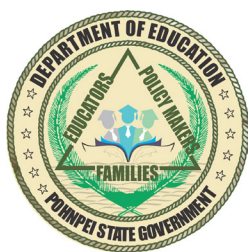


FAMILY LIFE EDUCATION IN SCHOOLS

Teacher training in Pohnpei
Participant Workbook



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5.3

Supportive learning environment



30 MINS

Instructions

1. Make groups of 4-5 and choose a scenario from the below.
2. Using the following scenarios, brainstorm what a teacher could do in their classroom.
3. Brainstorm with your group why this content would be important for all genders to learn.
4. Make sure to consider where gender equality can be promoted.
5. Are there any questions you could ask the students to help understand their perspective. Why might that knowledge help you?
6. 10 minutes to work then share.
7. Select one person to share group thoughts on how to support these approaches in the classroom.

Scenario 1

The FLE lesson for the day is about pregnancy and planning for a family. The boys say that they don't need to learn about this because it's women's business.

Scenario 2

The FLE lesson for the day is about personal safety. The boys say the girls need to stay home in the evenings if they are going to be safe.



Use the space below to write down notes about providing a supportive learning environment.

5.4

Challenging gender stereotypes



25 MINS

Instructions

1. In your group, observe either the lesson plan 'Uncovering gender stereotypes' or the 'Menstruation' lesson plan from the appendix at the end of this workbook.
2. Discuss: How does this lesson encourage students to critically analyse gender norms and stereotypes?
3. Find a partner from the opposite group. Share your ideas with your partner.



Use the space below to write down any notes from our discussion.

**Learning outcomes:**

- Explore the importance of a human rights based approach to FLE
- Identify myths and principles for delivering disability inclusive FLE that supports a safe learning environment

6.1**Stepping out activity****30 MINS**

The 'Stepping out activity' allowed you to consider the perspectives of different individuals and how their human rights may or may not be fulfilled.



After completing this activity, use the space below to answer the following reflective questions.

- What impacts on people's ability to progress forward?
- What are the potential consequences for people who do not have their rights fulfilled?
- What is needed to move people forward?

6.2

Myths about teaching FLE to students with a disability

 30 MINS

Instructions

In small groups, develop an inclusive response that reflects an evidence based and human rights approach to sexuality.

1. Myth: They're not sexual

People with disabilities are people first and are therefore sexual like all of us, with sexual desires, feelings and fantasies. One of the biggest barriers for people with disabilities to express their sexuality is the negative societal attitude and assumption that they are not sexual. This is partly due to concepts of 'normality' and beauty.

2. Myth: They shouldn't be parents – they'll just pass on their disability to their kids

IQ is not a predictor of parenting capability. Parents can provide good enough parenting with adequate supports in place. Parenting capability is learnt, not inherited, so can be taught and learnt. Parenting is enhanced by learning parenting skills using proven, effective parent education programs.

3. Myth: They're not attractive or desirable

This question poses many powerful questions for a person with a disability who may not be considered 'beautiful' or 'sexual' according to the rigid, false ideals of beauty and attraction that exist in society. Who is sexy? Who is desirable? Are 'beautiful' people really more sexual than others? Are people with disabilities fully human sexual beings even though they don't show up in movies or in advertising? Attraction, above all else, is a connection between two people. What attracts people is unique and influenced by various factors, such as personality, history, timing and sexual fantasies. The ideal of 'beauty' may actually have nothing to do with it.

4. Myth: They can't have real sex

Penetrative penis into vagina sex is only one type of sexual behaviour. Sexual activity includes all actions that stimulate the genitals through the physical senses. There are no rules governing what sex can or cannot be, as long as it involves mutual consent, safety, and respect.

5. Myth: People with disability don't need sex education

Sex education is often misunderstood as teaching people how to have sex. In reality, comprehensive evidence based sex education includes learning about body autonomy, hygiene, health literacy, social skills, consent, self protection, safe and pleasurable sex and prevention of STIs and unwanted pregnancies. Learning about these topics is necessary for everyone in order to have healthy and safe relationships with others.



Use the space below to write notes about how you would respond to myths about teaching FLE to students with disabilities.

SAMPLE

The principles of teaching FLE to students with disability are the same as for students without disability. However, there are a number of aspects which require special consideration when planning and delivering FLE to students with disability.

Understand a holistic definition of sexuality

Understanding a holistic definition of sexuality is important in order to address the wide range of issues and diversity in which human sexuality is experienced.

It is important to adopt a broad view of sexuality which is not confined to the physical body but is linked with cultural, emotional and spiritual wellbeing.

Sexuality is who and what we are; our identity as unique individuals. It includes self expression, gender, relationships, life roles and involves the whole of being human. Sexual activity exists within the context of respect, intimacy, readiness, love and the law.

Be aware of impact of personal values and attitudes

Be aware of the impact of your own values and attitudes on teaching FLE. It is important that teachers understand the myths that exist around the sexuality of people with disability and understand the impact of these on providing FLE.

It is also important to understand the impact of the attitudes and values on parents and carers. Supporting young people to express their own, their family and/or faith based values around sexuality is also an important part of personal development.