

# OUT OF SCHOOL YOUTH

## MODULE 1

### VALUES, RIGHTS AND SEXUALITY

Facilitator Manual



FEDERATED STATES OF MICRONESIA

### **Out of school Family Life Education (FLE) resource package**

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## 2 TOPIC 2 – Human, legal, sexual and reproductive rights cont...

also come ask after the session.

### 2D

### Activity: Power walk<sup>(13)</sup>



#### Activity overview:

As we know, life is easier for some people than others. Often this is because some people or groups have more access to their human rights. The activity is to encourage participants to think about who has more or less access to their human rights.

**Age:** 12+

**Time:** 40 minutes

#### Learning objectives:

- Describe human rights that impact sexual and reproductive health
- Identify violations of human rights impacting sexual and reproductive health
- Acknowledge that people with disability have equal human, legal and sexual and reproductive rights
- Recognise that power and privilege is unequal among human beings, affecting access to human rights
- Examine consequences of stigma and discrimination on people's sexual and reproductive health and rights

#### Sensitive areas:

- Sex work
- Same-sex attraction

#### Resources:

- Handout 2D
- Masking tape or any markers to form starting line

**Preparation:** Cut up the role cards and give them to participants. Multiple participants may have the same role. This activity requires participants to walk from a "starting line" to a "finish line", so find a space big enough for this before you start the activity (indoors or outdoors).

**Group composition:** Whole group together

**Prior learning:** Module 1, Activity 2A: Introducing human rights

**Literacy support:** Required – involves basic reading and writing

**Technology:** None



## Activity 2D: Power walk

### Instructions:

1. Introduce the activity by **saying something like:** *Sexual and reproductive health, sexuality and relationships are part of human rights. While human rights are for everyone, there are many people whose rights are ignored. Living without human rights can stop people living healthy and safe lives. This activity will show the impact on people when human rights, including sexual and reproductive health rights, are ignored. It will help you imagine life as a person of different genders, ages, abilities, and from all walks of lives.*
2. Mark a line on the floor with masking tape and ask everyone to stand along it. Explain that the line is the starting point of life and that everyone is equal here.
3. Mark another line as far away from the first line as possible. State that this line shows everyone's potential to access their human rights.
4. Give each person a role card from handout 2D and give them time to think about it. Ask them to imagine: What life would be like for this person? Explain that they can ask questions if they don't understand their role cards.
5. Read out a question and ask each person to consider the question as it applies to their role. Based on their role, they can answer "yes" or "no" to the question. Think about what actually happens, not what you think should happen.
6. Tell participants to take one step forward if they would answer "yes" to the question. If they answer "no" to the question (or don't know the answer), they should stay in place.

Remind them to respond to the questions as their roles, not as themselves.

### Questions

- Are you male?
- Did you go to school?
- Do you have a job?
- Are you living without a disability?
- Can you get to the health services you need from where you live?
- Can you afford to pay for health services?
- Do you feel safe in your community?
- Do you have a choice about where you live?
- Do you make most of the decisions about your life?
- Do you have family or other social support?

- Do you have opportunities to meet a future partner?
  - Would society support you being a parent?
  - Would you feel safe to talk about your sexual history to a doctor or nurse?
  - Would you be able to tell others your sexual orientation (meaning, who you are attracted to) publicly?
7. Once all the questions are read ask everyone to stay where they are and ask the following questions.
- Ask people who have moved furthest from the starting line: What role did you have? Why have you been able to move so far?
  - Ask people who are closest to the starting line: What role did you have? Why have you not moved far?
  - Ask people closest to and furthest from the starting line: How do you feel about your position in the activity? Do you think it's fair for your role?
  - Ask people to raise their hands if they are male, and then if they are female, and then if they are transgender. What do participants notice?

**i Facilitator note**

Males are likely to be further ahead than people who are female or who are transgender.

8. As a large group, work through these discussion questions:

What can make it harder for someone to move forward in life?

**Example answers:**

- Lack of education
- Lack of employment
- Living in a rural area (less access to services)
- Gender (due to gender roles, especially for genders other than men)
- Having a disability
- Sexual orientation other than heterosexual (man and woman attracted to each other)
- Having diverse gender identity or expression
- Discrimination (treating people unfairly because they are seen as different)
- Lack of social support

What is needed to help people move forward?

