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let's sign about sex

EXTENSION SECTION

SKILLS

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Part 1: How to handle situations in sex education

Activity Title	Icebreaker: “Yes, no, maybe” (10 minutes)	
Content	Material	Additional Resources
<p><i>This icebreaker is to encourage awareness of differing values and reduce judgement.</i></p> <ol style="list-style-type: none">1. Tell a series of light but relevant statements (e.g., “It’s okay to talk about sex with teenagers”, “Silence in class means discomfort”, “All cultures see eye contact the same way”).2. Participants move to a spot in the room:<ol style="list-style-type: none">a. “Yes” -> I agreeb. “No” -> I don’t agreec. “Maybe” -> I’m unsure/ depends3. Discuss a few answers. Emphasize: differing views are okay. This is why skills like observing and responding respectfully are critical.	<ul style="list-style-type: none">• Open space• List of 5-6 statements	



Activity Title	Introduction (10 minutes)	
	Content	Material
<ol style="list-style-type: none">1. Brief overview: introduce the learning objective + program2. PPT<ul style="list-style-type: none">○ Why handling difficult situations is part of every educator’s role○ Real-life challenges (e.g., resistance, cultural tensions, disclosures)○ Skills we’ll practice today (e.g., observation, setting boundaries, referring)3. Ask: “What kind of challenging situations have you encountered, or do you fear encountering in sex education?”4. The youth workers share their answers with the group or if they prefer anonymously briefly list them on a flipchart or board.	<ul style="list-style-type: none">• Projector• slides	
	Additional Resources	



Activity Title	Theory - Identifying problems, challenges, situations (20 minutes)	
Content		Material
<p><i>Participants will understand how to observe behaviour, recognize signals (including cultural tensions and resistance), and respond constructively while maintaining group safety.</i></p> <p>1. What is identifying problems, challenges and situations?</p> <p><i>Identifying problems, challenges, and situations refers to the ability to:</i></p> <ul style="list-style-type: none"> • <i>Observe and recognize behavioural cues that may indicate issues in the learning environment.</i> • <i>Notice emotional responses that could signal discomfort, resistance, or disengagement.</i> • <i>Detect contextual factors, such as cultural dynamics or environmental barriers, that might affect participation.</i> • <i>Respond constructively to these signs while maintaining a safe and supportive group atmosphere.</i> <p>2. Observation & interpretation</p> <p>Observer’s mindset: a neutral, non-judgemental, and curious approach to observing group dynamics.</p> <p>Discuss what to observe:</p> <ul style="list-style-type: none"> • Verbal behaviour - resistance, avoidance, defensiveness • Non-verbal behaviour - posture, facial expressions, silence • Emotional behaviour - frustration, sarcasm, withdrawal 		<p>Additional Resources</p> <p>Safeguarding frameworks of RSH https://safeguardingsupporthub.org/sites/default/files/2020-11/RSH%20Safeguarding%20Framework%20for%20Online%20Hub.pdf https://debaak.nl/inspiratie/feedback-geven (PREP) https://www.case.org/resources/6-ways-answer-difficult-questions-confidently</p>



- Contextual factors - sensitive topics, group history, power dynamics

Key terms:

- **Signaling skills** = the ability to recognize subtle indicators.
- **Empathic listening** = active listening with the intent to understand, not to respond.

Be aware of patterns over time, not just isolated moments.

3. Recognizing cultural tensions

Cultural tensions: *when values, communication styles, or expectations lead to misunderstanding or discomfort.*

Examples:

- Direct vs. indirect communication
- Power dynamics (age, authority, gender roles)
- Discomfort with vulnerability or group participation

Ways to approach:

- Ask culturally sensitive questions (e.g., “What’s important for you in situations like this?”).
- Build cultural humility to stay open, curious, and willing to learn from others’ perspectives.

