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INCLUDING THE FAMILY IN INCLUSIVE SEX-ED

GUIDE FOR SCHOOLS



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INCLUDING THE FAMILY IN INCLUSIVE SEX- ED

A guide for schools

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2023



This guide has been developed within the framework of the project “**INCLUDED: Inclusive sex-ed through creative methods**” (Project n° 2020-1-UK01-KA227-SCH-094470). This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

INCLUDED Project Partners

- Merseyside Expanding Horizons (UK): www.expandinghorizons.co.uk
- La Xixa Teatre (Spain): www.laxixa.org
- Anziani e Non Solo (Italy): www.anzianienonsolo.it
- Regional Directorate for Primary and Secondary Education of Attica (Greece): <https://pdeattikis.gr/EU/>
- Sexmatters (The Netherlands): www.sexmatters.nl
- KMOP - Education and Innovation Hub (Greece): <https://education-hub.kmop.org/>
- KMOP Skopje (Macedonia): www.mk.kmop.org

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INTRODUCTION:

Info about the project

“INCLUDED: Inclusive sex-ed through creative methods” is an Erasmus+ project in the field of school education that brings together the efforts of seven partners in six countries: Merseyside Expanding Horizons in the United Kingdom, Anziani e Non Solo in Italy, KMOP Skopje in the Republic of North Macedonia, La Xixa in Spain, Sexmatters in the Netherlands, the Regional Directorate for Primary and Secondary Education of Attica and KMOP - Education and Innovation Hub in Greece.

According to UNESCO, although the benefits of a Comprehensive Sex Education (CSE) have been widely demonstrated, there is still limited information on its impact on vulnerable groups, including young people with intellectual, cognitive and physical diversities. The INCLUDED project was created to further investigate and test suitable and effective methodologies for this target group, while accompanying schools and families toward self-knowledge and dialogues aimed at fostering a more inclusive and holistic sex education (Included project, 2023).

Furthermore, the outbreak of COVID-19 affected, among many other aspects of their lives, teenagers’ sex education in a variety of ways, making the INCLUDED project particularly timely: on the one hand, by closing schools, sex education has been receiving less or no attention throughout the world (Rutgers, April 2020). Additionally, according to EUROPOL and UNICEF’s reports, the increased use of the internet due to the pandemic has heightened the risk of online sexual harassment of minors, causing the urgent need to educate them to recognise and prevent such a risk. On the other hand, as COVID-19 forced schools across the country to abruptly close, many parents took on an additional role as ‘teachers’ needing support to connect with their kids and delve into sexual health in a meaningful and more intentional way (Included project, 2023).

With this premise, INCLUDED aimed to design and implement CSE, a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aimed to equip children and young people with knowledge, skills, attitudes and values that empowered them to take care of their health, well-being and dignity; to develop respectful social and sexual relationships; to consider how their choices affect their own well-being and that of others; and to understand and ensure the protection of their rights throughout their lives (Included project, 2023). On the other hand, the INCLUDED project, being mostly focused on providing teachers the tools and skills to deliver a sex education curriculum, also contributed to upskilling them and expanding their knowledge and capacity in relation to this topic (Included project, 2023).

INCLUDED has responded to those challenges by creating:

- A curricular training programme for students to support them in effectively achieving the core learning-outcomes of sex education (according to WHO standards).



- An e-course for teachers to support them in being able to apply practices in sex education for their students through creative methods.
- Policy guidelines based on the experience in each partner country on how to implement a creative whole-school approach to holistic and positive sex education, aimed at school authorities and policymakers.

In the following pages, you will also be able to consult the INCLUDED methodological guide aimed at helping schools engage parents and caretakers' active cooperation in the sex education programme for students in accordance with WHO policy recommendations.

How to use this guide

“Including the family in inclusive sex education: guide for schools” is a methodological guide for teachers and school staff to develop inclusive sex education workshops for families and the school community. The methodologies applied in the creation and implementation of the proposed activities are: Pedagogical approach based on Universal Design for Learning methodology and Paulo Freire’s Critical Pedagogy; Critical Incident Methodology; Theatre of the Oppressed; Process Oriented Psychology. All activities place an important focus on diversity, based on the intersectional approach: race, gender, abilities, social class, migratory status, sexual orientation etc.

The objectives of this guide are:

- To support schools with easy-to-apply, easy-to-access guidance to reach out and involve families in sex education in a preventive, proactive and positive way.
- To support parents in playing an effective role in the sex education of their children and to partner with schools in order to achieve successful learning outcomes in relation to sex education.
- To share open educational resources that can contribute to the well-being and social inclusion of youngsters, especially those in vulnerable situations.

This guide is targeted primarily for schools to be able to develop family engagement in sex education programmes. However, we believe it can also be very useful for families to acquire new information and techniques that will help them safeguard their children’s rights.

The guide is structured as follows:

- Methodological framework for the implementation of holistic and positive sex education family engagement workshops: in this chapter, you will find a description of the methodologies on which our work of investigation, creation and implementation was based.
- Why it is important to involve families and how it can be done: in this chapter, you will find the analysis of 22 interviews with school staff on the importance of counting on the families’ support and involvement to ensure a holistic and positive sex education for students.



- Creative workshops for family engagement: learning path and activities: in this chapter, you will find the learning path and a detailed description of the activities created and tested in the framework of the INCLUDED workshop with school staff and families.
- Experience in each country: in this chapter, you will find a description of the pilot training carried out in each partner country along with the assessments of both participants and facilitators.

Terminology

In this guide, you will notice that we do not use the term “disability”, but we speak of intellectual, cognitive and functional diversity. We are proud to state that this is one of the impacts that the INCLUDED project has had on the partner organisations. Although we are aware that this change in terminology might draw criticism, we decided to use “diversity” because the term "disability" can sometimes carry negative connotations and imply a lack of ability or competence, whereas the terms "intellectual, cognitive, and functional diversity" can help to promote a more positive and inclusive perspective. Additionally, these terms highlight the fact that individuals with “disabilities” may have a range of different strengths and abilities, and are not to be put all in the same box.

Using the terms "intellectual, cognitive, and functional diversity" is also more inclusive, as not all individuals with diverse abilities identify with the term "disability." Some individuals may prefer to use other terms, such as "differently abled" or "neurodivergent," to describe themselves.

Overall, we believe that using terms that focus on diversity and inclusivity can help to create a more positive and accepting environment in contrast with negative stereotypes that can lead to individuals being stigmatised or excluded from certain activities or opportunities, even if they are fully capable of participating with the right accommodations and support.

Last but not least, “disability” is often a relative concept that is determined by societal norms and expectations, as well as the availability of resources and support. Overall, it is important for society to recognize and address the ways in which structural and societal factors can impact ability-disability status, and to work towards creating a more inclusive and supportive environment for all individuals.



METHODOLOGICAL FRAMEWORK

FOR THE IMPLEMENTATION OF HOLISTIC AND POSITIVE SEX-ED FAMILY ENGAGEMENT WORKSHOPS

Critical pedagogy (Paulo Freire)

The founder of Participatory Action Research (PAR), Critical Pedagogy, Popular Education, Liberation Theology, and Latin American Critical Theory, Paulo Freire (1921–1997) was a precursor of the epistemologies of the South. In the areas of education, research, and communication, his major book, *Pedagogy of the Oppressed* (1968), marked a before and after, first in Latin America and later spreading to other regions, both North and South, breaking new ground in thinking about literacy and education as a liberating culture (Fernández-Aballí, 2020). Freire's work has been the rock for the Latin American movement of Popular Education which has served as the rationale for many grassroots and anti-oppressive political movements globally. Popular education is a philosophy and pedagogy based on the concept of liberalising education in which:

- a) All agents are capable of teaching and learning.
- b) All agents possess some knowledge.
- c) All agents are subject to the process and never objects of the process.
- d) All agents have the same right to speak and be heard.
- e) All agents have the same right to propose problems, options, contents, and solutions (La Xixa Teatre, 2023).

For Freire, critical pedagogy is a political and moral practice that offers the knowledge, skills, and social ties that enable students to explore the possibilities of what it means to be critical citizens. While at the same time, extending and deepening their participation in the promise of a substantive democracy, rather than a method or an a priori technique to be imposed on all students (Giroux, 2010).

Freire advocated treating students as co-authors of knowledge and information. The dialogue, which allows everyone to freely ask questions and share opinions, is given special attention in the problem-posing method proposed. Education is therefore viewed as the practice of freedom, and in the exercise of freedom, teachers and students can increase their consciousness through dialogue (Shih, 2018).

Critical Incident

The concept of “culture shock” or “critical incident” was developed by the French social psychologist Margalit Cohen-Emerique. This method has the objective of helping people work through cultural differences or “culture shock” experiences. Cohen-Emerique's findings concur with widespread criticisms of what is referred to as a “culture-specific” strategy: on the one hand, providing accurate and ongoing knowledge on cultural norms is impossible. Because each culture is dynamic and constantly changing, as well as



because its members have a variety of unique experiences, there are certain values and behaviours that can be applied to entire cultural groups and their members. On the other hand, it appears to be extremely challenging to effectively apply this kind of knowledge to real situations: somehow, anthropological knowledge is challenging to transpose into the routine embodied interactions.

Culture shock is an interaction with a person or object from a different culture, set in a specific space and time, that provokes negative or positive cognitive and affective reactions, a sensation of loss of reference points, a negative representation of oneself and a feeling of lack of approval that can give rise to uneasiness and anger. (Cohen-Emerique 2013:65)

In order to address the problems she identified, Cohen-Emerique developed a methodology that has been extensively used in the training and supervision of professionals in the social and health sectors. Cohen-Emerique's intercultural approach is based on three steps, each based on different training methods and tools and requiring the development of different competences: 1. Decentring 2. Discovery of the cultural frame of references of the other(s) 3. Negotiation (Elan Interculturel, 2019).

1) Decentring is the first step, and it is founded on the understanding that when there is conflict, it does not simply result from the other person's culture, but rather from the interaction of two different cultural reference frames. Thus, decentring encourages investigation into one's own cultural models, practices, and norms and how they interact with the values, norms, and expectations of others (Elan Interculturel, 2019).

2) We can see each other more clearly once we are conscious of our own cultural norms, values, and representations. These are the goals for this stage: gaining a more thorough understanding of the cultural norms, values, and behaviours of individuals from other cultures; doing away with simplistic presumptions and stereotypes; being conscious of the many variables that may affect the other's cultural reference frame.

3) The third step, negotiation, entails attempting to resolve a specific issue while keeping both parties' identities as intact as possible. We are encouraged to develop negotiation-friendly attitudes and communication skills during this period.

Theatre of the Oppressed

The Theatre of the Oppressed (TO) was developed in the 1970s by the Brazilian playwright Augusto Boal and has been one of the main tools of participatory communication and popular education movements in Latin America. Unlike many social aspects of theatre, Theatre of the Oppressed (TO) is a political theatre. It is a collaborative encounter for emancipation. Based on the epistemology of Paulo Freire's Pedagogy of the Oppressed, TO uses theatre games to des-mechanise our perceptions, making us aware of our cultural filters by making them explicit and reacting to our own conflicts and experiences. The staging of individual issues and their subsequent extrapolation into the experiences of the group allows us to seek and create alternatives to conflicts that are often difficult to resolve from an individual position (Boal, 2006).

The Theatre of the Oppressed is well known throughout the globe. It is a set of dramatic tactics designed to expose systemic oppression and exploitation in everyday circumstances and transform viewers into actors. This poetics employs a variety of methods, including Forum Theatre, Newspaper Theatre, Image Theatre, Invisible Theatre, and others. All of those have been developed in order to achieve a specific goal,



which is to turn onlookers into actors. In fact, the term "spectator/spectatress" should not only be understood as a phrase used in the arts but also in politics. Boal believes that we can become political players in daily life by acting in a dramatic context (Coudray, 2017).

The Theatre of the Oppressed is theatre in this most archaic application of the word ... all human beings are Actors (they act!) and Spectators (they observe!). They are Spect-Actors ... Everything that actors do, we do throughout our lives, always and everywhere. Actors talk, move, dress to suit the setting, express ideas, reveal passions – just as we do in our everyday lives. The only difference is that actors are conscious that they are using the language of theatre and are thus better able to turn it to their advantage, whereas the woman and man in the street do not know that they are speaking theatre. (Boal, 2002, p. 9)

Process Oriented Psychology

Process Work (PW) is an interdisciplinary method that offers attitudes and tools to facilitate transformation and growth through conflict management. The PW method can be applied to psychological, physical, and social problems at both individual and collective levels (trabajodeprocesos.net).

This method provides a model that integrates and uses contributions from various disciplines to facilitate individual and collective transformation and growth. It is applied in different fields: community and organisational development, diversity and leadership training, individual psychotherapy and family relationships, counselling, and group facilitation. Process Work focuses primarily on developing a state of consciousness; that is, helping people and groups realise how they perceive and live their experiences, learning to change their approach, and discovering information that they do not notice or marginalise, and that limits their ability to respond. Much of the information we need to transform and grow is not perceived because it is a challenge to our ordinary consciousness. Without realising it, we marginalise certain aspects - which we call subjective - of our daily experience: emotions, desires, dreams, intuitions, fantasies, moods, etc., because they conflict with our basic belief system or with the dominant culture to which we belong. Therefore, we do not allow ourselves to hear or talk about experiences that are outside the scope of our ordinary consciousness and to be able to perceive signals and information of a non-ordinary reality. Fortunately, what we marginalise does not disappear, it only takes different paths to manifest and be considered, either on a personal or collective level. Process Work teaches us to connect with our deepest selves and learn how to be creative and flow amid extreme circumstances. It uses various tools such as Open Forums, Group Facilitation and Forum Oriented Processes (trabajodeprocesos.net).

Why those methodologies are adequate for the purpose of the project

Comprehensive sexuality education (CSE) aims to equip children with knowledge, skills, attitudes, and values that will empower them to realise their health, well-being, and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection



of their rights throughout their lives. However, while the benefit of CSE has been widely demonstrated, according to UNESCO there is limited information on its impact on marginalised groups, including young people with intellectual, cognitive, and physical diversities, hence suitable and effective methodologies for this target group should be further investigated. According to researchers, methods that are based on modelling, role-play, rehearsal, and practice, can be quite useful for improving the skills of individuals with intellectual diversities (Schaafsma *et al.*, 2015).

On the other hand, UNESCO states that sex education has the most impact when school-based programmes are complemented with the involvement of parents and teachers, training institutes, and youth-friendly services, adopting a whole-school approach.

