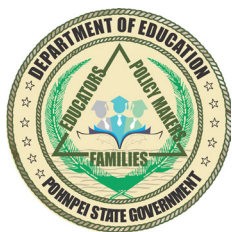


FAMILY LIFE EDUCATION IN SCHOOLS

Teacher training in Pohnpei
Facilitator Manual



Acknowledgements

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Module 3 outcomes

Explain the outcomes of the module.

- Identify common concerns and misconceptions regarding sexuality education
- Examine a holistic approach to sexuality using the flower model
- Explain key terminology relating to FLE



TIMING
130 MINS

3.1

Common myths and misconceptions about FLE



40 MINS

Purpose: To practice addressing common myths and misconceptions that parents and people in the wider community might express using evidence for FLE^{4,5}

Resources: Not required

Preparation: Not required

Instructions

1. As a group, discuss: 'What do you think are some common myths or misconceptions about teaching FLE in schools?'
2. Read the instructions on the slides:
 - Work in small groups
 - Select a common myth or misconception
 - Review the evidence and information on the following pages to formulate an evidence based response
 - Create a response to your chosen concern and prepare to share this with the group.
3. Provide an example response to the myth "Learning about sex encourages young people to have sex, so they will start having sex earlier."
4. Display the instructions again.
5. Allocate each group a common myth or misconception. Provide 15 minutes for participants to prepare their response.
6. Ask some participants to present their response as a role play to the rest of the group. Provide feedback to participants.



What are some of the common myths and misconceptions about teaching FLE in schools?

Example: True or false?

Learning about sex encourages young people to have sex, so they will start having sex earlier.

Example: True or false?

Example: Learning about sex encourages young people to have sex, so they will start having sex earlier

FALSE!

How to respond to a parent / guardian:

1. Acknowledge that it is a common misconception.
2. Provide evidence to support FLE.
3. Link to the goals of FLE.

Example response

Example: Learning about sex encourages young people to have sex, so they will start having sex earlier

1. "Whilst this is a common misconception, there is little to no evidence to support this."
2. "Instead, evidence shows sexuality education either has no direct impact on sexual debut or that it actually leads to starting sexual behaviours later."
3. "Young people who have had comprehensive sexuality education are more likely to engage in more responsible sexual behaviour. FLE teaches students to consider how their choices affect their own well-being and that of others (Goal 3)."

Debrief

- Ask participants: “What did you find interesting about the evidence for FLE?”
- Remind participants to be patient and respectful to parents whilst using FLE evidence to back their own response to the parents’ concerns.
- Conclude by going through the slide ‘Responding to conflicting values and sensitive issues.’

Key point: Being equipped with evidence allows us to address the questions and concerns of parents and guardians.

The following table outlines key evidence collated in the International Technical Guidance on Sexuality Education¹ that highlights common concerns expressed about Comprehensive Sexuality Education globally, and evidence to counteract the myth or concern.

Myths and misconceptions	Responses
Learning about sex encourages young people to have sex, so they will start having sex earlier	Research from around the world clearly indicates that sexuality education rarely, if ever, leads to early sexual initiation. Research has shown that FLE has either no direct impact on the age of sexual initiation, or that it actually leads to later and more responsible sexual behaviour.
FLE deprives children of their 'innocence'	<p>Evidence illustrates that children and young people benefit from receiving appropriate information that is scientifically accurate, non-judgmental and age- and developmentally appropriate, in a carefully planned process from the beginning of formal schooling. In the absence of FLE, children and young people can be vulnerable to conflicting and sometimes even damaging messages from their peers, the media or other sources.</p> <p>Good quality sexuality education provides complete and correct information with an emphasis on positive values and relationships. Sexuality education is about more than sex – it includes information about the body, puberty, relationships, life skills, etc.</p>
FLE goes against our culture or religion	<p>The Guidance stresses the need to engage and build support among the custodians of culture in a given community, in order to adapt the content to the local cultural context.</p> <p>Key stakeholders, including religious leaders, can assist programme developers and providers to engage with the key values central to the relevant religions and cultures, as people's religious beliefs will inform what they do with the knowledge they possess.</p> <p>The Guidance also highlights the need to reflect on and address negative social norms and harmful practices that are not in line with human rights or that increase vulnerability and risk, especially for girls and young women or other marginalized populations.</p>
It is the role of parents and the extended family to educate our young people about sexuality	As the primary source of information, support and care in shaping a healthy approach to sexuality and relationships, parents and family play a fundamental role. However, through education ministries, schools and teachers, the government should support and complement the role that parents and family play by providing holistic education for all children and young people in a safe and supportive learning environment, as well as the tools and materials necessary to deliver high-quality FLE programming.

