

# **A PILOT PROJECT ON SEX AND RELATIONSHIP EDUCATION**

*A RESOURCE MANUAL  
2018*

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**This resource manual has been produced as a part of a research project entitled 'Education and Sensitization in the Fight against Sexual Violence in Conflict: Tackling Prejudice and Social Stigma in Bosnia and Herzegovina'. Funded by the Economic and Social Research Council (ESRC) in the United Kingdom, the project is being led by Dr Janine Natalya Clark, an Associate Professor of Gender, International Criminal Law and Transitional Justice in the Law Faculty at the University of Birmingham. The organisation *Snaga Žene* in Tuzla is also involved in the project. This manual was prepared by Thomas Stocks, a PhD student at the University of Birmingham and a research assistant on the project, and Janine Natalya Clark.**

## **INTRODUCTION FROM DR JANINE NATALYA CLARK**

Notwithstanding the prevalence of conflict-related sexual violence across the globe, there is often a lack of sufficient understanding for the men and women who suffer rape, sexual torture and genital beatings. This is due to the social stigma that is commonly attached to these crimes. With the aim of addressing the problem of stigma in Bosnia and Herzegovina, in 2016 I designed the project 'Education and Sensitization in the Fight against Sexual Violence in Conflict: Tackling Prejudice and Social Stigma in Bosnia and Herzegovina'. During the first stage of the project, interactive talks on sexual violence in conflict were given in 21 different high schools across Bosnia and Herzegovina. These talks gave young people a valuable opportunity to learn about sexual violence in conflicts as diverse as the Rwandan genocide, the decades-long conflict in Colombia and the ongoing violence in Myanmar, as well as to ask questions and to reflect on how these crimes affect the lives of survivors. In total, 444 female students and 363 male students have taken part in the project so far and have completed a pre- and post-talk questionnaire. This resource manual represents the project's second stage. The serious issue of sexual violence requires more than simply one-off talks. Rather, it needs to be taught within a broader framework, and sex and relationship education offers the optimal framework. This resource manual provides some important background information, as well as different sex and relationship education topics, lesson plans and classroom activities. While the manual is only a guide, it is hoped that you will find it useful.



Dr Janine Natalya Clark

## CURRICULUM RATIONALE

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The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) has underlined that access to comprehensive, unbiased and accurate sexual health and relationship education is a human right, covered by the 1948 Universal Declaration of Human Rights. Governments have an obligation to protect health, wellbeing and dignity. According to the Committee on the Rights of the Child, the Committee on the Elimination of All Forms of Discrimination Against Women and the Committee on Economic, Social and Cultural Rights, a lack of access to sexual and relationship health education is a barrier to the realisation of these human rights.

According to the World Health Organisation (WHO, 2010), sexuality education seeks the following outcomes:

- "To contribute to a social climate that is tolerant, open and respectful towards sexuality, various lifestyles, attitudes and values."
- "To respect sexual diversity and gender differences and to be aware of sexual identity and gender roles."
- "To empower people to make informed choices based on understanding, and acting responsibly towards, oneself and one's partner".
- "To be aware of and have knowledge about the human body, its development and functions, in particular regarding sexuality."
- "To be able to develop as a sexual being, meaning to learn to express feelings and needs, to experience sexuality in a pleasurable manner, and to develop one's own gender roles and sexual identity."

- "To have gained appropriate information about the physical, cognitive, social, emotional and cultural aspects of sexuality, contraception, prevention of STIs and HIV, and sexual coercion."
- "To have the necessary life skills to deal with all aspects of sexuality and relationships."
- "To have information about provision of and access to counselling and medical services, particularly in the case of problems and questions related to sexuality."
- "To reflect on sexuality and diverse norms and values with regard to human rights in order to develop one's own critical attitudes."
- "To be able to build (sexual) relationships in which there is mutual understanding and respect for one another's needs and boundaries and to have equal relationships. This contributes to the prevention of sexual abuse and violence."
- "To be able to communicate about sexuality, emotions, and relationships, and have the necessary language to do so."

For the delivery of sexual and relationship health education, the WHO (2010) recommends the incorporation of seven guiding principles. This pilot sex education programme seeks to adhere to these principles in the following ways:

1. Youth participation: wherever possible, young people should be involved in the delivery of content. This programme incorporates youth participation through the development of example lesson plans that include presentations and peer-led teaching activities.
2. Interactive education that incorporates students' needs: as part of this sex education programme, it is recommended that students

have regular opportunities to ask questions and to identify any specific issues that they would like to discuss.

3. Continuous education: This sex education programme has been designed as an experimental pilot project that will initially run for two years. However, it recognises the importance of making links with local organisations that can provide ongoing support for young people in issues related to sex and relationship education.

4. The use of a multi-sectoral approach: This programme recommends including local health representatives and relevant organisations in the delivery of the material wherever possible.

5. Context orientated: This programme is designed to provide a framework for professional teachers to use. It is intended to be flexible in its approach in order to ensure that the content delivered reflects community and educational values.

6. Cooperation with parents and community leaders: School-based sex and relationship education forms only one part of a young person's education in this area. Parents, and community and/or religious leaders play an essential role in the development of young people, and it is important to encourage a dialogue with these groups during the delivery of this programme.

7. Gender responsiveness: This programme aims to address the needs of young women and men. If possible, it is recommended that both male and female teachers should deliver the sex education classes, to provide students of both genders the opportunity to talk to someone in confidence.

In a review and comparison of multiple sex education programmes, Kirby et al. (2007) found that no sexual health education programmes caused students to engage in more sexual activities, and that many comprehensive sex education programmes resulted in a decrease in sexual activity, delayed initiation of sex and fewer sexual partners.

