

Gender A B C

Education Programme
for Secondary Schools



Sexual and Reproductive Health and Rights

MODULE 11/12

The GenderABC project is coordinated by



and implemented by



This publication was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)



Education Programme
for Secondary Schools

Sexual and Reproductive Health and Rights

This educational module was developed by **Médicos del Mundo** in the framework of the project **GenderABC**.

Summary

Summary	2
Section I - Introduction	3
1. Purpose.....	4
2. Main topics.....	4
3. Keywords.....	4
4. Learning objectives.....	4
5. List of activities.....	5
Section II - Activities	6
Activity 1: <i>Contest about Sexual and Reproductive Health and Rights (SRHR)</i>	6
• Background.....	6
• Scenario.....	7
• Brief.....	9
Activity 2: <i>The ideal relationship</i>	10
• Background.....	10
• Scenario.....	11
• Brief.....	13
Activity 3: <i>Sexual and reproductive rights</i>	14
• Background.....	14
• Scenario.....	14
• Brief.....	15
Session Plan	17
Modules List	19

Section I

INTRODUCTION

I. Purpose

Reproductive health and rights were officially recognised at the 1994-International Conference on Population and Development (ICPD) as “a state of complete physical, mental and social well-being, and not merely the absence of reproductive disease or infirmity”; it implies that “people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so”. Furthermore, ICPD recommended that “information and services should be made available to adolescents to help them understand their sexuality and protect themselves from unwanted pregnancies, sexually transmitted diseases, and subsequent risk of infertility. This should be combined with the education of young men to respect women’s self-determination and to share responsibility with women in matters of sexuality and reproduction.”¹ One year later in Beijing, the UN Fourth World Conference on Women was the first declaration to embody the concept of sexual rights as following: “the rights of women to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence.”²

According to a survey conducted in the 25 countries of the WHO European Region, about 20% of the 15-year-old adolescents had had sexual intercourse.³ The majority of young people reach puberty having conflicting, negative and confusing messages about sexuality. This is often intensified due to unreliable sources, such as peers or the Internet, and the embarrassment and silence from adults who feel unprepared and unable to address these issues. Moreover, social norms and gender inequality affect the ways boys and girls face sexuality and sexual risky behaviour. This module focuses on combating myths and confusions about sexuality and reproduction health, raising knowledge among adolescents about contraceptive methods, protection and prevention of Sexually Transmitted Diseases (STDs) and Sexually Transmitted Infections (STIs), HIV and unwanted pregnancies.

¹ UNFPA, *Programme of Action, International Conference on Population and Development*, Cairo, 1994, available online at: https://www.unfpa.org/sites/default/files/pub-pdf/programme_of_action_Web%20ENGLISH.pdf

² UN, *The UN IV National Conference on Women, Platform for Action*, Beijing, 1995, available online at: <https://www.un.org/womenwatch/daw/beijing/platform/health.htm>

³ Federal Centre for Health Education, BZgA and the International Planned Parenthood Federation European Network (commissioned by), *Sexuality Education in Europe and Central Asia. State of the art and recent developments, An overview of 25 countries*, available online at: https://www.ippfen.org/sites/ippfen/files/2018-05/Comprehensive%20Country%20Report%20on%20CSE%20in%20Europe%20and%20Central%20Asia_0.pdf

It also focuses on encouraging young people to express themselves freely and openly through the development of their self-confidence, the acceptance of their own body and body-diversity, and the identification of their emotions and fears about sexuality and reproduction. At the same time, the module works on building young people's communication and negotiation skills regarding sexual and reproductive health and rights (SRHR), to be able to deal with peer pressure, prevent STD's, unwanted pregnancies and decide, when, with and whom to have sexual relationships.

The proposed activities allow participants to reflect on how social and gender norms affect sexual and reproductive health, sexual expression and sexual risk behaviour.

