

OUT OF SCHOOL YOUTH

MODULE 1

VALUES, RIGHTS AND SEXUALITY

Facilitator Manual



SAMOA

Out-of-school Family Life Education (FLE) resource package

Published by Family Planning NSW, 8 Holker Street, Newington NSW 2127 Australia

Website: www.fpnsw.org.au ABN: 75 000 026 335 © Family Planning NSW 2022

First Published in 2022

Compiled by: Family Planning NSW

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Acknowledgements

The Facilitator Manual, which includes Facilitator Guidance and modules, was developed by Family Planning NSW based on UNESCO's (2018) International Technical Guidance on Sexuality Education.

The Ministry of Education, Sports and Culture is grateful to the United Nations Population Fund (UNFPA) for its Transformative Agenda for Women, Adolescents and Youth in the Pacific: Towards Zero Unmet Need for Family Planning 2018 - 2022 for supporting development of the Facilitator Manual.

Special thanks to Family Planning NSW for compiling the Facilitator Manual as well as coordinating inputs from all key stakeholders.

Sincere thanks are extended to the Australian Government Department of Foreign Affairs and Trade (DFAT) funding for the Transformative Agenda for Women, Adolescents and Youth in the Pacific. The production of the Facilitator Manual has benefitted from these funds.

Version

Version 2: August 2022

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MODULE 1 INTRODUCTION

Before getting started

The out-of-school (OOS) Family Life Education (FLE) package is an important part of delivering FLE to young people in out-of-school settings throughout the Pacific.

FLE is defined in UNESCO's International Technical Guidance on Sexuality Education (ITGSE, 2018):

- FLE is “a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality
- FLE aims to equip children and young people 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
 - Understand and ensure the protection of their rights throughout their lives.”⁽¹⁾

The package has been divided into seven modules to cover topics suggested in the ITGSE.

Each module is designed as a training tool for youth workers, peer educators and other relevant staff from government and non-government organisations within their community. Prior to facilitating this module, facilitators must have reviewed the Facilitator Guidance as part of the package. The Facilitator Guidance provides essential information and guidance to facilitators to support them when designing and facilitating sessions in the community.

The Facilitator Guidance will aid facilitators to build sessions to suite time schedules and tailor sessions

to specific groups of young people.

It is important for facilitators to plan their sessions according to the needs of their audience. Suitability of activities might vary based on where and to whom the facilitators are facilitating the sessions. Literacy levels, access to technology or age ranges can all be considered when adapting your sessions.


Who is this module for?

This module is intended for use with all young people in Samoa. The definition of a ‘young person’ varies from country-to-country. The World Health Organisation defines ‘young people’ as anyone between the age range of 10-24 years. The OOS sub-committee in Samoa have defined ‘young people’ as between 16-35. Whether your audience are adolescents, young parents, families or caregivers, the OOS FLE package will provide them with the knowledge and skills to achieve healthier lives and empower them to advocate for sexual and reproductive health rights across their communities.

Module 1: Values, rights and sexuality is the first module which provides foundational knowledge for FLE. Completing Module 1 activities will help facilitators and young people move on to more complex topics within FLE such as gender, consent and safety (which are in later modules).

How to use the module

The modules present information in a format which is designed to be reinforced and explored through activities. Each module is designed to deliver information on set topics as reflected in the learning objectives. Module 1 is divided into three topics and each topic is divided into several activities.

Each topic of this module contains **Core activities**  which cover foundational knowledge and essential learning. It is recommended that when planning sessions in a program, core activities are always included and can be used as building blocks from which facilitators can create the rest of the session plan in a program. More detailed information on how to create a program using the core activities from different modules can be found in the Facilitator Guidance.

Each activity lists a set of **learning objectives**. The facilitator should outline the objectives at the start of the activity. The objectives should be written up and placed for all to see throughout the activity. At the end of the activity the group should refer back to the objectives to determine whether they have been met.

Each activity has a suggested **time** in which participants are asked to complete a group discussion, role play, charade, individual work etc. By staying within the times suggested the module will be completed within a suitable timeframe.

Activity feedback is an important part of the learning process. The facilitator should support and encourage the participants in this process through active listening and positive feedback. The participatory nature of the activities reflects the different styles of adult learning techniques and offer the participants the opportunity to link new knowledge learned from this module with their own experience.

The activities provide speech prompts for facilitators to help them guide their delivery. All text written in *italics* can be spoken directly by the facilitator. All discussion questions are underlined and example answers for each question are provided to support the facilitator to prompt discussion.

At the end of each activity, the participants are asked to share something they have learned and the facilitator will also share some of the key messages.

Using a trauma-informed approach

This module includes topics and activities that discuss sensitive content areas which might trigger any past or current trauma for the participants. What is considered 'triggering' can be specific to each individual, location and group. Facilitators are encouraged to decide when and what to mention when practising trauma-informed approaches at the beginning of these activities. Each activity under this topic lists areas that may be considered 'sensitive' and these can be used as a guide to help facilitators create a trigger warning at the beginning.

Example of how to start a topic which content sensitive areas:

In this session, we will be doing a few different activities which include sensitive contents like... As we do these activities, it is important that we practise self-care. During these activities, you might feel uncomfortable or not okay. If you do not feel okay, please feel free to sit and watch without participating, or excuse yourself from the room. One of the facilitators will come and talk to you.



MODULE 1

TOPIC 1

VALUES, SELF-ESTEEM AND SEXUALITY

Topic overview

Understanding individual values is an important part of having discussions about self-esteem and ultimately, sexuality. At a very foundational level, FLE aims to equip young people with the knowledge, skills, attitudes, and values that can empower them to make decisions to prioritise their health, relationships, and wellbeing. FLE is centred on values such as respect, inclusion, non-discrimination, responsibility, and equality.



This topic aims to help young people recognise their own personal values and strengths. This topic also provides important foundation for the rest of the topics and modules.

Topic learning objectives

Facilitator version	Participant version
Identify important personal values such as equality, respect, acceptance, and tolerance	Identify important personal values such as equality, respect, acceptance, and tolerance
Identify sources of values and attitudes that inform what and how to learn about sex and sexuality (e.g. parents, carers, peers, families, communities, society)	Find out who and what teaches us values and attitudes about sex and sexuality
Describe personal values in relation to a range of sexuality and sexual health topics	Describe how our personal values relate to sexuality and sexual health
Compare and contrast behaviours that are and are not consistent with personal values related to sexuality and reproductive health	Compare where personal values are and are not in line with sexuality and reproductive health behaviours
Appreciate that values guide decision-making and sexual behaviour	Know that values help us make decisions, including decisions about sex
Differentiate between personal values and the values that parents/guardians/community hold about sexuality and acknowledge that some may be different	Understand that young people may have different ideas on sexuality to their families or community
Identify and illustrate how personal values affect decisions and behaviours and their possible effect on the rights of others	Explain how personal values guide our actions, and how they might affect others
Demonstrate confidence and skills to assert personal values, and to resolve conflicts due to differing values	Show confidence to stand up for personal values, and solve conflicts when values are different

Facilitator version	Participant version
Identify personal strengths that help inform self-worth and efficacy	Identify personal strengths that support belief in self-worth and ability to control personal behaviour and emotions
Explore the link between self-worth and sexual health literacy	Explore the link between self-worth and sexual health literacy (sexual health literacy is the skills and knowledge someone has to assess, understand and use information to make decisions and take action about sexual health and healthcare)

Activities

Activity		Time	Page	Handout
1A: Where do you stand?		30 minutes	5	No
1B: Media headlines and changing values		45 minutes	10	Yes
1C: Knowing our strengths		30 minutes	15	Yes
1D: Changing negative self-talk into positive		30 minutes	20	Yes

1A

Activity: Where do you stand?⁽²⁾

Activity overview:

This activity is about introducing and exploring the idea of 'personal values'. It may be helpful to offer participants examples of values or customs that are common in your community. For example, 'religious values', 'respecting our elders' or 'sharing food'.