### **WHAT ARE THE OBJECTIVES OF THIS PROGRAMME?**

This sex education programme has been designed in the form of three lessons per academic year. It is aimed at young people between the ages of 14 and 18. The lesson content addresses different issues that are appropriate to the needs and maturity of the students.

The programme provides a framework for you to work within and to build on. While it includes a range of activities and complete lesson plans that can be used, these lessons are provided to help minimise the work required in delivering the programme. Please use and adapt this programme using your best professional judgement as teachers.

This programme has four main objectives:

- To provide comprehensive sex and relationship education that includes lessons about health, contraception, pregnancy, consent, and forming and maintaining healthy relationships.
- To provide information about local services on sexual violence, sexual health, relationships and mental health to young people.
- To challenge myths about sex, relationships and rape and sexual violence.
- To teach about rape as a weapon of war and the lasting impact that this has on survivors and society more broadly.

# INITIAL COURSE PREPARATION

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## SETTING THE GROUND RULES

While your classrooms are likely to have established ground rules covering behaviour already, it is a good idea to put in place a specific set of ground rules for these lessons.

In many of these lessons, you will be covering topics that are normally off-limits. However, you need to ensure that students feel comfortable expressing themselves. Students may not have the skills or vocabulary to voice opinions or questions on some of the topics covered in a mature and appropriate way.

The ground rules should establish that students are free to ask any questions they may have or to voice any opinions. However, these rules should also stress that students are free to leave the sessions at any time if the lesson content makes them uncomfortable.

## DISTANCING TECHNIQUES

Students may ask questions that are intended to shock you or push you. They may also make jokes or otherwise inappropriate comments. Often this is because students are using humour to hide their own discomfort.

Similarly, students may ask questions that are unintentionally inappropriate. For example, they may ask you directly to talk about your own experiences in sexual relationships. When setting the ground rules for the sessions, it is essential that you set boundaries that clarify what is appropriate for you to talk about too.



Using distancing techniques allows you to respond to students' questions without encouraging inappropriate behaviour. These are some examples:

Student: "When did you first have sex?"

Teacher: "It isn't appropriate for me to talk about my personal life at school, but you have brought up an interesting topic. We will be going on to talk about the age of consent and similar issues later in the session."

Student: "Do you use condoms?"

Teacher: "As we covered in the ground rules, I am not going to talk about my personal life in these sessions. However, anyone that wants to avoid sexually transmitted infections or unwanted pregnancy should use a condom during sexual activity."

It is important for you to maintain an environment within your classroom that reflects the behavioural standards of your institution. However, it is also important not to dismiss inappropriate comments as bad behaviour. Even if a student asks a question in an appropriate way, s/he may still want/need an answer to it. It is better to use any comments as an opportunity. This also encourages students to participate in lessons.

### **INTERACTIVE PLANNING**

As noted above, good comprehensive sexual education programmes incorporate the needs of their students.

The week before each sex education class takes place, you should run a short activity in which the topic of the lesson is briefly

introduced. You should give each student a small piece of paper and ask them to write a question about the topic of the forthcoming lesson.

Make sure that all the students write something, but give them the option to write “I do not have a question”. The questions should then be collected. This ensures that students are provided with the information they need. It also gives them anonymity and the freedom to ask questions they might not otherwise feel able to ask.

Then, either leave space to answer the questions as an activity within the class or tailor some of the activities to provide answers to the questions.

## **ACTIVITY TYPES**

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This resource manual brings together activities from a number of different, well established comprehensive sexual education programmes. The lessons are designed to be cumulative and to build on the knowledge gained from previous sessions. Each of the lesson plans uses some combination of the following activities:

### **ICE-BREAKERS**

Ice breaker activities are particularly important when teaching sex and relationship education. They help to ease everyone into difficult subjects and they set the tone for the rest of the session.

### **GOING BACK OVER GROUND RULES**

It is a good idea to regularly remind students about the ground rules for each session, particularly as these lessons will not be taught on a

weekly basis. In addition, you might feel that it makes sense to set additional ground rules for some of the later lessons that cover more sensitive subjects.

### **GROUP WORK ACTIVITIES**

Controlled group work activities, particularly discussion-based group activities, allow students to navigate different attitudes and opinions in a controlled environment. It is important for young people to understand how attitudes vary, especially among peers, and to respect these differences.

### **PEER-LED SESSIONS**

Youth participation in sex and relationship education planning and delivery is important. Using activities within lessons where students are responsible for teaching other students ensures that the students take an active role throughout this programme.

### **CHALLENGING MYTHS**

An important part of this programme is addressing myths that students may have heard in the media, from their friends or from other sources. Activities designed to challenge different myths are incorporated into the various lesson plan examples contained in this manual, and it is important to include these activities regularly.

### **REFLECTIVE EXERCISES**

Reflective exercises include exercises designed to help students reflect on the content taught in each session, but also activities designed to encourage students to think about their own behaviour, and the origin of, and reasons behind, their attitudes regarding each of the topics covered.

Reflective activities are included as the last activity in each of the example lesson plans, and some of the other lessons use reflective activities throughout the sessions.

# LESSON 1 – DEALING WITH PUBERTY

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## LESSON RATIONALE

The purpose of this lesson is to provide an overview of the physical and emotional changes that young people undergo during puberty. As this lesson will be taught to students who are already going through puberty, it primarily concentrates on the emotional aspects of puberty and the later physical changes that occur, rather than teaching students about what to expect when puberty begins.

## LESSON OBJECTIVES

At the end of this session, your students should be able to:

- List the changes the body undergoes during the different stages of puberty.
- Discuss the emotional changes caused by puberty.
- Analyse behavioural consequences caused by these emotional changes.
- Identify local organisations that can provide help with both the physical and emotional changes caused by puberty.

## LESSON PLAN

Introduction (5 minutes)

- In addition to introducing the lesson, it is a good idea to provide a broader introduction to the programme overall.