Myths and misconceptions	Responses
Parents will object to sexuality education being taught in schools	<p>Parents play a primary role in shaping key aspects of their children's sexual identity and their sexual and social relationships. Parents' objections to FLE programmes in school are often based on fear and lack of information about FLE and its impact, as they want to be sure that messages about sexuality and SRH are rooted in the family's values system. FLE programmes are not meant to take over the role of parents, but rather are meant to work in partnership with parents and involve and support them.</p> <p>Most parents are among the strongest supporters of quality sexuality education programmes in schools. Many parents value external support to help them approach and discuss 'sex issues' with their children, ways to react to difficult situations (e.g. when a child watches porn on the Internet or is bullied on social media) and how to access and provide accurate information.</p>
FLE may be good for adolescents, but it is inappropriate for young children	<p>Young children also need information that is appropriate for their age. The Guidance is based on the principle of age and developmental appropriateness, reflected in the grouping of learning objectives outlined in Section 5.</p> <p>Additionally, the Guidance provides flexibility to take into account the local and community contexts and encompasses a range of relationships, not only sexual relationships. Children recognise and are aware of these relationships long before they act on their sexuality and therefore need the skills and knowledge to understand their bodies, relationships and feelings from an early age.</p> <p>The Guidance lays the foundations for healthy childhood by providing children with a safe environment to learn the correct names for parts of the body; understand principles and facts of human reproduction; explore family and interpersonal relationships; learn about safety, prevention and reporting of sexual abuse etc.</p> <p>FLE also provides children with the opportunity to develop confidence by learning about their emotions, self-management (e.g. of hygiene, emotions, behaviour), social awareness (e.g. empathy), relationship skills (e.g. positive relationships, dealing with conflicts) and responsible decision making (e.g. constructive and ethical choices). These topics are introduced gradually, in line with the age and evolving capacities of the child.</p>
Teachers may be uncomfortable or lacking the skills to teach FLE	<p>Well-trained, supported and motivated teachers play a key role in the delivery of high quality FLE. Teachers are often faced with questions about growing up, relationships or sex from learners in a school setting, and it is important that they have a suitable and safe way of responding to these questions.</p> <p>Clear sectoral and school policies and curricula help support teachers, as does institutionalised pre- and in-service teacher training and support from school management. Teachers should be encouraged to develop their skills and confidence through added emphasis on formalizing FLE in the curriculum, as well as stronger professional development and support.</p>

