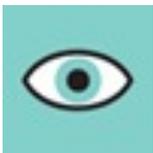




“Let’s talk about sex”



Knowlegde



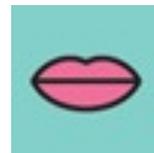
Skills



Material



Norms and Values



<p style="text-align: center;">Skills</p> <p>The group leader chooses someone to present an example case in which sex education is given to a client.</p> <p>Discuss in pairs how you could approach the situation in a completely different way. Think out of the box! There is no right or wrong.</p> <p>Discuss your thoughts with the group as a whole.</p>	<p style="text-align: center;">Skills</p> <p>Everyone chooses an object within their immediate reach (e.g. a bottle, diary or pen). Write a short but powerful love letter to this object.</p> <p>Discuss with the group as a whole. What did you think? How could you put this into practice?</p>
<p style="text-align: center;">Skills</p> <p>The leader chooses someone to present an example case in which sex education is given to a client.</p> <p>Two other colleagues act this scenario out. Discuss your thoughts with the group as a whole. Did the colleague come to meet the client's level? What could it be done better or differently?</p>	<p style="text-align: center;">Skills</p> <p>Discuss together how to encourage clients to talk to each other about the topic of sexuality and intimacy?</p> <p>How can you shape such discussions as supervisor? When should you intervene and when should you leave them to it?</p>
<p style="text-align: center;">Skills</p> <p>Discuss how you would initiate a client's sex education. Think of a particular client if helpful.</p> <p>How and where do you begin sex education? Are there other people present? Why? Why not?</p> <p>Spend some time sharing your experiences.</p>	<p style="text-align: center;">Skills TIME-OUT</p> <p>Should you be able to answer a client's question immediately, or is it OK to come back with an answer later?</p> <p>Choose two people to do a role-play: one acts as the client, the other as the carer. No question is too crazy to ask.</p>
<p style="text-align: center;">Skills</p> <p>How do you create a safe environment for sex education?</p> <p>Discuss possible safe situations for each client.</p>	<p style="text-align: center;">Skills</p> <p>Statement:</p> <p>Any carer is capable of delivering sex education.</p> <p>True or false?</p> <p>Which skills does a carer need in order to do so?</p>

<p style="text-align: center;">Material</p> <p>Watch a Doctor Corrie video at www.schooltv.nl/programma/dokter-corrie/</p> <p>Discuss your thoughts with the group. Would you be able to use this film to deliver sex education to a client?</p>	<p style="text-align: center;">Material</p> <p>Give a real-life example of a situation where a client has asked a question on sexuality.</p> <p>In pairs, discuss what material could be used in this case, and why. Then discuss with the group as a whole.</p>
<p style="text-align: center;">Material</p> <p>In pairs, create a mind-map of all the material you are aware of which can be used to deliver sex education. Then discuss with the group as a whole.</p> <p style="text-align: center;">What do you notice?</p>	<p style="text-align: center;">Material</p> <p>With the help of the group, choose someone to be the 'walking help desk' for clients for the coming week.</p> <p>Communicate to the clients that they can direct any questions they have to this person.</p>
<p style="text-align: center;">Material</p> <p>Take a random object out of your bag. Tell the group how you can use this object to teach sex education. There is no right or wrong.</p> <p>Discuss with the group why this may be a good or bad way to deliver sex education.</p>	<p style="text-align: center;">Material</p> <p style="text-align: center;">Statement: Sex education must always be supported with materials.</p> <p style="text-align: center;">Who in the group is in agreement? Who is against? Why? Why not?</p>
<p style="text-align: center;">Material</p> <p>Which materials used to deliver sex education are suited to clients in your resident group. Why? Why not?</p>	<p style="text-align: center;">Material</p> <p>Which materials are available within the resident group and how can they be used? Share your experiences with one another.</p>

