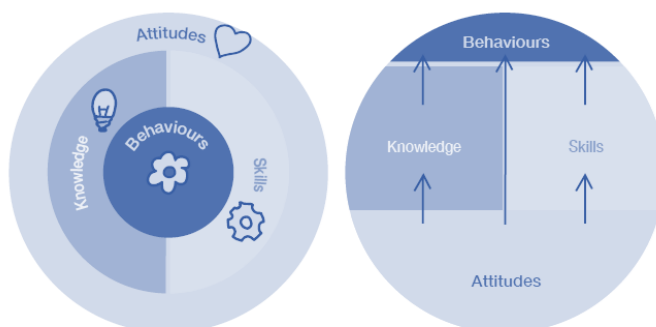
This publication serves as an excellent guide for youth workers in supporting the learning processes of young people.

The materials provided by Freya, z. s., were further developed by the project team and supplemented with easy-to-read written outputs and information linked to existing video materials; the resulting content can be used both in work with youth workers and in direct work with young people.

These materials provide a general, informative, and flexible framework, which we used to develop a curriculum for training facilitators within our project “Let’s Sign about Sex!” (LSAS).

The materials cover the following dynamic competences:

- Attitudes
- Skills
- Behaviour
- Knowledge





Target group:

- Leaders or team members in Youth organisations with training experience who can conduct TTT workshops for their team.

The TTT curriculum provides theoretical input (basic level) which is useful to know. And also practical exercises.

The detailed TTT curriculum, TTT workshop materials and selfreflection materials you will find in the Annex and/or at our project website.

In addition, we also offer detailed information for self-reflection, which every social worker can carry out independently for themselves.



Curriculum - Train the Trainer (TTT)

Attitudes

- **Module title:** Attitudes in practice
- **Duration:** 3 hours 30 minutes
- **Module content:**
 - Attitudes in sex education (awareness, empathy, openness, neutrality)
 - Personal vs. professional boundaries
 - Clarifying and expressing values
 - The circle of sexuality (identity, intimacy, relationships, health, sexualisation, values)
 - Intercultural facilitation (particularly within the Deaf community)
 - Inclusive approaches in education
- **Related documents:**
 - Module plan and content
 - Extended section (activities, worksheets, scenarios)
 - PowerPoint presentation
 - Further resources (WHO, IPPF, European guidelines)
- **Module outcomes:**
 - increased awareness of one's own values and prejudices
 - ability to separate personal and professional roles
 - development of inclusive and intercultural facilitation skills
 - ability to create a safe and respectful environment
 - enhanced reflection on one's own practice





Skills

- **Module title:**
 - Skills: Part 1 – How to manage situations in sex education
 - Skills: Part 2 – How to teach sex education
- **Duration:**
 - Part 1: 1 hour 45 minutes
 - Part 2: 1 hour 45 minutes
- **Module content:**
 - **Part 1 – Dealing with situations:**
 - Identifying problems, challenges and situations
 - recognising resistance, tension and boundary-crossing
 - responding to difficult and sensitive questions
 - setting boundaries and de-escalating situations
 - crisis intervention and handover procedures (EU context)
 - **Part 2 – Teaching sex education:**
 - facilitating learning and creating a safe environment
 - working with teaching resources (searching, evaluating, adapting)
 - using inclusive and active methods
 - designing structured educational programmes
 - adapting teaching to different groups (including Deaf people)
- **Related documents:**
 - module plan and content
 - extended section (theory, activities, scenarios, methodologies)
 - PowerPoint presentation for the module
 - supporting resources and methodologies
- **Module outcomes:**
 - the ability to recognise and respond appropriately to challenging situations
 - skill in setting boundaries and maintaining a safe environment
 - the ability to respond to sensitive issues professionally
 - understanding of crisis intervention and handover procedures
 - the ability to facilitate learning and use appropriate methods
 - the ability to work with high-quality educational resources
 - the ability to design structured and inclusive programmes





Behaviour

- **Module title:**
 - Behaviour
- **Duration:**
 - 3 hours
- **Module content:**
 - Introduction, rules and safe space
 - basic behavioural models (socio-ecological model, health belief model)
 - factors influencing behaviour in a sexual context
 - recognising challenging behaviour and managing situations
 - strategies for promoting respectful behaviour (including Lars Olsson's model)
 - Reflection and feedback
- **Related documents:**
 - module plan and content
 - extended section (theory, worksheets, activities, scenarios)
 - PowerPoint presentation for the module
 - Supplementary materials and methodologies
- **Module outcomes:**
 - understanding of basic behavioural manifestations, including those in a sexual context
 - familiarity with theoretical models influencing behaviour
 - ability to identify factors influencing behaviour (personal, social, cultural)
 - ability to recognise challenging or risky forms of behaviour
 - the ability to respond to behaviour in an appropriate and respectful manner
 - the ability to promote positive and safe behaviour in practice