2. Main topics

- Sexual Health and Rights
- Sexuality
- Reproductive Health and Rights
- Social norms and gender stereotypes about sexuality
- Sexual consent
- Sexually Transmitted Diseases (STDs)
- Sexually Transmitted Infections (STIs)
- Body diversity
- Contraceptive methods
- Family Planning





3. Keywords

**Coercion • Family planning • Sexual and reproductive health
Sexuality • Sexual rights • Sex positive approach**

4. Learning objectives

- Understand human sexuality and puberty
- Prevent or reduce unwanted pregnancies, risk of HIV, other sexually transmitted infections and/or STIs
- Promote critical thinking, communication and negotiation skills about SRHR
- Build healthy and respectful relationships
- Combat gender stereotypes in sexual relationships

5. List of activities

	 Activity name	 Total duration	 Materials	 Importance ⁴
1	Contest about Sexual and Reproductive Health and Rights (SRHR)	45 minutes	<ul style="list-style-type: none"> • Word concept cards • Board and markers • List of terms and definitions 	★ ★ ★
2	The ideal relationship	45 minutes	<ul style="list-style-type: none"> • Different kinds of coloured paper • Different fabrics/cloth • Wool of different colours • Scissors • Glue • Magazines and newspapers • Coloured pencils, markers and crayons • String/cord, thread, construction glue, brushes, feathers, satin ribbon, sequins, paper-board, cardboard, foam core, needles, cork, play dough, coloured cotton roll • Board and markers 	★ ★ ★
3	Sexual and reproductive rights	45 minutes	<ul style="list-style-type: none"> • Board and markers 	★ ★ ★

⁴Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for "highly recommended".

Section II

ACTIVITIES

Activity 1 Contest about Sexual and Reproductive Health and Rights (SRHR) ★★★



Total delivery time

45 minutes

Preparation: 5

Delivery: 30

Follow-up: 10



Materials

- Word concept cards
- Board and markers
- List of terms and definitions

→ BACKGROUND

The aim of this activity is twofold:

- Describe the main concepts about SRHR
- Challenge some of the misunderstandings and myths around SRHR

This activity is a chance for participants to think about what they might already know about SRHR and to identify any gaps in their knowledge or understanding around STIs – STDs – HIV and AIDS, contraception, body and sexual safety.

Educators make a considered choice about the concepts to use from the list below according to the age of the participants.

→ SCENARIO

This activity is a contest about SRHR based on building knowledge from a youth-people perspective, to have a better understanding of the issues related to this subject. To play the game, educators use cards (or papers) with word-concepts relating to SRHR.



A Educators ask participants to create 3 or 4 groups and give each group one set of 15 concept-cards with 15 minutes to discuss the meaning of the concepts and to create definitions with their own words.



B The groups also write all the synonyms they know of the concepts, whether they are formal, informal or even slang language.



C Once finished, the game starts. Each group chooses one person to answer the questions on behalf.



D Educators read one of the concept-cards and the team who clap first has the turn to tell the definition they have built up together and the synonyms. If the definition provided is correct, the group wins one point. If not, the group on the right has its chance to answer, and so on.



E Educators ask to add all the synonyms (slang and family names) and anything participants want to add to complete the definition. Educators continue with the rest of the concepts-cards.



F The team with the most points win.

If there is a concept participants don't define correctly, educators make a brainstorm to facilitate them. The idea is to have a list of correct and consensus concepts with their synonyms.