Through the INCLUDED project, the consortium designed and tested an inclusive sex education curriculum for secondary school students and a model to foster a whole-school approach to sex education, both based on theatrical techniques. Indeed, the use of creative methods such as role-playing and theatre games has proven to be effective in educating young people, while critical pedagogy and pedagogy of the oppressed approaches can be effectively used in fostering dialogical relationships within groups. As stated by Paulo Freire: “Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new role emerges: teacher-student with students-teachers. The teacher is no longer merely the-one-who-teaches, but one who is taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which they all grow” (Freire, 1970: 80).

Creative and participatory methods are particularly suitable for working on sex education with children, teenagers and people with intellectual, cognitive and/or functional diversity for several reasons:

- 1) They encourage active participation: Creative methods such as art, play and drama involve participants actively in the learning process. This is especially important for sex education, as it allows teenagers and people with intellectual, cognitive and/or functional diversity to explore and express their feelings and thoughts more effectively.
- 2) They allow for personalisation of learning: Everyone has a unique learning pace and style. Creative methods allow the learning process to be adapted to the individual needs of each learner. For example, a person with intellectual diversity may use drawings and pictures to better understand concepts, while a person with more advanced language skills may prefer discussion and debate.
- 3) They promote self-expression and self-confidence: Creative and participatory methods also promote self-expression and self-confidence, which are essential for sex education. These methods allow teenagers and people with intellectual, cognitive and/or functional diversity to express their feelings, thoughts and questions about sexuality without fear of judgement. This can be especially important for those who may feel marginalised or excluded from other educational settings.
- 4) They are more accessible: Creative and participative methods are more accessible to people with intellectual, cognitive and/or functional diversity because they do not



rely exclusively on the use of text and verbal language. Participants can use different forms of expression, such as drawings, photographs, role-playing, and other visual and sensory media, which makes them more inclusive.



WHY IT IS IMPORTANT TO INVOLVE FAMILIES

AND HOW IT CAN BE DONE

In accordance with the UNESCO policy framework, for curriculum development, it is useful to organise some form of cooperation with parents, not only to secure the necessary support from them, but also to guarantee an optimal “fit” between the informal role of parents and the formal one of the school (Stabback, 2016). In the case of students with intellectual, cognitive and/or functional diversities, it is even more important that the support goes both ways: parents often feel helpless when faced with the sexuality of their children. Despite the importance of the family in sex education, according to the 2018 report “Sexuality Education in Europe and Central Asia: State of the Art and Recent Development” families, as representatives of society in schools, can deter the introduction of adequate sex education programs. In fact, while in the Netherlands there is hardly any social opposition to sex education, in Macedonia and the UK there is some opposition and in Spain there is serious opposition to sex education. In Italy, sex education is not compulsory in schools and, when programmes are proposed, students’ participation must be authorised by families, therefore seeking an alliance with them is crucial. In Greece, sex education courses and especially those that include Special Education are individual and rather non-systematic, therefore it is up to the family to educate and support their children on that issue (INCLUDED Application, p. 136).

Parents have a critical role to play in supporting the learning of their children, and engaging the parent community in these initial stages fosters parental commitment both to what is in the curriculum and to their children’s learning. Parental involvement in their children’s learning makes a significant difference, moreover, not only to the children, but to the parents themselves (UNESCO, 2016, p. 13).

Analysis of school staff’s interviews

In order to deepen the investigation on the importance of families and their support to schools as a means to guarantee a comprehensive sex education to students, between May and October 2022, the consortium carried out interviews with school staff. A total of 22 semi-structured interviews¹ were conducted with teachers and school staff from the following countries: Greece, Italy, Macedonia, the Netherlands, UK and Spain, with the aim of identifying their needs in relation to sex education and their students’ families’ support. The interviews were then analysed using content analysis techniques. As a result, eight categories were identified: training, interest in relation to the subject; contents; family relevance; dialogue; parents; teachers’ role; social intervention/education with families.

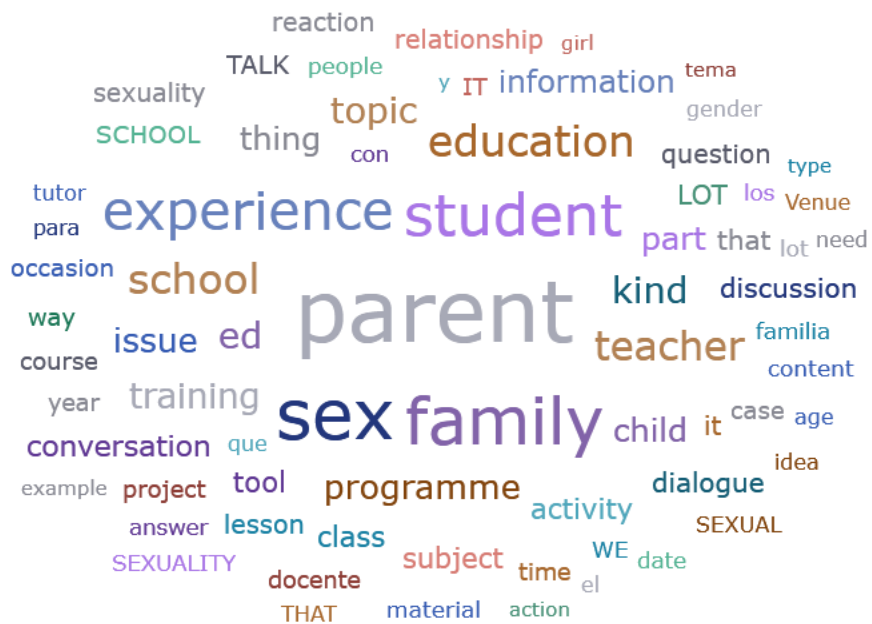
¹ Semi-structured interviews are qualitative tools based on a guide of issues or questions. The interviewer is free to introduce additional questions to clarify concepts or obtain further information.



A content analysis has been conducted first using open codification (breaking up the data and labelling them with codes) and then using axial codification or the process of relating codes (categories and concepts) to each other, via a combination of inductive and deductive thinking. The narratives obtained through the interviews' transcription were used as primary material.

The software ATLAS.ti v.23 was used to highlight the frequency and significance of categories and codes, to organise qualitative data, as well as a tool to illustrate the results through a word cloud (Figure 1) and a table of co-occurrence of codes (see annexes).

Figure 1



Source: Own elaboration

The following table shows the main linguistic categories found within the whole corpus of interviews and their correspondent narratives or discourses.

Main Categories	Interviewees main discourses
Training and interest in relation to the subject	<p>Most of the interviewees have not received sex education training. Those who have, mentioned that these trainings have had a technical, theoretical, and specific approach. Although most of the people interviewed have personal and professional interest in sex education issues, they express difficulties in applying and bringing the topics to school, or they perceive sex education as something not so connected to the subject they normally teach.</p>
Content	<p>Interviewees expressed the need to deepen their knowledge about sex education issues, not only with a biological approach, but also with an emotional and comprehensive one. Some of them also shared the need to acquire innovative methods and tools to address such topics.</p> <p>The main issues that have been identified as needing to be addressed are:</p> <ul style="list-style-type: none"> - gender, gender identity and sexual orientation - consent - pornography - sex-affective relationships - social networks - use of contraceptives - STIs <p>Interviewees identified certain limits and precautions to be taken into account when dealing with teenagers and sex education topics: for example, the different maturity levels of students within the same class, religious beliefs and the influence of the family.</p>
Family relevance	<p>Interviewees consider it very relevant to generate instances of dialogue with families. However, some of them identify it as a difficult process and think there may be some level of resistance from some families. Some interviewees distinguish families into "open" and "closed" ones, and associate this with different cultures, religions, and values. In terms of religions, there are two which are mentioned as "limiting": Catholicism and Islam. Teachers perceive those factors as representing a difficulty and limit to establish a relationship and dialogue with the families.</p> <p>Regarding the approval of sex education programmes by families, the answers are very diverse depending on the context. For example, in the Netherlands, such approval is not necessary and sex education is part of the school curriculum. In Italy, the approval and consent of the families is necessary; Italian teachers also identify the need for experts in the topics to accompany these processes, believing that this can encourage the trust and support of the</p>

	families.
Teachers' relationship with sex education topics:	Most of the people interviewed stated that they would feel comfortable discussing sex education topics with their students. However, most interviewees feel that they lack information in terms of content and are afraid that there might be many topics that they would not be able to handle.
Role	<p>In terms of the teachers' role in students' sex education, it seems to be perceived differently depending on their field of teaching and experience. For instance, teachers who teach biology in general express greater proximity to the subject; although their main approach is scientific, they mention the need to approach sex education from other points of view, for example the emotional one. On the other hand, mathematics and English teachers, among others, feel more distant from the subject. Finally, teachers who have a tutoring role have the opportunity to share their experiences more openly with their students.</p> <p>Those teachers who feel more distant from sex education argue that it is not connected to the subject they teach. It is however important for teachers to recognize and reflect on their role in relation to the subject and to be prepared to handle issues that might arise spontaneously from students.</p>
Training needs for Teachers	<p>According to the desk research and interviews carried out, sex education training activities for professionals should address the following questions:</p> <ol style="list-style-type: none"> 1. What do teachers understand by sex education? 2. How can sex education be addressed within subjects that seem not to be directly linked to it? 3. Which activities, tools and methods can be useful to tackle sex education in class? 4. How should collective and individual processes related to sex education issues be guided (listening, validating, accompanying)? 5. How can teachers recognise and value the diversities present in the group (age, gender, origin, economic and social situation, etc.)? 6. What roles can be encountered within a group (rebellious, shy, the one who talks a lot, the one who tries to sabotage)? 7. How can different opinions (even the more extreme ones) be dealt with? <p>It is necessary to design activities that broaden and deepen teachers' knowledge on sexual matters, allowing them to recognise their taboos and helping them experience discomfort. It is also necessary to offer activities and tools to deal with conflicts and differences of opinion; interculturality and belief systems seem to have a great role in how sex and sex education are perceived, meaning that teachers' training should take them into account, in order to understand and value the diverse individual and collective experiences.</p>

Social intervention/ education with families	Dialogue	<p>Most of the interviewees consider it relevant to generate instances of dialogue with families to address issues of sex education. Most teachers interviewed agree on the importance for families to be informed about how sex education can be (or is) dealt with at school. Their involvement would be ideal. However, most interviewees agree that it is not easy to have meetings and dialogue with families and young people. Resources are needed to learn how to accompany the fears and doubts of families without making them feel judged. Others mentioned the need to validate the role of the school in relation to sex education.</p>
	Boundaries	<p>It is mentioned that adults have many taboos in relation to sexuality and sex education and that this is a limit to dialogue. Some interviewees ask themselves how far they can go when addressing sex education with students and families.</p>
	Support networks	<p>Support is needed from the educational institutions and administrations, as well as a cohesion of the whole didactic/administrative/educational team of the school so that those who offer sex education do not feel so exposed.</p>
	Diversity	<p>Among the people interviewed, from all countries, there are those who are more optimistic and those who are more pessimistic about their relationship with families, but everyone agrees on the need to recognise the diversity of each family and the possibility that, for different reasons, talking about sex education issues can cause strong emotions, rejection, conflicts with the institution.</p>
	Educational partnership	<p>Equally, everyone sees it as essential that an educational alliance can be established between families, teachers, and institutions and that it is necessary to continue the work done in class at home and improve communication between adults and young people.</p>
	Activities to develop this approach to accompanying families	<p>The tools mentioned by teachers are:</p> <ul style="list-style-type: none"> -Performing arts -Role playing -Dynamic and fun tools that require active participation -Web pages, digital material and audiovisual resources -Linking sex education to emotional education. - Guides or a set of activities to do in class. <p>It is also necessary to plan activities that broaden teachers' sexual knowledge and enable them to recognise their taboos and comfort zones.</p>

	Families who do not want to attend the meetings.	Below we list some of the interviewees proposals: <ul style="list-style-type: none"> - Insist on the fact that the aim of sex education is to raise awareness and provide quality information at a stage when youngsters are already interested in those topics. - More projects should be carried out, possibly in trustworthy frameworks such as the European one, since they transmit security to families.
	Families unable to attend the meetings	Families have difficulties in attending meetings, due to a lack of time and motivation.
	How is it possible to make it easier for families to attend? Activities to find solutions.	In order to make families' participation more accessible, the interviewees propose: <ul style="list-style-type: none"> - To carry out meetings on weekends or late afternoons. - To carry out meetings online. - To plan the meetings together with the families rather than proposing them unilaterally. - To carry out meetings that involve active and dynamic participation, through non-formal activities, even testing some of the activities meant for the pupils. - To combine meetings with leisure/cultural activities - To provide material that families feel they can use at home for their kids' education.

In teachers' word

I think it is very important to start a dialogue with families. There are many very important topics to address. One of the most urgent messages I think is the need not to delegate sex education to the school in full, to work on taboos and to make parents more and more open on this topic. This training course has been an opportunity for enrichment, as a toolbox that I would not have otherwise because I am not a psychologist nor an educator...but I am a parent so I have to know how to deal with these issues (Interview school staff, ref 108).

I would most definitely ask for parents' approval. I believe that besides the children, parents should educate themselves as well. It is very difficult for a parent who is not familiar with sex-ed matters when a child shares all the information on these topics (Interview school staff, ref 472).

I think it is very urgent to start these training courses and parents seem to be gradually more and more open to these issues: for example, a few days ago the

parents of a boy with disability...accepted that the son attended meetings with the school psychologist (Interview school staff, ref 98).

I didn't have such an experience with parents so far, because sex-ed is still not a formal part of our school curriculum (Interview school staff, ref 237).

I believe that there is no other way, that the change of perception about sex-ed will start with both implementing the curriculum by national educational institutions and involving parents for support. I am positive that a lot of parents will agree on sex-ed if they have more information about its significance for students. Dialogue is always a good starting point for changing the perception or widening it. Maybe it would be a good idea to involve students in this process, so that they can share their dilemmas, worries, fears and need for information and support on this topic (Interview school staff, ref 307)

CREATIVE WORKSHOPS FOR FAMILY ENGAGEMENT:

LEARNING PATH AND ACTIVITIES

In this chapter, we present a possible itinerary of dynamic and creative activities designed with the aim of fostering the personal and professional preparedness of school staff in dealing with holistic sex education with their students and encouraging dialogue between schools and families on issues related to sex and sexuality.

The following learning path was developed by the partner organisations of the INCLUDED project and it is based on the methodologies of Universal Design for Learning and Paulo Freire's critical pedagogy (pedagogical approach) as well as three creative, participant-centred and embodied methods: Critical Incident Methodology, Theatre of the Oppressed and Process Oriented Psychology.

The structure of the learning pathway is organised in four different modules, designed to progressively foster the relationship between teachers and families and to improve the ability of school staff to deal with sex education issues, both with students and parents. You will find activities focusing on teamwork, activities specifically aimed at teachers to help them get in touch with their role as professionals and work on their inner motivation, activities providing sex education content and activities to encourage dialogue on sex education between families and the school.

