

SEXUALITY

Objectives:

After this lesson, the students:

- Understand what sexuality entails
- Know that expressing one's sexuality is a sexual right
- Understand how one's sexuality is influenced

Lesson Outline (1 hour sample lesson plan)

Use this outline as an example of a good and complete learning process which includes: new knowledge, skill building and changing attitudes.

- 0.00 – 0.05 Introduction:** Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.
- 0.05 – 0.15 Warm up:** Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.
- 0.15 – 0.30 Information:** Share the information with the students. The information should be presented clearly without difficult terms. Make sure to keep it factual and present without judgment.
- 0.30 – 0.40 Discuss:** Give students time to reflect on the information and form their own opinions.
- 0.40 – 0.55 Practice:** Let students practice the skills they need to use the new information in their own lives.
- 0.55 – 1.00 Take action:** Come up with a plan on what the students can do in their own time to use the new information.

Introduction

Start by introducing the topic. When you introduce new information it is important to link it to existing knowledge the students already have. This can be done by:

- Referring to previous lessons when this topic builds on what was discussed in those lessons.
- Introducing the lesson by asking the opinion of the students. Do you think you have the right to have a sexuality? Are there people in your family or community who feel that sexuality is a taboo?
- Using the videos that are on the platform. Share a story from one of the videos and ask the students to some reflective questions like: do you recognise this situation, can you relate to the person in the story?
- Using the quote to start the lesson and ask the students what they feel it means and if they agree.

Quote: "Sexuality is one of the biggest parts of who we are" – Carla Gugino

Warm-up

Goal: Students understand the importance of taking care of something precious, like your body, love,...

- Step 1.** Ask students to stand in a circle.
- Step 2.** Explain the students they have to pass on an imaginary little bird. Tell them to be very careful and gentle, because it is a very fragile bird.
- Step 3.** When the bird arrived at the last student in the circle, ask the student to let the bird fly.
- Step 4.** Afterwards, ask students some questions, such as;
 - How does someone feel when you have the responsibility of something very important and fragile?
 - The bird can represent different things; sexuality, your body, love, your boyfriend or girlfriend, etc.
 - Can you explain how the bird represents these different things?

Information

Share the information from the platform with the students.

- If they have access to the platform you can ask them to read it on their own.
- You can create a Power point presentation where you create slides with images and the most important information
- You can present the information to the whole group. Use keywords for yourself and if possible also write the keywords on a board as reminders for the listeners.
- You could make handouts with the key information.

Make sure that you take enough time to present everything clearly and that you build in moments where the students can reflect on the information and ask questions. The information has already been written in paragraphs – after each paragraph you can ask a reflective question.

You can use these questions to engage the group:

- Should everyone be free to out his/her sexuality as he/she wants?
- How does the community perceive sexuality?
- Why is sexuality an important aspect in adolescents' life?

Sexuality is part of every person's life, and much more than sexual desire. People are sexual beings. This means that they have sexual thoughts, feelings, experiences and practices. Sexuality can be expressed in many ways, like through the clothes people wear, the way they behave or talk, what they say and how they say it, and what they do with other people, the relationships they choose to have, their desires and attitudes towards sexuality.

SEXUALITY

Sexuality is influenced by 4 major factors;

* *Biology: Hormones can influence one's sexuality*

* *Personality: One's experiences can also influence sexuality*

* *Culture: Cultural norms and values greatly influence people's attitude and behaviour related to sexuality*

* *Laws and policies: put strict rules on what is allowed and what is not allowed in a country concerning sexuality. Laws and policies may also be influenced by cultural norms*

Sexual diversity is an important part of sexuality. Although the term "sexual diversity" can apply to many different aspects of sexuality (for example people are diverse in terms of their sexual likes and dislikes), it is usually used with respect to sexual orientation (to what gender(s) is someone attracted to) and gender identity (how you feel about and express your gender).

There is a lot of diversity, as some people feel attracted to people of the other sex, the same sex or both. Even though not all cultures and societies accept this diversity (for example same sex relationships), people experience different desires in all cultures, societies, families and religions. People who do not meet the norms of their cultures, can experience different forms of stigma and discrimination.

