



**BOYS HAVE  
A PENIS,  
GIRLS HAVE  
A VAGINA.**

**Training manual - 'Sexuality'**  
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## Format - 'Sexuality' training

This training is split into two half-day sessions. 'Awareness' is central in **Session 1**. It is important that participants first turn their attention to awareness before any discussion is had on skills to broach the topic. The session consists of a dialogue, an introduction to the checklist and an intermediary exercise.

The dialogue will be conducted using the 'World café' work format. This format is explained in more detail in Appendix VII. Targeting knowledge with one question and awareness with another identifies participants' existing knowledge. This then facilitates discussion around the importance of talking about the topic of 'Sexuality'. The checklist is a list of tools for participants. It is intended as a guide to show participants what is required of them in order for the topic to become discussable. A brief intermediary exercise gives participants the chance to assimilate the information in the checklist (Galan, 2009).

**Session 2** consists of feedback by means of an intermediary exercise, the core exercise and a follow-up discussion. The feedback serves as a refresher of the knowledge acquired in Session 1. Subsequently, the session will turn to its key focus: conversation. A core exercise will facilitate this process (Galan, 2009). This exercise allows participants to practice playing-out cases they find most difficult in practice by means of role-play. The cases in Appendix VII can be used here. This session will close with a follow-up discussion. The latter is important as it allows the trainer to identify what the participants have taken away from the training. It also helps clearly identify any aspects still needing some attention from the participant, and how the training has contributed towards this.

Session 1	Overview	Materials	Preparation
<b>Awareness</b>	Introduction (5-10 mins) <ul style="list-style-type: none"> <li>- Welcome</li> <li>- Trainer and participants introduce themselves</li> <li>- Overview of the training content (both sessions)</li> <li>- Trainer and participants voice their expectations</li> </ul>		Participants share their backgrounds with the trainer
	Dialogue using ' World café', awareness around the topic (45 mins) <ul style="list-style-type: none"> <li>• One question on knowledge</li> <li>• One question on awareness of the importance of the topic</li> </ul>	Materials for the 'World café' working format (see appendix VII)	Knowledge of the 'World café' working format
	Explanation of checklist to consolidate knowledge (15 mins)	Checklist (see Appendices II and III)	Review checklist for content and relevance
	Intermediary exercise using checklist (10 mins)	Intermediary exercise (see Appendix IV)	Knowledge of format of intermediary exercises
	Optional: second intermediary exercise (10 mins)	Intermediary exercise (see Appendix IV)	Knowledge of format of intermediary exercises
	Follow-up discussion and close (5-10 mins)	Follow-up exercises (see Appendix VI)	Knowledge on format of follow-up discussion

Session 2	Overview	Materials	Preparation
<b>Conversation</b>	<ul style="list-style-type: none"> <li>- Introduction (5-10 mins) <ul style="list-style-type: none"> <li>o Welcome</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>• Feedback on session 1 using intermediary exercise (10 mins)</li> </ul>	Intermediary exercise (see Appendix IV)	Knowledge on format of intermediary exercises
	Core exercise (50 mins) <ul style="list-style-type: none"> <li>• Role-plays <ul style="list-style-type: none"> <li>o Input from group (can be done in advance)</li> <li>o Practical experience(s) of trainer</li> <li>o Sample case studies</li> </ul> </li> </ul>	Core exercise (see Appendix V)  Sample case history	Focus on: Participants' practice setting, preparation of Case history, Knowledge of group's weak points
	Follow-up discussion on the training as a whole and close (20 mins)	Follow-up exercises (see Appendix VI)	Knowledge on format of follow-up discussion

## Appendices

### Appendix I - Guidelines for a trainer

The following skills are taken from a guide for the FOCAL project. Given that this implementation plan is written within the SEAD project framework, the FOCAL guidelines have been made available.

#### **Social competence (Lenski, n.d.)**

- Patience around people with a disability
- Empathy and sensitivity
- Lack of fear of contact when working with people with a disability
- Creating a pleasant and friendly environment
- Awareness and understanding of their needs
- Assertiveness in groups
- Forming teams
- Conflict-resolution capability and appropriate response in emergencies
- Emotional and social expression

#### **Personal competence (Lenski, n.d.)**

- Verbal and non-verbal communication
- Ability to motivate others
- Creativity
- Ability to learn and hunger to learn
- Leadership
- Flexibility in the face of unexpected situations
- Awareness of own strengths, weaknesses and limits

#### **Work-related competencies (Lenski, n.d.)**

- Organizational skills (IT, administration)
- Methodical teaching skills
- Appropriate use of media
- Handling personal issues (time and stress management)

- Adaptability when teaching to suit the needs of the target group
- Meeting the needs of the target group

**Conclusion:** it is clear that for a teacher/lecturer/trainer in this field, patience, empathy and a good sense of humour are absolutely essential.

## **Appendix II - Checklist**

1. Be aware of your own views, norms and values around the topic of 'Sexuality (for people with an intellectual disability)'.
2. Familiarise yourself with the views, norms and values of the organisation and know how to disassociate these from your own norms and values.
3. Know the different conversational techniques and practice them using the case histories and exercises.
4. Manage educational tools for this specific target group and know where to find material to support sex education.
5. Flag sexual situations, sexually inappropriate behaviour and sexual abuse and know how to react in such situations.
6. Maintain the default position needed to make sexuality discussable.
7. Feel competent enough to deliver sex education.