BODY	STD	METHODS OF CONTRACEPTION	SEX
<ul style="list-style-type: none"> • Acne • Amenorrhea • Areola • Nipples • Testicles • Vagina • Erection • Buttocks • Uterus • Clitoris • Cock • Semen • Ejaculation • Menstruation • Flaccid • G-spot • Vulva • Hymen • Labia • Menopause • Ovary • Ovulation • Orgasm • Wet dream • Premenstrual Syndrome (PMS) • Prostate • Scrotum • Sperm • Tampon • Testicles • Tits • Testosterone 	<ul style="list-style-type: none"> • Chlamydia • HIV • Aids • HIV test • Genital Warts • Pubic lice (crabs) • HPV • Gonorrhea • Genital herpes • Hepatitis C • Scabies • Syphilis • Trichomoniasis 	<ul style="list-style-type: none"> • Condom • Female condom • After-morning pill • The pill • The vaginal ring • Intra uterine Device (IUD) • Diaphragm • The contraceptive injection • Sterilisation • Withdrawal • Spermicidal gel <p>PERMANENT AND IRREVERSIBLE METHODS</p> <ul style="list-style-type: none"> • Vasectomy • Tubal ligation <p>OTHERS</p> <ul style="list-style-type: none"> • Abortion 	<ul style="list-style-type: none"> • Masturbation • Blow job • Cunnilingus • Dildo • Fuck • Make love • Hand job • Getting wet • Horny • Impotence • Consent • Lubricant • Libido • Petting • Virgin • Porn • Anal sex • Safer sex

→ BRIEF

After the game, educators ask participants the following questions:



- How did you feel doing the activity?
- What concepts were more difficult to define? And what concepts were easier?
- What kind of concepts were defined correctly? What kind of concepts were defined wrongly?
- Are there any concepts that are better known by girls or boys? And why? How are cultural, social and sexual attitudes revealed through the language used?
- What does the use of language show us about our behavior towards sex?
- What differences are there between words for males and females? Would males and females use different words? And if so, why?
- Are any of the words insulting? Which ones?
- Are any of the words more aggressive than others? If so, which ones?

The experience, knowledge and understanding of participants could vary widely, so educators need to offer an explanation to resume and clarify all the word-concepts and topics around STIs, STDs, contraception, and sexual health and safety. Educators are asked to prepare an explanation of the themes they are going to address with the word-concepts.

It is **important** for educators to fight any myths and confusion about SRHR and make sure participants understand the terms and feel comfortable all the time.

Educators could link the word-concepts with the following:

- **Body:** Body diversity, self-confident, steam, puberty changes, auto-exploration
- **STD, STI and methods of contraception:** self-protection, negotiation, safe-sex, right to information
- **Sex:** Consent, peer pressure, negotiation, desire

Activity 2 The ideal relationship ★★★



Total delivery time

45 minutes
Preparation: 5
Delivery: 25
Follow-up: 15



Materials & Resources

- Different kinds of coloured paper
- Different fabrics/cloth
- Wool of different colours
- Scissors
- Glue
- Magazines and newspaper
- Coloured pencils, markers and crayons
- String/cord, thread, construction glue, brushes, feathers, satin ribbon, sequins, paperboard, cardboard, foam core, needles, cork, play dough, coloured cotton roll
- Board and markers
- "The Truth About Desire (Yrs 9 & 10)"⁵

optional

→ BACKGROUND

Sexual desire is not only a physical experience, but is influenced by emotional and social factors. There are many myths and misinformation among young people that contribute to negative experiences of sexuality relationships, sexual and reproductive health.

The aim of the activity **is to explore how being sexual is a positive part of life**, rather than focusing on the dangers and risks of pregnancy, STDs or STIs. Starting from this point, it is easier to increase young people's awareness that having sex should be consensual, mutually enjoyable and at a time of their choosing. The activity also explores double standards on social messages about female and male sexuality.

The activity uses an artistic technique because sometimes sex and relationships can be hard to talk about with adolescents. It is very important to conduct this activity in the most open and informal way possible. Educators could start with a relaxation technique and use some background music to facilitate the creative process.

⁵ Australian Research Centre in Sex, Health and Society, *The Practical Guide to Love, Sex & Relationship: The Truth about Desire (Yrs 9 & 10)*, available online at: https://www.youtube.com/watch?v=OBl7HoaBOew&list=PL0irFmn7kd7kSjB8F9e-GJ_ZE15Q-7kplx&index=4

→ SCENARIO



Before starting, educators display the creative materials to be used in the second part of the activity in the middle of the room.