4. Understanding resistance and boundary-crossing

Resistance: *a protective reaction, not necessarily threat.*

Types of resistance:

- Emotional (fear, anger, withdrawal)
- Behavioural (disengagement, disruption)



Boundary-crossing behaviour: *verbal or physical actions that ignore or violate others' personal or emotional limits.*

De-escalation techniques are:

- Stay calm and neutral
- Give space if needed
- Avoid escalating behaviours
- Use simple, direct language
- Shift to problem-solving mode
- show empathy and validate emotions
- Encourage self-regulation
- Maintain safety and boundaries

Use safeguarding frameworks to strengthen safeguarding policy and practice against sexual exploitation, abuse and sexual harassment.

Introduce the importance of setting boundaries:

- Maintain group safety
- Respect differences
- Clear, respectful communication

5. Responding to difficult questions or tensions

- **Stay calm and composed:** take a moment to pause before responding and monitor your body language to ensure it aligns with your message.
- **Acknowledge emotions and express gratitude** for raising the question or concern: "That's a good but tough question. Thanks for asking."
- **Clarify and rephrase** the question to ensure you understand it correctly.



- **Listen actively and empathetically** without interrupting. Put yourself in their shoes and try to understand their point of view.
- **Respond thoughtfully and honestly** if you don't have an answer, say so honestly and offer to follow up: "Let me do some research and get back to you". If you can't answer immediately: "For right now, let's address ..." and offer to discuss further later.
- **Use structured responses** and apply frameworks like PREP (Point, Reason, Evidence, Point) to organize your answer clearly and confidently.
- **De-escalate and maintain respect** if the conversation becomes heated, ask if the person wants a conversation or a debate to set a constructive tone. Model respectful behaviour: *no interrupting, avoid sarcasm or blame, and keep comments descriptive rather than critical.*
- **Explore underlying issues** if the tension seems disproportionate to the topic, gently explore if deeper concerns are at play: "Are you worried or fearful about something else right now?"

This approach ensures the session is purpose-driven and aligned from start to finish.

6. Micro- observation drill

1. Show a short video clip or act out a 1-minute roleplay of a group scenario with subtle tension or resistance. (Example: someone interrupting, someone withdrawing, cultural misunderstanding)
2. Ask participants:
 - What did you notice?
 - What might this behaviour signal?
 - How could you respond?
3. Collect answers and gently correct or add key points.



Activity Title	Activity – Roleplay: responding to resistance (20 minutes)	
Content		Material
<p><i>Participants will practice how to respond constructively to resistance or boundary-crossing behaviour during sex education sessions, while staying calm and maintaining group safety.</i></p> <p>1. Group setup Divide participants into small groups of 3 people.</p>		
<p>Each group receives a short scenario in which a youth worker is facilitating a sex education topic and encounters resistance or challenging behaviour from one participant. Example scenarios include:</p>		Additional Resources
<ul style="list-style-type: none"> • A participant refuses to join an activity • A dismissive or sarcastic comment is made in the group • Someone dominates the conversation and interrupts others • A sensitive question causes discomfort • A participant challenges a group agreement or oversteps a boundary 		
<p>2. Assign roles Each group member takes one of the following roles:</p> <ul style="list-style-type: none"> • Facilitator: practices responding to the resistance • Participant: acts out the challenging behaviour • Observer: watches and provides feedback 		
<p>After each round (max 5 minutes), group members rotate roles until everyone has acted as the facilitator.</p>		
<p>3. Task: practice the response</p>		



During the roleplay, the facilitator should:

- Identify the behaviour and stay calm
- Use inclusive, non-judgmental language
- Set clear and respectful boundaries
- Show empathy and de-escalate the situation
- Maintain the emotional safety of the group

4. Group discussion

Everyone shares briefly what they've experienced.

Activity Title	Theory - Crisis intervention (EU-level) (20 minutes)
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Content	Material
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Introduces the concept of crisis intervention, particularly within the context of youth work and responses to sexual abuse or sexually inappropriate behaviour. It outlines key actions youth workers can take, grounded in EU-level principles and safeguarding practices.

