

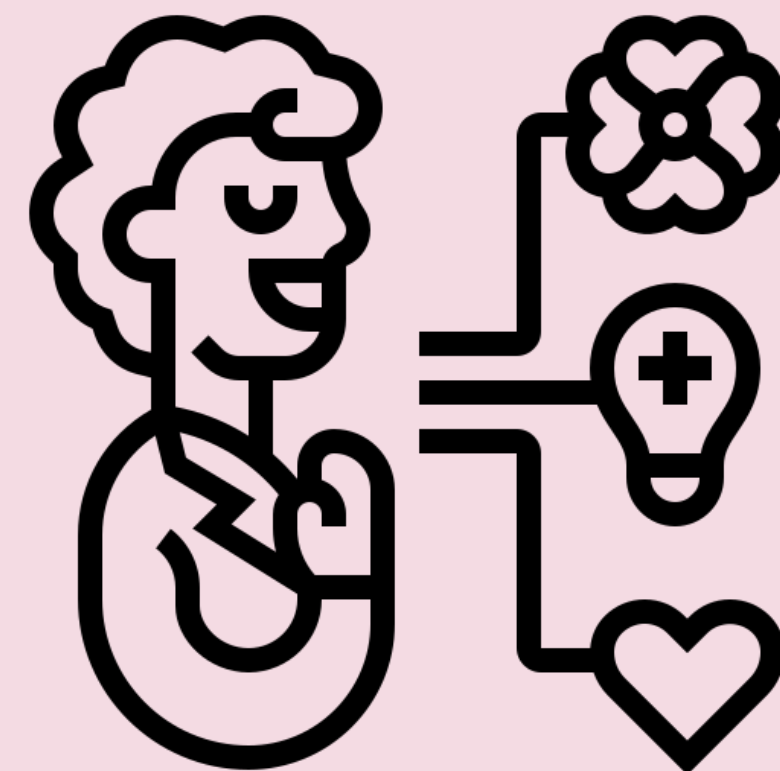


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let's sign about səx

Attitudes in practice



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Icebreaker Activity

Values Line

Explore your comfort and attitudes toward sexuality.



Position yourself along a line
in response to statements



Icebreaker Activity

Values Lines



*Talking about
sexuality is easy
for me.*



Icebreaker Activity

Values Lines



*My personal beliefs
and values never
influence the way I
conduct lessons.*



Icebreaker Activity

Values Lines



*I can stay neutral
when students
express opinions that
differ from mine.*



Icebreaker Activity

Values Lines



*I feel confident
facilitating sexuality
education in
culturally diverse
groups.*



Icebreaker Activity

Values Lines



*Using
inclusive language
that respects
all gender identities
is essential.*



? What surprised you?

? Which statement was the hardest?

? How do our different values affect our teaching?