### Setting ground rules (5 minutes)

- It is important to set ground rules for these sessions, so spend a little time in the first lesson introducing the ground rules and emphasising that these rules are specific to these lessons and do not extend to regular classes.

### Mind-map activity (10-15 minutes)

- This allows you to check student's knowledge about the physical changes the body undergoes during puberty. Using a SmartBoard or flipchart, have a section for changes that occur to the male body and changes that occur to the female body. Ask students to fill in each list, until they have no more suggestions. If you feel that students have covered the different changes adequately, move on to the following section. Otherwise, present some information about the changes they have missed.
- Students should then discuss the age at which these bodily changes are likely to occur and the age at which puberty finishes.

### Group sorting activity (10-15 minutes)

- Building on the age when puberty finishes, move on to the emotional changes that occur during puberty by pointing out that the changes covered so far have all been physical, before asking what other sorts of changes may occur.
- Give the students each of the following emotions and states, and ask them to choose which of them can be caused by puberty. Then, ask them to rank their choices based on the

impact that they think the different emotions and states can have on behaviour.

- Anger, mood swings, irritability, depression, sexual attraction, love, low self-esteem, lethargy, frustration, self-consciousness, uncertainty, craving solitude.
- All of these different emotional states are associated with puberty.

Group discussion (10 minutes – if the discussion activity is going well, allow the students to continue for longer)

- In the same small groups, have the students write a small justification for the order in which they have ranked the different emotional states. Then, ask the students to talk about the order they have chosen with the whole class. Open this up to a discussion with the whole class by asking for examples of different behaviours that could be caused by these emotional states.
- Finally, introduce services that students can access to help manage any difficulties with either the physical or emotional aspects of puberty.

Leave time at the end of the class to address any questions from the week before that have not already been covered by the content of the lesson.

## LESSON 2 – RESPECTING DIFFERENCE

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### LESSON RATIONALE

The purpose of this lesson is to introduce important ideas about respecting and valuing difference in personal relationships. This lesson builds a foundation for future sessions on relationships, consent, and sexuality which will explore similar issues in greater detail.

### LESSON OBJECTIVES

At the end of this session, your students should be able to:

- Explore the ways in which they are different from and similar to their peers.
- Reflect on the emotions involved in exploring peer-group differences.
- Identify positive and negative ways in which to talk about differences.
- Describe the best ways to approach differences within various scenarios.

### LESSON PLAN

Introduction and ground rules refresh (5 minutes)

Ice breaker activity (10 minutes):

- Students are placed in groups of two or three. Then, students are asked to write a paragraph that identifies two similarities



between group members and two differences. Finally, each of the groups reports on its findings.

- Teachers then expand on this activity by asking open questions including: "How did you feel discussing your differences?", "Did you feel different discussing your differences and your similarities?", "Did you find any of your differences surprising?", and "Did you have any difficulties discussing or finding any differences?"

Discussion activity (5-10 minutes):

- As a class, work together to consider the best strategies for talking about differences.

Group work and presentation activity (20-30 minutes):

- Split the class into groups of four or five. Then, give each of the groups a number of different scenarios to discuss within the groups. Provide these scenarios one at a time:
  - You and your parents/partner/friends are going to see a film. You would like to see one film, while your parents/partner/friends disagree and want to see another film. How would you approach these disagreements? Would your approach differ depending on which person you were having the disagreement with?
  - You and your partner are disagreeing about what you are going to do next time you meet. How would you decide what to do? Also, if the classes are mixed gender, ask the groups to consider whether the male and female students have responded differently. If you are working with single gender classes, ask the groups to consider

whether they believe men and women would act differently in these scenarios.

- Your partner has asked you to do something you do not want to do. You have already explained that you do not wish to do it but s/he keeps asking. What should you do?
- Each group will then present their answers to the class, before opening it up to a broader discussion.

Reflective activity (5 minutes):

- For the final activity, bring the class together and discuss how they felt about the lesson activities. Has it made them think about how they handle disagreements and differences? Have there been any differences in the class about how differences are handled and resolved?

## **LESSON 3 – CONTRACEPTION AND SEXUALLY TRANSMITTED DISEASES**

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### **LESSON RATIONALE**

This lesson deals with contraception and sexually transmitted infections. Some of this information will be revisited in the lesson that discusses pregnancy. The main purpose of this session is to ensure that students understand the importance of using contraception, the advantages and disadvantages of different contraceptives, the impact of sexually transmitted infections and sources of help and support. For this lesson, you should consider working with a health professional.

### **LESSON OBJECTIVES**

At the end of this session, your students should be able to:

- Rank sexually transmitted infections based on their effects and impact on health.
- Teach their classmates about different types of contraception.
- Identify local organisations that provide sexual health services.
- Separate sexual health myths from realities.

### **LESSON PLAN**

Ice breaker activity (5 minutes):

- Bring in suitable sweets for your students. Ideally, these sweets should be different colours or shapes. Without

explanation, hand these sweets out and ask the students to pass them around and eat them.

- These sweets are used later as a metaphor for different sexually transmitted diseases. After the students have eaten them, introduce the lesson.

#### Presentation (10 minutes):

- Using the information provided in the materials or from a reputable health source (such as the World Health Organisation's website), design a presentation that outlines the effects of the most common sexually transmitted infections: chlamydia, gonorrhoea, syphilis, trichomoniasis, herpes, HPV, and HIV.
- Use a slide, flipchart or handout to link the sweets you gave out earlier to the STIs you have just introduced. Use this as a link to talking about the risks of unprotected sexual contact, including oral sex.

#### Ranking activity (10 minutes):

- In small groups, ask the students to rank the sexually transmitted infections which have been discussed, based on the effects of these infections. Information on access to treatment, whether the condition is chronic or treatable, and on lasting effects, is important for this activity. Then, discuss the order chosen by each group in the class.
- Use this discussion time to talk about where students can go to get help if they think they might have a sexually transmitted infection.