These activities serve as a reference to be applied according to the resources, context and needs of each group. They are designed for a face-to-face format, but most of them are adaptable to an online format.

The four training modules are:

Module 1:	Activities aimed at teachers and families. They are geared towards team building and work, body activation and approaching topics.
Module 2:	Activities aimed at teachers. The aim is to enable them to carry out internal work reflecting on their role as teachers, their limitations and their individual and professional visions in relation to sexuality. The activities in this module were developed on the basis of the methodologies of critical incident and process work.
Module 3:	Activities that can be carried out with both teachers and families, together or separately. This module deals with issues relating to the content of integral and respectful sex education and its facilitation. The activities focus on identity, sexual development, gender, digital media and sexuality.
Module 4:	Activities to create a dialogue between school and families (e.g. forum theatre, discussion groups, etc.).

MODULE 1: Activities for teachers and families to foster team building and work, body activation and approaching topics

Name of the activity:	“My name is...” (Face-to-Face or online)
Organisation that designed/proposed the activity	RDPSEA, KMOP - Education and Innovation Hub and KMOP Skopje
Number of participants	Around 20
Objectives	<ul style="list-style-type: none"> To make participants feel comfortable with each other and the subject of the project
Duration	10 minutes
Step-by-step description	<ol style="list-style-type: none"> Ask participants to introduce themselves with the phrase “My name is...” After that, ask them to share with the group a memory – of their choice – from their adolescence at school.
Closing up	Ask participants about their experience and if they want to discuss further any of the statements.
Comments/hints for facilitators	Explain that each person can share whatever they are comfortable with, and that nothing is mandatory.

Name of the activity	Step into the Circle (Face-to-Face)
Organisation that designed/proposed the activity	RDPSEA, KMOP - Education and Innovation Hub and KMOP Skopje
Number of participants	Around 20
Objectives	<ul style="list-style-type: none"> To make participants feel comfortable with each other and the subject of the project. To make participants recognise and identify diversities and similarities within the group.
Duration	10 minutes
Step-by-step description	<ol style="list-style-type: none"> Ask the participants to stand in a circle.

	<ol style="list-style-type: none"> 2. Explain that the aim of this game is to discover how much we do and do not have in common and that they have the freedom to share as much as they want but should not feel obliged to expose if they do not want to. 3. Ask the participants to “Step into the circle if...” the statement applies to them. Start with everyday sentences and statements, for example: <ul style="list-style-type: none"> ● Take a step forward if you like chocolate. ● Take a step forward if you speak more than two languages. ● Take a step forward if you have children. ● Take a step forward if you are religious. ● Take a step forward if you received sex education as a teenager. <p>Feel free to add new statements according to your needs and context.</p>
Closing up	Asks participants about their experience and if there were statements that they were not sure about.
Resources	Jessica Danforth and the Native Youth Sexual Health Network

Name of the activity	Trust Games (Face-to-Face)
Organisation that designed/proposed the activity	RDPSEA, KMOP - Education and Innovation Hub and KMOP Skopje
Number of participants	Around 20
Objectives	<ul style="list-style-type: none"> ● To foster team spirit, cooperation, and trust (team-building activity)
Duration	30 minutes
Step-by-step description	<ol style="list-style-type: none"> 1. Inform participants that they are invited to undertake several non-verbal exercises. Emphasise that they should not speak during the exercises. 2. Introduce the games one by one and make time to discuss experiences after each game. <p><i>Games:</i></p> <ol style="list-style-type: none"> a) Eye to eye <ol style="list-style-type: none"> 1. Ask participants to stand into a circle. 2. Ask them to look into each other’s eyes for the next five minutes.

3. After five minutes, ask them how this experience was for them.
4. Then divide them into pairs and ask them to do the same for five more minutes. When the time passes, ask them how this experience was for them.
5. Explain that it is very rare that we look into someone's eyes for so long without any specific aim. Discuss why it might be so difficult sometimes.

b) **Gaze-gate**

1. Ask participants to stand in a circle.
2. Ask someone to be a volunteer and request that they leave the room.
3. When this person is outside, decide with the group which two people standing next to each other are going to be the 'gaze-gate'. Explain that they are going to be 'the gate', while others are 'the wall'; tell people they can only enter or leave the circle through the space between the two 'gate' people. Ask the two 'gate members' to communicate kindness, love, and acceptance on their faces, but without consciously making gestures such as smiling or raising eyebrows. Tell the group that they should communicate (again, without gestures) that they do not want this person to cross there.
4. Once the group has decided who is doing what and has understood the communication rules, the volunteer person can be recalled and asked to stand in the middle of the group. The person must find 'the gate' by looking at people's faces, guessing where 'the gate' is, and trying to cross there. If the person is correct, 'the gate' should open and let them out. If they are wrong, then 'the wall' should not let them out.
5. You can play several rounds of this.
6. At the end, ask them briefly how this exercise was for them.

c) **Sound Bell**

1. Divide the group into smaller groups of around eight people who are standing in a circle, as close to each other as they can.
2. Ask one person to stand in the middle, close their eyes, and start leaning in a direction (any), while the people standing in the circle catch them and gently push them in another direction.
3. Do this for a short while, then ask a new person to stand in the middle and repeat the exercise, until all participants have been in the centre.

	4. At the end of the exercise, ask participants how they felt. Ask them whether they were able to let go and trust their teammates to catch them.
Closing up	Make sure you address their experiences after each exercise. After the complete non-verbal session is finished, address the relevance of this session.
Comments/hints for facilitators	Non-verbal exercises can be difficult for some people, as they require people to engage with emotions and not so much with them. These exercises provide an opportunity for creating a very intimate, warm atmosphere with trustful relationships. Encourage participants to try the exercises and let them enjoy them.

Name of the activity	Ball of sex-ed (Face-to-Face)
Organisation that designed/proposed the activity	RDPSEA, KMOP - Education and Innovation Hub and KMOP Skopje
Number of participants	Around 20
Objectives	<ul style="list-style-type: none"> • To make participants feel comfortable with each other and the subject of the project
Duration	10-20 minutes
Material needed	<ul style="list-style-type: none"> • A soft ball • A watch

Step-by-step description	<ol style="list-style-type: none"> 1. Ask the participants to form a group and stand in a circle. 2. Launch a small soft ball (one that sits in the palm). Give the ball to one of the people in the group and ask that person to throw it to someone else, who throws it to another group member until the ball has been thrown to everyone. The last person to receive the ball should be the person who threw it first. 3. Ask the group to throw the ball again, in the same person-to-person order as before; ask the group to do these two or three more times to remember the throwing order. 4. Now ask that every time a person holds the ball, they say a word related to sex education, gender, and equality. The words cannot be repeated. 5. Ask the group to try to throw the ball in the same order again – but this time as fast as possible. <p>There are two rules: everybody’s hand has to touch the ball, and the ball should be thrown in the original order.</p>
Closing up	Record the time for each try, informing the group about the results. Also memorise the words and then discuss them with the group.

Name of the activity	Sex-ed Bingo (Face-to-Face)
Organisation that designed/proposed the activity	RDPSEA, KMOP - Education and Innovation Hub and KMOP Skopje
Number of participants	Around 20
Objectives	<ul style="list-style-type: none"> ● To make participants feel comfortable with each other and the subject of the project
Duration	10 minutes
Material needed	<ul style="list-style-type: none"> ● Bingo card with 9 boxes (one copy for each participant)
Preparation	Distribute the cards to the participants

Step-by-step description	<ol style="list-style-type: none"> 1. Ask the participants to complete the bingo individually first and then play it collectively to share and find out who gets the answers right. 2. In order to complete the bingo card, participants should walk around the room and find people who 'fit' into the squares of the card. 3. Once they find a person who fits, they should ask them to sign the square with the statement. 4. Each person can sign only once on another person's card. 5. When someone completes the full card, they say "BINGO".
Closing up	<p>Ask them about their experience and if there were statements that they were not sure about. The facilitator can also ask the following questions:</p> <ul style="list-style-type: none"> • Was there anything difficult to answer? • Were there concepts you were not comfortable with? <p>If there are concepts that are unclear, you can take a moment to discuss or reinforce them.</p>
Comments/hints for facilitators	<p>The statements in the boxes should be related to sex education, and gender equality issues. For example, find someone who can name 4 STIs, someone who can give the definition of transgender, someone who can explain the difference between gender and sex. All participants have the same statements.</p>

SEX-ED BINGO

Find someone who can:

Name 2 STIs	Give the definition of transgender	Define the difference between gender identity, gender expression, and sex.
Define what sexting is	Name at least one place to refer to a sexual assault survivor	Give the definition and an example of consent
Give the definition of the acronym LGBTQIA+	Name at least 3 ways of contraception	Have talked with their children/students about masturbation

Name of the activity	40-Minute Dyad (Face-to-Face)
Organisation that designed/proposed the activity	RDPSEA, KMOP - Education and Innovation Hub and KMOP Skopje
Number of participants	Around 20
Objectives	<ul style="list-style-type: none"> To appreciate the importance of listening and being listened to (team-building activity)
Duration	60 minutes
Material needed	<ul style="list-style-type: none"> Watch
Preparation	Start the exercise with an icebreaker game of your choice and then introduce the activity to the participants.
Step-by-step description	<ol style="list-style-type: none"> 1. Ask participants to get into pairs (ideally one teacher with one parent to exchange experiences) and sit down facing each other. 2. Explain that each pair is going to talk to each other in rounds. For five minutes only one person talks and the other person listens; then the pair swaps over for the next five minutes. Emphasise that the participants who are listening shouldn't say anything in response. 3. Do this for four rounds - this should take 40 minutes (or adjust according to time limitations). <ul style="list-style-type: none"> • During the first round, ask the participants to talk about themselves as a parent or teacher/educator/someone who works with children • During the second round, ask them to talk about their relationship with children. • For the third and fourth round, ask each participant to choose one of the following statements: <ol style="list-style-type: none"> 1. Tell something about yourself that you want to share with the person in front of you. 2. Now share what you want to say about what you were like as a teenager. <p>* If you notice that participants feel comfortable to discuss deeper, you can use the following questions:</p>

	<ul style="list-style-type: none"> • Do you remember what you were like as a teenager, how you dressed, what were your tastes, who you hung out with? • Do you remember what questions you had about sexuality in general or what topics you were interested in during your teenage years? Did you talk about it with anyone?
Closing up	After four rounds of discussion, bring the group back together. Ask how they are feeling after the exercise and what were their experiences.
Comments/hints for facilitators	For some people this activity may seem daunting at first; they may think that they cannot talk for 20 minutes about a topic. Encourage them to try anyway, as it can be a gratifying experience. If they are concerned about staying on the topic, you can tell them that they should follow their chain of thoughts. If they move away from the initial question, it is not a problem. The aim is to share what is important to them about the chosen topic.

MODULE 2: Activities for teachers to carry out internal work reflecting on their role as teachers, their limitations and their individual and professional visions in relation to sexuality

Name of the activity	My belief, our belief (face-to-face)
Organisation that designed/proposed the activity	ANS
Number of participants	10-15
Objectives	To reflect on their beliefs about sexuality, accept different opinions and appreciate the value of diversity, identity and support each other as a group
Duration	45 minutes
Material needed	Chairs (it can also be done without)
Preparation	Inform participants that you will carry out an opinion-sharing activity on the topic of sexuality. Tell them that anyone can

	<p>express themselves freely with the rule of respecting the participants and not judging others' opinions. Those who do not feel like expressing their opinions can still participate by listening to others.</p>
<p>Step by step description</p>	<p>Part 1</p> <ol style="list-style-type: none"> 1. Invite the participants to form a circle with chairs and take a seat, while you (facilitator) stand/sit in the middle. 2. Ask participants to raise their hands when they feel represented by a statement. You can choose 4 of these statements, based on what seems most appropriate to you for the people participating. <p>Statements:</p> <ul style="list-style-type: none"> ● I like sweets. ● I love outdoor activities and sports. ● I like to read good books. ● I love going to the cinema. ● I like pizza. ● I love hot weather. ● I can't stand hot weather. ● I like to cook very much. ● I love board games. ● I like team sports. <p>Give everyone time to answer. Emphasise that it is okay that some people share interests and others do not. Exhort to reflect on the fact that we as people and as teachers have opinions that may differ from those of our colleagues. It is an asset, an added value to be able to compare and share different ideas and perspectives. Diversity is an asset in itself.</p> <p>Part 2</p> <ol style="list-style-type: none"> 3. Now ask participants to close their eyes and raise their hands once when they feel represented by a statement. <p>Statements:</p> <ul style="list-style-type: none"> ● I feel ashamed to talk about sexuality. ● I feel comfortable talking about sexuality. ● I only understand sexual intercourse within a couple/marriage. ● I think masturbation corresponds to only one phase of life. ● I have never watched pornographic movies. ● I have had sexual fantasies. <p>Part 3</p> <ol style="list-style-type: none"> 4. Ask them to open their eyes. The statements you just heard are certainly a bit provocative, but they all refer to topics that students might bring up during a sex education programme. Invite the participants to discuss and reflect on the following questions. Try to encourage a discussion and intervene if someone disrespects someone else for their ideas.

	<ul style="list-style-type: none"> • How would you react if these questions were posed by your students? • Would you feel uncomfortable? • How would you reply to requests for explanation?
Closing up	<p>To close the activity and facilitate dialogue, we suggest reflecting on whether the reactions to the sentences in Part 2 of the activity triggered in the participants. Some reflection questions can be:</p> <ul style="list-style-type: none"> • Was it easy to respond to these statements? Was it difficult? • Did you feel provoked by any of these sentences? • What happened at the moment of answering? • What are our limits? It is necessary to recognise the personal limits that are present when we talk about sexuality or raise these issues in the school context.
Comments / hints for facilitators	<p>The statements, especially for part 2 of the activity, can be modified to suit the context. There should still be questions that encourage reflection on issues of sexuality and critical topics that might be raised by students and are a bit provocative. After this second part of the activity, we recommend highlighting how someone may have shared, despite the fact that no one saw their hands raised, the opinions of colleagues or not. Just as with less sensitive topics, we can also have different opinions about sexuality. It must be respected. It is an asset, an added value to be able to compare and share different ideas and perspectives. Moreover, as a group of colleagues, it is important to support each other, even more so in addressing the sex education program with students.</p>
Resources	

Name of the activities	The squares (Face-to-face)
Organisation that designed/proposed the activity	ANS
Number of participants	10-15
Objectives	<ul style="list-style-type: none"> • Foster recognition of the shared role
Duration	20 minutes
Material needed	<ul style="list-style-type: none"> • String

Preparation	<ul style="list-style-type: none"> ● Create two squares on the floor. ● Prepare statements about identity, beliefs, and affiliations. <p>Example of sentences:</p> <ul style="list-style-type: none"> ● I am from the city where the school is/I work at (Yes on one square/ No on the other square). ● I am a man/woman/nonbinary/other. ● I am a believer. ● I am strict with students. ● I am a teacher.
Step-by-step description	<ol style="list-style-type: none"> 1. Inform participants that they will have to move to one square or the other depending on their affiliations or beliefs to the requests they receive. 2. Read the different sentences previously prepared and assign a response to each of the squares. 3. Wait for participants to place themselves in the squares. <p>For the last category (being a teacher) you might ask the following questions:</p> <ul style="list-style-type: none"> ● Are there diversities within the group? And similarities? ● What do you think are the main goals of the role that you all share?
Closing up	<p>During the debriefing, you can ask the following questions:</p> <ul style="list-style-type: none"> ● What was easy? ● What was difficult? ● Did any of these issues make you uncomfortable or make you want to talk?
Comments/hints for facilitators	<p>Discuss on how the group worked together and found the common goal.</p>

Name of the activity	Basic direction and personal vision (face to face or online)
Organisation that designed/proposed the activity	La Xixa
Number of participants	5 – 20
Objectives	<ul style="list-style-type: none"> ● Identify what moves and guides us as professionals to be able to connect with the inner motivation to inhabit our role.