Icebreaker Activity

Values Lines



Values and Expression



Impact of values on facilitation

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

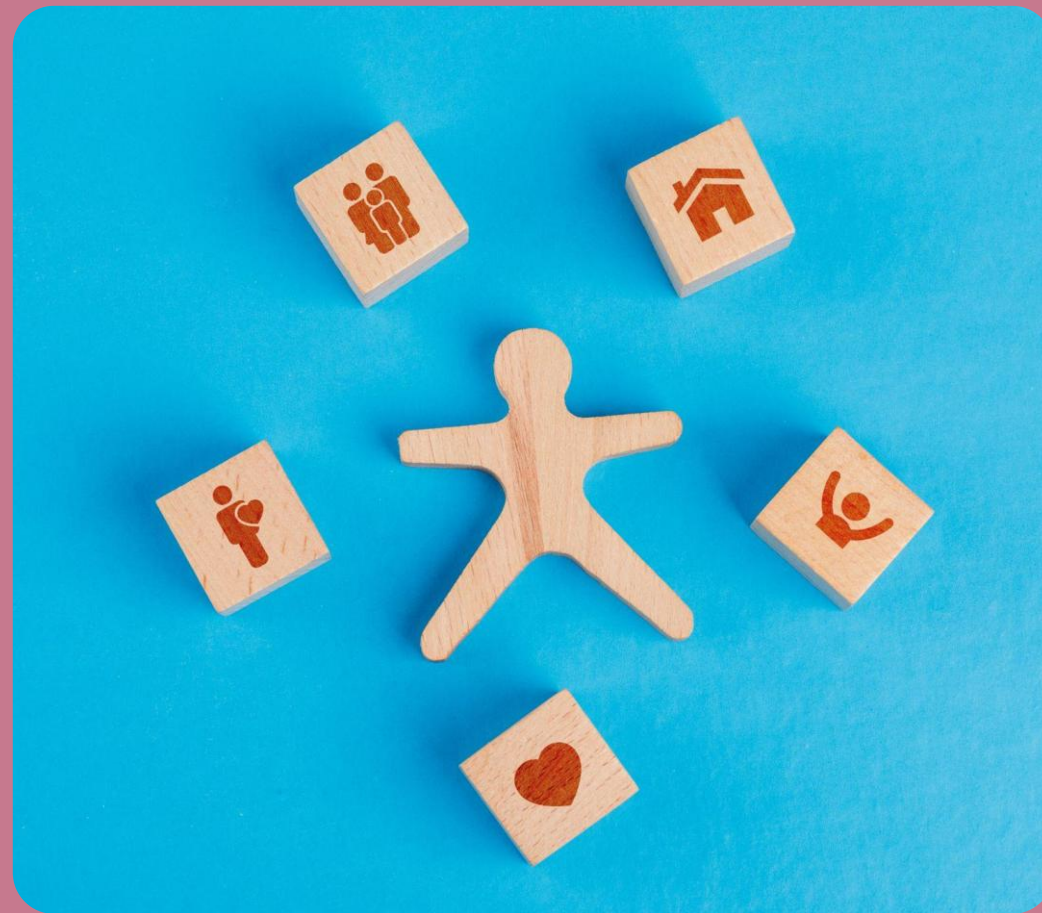


Values show up in:

- 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



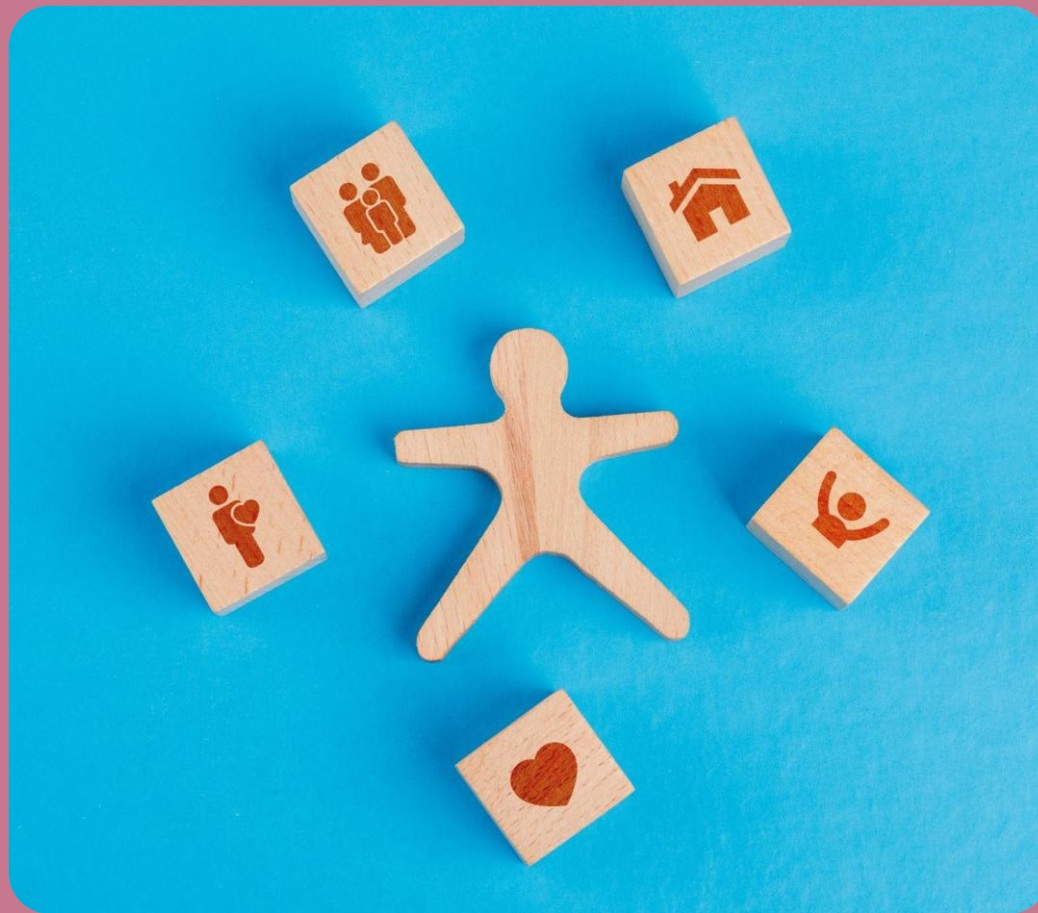
Challenges: In which situation is it hardest to stay neutral?