### Teaching activity (15 minutes):

- Provide the small groups with a few types of contraception and information about each, including method of use, effectiveness against pregnancy and sexually transmitted infections and potential side effects of use. The groups should use this information to put together a short presentation that teaches others in their class about the types of contraception they have been given. Consider making this a longer activity by giving the students materials to create posters or other presentation aids.

### Question and answer activity (10-15 minutes):

- Ensure that the week before the session runs, the students are told about the lesson and given the opportunity to submit any questions using the method described in the initial course preparation section. Then, use the time at the end of the class to address any questions submitted, and any further questions that students may have at this stage.

## **LESSON 4 – BUILDING HEALTHY RELATIONSHIPS**

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### **LESSON RATIONALE**

The content of this lesson builds on the information taught in lesson 2. The purpose of this lesson is to encourage students to think about the effects of their behaviour on the people close to them, how to recognise and respond to negative situations in relationships and to consider how online relationships differ from more conventional 'offline' relationships.

### **LESSON OBJECTIVES**

At the end of this session, your students should be able to:

- Identify and compare features of positive relationships and negative relationships.
- Work with peers to discuss appropriate responses to different relationship scenarios.
- Analyse how social media can affect behaviour in relationships.
- Identify people or organisations that can help with issues of abuse.
- Discuss how to stay safe online.

### **LESSON PLAN**

Introduction and ground rules refresh (5 minutes)

- As this is the first session taught in the second year of this programme, it is a good idea to go over the ground rules again.

### Group mind-map activity (5-10 minutes)

- As a class, create mind-maps that show features and examples of positive relationships and negative relationships. For this activity, rely on the input from the students rather than offering your own examples.

### Group discussion (15 minutes)

- The more extreme negative behaviours within a relationship can be characterised as abuse. In small groups, students should work together to provide a simple, one sentence definition of abuse and provide some examples of both emotional and physical abuse. Then, discuss as a class the different definitions that each group comes up with.
  - o Which aspects of abuse did the students concentrate on?
  - o Did the students give extreme examples of abuse? If so, talk about warning signs of abuse and less overt examples of negative behaviours in relationships, such as manipulation, controlling behaviour and insults.

### Individual reflective activity (5-10 minutes)

- Give the students a few minutes to think about how negative and abusive behaviours may differ in online communications and relationships compared to offline relationships.

### Class discussion (5-10 minutes)

- Have a discussion about the differences each of the students came up with.

- Manipulation someone to do something that s/he does not want to do is a common feature of unhealthy online relationships.
  - People online may not be who they say they are.
  - It can be difficult to get away from online abuse without removing oneself from social networks or websites entirely. This can be difficult as there may also be important positives to using these networks, such as interacting with close friends.
- Ask students to list the different social network sites that they use to talk to friends. Then, ask them to consider the following for each of the sites:
    - How do they stop someone contacting them?
    - How much information about them is publicly available on the site?
    - How do they prevent unwanted people from accessing information about them on each of these platforms?

Teacher led presentation (5-10 minutes)

- You can easily find guides online that detail how to ensure that online social media accounts are as private as possible. If your students do not know how to ensure that their information is as private as possible, it is a good idea to go over this information with them.
- Again, introduce different organisations that can provide support for any students that may be the victims of abuse in relationships or are concerned about aspects of their relationships. You can suggest that they talk to people whom they trust as the first step, including parents, teachers or



friends. However, it is important to provide information about local services that can offer support too.

- Use any time left at the end of the lesson to cover any remaining questions the students have about this topic.

## LESSON 5 – RELATIONSHIPS AND INTIMACY

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### LESSON RATIONALE

This lesson ties in to lessons 2 and 4, but it focuses on sexual relationships rather than relationships more broadly. The purpose of this lesson is to explore the different social pressures on sexual behaviour and outline appropriate responses to different common relationship scenarios.

### LESSON OBJECTIVES

At the end of this session, your students should be able to:

- Recognise and deal with peer pressure.
- Handle rejection appropriately and deal with different common relationship scenarios.
- Recognise when they are ready to begin a sexual relationship.

### LESSON PLAN

Ice-breaker activity (10-15 minutes)

- After introducing the lesson, begin an open discussion with your students by asking if they have ever felt pressured by their peers or by society to begin a sexual relationship.
  - o Work with students to create a list of the different potential sources of pressure on them to be in sexual relationships.
    - Sources could include: music, television, films, books, friends or family members.

- Ask students to think about the different ways in which these sources could put pressure on them and influence their behaviour.
  - For example, family members and friends could try and find them partners encourage them to date people they are not interested in.
  - Television programmes and films might encourage some students to believe that everyone their age is in a sexual relationship and that they should be too.

#### Group activity (20-30 minutes)

- In small groups, the students should discuss strategies for dealing with the following common relationship scenarios, as though they are the central characters:
  - **Scenario 1:** You have strong feelings for someone. You have made these feelings clear and asked the person if they would like to go on a date together. However, the person declined and said that they did not feel the same way about you. What should you do?
    - For this scenario, the appropriate response is to respect the feelings of the other person and to no longer pursue them romantically.
  - **Scenario 2:** You had been in a relationship for a year, but you decided that it was no longer right for you and broke up with the person. The person you broke up with is really upset and keeps trying to pressure you into getting back together. You have made your feelings clear but they keep contacting you and you are growing concerned about their behaviour.