Duration	30 minutes
Material needed	<ul style="list-style-type: none"> ● Paper sheets ● Pens
Preparation	<p>Introduction</p> <p>One of the most common difficulties among professionals in sex education and education in general, is fatigue (mental, physical and emotional) and a high level of stress, due to workload, working conditions, responsibilities, high levels of emotional openness and relationships. With the exercise we suggest below, we want to take a step back to what in Process Work is called <i>the Basic Direction</i>: the deep understanding of why we are where we are and why we do what we do. Sometimes clarifying these aspects can also help us understand how to act in our work. This is work related to one's own personality, experience, motivation, inner strength, and professional role, so let's start working on an individual basis.</p>
Step-by-step description	<p>Guide the participants process with the following indications:</p> <ol style="list-style-type: none"> 1. Invite them to find a place in the room where they feel comfortable. If they wish, they can take a sheet of paper and a pen or pencil to take notes, so that what we are working on in the session can also accompany them afterwards. 2. Once they are in a comfortable place and position, invite them to close their eyes and give themselves a few seconds to focus only on their breathing. Tell them that there is no need to modify or force the way they breathe, but just notice how they breathe in and out, how the air enters through their nose, then goes down into their lungs and fills their body with strength and vitality. And then, ask them to notice how the air leaves their body through the mouth and frees them from what weighs on their body, the anguish, the stress. 3. Explain that if they want, they can keep their eyes closed or open them again. As you go through a series of self-reflection questions, ask them to take the time they need to think about the question, and then, perhaps, write down a key word, a symbol or anything to help them remember. 4. Ask them to think about the most satisfying experience they have had at work. Ask: At what point in your working life did you feel fulfilled, happy? At what point or stages of your working life did you have a feeling of full vitality? Invite the participants to recall a moment in their work in which they felt fully alive, and gave the best of themselves.

5. Now ask them to try to remember what they thought when they first entered their current job. Ask them: What were your ideals, your motivations?
6. Now ask them to think of themselves as educators dealing with sexual matters. Ask them: What kind of professional are you in those moments? What is the relationship between the way you work and your ideals and values?
7. Finally ask them to focus on their nature right now, and ask: What would you answer to the following questions (you will not be asked to share your answer later, so take the chance to be completely honest with yourself):
 - What qualities make you unique (I am this, I can do this...)?
 - What kind of world would you like to live in? What kind of world do you work for?
 - What does the above mean in terms of human interaction and how we treat each other? What things are important to you in relationships?
 - What things are important to you in relation to sex education? How are you different from other professionals?
 - What is your dream in relation to sex education?

To continue the exercise, there are 2 options:

1) More theatrical option:

Ask participants to stay distributed in the space, and make sure they have enough space to be able to move freely. Invite them to keep the energy of the exercise in the body and anchor it in an image, making a statue with their body.

- Help them by inviting them to focus on the energy and the power they are experiencing in their body. Where do you feel it? In which part of the body? What form does this energy take inside you?
- Ask them, when they feel ready, to shape this energy with their body, experimenting and allowing the energy to shape their body. Invite them to move their body until they feel that it reaches the same shape as the interior energy. Tell them that when they feel that they have reached a position that reflects their inner energy, they should stop moving, freezing their body in that image.
- While they remain static in that posture, ask them to think of a colour, a smell, a detail or whatever helps them to fix this experience even better in their memory.
- Ask them to stay frozen in the image for a few seconds, and without moving to look around to see what the other images are like, with curiosity to discover the different energies that are present in the room.

	<ul style="list-style-type: none"> Finally, ask them to release the image, form a pair with another participant and share. <p>2) More verbal option: In groups of 4 or 5 people, ask participants to share some of their answers.</p>
Closing up	Group debriefing: <ul style="list-style-type: none"> How did you feel? Did you reconnect with memories that seemed to have dissolved? Did you discover anything new? What was it like to express energy and power through the body? Did you find similarities in the other images/stories? Based on the comments, are there similarities and/or differences between the answers? Do you think this exercise could be a resource?
Resources	

Name of the activity	Post-it (Face-to-face/ online)
Organisation that designed/proposed the activity	ANS
Number of participants	15/20
Objectives	<ul style="list-style-type: none"> Promote reflection on what it feels like to be a teacher, and the role of a teacher in sex education
Duration	30 minutes
Material needed	<ul style="list-style-type: none"> Post-its (two different colours)
Preparation	Bring two post-its of two different colours.
Step-by-step description	<ol style="list-style-type: none"> Ask participants to form groups of maximum eight people. Distribute two post-its to participants, one of each colour. Ask participants to write on one post-it something that makes them feel good about their role as teachers and on the other one something that challenges them.

Closing up	Guide the debriefing so that participants can share (if they want to) what they wrote on the post-its, recognising their strengths and difficulties.
Comments/hints for facilitators	Leave participants free to choose whether or not to share. Highlight the common elements that emerge.

Name of the activities	Flirting with reality and doubts (face to face or online)
Organisation that designed/proposed the activity	La Xixa
Number of participants	10 – 15
Objectives	<ul style="list-style-type: none"> • To get in touch with the environment and it can bring useful information when confronting situations related to sexuality • To experiment on how to inhabit the different channels of information and use them to realise what happens to us in different situations related to sexuality
Duration	20 minutes
Material needed	<ul style="list-style-type: none"> • Paper sheets • Pens
Step-by-step description	<p>1. Tell the participants that in the first part of the exercise they will work individually and that they should find a comfortable place in the space.</p> <p>2. Give each participant a sheet of paper and a pen that they will use to make notes while thinking about the following situation:</p> <ul style="list-style-type: none"> • Imagine yourself at work: it has been a hard week and you now have to enter the classroom and talk with your students about sex education. Or imagine that you are in a family meeting, specifically talking about this topic. What doubts or questions about your role might arise in this situation? Take a few minutes and focus on one question or doubt you have. Write them down on the sheet of paper and put it aside for a moment. • Now close your eyes and focus on your breathing for a few moments. Relax and follow your body.

	<ul style="list-style-type: none"> • Feel a compass in your body, in the trunk of your body. Move softly in the direction in which you feel the compass guides you and when you feel the movement has ended, slowly open your eyes, just a little. • When you open your eyes, half open, half closed, notice if there is something you see that attracts you in some way, that flirts with you, that calls for your attention. It can be anything, an object or a small detail. • Concentrate on that element that caught your attention: What does it look like? Is there something in the intensity of its colour, for example, or in its shape, or in the movement (if it has movement), or simply a shape that caught your attention? • Spend some time observing it. When you have the quality or qualities that have caught your attention, try to feel those qualities in yourself and little by little transform yourself into this element. While doing so, focus on the qualities that most attracted you. Gradually become that element reproducing its qualities in yourself. For example, if what has caught your attention is an element because of how big it is, become that element, grow and grow until you are very big like the element. You can add movement and sounds if you need to. • Feel what it is like to be this way. Is there something unexpected or different from your everyday self? Did something change in your body? If you find it, focus on the change that occurred. This connection with the body can help you remember the useful information you have just found, when you need it.
<p>Closing up</p>	<p>At the end of the activity, ask the participants to take the paper again and write a word or a scribble that describes the quality or the energy they encountered.</p> <p>Ask them to go back to the initial question and answer again. Does the information you have found in your experience give you any different answers to the original question? Could any of these qualities you found answer your question in some way?</p>
<p>Comments/hints for facilitators</p>	<p>It can happen that participants do not find or recognise the answer; it is not a problem, sometimes the answer comes later or not at all. It is also interesting to do the exercise as a way to connect with oneself, a form of personal exploration, before confronting situations such as sex education for students or families.</p>

Name of the activity	Image Theatre (face to face or online)
Organisation that designed/proposed the activity	La Xixa
Number of participants	10- 20
Objectives	<ul style="list-style-type: none"> ● To identify the perceptions of the group in relation to the contents of sex education ● To work with corporal expression
Duration	20 minutes
Material needed	Big space
Preparation	Inform the participants that they will work with their bodies through the methodology of Image Theatre.
Step-by-step description	<ol style="list-style-type: none"> 1. Ask participants to stand in a circle with their backs turned to the centre of the circle and their faces looking outward. 2. Tell them that you will name a concept and that they will have to make a statue with their body, with the first thing that comes to their mind, the first impulse. (It may help to ask them to close their eyes while they are forming the statue). 3. Once they are ready, ask them to turn around and hold the statue, facing the centre of the circle. 4. Ask them to open their eyes, to look at the statue they have created and also at their fellow participants'. <p>Repeat the exercise for each concept. You can ask them to observe if there are similarities and differences between the statues.</p> <p>The sentences/concepts to propose could be:</p> <ul style="list-style-type: none"> ● The image of the first day of school. ● The image of the first time you failed an exam. ● The image of your first kiss. ● The image of the first time you got drunk or how you imagine it. ● The image of the first time you found out a friend had sex. <p>During the presentation of the statues, you can choose a statue that catches your attention and ask the rest of the group:</p>

	<ul style="list-style-type: none"> • What title would you give to this image? • What emotion does it express for you?
Closing up	<p>During the debriefing, mention the different interpretations of the same concept. You can ask the following questions:</p> <ul style="list-style-type: none"> • Do we all think the same way about the proposed concepts? • What information does the body give us?
Comments/hints for facilitators	Try not to allow too much time for the creation of images; invite participants to not overthink and just trust their body.

Name of the activity	Revelations and secrets
Organisation that designed/proposed the activity	La Xixa
Number of participants	4- 16
Objectives	<ul style="list-style-type: none"> • To foster improvisation • To work on roles and stereotypes related to sexuality issues
Duration	30 - 40 minutes
Material needed	Big space
Step by step description	<ol style="list-style-type: none"> 1. Ask participants to form two rows, in such a way that each participant has another person in front of them. tell them that they will work in pairs. 2. Name the rows "A" and "B". 3. Give each row a role. Participants in row "A" will be teachers while those in row "B" will be students. 4. Invite participants "A" to do one action (reading, writing, etc.) without stopping, whichever one they want. 5. Once you give the action, ask participants "B" to ask the teacher for something related to sex education and "A" to refuse and keep doing whatever they are doing. 6. Let them experiment and improvise for a couple of minutes. 7. Ask them to stop and add a new prompt: ask the student to reveal a secret to the teacher that completely changes the situation and their relationship forever. Let them experiment and improvise for a couple of minutes. 8. Ask them to stop and add a new prompt: ask the teacher to reveal a secret to the student that

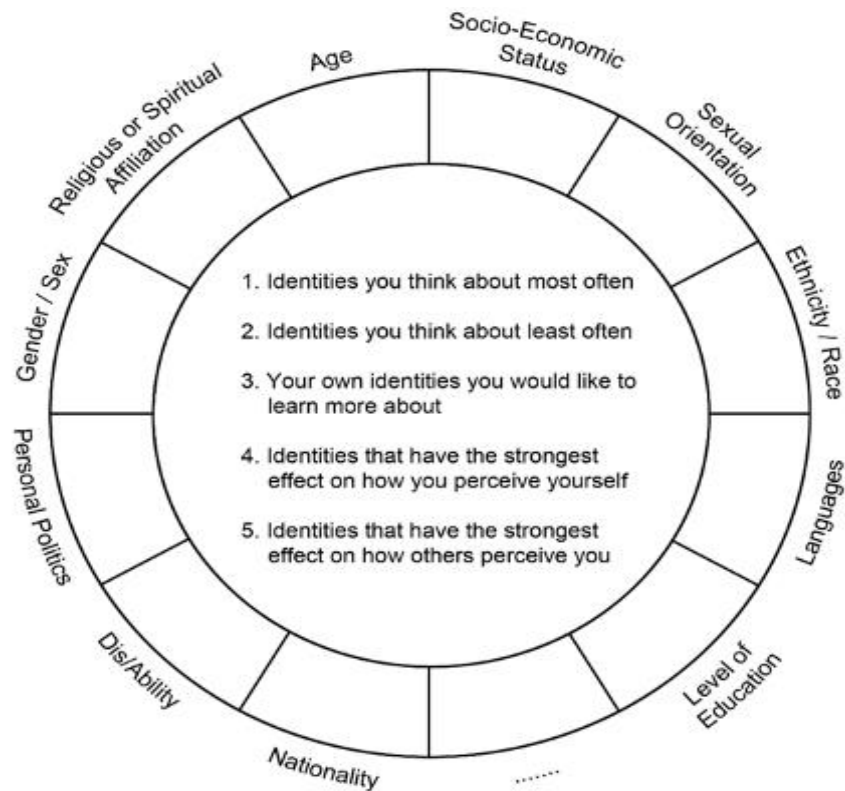
	<p>completely changes the situation and their relationship forever. Let them experiment and improvise for a couple of minutes.</p> <p>You can decide to continue the activity by swapping roles or stop it at this point.</p>
Closing up	<ul style="list-style-type: none"> • Invite participants to come back to the plenary and invite the pairs to share about their experience and the topics that were mentioned. • Ask a few questions to debrief: How was it? What was easy? What was difficult? What impact did the secret have? How was it like to play a different role?