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.

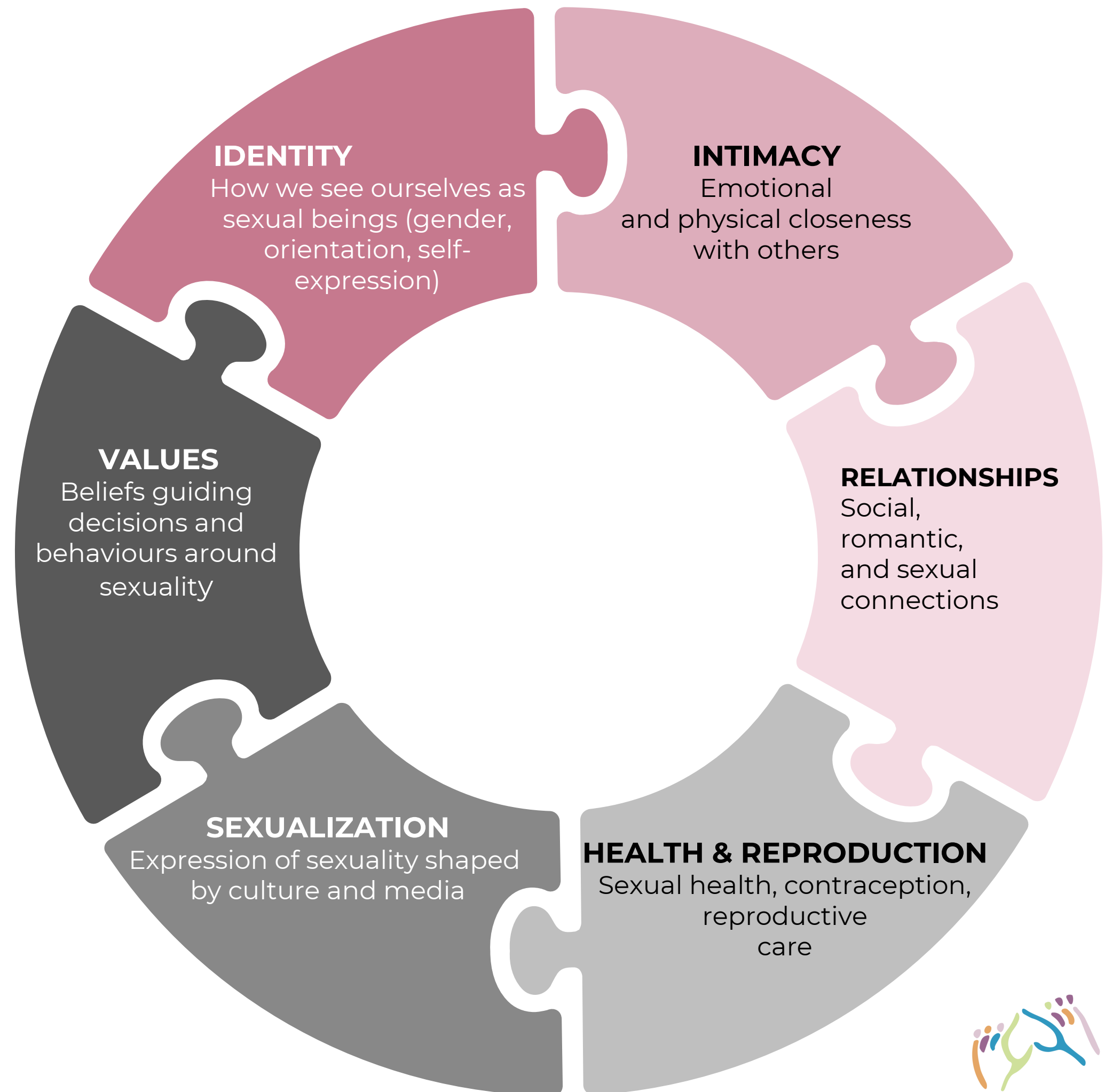