- For this scenario, the appropriate response is to let the person know that their behaviour is unacceptable, that you need space and that they are upsetting you. If you start to feel threatened by them or their behaviour gets more concerning (for example, if they start to follow you regularly or to otherwise interfere with your life), it is important to talk to someone – potentially friends, parents or teachers, but also the police if the other person's behaviour becomes threatening, violent or you otherwise causes you to fear for your safety. It is important to convey that the person that ended the relationship is not responsible in any way.
- **Scenario 3:** Your partner does not like some of your friends and has hinted that they would like you to stop seeing them. They have said that when you spend time with them it makes them jealous.
  - For this scenario, it is important that the students recognise that no one has the right to determine who they are friends with. Jealousy is not a valid reason to be controlling. Within a relationship, both people need to respect the other, and allowing and encouraging friendships is part of this respect.
- **Scenario 4:** You have discovered that your partner has been dating someone else.
  - While this is a difficult situation for anyone to experience, one of the most important things to emphasise to students in this activity is that regardless of whether they are male or female, violence towards their partner – or towards the person that their partner has been dating – is never acceptable and against the law.

- **Scenario 5:** One of your partner's parents has passed away.
  - Unless students have experienced this or something similar, they might not be aware of the impact that this can have on a relationship. It is important for them to be there for a partner during a difficult time, but also to be patient and to accept that an event like this can have long-term effects on relationships.
- **Scenario 6:** You have been in a relationship for some time, and feel ready to start a sexual relationship. However, your partner does not feel ready and is concerned.
  - The important point to stress here is that people should not be pressured to have sex. It is crucial for two individuals to respect each other's boundaries and their wishes about sex.
- **Scenario 7:** You have shared intimate photographs with your partner. After the relationship ended, you discovered that this ex-partner has been sharing these pictures with other people and has posted them online.
  - The important point to stress here is that such behaviour is not only unacceptable. It is also against the law. Laws relating to this will be covered later in the programme. However, if you would like to include information about these laws in this session, relevant information can be found in the appendix 1 of this training manual.
- Have a class discussion about the different responses that each group came up with and about the appropriate response to each of the different scenarios.

### Group discussion (5-10 minutes)

- At the end of the session, spend some time as a class discussing and creating a mind-map covering different ways in which individuals might know when they are ready to start a sexual relationship.
  - It is important for young people to think about the reasons why they want to have sex, including considering whether they are rushing because of peer pressure.

## LESSON 6 – SEX AND CONSENT

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### LESSON RATIONALE

This lesson introduces issues surrounding consent. The purpose of this lesson is to ensure that students understand what consent is and what consent does and does not cover. The ideas covered in this lesson will be revisited in lessons 9-12.

### LESSON OBJECTIVES

At the end of this session, your students should be able to:

- Reflect on the role of trust in a relationship.
- Discuss what trust is and what affects trust.
- Analyse the relationship between trust and consent.
- Judge what constitutes consent in different situations.

### LESSON PLAN

Ice-breaker activity (5-10 minutes)

- This is a worksheet activity that students first complete by themselves, before discussing their answers as a class.
- This is a ranking worksheet, where students rank how much trust is required for different activities from "A low degree of trust is required" to "A high degree of trust is required":
  - o Meeting someone they met online.
    - In a public place.
    - In a private place.
  - o Going on a blind date.

- Accepting a lift home from a friend of a friend.
- Going home with someone after a date.
- Sharing an intimate picture with someone:
  - they have only spoken to online.
  - they have been dating for a short amount of time.
- Accepting an invitation to connect on a social media platform.
- Being in an elevator with another person.

#### Group activity (5-10 minutes)

- In small groups, students should write a short definition of consent, before discussing these definitions with the class.

#### Group activity (10-15 minutes)

- In the same small groups, ask students what contributes to trust. Each group should come up with five items that contribute to the development of trust in someone. Examples could include:
  - Past behaviour: has the person behaved in an untrustworthy way in the past?
  - Time: have we known the other person for a long time?
  - Other people's opinion of the person.
  - How the person treats other people.
  - The person's personality – are they usually kind and respectful, for example?
- After discussing these items with the full class, groups should go on to discuss whether or not trust and consent are related. The following points can be used to guide the students:
  - A violation of consent and a violation of trust can often be linked. For example, we might trust someone enough



to consent to sharing an intimate image. If that person subsequently shares the image with another person, this would be a violation of both our trust and consent.

- Consent relies on a trust and respect. If two people consent to doing something together, both parties trust the other to accept that consent may be withdrawn at any point, and to respect that withdrawal of consent.
- If a person manipulates another person into providing consent, does that person respect other people and are they trustworthy? Does that affect the validity of the consent provided?

### Class activity (15 minutes)

- For this activity, provide red and green pieces of card to each student. Students will raise a green card when they think that consent has been given in a situation, and a red card when they think it has not. After each scenario, discuss with students the right answer.
- Create different scenarios to use here. In the scenarios where consent has been clearly been given, students should show a green card. Below are some examples of situations where students should show a red card, as consent has not been given, has been given under pressure or has been withdrawn. For each scenario, ask the students to think about how consent is being communicated.
  - One person in a relationship has been pressuring his/her partner to have sex. This person says that unless their partner agrees to have sex, s/he will end the relationship. The partner then agrees to have sex.
  - After a date, A tells B that s/he has enjoyed the evening but now wants to go home. B feels that because s/he

paid for the date, sex is an entitlement. A eventually feels guilty and has sex with B.

- A girl has been pressuring a boy to have sex with her, but he does not feel ready. She tells him that he is not really a man unless he has sex with her. He decides to have sex with the girl.
- A husband has been pressuring his wife to have sex with him, although the wife has said that she does not want to right at this time. The husband says that she is obliged to, and if she does not have sex with him she is a bad wife. She gives in to his demands.
- Two people in a relationship are having sex. Halfway through, one of them starts to feel unwell and wants to stop. The other person does not listen and just carries on.
- On a previous date, C and D had sex together for the first time. The next time they met, they went back to C's apartment but she said she did not want to have sex that night. D proceeded to have sex with her anyway.