Several terms of sexual diversity are:

Homosexuality: People are attracted to the same sex

Heterosexuality: People are attracted to the opposite sex

Bisexuality: People are attracted to both sexes

Asexuality: People are not sexually attracted to any sex, but they can have romantic feelings

*Have you heard of the acronym **LGBTQI**? It is a reflection of sexual diversity within society.*

L is for lesbian. Lesbian refers a female person whose primary sexual attraction is toward females.

G is for Gay. Gay refers to a male person whose primary sexual attraction is toward males.

B is for Bisexual. Bisexual refers to a male or female person who is sexually attracted to both males and females.

T is for Transgender and/or Transsexual. Transgender refers to a person whose gender identity is neither exclusively female nor male. Transsexual refers to a person whose gender identity is the opposite of their biological sex.

Q is for Queer or Questioning. Some non-heterosexual people refer to themselves as Queer because they are uncomfortable labelling themselves according to the more traditional categories of gay, lesbian, or bisexual. A person who is Questioning is in the process of arriving at a clearer sense of what their sexual orientation is.

I is for Intersexual. A person is born with both male and female parts, and can choose which sex they most identify with.

It is a human right that you can choose who you want to start a relationship with, no matter the sex of your partner. As long as the relationship is consensual.

Discuss

Allow some time to reflect on the information and to form their own opinion. This is important because it helps the students to process the information by reflecting on how this information is related to their own situation. You can use the following activities:

- You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.
 - What does the law in your country say concerning same-sex relationships and transgender?
 - Are there traditional values making it difficult to be homosexual, bisexual, transgender or intersexual in your community?
 - How can you change values in a community about sexual orientation and LGBTI people?
- Use the story as a starting point for the students to come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.

Story:

Danish is a staff member of the Indonesian Planned Parenthood Association (IPPA) and is involved in their youth programming.

"I've been working with the Indonesian Planned Parenthood Association for 6 years, three years as a volunteer and three years as staff. I joined IPPA because, as a human, I wanted to help other humans. My friend died of AIDS and another got depression about her sexuality. This is a heart-breaking thing to talk about and I just want to help others.

In my work I support young people including young sex workers and LGBTI people. I also work in shelters for young women who have an unwanted pregnancy and who run away from home through shame. The shelters house them and provide them with access to services through IPPA, giving them advice and helping them through their choices.

I'm from the LGBTI community and it has been hard. My parents are not supportive, so it's important to communicate with them to try and inform them that it is okay. My parents don't agree and still hold onto religious principles. I work with the LGBTI community and support them with accessing services through outreach and at the clinic.

A lot has changed through IPPA's work. There has been an increase in access to services and I feel being LGBTI is no longer as shameful. Young people have more confidence and safety because of stories we share from the heart. I feel sharing stories is the best way to pass on information to others. IPPA supports our voices, not just for LGBTI, but for all young people."

Source IPPF

- Use the quiz on the platform to reflect on the true or false statements. Read out the statements and ask the group if they think they are true or false. Make sure you provide the correct answer without judging those who gave a wrong answer.

SEXUALITY

Quiz

The students are presented to various statements. For each statement, the student needs to decide if it is true or false. At the end of the game, the student gets to know how well he or she did.

- 1.** *Being homosexual is a choice*
False: Homosexuality is innate, this means that people do not choose their sexual preference, but are born with it.
- 2.** *Cultural norms may influence someone's sexuality*
True: People are greatly influenced by the values they grow up with. This might also affect how they think about sexuality and how they decide to perform sexuality.
- 3.** *You have the right to choose your partner freely*
True: It is a sexual right that you can choose the person you have a romantic, emotional or sexual relationship with.
- 4.** *It is not possible to feel attracted to both men and women*
False: Some people feel attracted to both men and women at the same time, this is called bisexuality.
- 5.** *Both boys and girls have the right to masturbate*
True: Boys and girls, men and women have the right to pursue a pleasurable, safe and satisfying sexual life. Masturbation is part of discovering and enjoying one's sexual life.
- 6.** *Sexuality refers to only sexual intercourse*
False: Sexuality refers to much more than sexual intercourse. It refers to someone's thoughts, attitudes and behaviour as sexual beings.
- 7.** *Some countries limit someone's sexuality, for example by prohibiting homosexuality.*
True: Laws and policies put strict rules on what is allowed and what is not concerning sexuality. Some countries forbid same sex relationships.
- 8.** *People who are born intersexual can choose which sex they identify with*
True: Intersexual means that someone is born with both female and male parts. They can choose with which sex they identify with most.