Myths and misconceptions	Responses
Teaching FLE is too difficult for teachers	<p>Teaching and talking about sexuality can be challenging in social and cultural contexts where there are negative and contradictory messages about sex, gender and sexuality.</p> <p>At the same time, most teachers and educators have the skills to build rapport with learners, to actively listen and help identify needs and concerns and to provide information.</p> <p>Teachers can be trained in FLE content through participatory methodologies and are not expected to be experts on sexuality. This training can be included as part of the curriculum of teacher training institutes (pre service) or as in service teacher training.</p>
FLE is already covered in other subjects (biology, life-skills or civics education)	<p>Using the Guidance provides an opportunity to evaluate and strengthen the curriculum, teaching practice and the evidence, based on the dynamic and rapidly changing field of FLE, and to ensure that schools fully cover a comprehensive set of topics and learning objectives, even if the learning is distributed across a range of school subjects.</p> <p>In addition, effective FLE includes a number of attitudinal and skills based learning outcomes which may not necessarily be included in other subjects.</p>
Sexuality education should promote positive values and responsibility	<p>The Guidance supports a rights-based approach that emphasizes values such as respect, acceptance, equality, empathy, responsibility and reciprocity as inextricably linked to universal human rights. It is essential to include a focus on values and responsibility within a comprehensive approach to sexuality education.</p> <p>FLE fosters opportunities for learners to assess and clarify their own values and attitudes regarding a range of topics.</p>
Young people already know everything about sex and sexuality through the Internet and social media	<p>The Internet and social media can be excellent ways for young people to access information and answers to their questions about sexuality. Young people often use online media (including social media) because they are unable to quickly and conveniently access information elsewhere.</p> <p>However, online media doesn't necessarily provide age appropriate, evidence based facts and can in fact provide biased and distorted messages. It is difficult for young people to distinguish between accurate and inaccurate information. While online media can offer a lot of information, it does not offer the space for young people to discuss, reflect and debate the issues, nor to develop the relevant skills.</p> <p>FLE offers a forum for young people to understand and make sense of the images, practices, norms and sexual scripts that they observe via social media and pornography. It provides an opportunity to learn about the aspects of sexuality that are absent from pornography, such as emotional intimacy, negotiating consent and discussing modern contraception.</p> <p>FLE can also support young people to safely navigate the Internet and social media and can help them identify correct and fact based information.</p>

Myths and misconceptions	Responses
Religious leaders may not support sexuality education	<p>Religious leaders play a unique role in supporting FLE in schools. Faith based organisations can provide guidance to programme developers and providers on how to approach religious leaders to begin a discussion about sexual health and sexuality education.</p> <p>Acting as models, mentors and advocates, religious leaders are ambassadors for faith communities that value young people's well being. Young people seek moral guidance that is relevant to their lives, and all young people deserve reliable information and caring guidance about sexuality that enables them to engage in both emotionally and physically healthy relationships.</p> <p>Sexuality education that is factually inaccurate and withholds information ignores the realities of adolescent life and puts young people at unnecessary risk of disease and unintended pregnancy and, above all, endangers their lives and human dignity.</p> <p>Many faith communities know from experience, and numerous studies show, that young people tend to delay mature sexual activity when they receive sexuality education that focuses on responsible decision making and mutual respect in relationships.</p>
FLE is a means of recruiting young people towards alternative lifestyles	<p>The main principle of the Guidance is that everyone has the right to accurate information and services in order to achieve the highest standard of health and well being, without making judgement on sexual behaviour, sexual orientation, and gender identity or health status.</p> <p>The Guidance takes a rights based approach that is also focused on gender and acknowledges that people express themselves differently in all societies, sometimes not conforming to gender or social norms, including on the issue of sexual behaviour and sexual orientation or gender identity. It does not endorse or campaign for any particular lifestyle other than promoting health and well being for all.</p>

Day 1 reflection



5 MINS

- Encourage participants to reflect on their learnings from today

2

DAY 2: REFLECTING ON ATTITUDES AND ASSUMPTIONS THROUGH FLE

Introduction

Instructions

Go through the slides to complete the following.

1. Complete an opening prayer.
2. Welcome participants.
3. Recap yesterday's training. Ask participants, "What did you learn about yesterday?"
4. Explain that today's session will build upon our understanding from yesterday. The theme of Day 2 is 'Reflecting on attitudes and assumptions through FLE.'



**TOTAL TIME:
20 MINUTES**

3.1

What is sexuality?

 10 MINS

Instructions

Go through the slides to discuss and explain sexuality.