Example answers:

- Including people who may be left out due to some of the reasons listed above
  - Gender equality – valuing women and girls as much as men and boys
  - Better access to services
  - Strong communities and families that support each other
  - Education – educating ourselves and other people about how and why some people have more opportunities than others
  - Changing attitudes – thinking differently about who can do what roles in our society
9. To close the activity, **ask the participants:** *What are the main things you learnt from this activity?*
10. Conclude the activity by reading out any key messages they did not mention:
- Everyone has the right to “move forward” in life and make the most out of life
  - However, not everyone is born with equal opportunities and advantages to help them move forward
  - This may be due to differences in people’s education, income, gender, disability, ethnicity, sexual and gender diversity
  - We can create more equal opportunities in our society by thinking about these reasons and challenging them
  - We can make an effort to include people who have not always been included
11. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session.

## Handout 2D: Power walk

<ul style="list-style-type: none"> <li>• 45 year old man</li> <li>• University educated</li> <li>• Works for government in Palikir</li> <li>• Married with children</li> <li>• No disability</li> </ul>	<ul style="list-style-type: none"> <li>• 45 year old woman</li> <li>• Works as teacher</li> <li>• Widowed with young children</li> <li>• Lives near Weno</li> <li>• No disability</li> </ul>
<ul style="list-style-type: none"> <li>• 16 year old female</li> <li>• Completed 3 years of elementary school</li> <li>• Lives with grandparents in a remote village</li> <li>• Blind since birth</li> <li>• A victim of violence</li> </ul>	<ul style="list-style-type: none"> <li>• 14 year old female</li> <li>• At high school</li> <li>• Lives in outer islands</li> <li>• Unmarried</li> <li>• Pregnant</li> <li>• No disability</li> </ul>
<ul style="list-style-type: none"> <li>• 40 year old man</li> <li>• Unmarried</li> <li>• No education</li> <li>• Lives with his brother in a remote village</li> <li>• Does not leave his home because he cannot walk</li> </ul>	<ul style="list-style-type: none"> <li>• 25 year old man</li> <li>• Lives in Kolonia</li> <li>• Completed university</li> <li>• Works in an office</li> <li>• Has sex with men</li> <li>• No disability</li> </ul>
<ul style="list-style-type: none"> <li>• 30 year old woman</li> <li>• No education</li> <li>• Lives with her mother in outer islands</li> <li>• Earns money selling vegetables at the market</li> <li>• Has an intellectual disability</li> <li>• A victim of violence</li> </ul>	<ul style="list-style-type: none"> <li>• 30 year old woman</li> <li>• University education</li> <li>• Married with children</li> <li>• Runs a small business in the local village</li> <li>• Uses a wheelchair since an accident 5 years ago</li> </ul>
<ul style="list-style-type: none"> <li>• 20 year old transgender woman</li> <li>• Did not complete high school</li> <li>• Lives in Kolonia</li> <li>• Only works occasionally</li> <li>• No disability</li> </ul>	<ul style="list-style-type: none"> <li>• 40 year old woman</li> <li>• Cannot read or write</li> <li>• Works as a driver</li> <li>• Lives in outer islands</li> <li>• Lesbian</li> </ul>



## 3B

Activity: The sexuality wheel<sup>(15, 16)</sup>

## Activity overview:

The concept of sexuality can be complex to explain and understand. There can be many different meanings and ideas about what sexuality really is, and that is okay! Sexuality is diverse, unique and always evolving. This activity uses a wheel to help participants understand the different elements that can be part of sexuality. This activity breaks participants into groups to focus on one element of sexuality. Ideas can be written or drawn in pictures.

Age: 10+

Time: 45 minutes

## Learning objectives:

- Understand that sexuality involves emotional and physical attraction to others
- Acknowledge ways people chose to express their sexuality, including not choosing to express their sexuality, sexual feelings, fantasies or desires
- Explain and analyse the complexity of sexuality and how it is multifaceted and includes biological, social, psychological, spiritual, ethical and cultural components
- Acknowledge that sexuality is a natural part of being human and can enhance wellbeing
- Acknowledge that everybody has sexuality, including people with disability and people of diverse sexual orientation, gender identity and expression

## Sensitive areas:

- Abuse
- Sexual assault
- Trauma or unhealthy relationships

## Resources:

- Large piece of paper or board
- Board markers or chalk
- Coloured pencils or markers
- Scissors
- Tape
- Handout 3B



