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let's sign about sex

EXTENSION SECTION

ATTITUDES



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Attitudes in practice

PowerPoint

Icebreaker Activity - Values Line

- Explore your comfort and attitudes toward sexuality.
 - Position yourself along a line in response to statements
1. Talking about sexuality is easy for me.
 2. My personal beliefs and values never influence the way I conduct lessons.
 3. I can stay neutral when students express opinions that differ from mine.
 4. I feel confident facilitating sexuality education in culturally diverse groups.
 5. Using inclusive language that respects all gender identities is essential.

Icebreaker Activity - Values Line

Discussion

- ? What surprised you?
- ? Which statement was the hardest?
- ? How do our different values affect our teaching?

Values and Expression

Impact of values on facilitation

- Our language, reactions, and teaching choices can unconsciously reflect our personal values.

Values show up in:



- Language and word choices
- Body language and facial expression
- Attention and pacing
- Comfort and reassurance provided to learners

Personal vs Professional

- Distinguish personal beliefs from professional responsibilities.
- Understand the importance of neutrality, respect, and ethical facilitation.
- Reflect on how personal values influence your teaching style and group interactions.

Personal vs Professional

Micro-Debrief

- ? Challenges: In which situation is it hardest to stay neutral?
- ? Deaf Context: Why is professionalism a "must" in our community?

Personal vs Professional

Practical Strategies:

- Awareness: be mindful of your own biases.
- Neutrality: share information without imposing your own views.
- Respect: create a safe and inclusive space for all participants.
- Open-ended questions: invite active participation and discussion without judgment.

From Personal Values to Group Learning

Everyone has personal beliefs related to sexuality, relationships, and identity. These values influence the way facilitators communicate and manage groups.

Our personal values act as a "filter" for the information we share.



? Which of my values might unintentionally limit my students' expression?

Values and Expression - Circle of Sexuality

- IDENTITY - How we see ourselves as sexual beings (gender, orientation, self-expression)
- INTIMACY - Emotional and physical closeness with others
- VALUES - Beliefs guiding decisions and behaviors around sexuality
- SEXUALIZATION - Expression of sexuality shaped by culture and media
- RELATIONSHIPS - Social, romantic, and sexual connections
- HEALTH & REPRODUCTION - Sexual health, contraception, reproductive care

Circle of Sexuality: Reflection

- IDENTITY - How we see ourselves as sexual beings (gender, orientation, self-expression)
- INTIMACY - Emotional and physical closeness with others
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- SEXUALIZATION - Expression of sexuality shaped by culture and media
- RELATIONSHIPS - Social, romantic, and sexual connections
- HEALTH & REPRODUCTION - Sexual health, contraception, reproductive care
- ? What are the main challenges Deaf people face in society, and how do they limit young Deaf learners' access to information on sexual health and relationships/emotions?
- Mentimeter

Circle of Sexuality: Reflection



- IDENTITY - How we see ourselves as sexual beings (gender, orientation, self-expression)
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 - RELATIONSHIPS - Social, romantic, and sexual connections
 - HEALTH & REPRODUCTION - Sexual health, contraception, reproductive care
 - ? What taboos or social dynamics exist within the Deaf community that influence how sexuality is perceived?
 - Mentimeter
-

Circle of Sexuality: Reflection

- IDENTITY - How we see ourselves as sexual beings (gender, orientation, self-expression)
 - INTIMACY - Emotional and physical closeness with others
 - VALUES - Beliefs guiding decisions and behaviors around sexuality
 - SEXUALIZATION - Expression of sexuality shaped by culture and media
 - RELATIONSHIPS - Social, romantic, and sexual connections
 - HEALTH & REPRODUCTION - Sexual health, contraception, reproductive care
 - ? Considering these external and community factors, which area of the Circle feels the most challenging for you to address as a facilitator?
 - Mentimeter
-

