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let's sign about sex

MODULE PLAN AND CONTENT

SKILLS

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Modul plan	Partner Contribution
Partner	Turkoois (Netherland)
Modul Title	Skills- Part 1: How to handle situations in sex education?
Duration	1 h 45 min
Learning objective	<p>By the end of this module, participants will be able to:</p> <ul style="list-style-type: none">• Observe behaviour and provide effective, constructive feedback.• Recognize signals of resistance, tension, boundary crossing behaviour or cultural tensions and respond appropriately.• Respond professionally to difficult or sensitive questions.• Capable of setting clear and respectful boundaries• Can apply the Flag System when assessing (sexually) transgressive behaviour.• Respond to signs of sexual abuse or sexually inappropriate behaviour.• Apply the basic steps: listen, acknowledge, and refer appropriately.• Find relevant support services and practices independently seeking referral options.• Understand the relevant legislation and knows when mandatory reporting applies.
Key topics	<p>Part 1: Handling skills</p> <ul style="list-style-type: none">• Identifying -> problems, challenges, situations• Crisis intervention (EU-level)



Module plan	Partner Contribution
Lesson Plan	<p>1. Icebreaker (10 minutes)</p> <p><u>Interactive movement-based activity + facilitated group discussion</u></p> <p>Participants respond to value-based statements by positioning themselves under “Yes,” “No,” or “Maybe.” The activity highlights differing perspectives and reduces judgment within the group. A short debrief emphasizes respect for diverse views.</p> <p>2. Introduction (10 minutes)</p> <p><u>Short presentation + moderated plenary discussion and optional anonymous input from participants</u></p> <p>Overview of session objectives and key challenges in sex education, including resistance, cultural tensions, and disclosures. Participants reflect on difficult situations they have encountered or anticipate. The focus is on developing practical response skills.</p> <p>3. Identifying problems, challenges, situations (20 minutes)</p> <p><u>Presentation + guided discussion + short practical exercise</u></p> <p>Participants learn to observe behavioural, emotional, and contextual signals using a neutral, non-judgmental mindset. The session covers recognizing resistance, cultural tensions, and boundary-crossing behaviour, along with de-escalation strategies. A short observation exercise reinforces practical application.</p> <p>4. Activity: Roleplay: responding to resistance (20 minutes)</p> <p><u>Small-group work + group reflection</u></p> <p>In small groups, participants practice responding to resistance or challenging behaviour during sex education sessions. They rotate roles (facilitator,</p>



participant, observer) to develop skills in staying calm, setting boundaries, and maintaining group safety. A brief reflection follows each round.

5. Crisis intervention (EU-level) (20 minutes)

Presentation

Introduction to crisis intervention principles focused on immediate safety, emotional stabilization, and referral. Emphasis is placed on the youth worker's role to listen, recognize signs of abuse, and refer appropriately rather than investigate. Referral pathways and safeguarding procedures are outlined.

6. Activity: Referral options (EU-level) (20 minutes)

Small-group analytical work + group presentations + discussion

Participants analyze crisis scenarios involving deaf youth and map appropriate referral pathways. They identify responsible actors, accessible services, and communication considerations. Group presentations highlight service gaps and inclusive safeguarding practices.

7. Assessment (5 minutes)

Short plenary reflection

Participants briefly reflect on their key learning points from the session. The closing reinforces practical application and professional growth.



Material needed	<ul style="list-style-type: none">• PowerPoint presentation (contains all topics) <p>Icebreaker</p> <ul style="list-style-type: none">• Open space• List of 5-6 statements for activity <p>Introduction</p> <ul style="list-style-type: none">• Projector• Slides <p>Activity – Referral options (EU-level) (20 minutes)</p> <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
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	<p>Theory - Identifying problems, challenges, situations</p> <p>Safeguarding frameworks of RSH https://safeguardingsupporthub.org/sites/default/files/2020-11/RSH%20Safeguarding%20Framework_for%20Online%20Hub.pdf</p> <p>https://debaak.nl/inspiratie/feedback-geven</p> <p>(PREP) https://www.case.org/resources/6-ways-answer-difficult-questions-confidently</p> <p>Theory - Crisis intervention (EU-level)</p> <ul style="list-style-type: none"> • Flag System (for assessing and responding to sexual behaviour in young people) • Safeguarding procedures of your organization
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Content	Topic	Content Description
Lesson Content	Introduction	<p>Brief overview of learning objectives and session structure.</p> <p>PPT input includes:</p> <ul style="list-style-type: none"> • Why handling difficult situations is part of an educator’s role. • Common real-life challenges (resistance, cultural tensions, disclosures). • Key skills to be practiced (observation, boundary-setting, referral). <p>Discussion:</p> <p>Participants share challenging situations they have experienced or fear encountering (openly or anonymously).</p>
	Identifying problems, challenges, situations	<p>Developing observation and response competence while maintaining group safety.</p> <p>Content overview:</p> <ul style="list-style-type: none"> • Understanding behavioural, emotional, and contextual signals. • Observer’s mindset: neutral, curious, non-judgmental. • Recognizing cultural tensions and power dynamics.