Additional Resources

1. What is crisis intervention (EU-level)?

Crisis intervention is a short-term, immediate response to acute crisis situations. It aims to:

- *Ensure immediate safety of the individual or group*
- *Reduce emotional distress and stabilize the situation*
- *Restore basic functioning and control*
- *Provide referral to specialized help or long-term support*

- Flag System (for assessing and responding to sexual behaviour in young people)
- Safeguarding procedures of your organization

Within the EU context, this approach is aligned with frameworks that promote human dignity, mental health, and protection against abuse or exploitation.



2. What can you as a youth worker in case of sexual abuse or sexually inappropriate behaviour?

As a youth worker, your role is not to investigate, but to respond supportively and take appropriate action.

Basic steps to follow:

- Listen – stay calm, create a safe space, allow the person to speak without pressure or judgement.
- Recognize – be alert to signs of abuse or distress (verbal, behavioural, emotional).
- Refer – know when and how to refer to appropriate professionals or safeguarding services.

3. Where can you refer them?

Depending on the context and severity, referrals may be made to:

- Internal safeguarding focal points
- Child protection services
- Health professionals or therapists
- Local crisis centres or hotlines
- Police or legal services (in cases requiring legal follow-up)

Always follow local safeguarding protocols and ensure documentation is done respectfully and securely.



Activity Title	Activity – Referral options (EU-level) (20 minutes)	
	Content	Material
<p><i>Participants will actively explore and identify appropriate referral pathways for deaf youth in their own local, national, or regional context. This includes understanding which services are accessible, culturally sensitive, and equipped to support deaf young people in crisis.</i></p> <p>1. Group setup</p> <p>Divide participants into small groups of 3-4 people.</p> <p>2. Assign scenario</p> <p>Provide each group with a crisis scenario involving a deaf young person</p> <p>Examples of scenarios:</p> <ul style="list-style-type: none"> • 15-year-old girl discloses inappropriate touching by a classmate. • A 17-year-old boy with mild intellectual disability hits a peer after being touched on the shoulder. When asked, he appears distressed but can't clearly explain his reaction. • A girl refuses to participate in a group on sex education, she thinks it's dangerous to talk about this stuff. • During a lesson on body boundaries a girl privately shares to the facilitator: "Something like this happened to me... but it was my uncle." • While discussing consent and personal boundaries, a boy (16) suddenly becomes agitated, leaves the room, and refuses to return. Later, he communicates he "hates talking about this." 	<ul style="list-style-type: none"> • Scenario cards (printed or on screen) • access to internet or pre-compiled local resource list • flipchart paper or template for mapping options • markers or sticky notes 	<p>Additional Resources</p>



- A 14-year-old participant from a conservative background disrupts the session during a discussion on gender diversity, saying: “This is wrong. My family says this is shameful.”
- A boy starts making sexually explicit jokes and gestures toward another participant during a group activity on safe sex. The other participant looks visibly uncomfortable.
- During a Q&A session on relationships, a youth asks: “What if someone does things to you when you're asleep—does that count as sex?” Their tone is quiet and serious.

3. Task: Map out referral options

Each group is asked to map out referral options for their scenario by answering the following guiding questions:

1. What is the nature of this crisis?
2. Who needs to be informed or involved?
3. Which external services can support deaf youth in this situation?
4. How can you ensure communication is accessible?

4. Group presentations & reflection

Each group presents:

- The referral options they identified
- How they would approach the referral process
- Any challenges they faced finding services
- What they learned about this research

Facilitate a short group discussion:

- What gaps exist in services for deaf youth?



<ul style="list-style-type: none">• How can organizations improve their safeguarding and referral systems to be more inclusive?	
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Activity Title	Assessment (5 minutes)	
	Content	Material
Summary and reflection		
Everyone shares a few words what they think about this session and what did they learn.		Additional Resources



Part 2: How to teach sex education?