Final questions and regroup (10-15 minutes)

- For this session, allow some time at the end to talk about any issues that have been raised and to respond to any further questions that students may have. Encourage students to reflect on the meaning of consent and to discuss what they have learnt throughout this lesson.

## LESSON 7 – SEX, MYTHS, AND THE MEDIA

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### LESSON RATIONALE

This lesson aims to get students thinking critically about the media they consume and its effects on their lives. The main purpose of this lesson is to challenge different myths that students may have picked up from different sources, including television and films, music and pornography. Make sure to tailor the planning session around this by encouraging students to note down any myths about sex that they have heard and where they heard it when asking them to provide questions for this session the week before.

### LESSON OBJECTIVES

At the end of this session, your students should be able to:

- Critically consume media.
- Fact-check sexual and relationship myths reliably.
- Reflect on the impact of different media on their own attitudes.

### LESSON PLAN

Ice-breaker activity (5-10 minutes)

- In small groups, ask students to list different words that they have heard for describing men and women, and male and female genitalia.
- After students have finished, ask them to list the different places where they have frequently heard these words.

## Myth activity (10-15 minutes)

- Using the information provided by the students the week before this lesson, give small groups of students a list of 20-30 myths about sex and relationships. Students should work together to place each of these items into either a myth or reality pile. It is important to address any myths that the students have heard and not to just use the examples provided below.
- Each group should compare their results as you provide the correct answers. Here are some examples of myths that you might use:
  - It is admirable for men to sleep with as many people as possible.
  - It is bad for women to seek out sexual relationships.
  - Sexual relationships are mainly about making men happy.
  - Masturbation or sex causes acne.
  - Using a condom makes you less of a man.
  - Men always want to have sex, women don't.
  - Masturbation is something only men do.
  - You can get STIs or become pregnant from toilet seats.
  - Sex and sexual attraction is something to be ashamed of and not talked about.
- Here are some examples of facts to include:
  - Masturbation is a normal way of exploring one's body.
  - Vaseline and other oil-based lubricants can break down condoms and stop them being effective against STIs and pregnancy.

- Tattoos and piercings carry the risk of HIV infection or hepatitis if the equipment is not properly cleaned.
- Wearing multiple condoms at the same time increases the chances of pregnancy or STIs as these condoms are more likely to break.
- Sexual enhancement drugs purchased online are usually fake and can be dangerous.

#### Influence activity (10-15 minutes)

- In the same groups, students should reflect on the lists that each of them created at the beginning of the lesson.
- Then, students should rank the impact that different sources of media or information have had on their use of language – for example, do they hear these words most frequently in music, film, television, from friends or from family?
- In addition, the groups should consider the following:
  - Do these words have positive or negative connotations?
  - Do the words associated with men and women have different connotations? For example, are the words used for women more negative?
  - Do these words influence their behaviour?
    - Have they ever decided to behave a certain way because of the influence of these sources?
- The groups should then compare their results as a discussion.

#### Judging different sources (5-10 minutes)

- Provide students with printed articles from different websites with information about sexual health. Use two articles from reputable sources, such as sexual health organisation websites

or local health service websites, and use two articles from poor sources, for example from forums or other sources written by non-specialists. Talk to students about the importance of being able to identify reputable sources and provide some examples of local sexual health organisations as examples.

## LESSON 8 – PREGNANCY

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### LESSON RATIONALE

This lesson aims to explore the impact that an unplanned pregnancy could have on a student's future. In addition, this lesson provides an overview of the physical changes that occur during pregnancy and the importance of healthy living during pregnancy. This is another lesson where partnering with a health professional would be ideal.

### LESSON OBJECTIVES

At the end of this session, your students should be able to:

- Reflect on the impact that an unplanned pregnancy would have on their immediate future.
- Outline the role and responsibilities of parents during the first five years of parenthood.
- Discuss the changes the body undergoes during each trimester of pregnancy.
- Explain the importance of healthy choices during pregnancy.

### LESSON PLAN

Ice-breaker activity (10 minutes)

- Ask students to create a timeline with the most important positive events in their life so far. Ask the students to extend this timeline five years into the future, imagining their best possible future.

- Then, ask students to create a second future timeline extending five years into the future, but this time it should detail the outcome of an immediate, unexpected pregnancy.

#### Group research teaching activity (15-20 minutes)

- Divide the students into four groups. Assign to the first three groups a trimester of pregnancy. Assign to the fourth group the first six months after pregnancy.
- Ask students to prepare a presentation that outlines the development of the child during their allotted period of pregnancy/post-pregnancy, the physical changes that the mother undergoes throughout these time periods and how the lives of the parents will be affected by the pregnancy during each period.
- This can either be done as a longer research activity within the class, or assigned as homework prior to the lesson.

#### Teaching activity and quiz (15-20 minutes)

- Present material that outlines the importance of making healthy choices during pregnancy. It should cover the impact of diet, smoking, drinking alcohol, drugs, and other lifestyle choices on the expectant mother and the development of the child.
- Finish with a quiz that covers the material taught throughout this lesson, before having a closing discussion about any final questions that the students may have.



## LESSON 9 – RAPE AND SEXUAL VIOLENCE

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### LESSON RATIONALE

The purpose of this lesson is to build on the previous lessons that have explored issues around consent, and to introduce different topics that will be examined in more detail over the final three lessons. This lesson also provides information about organisations that can offer support to victims of sexual violence. Appendix 1 of this resource manual gives an overview of the relevant laws that cover the issues discussed in this session.

### LESSON OBJECTIVES

At the end of this session, your students should be able to:

- Explain the different laws regarding consent.
  - Identify a range of different services that provide support for victims of sexual violence.
  - Recognise rape myths and discuss their impact on victims of rape and sexual violence.
- Compare age of consent laws from around the world, and discuss why different countries have different age of consent laws.