**Preparation:** Print five copies of handout 3B

**Group composition:** Five small groups

**Prior learning:** Module 1, Activity 3A: Introduction to sexuality

**Literacy support:** Not required

**Technology:** None

## Activity 3B: The sexuality wheel

### Instructions:

1. Introduce the activity by **saying something like:** *The purpose of this activity is to try and understand what 'sexuality' means. There are lots of different definitions and ideas about the definition and that is okay. Sexuality is different for every single person but involves lots of different elements.*
2. Write the word 'sexuality' on the board or large piece of paper at the front of the room.
3. Ask all the participants to get into small groups and brainstorm all the words that come to mind then they think of the word 'sexuality'.
4. After 2 minutes, ask the small groups to share some of their ideas and write them on the board/ large piece of paper at the front.

#### Words may refer to:

- Sexual behaviour
- Sexual identity
- Sexual feelings

5. Share this definition of **"sexuality"** with the group.

**"Sexuality":** Sexuality is something that can bring a lot of joy and purpose in someone's life. Sexuality has many aspects and it is not just about sexual activity (or having sex). Sexuality is something we experience through physical feelings, emotions, thoughts, identity and relationships.

Since our sexuality is made up so many different things, our sexuality is always changing, and unique to each individual. Sexuality is a normal, natural part of being human and it is a major part of our wellbeing.

6. Tell participants that they are now going to draw all their ideas about sexuality as a wheel. Remind participants that a wheel represents how a person's sexuality is always evolving and changing. The different sections of the wheel, separated by the spokes, represent all the different elements of sexuality.
7. Break participants into five groups.

8. Tell each group they will focus on one of the many different aspects of sexuality. Assign each group one of the following topics:
  - a. Body
  - b. Thoughts and feelings
  - c. Gender
  - d. Relationships
  - e. Values and beliefs
9. Give each group one copy of handout 3B and lots of different coloured marker or pencils. This will create one section of the sexuality wheel. Groups will have 15 minutes to write or draw everything they can think of that belongs in their wheel section.
10. During the 15 minutes, facilitators can walk around and check everyone knows what their topics mean. Facilitators can use the following guidance and prompting questions to help them give ideas to each group.

Body	Relationships
<p>List everything you can think of that affects how we feel and think about our bodies, and things that shape our ability to use our bodies. What makes our bodies unique? How does our body experience pleasure or enjoyment?</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• Our body image</li> <li>• Self-esteem</li> <li>• Look/shape/size</li> <li>• Physical disabilities</li> <li>• Our experience with puberty</li> <li>• Our age</li> <li>• Sensuality               <ul style="list-style-type: none"> <li>– What smells, feels, sounds, tastes nice? What do you do that brings pleasure to your senses and body?</li> <li>– Dancing, music, massages, food, sunshine, swimming, exercise</li> </ul> </li> </ul>	<p>What relationships can people be in? Who are you emotionally, physically and sexually attracted to? What types of attraction are there?</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• Monogamous relationships (where you are only with one partner)</li> <li>• Non-monogamy (where you have more than one partner)</li> <li>• Family relationships</li> <li>• Friendships</li> <li>• Marriages</li> <li>• Long-term relationships</li> <li>• Healthy relationships</li> <li>• Unhealthy relationships</li> <li>• Physical attraction</li> <li>• Emotional attraction</li> <li>• Spiritual connection</li> <li>• Sexual attraction</li> <li>• Same-sex relationships</li> </ul>

Gender	Values and beliefs
<p>Think about the different ways people express their gender? What kind of behavior or values do we place on men and women?</p>	<p>What does spirituality, religion and faith bring to your life? What values are important to you? What are some values you think are important in other people? What do you believe in?</p>
<p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• Femininity</li> <li>• Masculinity</li> <li>• Transgender identities</li> <li>• Male/female values or gender roles</li> </ul>	<p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• Feeling a deeper sense of purpose</li> <li>• Feeling closer to nature</li> <li>• Strong bonds</li> <li>• Feelings of duty</li> <li>• Kindness</li> <li>• Loyalty</li> <li>• Culture</li> <li>• Honesty</li> </ul>
Thoughts and feelings	
<p>What emotions do you often feel? What do you feel in relationships? What emotions do you have about yourself? What are emotions that feel nice or not nice?</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• Love</li> <li>• Desire</li> <li>• Pleasure</li> <li>• Anger</li> <li>• Jealousy</li> <li>• Joy</li> <li>• Intimacy</li> </ul>	

11. After 15 minutes, ask each group to show the rest of the participants their section of the wheel and explain some of their ideas.
12. Place all the sections of the wheel on the ground or tape them to a wall to make the shape of a wheel.
13. Have a discussion with the whole group. Ask the following questions:

Looking at our sexuality wheel, does sexuality seem much more complex and diverse than you first thought?