Age: All ages

Time: 30 minutes

Learning objectives:

- Identify important personal values such as equality, respect, acceptance, and tolerance
- Identify sources of values and attitudes that inform what and how one learns about sex and sexuality
- Describe their own personal values in relation to a range of sexuality and sexual health issues
- Compare and contrast behaviours that are not consistent with their own values
- Appreciate that their values guide decision-making and sexual behaviour
- Differentiate between values that they may hold and that their parents/guardians/community hold about sexuality, and acknowledge that some may be different
- Identify and illustrate how personal values affect their own decisions and behaviours and their possible effects on the rights of others
- Demonstrate confidence and skills to defend their personal values, and to resolve conflicts due to differing values

Sensitive areas: Sex

Resources:

- Three pieces of paper
- Pens or markers

Preparation:

- On the first paper write 'Agree', on the second paper write 'Disagree' and on the third paper write 'Neutral' (meaning 'in the middle')
- This activity requires participants to walk around. Find a space with enough room to do this (indoors or outdoors)



Group composition: Entire group together

Prior learning: None

Literacy support: Not required

Technology: None

Activity 1A: Where do you stand?

Instructions:

1. Introduce the activity topic by telling participants that we will be exploring the concept of **personal values**.
2. Ask the group: What do you understand by the term “values”?

Example answer: “Values” is another way of describing our morals, beliefs and attitudes.

Our personal values highlight what is important to us in life and influence our beliefs about the world.

Every person has their own unique values. For example, personal values may include ‘respecting elders’, ‘working hard’ or ‘being trustworthy’. Our values may be influenced by religion or custom. Living by our values can be fulfilling and bring happiness. If we do not live according to our values and beliefs, we may become unhappy and uncomfortable with ourselves.

Some values in Samoa could include:

- Fa’asamoa: Samoan culture and way of life which embraces inclusivity, respect, communication and peace
- Fa’aaloalo: Respect within social hierarchies
- Feāvaa’i: Mutual respect
- Amiotonu: Honesty/justice⁽³⁾

3. Ask the group: Where do we learn our values from?

Example answer: We learn our values from many different places. This includes our families, friends, teachers, religion and custom, school and community, and by thinking about and questioning what we learn. We also learn from the media including television, internet, radio, books etc.

Our values can change as we get older and learn and experience more in life. Understanding our values can help us make important decisions in life, such as having sex, getting married or having children.

4. Introduce the activity by **saying something like:** *Today we are going to be thinking about our own personal values, and how they might be similar or different to others’ values. Before we start, it’s important to remember that it’s okay if our values are different to other people’s including our family or friends. As we talked about in our group agreement, this a safe environment where we all respect each other, even if we have different opinions.*

5. Taking the three papers with agree, disagree, neutral written on them, place them at different points around the room so participants can walk from one to the other. Place the handouts on the floor or stick them up if you have tape or blue tac.
6. Ask all participants to stand up.
7. Explain: *I am now going to read out a list of statements relating to personal values. When I read out a statement, you should move to one of the 'Agree', 'Disagree' or 'Neutral' (meaning 'in the middle') signs, depending on what you think of the statement. Of course, you can stay in the same place if your opinion is the same for the next statement.*
8. Read out one statement at a time from the 'values statements' list mentioned under point 10.
9. Ask participants to move (or to stay in the same place) in response to each statement.
10. After participants have moved (or stayed) for each statement, ask them to comment on why they are standing there? Encourage everyone to contribute but keep in mind the group agreements, noting there is always the right to pass or skip.

Facilitator note

This activity helps participants reflect on the wide range of differences and diversity of each person's personal values. If all participants are standing in the same position, you can try asking questions to make the participants reflect and talk about why they made that choice. It is great if participants can demonstrate confidence to justify and defend their personal values or the ability to resolve conflicts when their values differ from their peers.

Value statements:

- Helping others is the most important thing in life
- Young people have the right to be heard
- Young people should always listen to older people, no matter what
- Someone who seeks help is weak
- Someone who seeks help is brave
- Dating someone of a different ethnicity or religion is wrong
- Sex before marriage is not acceptable
- You should only have sex with someone you love

11. After you have read out the list, **say something like:** *In this activity we learned that all people can have similar or different values, even within one community. It is important to respect people's different values. It is also helpful to think about our own values, including why and how we have them. This is because our values influence our decisions and our behaviour. Living true to our values often helps us feel happy and peaceful. However, while our personal values can have an effect on our behaviour or sexual health decisions, they can also affect others! Did you notice how sometimes, there was debate or conflict about values? We have a big responsibility to be aware that our values could possibly affect other people!*

12. Lead a group discussion using the following questions:

- Where do you think your values have come from?

Example answers: From friends, family, culture, religion, school etc.

- What do you think are examples of some important values?

Example answers: Equality, sharing, respect, fairness, acceptance, tolerance, forgiveness etc.

- Do our values change or stay the same over time?

Example answer: It is common for some of our personal values to change over our lifetimes. This could be due to many different things including: our age and changing priorities, different experiences we have had, people we have met, or places we have been, or time spent thinking and reflecting. It is totally okay if our values change over time.

What value statements caused the most divide between everyone? What does this show?

i Facilitator note

Statements may cause a significant divide between participants, especially between the male and female participants. It is important to stress that our values have the potential to affect others, not just ourselves.

13. Explain and ask: *Think about a family. They might be real or they might be from a story or TV show. Do you think all the family members (thinking about the children, parents, grandparents, aunts and uncles), share all their personal values, or might some be different?*

Example answer:

- It is common for different generations to share some values, as we learn many of our values as children from our families. We often practice our shared values through our families and culture.
- It is also common for children, parents and grandparents to have some values that are different. This is because people often have personal values that reflect what was considered "normal" or "right" when they were growing up. As we grow up from children to adults, some of our values may change as we decide what we believe in ourselves. This is okay! Certain values may change throughout our lives as we learn, grow and have new life experiences.

14. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

15. Conclude the activity by reading out the key messages:

- 'Personal values' is a way to describe our morals, attitudes and beliefs
- Many things shape our personal values, including our families, cultures, religion, school, TV, internet, and the media
- It is okay to have different values to your family, friends, and community
- Living true to our values helps us make decisions we are happy with
- Some of our values will change throughout life, and some will stay the same
- It is okay to change your values

16. Invite participants to ask any questions: Does anyone have any questions about anything we learned today? You can also ask me after the session in private too.



1B

Activity: Media headlines and changing values⁽⁴⁾

Activity overview:

This activity uses real and adapted media headlines to help participants think about how sexuality is viewed in different places around the world. Sexuality hasn't been explored yet, as it is the focus of topic 3 (Sexuality), but the focus of this activity is on changing values over time. The dates of each headline are not provided. However, participants might be able to have conversations about whether they think the attitudes are still held today or show the attitudes of the past.

Age: 16+

Time: 30 - 45 minutes

Learning objectives:

- Identify sources of values and attitudes that inform what and how one learns about sex and sexuality
- Describe personal values in relation to a range of sexuality and sexual health issues
- Compare and contrast behaviours that are and are not consistent with personal values related to sexuality and reproductive health
- Appreciate that their values guide decision-making and sexual behaviour
- Differentiate between values that they may hold and that their parents/guardians/community hold about sexuality and acknowledge that some may be different

Sensitive areas:

- Sex
- Sexual coercion
- Rape
- Abortion
- HIV (Human Immunodeficiency Virus)
- Same sex marriage

Resources:

- Handout 1B
- Scissors to cut up handout



Preparation: Print four copies of handout 1B

Group composition: Groups of three or four

Prior learning: Module 1, Activity 1A: Where do you stand?

Literacy support: Not required

Technology: None

Activity 1B: Media headlines on changing values

Instructions:

1. Introduce the activity by **saying something like:** *Today we are going to look at different attitudes and values towards sexuality. We will discuss these values by looking at media headlines from around the world. These attitudes can also be called 'social norms'.*

2. Ask the group: What do we mean by the term “sexuality”?

Example answer: Sexuality is a broad term with lots of different meanings. In this activity, sexuality could include gender, sexual behaviour, sexual rights, the way people are treated, and many other things.

Facilitator note

You can explain that we will look more closely at sexuality in topic 3 (Sexuality) if necessary.

3. Ask the group: Do you think values and social norms are set, or can they change? Are they the same in every place?

Example answer: Values can differ from one society to the next. They also change over time and impact our behaviour. Who you live with is a good example. In some countries, it is taboo to live with your partner if you are not married. In other countries, it is considered fine to live with your partner even if you are not married. Social norms about sexuality change over time and are often different in different places.

4. Divide participants into small groups of three or four.

5. Provide each group with two or three media headlines, which have been cut out from handout 1B, to read and consider. Give all groups different headlines if participant numbers allow.

6. Explain that most headlines are taken from real events around the world.

7. Give the groups 10 minutes to read and reflect on their headlines.

8. Mention that one of the headlines uses the term **“sexual harassment”**. Provide participants with the definition of sexual harassment:

“Sexual harassment” is any unwanted sexual advance, sexual behaviour or request for sexual favours that make someone feel offended, humiliated and/or bullied.

9. After 10 minutes, bring the larger group back together.
10. Lead a discussion with the group, using the discussion questions below. Encourage everyone to contribute to the discussion but keep in mind the group agreements, noting there is always the right to pass or skip.

11. Discussion questions:

How did reading the headline make you feel?

Example answers: Surprised? Happy? Angry? Amused? Relieved? Offended? Excited? Did it make you think about injustice/equality/different countries/unfair standards?

Is this issue relevant for young people in Samoa?

i Facilitator note

Probe for discussion and opportunities for young people to share their opinions and values about these headlines.

Think about the wide variety of values we saw in the headlines. How do values change?

Do values usually just change on their own?

Example answers: No, values don't usually just change on their own. Usually, it is up to the people and organisations in a society to change them. For example, in the past women were not allowed to vote or own property in many countries around the world. Thanks to generations of advocacy for women's rights, and legal changes, women can now vote, own property and even become elected leaders in many places. Changing values often happens slowly, over years or generations.

What often leads to changes in social norms about sex and sexuality?

Example answer: Time passing is often one of the most important factors influencing attitudes towards sex and sexuality. Some things that would be considered shocking in the past are now considered normal, such as having friends from other genders, or getting divorced.

Who can help lead changes in social norms about sex and sexuality?

Example answer: As individuals, our thoughts, attitudes, behaviours and actions can help social norms to change. Advocacy – which means publicly standing up for something you think is right or important – is another big part of how we change social norms, including attitudes about sex. Anyone can be an advocate for what they believe in.

What are some values relating to sex and sexuality that might be different today, compared to 10 or 20 years ago?

Example answers: This might include things like sex before marriage, same-sex relationships, gender equality etc.

12. Bonus question (if you have an extra 10 minutes):

You are now going to rewrite the headlines you have, pretending it is 10 years in the future.
What do you think might be different?

13. After the discussion, ask participants: Do you have any questions about this activity? Do you have any thoughts or feelings you'd like to share about it?

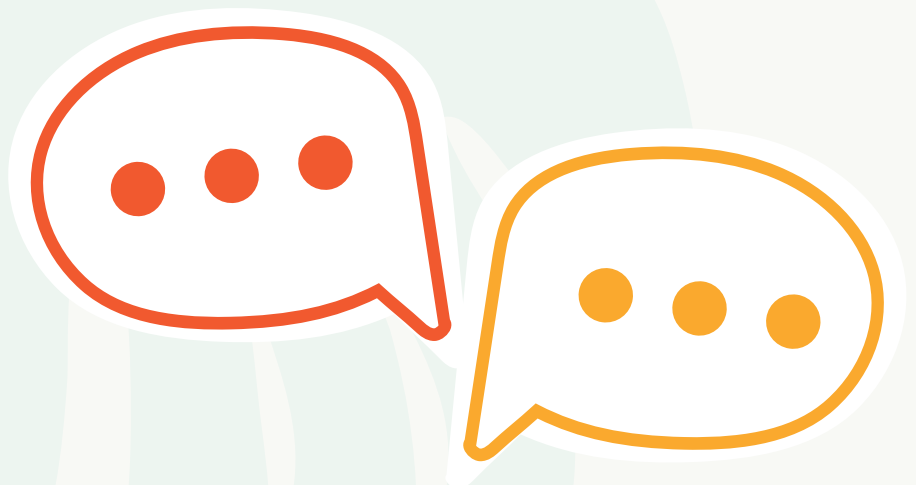
14. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

15. Conclude the activity by reading out the key messages:

- Values can influence what people in a society consider acceptable; different societies have different values
- There are values about many things, including sex and sexuality
- Values around sexuality usually change over time
- Sometimes a society becomes more open-minded about sexuality, but sometimes they become more close-minded
- A person's individual attitudes, behaviours and actions can influence their community's social norms
- People and communities bring about these changes by being role models, by educating others, and by advocating for changes

16. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



Handout 1B: Sexuality in the media – Headlines around the world

Woman who sued over sexual harassment wins; first such victory in courts

Teen clinic opens; first in the state

Local men stage a parade against sexual violence; say real men don't rape

Law allowing gay marriage goes into effect; first couple marries at 8 a.m.