MODULE 3: Activities for teachers and families to deepen content related to sex education

Name of the activity	Identity circle (face-to-face)
Organisation that designed/proposed the activity	Sexmatters
Number of participants	Maximum 25
Objectives	<ul style="list-style-type: none"> • To make people aware that everyone has different experiences and that these experiences also make them who they are.
Duration	30 minutes
Material needed	<ul style="list-style-type: none"> • A piece of paper for each participant. • A pen for each participant. • The identity circle on a screen or projector, so everyone can see it. Or if you don't have access to a screen, print the identity circle and give one to each participant.
Preparation	Bring the identity circle. Make sure you have filled in the identity circle for yourself, so you can use that and your experience doing it as an example.
Step-by-step description	<p>1. Start by explaining what identity means. Identity consists of different parts. What they see on the identity circle are all our different layers of identity. Depending on the moment of life, some parts of one's identity might be more important than others. For example: during puberty, age might be very important; most teenagers would like to be older, in order to be allowed to do more (stay up later, drink alcohol, go out etc.) This might diminish when you are in your mid-20s and your age</p>

	<p>doesn't have so much influence anymore on how you present yourself. It can also come back again. For example, when you are over 50 and start thinking about getting older and the impact it has on your daily life.</p> <p>2. Explain what each box stands for: age, religion, sexuality, etc. Ask if anyone has a question about any of the boxes or if any of the boxes are not clear. Explain that there is 1 box that is empty. This box is for one's own interpretation and it can be filled with an aspect of identity that one feels is not present elsewhere. Some participants might mention e.g. "external features": people who are very tall or overweight feel often concerned with this because they are often pointed out because of external factors.</p> <p>3. Give everyone a piece of paper and a pen and ask them to answer questions 1 through 5 in silence in 10 minutes. Everyone is going to fill in the 5 questions for themselves in silence. Clarify that, for each question they can write multiple parts of their identity. Tell the participants that if they find a question difficult, it's okay to say it.</p> <p>4. Ask the participants to come back to the plenary and discuss how they felt in relation to each question. Take the chance to discuss the similarities and differences present in the group.</p>
<p>Closing up</p>	<p>Share with the group that the aim of the activity was to create more understanding for each other. We all have different experiences, so it's good to keep that in mind when we connect with other people.</p>
<p>Comments/hints for facilitators</p>	<p>In preparation you could make the identity circle yourself. It helps you get to know the exercise better and you'll be able to give better examples if the participants need more clarification.</p> <p>Give examples from your own identity or use a fictional character if you don't want to use your own.</p> <p>Do not push people to share something they don't want to.</p> <p>An important one to always include is "disability". For people without intellectual, cognitive and functional diversity this is something they hardly ever think about.</p>

Identity circle



Name of the activity	Sexual development (face-to-face)
Organisation that designed/proposed the activity	Sexmatters
Number of participants	Max 25
Objectives	<ul style="list-style-type: none"> • To become aware of the fact that the sexual development starts at a young age • To understand the sexual development of children • To be able to talk about sexuality with children
Duration	20 minutes
Material needed	<ul style="list-style-type: none"> • A Stencil for each participant with the stages of sexual development • A pen for each participant

Preparation	<ul style="list-style-type: none"> • Inform participants that they are going to talk about the development stages of sexuality. • Explain that they can decide at all moments if they want to answer or not the questions.
Step-by-step description	<ol style="list-style-type: none"> 1. Ask the participants to make pairs. 2. Explain that there are 3 stages of sexual development in children: <ul style="list-style-type: none"> • Stage 1: 4-6 years old • Stage 2: 6-9 years old • Stage 3: 9-12 years old 3. Show all the characteristics of sexual development on the stencil (below). Let the participants figure out in pairs which statement belongs to each age group. Give the participants 10 minutes to do so and tell them that they can write their answers on a piece of paper if they want. 4. When everyone is done, show the right answers and discuss the following questions: <ul style="list-style-type: none"> • Can you remember what you did/your students do during these stages of sexual development? • Do you find anything remarkable about this behavioural development? • What did you (or children you knew) do in your childhood to explore your own body? And what about other bodies? • Would you call this sexual behaviour? And would you have called it that at the time? • Who could you talk to - as a 9-12-year-old - about sexuality (falling in love, your body, etc) back in the day? • What did you miss in your sex education in school? • What was it like for everyone? Similarities/differences?
Closing up	<p>Everyone learned to deal with sexuality differently. The role of the environment/culture/religion is very important in how people think about sexuality and influences what they think and do. One's own norms and values regarding these topics play an important role in the connection with other people.</p>

Comments/hints for facilitators	<p>Don't forget: As a facilitator, you don't have to talk about your own sex life, but about sex in general.</p> <p>For some people it is easy to talk about sex, but that is not true for everyone. Do not force the participants to answer questions if they do not want to. It's okay.</p> <p>Encourage participants to think about why they might find it difficult to answer. Once they are aware of the reasons, talking to (or responding to) others may be easier.</p>
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Characteristics of sexual development

4-6 years	I. With the development of self-image also comes the development of body image.
4-6 years	A. Children become aware of their gender. They begin to behave more and more according to their own gender roles. Ideas about these gender roles are often very rigid at this stage of life.
4-6 years	K. Discovery of your own body and bodies of others. Often through play such as playing a doctor or playing mother and father. They also learn more and more rules about what behaviour is correct (showing body parts etc.)
4-6 years	F. The children sometimes self-report that they are "in love". Parents often describe these feelings of love as strong affection or wanting to be near the other person.
6-9 years	J. Discover themselves more and become more aware of others' opinions. They compare themselves more to others and how they would like to be, including physically. As a result, they may be insecure or dissatisfied with themselves at times.
6-9 years	E. Increasing understanding that genitals also have a sexual function. Curiosity increases and viewing or touching each other's genitals is common. This often happens when adults do not see it because they know it is not supposed to happen.
6-9 years	B. The difference between being in love and friendship is becoming more apparent. Many children have been in love around this age. This often means that they love someone very much. It can happen that this is someone of the same sex. This says nothing about their sexual orientation.

6-9 years	G. Children prefer to play with children of the same sex. However, gender stereotypes decrease at this stage of life. Children now also know better that a boy can be a boy even if he does not behave according to the gender role.
9-12 years	D. Children begin to feel more insecure. Changes in their bodies and emotions may cause them to question whether they are normal or attractive. Shame about their naked bodies becomes more common during this stage.
9-12 years	H. From this stage of life, more interest in sex develops. Some children want to know everything and may start looking things up or asking questions about it. Some young people also begin masturbating during this stage of life.
9-12 years	C. Some children start dating for the first time usually with someone from class or school. There is not much physical contact at this stage. Kids may already become aware of feelings for someone of the same sex at this age.

Name of the activity	Gender: Not so black and white (Face to face, can be adapted online)
Organisation that designed/proposed the activity	MEH
Number of participants	10-15
Objectives	<ul style="list-style-type: none"> ● To learn about different gender identities. ● To understand gender as a social construct. ● To separate gender and sex ● To develop respect and acceptance toward all gender identities
Duration	60 minutes
Material needed	<ul style="list-style-type: none"> ● 3-4 chairs facing the participants ● Post-its ● Pens ● Optional handout with definitions
Preparation	Familiarise yourself with the concepts and terms used to discuss gender, to prepare a short 5-minute presentation about 'possible definitions' and ideas of gender and sex.

<p>Step by step description</p>	<ol style="list-style-type: none"> 1. Ask participants to individually write down on a post-it what comes to their mind when they hear 'gender' and to save it for later. [3mins] 2. Explain that this activity is about exploring attitudes towards gender and sex. Everyone is free to express opinions that may be conventional or unconventional, controversial or which challenge the norms of their society. People may present points of view with which they agree, or with which they disagree without fear of feeling ridicule or contempt. Everyone is welcome to come forward to express their opinions, but they may also express opinions which are not necessarily their own. In this way, points of view that are controversial, "politically incorrect", or unthinkable can be aired and the topic thoroughly discussed from many different perspectives. Emphasise that discriminatory, offensive or hurtful comments, which are directed at individuals in the group, are not allowed. Facilitators need to be ready to limit/restrict people expressing discriminatory attitudes or statements and remind participants that discrimination is against the law. [5-10 mins] 3. Then present some of the ideas of gender and sex and '<i>possible definitions</i>' of terms used to discuss this such as male, female, man, woman, intersex, transgender, etc. (See Resources). It is very important that you present a variety of definitions for each term to demonstrate that 'solid' and 'final' definitions of these terms 'do not exist'. 4. Explain that you will begin by inviting two volunteers to join you in a conversation in the "fish bowl". If at any point someone else would like to join you they may do so: someone who wishes to join the conversation should come forward and gently tap one of the "panellists" on the shoulder. At that point, the two people will exchange seats, and the original "panellist" will become an observer. [2mins] 5. A question is drawn from a hat (See Resources for questions) and the three panellists begin discussing it. After 10-minutes of discussion or after the conversation comes to an end you can draw another question [30mins].
<p>Closing up</p>	<p>During the debriefing, ask the participants to present what they wrote at the beginning of the activity relating to the term 'Gender'. Afterwards, guide the reflection using the following guiding questions for example:</p> <ul style="list-style-type: none"> ● Why do you think people have such different understandings of the terms relating to gender? ● How are those terms presented in the public sphere? ● Was anyone shocked or surprised by some points of view expressed? Which ones? Why? ● In your community, how open-minded are people generally about sexuality? ● Are young people expected to conform to specific gender roles, like sexual orientation, role in the home, what jobs they choose, how they dress, etc?

Resources

Terms commonly used to discuss gender:

Sex refers to the biological and physiological characteristics that define men, women, and intersex people.

Gender refers to the socially constructed roles, behaviours, activities and attributes that society considers appropriate for men and women. The term 'gender' is used to describe a set of qualities and behaviours expected from men and women by their societies. Gender is not biological; girls and boys are not born knowing how they should look, dress, speak, behave, think or react.

Intersex people are born with 'sex chromosomes', external genitalia or internal reproductive systems that are not considered 'standard' for either male or female. The existence of intersex people shows that there are not just two sexes and that our ways of thinking about sex (trying to fit everybody into either the male box or the female box) is socially constructed. Biological sex exists on a spectrum.

Transgender is a broad term that can be used to describe people whose gender identity is different from the gender they were thought to be when they were born (based on their sex).

Gender identity is your internal knowledge of your gender – for example, your knowledge that you are a man, a woman, or another gender.

Gender expression is how a person presents their gender on the outside, often through behaviour, clothing, hairstyle, voice or body characteristics.

Possible questions for panel discussion:

- What does it mean to be a woman?
- What does it mean to be a man?
- Are we born knowing our gender?
- What influences our concept of our own gender?
- Is sex and gender the same thing?
- How do we treat gender in school/ at home?

Name of the activity	Exploring digital space (Face to face but can be adapted to online)
Organisation that designed/proposed the activity	MEH
Number of participants	10-15

Objectives	<ul style="list-style-type: none"> ● To raise awareness of the existing information about sexuality on digital spaces ● To explore the ways teachers and families can use digital spaces to educate about sexuality ● To identify the measures to adopt to mitigate risks of the digital space to address sex education ● To deepen the topics, depending on the group and context (such as: sexting, stereotypes in networks, consent,)
Duration	40-50 minutes
Material needed	<ul style="list-style-type: none"> ● Optional print-out of social media apps ● Print-outs of news articles about incidents involving children on social media
Preparation	<ul style="list-style-type: none"> ● It is useful to be prepared on the apps listed on the print-out (recommended website: https://www.betterinternetforkids.eu/apps-guide/) ● Find local/ national news articles about incidents involving children on social media/ online. E.g. https://www.bbc.co.uk/news/uk-england-london-63073489&usq=AOvVaw2RHW5fYqAol7G02ltMtnvl[1]
Step by step description	<ol style="list-style-type: none"> 1. Ask participants: <ul style="list-style-type: none"> ● What social networks do you use? ● What kind of information have you come across on social networks? 2. Distribute various news items in the space, giving participants a few minutes to go around and select the one that most catches their attention. 3. Facilitate a collective reading of the selected news items. 4. Ask for sub-groups to be formed and give each group a few minutes to answer the following question: <ul style="list-style-type: none"> ● What stood out to you about the selected news item? Provide them with a flipchart and markers to write down their answers. 5. Now ask them to read again the news and identify and write down: <ul style="list-style-type: none"> ● Conflict: What is the central issue, is there any conflict? ● Context: Where did it happen, what is the digital medium? ● Roles: What roles are present in the story (teacher, girl, family member, friend, etc.)? ● Are you familiar with this topic? Have you heard, seen any similar news? If yes, where? ● What could be done to address a similar situation? What strategies could be used?

<p>Closing up</p>	<p>In the debriefing, create the space for further reflection about parents and teachers' roles. You can use the following questions to guide that reflection:</p> <ul style="list-style-type: none"> • Do you think it is necessary to discuss these issues? • Are there boundaries or agreements that can be made?
<p>Comments / hints for facilitators</p>	<p>Signposting internet safety tools, especially those made by Snapchat and Facebook can be very helpful for parents and teachers.</p>



MODULE 4: Activities to promote dialogue between school and families

Name of the activity	Let's talk about consent (face-to-face)
Organisation that designed/proposed the activity	RDPSEA and KMOP - Education and Innovation Hub
Format or type of activity	Role playing
Objectives	<ul style="list-style-type: none"> • To discuss the issue of consent. • To understand the difficulty of defining boundaries within different social contexts. • To acknowledge the need to discuss the subject with students
Number of participants	20
Duration	60 minutes
Material needed	<ul style="list-style-type: none"> • Printouts of a case study
Preparation	Start the activity with an icebreaker and then introduce the activity.
Step by step description	<ol style="list-style-type: none"> 1. Ask participants to get into groups of four, preferably two teachers and two parents, and form a small circle. 2. Give the case study and assign a role to each group: Panagiotis, Giulia, parents, teacher, classmate. <p><i>Giulia takes a bus to school every morning and often meets Panagiotis, a boy of her age who goes to her school. Giulia thinks Panagiotis is very cute, and when he comes up to her one day to talk to her, she is surprised, she didn't think he would be interested in her. They start talking often on the bus, always sitting close together, and making the whole journey together. One day the bus is very crowded, there is no room to stand apart and while Giulia is looking at her phone, she feels a hand grab her bottom; she looks at Panagiotis and he winks at her. Giulia gets off at the next stop and walks to school alone.</i></p> <ul style="list-style-type: none"> • You are Panagiotis. Why would you touch Giulia that way? • You are Giulia. How would you feel when Panagiotis