**Example answer:** Probably! Sexuality is multifaceted and includes biological, social, psychological, spiritual, ethical and cultural components. Also, everyone's experience of sexuality is totally different and changes over time.

If these are all the different parts of our sexuality, how can people express all these things?

**Example answers:**

- Through what they wear/dress
- How they treat others
- Through their religion
- Through their hairstyles or makeup
- Through their relationships with others
- Through their hobbies
- The way we speak
- How we dance, act, have fun etc.

Does everyone have sexuality?

**Example answer:** Yes! Everybody has sexuality and this includes people with diverse sexual orientation, gender identity and expression, older people and people with disability. Everyone has their own unique sexuality and it can change according to time and place.

What do you think are some things that can affect your sexuality? If your sexuality is a wheel on a bike, what kinds of things might damage, cause issues for, or even fix your wheel?

**Example answers:**

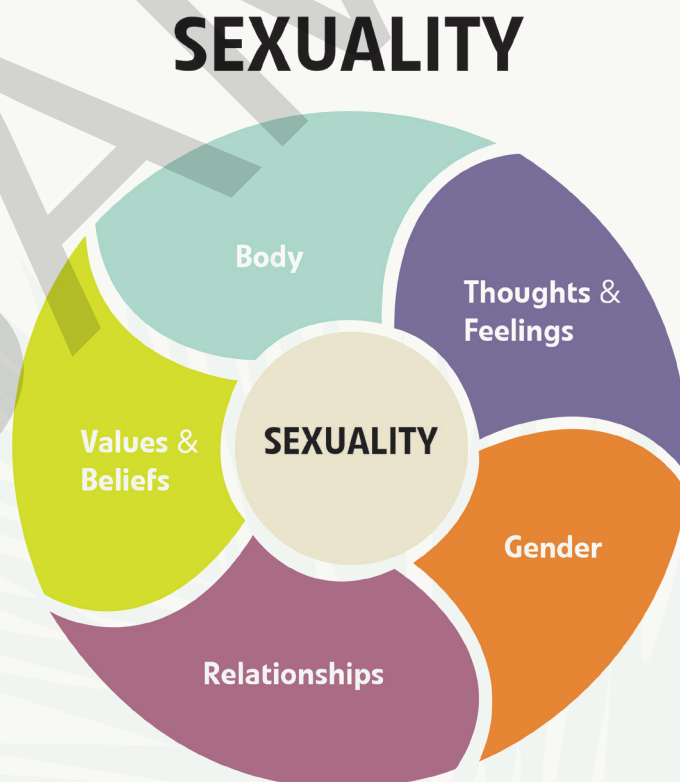
- Past experiences (example can be family support, the environment you grew up in, whether you have had healthy or unhealthy relationships in the past, the way you grew up thinking about your body etc.)
- When you grew up (are ideas about sexuality more accepted today compared to a few decades ago etc.?)
- Your friendships and support systems
- Your age
- Experiences of abuse, trauma, bullying etc.

Sexual desire and urges are all part of sexuality. Are these things completely out of someone's control?

**Example answer:** Whilst the urges and desires we have might be random and out of our control, we are 100% in control of what we do with these urges and desires. We have a big responsibility to make sure our urges and desires never harm someone else or make them feel uncomfortable. It is never an excuse to say you couldn't control an urge or desire.

14. To close the activity, **ask the participants:** *What are the main things you learnt from this activity?*
15. Conclude the activity by reading out any key messages they did not mention:
- Sexuality is a normal, natural part of being human and it is a major part of our wellbeing
  - Sexuality has many aspects and it is not just about sexual activity (or having sex)
  - Everyone has a different experience of sexuality that is unique to them
  - Sexuality can change over time
  - Sexuality can be expressed in different ways
  - Sexuality can be affected by many different things
16. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session.

#### Example of sexuality wheel



## Handout 3B: Sexuality wheel

### Instructions:

Draw or write anything in your wheel section that comes to your mind when you hear your topic.  
Afterwards, cut your wheel section out.