14-year-old girl flees forced marriage

Girls complain about dress code requiring them to cover their hair with a headscarf at all times

Mother and son jailed for incest

Note to participants: 'Incest' is when people that are too closely related have a sexual relationship.

Police arrest HIV-positive man who sought "cure" by having sex with five virgins

Parents continue to sell their daughters to sex traffickers

Former president says his attitudes about homosexuality changed after learning that his daughter is a lesbian

Research notes rise in deaths from unsafe abortions after cyclone

Disability support group demands condoms at group home

Local woman sexually assaulted, accused of witchcraft

1C

Activity: Knowing our strengths^(5,6)**Activity overview:**

This activity is about helping young people understand their unique talents and interests. Research suggests that only about 50% of young people can recognise or identify their strengths.⁽⁷⁾

When young people know what their unique strengths are, this helps them feel more confident and improve their self-esteem. Having good self-esteem promotes health literacy (understanding health issues) and positive decision-making for sexual health.

Age: All ages

Time: 30 minutes

Learning objectives:

- Identify personal strengths that inform self-worth and efficacy
- Explore the link between self-worth and sexual health literacy

Sensitive areas: None

Resources:

- Worksheet 1C

Preparation: Photocopy or print worksheet 1C (enough for each person to have one)

Group composition: Pairs

Prior learning: None

Literacy support: Required – involves basic reading and writing

Technology: None



Activity 1C: Knowing our strengths

Instructions:

1. Introduce the activity by **saying something like:** *Did you know that young people (this means you!) are the greatest strength that the world has to solve current and future problems? Every single one of you has strengths, but sometimes we don't know what these are yet. Being able to know our strengths and find people in our lives who can support us develop them, can help us overcome challenges, cope during tough times and achieve amazing things.*

2. Explain the definition of a **"strength"** and **"self-esteem"**.

Say something like: *A "strength" is a special quality, skill or interest that we are passionate about. Examples could be playing football, coaching netball, dancing, spending time with family, going to church, singing, making videos for social media, reading, drawing, music, cooking etc. Our strengths can give us purpose, meaning and guide what we want to do every day. Sometimes it can be hard to work out what our strengths are but hearing about other people's strengths might help you learn about your own.*

To explain the concept of self-esteem, **say something like:** *Knowing our strengths is a good way of building positive self-esteem. "Self-esteem" involves our feelings and thoughts about ourselves. Having healthy self-esteem means having a balanced, accurate view of ourselves. This includes feeling accepted, being proud of ourselves, believing in ourselves, and accepting that sometimes we make mistakes.*

3. Ask participants to get into pairs. If there are an odd number of participants, make one pair a group of three.
4. Distribute a copy of worksheet 1C to each person.
5. Once participants are in a pair, one of them will have 10 minutes to interview the other person following the questions on the interview worksheet. The 'interviewer' should write answers down on the worksheet. After the 10 minutes, they will swap.
6. Once both people have been interviewed by their partner, bring the group back together.
7. **Say something like:** *Now we are going to go around the room, and I want you to introduce your partner by saying their name, tell the group what one of their strengths is, and who supports them to grow that strength.*

After someone introduces their partner and shares their strength, we are all going to clap for them.

For example:

"This is Nancy and her strength is playing volleyball. Someone who supports her strength is her sports teacher Ms Davis".

8. After everyone has finished introducing their partner, ask participants the following questions as part of a group discussion:

Did you find it hard to identify and talk about your strength? Why or why not?

Why is it important for us to reflect on our strengths?

Example answer: Reflecting on our strengths is important, because doing this can help us improve our self-esteem. Building positive self-esteem involves knowing what we are good at and what we enjoy and taking steps to participate in these activities. For example, if you are a great drawer, taking art classes can help improve your self-esteem. Remember, everyone has unique strengths!

Does self-esteem have an impact on our ability to make decisions about health? Why/Why not?

Example answer: Yes! When we have good self-esteem, self-worth and feel confident about our strengths, skills and abilities, we feel more empowered and capable to make healthy decisions. Self-esteem can make a big difference between feeling good about taking care of yourself and not taking care of yourself.

This is the same for sexual health. Young people who feel confident, strong and capable can feel better equipped to delay their first sexual experience, use contraception, seek support if they need it and have healthier relationships. Self-esteem is an essential part of feeling empowered to understand their rights when using consent (shared agreement) in intimate relationships.

i Facilitator note

Consent will be covered in more detail in Module 2 and Module 4.

What is “self-efficacy”?

Example answer: “Self-efficacy” is our belief in our ability to succeed in a certain situation. Good self-esteem helps our self-efficacy. When we feel good about ourselves, we start thinking we can succeed and this helps us act, think and feel in healthier ways. This can lead to things like better condom-use and higher confidence when using consent.

What is “health literacy”?

Example answer: “Health literacy” is our ability to understand health information to help us make healthy decisions. Having good self-esteem and self-efficacy helps us do that.

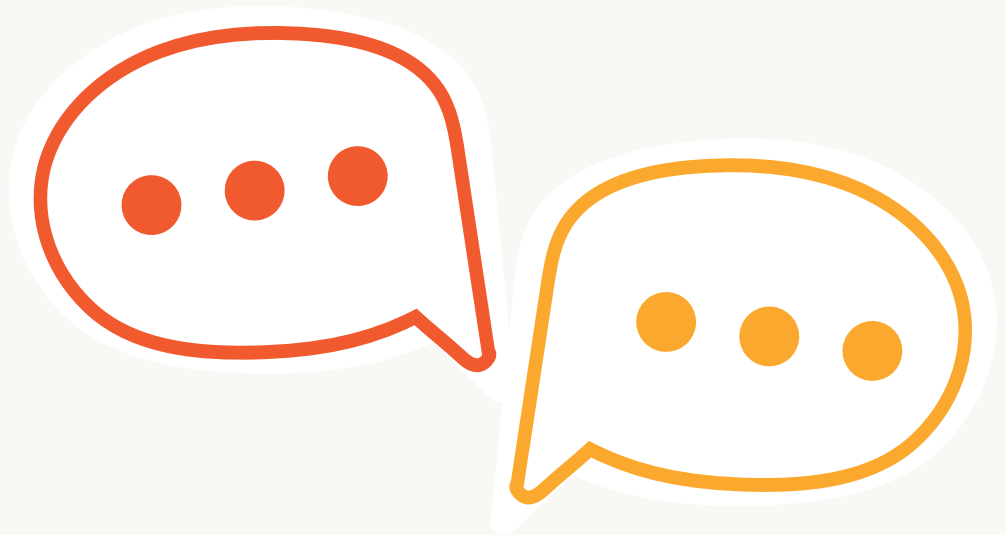
9. To close the activity and encourage reflection **say to participants:** *To reflect on today’s activities, let’s all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or “popcorn style” with whoever feels to speak next. Remind participants they have the right to pass also.