	<p>touched you? With whom would you have discussed the incident?</p> <ul style="list-style-type: none"> You are Giulia's parents, and she tells you what happened on the bus. How would you feel? How would you react? You are the teacher of both students and the buzz about the incident reaches you. How would you react? You are a classmate. How do you feel about what happened? Will you react somehow? <p>3. Allow 20 minutes for discussion within the group.</p> <p>4. Then ask the "Giulia" team to narrate the incident. Continue by asking the "Panagiotis" team for his side of the story. Then allow the other roles to continue the conversation.</p> <p>Observe how the roles interact and present their sides of the story. Ask questions if needed.</p>
Closing up	Invite the group to get back together. Ask the participants how they feel about the activity, their experience with consent and their thoughts on the subject.
Comments / hints for facilitators	<p>Usually, the discussion is heated! Emphasise that the participants should remain within the "role".</p> <p>If the group starts to ask Giulia things like "why did you talk to him, why didn't you tell him to stop, or why didn't you scream?", it is important to emphasise that something like this is NEVER the fault of the victim. Asking those questions is victim blaming, which is often more traumatic than the incident itself. Victims already blame themselves, so everyone else's task is to make sure they feel heard, safe and supported.</p>
Resources	Please refer to <u>A handbook for schools to implement inclusive sex-ed through creative methods: curricular training programme for students.</u>

Name of the activity	In "your" shoes (face-to-face)
Organisation that designed/proposed the activity	KMOP Skopje
Format or type of activity	Role-playing
Objectives	<ul style="list-style-type: none"> Foster cooperation between school staff and families Inform parents about content from the field of sex education

	<ul style="list-style-type: none"> • Promote the acquisition of basic knowledge on topics of relations and sex education • Strengthen the capacities of families in sex education
Number of participants	Up to 20
Duration	60 minutes
Material needed	<ul style="list-style-type: none"> • Printouts of a case study or scenarios
Step by step description	<ol style="list-style-type: none"> 1. Divide the participants into groups or pairs depending on the number of participants and possible roles in the case study. Make sure that in each group or pair there is at least one parent and one teacher. 2. Distribute printouts of one case/scenario to each group. <p>Proposed scenarios:</p> <ul style="list-style-type: none"> • A 15-year-old female student has a boyfriend who is asking her to send him a photo as proof that she is with her friends. • A male student is photographed by a classmate in the sports locker room and, without his permission, the photo is shared in the class. • A 17-year-old girl student had unprotected sex with her boyfriend. • A boy student is not sure if his girlfriend has given consent before the sexual intercourse. • A female student feels that her classmate is stalking her. • A student received an invitation to a physical meeting after correspondence with a stranger on the Internet. <p>* The cases and scenarios can be adapted based on the context of the schools and the environment.</p> <ol style="list-style-type: none"> 3. After presenting the scenarios, assign the roles in the groups. The role of the student should be played by a teacher and the role of the teacher should be played by a parent. 4. Give the participants 30-45 minutes to develop the story in order to find a solution and ask them to imagine what they would do if they were in the same situation. Give them freedom to introduce more roles or characters that will participate in the scenario and to involve all members of the group. 5. Observe how the roles interact, how the scenarios are presented, and the story is developed.
Closing up	<p>After the role play, ask the following questions in plenary:</p> <ul style="list-style-type: none"> • How does the person in your role feel? • What are their needs? • Who can they turn to for advice and support? • What can parents/guardians do? • What can the school do?

Strategies used to promote the participation of families.	<p>Through perceiving the perspective of others, parents and teachers can better understand the student's position as well as the significance of the role of the school and the involvement of parents.</p> <p>By working on scenarios, parents can learn new approaches and develop awareness of their role in supporting their children and the school in dealing with issues related to sex education.</p>
Comments / hints for facilitators	You can make changes in the contents of the proposed cases, based on the needs of the local context and considering the specific environment and school. It could be useful to use real life situations and cases that some of the teachers or parents have encountered in the past.

Name of the activity	Parental identity teacher identity, how do they fit together? (online)
Organisation that designed/proposed the activity	ANS
Format or type of activity	Focus Group
Objectives	<ul style="list-style-type: none"> • To raise awareness on the importance of sex education from early ages • To enhance parent-school relation
Number of participants	Maximum 10
Duration	45 minutes
Preparation	Identity Circle activity
Step by step description	<ol style="list-style-type: none"> 1. Explain that you will start a reflection activity and that everyone is welcome to intervene while respecting the interventions of others. 2. Introduce the topic of the activity by saying "We are here to discuss the topic of sex education, what is the role of the family and what is the role of the school. We are now going to ask you some questions, which will serve as a guide for you in dealing with this topic." 3. Ask one question at a time and give participants time to reflect: <ul style="list-style-type: none"> • For parents: Has becoming a parent had an impact on your identity? Has your identity changed since then? Is it possible to speak of a parental identity separate from yours? • For the teachers: Has becoming a parent had an impact on your identity? What about your role as a teacher?

	<ul style="list-style-type: none"> • As parents, how do you relate to sex education with your children? Do you feel comfortable addressing the topic? Have you already done so? • What relationship do you think schools and families should have in order to offer sex education activities? Should one actor have a primary and another secondary role or are they equally important? • What could facilitate the relationship between school and family in supporting young people's sex education? <p>Facilitate discussion between participants and intervene only if necessary, being impartial.</p>
Closing up	Guide a final consideration of one's role as a parent and/or teacher within the school context and in sex education. If it did not emerge from the discussion, emphasise the importance of cooperation between school and family. Both must be involved in the sex education of young people.
Comments / hints for facilitators	<p>Set up the whole activity to ensure mutual respect between participants, it is important to always remind that everyone has the right to speak but no one is forced to do so, only those who feel comfortable. Every intervention will be respected.</p> <p>Allow time for participants to reflect on the questions provided, do not be afraid to leave moments of silence, they are preparatory to reflection.</p>
Resources	Identity Circle graphic

Name of the activity	Challenge or opportunity? (Online)
Organisation that designed/proposed the activity	MEH
Format or type of activity	Jamboard
Objectives	<ul style="list-style-type: none"> • To create a safe space for parents to express their concerns and challenges in addressing topics related to sex education
Number of participants	5-10
Duration	At least 45 minutes
Material needed	<ul style="list-style-type: none"> • Jamboard or Padlet • Internet connection
Preparation	The facilitator needs to get familiar with the main topics related to sex education and human rights

Step by step description	<ol style="list-style-type: none"> 1. Ask parents and teachers to share on Jamboard 3 challenges related to sex education: <ul style="list-style-type: none"> ● Challenge that they have experienced as a young person ● Challenge as a parent/teacher ● Challenge they fear, but it has not happened yet 2. Read the challenges written and comment if there are same or similar challenges. 3. Ask participants to choose at least one challenge written and to give suggestions on how to face it and if possible to turn it into an opportunity.
Comments / hints for facilitators	<p>It is important that everyone feels safe to share their challenges; doing it anonymously helps to open up about the difficulties that each participant can have.</p> <p>As facilitator, you should comment and support the discussions based on your knowledge and experience. Make sure to sum up and highlight the opportunities that come up in the discussion.</p> <p>It is important to highlight that challenges for adults are often opportunities to clarify topics with young people and build trust in long-term relationships with them.</p> <p>As facilitator, you might also highlight how a challenge for a parent can be less difficult for teachers and vice versa. This is why it is crucial to strengthen a dialogue and cooperation among them.</p>
Resources	<p>www.jamboard.google.com</p> <p>www.padlet.com</p>

Name of the activity	Creation of a Forum Theatre play
Organisation that designed/proposed the activity	La Xixa
Number of participants	4-15
Objectives	<ul style="list-style-type: none"> ● Create a forum theatre piece to address issues of comprehensive sex education. ● Identify roles, situations and conflicts and alternatives during the process. ● Encourage creativity and collective creation.
Duration	3 hours minimum, depending on the process it is an activity that can be extended

Material needed	<ul style="list-style-type: none"> ● Bigspace ● Props or costume elements (optional)
Preparation	<p>Explain the methodology to be used. Comment that a Forum Theatre piece presents a conflict of everyday life, so that the audience can generate a debate around these issues, and the play is opened so that the spectators can participate in the play and change the situation.</p>
Step by step description	<p>In the process of creation, a problematic or everyday situation proposed by the group of participants is staged. In this case it is important that the group identifies situations related to sex education.</p> <ol style="list-style-type: none"> 1. Divide the participants into groups of 5 people. 2. Ask each group to identify a topic that they want to focus on. They can get inspired by previous activities or from personal experiences/stories. 3. Ask the participants to create a story on the topic and to identify: context, characters and conflict. Provide some guiding questions to facilitate the process: <ul style="list-style-type: none"> ● Where does the story take place? Example: classroom, schoolyard, family dinner, when? ● What characters are present and what roles do they play? ● What is the main conflict? <p>Example: The group decides to work on a situation in the classroom where a student is bullied because of their sexual orientation and the teacher witnesses the situation.</p> <ol style="list-style-type: none"> 4. Invite the participants to deepen in the identity of the characters, their personal stories, to rehearse them and improvise dialogues. 5. Explain that now all the groups will be invited to present their play, which will stop in the moment of conflict to give space to the forum, which is also going to be rehearsed. 6. During the forum ask participants to identify the different roles of the Theatre of the Oppressed: oppressed, oppressor, ally of oppressed, ally of oppressor, neutral. 7. Invite the participants to rehearse character replacements. 8. Give feedback from each group to enhance the situation presented.

Name of the activity	Forum Theatre: Meeting and dialogue between families, teachers and students
Organisation that designed/proposed the activity	La Xixa
Format or type of activity	On-site workshop and presentation of Forum Theatre plays
Methodology	Forum Theatre
Objectives	<ul style="list-style-type: none"> • To present a Forum Theatre performance, created in the previous sessions by the group. • To encourage dialogue between the school, families and teenagers. • To debate on issues related to comprehensive sex education. • To encourage the active participation of people from the school community. • To raise awareness of the need for comprehensive sex education.
Number of participants	10 to 50 participants
Duration	60 minutes
Material needed	<ul style="list-style-type: none"> • A large room with a stage or a space that can fulfil this function • Chairs for the audience • Props needed for theatrical performance • Technical elements such as microphone, loudspeakers, as required.
Preparation	<p>Before executing this activity, the group must first work on the: Creation of a Forum Theatre piece.</p> <p>It is necessary to carry out a previous communication of the event:</p> <ul style="list-style-type: none"> • Preparation of a poster • Invitation to the school staff, students, families and school community • Dissemination through the school networks • Other dissemination strategies that you find relevant
Step by step description	<ol style="list-style-type: none"> 1. Welcome: welcome the audience and provide a short introduction of the project and the event. 2. Carry out a short icebreaker to activate the audience, awaken their attention and encourage their active participation. <p>Activation dynamics: Yes, Yes, Yes - No, No, No</p>

- Say sequences of short words (yes, yes, yes - no, no, no - no, yes, no etc.) and invite the audience to repeat them.
- Now tell the audience that the instructions will be reversed: the audience is invited to say "No" when you say "Yes" and "Yes" when you say "No". Try it out a few times.
- The same can be done, adding to the reversed Yes and No, other words. The level of difficulty rises each time new words are added. (es. Words: Yes- No, Joan-Ana, etc.)

1,2,3

- Invite the audience to count together with you up to three alternately, so that when you say 1 the audience says 2, then you say 3 and the audience starts again with 1 and so on. Try it out a few times.
 - Now ask the audience to replace the number 1 with a gesture and a sound. Try it out a few times
 - Do the same with the number 2 and 3.
3. After the activation dynamics, explain that the performance will start and that the audience is a fundamental part of it as the play will be followed by a debate/forum.
 4. Invite the audience to give the "action" with you: 1, 2, 3 ACTION

Forum

5. At the moment of maximum tension, the facilitator stops the scene (actors and actresses freeze on stage) and starts asking questions to guide the forum.
 - What happened in this scene?
 - Does this happen in real life? Where?
 - What was this character doing?
6. After having jointly analysed the scene presented and identified the conflict presented, ask the audience if they think anything needs to be changed.
7. Ask more specifically if a particular character could do something in particular to change the situation.
8. If someone from the audience suggests something, invite them to come on stage, substitute an actress or actor and take on the role of the character they think can do something to change the situation. To prepare the intervention, ask:
 - At what point would you like to intervene?
9. The scene is then played again but with this new variable.

This pattern is repeated as many times as the audience proposes alternatives.

10. After the replacement, the forum is reopened to discuss whether something has changed.

	<p>If the spectator/spectatress shows resistance to come on stage, you can ask them to give advice to the characters.</p> <p>During the forum, invite the audience to discuss and look for alternatives as to what young people, families and the school community can do in the situations presented.</p>
Closing up	<p>To conclude the event:</p> <ul style="list-style-type: none"> • Thank the actors, actresses and audience for the participation. • Summarise what was discussed and the most important issues that were highlighted. • Optional: Ask the participants to evaluate the event (it can be through a Google form).
Strategies used to promote the participation of families.	<ul style="list-style-type: none"> • Ongoing dialogue with teachers and the school to disseminate the activity. • The participation of students in the activity can encourage the direct involvement of families.
Comments / hints for facilitators	<ul style="list-style-type: none"> • One of the objectives of this activity is to serve as a rehearsal to explore alternatives or different scenarios that occur or could occur in relation to sex education, to discuss and collectivise situations.
Resources	Theatre of the Oppressed - Augusto Boal: Forum Theatre

EXPERIENCES IN EACH COUNTRY

THE EXPERIENCE IN GREECE

In Greece, the pilot training took place at the 2nd Gymnasium of Alimos on the 8th and 9th of February 2023 from 14:00 to 20:00, involving 25 participants. The group included teachers (of general and special education), parents and school staff (psychologists, a school nurse, and social workers). The participants were selected through the school and teachers' networks.

The piloting was very successful. The participants stated that they were very pleased with the experience and with the overall design of the piloting. They gained new knowledge, met new people, exchanged ideas, discussed challenging subjects and had a good time. They ended the training motivated to change the way they act about sex education issues. The final activity "Let's talk about consent" worked particularly well as it created a lively discussion on a subject that is of great interest to parents, teachers, and students. The participants enjoyed role-playing. The reflections after each activity were also very useful.

From the point of view of the facilitator, this experience underlined the need for introducing sex education in the national school curricula and providing further support for teachers and parents.

Results and analysis of the teachers' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 4,2;
- Content: 4,6;
- Methodology: 4,9;
- I felt comfortable expressing my thoughts: 4,7;
- I felt listened to: 4,9;
- Level of general satisfaction: 4,9.

Overall, all the teachers who participated in the piloting were satisfied with the programme, and they believe that it was a very good first step in introducing sex education in schools. They stressed the importance of the families' support and collaboration. The teachers enjoyed the activities proposed, and especially the theatrical ones that included role-playing and body language. All of them would recommend the INCLUDED training to their colleagues.

In teachers' words

Cooperation between schools and families will be the most important step for the sex-ed programme in schools (Teacher 3, 2023).

We need communication, cooperation, and open minds (Teacher 6, 2023).

It is important because of the crucial role that family has. To overcome resistance, I discuss and give time (Teacher 13, 2023)

Results and analysis of the families' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 4,6;
- Content: 4,6;
- Methodology: 5,0;
- I felt comfortable expressing my thoughts: 5,0;
- I felt listened to: 5,0;
- Level of general satisfaction: 5,0.