Tip: Read all the statements above again, and think about how these statements are talked about in your own country.

Practice

Use the outcomes from the discussion to ask the students come up with a plan on how to do something in their own community, peer group or family.

Since such an activity requires skills, make sure you practice these first. Some of the skills you could practice for this lesson are:

Presentation

SEXUALITY

Presentation skills are important to make some content or a message look very attractive. Here are some tips which will help you to make a good presentation:

- *If you are using a PowerPoint for your presentation, try not to use too much text, but use visuals which support the information you are sharing. These can be graphics, images, animations or video's which introduce or explain the topic.*
- *If you do not have any attributes for your presentation, make sure you spice things up by using a lot of examples from real life practices. This makes concepts less difficult and easier to relate with.*
- *Ask questions! It is boring to listen to a monologue, so keep people interested by asking them about their experiences, examples or just fact based questions.*
- *Before your presentation, think carefully about the core message you want to send and why it is important.*

The main characteristics of a strong message:

- *Simplicity*
 - *Unexpected*
 - *Concrete*
 - *Credibility*
 - *Emotions*
 - *Story*
- *Plan and practice your presentation, this will make you feel more at ease, less nervous and more confident.*
 - *Speak slowly and comfortably*
 - *Don't make your presentation unnecessarily long, aim for quality instead*

Ask some questions before you start preparing your presentation;

- *How much time do you have?*
- *Who will be your audience?*
- *Where will you present?*
- *What does your audience expect from you?*
- *What is your goal?*
- *What medium and method will be most effective?*

Body language:

If you facilitate or present certain information to other people, then you might encounter sensitive issues, or topics which are more difficult to talk about. It is therefore very important that you have the right body language when talking about these topics.

Read the tips below and then do this exercise;

- *Practice the different body languages described below in the mirror*
 - *Being defensive*
 - *Being open, relaxed*
 - *Being confident*

SEXUALITY

- *Being bored*
- *Being thoughtful*
- *Being angry or frustrated*
- *Being honest*
- *Being positive or negative*
- *Being impatient*
- *Being interested*

Posture – Your posture includes how you hold your head, shoulders, legs, arms, and hips. Each of these parts of your body work separately as well as together to send non-verbal cues. Examples include tilting your head, slumping your shoulders, turning your hips sideways, and the like.

The tips below will help you with this:

- *Take an active listening pose by focusing on what the other person is saying, looking that person in the eyes and not being distracted by factors around you (such as you cell phone)*
- *Don't cross your arms over each other while talking, because this shows you are very defensive*
- *Shake hands when someone new enters the room to introduce yourself and connect with that person*
- *Have an open facial expression, for example by smiling*
- *Use your hands when talking, this will support what you are saying and make the audience better understand.*
- *Eye contact: Express feelings based on intensity and length of eye contact, and the like. Don't lock your eyes to only couple of people, but try to make everyone feel like you're talking to them.*
- *Movement: Your movement, whether using your entire body or just part of your body, is both flexible and commanding. For instance, moving toward another person may send a message of dominance or assertiveness, while moving away from another person may send a message of avoidance, submission, or simply bringing the interaction to a close.*

Take action

Wrap up today's lesson by asking what the students have learnt, liked, found difficult etc.

Give an assignment to put the new knowledge and skills into action:

- *Identify ways or places how young people could talk about (questions they have about) sexuality.*