1. What is sexuality?
2. Defining sexuality.
3. The flower model of sexuality. Share the following information about the Flower Model.
 - The Flower Model of Sexuality provides a holistic framework for exploring sexuality.
 - A holistic understanding of sexuality, meaning to look at the many interconnected aspects of sexuality, is important as it allows us to talk about the diversity of human sexuality and how it is expressed at every life stage.
 - Each petal represents one of the five areas of sexuality.
 - Sensuality – pleasure of both mind and body
 - Intimacy – relationships, physical and emotional closeness
 - Identity – sexual identity, gender identity, roles
 - Body – sexual health and reproduction
 - Exploitation – control, power, manipulation
 - Influences on the five areas of sexuality.
 - The self – In the middle of the petals is the self. This refers to the inner self, particularly a person's self esteem. A person's sense of self, wellbeing and health can be enhanced or diminished by the interplay of experiences in the five areas of sexuality and the influences from the outside.
 - Society and culture – Sexuality is strongly influenced by society and culture and therefore shapes a person's values, attitudes and behaviours.
 - Lifecycle – Sexuality is experienced and expressed from birth to old age. A person's experience of the five areas of sexuality will vary at different life stages.
 - Spirituality – Sexuality can provide people with an understanding of themselves and their place in the world.
 - Human rights – Sexual rights are a subset of overall human rights, sexuality is linked to power and empowerment.

3.2**The flower model of sexuality****30 MINS**

Purpose: To gain a holistic understanding about sexuality

Resources: Flower petal worksheet

Preparation: Not required

Instructions

1. Participants make five groups. They take a worksheet of a petal. Within their petal, participants spend 20 minutes to write:
 - 3 or more words/phrases/concepts that relate to this aspect of sexuality
 - 2 or more common questions young people may have about this aspect of sexuality
2. PowerPoint slides will show the petal only on each slide. Ask each group to share what they wrote for their petal. Click to the next slide to show the petal with suggested aspects included within that petal. The order is:
 - a. Body
 - b. Sensuality
 - c. Intimacy
 - d. Identity
 - e. Exploitation

Debrief

- Summarise the activity with the following points
 - Many concepts are a continuum and will change over the life cycle
 - Sexuality cannot be understood without reference to gender
 - Diversity is an inherent part of sexuality
 - Sexuality is linked to human rights, power and empowerment
 - Expectations of what is acceptable or not around sexuality will vary: this does not mean they do not occur and cannot be excluded from conversations. i.e. homosexuality
- Summarise the flower
- Ask participants the following questions
 - Did you find this model helpful to take a holistic approach to sexuality?
 - In the past, which petal have you focused on when teaching FLE?
 - What do you think are some benefits of considering all 5 petals when teaching FLE

Key point: The flower model explores sexuality through the lens of the body, sensuality, intimacy, identity, and exploitation.

The flower model of sexuality



Instructions

Ask participants to read and say if these statements are True or False.

- Sexual health requires wellbeing and not just the absence of disease or dysfunction – True
- These definitions only apply to people who are sexually active – False
- 'Sexual rights' for all people of all ages are part of sexual health – True
- Having a holistic understanding of sexual health is not helpful in our work with young people – False
- Young people have a right to comprehensive sexuality education/family life education – True

Debrief

Ask participants: "Did any of these answers surprise you? Why or why not?"

Key point: All young people deserve quality FLE.

3.4

Lesson plan observation

 30 MINS

Purpose: To reflect on how we can use an evidence based and holistic approach to sexuality to teach FLE using the teaching resources

Resources: Sample lesson plans in the appendix of participant workbook

Preparation: Not required

Instructions

1. Provide 8-10 minutes for participants to read lesson plan "Sexuality across the lifecycle" found at the back of their books.
2. Summarise the learning intention, purpose and success criteria for students of the lesson.
3. Read the following instructions to the participants from the slides.
 - Focus on the 'Understand' section of the lesson
 - Select a question and discuss the following prompts:
 - i. Do you have any different ways you would answer these questions?
 - ii. Why is it important to maintain an inclusive and non-judgmental attitude during this discussion as an FLE teacher? Do these examples make students feel safe and welcome?
 - iii. Why is it important for teachers to prepare questions and thoughtful answers before lessons?
4. Participants then present their ideas to the rest of the group.

Debrief

- Ask participants: What is the purpose of these FLE activities? What do students gain from doing these activities?
- Redirect participants to the learning intention and purpose of the activity

Key point: FLE lessons take an evidence based and holistic approach to teaching about sexuality. As a teacher, it is important to ensure that FLE lessons are inclusive and non judgmental.