10. Conclude the activity by reading out the key messages:

- Everyone has their own unique strengths
- Knowing our personal strengths can help improve our self-esteem, encourage us to try new things, and achieve exciting things
- Having positive self-esteem and self-worth helps us make good and healthy decisions for ourselves
- The world needs a lot of different talents and interests to grow and become a better place
- By identifying your interests and talents, you can help shape the world for the better

11. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



Worksheet 1C: Knowing our strengths interview

Instructions:

In pairs, take turns interviewing your partner about their strengths. Write or draw their answers in the boxes. Some examples are provided to give you an idea but use any strengths that are special for you!

My name is _____ and I am interviewing _____

A strength is something you are passionate about, interested in or talented at. What is one of your strengths? Playing football, dancing, cooking, science...

How did you discover that this is one of your strengths?

How do you feel when you are doing something that is your strength? Excited, motivated, happy, proud, challenged, interested, smart, etc.

Think of somebody who is really into their strength. What do you notice about them and their strength? For example: Do they practice it? Do they ask for advice?

Often there is someone in your life who can help you explore and develop your strength. Who is this, or who could it be? This could include siblings, parents, other family members, coaches, mentors, youth workers, teachers, employers etc.

What is one goal or idea you have that could help you improve your strength? Practice, taking lessons, YouTube videos, asking others for help...

1D

Activity: Changing negative self-talk into positive⁽⁸⁾

Activity overview:

This activity shows participants new ways to improve their self-esteem with some simple exercises. This activity is designed to equip young people with the skills to challenge negative self-talk and focus on their strengths.

Age: All ages

Time: 30 minutes

Learning objectives:

- Identify personal strengths that inform self-worth and efficacy
- Explore the link between self-worth and sexual health literacy

Sensitive areas: None

Resources:

- Handout 1D (Facilitator copy)
- Handout 1D (Participant copy)
- Butchers paper
- Pens

Preparation: Photocopy handout 1D (participant copy), enough for one per person. Make you sure print out the participant copy, not the facilitator copy.

Group composition: Group work, individual work

Prior learning:

- Module 1, Activity 1A: Where do you stand?
- Module 1, Activity 1C: Knowing our strengths

Literacy support: Required - involves basic reading and writing skills. If running this activity with a lower literacy group, the activity can be adapted by asking participants to answer questions out loud instead of providing a written handout.

Technology: None





Activity 1D: Changing negative self-talk into positive

Instructions:

1. Introduce the activity by **saying something like:** *Has anyone heard the saying “The glass is either half full or half empty”? What does this saying mean?*
2. Pause for their responses and then explain: *This saying means that your mindset towards something can shape the way you experience it, as you can imagine the glass negatively (half empty) or positively (half full). In the same way, the way we talk to ourselves (including our thoughts) can be positive or negative.*

In this activity we are going to discuss ways of building positive self-esteem. One way to build self-esteem is by changing your inner, negative thoughts about yourself (your “self-talk”) into more positive thoughts.

This takes practice because sometimes this negative self-talk is like an old habit. It takes time to change it. You can do this by changing a negative thought about yourself into a more positive one.

3. Distribute handout 1D (participant copy) to each participant.
4. Tell participants that they should try and re-write the examples on the left from negative self-talk to positive-self talk, on the right. They can be creative with their answers. The last two rows are blank, and participants can fill out their own examples.
5. Give them 15 minutes to complete this task.
6. After 15 minutes, ask volunteers for answers. There are many possible correct answers, but some sample answers are provided in handout 1D (facilitator copy).
7. Have a group discussion with the entire group.

Discussion questions:

How can we improve our own self-talk?

Example answer: Improving our self-talk takes practice. We can improve our self-talk by paying attention to the thoughts, feelings and ideas we have about ourselves. When we find ourselves being critical or hard on ourselves, we can actively change our thinking, and try to find strengths or opportunities instead of weaknesses.

How does positive self-talk help us in our relationships with others?

Example answer: Positive self-talk helps us remember our unique value and worth and reinforces that everyone deserves to be treated with respect.

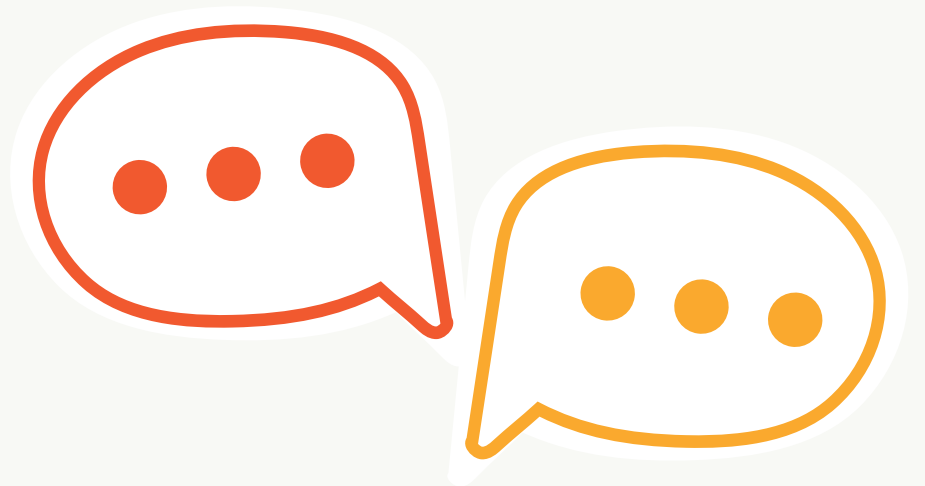
Having positive thoughts about ourselves helps us be aware of and stand up for our rights and relate to other people in a healthy way.

8. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

9. Conclude the activity by reading out the key messages:
- Everyone can learn to develop positive self-esteem by paying attention to our 'self-talk'
 - Self-talk means our thoughts and feelings about ourselves and our abilities
 - With practice, anyone can turn their self-talk from negative to positive
 - Positive self-esteem can help us to have healthy, positive relationships with others

10. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



Handout 1D: Changing negative self-talk to positive – sample answers (Facilitator copy)

Negative self-talk 😞	Positive self-talk 😊
"If I ask this person out, they might say no"	"If I ask this person out, they might say yes"
"This is hard, I am going to fail"	"This is hard, but I can get better with practice"
"People with disabilities shouldn't play sports"	"There are lots of sports people with disabilities can play"
"My boyfriend/girlfriend will not want me if I don't have sex with them"	"My boyfriend/girlfriend will respect my decision to have sex or not"
"I have no experience at public speaking, so I will not be able to succeed"	"I will have a go at public speaking even though I do not have much experience"
"My girlfriend/boyfriend did not answer my text because they are cheating on me"	"There is probably a good reason why my boyfriend/girlfriend did not answer my text. Maybe they have no phone credit"
"No one else is like me, I am weird"	"No one else is like me, I am unique and special"
"My partner told me that if I loved them, I would send them a naked photo of myself"	"If my partner loved me, they would respect me and wouldn't ask for something that makes me uncomfortable"
<i>Space for participant example</i>	<i>Space for participant example</i>

Handout 1D: Changing negative self-talk to positive (Participant copy)

Instructions:

On the left are some things we might say or think to ourselves if we are using negative self-talk. Try and change the negative thinking into positive thinking by filling in the “positive self-talk” boxes. You can be as creative as you like in your answer!