Sexuality and Deaf Community

- Small community: rumors spread easily, reinforcing taboos around sexuality



- Diverse cultural and family experiences within the community
 - Lower health literacy and access to sexual health knowledge compared to the general population
 - Limited access to quality sexual health information in sign language
 - Limited opportunities to learn about emotions, relationships, and affectivity
 - Communication barriers with hearing health professionals
 - Need for safe and confidential spaces to discuss sexuality
 - Importance of visual materials and clear, accessible language
-

Strategies for the facilitators

- Strategies to support expression, safety, and professional boundaries
 - Create safe and confidential spaces
 - Use clear, accessible language and visual materials
 - Be aware of personal and cultural biases
 - Respect diverse experiences and backgrounds
 - Foster trust and openness in discussions
 - Adapt facilitation style to the group's needs
-

Activity: Roles on your back

(note: more instructions on page 11)

- Don't look at your label!
 - Interact with others based on THEIR label.
 - ? Topic: What do you think about contraceptives?
-



Activity: Roles on your back

- 4 professional scenarios
- Respond as a facilitator, not as a private person.
- Practice facilitation skills in realistic scenarios.
- Focus on neutrality, respect, and inclusivity.
- Debrief and discuss after each role-play.

Role-play activity - To show after the activity!

(note: More instructions on page 13)

4 Professional scenarios

1. Biased comment about sexual orientation
 - ? A student expresses a negative opinion about LGBTQ+ people.
 - The facilitator should respond in a neutral, respectful, and inclusive way, fostering a safe space for discussion.
2. Cultural misunderstanding
 - ? Two students come from different cultural backgrounds and have contrasting views on sexuality.
 - The facilitator should manage the conflict and facilitate mutual understanding in a non-judgmental way.
3. Unexpected personal question
 - ? A student asks the facilitator for details about their sexual life.
 - The facilitator should maintain professional boundaries, responding appropriately and informatively without sharing personal experiences.
4. Communication barrier
 - ? During the activity, some Deaf students do not understand an explanation due to language differences or lack of visual materials.



- The facilitator should adapt communication using sign language, visual aids, or other inclusive tools.

Debriefing & Discussion

- ? What actions promoted safety and comfort?
- ? When was neutrality challenging?
- ? How did participants adapt communication and behaviour?
- ? Which strategies support autonomy and engagement?

What helps in real situations

- Regularly reflect on your own attitudes and biases.
- Create a safe and respectful space for all participants.
- Use inclusive and non-discriminatory language.
- Be open to acknowledging when you don't know something and actively look for reliable information.

The 4 Pillars of a Professional Facilitator

1. Awareness
 - Be mindful of your own biases, values, and beliefs regarding sexuality.
 - Reflect on personal judgments before discussing sensitive topics with the group.
 - Understand how your values may unconsciously affect your communication and teaching style.
2. Empathy
 - Strive to understand and respect the feelings, experiences, and perspectives of every participant.
 - Listen actively without judging or minimizing others' experiences.



- Respond respectfully to all questions, even those that clash with your personal beliefs.

3. Open-mindedness

- Explore controversial topics and diverse viewpoints without bias.
- Welcome discussions on sexual health and different types of relationships without criticizing.
- Respect the full diversity of sexual orientations and gender identities within the Deaf community.

4. Neutrality

- Do not impose your own opinions or values on the participants.
- Share scientific and evidence-based information rather than personal views.
- Present all information in a balanced, objective, and inclusive way.

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?

Wrap-Up & Feedback

- Take a moment to note your key takeaways from today.
- Please complete anonymous feedback form about the session's effectiveness, relevance, and your confidence in applying the strategies discussed.
- Identify one area you would like to explore further in your practice.

Thank you for your participation!



Roles on Your Back Simulation

Activity Worksheet

Purpose of the Activity

This activity helps facilitators practice managing a sexuality education session with participants who have different comfort levels, communication needs, cultural perspectives, and challenging behaviours. The focus is on neutrality, inclusive language, and professional responses.