Knowledge

- **Module title:**
 - Knowledge
- **Duration:**
 - 6 hours
- **Module content:**
 - Introduction, rules and safe space
 - Sexuality and identity (basic concepts, self-awareness)
 - emotions (recognising, expressing, influence on behaviour)
 - consent and boundaries (yes/no in relationships, communication)
 - touch (appropriate × inappropriate, personal boundaries)
 - safer sex (protection, prevention, basic principles)
 - intimate areas and hygiene
 - Final quiz, reflection and discussion
- **Related documents:**
 - module plan and content
 - extended section (activities, worksheets, methodologies)
 - PowerPoint presentation (YES/NO, emotions, touch, sexuality, hygiene, safe sex, quiz)
 - Supporting materials and visual aids
- **Module outcomes:**
 - ability to recognise and express emotions
 - understanding of the basics of sexuality and identity
 - ability to work with consent and boundaries
 - understanding of appropriate and inappropriate touch
 - knowledge of intimate areas and hygiene
 - basic understanding of protection and safer sex
 - the ability to communicate needs and respect others





Tips for working with the youth worker



<p>Structure and continuity</p>	<ul style="list-style-type: none"> - Build the programme logically from the basics to practical application: knowledge → attitudes → skills → application - individual modules must be interconnected (e.g. emotions → boundaries → behaviour → reactions) - Each lesson should have: <ul style="list-style-type: none"> • a clear objective • a structured sequence • a concluding reflection
<p>A safe environment</p>	<ul style="list-style-type: none"> - Always at the start: <ul style="list-style-type: none"> • set the rules (respect, confidentiality, voluntary participation) - Bear in mind that: <ul style="list-style-type: none"> • the topics may be sensitive (sexuality, boundaries, identity) - allow participants: <ul style="list-style-type: none"> • not to take part in the activity • to share only what they wish to
<p>Active participation of participants</p>	<ul style="list-style-type: none"> - Combine methods: <ul style="list-style-type: none"> • discussion • role-play • group work • reflection - use: <ul style="list-style-type: none"> • real-life situations • model examples - avoid solely lecture-based teaching
<p>Practical applicability</p>	<ul style="list-style-type: none"> - the content must be: <ul style="list-style-type: none"> • transferable to the practice of youth workers



	<ul style="list-style-type: none">- Include:<ul style="list-style-type: none">• rehearsal of responses (e.g. to sensitive questions)• dealing with real-life situations- Emphasise:<ul style="list-style-type: none">• “what to do” rather than just “what to know”
Working with values and attitudes	<ul style="list-style-type: none">- enable participants to:<ul style="list-style-type: none">• reflect on their own attitudes- Important:<ul style="list-style-type: none">• Separating personal and professional roles- The facilitator should:<ul style="list-style-type: none">• remain neutral and non-judgemental
Inclusion and accessibility	<ul style="list-style-type: none">- Adapt the content:<ul style="list-style-type: none">• to different groups (e.g. deaf people, different cultural contexts)- use:<ul style="list-style-type: none">• visual materials• simple and clear language- bear in mind:<ul style="list-style-type: none">• the participants’ different experiences
Clear boundaries	<ul style="list-style-type: none">- Work consistently with the topics:<ul style="list-style-type: none">• consent• personal boundaries• safety- Model:<ul style="list-style-type: none">• respectful communication- emphasise:<ul style="list-style-type: none">• the option to change your mind



What to watch out for

Information overload	<ul style="list-style-type: none">- Don't overwhelm participants with information- It's better to cover fewer topics, but:<ul style="list-style-type: none">• cover them in more depth• more practical
Moralising and judging	<ul style="list-style-type: none">- avoid:<ul style="list-style-type: none">• "right" and "wrong" opinions- do not impose values- Do not come across as authoritarian
Lack of safety	<ul style="list-style-type: none">- not bringing up sensitive topics without:<ul style="list-style-type: none">• a safe environment having been established- do not require the sharing of personal experiences
Ignoring participants' emotions	<ul style="list-style-type: none">- Do not underestimate:<ul style="list-style-type: none">• participants' reactions- Do not leave:<ul style="list-style-type: none">• strong emotions to go unprocessed
Too much theory without practice	<ul style="list-style-type: none">- limit long explanations- Always supplement with:<ul style="list-style-type: none">• an activity or an example
Unclear role of the lecturer	<ul style="list-style-type: none">- The lecturer is not:<ul style="list-style-type: none">• a judge or a 'know-it-all'- should be:<ul style="list-style-type: none">• a facilitator of the process
Failure to adapt to the target group	<ul style="list-style-type: none">- Do not use:<ul style="list-style-type: none">• complex language• inappropriate examples- Do not ignore:<ul style="list-style-type: none">• the group's specific characteristics