Activity Title	Introduction (5 minutes)	
	Content	Material
Introduction PPT: 1. Brief overview: introduce the learning objective + program 2. Importance of teaching skills in sex education (discussion)		<ul style="list-style-type: none"> • PPT – Introduction • laptop, projector
		Additional Resources

Activity Title	Theory - Facilitating learning sex education (15 min)	
	Content	Material
	<p>1. What is facilitating learning? <i>Facilitating learning means guiding and supporting participants through active, interactive, and inclusive teaching methods. This includes:</i></p> <ul style="list-style-type: none"> • <i>Creating a safe, respectful learning environment</i> • <i>Using diverse techniques tailored to learners' needs</i> • <i>Adapting to language, background, age, gender, and ability</i> 	<ul style="list-style-type: none"> • PPT – Facilitating learning, • laptop, projector
	<p>2. Sex education approaches</p> <ul style="list-style-type: none"> ○ <i>Comprehensive Sexuality Education (CSE): Evidence-based, inclusive, covers emotions, relationships, rights, and health.</i> ○ <i>Abstinence-only education: Focuses on delaying sexual activity, often excludes key topics (e.g., LGBTQIA+ or contraception).</i> <p><i>Participants explore both approaches and reflect on which aligns with inclusive education for deaf youth.</i></p>	<p>Additional Resources</p> <p>https://en.wikipedia.org/wiki/Comprehensive_sex_education</p> <p>https://unesdoc.unesco.org/ark:/48223/pf0000260770</p> <p>https://udlguidelines.cast.org/</p>
	<p>3. Importance + how to create a safe space</p>	



Facilitators must build a group environment based on:

- *Clear boundaries and mutual respect*
- *Safe(r) space: Focus on comfort and security*
- *Brave space: Encourages speaking up about difficult or emotional topics*

Strategies:

- *Co-create group agreements*
- *Be aware of cultural sensitivities*
- *Use neutral, inclusive language*

4. Active and inclusive learning methods

Participants explore and practice methods such as:

- *Think–pair–share: short, reflective partner work*
- *Case studies or dilemma discussions: learners reflect and respond*
- *Games: quizzes, board games, or movement-based activities*
- *Peer-led sessions: deaf peers co-facilitating activities*
- *Hands-on demonstrations: using models or props (e.g., contraception)*

These methods are adapted visually for learners who use sign language.

5. Teaching methods suitable for Deaf learners

Deaf learners benefit most from visually rich, interactive, and experience-based methods. Examples include:

- *Visual storytelling (e.g., animations or videos)*
- *Role play with clear visual cues*
- *Group discussions*
- *Video materials with subtitles or sign language interpretation*
- *Flashcards or symbol cards for concepts*
- *Drama or theatre methods (where concepts are enacted)*



Important: Always pre-teach key vocabulary in sign language and use visual aids consistently to support understanding.

6. Differentiation in teaching

Differentiation means adjusting lessons to meet learners' individual needs. In sexuality education, this can involve:

- *Age: Adjust complexity of content and language*
- *Language proficiency: Use clear, plain language and visuals*
- *Cultural background: Be aware of norms, beliefs, and sensitivities*
- *Gender and identity: Use inclusive examples and avoid stereotypes*
- *Disability: Ensure physical, visual, and cognitive accessibility*

Tips for implementation:

- *Provide content in multiple formats (text, image, video)*
- *Use small group formats for more personal interaction*
- *Give scaffolded tasks (start simple, build complexity)*
- *Offer choices in how learners can respond or participate*

Activity Title	Activity - How to facilitate learning? (15 min)	
	Content	Material
<p><i>This activity focuses on practicing inclusive teaching strategies by adapting sex education content for diverse learner needs.</i></p> <p>1. Group setup Divide participants into small groups (3-4 people per group). Give each group a topic related to sex education, such as:</p>		<ul style="list-style-type: none"> • Flipchart paper or worksheets (optional), • pens/markers, • reference handouts (optional)
	<p>Additional Resources</p>	



- Contraception
- Consent
- Hygiene
- STI's
- Gender diversity
- Online behaviour (sexting)

2. Assign target group

Each group develops three adapted versions of a short lesson on their topic, specifically tailored for:

- Deaf youth, age 14/15
- Deaf youth with developmental disabilities
- Deaf youth from various cultural backgrounds

Groups must consider the accessibility, language level, cultural relevance, and visual quality of resources for their assigned audience.