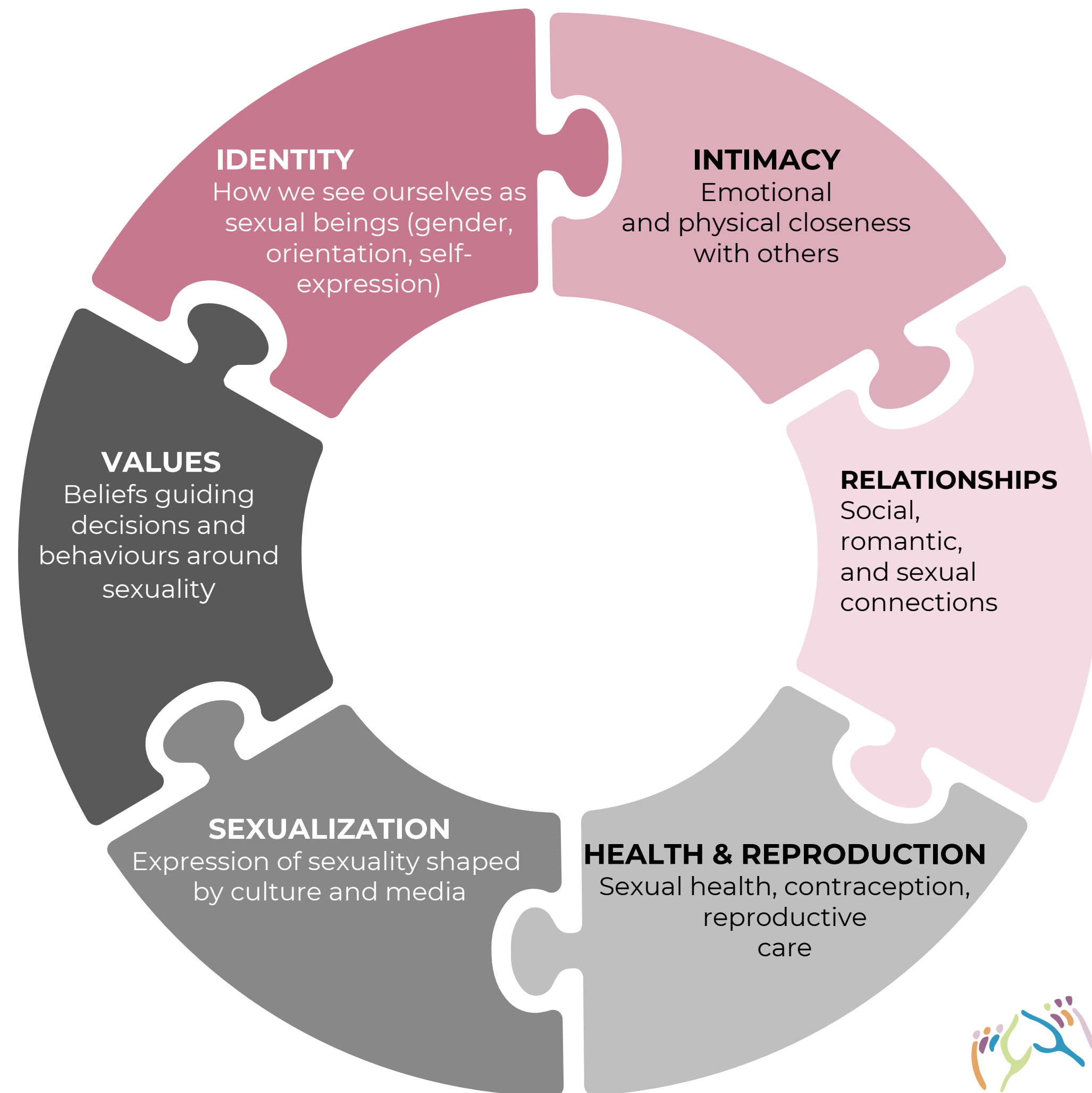
Which of my values might unintentionally limit my students' expression?