All the participants were very happy with the training. All of them highlighted the importance of sex education at schools, while some of them stated that the training helped them change their perspective. Also, besides the general knowledge on sex education they acquired, they appreciated the theatrical activities proposed. However, it is important to mention that only 2 out of 5 participants affirmed that they trust teachers to implement. The others consider them not adequately prepared to do so.

In families' words

I trust teachers and educators because I believe that they have the tools and the knowledge. The problem lies in family support, and I believe that we need to work more on that (Family 2, 2023).

Teachers and educators are not well-informed and educated on this topic. They do not have the tools to teach sex-ed at school (Family 5, 2023).

THE EXPERIENCE IN ITALY

Teachers pilot assessment

In Italy, the pilot was conducted online through Zoom to accommodate teachers' schedules and the difficulty of meeting at a specific location which would not be convenient for everyone. The training was divided into three sessions between the 6th and 27th of February 2023. The training involved 32 participants including educators, teachers, psychology students and psychologists.

The interest in the activities carried out was very high as was the participation and involvement of the participants. The discussion-based methodology was particularly appreciated as participants felt that this practice is not encouraged in their daily professional lives. However, participants said that they had hoped to receive more specific content about sex education. Despite this, the impact of the pilot on the participants was positive.

Results and analysis of the teachers' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 4,2;
- Content: 3,9;

- Methodology: 4,2;
- I felt comfortable expressing my thoughts: 4,4;
- I felt listened to: 4,6;
- Level of general satisfaction: 3,9.

The pilot's activities and the training in general were highly appreciated, although the participants expected to receive more content directly on the topic of sex education and sexuality both in general and in the context of intellectual, cognitive and functional diversity. This is probably due to the fact that there is no specific training on the topic and teachers and educators feel a great need to be supported and equipped with new tools and strategies. Despite this, they said they were pleased to have had the opportunity to reflect on the issues presented and especially to share views among colleagues because it does not happen frequently in their normal daily activities.

In teachers' words

The first impression that children have on this topic comes from the family context...so parents play a central role in this part of education, it is important to make them understand this. Perhaps one attitude that I have found is to postpone dealing with the subject when there is a real need, but it would be important to talk about it in advance (Teacher 6, 2023).

It is important to involve families because sexuality is also part of the life and person of your child. You could do parenting training groups with sex education content. We try to grasp the perplexities and understand the resistances of the family and give them space (Teacher 10, 2023).

Every educational intervention is better if most of the people are involved. It is generally more effective. To involve families, I would first ask if they consider sex education appropriate for their child, and then ask if they have already done so. I would end up asking what level of involvement they want to have. If I encountered resistance, I would show a range of possibilities for intervention and ask what they feel they should do. I would try to get even a minimum of involvement (Teacher 19, 2023).

Families pilot assessment

The pilot was carried out online and divided in three sessions from the 6th to the 16th of March 2023. The training involved 12 participants, parents of children between 8 and 15 years old. 6 of them are parents of children with intellectual, cognitive or functional diversity. The pilot went quite well as the involvement of the participants was very positive. However, since these were participants with young children or otherwise not yet independent, it was difficult to find a time of day that would be suitable for them. For this reason, not all participants were able to be present at all sessions. However, a small group attended assiduously and valued the experience as a good opportunity for exchange of views and perspectives, fostered by the "intimate" dimension of the group. Although the participants' evaluation of the pilot was good, there was a general request for more activities and content directly tackling the topic of sex education and sexuality.

Results and analysis of the families' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 3,5;
- Content: 3,5;
- Methodology: 3,8;
- I felt comfortable expressing my thoughts: 4,0;
- I felt listened to: 4,0;
- Level of general satisfaction: 3,8.

In comparison with the pilot with teachers and educators, conducting the activities with parents was slightly more complex because the participants were quite diverse, both in age and educational level. In spite of this, the goal of reflection and sharing was achieved and the participants were pleased to have participated. Indeed, the diversity among them was an added value and reason for further deepening of ideas, opinions and beliefs on the topic.

In families' words

It cannot just be a delegation to the institution, but it must involve the parents, who are the first educators (Family 3, 2023).

I don't think the parents should be the main interlocutors, unless explicitly requested by the children (Family 4, 2023).

THE EXPERIENCE IN MACEDONIA

Teachers pilot assessment

In Macedonia, the pilot training with teachers took place on the 28th of February 2023 within the premises of KMOP Skopje office, involving 8 participants: school staff (psychologists, pedagogist, special educators) and teachers of both general education and special schools.

The experience was very successful. A positive atmosphere was created in which all participants felt comfortable and were enthusiastically dedicated to the activities. Based on the verbal feedback received by the participants, we can conclude that they were very satisfied with the activities and that they found participating in such training very useful, since it gave them a chance to expand their knowledge, network and establish a collaboration with other schools. The participants especially enjoyed sharing and exchanging their experiences and the challenges that they encounter when tackling sex education. They used their personal stories to do the theatrical exercises and participate in interesting debates.

In order to further improve the training, the participants suggested adapting the activities and theoretical part to the level of knowledge of participants related to the topic, and also, preparing additional resources and materials (presentations/handouts) for the participants to support the theoretical part and give more understanding of certain terminology.

Participants were really satisfied with the overall organisation of the training. As professionals from different schools, they had the opportunity to share the experiences and practices of each school. The facilitator and hosting organisation also had the opportunity to expand the network of collaborators, while coming directly into contact with the needs and challenges that schools and school staff face. The organisation offered additional workshops for all the staff and parents at the local special education school.

Results and analysis of the teachers' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 5,0;
- Content: 5,0;
- Methodology: 5,0;
- I felt comfortable expressing my thoughts: 5,0;
- I felt listened to: 5,0;
- Level of general satisfaction: 5,0.

All participants were satisfied with the workshop. Parents agree that sex education should be treated at school, however they have hesitation about whether this should be included as a formal subject or not. In general, parents do not have enough prior knowledge on sex education, especially on how to act in specific situations that their children face. More knowledge is needed especially for parents of children with special educational needs and intellectual, cognitive, and functional diversity. Everyone agrees that the materials provided by the INCLUDED project are quite useful and can be easily applied in the school environment with and after proper training of the school staff.

In teachers' words

This activity was a good way to see how this topic can be handled with the parents, taking into consideration the local culture and environment. I think the topic was introduced in a simple way and I believe that the parents will be more open about exploring this topic (Teacher 1, 2023).

Parents are the key factor as they are actively involved in the upbringing /raising of the children. Sometimes there are prejudices and the parents don't know how to act. Because of this it is important for the parents themselves to be prepared, educated on this topic, so they know how to approach their children. It is possible for joint activities between the parents and the school (debates, workshops, etc.) (Teacher 1, 2023).

Families pilot assessment

The pilot training with families took place on the 22nd February 2023 within the premises of KMOP Skopje office. The training involved 4 parents and 1 teacher.

The participants were very satisfied with the activities and found it very useful to participate since they could expand their knowledge, network and establish a closer

collaboration with the school. They considered it helpful to tackle some specific challenges that their children and the school deal with.

What was missed was the participation of parents of children with intellectual, cognitive and functional diversity. A comprehensive introduction to the main topics of sex education would have helped to lay the foundation of the training, especially for those families that are not very familiar with the terminology used. Building at the beginning a circle of trust among participants helped them feel more open, comfortable and share personal experiences and challenges. This aspect should always be taken into account when dealing with such sensitive topics. Through the training, parents had the chance to exchange their experiences and conclude that they all face similar challenges, which made them more secure and open to finding solutions instead of avoiding the issues. Both the facilitator and the organisation expanded the network of collaborators, were able to hear first-hand the needs and challenges of the parents and reflect on how to improve their cooperation with the schools.

Results and analysis of the families' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 5,0;
- Content: 5,0;
- Methodology: 5,0;
- I felt comfortable expressing my thoughts: 5,0;
- I felt listened to: 5,0;
- Level of general satisfaction: 5,0.

All the participants were satisfied with the workshop. Parents agree that sex education should be present in school, however they are not sure if it should be included as a subject. Parents agree that their involvement in the school and activities of their children is needed, which is a challenge given the diversity of the parents - from socially disadvantaged families, remote areas, parents with lower or no education or parents who themselves have an intellectual, cognitive or functional diversity.

In families' words

It is important to be included in the school activities and programmes (Family 1, 2023).

I consider it is important to introduce sex education in primary school (Family 4, 2023).

I think that only a small part of the teachers is prepared. They do not have the tools (Family 2, 2023).

THE EXPERIENCE IN SPAIN

Teachers pilot assessment

In Spain, the teacher pilot took place between the 9th and 26th of January 2023. The first and last sessions were carried out online, while the others were carried out face-to-face. The first face-to-face session was used to identify expectations, fears and taboos among teachers through activities that promoted internal investigation and self-assessment. For the second session, we also invited students to create Forum Theatre plays which would then be presented in the session with families. The pilot was attended by 8 teachers, and 7 students between 15 and 16 years old.

The participation, commitment and interest of the teachers were high and very important for the development of the pilot. During the pilot, a space for learning, reflection and action was generated. The methodologies and activities applied were well received, and served as the basis for the plays that were then brought on stage. The participants expressed interest in continuing to be trained on sex education and said they would have liked the pilot to last longer. The teachers appreciated the participation of students in the pilot, and considered it strategic to involve them in the plays in order to motivate families to assist. Overall, the training had a positive impact on the group. The participants really liked the methods used and identified tools that they can use in their daily practice with students and families to address sex education and other issues.

As a facilitator, it was important to take into account not only the content connected to sex education but also to reinforce and incorporate an intercultural and intersectional perspective in the activities.

Families-teachers pilot assessment

On the 20th of January, two Forum Theatre plays created by teachers and students were presented to the school community, formed by other teachers (7), students (10) and families (15). We also presented a play created by la Xixa Lab, the theatre company of La Xixa.

The participation of the audience in the forum was of great value, although students were more keen to participate than families. In relation to the activity, the teachers noticed that the number of people in the audience was ideal for a first-time performance. They observed that the families were involved in the activity and felt that there was a good and open dialogue. According to the evaluation, both the families and teachers believe in the importance of the topic of sex education and that it should be worked on not only in the school context, but also in the family and social sphere.

The presence of the families was facilitated by the participation of students in the plays and by the format of the debate as a Forum Theatre. It is certainly an activity that can be replicated in the future.

Families pilot assessment

After the Forum Theatre event, the families were invited to an online session to keep debating their roles and the school's role in their kids' sex education. The participation was not very high in numbers, but very interesting. In this intimate space, they were able to talk extensively, sharing their points of view, opinions and experiences. The conclusion was that sex education is necessary and that the INCLUDED activities helped them reflect on sex education. They highly appreciated the methodology used.

Results and analysis of the teachers' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 4,7;
- Content: 4,6;
- Methodology: 4,9;
- I felt comfortable expressing my thoughts: 5,0;
- I felt listened to: 5,0;
- Level of general satisfaction: 4,8.

There is a difference between the session with the teachers alone and the session with the students. In the former, an intimate space was created where they were able to delve more deeply into their roles and experiences in relation to families and sex education. The teachers commented on their tiredness, workload and multiple responsibilities, as well as the difficulties that exist when working with some families and students.

In relation to sexuality and sex education, some of the teachers recognised that they felt distant from some "new" concepts or things that did not happen before. They commented that nowadays, through the internet, young people handle much more information and that certain things are normalised and that they do not know how to deal with these issues. Others say that they perceive sexuality and sex education as something "natural" and that they intend to approach it that way in the classroom. There is a tendency to look at sex education from a biological perspective; some teachers identify that it is a much broader topic but do not know or do not feel prepared to go into it in depth.

In relation to the participation of young people, the teachers commented that it has been enriching. In relation to the participation of families in activities, they felt that dialogue was encouraged, but it must be sustained over time in order to see changes.

As for the methodologies used in the pilot, the teachers identified certain theatrical tools and exercises that can be used transversally, and that can be applied in their work.

In teachers' words

I think that amongst all the attendees there was certainty that these are issues that need to be discussed and that there are different views that may be generational, though not always (Teacher 4, 2023).

I believe that families are very little involved and that actions such as these can bring the educational community closer but we are still a long way off... it must be nurtured, it cannot remain just a one-off intervention (Teacher 7, 2023).

I have learned that certain thorny subjects can be dealt with in a more fun and in-depth way through the performing arts and the Forum Theatre (Teacher 2, 2023).

Families and teachers must work together when it comes to the mental and physical health of our pupils (Teacher 2, 2023).

Results and analysis of the families' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 3,8;
- Content: 4,4;
- Methodology: 4,6;
- Level of general satisfaction: 4,5.

The families recognise that sex education is not something that is very present in schools and that both families and teachers have an important role and need to cooperate to approach sex education in a more natural way and beyond the biological aspect of it, but with special attention to the socio-emotional and affective parts of it. Parents argued that sexuality is often problematised, and treated from the point of view of prohibition and risk.

In families' words

I trust teachers because I know they do the best they can. But teachers don't always know everything. And sometimes they do not have the support of the families (Family 1, 2023).

I think that education should be done by teachers at schools... Parents have to do their job at home (Family 2, 2023).

THE EXPERIENCE IN THE UNITED KINGDOM

Teachers pilot assessment

In the UK, the pilot was carried out in March 2023 and it was attended by 9 participants (teachers and youth workers) who work for an organisation called "Deaf Active", partner of the Broadgreen International School. Deaf Active, is in charge of organising activities with deaf students.

The initiative was met with great interest. The piloting activities worked efficiently as they were engaging and led to great learning outcomes. The participants were able to discuss challenges and possible solutions in working on sex education related topics with young people. The interactive discussion activities that took place after "The squares" activity allowed for a safe space for participants to share their ideas and practices on how to track topics related to sex education and gender in professional settings with students. In the beginning of the workshop, communication was challenging due to the lack of some words in sign language, but the challenge was overcome through more communication among facilitators and interpreters.

The workshops had a positive impact on participants. They were able to learn about their roles and adopt new methods for engaging young people in sex education in inclusive ways.

The pilot has had a positive impact on our organisation. We could get a more comprehensive view of the key issues that professionals face, and how our role as social professionals could support them. Facilitators were able to develop more insights about the tools and methods that were most effective among the participants, to add and replicate them in the organisations' future workshops.

Results and analysis of the teachers' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 4,1;
- Content: 4,6;
- Methodology: 4,4;
- I felt comfortable expressing my thoughts: 4,1;
- I felt listened to: 4,7;
- Level of general satisfaction: 4,7.