3. Task: Adapt the lesson

While planning, they should address:

- **Teaching method** (e.g., discussion, visuals, role play)
- **Activities** (e.g., interactive or creative approaches)
- **Creating a safe space** (e.g., language use, group agreements, inclusive tone)
- **Differentiation** (tailoring for age, ability, language, and cultural relevance)

Group presentations & discussion

Groups present a brief summary of their adaptations and reflect on:

- What changes they made and why
- Challenges they faced
- How they ensured the lesson would be inclusive, safe, and engaging for their audience

Example inclusive teaching strategies

- Guides for adapting content for youth with disabilities or language needs
- Culturally appropriate visual aids or resource list



Activity Title	Theory - Managing educational resources (15 min)	
Content		Material
<p>1. What is resource management in education? <i>Managing resources involves the ability to identify, evaluate, adapt, and utilize appropriate teaching materials and tools that are:</i></p> <ul style="list-style-type: none"> • Visually engaging (e.g., infographs, illustrations) • Digitally accessible (e.g., online tools, videos) • Appropriate for language level and literacy • Inclusive and culturally relevant 		<ul style="list-style-type: none"> • PPT Managing resources, • laptop or computer, • projector, • sample handouts or screenshots of example resources
<p>2. Demonstration: good vs. poor materials <i>Provide visual examples such as:</i></p> <ul style="list-style-type: none"> • A clear infographic vs. a dense block of text • A culturally inclusive illustration vs. stereotypical or biased content • Age-appropriate videos vs. overly technical or abstract material <p>Use this as a discussion point about why these differences matter in sex education.</p> <p>3. Interactive discussion <i>Plenary questions (group sharing):</i></p> <ul style="list-style-type: none"> • “What is your favourite source of information or teaching material?” • “How do you check if the information is reliable and appropriate?” 		<p>Additional Resources</p> <p>WP2 + WP4 (more to add later after research)</p>



Everyone should get their turn if they want and then collect a few responses in plenary.

Use their answers to introduce the concept of source evaluation.

4. Resource introduction

Show different resources that are reliable and shows correct information. Ensure all materials are pre-reviewed to avoid misinformation.

- Present a curated list of reliable and accurate resources, including those from WP2 + WP4.
- Briefly demonstrate how to navigate and use some resources.
- Include additional tools or platforms you trust

5. Searching strategies for educators

Introduce smart search techniques for finding quality sex education resources, such as:

- Using keywords with filters (e.g., “inclusive sex education infographic” + “PDF”)
- Checking authorship and source credibility (government, academic)
- Using specific portals (e.g., WHO, Rutgers, SENSOA)
- Bookmarking and organizing resources by theme or age group

Activity Title	Activity – How to find good resources? (15 min)	
Content		Material
<p><i>This activity is to practice identifying, evaluating, and using reliable and relevant educational resources for sex education.</i></p> <p>1. Group setup</p>	<ul style="list-style-type: none"> • Personal devices (phones, laptops, or tablets), • internet access, • paper and pens for notetaking 	



Keep the same groups, topics and target groups as in the activity for how to facilitate learning.

2. Assign target group

Each group will work with their assigned target audiences in mind.

Groups must consider the accessibility, language level, cultural relevance, and visual quality of resources for their assigned audience.

3. Research task

Groups are asked to find and evaluate resources that could be used to teach their topic to their assigned audience. They should find answers to the following:

- What is it?
- How does it work or what does it look like?
- What are the key facts or messages?
- Are there supporting visuals, videos, or activities?

Encourage them to consider the target audience.

4. Group presentations & discussion

Each group briefly presents their findings with the larger group and reflects on:

- What did you find?
- How did you search for information?
- What challenges did you face in finding inclusive or accessible materials?
- How did you check if the sources were reliable?
- Would you need more time, tools, or support to improve your search process?

Encourage short peer feedback and comparisons across different audiences.