## **Appendix III - Checklist specification**

The checklist items are specified using the results from the research report 'How do you actually talk about sex?' (Boomars & Houvast, 2015)

- Your own views
  - o Before developing the skills to discuss the topic of 'Sexuality', a professional, student or teacher should first be aware of their own views. These views should be expressed in order to be able to then focus on developing skills.
  - o A professional, student or teacher should be aware of their own limits and be able to act accordingly.
- The organisation's views
  - o Every organisation operates in line with certain views. A professional or student should be aware of what these are so as to act accordingly. Professionals and students must be able to separate their own views from those of the organisation and to act from a neutral viewpoint.
- Educational skills, conversational techniques and default position
  - o The following skills are required in order to create a safe environment: creativity, individuality, clarity and flexibility.
  - o In addition, a professional, student or teacher must be able to deal with dynamic group processes, not be afraid to drill down with questioning, motivate the conversation partner to share their own experiences, be able to switch between the individual and group level, adopt a 'don't know' attitude, represent a stable and safe factor, exude respect, be open, be patient, adopt a positive and inquisitive approach.
  - o A professional, student or teacher should furthermore be sensitive. This comprises: being attuned, meta-communication, interpreting the emotions and boundaries of a conversation partner, being sensitive to the effects of the topic.
  - o Being aware of opportunities to discuss the topic.
  - o There should be a balance between professional distance and the space to express feelings and emotions.
- Observational role
  - o A professional, teacher or student must be able to flag various situations and facilitate discussion of them. As a professional in your field, you carry a duty of notification (NVO, n.d.). This also applies for sexual situations, sexually inappropriate behaviour and sexual abuse. This creates openness. Whenever difficult or complex situations arise, these can be reported and a solution sought.

- Feel competent
  - Not all professionals, students and teachers feel competent enough to discuss this topic. You do not need to be a sexologist to deliver sex education. It is often a question of common-place examples. One of the aims of this training is to create more openness around the topic. This will make the topic easier to discuss and hopefully reduce reluctance to tackle it.

## **Appendix IV - Intermediary exercises**

The intermediary exercises form a bridge between the theory and practice. These exercises may take on various formats. Where a concept is particularly difficult to grasp, it can be handled separately before progressing on to the core exercise (Galan, 2009). The idea is that during the intermediary exercises, participants implement the checklist for different examples. The exercises are:

- Short (approx 10 mins)
- Carried out individually or in pairs to give participants the opportunity to practice the theory with as much interaction as possible.
- Contain simple examples to facilitate the transition to the 'core exercise'.

Example intermediary exercises (Galan, 2009):

- Puzzles: connecting pieces of text that fit together (for example, by writing out a practical example). In doing so, participants are actively processing the text itself.
- Case study: producing a case study and presenting it to the participants. They then evaluate whether the case is handled well or not using the checklist.
- Run-around: The trainer asks a question and provides an answer A and an answer B. Those participants who think answer A is correct go and stand to the left of the room; those who think answer B is correct stand to the right.
- Dictionary game: each participant (or subgroup) implements one of the steps in the checklist with two different variations - one correct and one incorrectly implemented. The other participants say which was correct and why. The difference between the two variations should be subtle.

## **Appendix V - Core exercise: role-play**

The core exercises tackle very tricky real-life situations. Stipulations for these exercises are:

- They reflect the truth as closely as possible.
- They depict very difficult situations which are then explored further.

For example:

- Professionals in the field
  - How do I respond to a client when they ask me a question about sex?
  - How do I make sex discussable?
- Students
  - How do I make 'sexuality' a discussable topic during my work experience?
- Clients
  - How will I ask my carer/parents what I'm dealing with? This exercise can be completed via an intake form filled out by participants prior to commencement of the training, or can be based around real-life examples experienced by the trainer or participants, or using one of the sample case histories in appendix VIII.

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If you know that participants tend to:	They find it especially difficult when:	The core exercise is:
Try to avoid sexual situations with clients	Clients have specific questions	A role-play with one professional and one client discussing a sexual topic.

## Appendix VI - Follow-up discussion

### Discussion formats

The idea of a follow-up discussion is to establish whether the participants now **know**, **understand** and are **capable** of what you wanted to teach them during the training (Galan, 2009).

- Presentations and feedback. Participants (or sub-groups) present on what they have learned. In addition to listening, the audience is given the task of listening and watching through the ears and eyes of either a client or a professional.
- Give individual feedback and discuss a few points collectively. Participants can assess the training in sub-groups and interact with each other, providing two 'tips' and two 'tops'. The key points can subsequently be discussed with the wider group.
- Discuss with the group. The 'tips' and 'tops' can also be discussed with the wider group. A tip here is to avoid working through the whole group one by one. This takes up too much time and often involves much repetition. This form of follow-up discussion can involve questions like:
  - o What was difficult?
  - o What went well?
  - o What have you learned?
  - o What struck you most?

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