Educators could use or read these words to facilitate the creative visualisation:

Use or read:

Sit with your legs uncrossed, good posture and place your hands on your thighs. Close your eyes. Inhale deeply through your nose into your abdomen for a long count of five seconds (your chest should move only a little). Hold for a long count of two seconds, then breathe out slowly through your mouth for a long count of five. Repeat for 5 cycles.

Create a mental scene of your ideal sexual encounter and visualise as it is happening right now in your imagination; what do you see? Where are you? Can you recognise the place? Have you ever been there? Are you indoors or outdoors? Are you in your room, in someone's place, in a forest, at the beach? What do you hear? What can you smell? How do you feel in that picture? Who is with you? Imagine the face and the body language of that person. Imagine the body language of that person: is it smiling, serious, talking or listening? How do you feel it? Is it a happy or sombre atmosphere? Is it loud there or calm, hot or cold? Try and smell the aromas, taste the air, hear the sounds.

Now, from your own perspective, imagine you are interacting with that person. What are you doing? How is that person reacting? Are you being outgoing, or quiet? Are you joking or being serious? Are you laughing together or are you serious? Are you enjoying the moment? Are you feeling safe and comfortable or nervous? Have a last look at the place and the person who is with you and remember your feelings and emotions. Say goodbye to the scene and slowly open your eyes and come back to the room. Keep your sensations and choose a place in the room for the next step of the activity: create an artistic work or collage about your former experience. You have 15 minutes to do it.



Once finished, educators hang the artworks on the walls of the room and ask participants to walk along and have a look at all of them. Educators invite participants to present their artworks.

To sum up educators facilitate a debate using the following questions:

- How did you feel doing the activity?

- Do you think the situation could be real? Why?

- Have you imagined using sexual protection? If so, which one? If not, why not?

- How is male sexual desire depicted in the artworks?

- How is female sexual desire depicted in the artworks?

- What are the similarities between artworks?

- What are the differences between artworks?

- How do you think these differences are linked to the way men and women are raised?

- How would you define sexual desire and sexuality?

- Do both men and women feel sexual desire?

- Are there any differences or similarities by sexual orientation?

- Are there any differences or similarities by gender identity?

→ **BRIEF**

The activity ends in plenary with participants sharing their experiences and opinions. Educators help participants find gender differences and examine the myths about sexual desire and their effect on our identities and relationships. Participants identify the existence and power of sexual myths and double standards, for example:⁶

- Fear and consequences of being labelled a slut or frigid for girls
- Pressure on boys to 'get' sex for the sake of male friendship and belonging
- Boys need sex and girls put up with it
- Sex is a 'doing to' rather than a 'sharing with' kind of experience

When moderating the debate, educators are asked to consider the following ideas:



- Both men and women have sexual desires and feel sexual excitement
- Both men and women can be attracted from by from the same sex
- The importance of recognising the differences between a sexual encounter and sexuality
- The importance of protection and prevention (STDs and unwanted pregnancies)

If there is enough time, educators could use the video The Truth About Desire⁷ to close the activity.

In addition, if participants talk about porn, educators could explain that sex performances portrayed in porn productions differ from real life sex and that this may lead to frustration and unrealistic expectations, such as the need to "perform" in a certain way or reach climax in each sexual encounter.

⁶ Australian Research Centre in Sex, Health and Society, *The Practical Guide to Love, Sex & Relationships: The Truth About Desire (Yrs 9 & 10)*, available online at: <https://static1.squarespace.com/static/5678f534d8af10364e1c847f/t/56b2b37f0442624cfad68c6d/1454551958164/Topic+4+%E2%80%93+The+truth+about+desire.pdf>

Activity 3 Sexual and reproductive rights⁷ ★★★



Total delivery time

45 minutes
Preparation: 5
Delivery: 25
Follow-up: 15



Materials

□ Board and markers

→ BACKGROUND

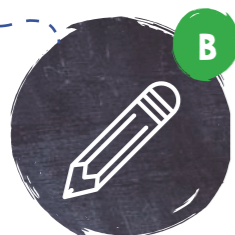
The aims of this activity are:

- Identify the emotions and feelings we experience by saying “no”
- Recognise sentences and situations of pressure in affective-sexual relationships
- Understand consent as an explicit “yes”
- Reflect on the importance of the use of contraception
- Understand the importance of consent when it comes to sexual and reproductive protection

→ SCENARIO



Educators give 12 numbered paper sheets to each of the participants and read the “Coercive expressions” presented below.