Negative self-talk 😞	Positive self-talk 😊
“If I ask this person out, they might say no”	Example: “If I ask this person out, they might say yes”
“This is hard, I am going to fail”	
“People with disabilities shouldn’t play sports”	
“My boyfriend/girlfriend will not want me if I don’t have sex with them”	
“I have no experience at public speaking, so I will not be able to succeed”	
“My girlfriend/boyfriend did not answer my text because they are cheating on me”	
“No one else is like me, I am weird”	
“My partner told me that if I loved them, I would send them a naked photo of myself”	
<i>Your example</i>	<i>Your example</i>

Topic 1: Values, self-esteem and sexuality

Key messages of this topic:

- Personal values can help guide our decision-making and behaviour and can change over time
- Our parents, families, peers, communities, culture (i.e. our Fa'asamoa) and belief systems all influence our values
- Our values change and develop over time, which means they can sometimes cause conflict with others
- These values help guide the decisions we make about sex and relationships
- "Self-esteem" means our feelings and thoughts about ourselves
- Knowing own unique strengths can help us improve our self-esteem
- Positive self-esteem and self-worth supports us to have healthy relationships with ourselves and with others
- We can practice building positive self-esteem by paying attention to our "self-talk"
- Better health literacy and sexual decision-making can come from improved self-esteem and self-worth



Topic overview

Family Life Education is a right that is protected in several human rights agreements, international documents and national laws. Family life education is also essential to help us achieve other human rights. Sexual and reproductive rights are therefore understood as human rights.

Sexual rights are human rights related to sexuality, “constituted by a set of entitlements related to sexuality that emanate from the rights to freedom, equality, privacy, autonomy, integrity and dignity of all people.”

Reproductive rights include the right of all people “to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health. It also includes the right to make decisions concerning reproduction free of discrimination, coercion and violence, as expressed in human rights documents.”⁽⁹⁾

Reproductive rights will be covered further in Module 6.

This topic will empower young people to understand human rights, how they relate to sexual and reproductive health and advocate for human rights for everyone.



Topic learning objectives

Facilitator version	Participant version
Define human rights	Define human rights
Acknowledge that everyone has human rights, and that these rights should be respected	Acknowledge that everyone has human rights, and that these rights should be respected
Describe human rights that relate to sexual and reproductive health	Describe human rights that relate to sexual and reproductive health
Analyse local and/or national laws and policies concerning sexual and reproductive health and wellbeing	Learn about laws affecting sexual and reproductive health and wellbeing
Illustrate violations of human rights impacting sexual and reproductive health	Explain how ignoring human rights can have negative impacts on sexual and reproductive health
Acknowledge that people with a disability have equal human, legal and sexual and reproductive rights	Acknowledge that people with a disability have equal human, legal and sexual and reproductive rights
Recognise that power and privilege is unequal among human beings, affecting access to human rights	Accept that some people have more power than others, and not everyone has equal access to their rights
Examine consequences of stigma and discrimination on people’s sexual and reproductive health and rights	Look at how treating people unfairly can result in poor sexual and reproductive health and rights outcome
Advocate against discrimination and for inclusion, non-discrimination and respect for diversity	Speak up against unfair treatment, and support diversity

2 TOPIC 2 – Human, legal, sexual and reproductive rights cont...

Facilitator version	Participant version
Understand the relationship between rights and responsibilities	Understand that rights and responsibilities are linked as all people are responsible for protecting human rights.
Acknowledge that human rights, including sexual and reproductive rights, aim to improve the protection and quality of life	Acknowledge that human rights are about improving and protecting life. This is the same for sexual and reproductive rights.

Activities

Activity		Time	Page	Handout
2A: Introducing human rights		30 minutes	27	Yes
2B: Life on an imaginary island		45 minutes	32	No
2C: Disability and social inclusion		60 minutes	35	No
2D: When sexual and reproductive health rights are denied		60 minutes	40	No

2A

Activity: Introducing human rights



Activity overview:

This activity introduces participants to some important and foundational elements of human rights. It is helpful to complete activity before doing other activities in this topic to ensure participants have a good understanding of human rights.

Age: All ages

Time: 30 minutes

Learning objective:

- Define human rights and acknowledge that everyone has human rights and that these should be respected
- Acknowledge that human rights, including sexual and reproductive rights, aim to improve the protection and quality of life

Sensitive areas: None

Resources:

- Handout 2A



Preparation: Photocopy and cut up the different questions from handout 2A beforehand. There should be enough for a question for every pair in your group.

Group composition: Pairs, group work

Prior learning: None

Literacy support: Required. Reading and writing is involved. If this is not possible, the questions can be read out by facilitators and participants can talk about their answers rather than writing them down.

Technology: None

Activity 2A: Introducing human rights

Instructions:

1. Begin the activity by **saying something like:** *In this activity we will be exploring the concept of “rights”.* This includes human rights, legal rights and sexual and reproductive rights.
2. Ask participants to break into pairs.
3. Give each pair a question from handout 2A. Tell the pairs they have 5 minutes to discuss their question. Multiple pairs can have the same question if necessary.
4. After 5 minutes, bring the larger group together. Ask each pair to read out their question out loud and briefly share their thoughts.
5. After each pair has shared their thoughts, thank them and summarise the answer by sharing the correct information (examples are provided below).

Discussion questions:

What do you understand by the term “human rights”?

Example answer: “Human rights” are rights we have simply because we are human beings. Human rights apply to every single person on earth, regardless of nationality, sex, ethnic origin, colour, religion, language or any other status.

What do you understand by the term “legal rights”?

Example answer: “Legal rights” are rights given to you by the government and can change from one country to another.

What do you understand by the term “sexual rights”?

Example answer: “Sexual rights” are human rights related to sexuality. Sexual rights include concepts like freedom, equality, privacy, autonomy, integrity and dignity of all people.⁽¹⁰⁾

What do you understand by the term “reproductive rights”?

Example answer: “Reproductive rights” are to do with freely choosing the number and spacing of children someone has, including the right to sexual and reproductive health. It includes the right to make these decisions freely, and without violence.

2 TOPIC 2 – Human, legal, sexual and reproductive rights cont...

Why is the concept of “human rights” important?

Example answer: The purpose of ‘human rights’ is to support every person to have their basic needs met (food, water, shelter, safety, etc.). Across history and all over the world, many people’s human rights have been denied to them. Even now, many people can’t fulfil their human rights.

Do you think the concept of “human rights” is understood well by young people in Samoa?