### LESSON PLAN

Introduction (5 minutes)

- For the following three sessions, it will be useful to clarify the ground rules again and to introduce the broader themes that

will be covered. It is important that students are able to discuss any issues they may have regarding the content of these lessons. They should therefore be informed a week in advance about the content of this lesson and the following lessons.

- Teacher-led presentation (5-10 minutes)
  - Using the information provided in appendix 1 of this manual, present information about the different laws associated with consent.
  - Allow time to discuss each of the laws with the students and actively invite questions from them.
- Scenario activity (10-15 minutes)
  - Place the students into small groups. Ask the groups to create two different hypothetical scenarios for each of the different laws: one where the law is broken and one where the law is followed.
  - Then, ask the students to present each of their scenarios to the class.
    - o Good things to have the students think about during these sessions are: are the different scenarios similar? Have students all focused on similar situations?
- Myth activity (10-20 minutes)
- Unlike in the previous lessons, run this myth-challenging activity as a discussion-based activity with the class as a whole.

- **Myth 1:** show pictures of three different women, one dressed conservatively, one dressed in typical fashion and one dressed more provocatively. Then, inform the students that one of these women was raped, and ask them to decide which one it was. The purpose of this exercise is to challenge the idea that by dressing in a certain way, you are to blame if you are raped. If the students choose the woman who is dressed more provocatively, use this as a discussion starting point. The message to convey is that any of these women could have been victims of sexual violence, regardless of the outfits they chose to wear.
- **Myth 2:** Present the following scenario: at a party, a man has been drinking alcohol excessively. A female friend offers to take him home. She has to help him walk home because he is struggling to walk. When they arrive at his house, the woman helps him into bed and starts to have sex with him. The following morning, the man does not remember what has happened but he is shocked to find his friend next to him. Ask the students what they think about this scenario. Has this man been a victim of sexual assault? Would students react differently if the genders were reversed, or if the story involved two women or two men? The purpose of this discussion is to convey the idea that men or women can be victims of sexual violence, and to emphasise that the person who got drunk is not at fault here. It is the person who took advantage of someone who was unable to consent that is at fault.
- **Myth 3:** Present this statement to your students: "It is only rape if it involves the use of physical force. If someone was really being raped and did not consent, they would fight back". Do any of your students agree with this statement? If so, why? This statement is a myth. Discuss the 'fight, flight, freeze response'. Rape does not have to involve physical force or

violence. If consent is not given before intercourse, or if consent is withdrawn during intercourse, this is rape.

- **Myth 4:** Present this statement to your students: "People say that they have been raped when they actually just regret sleeping with someone". Again, do any of your students agree with this statement? If so, why? In places where statistics on this subject are available, it is estimated that only 2-10% of reported rape cases are false. According to Rape Crisis Scotland (2017), 'It is a common misconception that false allegations of rape are common, yet the suggestion that survivors frequently claim they have been raped when they have not is repeated time and time again in the course of discussions around rape'. The myth that people often use false rape claims damages real victims of sexual violence.

#### Age of consent activity (5-10 minutes)

- Present information on how the age of consent varies throughout the world. A detailed overview of age of consent laws by country can be accessed here:  
<https://www.ageofconsent.net/world>
- Ask students to discuss what they think is the purpose of having age of consent laws. These laws often serve a dual purpose: to protect young people from sexual exploitation by more mature individuals, and to discourage young people from having sex too early.
- Discuss with students what they think the age of consent should be.

### Teacher-led presentation and discussion (10-15 minutes)

- Using the information provided, present information about the different services and organisations that provide support to victims of sexual violence.
- Use any remaining time in the lesson to discuss any further questions or issues the students may have.

## **LESSON 10 – RAPE AS A WEAPON OF WAR**

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### **LESSON RATIONALE**

This lesson aims to introduce students to the subject of rape in war by exploring some historic and more current examples of conflicts where sexual violence has featured prominently. This is a peer-led session that ends with a teacher-led discussion about the differences and similarities between the covered conflicts and the reasons why rape occurred.

### **LESSON OBJECTIVES**

At the end of this session, your students should be able to:

- Talk about the history of rape as a weapon of war and why it is used.
- Analyse different justifications used for the use of rape and sexual violence in war.
- Discuss strategies for preventing rape and sexual violence in war.

### **LESSON PLAN**

Introduction and ice-breaker (5-10 minutes)

- Again, it is important to talk to students about the content of this lesson the week prior to the class. This session is also based around peer-led teaching activities, and the groups for this session will need to be set one or two weeks prior to the session to ensure that students have enough time to prepare.

### Peer presentations and teaching activities (30-45 minutes)

- Prior to this lesson, split students into small groups and assign to them one of the following examples of conflict-related sexual violence to research.
  - Mass rape of German women by the Red Army (Second World War).
  - The Japanese imperial army's use of 'Comfort Women' (Second World War).
  - The use of mass rape during the Rwandan genocide (1994).
  - The prolific use of sexual violence during the Colombian conflict (1964-present)
- For each of these topics, ask the students to present information on the history of these conflicts, the reasons why rape and sexual violence were used and the impact of these crimes. Each of the presentations should be around 10 minutes in length.

### Class discussion (10-15 minutes)

- After the presentations, discuss as a class the differences and similarities between the conflicts and the reasons why rape and sexual violence was used. In addition, discuss what can be done about conflict-related rape and sexual violence. Can the students think of any strategies for preventing these crimes?
  - One of the key points for students to recognise here is that rape in war is not usually about sex (although sexual frustration can play a part). Rather, it serves a purpose

within the context of the conflict itself. It is primarily about power, humiliation and demoralisation. The students should also discuss whether rape in war is different from or similar to rape during peacetime.