Instructions for Facilitators

1. Print and cut out the role cards below.
2. Attach a card to each participant's back without letting them see it.
3. Explain the rule: Participants must interact based on how others respond to them.
4. Introduce a discussion topic (e.g., 'What do you think about contraceptives?', 'Is it necessary to talk about the prevention of sexually transmitted infections (STIs)?', 'Should there be more sexuality education courses in schools?', 'How should gossip or judgments about sexual topics in the community be addressed?', 'How important do you think it is to talk about sexual orientation and gender identity?').
5. Select 1–2 participants to act as facilitators; others act as learners.
6. Let the simulation run for 10–15 minutes.
7. Move to a debrief discussion using the reflection questions.

Debrief Questions

How did you feel during the activity?

When was communication easy or difficult?

Where did personal values influence reactions?

What strategies helped maintain neutrality and inclusion?



I have a very limited sign language vocabulary for these topics.	I don't understand technical terms; I need practical examples.	I need drawings or visual aids to understand what you are saying.
I am a 'joker': I make inappropriate jokes to hide my discomfort.	I am very shy; if you ask me a direct question, I will freeze.	I am super open; I talk about everything naturally and without filters.
I am terrified of gossip; I'm afraid what I say here will spread in the community.	I have very strong religious values; I am skeptical of what you are saying.	I am ashamed to use 'explicit' or 'strong' signs in front of others.
I ask provocative questions just to see if you lose your patience.	I constantly interrupt because I want to talk about my personal life.	I am very distracted; I look away and don't follow the conversation.



Role-Play: Professional Practice

Activity Worksheet

Purpose of the Activity

This role-play helps participants practice professional facilitation skills in sexuality education settings. The focus is on responding as a professional, not as a private person, while promoting respect, autonomy, inclusion, and clear communication.

Participants will work in small groups to act out realistic scenarios that may occur during a session.

Instructions for Facilitators

1. Divide participants into small groups.
2. Give **one scenario card** to each group (cut from the section below).
3. Explain the task:
 - One person plays the **facilitator**.
 - Others play **participants/students**.
4. Groups role-play the situation for **3–5 minutes**.
5. Ask groups to focus on:
 - Professional language
 - Neutral and inclusive responses
 - Managing the situation without judging or sharing personal opinions
6. After each role-play, lead a **short debrief**.

Debrief Questions (use after each role-play)

What was challenging in this situation?

How did the facilitator keep a professional role?

What strategies helped maintain respect and inclusion?

What could be done differently next time?



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Tip for Facilitators

There is no single “perfect” answer. The goal is to practice awareness, professionalism, and flexibility in real-life situations.



Scenario Cards (cut and distribute)

Scenario 1 – Biased Comment about Sexual Orientation

A student makes a negative or dismissive comment about LGBTQ+ people during the session.

Your task as facilitator:

- Address the comment professionally
 - Avoid confrontation or moral judgment
 - Reinforce respect, diversity, and a safe learning environment
-

Scenario 2 – Cultural Misunderstanding

Two students from different cultural backgrounds express very different and conflicting views about sexuality.

Your task as facilitator:

- Acknowledge cultural differences
 - Prevent the discussion from becoming personal or disrespectful
 - Refocus on shared learning goals and mutual respect
-



Scenario Cards (cut and distribute)

Scenario 3 – Unexpected Personal Question

A student asks the facilitator a personal question about their sexual life.

Your task as facilitator:

- Set clear professional boundaries
 - Avoid sharing personal information
 - Redirect the question to general, educational content
-

Scenario 4 – Communication Barrier

During the activity, some Deaf students do not understand the explanation due to language differences or lack of visual support.

Your task as facilitator:

- Recognize the communication barrier
 - Adapt your explanation or materials
 - Ensure accessibility and inclusion for everyone in the group
-