General equipment for face to face workshops

- Flipchart or large sheets of paper and markers
- Magazines, scissors, and glue (for creating collages or posters)
- Worksheets for quizzes and self-reflection activities
- Pens or pencils
- Stickers or colored pens for marking or decorating
- Computer/Laptop, Whiteboard or Beamer



Deaf Role Integration

- Use visual materials and videos in Sign Language
Our Video-Toolkit offers a lot of videos.
- If possible: Invite a Deaf role model to participate
or show short video clips featuring Deaf individuals
If possible: Invite a Deaf educator, sexologist, or psychologist to co-lead or share
personal experiences related to facilitating sexuality education.
- Share video clips or interviews with Deaf professionals discussing how they manage
facilitation challenges (values, resistance, cultural differences).
- Include content reflecting Deaf identity, communication styles, and specific
concerns around sexuality within Deaf communities.

Adaptation for different formats

- Online: Use digital worksheets, breakout rooms, and virtual whiteboards.
- Large groups: Divide participants into smaller teams for activities and assign more
facilitators for supervision.
- Small groups: Allow extra time for sharing and discussion, support individual work,
and one facilitator is usually sufficient.

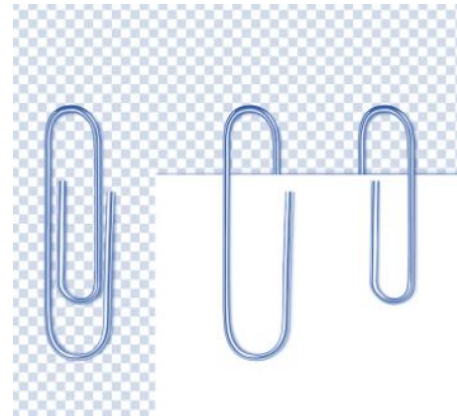


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Attachements

All materials can be found on the website:

<https://lsas-project.eu/>



- Attitudes
 - PDF documents
 - ATTITUDES (in practice) – module plan and content
 - ATTITUDES – extension section
 - Powerpoint
 - Attitudes in practice
- Skills
 - PDF documents
 - SKILLS – module plan and content
 - SKILLS – extension section
 - Powerpoint
 - Skills
- Behaviour
 - PDF documents
 - BEHAVIOR – module plan and content
 - BEHAVIOR – extension section
 - Powerpoint
 - BEHAVIOR
- Knowledge
 - PDF documents
 - KNOWLEDGE – module plan and content
 - KNOWLEDGE – extension section
 - Powerpoint
 - Sexuality and the self
 - Emotion
 - Yes and no in a relationship
 - Touches
 - Safer sex
 - Intimate areas and hygiene
 - Quiz



Questionnaire for self-reflection (youth workers)

Values, norms

What values and norms were instilled in me with regard to sexuality?

What are my views on this today?

What kind of sex education did I receive myself?



What assumptions do I have about young people, parents or cultural backgrounds?

How could this distort my work?

Think back to your youth. Puberty was also a time of change for you.

What are your fond memories?

What stressed you out the most during puberty?



Borders

Where are my boundaries when talking about sexuality?

What does this mean for how I interact with groups?

What are my own reservations or uncertainties when dealing with these issues?



Gender and understanding of gender roles

What does gender and gender identity mean to me?

How do I deal with it when my own understanding of my role is called into question?



Self-care

Do I take my own feelings, insecurities and resistance seriously?

How do I take care of myself?

LGBTQIA+

What does it stand for?



Do you know anyone in the LGBTQA+ community who has experienced discrimination?

How did you behave yourself?

Create a Network

Do you know of any institutions in your area that offer counselling for young people?

- Are there any special offers for Deaf people in your area? Do you know of Sign Language interpreting services in your area?
- If no: Find a Deaf association in your area and get in touch.
These organisations can provide you with information.