The piloting activities were engaging, and participants were open to expressing and discussing the topics proposed. Some discussions were developed and created the atmosphere for them to exchange ideas, challenges and propose different practices and solutions that could be applied. Overall, the participants were satisfied. However, some of them responded that they still have some fears to overcome and that they would like to learn more about the topic in depth as it is very broad. Moreover, they mentioned that they were happy to track this topic, and to learn more about how to deal with challenges with young people, and with their children, as some of them were parents, and so, this will help them both on the professional and personal levels.

In teachers' words

The games were very fun and easy to take part in. Nothing was difficult. We had plenty of time to express ourselves (Teacher 4, 2023).

I have a fear but sometimes I won't say it. I would like more training to overcome these fears (Teacher 2, 2023).

Families pilot assessment

14 participants attended the workshop, including 11 families who are taking care of children and young people with some kind of intellectual, cognitive or functional diversity.

The pilot went very well, and the cooperation of the participants was excellent. The interactive discussion, especially in the second part of the workshop, gave the participants a space where they could refine, reflect, and analyse their own thinking about gender and sex, at the same time accessing the thinking of others. We encountered some difficulties in communication at the beginning of the workshop since a good part of the participants were deaf. However, the session was a success thanks to the support of interpreters.

The pilot was crucial to our organisation because it gave us the chance to consider critical topics like diversity, how we can accept and respect others' opinions, and our responsibility as social workers. The facilitators were also able to gain additional insights

on the tools and techniques that the participants found to be most useful, adding and replicating them in the organisations' subsequent workshops.

Results and analysis of the families' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 4,5;
- Content: 4,8;
- Methodology: 4,7;
- I felt comfortable expressing my thoughts: 4,6;
- I felt listened to: 4,4;
- Level of general satisfaction: 4,6.

Because of their age and background, implementing activities with families was more challenging than the pilot with teachers and educators. In general, the workshop helped participants learn the differences between gender and sex, and how these matter in their society. As a result of the reflections that were established at the conclusion of each activity, family members were encouraged to participate in worthwhile dialogues that gave them the chance to consider and analyse their views on gender and sex in the context of a larger discussion between other people. Overall, the workshop attendees expressed interest in the subject and thought that such topics are essential for the education of upcoming generations.

In families' words

Not a lot of families support various gender identities. I believe that needs should be communicated between teachers and parents. Schools do have sufficient tools, but how they use them is not the best (Family 3, 2023).

I think it is important to present the topic in the school curriculum so that young people will know more about sex-ed (Family 4, 2023).

THE EXPERIENCE IN THE NETHERLANDS

Teachers pilot assessment

The Sexmatters pilot for teachers took place at the Sexmatters office, where we had six people present, five of whom filled out an evaluation for the pilot. All of the people present are workshop leaders on the Sexmatters team, but they haven't been involved in the Included project before this pilot. Of the six participants, three were women and three were men, all identifying as queer/LGBTQIA+. Their ages range between 20 and 35 and two of them are people of colour. Their education types were varied: there was a mix of MBO (vocational), HBO (college) and University. Three live in Amsterdam and three in Utrecht, which means that all are from bigger cities. There were no religious participants, but some of them have religious backgrounds or childhoods (Christian as well as Muslim).

Because of the problems we encountered in connecting with a school that actually wanted to go through the pilot with us, we ended up piloting with members of the Sexmatters team that had not been involved in the INCLUDED Project previously. The Sexmatters team members are educators working in schools with the intended age group and with teachers almost daily, so we asked them to experience the pilot as if they were teachers who have never had sex ed training, or barely any. Thanks to the participants' experience in working with teachers, they found it doable to assume that role. We have tested a few parts of the e-learning course with them as well, as the participants were interested to see what it was like.

The creative activities were very new for most participants, as they are not widely used in Dutch and teacher education. Some participants were a lot more enthusiastic than others, who were very critical. It may have had something to do with how open the different participants were to the more creative or embodied methods used, contrary to them being used to more 'dry' and theory-focused methods.

As facilitators, we realised it was extra useful for our own team members to see and experience this way of teaching, because we could consider incorporating more creative or embodied methods into our own teacher training.

Results and analysis of the teachers' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 3;
- Content: 4;
- Methodology: 3,8;
- I felt comfortable expressing my thoughts: 3,8;
- I felt listened to: 3;
- Level of general satisfaction: 3,2

The enthusiasm and quality evaluation for the pilot for teachers were enormously varied among the different teachers that we hosted for the pilot. Interestingly, the two men were a lot more critical than the three women who assessed it. Because we only had five people fill out an evaluation, there is no way to establish correlation or causality, but it was interesting to see nonetheless.

The enthusiastic and positive responses were mostly about the inner work parts of the activities: analysing one's own reasons for teaching sex education, as well as the visualisation exercises to think about what you would do in a specific situation. There were positive opinions on involving the families in the sexual education as well, because, as two of the participants put it so very succinctly: "Sexual education happens at home as well as in the classroom" and "the conversations about sexual education don't stop in the classroom but keep going at home." Some of the participants were happy to prepare themselves for talking to families in some of the visualisation exercises, while others said they would have preferred to get some tips and tricks on how to have a conversation like that.

Depending on the experience and openness towards creative and embodied methods, these activities can be a little bit out of people's comfort zone. What one of the

participants also missed were tips on how to start talking to your colleagues and school leadership about introducing or strengthening the sex-ed curriculum in school.

In teachers' words

Sexual education happens at home as well as in the classroom. The conversations about sexual education don't stop in the classroom but keep going at home (Teacher 1, 2023).

It is important to engage families in sex-ed because it helps establish a safe and non-judgemental environment for a child's sexual development (Teacher 2, 2023)

My main fear was that I will not be able to talk about sex and sexuality in a way that is appropriate and comfortable for my students, even though I do feel like I'm quite knowledgeable on the subject. Because I had to visualise a similar scenario in the training I was able to break down and challenge my own discomfort in talking about sexuality with students. (Teacher 3, 2023)

Families pilot assessment

These are the results of the families pilot phase, which aimed to evaluate the effectiveness of the family activities. It was held via Zoom. Seven participants attended the pilot, all of whom were familiar with Sexmatters but had not previously participated in the Included project. The group consisted of three men and four women, all of whom identified as cisgender and heterosexual and were aged between 35 and 50. Participants were white, residing in urban areas, and possessed varying educational backgrounds, ranging from college to university degrees. Although not religious, some participants had Christian backgrounds or childhoods.

Due to a last-minute cancellation by the school, the pilot was conducted with families from Sexmatters' network. All participants believed that sex education is crucial and were asked to evaluate the activities not only from their perspective but also from that of parents in general. The participants expressed enthusiasm about the pilot and reported enjoying taking part in it. They believed that teachers require additional tools to provide effective sex education lessons and that these tools are currently lacking. While not all parents agreed with being more involved in their children's sex education, some expressed trust in schools to deliver appropriate education if teachers have the necessary training and resources.

Results and analysis of the families' assessment

On a scale of 1 to 5 (being 5 the maximum qualification), the following items were rated as follows:

- Duration: 4
- Content: 3,7
- Methodology: 3,5
- Level of general satisfaction: 3,5

The families provided positive feedback on the pilot, with most expressing that it was useful and that they would recommend it to other parents. The gender "Not so black and

white” activity was especially appreciated. Based on participants feedback, adjustments were made for it to be suitable for online sessions. Rather than engaging in a debate fishbowl style, participants were paired off in breakout rooms to discuss the gender questions. Participants found the discussion format to be more engaging than what they are used to getting from schools, and appreciated the opportunity to discuss how they raised their children and how gender influences their upbringing. In their view, gender-related discussions should not be contentious.

The families suggested that knowing what teachers were going to teach would be necessary to discuss the topic with their children at home and add to the conversation. Some participants suggested that a theatre presentation on the subject would serve as a useful conversation starter, even for parents who disagreed with teaching sex education at young ages. They believed that making it abstract and presenting it in an art format would make it more accessible and easier to understand.

In families’ words

I do think that sex education is a separate subject in which teachers need help to set out their own frame of reference and that therefore a good curriculum like this is crucial. With that as a tool, I think teachers should be fine. (Family 4, 2023).

I don't think that every teacher can do this, maybe there should also be a focus on this, that teachers who like this and are motivated should tell about this, but that it should not be the obligation per se of the biology teacher (which was our case). So perhaps it could become a kind of in-service training course for teachers, who could then teach sex education at several classes. (Family 3, 2023).

A play followed by a knowledge sharing/questioning session seems very nice to me. And then maybe some home assignments for children to discuss with their parents, so that it is also discussed at home. (Family 1, 2023).

VI. CONCLUSION

The INCLUDED project is an Erasmus+ project in the field of school education that brings together seven partners in six countries: Merseyside Expanding Horizons in the UK, Anziani e Non Solo in Italy, KMOP Skopje in the Republic of North Macedonia, La Xixa in Spain, Sexmatters in the Netherlands, the Regional Directorate for Primary and Secondary Education of Attica, and KMOP - Education and Innovation Hub in Greece.

INCLUDED aimed to design and implement Comprehensive Sex Education (CSE), a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aimed to equip children and young people with knowledge, skills, attitudes and values that empowered them to take care of their health, well-being and dignity; to develop respectful social and sexual relationships; to consider how their choices affect their own well-being and that of others; and to understand and ensure the protection of their rights throughout their lives. On the other hand, it also contributed to upskilling teachers, expanding their knowledge and capacity in relation to sex education and being able to generate a new dialogue with students and families.

“Including the family in inclusive sex education: guide for schools” is a methodological guide for teachers and school staff to develop inclusive sex education workshops for families and the school community. The methodologies applied in the creation and implementation of the proposed activities are: Pedagogical approach based on Universal Design for Learning methodology and Paulo Freire’s Critical Pedagogy; Critical Incident Methodology; Theatre of the Oppressed; Process Oriented Psychology.

Based on those methodologies, the consortium designed and tested activities for teachers and families and a model to foster a whole-school approach to sex education, both based on theatrical techniques. Indeed, the use of creative methods such as role-playing and theatre games have proven to be effective in educating young people, while critical pedagogy and pedagogy of the oppressed approaches can be effectively used in fostering dialogical relationships within groups.

Creative and participative methods are particularly suitable for the aims of the project, as they encourage active participation, allow adaptation and personalisation of learning, promote self-expression and self-confidence, are accessible and inclusive. The activities described promote understanding and communication among teachers, parents, and students. They include group discussions, role-playing and self-reflection exercises and aim to create a safe and open environment where participants can share their experiences and perspectives. The activities are designed to help participants get in touch with their role as professionals and work on their inner motivation: they provide sex education content and encourage dialogue on sex education between families and the school.

In order to create and test the activities mentioned before, the INCLUDED consortium carried out a desk research and 22 interviews to teachers in order to investigate the importance of families and their support to schools as a means to guarantee a comprehensive sex education to students. The research suggests that most teachers

lack information, training and tools to address sex education. The research also suggests that teachers need to recognize and reflect on their own taboos and self-awareness in order to be prepared to effectively tackle sex education. Finally, the results suggest that teachers need to work with families to establish a safe and non-judgmental environment for children's sexual development. In fact, the research confirms the need to involve families in sex education, since they have a critical role in supporting the learning of their children.

Last but not least, the research suggests that teachers and facilitators should incorporate creative and participatory methodologies into their sex education programs in order to foster participation, self-awareness and freedom to tackle such important, however most of the time difficult, topics.

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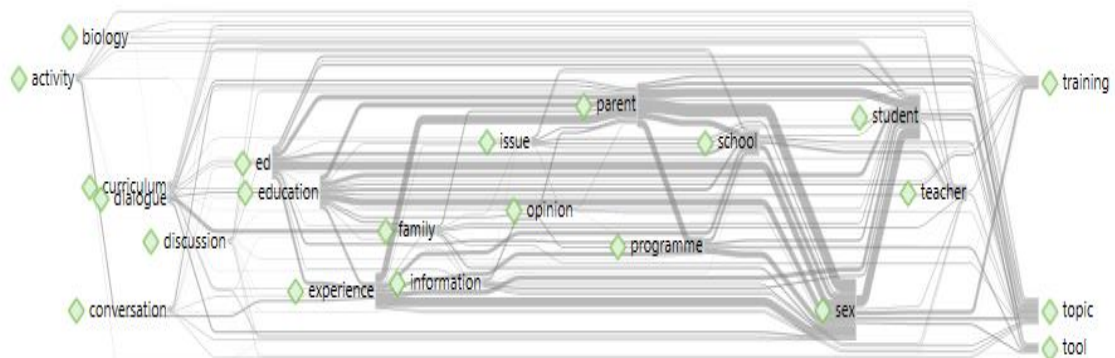
ANNEXES

Table of Co-occurrence of codes with the highest frequencies

	activity 35	answer 16	biology 7	conversation 38	curriculum 16	dialogue 32	discussion 32	ed 55	education 84	experience 124	familias 11	family 110	information 42	issue 25
activity			1		1	1		1	2	15			1	1
answer														
biology	1				1									
conversati...							1	4	2	3		3	2	1
curriculum	1		1				1	6	5	4			2	3
dialogue	1						1	5	11	1		27	1	1
discussion				1	1	1		4		2		1	2	2
ed	1			4	6	5	4		4	25		4	6	5
education	2			2	5	11		4		23		13	4	6
experience	15			3	4	1	2	25	23			6	2	4
familias														
family				3		27	1	4	13	6			6	4
information	1			2	2	1	2	6	4	2		6		2
issue	1			1	3	1	2	5	6	4		4	2	
opinion					1		2	3	1	1		1	2	4
parent	3			12	11	5	6	33	34	60		14	16	12
programme					2		2	17	11	26		1	1	
school	4		2		7	1	3	22	22	28		3	3	8
sex	2			6	7	15	4	55	46	61		15	9	11
student	6			3	6	1	3	14	30	32		10	15	12
teacher	4		7		2		2	5	12	4		10	6	1
tool	2									1				3
topic	6		1	5	6	1	3	15	5	8		6	9	11

Source: self-made. Among the highest frequencies of co-occurrence of codes/words presented in this table (with values ranging from 1 to 61 repetitions), the codes of “parent” and “experience”; “sex” and “experience”; “sex” and “ed”; “sex” and “education”; among others. These codes are the “words” more frequently mentioned together in the same paragraph or sentence by the people interviewed.

Code Co-occurrence Analysis (Sanky's Graphic)



A Sankey diagram is a visual representation of a flow from one set of code/word to another. The codes that are linked are known as nodes, and the connections are known as links. In this case it can be seen as a flow from codes/words such as “activity” towards “biology”, “curriculum”, “dialogue”, and “conversation”. There is a strong linkage between “experience”, “information”, “family”, “parent”, “school” and finally “training” because they appeared together or closely linked with much frequency. Stronger or broader linkages show a higher frequency of these codes/words.