Additional Resources



Activity Title	Theory - Designing programs (15 minutes)	
	Content	Material
<p><i>Participants will understand how to design effective, structured, and inclusive sex education programmes by using clear learning objectives, thoughtful session planning, diverse teaching methods, and appropriate evaluation strategies.</i></p> <p>1. What is designing programmes? Designing programmes involves developing structured, goal-oriented educational sessions or full curricula. It includes:</p> <ul style="list-style-type: none"> • Defining clear learning objectives • Selecting appropriate content, methods, and materials • Planning the structure and flow of the session • Choosing evaluation methods that align with the goals and target audience <p>2. Introducing the Backward Design approach <i>The “Backward design theory” framework, developed by Grant Wiggins and Jay McTighe, is a three-step method for effective programme planning:</i></p> <ol style="list-style-type: none"> 1. Start with learning objectives <ul style="list-style-type: none"> ○ Ask: what should learners understand, know, and be able to do by the end of the session? 2. Decide how to assess progress <ul style="list-style-type: none"> ○ Ask: How will I measure if learning has taken place? 3. Developing lessons and materials <ul style="list-style-type: none"> ○ Ask: Which activities, materials, and methods will help learners meet the objectives? 	<ul style="list-style-type: none"> • PPT Designing programmes or flipchart, • example worksheets (for learning objectives, planning, and evaluation), • laptop and projector, • sample materials from existing sex education programmes 	<p>Additional Resources</p>



This approach ensures the session is purpose-driven and aligned from start to finish.

3. Subtopics & guiding questions

Formulating learning objectives

- What should participants know, be able to do, or feel by the end of the session?
- How can you write **SMART** objectives (Specific, Measurable, Achievable, Relevant, Time-bound)?

Structuring a workshop or lesson

- How can the session be organized in a clear and engaging format?
- Key parts: introduction -> core activities -> conclusion -> reflection

Using a variety of materials and activities

- What kind of tools can make your session more engaging (e.g., video, role play, group discussion, quiz)?
- How do you ensure diversity and engagement in your sessions?

Choosing evaluation methods

- How do you assess whether the objectives were achieved?
- Examples: observation, self-assessment, short quizzes, group feedback

4. Examples from sex education

To illustrate programme design in context, use a topic such as “Respect in relationships”:

Backward design:

<https://eenmeesterinleren.nl/backward-design-theorie/>

SMART:

https://www.uu.nl/sites/default/files/upper_leerdoelen_smart_opstellen.pdf



- Objective: Students can identify respectful vs. Disrespectful behaviour in a relationship
- Assessment: Students participate in a role-play and complete a checklist
- Activities: Short video + discussion, role play, group reflection
- Materials: Video clips, behaviour checklist, scenario cards

Activity Title	Designing inclusive sex education programmes (20 minutes)	
Content	Material	Additional Resources
<p><i>Participants will apply the Backward Design framework to create a short, structured sex education session.</i></p> <ol style="list-style-type: none"> 1. Group setup Keep the same groups, topics and target groups as in the activity for how to facilitate learning. 2. Assign target group Each group will work with their assigned target audiences in mind. 3. Task: apply the Backward Design framework Using a worksheet or flipchart, each group develops a 15–20-minute mini-lesson based on the three core steps of Backward Design: Step 1: Define the learning objective <ul style="list-style-type: none"> - What should learners know, understand, or be able to do by the end of the session? Step 2: Decide on assessment <ul style="list-style-type: none"> - How will you know if learners have achieved the objective? (e.g., discussion, quiz, observation) 	<ul style="list-style-type: none"> • Flipchart paper or worksheets (with Backward Design template), • markers or pens, • laptops or phones, • example topics or cards 	



Step 3: Plan the session activities

- What teaching methods or activities will help learners reach the objective?

- 4. Presentation and feedback**
 - Each group presents their mini-lesson plan
 - Optional: peers or facilitator give feedback using 3 prompts:
 - What's strong?
 - What's unclear or missing?
 - What could be improved or adapted?

Activity Title	Assessment (5 minutes)	
	Content	Material
Summary and reflection Everyone shares a few words what they think about this session and what did they learn.		
		Additional Resources