<p style="text-align: center;">Material</p> <p>Which situations best lend themselves to the use of supporting material to deliver sex education? Are there also situations in which use of supporting material is not conducive?</p>	<p style="text-align: center;">Material</p> <p>Tip: make a separate box or cupboard containing all the material available for educational use and make it accessible to both team members and clients.</p>
<p style="text-align: center;">Material</p> <p>TIP: If you have any ideas for new material, please raise them during the monthly team meeting.</p>	<p style="text-align: center;">Material</p> <p>TIP: Check on a six-monthly basis whether the sex education material is complete and in order.</p>
<p style="text-align: center;">Material</p> <p>Review all the material with the team. Thinking out of the box, consider what material might be a good fit for all possible target groups. For example, creative material X would be fitting for secondary school children, while material Y would also be appropriate in a psychiatric setting.</p>	

<p style="text-align: center;">Knowledge</p> <p>The birds and the bees... how do you explain to a client where children come from?</p> <p>In pairs, take it in turns to discuss how to best explain this to a client.</p>	<p style="text-align: center;">Knowledge</p> <p>A client informs that they want to masturbate. What agreements do you make with the client on this? You can also reference the institution's policy.</p>
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<p style="text-align: center;">Knowledge</p> <p style="text-align: center;">What does sexuality mean? What does it involve? Create a word-web as a group.</p> <p>Example words are: love, relationships, friendship, reproduction, health, development, culture, privacy.</p>	<p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Is the sexual development of people with an intellectual disability different to those of average intelligence?</p> <p>Answer: No. Delayed development does greatly affect how sexual feelings are experienced and expressed.</p>
<p style="text-align: center;">Knowledge</p> <p>How can an intellectual handicap hamper or limit a client's sexual development?</p> <p>Possible answers: lack of knowledge, incapacity to cope at an emotional level, (side-) effects of medication, experience of inappropriate behaviours or sexual abuse. What action can you take in light of this?</p>	<p style="text-align: center;">Knowledge</p> <p>What topics fall under the term 'sex education'?</p> <p>Possible answers: friendship, relationships, reproduction, STDs, puberty, menstruation, hygiene, masturbation, love.</p>
<p style="text-align: center;">Knowledge</p> <p>What steps should you take if there is suspicion of sexually inappropriate behaviour, or even sexual abuse?</p> <p>Discuss the protocol. Is the team familiar with it? If not, nominate someone to recite it at the next meeting.</p>	<p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Is there a difference between sexual development in female clients and male clients?</p> <p style="text-align: center;">Give some examples.</p>

<p style="text-align: center;">Knowledge</p> <p>Pair-up and answer these questions in 15 mins. If you aren't sure of an answer, look it up! But beware of the time.</p> <p>What does the organisational policy say in relation to sexuality and intimacy?</p> <p>What is important to the organisation and how does that transpire on the work floor?</p>	<p style="text-align: center;">Knowledge</p> <p>What are possible signs of sexual abuse?</p> <p>Possible answers: talking a lot about sex, anxiety, not feeling safe in own room, afraid of men (or women).</p>
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<p style="text-align: center;">Knowledge</p> <p>What do you know about your clients' sexual experiences?</p>	<p style="text-align: center;">Knowledge</p> <p>Which aspects of sexual education are important to get across to clients?</p> <p>How do these contribute towards clients' positive experiences within this realm?</p>
<p style="text-align: center;">Knowledge</p> <p>Who in the team knows the most about sexuality and intimacy?</p> <p>Divide the team into three groups. Each sub-group takes a turn to throw the dice. The number on the dice determines which topic that group is going to explain. The groups get 3 minutes to prep. Topics:</p> <ol style="list-style-type: none"> 1. Erogenous zones. 2. Sexual preference. 3. Contraception methods. 4. Dating sites. 5. Love and lust. 6. Religion, culture and sex. 	<p style="text-align: center;">Knowledge</p> <p>What are some of the positive and negative sides of Social Media for clients around the theme of sexuality and intimacy?</p>
<p style="text-align: center;">Knowledge</p> <p>How does the institution's policy read with regard to Social Media and sexuality and intimacy?</p>	
<p style="text-align: center;">Norms and values</p> <p>Sit in a circle and together discuss your own positive experiences in delivering sex education.</p> <p>Why was a certain experience positive? How could you carry this positive experience forward with you in future?</p>	<p style="text-align: center;">Norms and values</p> <p>Each team member is given a sheet of A4 and a pen.</p> <p>Take 5-10 minutes to write a love letter to a person of your choice.</p> <p>Discuss the letter in pairs.</p> <p>What does the letter say about you in relation to sexuality and intimacy?</p>