		<ul style="list-style-type: none"> • Understanding resistance as a protective response. • Identifying boundary-crossing behaviour. • De-escalation strategies and respectful boundary-setting. • Responding to difficult questions using structured communication (e.g., PREP model).
	Crisis intervention (EU-level)	<p>Introduction to short-term crisis response within youth work, particularly in cases of sexual abuse or inappropriate behaviour.</p> <p>Key principles:</p> <ul style="list-style-type: none"> • Ensure immediate safety. • Stabilize emotional distress. • Restore functioning. • Refer to appropriate services. <p>Clarification of youth worker’s role: Not to investigate, but to listen, recognize signs, and refer appropriately.</p> <p>Overview of referral pathways: Internal safeguarding, child protection, health services, crisis centers, police (when required), following local protocols.</p>
Video summary		<p>Interviews or testimonies from Deaf sexuality educators or LSAS scenarios and explanation videos</p> <p>https://lsas-project.eu/</p>

Content	Description	Content
Activity	Icebreaker	<p>Participants respond to statements by physically positioning themselves under “Yes,” “No,” or “Maybe.”</p> <p>Purpose:</p> <ul style="list-style-type: none"> • Increase awareness of differing values and perspectives.



		<ul style="list-style-type: none">• Reduce judgment within the group.• Introduce the importance of respectful observation and response skills.
	Activity: Roleplay: responding to resistance	<p>Small-group role-play in triads (facilitator, participant, observer).</p> <p>Scenarios involve resistance, disruption, boundary-crossing, or sensitive questions during sex education sessions.</p> <p>Facilitator practices:</p> <ul style="list-style-type: none">• Staying calm and neutral.• Using inclusive language.• Setting clear boundaries.• De-escalating tension.• Maintaining group emotional safety. <p>Roles rotate to allow each participant to practice facilitation.</p> <p>Short group reflection follows.</p>
	Activity: Referral options (EU-level)	<p>Small-group work analysing crisis scenarios involving deaf youth.</p> <p>Task:</p> <ul style="list-style-type: none">• Identify the nature of the crisis.• Determine who should be informed.• Map appropriate referral services.• Ensure communication accessibility. <p>Groups present referral pathways and reflect on:</p> <ul style="list-style-type: none">• Gaps in services for deaf youth.• Challenges in inclusive safeguarding.• Ways to strengthen referral systems.



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Assessment	Group reflection	Short closing reflection. Participants share key takeaways and learning points from the session.
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Modul plan	Partner Contribution
Partner	Turkoois (Netherland)
Modul Title	Skills- Part 2: How to teach sex education?
Duration	1 h 45 min
Learning objective	By the end of this module, participants will be able to: <ul style="list-style-type: none">• Manage educational resources.• Facilitate learning through appropriate teaching methods and activities.• Design structured and inclusive sexuality education programs.
Key topics	Part 2: Teaching skills <ul style="list-style-type: none">• Managing resources• How facilitate learning, teaching methods and activities• Designing programs



Module plan	Partner Contribution
Lesson Plan	<p>1. Introduction (5 minutes)</p> <p><u>Presentation + discussion</u></p> <p>Brief presentation of the learning objectives and session structure. Participants discuss the importance of teaching skills in sex education and reflect on why facilitation competence is essential.</p> <p>2. Topic 1: Facilitating learning sex education (15 minutes)</p> <p><u>Presentation + discussion</u></p> <p>Overview of facilitation as an inclusive, learner-centred approach that creates a safe and respectful environment. Participants explore different sex education approaches, methods for building safe/brave spaces, inclusive strategies for Deaf learners, and principles of differentiation.</p> <p>3. Activity: How to facilitate learning? (15 minutes)</p> <p><u>Small-group work + group presentations + discussion</u></p> <p>In small groups, participants adapt a sex education topic for different target groups (Deaf youth, youth with developmental disabilities, culturally diverse groups). They adjust methods, language, accessibility, and inclusivity. Groups briefly present their adaptations and reflect on challenges.</p> <p>4. Topic 2: Managing educational resources (15 minutes)</p> <p><u>Presentation + demonstration + plenary discussion.</u></p> <p>Introduction to identifying, evaluating, and adapting inclusive and accessible teaching materials. Participants compare strong and weak examples and discuss criteria for reliable sources. Practical strategies for searching and organizing quality resources are presented.</p>



5. Activity: How to find good resources? (15 minutes)

Small-group research task + group presentations + plenary reflection

Groups search for and evaluate appropriate materials for their assigned topic and audience. They assess accessibility, relevance, and reliability. Presentations focus on search strategies, challenges, and quality criteria.