# LESSON 11 – SUPPORTING SURVIVORS

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## LESSON RATIONALE

The aim of this lesson is to teach students about the impact of rape and sexual violence on survivors. If possible, invite representatives from local organisations that offer support to survivors of rape and sexual violence to talk to the students for this lesson. If this is not possible, use the lesson plan provided here.

## LESSON OBJECTIVES

At the end of this session, your students should be able to:

- Explain the impact of sexual violence and rape on survivors.
- Discuss the wider societal impact of rape and sexual violence as a weapon of war.
- Compare and discuss different approaches to supporting and helping survivors of sexual violence and rape.

## LESSON PLAN

Introduction (5 minutes)

Group presentations (10-15 minutes)

- The week before this session, place the students into small groups and ask them to research three different local organisations that provide support to survivors of rape and sexual violence. Ask them to provide information on the

purpose of the organisation, its aims, who it helps and how it provides help.

### Strategies activity (20-30 minutes)

- In small groups, students should work together to develop strategies that different groups and organisations could use to help support survivors of rape and sexual violence. These strategies should focus on the following:
  - Families of survivors.
  - Friends of survivors.
  - Employers of survivors.
  - Schools and universities.
  - Charities and other non-governmental organisations.
  - Government.
- The students should consider the following issues in the development of their different strategies:
  - Ongoing mental health difficulties, including flashbacks, eating disorders, sleeping problems, depression, substance abuse and self-harm.
  - Pregnancy as a result of rape or sexual violence.
  - STIs as a result of rape or sexual violence.
  - The risks of creating dependency and 'learned helplessness' in survivors.
  - Stigma against victims of rape and sexual violence.
  - How to support both female and male victims of rape and sexual violence.

### Discussion activity (10-15 minutes)

- As a class, discuss the strategies that the different groups have developed throughout the lesson.
- Leave time at the end to debrief students and to allow them to ask any questions they may have about any of the previous lessons.

## LESSON 12 – REFLECTIONS

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### LESSON RATIONALE

The purpose of this lesson is to recap the information taught during the previous 11 lessons and to allow students to provide feedback about the programme as a whole. Their comments and input will be crucial to the development and success of the programme.

### LESSON OBJECTIVES

During this session, your students will:

- Reflect on the content taught in these sessions.
- Recap some of the information covered.
- Provide feedback on the overall project to help improve this programme.

### LESSON PLAN

Discussion activity (5-15 minutes)

- Present an overview of all the lessons taught throughout this programme.
- Discuss with students the lessons/topics that they felt were most useful and least useful. Is there anything that they would like to change?
- Ask the students to reflect on the impact that these lessons have had: have any of the students changed their views/behaviour based on the information taught?

Using aspects of the previous lessons, particularly lessons 1-8, create a quiz that provides students with a recap of the essential information covered. Ensure that contraception is covered in some detail here.

Finally, please ensure that have the students complete the questionnaire included in appendix 2 of this manual. As this is a pilot programme, all of the questionnaire data will be analysed.

## APPENDIX 1 – RELEVANT LAWS

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In the Federation of Bosnia and Herzegovina (FBiH) and Brčko District, the age of consent is 14. In the recently adopted Criminal Code of Republika Srpska (July 2017), the age of consent is extended to 15. However, the Criminal Code of Republika Srpska also states that if someone (for example, a relative or teacher) has sex with a young person over the age of 15 who is in their care, consent cannot be given.

The Criminal Code of Republika Srpska also states that children who engage in consensual sex will not be prosecuted “if between the two of them no significant difference in their mental and physical maturity exists”.

The FBiH and Brčko District Criminal Codes include the crimes: “misuse of the child or minor for pornographic purpose” (Article 211 in the FBiH Criminal Code and Article 208 in the Brčko District Criminal Code) and “introducing of children to pornography” (Article 212 and Article 209 respectively).

However, children – i.e. persons under the age of 14 – cannot be prosecuted. For minors (i.e. persons under the age of 18 but over 14), special sanctioning rules are being applied.

In Republika Srpska, there are the crimes of “misuse of the child for pornographic purpose” (Article 175), “misuse of children for pornographic shows” (Article 176) and “introducing children to pornography” (Article 177). Article 175 (5) states that a child will not be sanctioned for the production and possession of pornographic material which shows her/him personally, or also another child, if

s/he has produced this material exclusively for personal use and has the consent of everybody involved. The situation is different in cases where images are shared with others without the consent of both parties.

For the other two crimes (under Article 176 and Article 177), there are no special provisions exempting children or minors from criminal sanctions.

Article 92(2) of the above-mentioned Criminal Code of Republika Srpska provides, for the first time, for the establishment of a sex offender registry, as a special registry that is part of the general registry on final verdicts of the Ministry of Interior Affairs of Republika Srpska. The registry will provide data on convicted persons for crimes against the sexual integrity of children and child trafficking. It will not be public. Anyone hiring individuals for work with children will be obliged to check whether a potential employee is on the sex offender registry.

Those who are listed in the registry will be obliged to report to the police once a year and to inform the police when they are travelling. This obligation will last for 10 years if they do not re-offend during that period.

## **APPENDIX 2 – EXIT QUESTIONNAIRE**

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1. Are you male or female?
2. On a scale from 1 to 10, with 1 indicating poor and 10 indicating excellent, what mark would you give this programme?
3. Which part/s of the programme have you found most useful?
4. Which part/s of the programme have you found least useful?
5. Are there any parts of the programme that you would like to change?
6. If you answered 'yes' to question 5 above, please briefly explain which parts of the programme you would like to change and why?
7. Will you do anything differently as a result of this programme?
8. If you answered 'yes' to question 7 above, please provide details.
9. Is there anything else that you would like to say?



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