Example answer: Some people falsely believe that having human rights means that young people are not disciplined, and that they can do whatever they want. However, this is not what human rights are about. ‘Human rights’ are a positive concept that supports everyone to live with respect and dignity.

Human, legal and sexual and reproductive rights can overlap in many places. For example, sexual abuse of women, men and children goes against all of these rights.

Why is it important that we are aware of our rights?

Example answer: It is important to know what our rights are because everyone deserves to fulfil their human rights. Some of these rights include access to healthcare, to be treated with respect and to live without discrimination. If people don’t know about their rights, they cannot stand up for them. Everyone has a responsibility to teach others about human rights, to respect human rights, and to challenge people and/or organisations that abuse them. Human rights, including sexual and reproductive rights, aim to improve the protection and quality of our lives.

6. To close the activity and encourage reflection **say to participants:** *To reflect on today’s activities, let’s all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or “popcorn style” with whoever feels to speak next. Remind participants they have the right to pass also.

7. Conclude the activity by reading out the key messages:

- ‘Human rights’ support people to have their basic needs met
- Human rights apply equally to every person on earth
- ‘Sexual and reproductive rights’ are human rights
- ‘Legal rights’ are rights given to people by their governments
- Knowing what our rights are helps us to stand up for them
- Human rights compliment Fa’asamoa and Christian values (respect/fa’aaloalo, non-discrimination, valuing others etc.)
- Human or legal rights can sometimes conflict with village rules, laws and customs
- Human rights are coupled with individual responsibility e.g. respecting the rights of others etc.

8. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



Handout 2A: Human rights questions

What do you understand by the term 'human rights'?

What do you understand by the term 'legal rights'?

What do you understand by the term 'sexual rights'?

What do you understand by the term 'reproductive rights'?

Why does is the concept of 'human rights' important?

Do you think the concept of 'human rights' is understood well by young people?

Why is it important that we are aware of our rights?

2B

Activity: Life on an imaginary island⁽⁴⁾

Activity overview:

Human rights can be a complicated concept to understand. This activity helps to introduce participants to the idea of human rights by using their imaginations to create a list of rights they might need if they were starting life on a new island.

Age: All ages

Time: 45 minutes

Learning objectives:

- Define human rights and acknowledge that everyone has human rights and that these should be respected
- Analyse local and/or national laws and policies concerning sexual and reproductive health and wellbeing
- Recognise that power and privilege is unequal among human beings, affecting access to human rights
- Understand the relationship between rights and responsibilities

Sensitive areas:

- Sexual assault
- Domestic violence

Resources:

- Butchers paper
- Pens
- Tape or blue tac



Preparation: Human rights are often replicated in national or local laws and policies. Before this activity, it is important that facilitators can provide participants of examples of sexual and/or reproductive rights that exist in Samoa. You will need to do some of your own research before the session on this, either by searching online, through a local library or by talking to experts. This can include international documents that the Samoa has ratified or any example of domestic legislation that values gender equality, criminalises domestic violence, sexual assault or discusses other sexual right.

Group composition: Groups of four or five

Prior learning: Module 1, Activity 2A: Introducing human rights

Literacy support: Required - involves basic writing (participants can also draw answers instead of writing)

Technology: None

Activity 2B: Life on an imaginary island

Instructions:

1. Introduce the activity by **saying something like:** *Today we will be brainstorming ideas about human rights by thinking about what life could be like on an imaginary island.*
2. Divide participants into groups of four or five. Provide each group with a piece of butchers paper and marker.
3. Explain the activity by **saying something like:** *For the purpose of this activity, we will think that you will be moving to a new island called Imaginary Island. Imaginary Island has everything needed for human life. No one has ever lived there, so no laws and no history exist. In your groups, you must decide on five “human rights” that will automatically apply to every person on the island. There are no right or wrong answers. For example, you might say that “the right to clean water” or “the right to vote” is a human right. You will have 10 minutes to write or draw your list of ideas.*
4. Facilitators can provide examples of human rights including sexual and/or reproductive rights policies that have been ratified or applicable in Samoa. This will give participants examples of what to include on their island.
5. After 10 minutes, ask each group present their list to the wider group.
6. Write the following questions on a butchers paper and stick it to the front of the room and use them to lead the group in a discussion about human rights.

Discussion questions:

What are some values that guided the list of rights you created for your island?

Example answers:

- Dignity
- Respect
- Responsibility
- Moral and legal rights
- Justice
- Tolerance
- Equality
- People and their community

What do we mean by “privilege”?

Example answer: A “**privilege**” is a special benefit that not everyone gets. Privileges are often given to someone because they belong to a certain group or community. For example, professional athletes have privileges like getting to travel and are often well paid.

What is the difference between a right and a privilege?

Example answers:

- Human rights are universal. All people have equal rights
- Not everyone may have access to the same privilege, so it can cause inequality
- Having privilege can make it easier for some people to live according to their human rights
- On the other hand, not having privilege can make it harder for people to access their human rights

Who has the responsibility for protecting human rights?

Example answers:

- Governments
- Humanitarian organisations, such as the United Nations
- Communities, such as villages, school communities, church communities, etc.
- Individual people
- Employers and businesses

Do you think human rights are important? Why?

Example answers:

- To recognise the value of each person
- To support freedom of ideas, movement and people
- To show that we are all equally important
- The value of mutual respect between people
- Respecting values keeps our communities peaceful
- Balancing our personal rights with respecting the rights of others
- Knowing our rights helps us to recognise when they are being ignored

2 TOPIC 2 – Human, legal, sexual and reproductive rights cont...

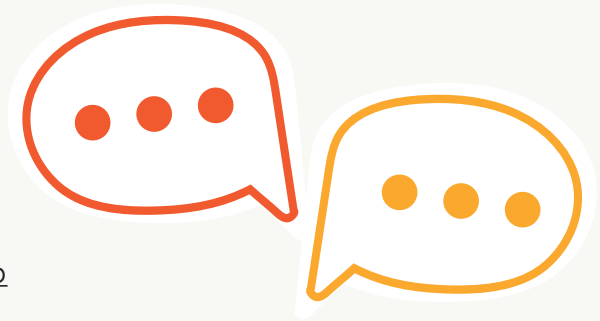
7. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going around in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

8. Conclude the activity by reading out the key messages:

- Human rights recognise that every person on earth is equally important
- Governments, organisations and individual people all have a responsibility to protect human rights
- Governments cannot stop anyone from accessing their human rights
- Privilege is a benefit only some people, or communities, can get
- Not everyone can access the same privilege, so it can cause inequality

9. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



2C

Activity: Disability and social inclusion



Activity overview:

Many people around the world are living with disability, whether physical or intellectual. We also know that anyone might develop a disability in life, through accident or illness. This activity is to remind participants that people with disabilities have the same rights as people without disabilities. This includes sexual and reproductive health rights.