6. Topic 3: Designing programmes (15 minutes)

Presentation + guided plenary discussion

Participants learn how to design structured and goal-oriented sex education sessions using the Backward Design framework. The focus is on defining learning objectives, selecting assessment methods, and aligning activities with intended outcomes.

7. Activity: Designing inclusive sex education programmes (20 minutes)

Small-group planning work + presentations + feedback

Groups apply the Backward Design model to create a short, structured mini-lesson tailored to their target audience. They define objectives, assessment methods, and activities. Each group presents their plan and receives structured feedback.

8. Assessment (5 minutes)

Short plenary reflection

Short plenary reflection where participants summarize key insights and learning outcomes from the session.



Material needed

Introduction

- PPT – Introduction
- laptop,
- projector

Theory - Facilitating learning sex education

- PPT – Facilitating learning,

Activity - How to facilitate learning?

- Flipchart paper or worksheets (optional),
- pens/markers,
- reference handouts (optional)

Theory - Managing educational resources

- PPT Managing resources
- sample handouts or screenshots of example resources

Activity – How to find good resources?

- Personal devices (phones, laptops, or tablets),
- internet access,

Theory - Designing programs

- PPT Designing programmes or flipchart,
- example worksheets (for learning objectives, planning, and evaluation),
- sample materials from existing sex education programmes

Designing inclusive sex education programmes (20 minutes)

- Flipchart paper or worksheets (with Backward Design template),
- example topics or cards



<p>Deaf role model integration</p>	<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). <p>Include content reflecting Deaf identity, communication styles, and specific sexuality concerns within Deaf communities.</p>
<p>Adaptation for different delivery formats</p>	<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. <p>Hybrid: Ensure visual access, and adapt physical activities to screen-based alternatives.</p>
<p>Additional resources</p>	<p>Theory - Facilitating learning sex education</p> <p>https://en.wikipedia.org/wiki/Comprehensive_sex_education https://unesdoc.unesco.org/ark:/48223/pf0000260770 https://udlguidelines.cast.org/</p> <p>Activity - How to facilitate learning?</p> <p>Example inclusive teaching strategies</p> <ul style="list-style-type: none"> - Guides for adapting content for youth with disabilities or language needs - Culturally appropriate visual aids or resource list <p>Theory - Managing educational resources</p> <p>WP2 + WP4 (more to add later after research)</p> <p>Theory - Designing programs</p> <p>Backward design: https://eenmeesterinleren.nl/backward-design-theorie/ SMART: https://www.uu.nl/sites/default/files/upper_leerdoelen_smart_opstellen.pdf</p>



Content	Topic	Content Description
Lesson Content	Introduction	<p>The session begins with a brief overview of the learning objectives and programme structure.</p> <p>Participants reflect on why facilitation skills are essential in sex education, particularly when working with diverse and Deaf youth groups. The introduction frames the session as skills-based and practice-oriented.</p>
	Facilitating Learning in Sex Education	<p>Participants explore facilitation as an inclusive, learner-centred approach focused on creating safe and respectful environments. The session introduces different sex education approaches, principles of safe and brave spaces, and inclusive methods adapted for Deaf learners. Emphasis is placed on differentiation according to age, language level, cultural background, gender, and ability.</p>
	Managing Educational Resources	<p>This section focuses on identifying, evaluating, and adapting appropriate educational materials for sex education. Participants compare examples of effective and ineffective resources and discuss criteria such as visual clarity, inclusivity, cultural relevance, and credibility. Practical strategies for searching and verifying reliable sources are introduced.</p>
	Designing Programmes	<p>Participants are introduced to structured programme design using the Backward Design framework. The focus is on defining clear learning objectives, selecting appropriate assessment methods, and aligning activities with intended outcomes. Practical examples from sex education illustrate how to translate objectives into structured sessions.</p>
Video summary		<p>Interviews or testimonies from Deaf sexuality educators or LSAS scenarios and explanation videos</p> <p>https://lsas-project.eu/</p>



Content	Description	Content
Activity	How to Facilitate Learning?	In small groups, participants adapt a selected sex education topic for different Deaf target groups, including youth with developmental disabilities and youth from diverse cultural backgrounds. They consider teaching methods, accessibility, language clarity, visual support, and inclusive communication. Groups present their adaptations and reflect on challenges in ensuring safety and engagement.
	How to Find Good Resources?	Groups search for and evaluate teaching materials suitable for their assigned topic and target group. They assess accessibility, language level, visual quality, and reliability of information. Each group presents its findings and reflects on the search process and challenges in locating inclusive materials.
	Designing Inclusive Sex Education Programmes	Groups apply the Backward Design model to create a short, structured mini-lesson tailored to their assigned Deaf target group. They define learning objectives, determine assessment methods, and select inclusive activities and materials. Each group presents its lesson plan and receives feedback focused on clarity, inclusivity, and alignment.
Assessment	Group reflection	Short closing reflection. Participants share key takeaways and learning points from the session.