Participants are asked to write on the papers a possible answer to each of the sentences. Once finished, educators collect and organise the answers according to the correlative number of each coercive sentence.



They divide the participants into four groups and provide them with the sentences and their multiple answers (**Group 1:** sentences 1 to 3; **Group 2:** sentences 4 to 6; **Group 3:** sentences 7 to 9; and **Group 4:** sentences 10 to 12).



Participants read the sentences and their possible answers and reflect about the following questions:

- Has anyone ever told you anything similar? How did you feel?
- Have you ever said anything similar? How did you feel?
- Why would you feel the need to use this expression?



Each group decides which is the best answer to each sentence and the reasons and explain why. In plenary, one person from each group explains what they have talked about and the conclusions they have reached.

Educators facilitate a debate about sexual and reproductive health and rights, coercion, social norms and gender stereotypes.

Coercive expressions:

1. If you loved me, you would do it
2. Please, just this time, it doesn't feel the same wearing a condom
3. You are as eager as I am
4. Everyone does it; all our friends have done it
5. If we don't do it, I'll have to look for someone else
6. Don't worry, if you get pregnant we'll think something
7. Don't you trust me? I will pull it out
8. You must grow up; you cannot be a child forever
9. Come on, you'll see how you like it
10. Don't be silly, HIV is from another time
11. Why did you start if you didn't want to do it?
12. If we drink a bit more, we won't be embarrassed
13. Do not do this to me, please
14. I'm sure you did it before with someone else
15. I haven't got condoms with me

⁷ Adaptation from: Salud Sexual, *Drets sexuals i reproductius: material didactic ad recat a professionals que treball en amb joves majors de 16 anys*, available online at: <http://salutsexual.sidastudi.org/>

→ BRIEF

The following ideas need to be taken into consideration by educators whilst moderating the debate following the activity:



- Communication is an important part of a sexual relationships, it ensures individuals are free to consent and can negotiate safer sexual practices
- Gender roles and cultural patterns affect the way we communicate and our capacity to negotiate safer sexual practices
- It is important to provide participants with an insight into the different contraceptive methods available as well as those more suitable to protect them against STI's and from unwanted pregnancies

Session Plan

Name of the module: Sexual and Reproductive Health and Rights

Venue / school: _____

Focal point / teacher: _____

Class (grade and reference): _____

Nº of participants: _____

Date: ___ / ___ / ___ Duration: _____

Activity/(ies) chosen: _____

Materials (all checked): yes no

NOTES:

NOTES:

Project Gender ABC
MODULES LIST

Secondary
School
Modules

- 01 Cyber Violence
- 02 Early Forced Marriage
- 03 Empowerment and Communication
- 04 Female Genital Mutilation
- 05 Gender-Based Violence
- 06 Gender Social Norms and Stereotypes
- 07 Group Building
- 08 Human Rights and Children's Rights
- 09 Intimate Partner Violence
- 10 Sexual Orientation and Gender Identity
- 11 **Sexual and Reproductive Health and Rights**
- 12 Sexual Violence

Primary
School
Modules

- 01 Body Safety / Female Genital Mutilation
- 02 Empowerment and Communication
- 03 Gender-Based Violence
- 04 Gender Social Norms and Stereotypes
- 05 Human Rights and Children's Rights
- 06 Sexual Orientation and Gender Identity

Support
Documents

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary

✉ For more information please contact: info@dendfgm.eu

Gender A B C

A project by:



End FGM
EUROPEAN NETWORK



APF
ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



AIDOS
ASSOCIAZIONE ITALIANA
DONNE PER LO SVILUPPO



This project is co-funded by
the European Union