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Skills in sex education

Plan for today



- Icebreaker (10 minutes)
- Introduction (10 minutes)
- Identifying problems, challenges, situations (20 minutes)
- Activity: Roleplay: responding to resistance (20 minutes)
- Crisis intervention (EU-level) (20 minutes)
- Activity: Referral options (EU-level) (20 minutes)
- Assessment (5 minutes)

Icebreaker Activity

Values

Line

Explore your comfort and attitudes toward sexuality.



Position yourself along a line
in response to statements



Icebreaker Activity

Values Lines



*It's okay to talk about
sex with teenagers*



Icebreaker Activity

Values Lines



*All cultures see eye
contact the same way*



Icebreaker Activity

Values Lines



*It's better to answer
quickly than to
answer carefully.*



Icebreaker Activity

Values Lines



“That’s a good question—let’s park it” is a respectful response.



Icebreaker Activity

Values Lines



*A student's maturity is
not the same as their
age.*



? What surprised you?

? Which statement was the hardest?

? How do our different values affect our teaching?

Icebreaker Activity

Values Lines



Learning objectives



Part 1: Handling situations in sex education

- Observe & give feedback
- Handle tension/resistance & set boundaries
- Answer sensitive questions
- Use the Flag System (assess behaviour)
- Spot signs of abuse → listen – acknowledge – refer
- Map referrals & know basic legal duties
- Facilitate learning & select resources
- Design a structured sex-ed programme



Identifying problems, challenges and situations



Flipchart anchor (4-step model)

- **See (facts)** → What do I literally see/hear?
- **Interpret (hypotheses)** → What could this mean? (name 2–3 options)
- **Choose (goal)** → What matters now: safety + learning + respect
- **Act (1 sentence + 1 step)** → A short intervention + the next step

What to watch



Verbal: avoidance, defensiveness, “jokes”, interruptions

Non-verbal: silence, posture, facial expression, gaze

Emotional: sarcasm, frustration, withdrawal

Context: sensitive topic, group norms, power dynamics

Ready-to-Use scripts



Acknowledge: “Thanks for saying that—this can be difficult.”

Clarify: “When you say X, do you mean...?”

Boundary: “I’m going to stop that comment—here we keep it respectful.”

Refocus: “Let’s bring it back to the learning goal: ...”

Park it: “Important—let’s park this and return at the end.”

Safeguard: “I’m concerned about safety; let’s talk after and connect you to support.”

Cultural tensions



Different values / communication styles can clash

Examples: direct vs indirect; gender/authority roles; vulnerability norms

Use cultural humility: open, curious, willing to learn

Ask/say:

- . “What’s important for you here?”
- . “Different norms can be at play here.”
- . “What’s respectful in your context?”
- . “How would you prefer to be addressed in moments of tension?”

De-escalation basics



- . Stay calm + neutral
- . Use simple, direct language
- . Give space if needed
- . Validate emotion, keep the boundary
- . Shift to problem-solving

Structured answer (PREP)



- . **Point** (your message)
- . **Reason** (why)
- . **Evidence** (example / fact)
- . **Point** (repeat clearly)



Activity: Roleplay



What is crisis intervention?



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

Step Response



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

- **Listen:** calm, safe space, no pressure, no judgement
- **Recognise:** notice signs (verbal / behavioural / emotional)
- **Refer:** connect to the right professionals/services

Referral Pathways



- . Internal safeguarding focal point
- . Child protection services
- . Health professionals / therapist
- . Crisis center / hotline
- . Police / legal services (when required)
- . Document securely + follow local protocol



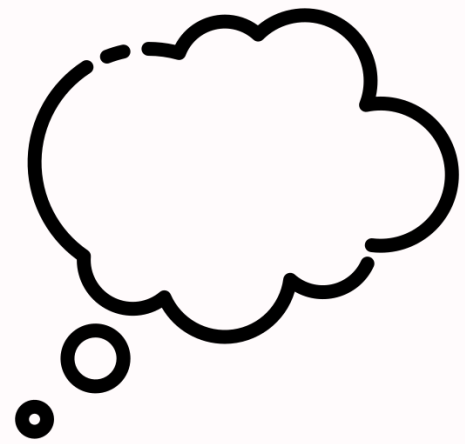
Activity: Referral options



Discussion



- ① What gaps exist in services for deaf youth?
- ② How can organizations improve their safeguarding and referral systems to be more inclusive?



Reflection



Which of your attitudes or reactions were most challenged today?



Which moment made you feel most uncomfortable, and why?



What will you do differently in your facilitation after today?