Values and Expression

Circle of Sexuality



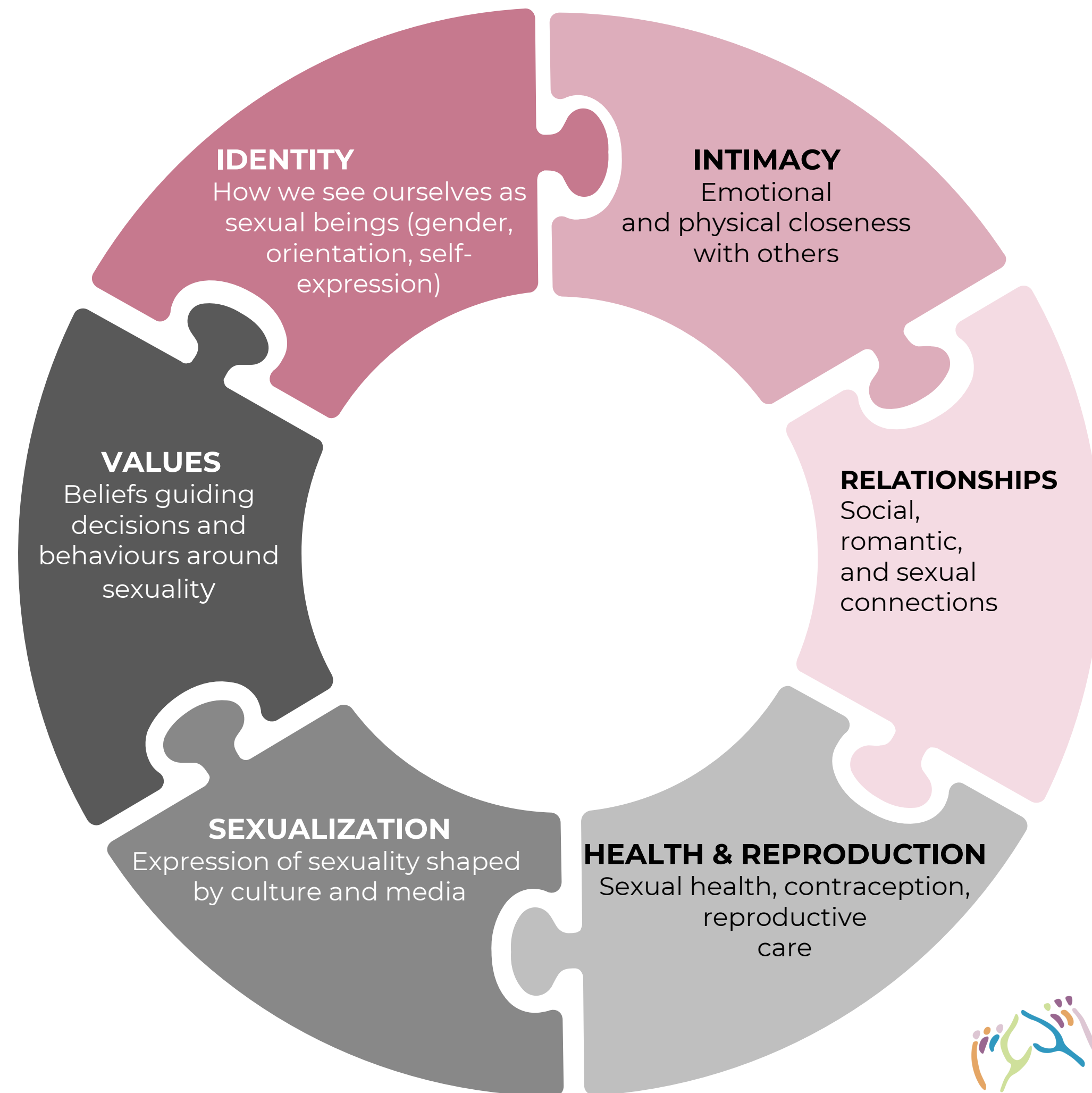


Circle of Sexuality: Reflection



Mentimeter

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?**



Circle of Sexuality: Reflection



What **taboos or social dynamics** exist within the **Deaf community** that influence how sexuality is perceived?

Mentimeter



IDENTITY

How we see ourselves as sexual beings (gender, orientation, self-expression)

INTIMACY

Emotional and physical closeness with others

RELATIONSHIPS

Social, romantic, and sexual connections

HEALTH & REPRODUCTION

Sexual health, contraception, reproductive care

SEXUALIZATION

Expression of sexuality shaped by culture and media

VALUES

Beliefs guiding decisions and behaviours around sexuality



Circle of Sexuality: Reflection



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

Don't look at your label!
Interact with others based on
THEIR label.

Topic: *What do you think about
contraceptives?*



4 Professional scenarios

Role-play activity



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.



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.

**Role-play
activity**

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

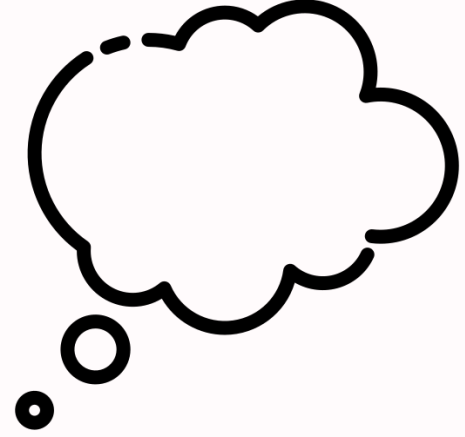
- Strive to **understand and respect the feelings**, experiences, and perspectives of every participant.
- **Listen actively** without judging or minimizing others' experiences.
- Respond respectfully to all questions, even those that **clash with your personal beliefs**.

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.

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!