<p style="text-align: center;">Norms and values</p> <p style="text-align: center;">The 'dare' Divide the team into two groups. You're going to play 'truth or dare'! That is, centred around the theme of sexuality and intimacy.</p> <p>Evaluate this as a group once the exercise is over.</p>	<p style="text-align: center;">Norms and values</p> <p>In groups of three, take a large sheet of paper. Create a poster around the following themes:</p> <ol style="list-style-type: none"> 1. Sexuality and boundaries. 2. Sexuality and discussing desires. 3. Intimacy and love. <p>Everyone must have some input. Be provocative! Review as a group.</p>
<p style="text-align: center;">Norms and values</p> <p>Working on your own to start with, write down some key words which are important to you around the topic of sexuality and intimacy. Make a poem or rap using those words.</p> <p>Recite them in groups of three and discuss what they say about you.</p>	<p style="text-align: center;">Norms and values</p> <p style="text-align: center;">WHO DARES?!</p> <p>This exercise is carried out with the whole team with a view to making you braver! One person starts to do something that requires some courage. Someone else then has to trump that challenge with something braver. Begin with something little so that the challenge gradually increases.</p>
<p style="text-align: center;">Norms and values</p> <p>Who can tell the 'bluest' joke? Let the battle commence... The team is divided in two. The team members share their crude jokes among themselves. The bluest jokes are selected to be pit against those of the other team. Save the best 'til last! Which team has the most jokes?</p>	<p style="text-align: center;">Norms and values</p> <p>Divide the team in two groups and write a song.</p> <p>Consider composition and rhythm. Weave in the topics: sexuality, intimacy, boundaries and norms and values.</p> <p>The group leader chooses the winner.</p>

<p style="text-align: center;">Norms and values</p> <p>As a team, create a sexuality and intimacy mind-map.</p> <p>Together, discuss what might be important for the clients. Does this tally with your own norms and values?</p>	<p style="text-align: center;">Norms and values</p> <p>Split the team up. Choose two directors and the rest are actors.</p> <p>Improvise a play using the words given by the directors. The words relate to sexuality, intimacy, boundaries & needs, love and norms and values. Choose two new directors after five minutes.</p>
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<p style="text-align: center;">Norms and values</p> <p>Why are you suitable for delivering sex education? Write at least three reasons on paper. Swap your reasons with someone else.</p>	<p style="text-align: center;">Norms and values</p> <p>Did you receive any sex education? When and from whom?</p> <p>What did you think of that approach at the time? How do you look back on it now?</p>
<p style="text-align: center;">Norms and values</p> <p>What might make it difficult for you as a carer to deliver sex education? Think of some examples between you. Discuss: how will you handle this?</p> <p>Examples: clients who think they already know it all, clients with a history of inappropriate behaviour.</p>	<p style="text-align: center;">Norms and values</p> <p>Where are your boundaries when it comes to delivering sex education? Do you want to be able to discuss absolutely everything with the client or only to a certain point?</p> <p>Discuss these boundaries with each other.</p>
<p style="text-align: center;">Norms and values</p> <p>Which qualities for delivering sex education do you see in colleagues? Give examples: who has approached certain situations well? Does this fit with your way of working?</p> <p>Write compliments to each other!</p>	<p style="text-align: center;">Norms and values</p>



Programma
Een leven
lang leren