Plan for today



1. Introduction (5 minutes)
2. Topic 1: Facilitating learning sex education (15 minutes)
3. Activity: How to facilitate learning? (15 minutes)
4. Topic 2: Managing educational resources (15 minutes)
5. Activity: How to find good resources? (15 minutes)
6. Topic 3: Designing programmes (15 minutes)
7. Activity: Designing inclusive sex education programmes (20 minutes)
8. Assessment (5 minutes)

Learning objectives



Part 2: Teaching sex education

- Manage educational resources
- Facilitate learning with appropriate methods and activities
- Design structured, inclusive sexuality education programmes



Icebreaker Activity

Discussion



What kind of challenging situations have you encountered, or do you fear encountering in sex education?



Facilitating Learning



- . Guide learning through active, interactive, inclusive methods
- . Create a safe + respectful environment
- . Adapt to language, age, gender, background, ability

Sex education approaches



- Comprehensive Sexuality Education (CSE): Evidence-based, inclusive, covers emotions, relationships, rights, and health.
- Abstinence-only education: Focuses on delaying sexual activity, often excludes key topics (e.g., LGBTQIA+ or contraception).

Participants explore both approaches and reflect on which aligns with inclusive education for deaf youth.

Safe Space



- . Clear boundaries + mutual respect
- . Safe(r) space: comfort + security
- . Brave space: speak up about difficult topics
- . **Strategies:**
 - Co-create group agreements
 - Be aware of cultural sensitivities
 - Use neutral, inclusive language

Active and inclusive learning methods

- 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: peers co-facilitating activities
- Hands-on demonstrations: using models or props (e.g., contraception)

Methods for Deaf Learners



- Visual storytelling (e.g., animations or video's)
- Role play
- Group discussions
- Video materials with subtitles or sign language
- Flashcards or symbol cards for concepts
- Drama or theater methods (where concepts are enacted)

Differentiation in teaching



- 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



Activity: Facilate learning



Resource Management



- Find, evaluate, adapt, and use teaching materials

Visual (infographics, illustrations)

Digital-accessible (tools, videos)

Right language + literacy level

Inclusive + culturally relevant

Demo: Good vs Poor Materials



Clear infographic vs dense text block

Inclusive visuals vs stereotypes/bias

Age-appropriate video vs too technical/abstract

Question: Why does this matter in sex education?

Interactive Discussion



What's your favourite teaching resource?

How do you check it's reliable + appropriate?

Everyone can share (optional) → collect key points

Resource introduction



Use a pre-reviewed set (avoid misinformation)

Share curated list (e.g., WP2 + WP4 resources)

Quick demo: how to navigate 1–2 tools/platforms

Add trusted extra tools you use

Smart Search Strategies



Use keywords + filters (e.g., inclusive sex education + PDF)

Check author + credibility (government, academic, NGO)

Use trusted portals (e.g., WHO, Rutgers, Sensoa)

Bookmark + organise by theme / age group



**Activity:
How to find good
resources?**



Programme Design



- 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

Backward Design approach



The “Backward design theory” framework, developed by Grant Wiggins and Jay McTighe, is a three-step method for effective programme planning:

1. Start with learning objectives
 - o Ask: what should learners understand, know, and be able to do by the end of the session?
2. Decide how to assess progress
 - o Ask: How will I measure if learning has taken place?
3. Developing lessons and materials
 - o Ask: Which activities, materials, and methods will help learners meet the objectives?

Develop workshop plan



What should learners know / do / feel by the end?

Write SMART objectives: Specific • Measurable • Achievable • Relevant • Time-bound

Intro: safety + purpose + agreements

Core: active learning activities

Close: key takeaway + reflection

Develop workshop plan



Methods & Materials (Variety)

Video • role play • discussion • quiz • scenarios

Use diversity: different voices + examples

Match methods to learners (e.g., visual-first for Deaf youth)

Evaluation (Aligned to Objectives)

Observation (during activities)

Self-assessment (quick check-in)

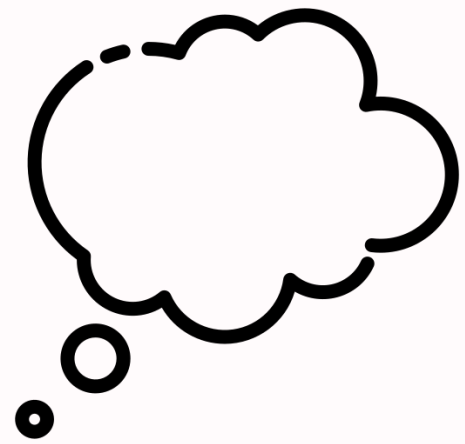
Short quiz (key concepts)

Group feedback (what changed / what's unclear?)



Activity: Design program





Reflection



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Which moment made you feel most uncomfortable, and why?



What will you do differently in your facilitation after today?

Wrap -Up & Feedback



Take a moment to note your key takeaways from today.

Identify one area you would like to explore further in your practice.



Please complete anonymous feedback form about the the session's effectiveness, relevance, and your confidence in applying the strategies discussed.

Thank you for your participation!