Age: All ages

Time: 60 minutes

Learning objectives:

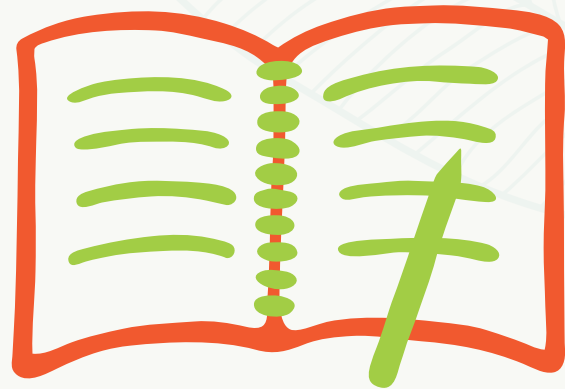
- Illustrate violations of human rights impacting sexual and reproductive health
- Acknowledge that people with a disability have equal human, legal and sexual and reproductive rights
- Recognise that power and privilege is unequal among human beings, affecting access to human rights
- Examine consequences of stigma and discrimination on people's sexual and reproductive health and rights
- Advocate against discrimination and for inclusion, non-discrimination and respect for diversity

Sensitive areas:

- Sexual assault
- Abuse
- Sexually transmitted infections (STIs)

Resources:

- Butchers paper
- Pens
- Tape or blue tac



Preparation: Prepare two sheets of butchers paper each with one of the following questions as a heading:

What might stop people with disability having their rights upheld?

What happens when the sexual and reproductive rights of people with disability are denied?

What are some ways to support people with disability to fulfill their rights?

Group composition: Individual work

Prior learning: Module 1, Activity 2A: Introducing human rights

Literacy support: Not required

Technology: None

Activity 2C: Disability and social inclusion

Instructions:

1. Introduce the activity by **saying something like:** *This activity helps us learn more about the rights of young people with disability. Many people around the world are living with a disability, and anyone of us could develop disability in their lifetime. Having disability doesn't mean you have less rights than any other person. Today we will learn about the importance of ensuring that young people with disability have access to their sexual and reproductive rights.*
2. As a large group, ask participants: What do we mean by "disability"?

Example answer: "Disability": the lack of ability or a limited ability to do something.

There are different types of disability including physical, intellectual and mental, among others. Some types you can easily see, while others are invisible. You cannot tell just from looking at someone whether they have disability.

3. Tell participants you will be doing a quick 'true or false' quiz to begin with to test their knowledge on the rights of people with disability.

2 TOPIC 2 – Human, legal, sexual and reproductive rights cont...

4. Explain that you will read out a list of rights. Participants have to say if they think people with disability have this right. If they think the answer is true, they touch their heads. If they think the answer is false, they cross their arms.
5. Read out the below statements one at a time, allowing time for everyone to vote for 'true' or 'false'. Begin the quiz by saying: *"People with disability have..."*
 - *The right to marry*
 - *The right to choose whether to have children*
 - *The right to access contraception*
 - *The right to decide what happens to their bodies*
 - *The right to live free from abuse*
 - *The right information and education in accessible ways*
 - *The right to continue education after pregnancy*
6. After you have finished reading the list, explain: *Every single answer of that list was 'true'. People with disability have exactly the same rights as any other person, including sexual and reproductive rights.*
7. Give each group one of the two topics you prepared before the session (give each group the large sheet of butchers paper with their topic written on top).
8. Tell participants to write their answers on the paper.
9. Come back together as a large group after 10 minutes and discuss answers.

What might stop people with disability having their rights upheld?

Example answer:

- Other people don't know about the rights of people with disability
- Other people might have negative attitudes towards people with disability
- Places can be hard for people with disability to reach (i.e. a health centre)
- People with disability are often not included when decisions about them are being made
- Discrimination – schools may exclude people with disability from school, or sexual and reproductive health or family life education classes
- People with disability may be more likely to experience sexual abuse
- People with disability may be more likely to contract STIs or HIV

- People with disability may not have access to contraception
- People with disability may live in accommodation that ignores their sexual health needs and may put them at increased risk of violence

What happens when the sexual rights of people with disability are denied?

Example answers:

- People with disability may not be given information to support making healthy decisions about their lives, including their sexual and reproductive health
- Increased risk of violence including sexual assault
- People with disability may not be supported to be independent
- People with disability may miss out on having a relationship and a family, as they are seen as asexual, (meaning not sexual)
- Further exclusion and the spread of stigma, misinformation or bias
- Negative stereotypes of people with disabilities are not challenged by society/communities

What are some ways to support people with disability to fulfill their rights?

Example answers:

- Remember that people with disability have the same rights as any other person
- Include people with disability in community events and invite them to contribute to decision-making
- Ask people with disability what would support them to participate in public life
- Educate family members and friends about the rights of people with a disability
- Challenge negative attitudes or assumptions about people with disability when you hear them

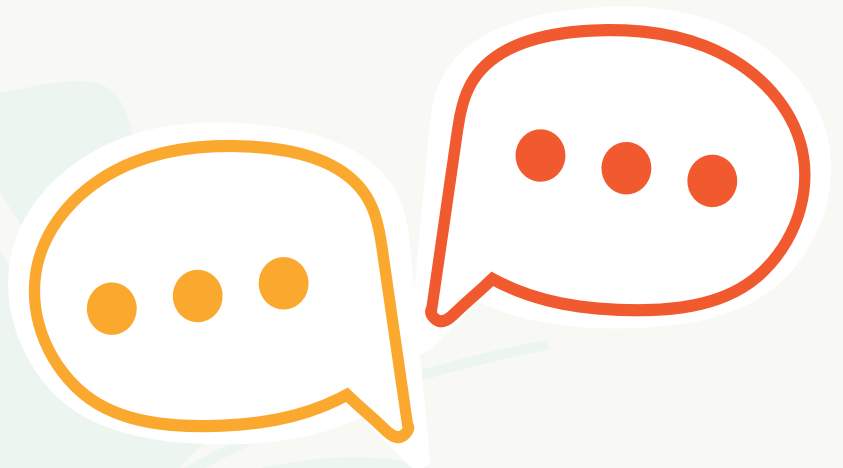
10. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

11. Conclude the activity by reading out the key messages:

- People with disability have the same rights as any other person. This includes sexual and reproductive health and rights. These are not 'extra' or 'additional' rights. They are the same as everyone else.
- When someone's rights are denied, it can prevent them from making important life choices, like whether to get married or have children
- It's everyone's job to support people with disabilities to access their rights
- We can do this by including people with disabilities in decisions that affect them

12. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



2D

Activity: When sexual and reproductive health rights are denied⁽⁸⁾



Activity overview:

This activity encourages participants to think about what might happen to young people who can't access their sexual and reproductive health rights.

The case studies focus on issues like sexual assault that might be upsetting to some participants. It is helpful to let participants know this at the beginning of the session. Let all participants know that don't have to attend if they think the activity might be upsetting for them.

Age: All ages

Time: 60 minutes

Learning objectives:

- Define human rights and acknowledge that everyone has human rights and that these should be respected
- Describe human rights that impact sexual and reproductive health
- Analyse local and/or national laws and policies concerning sexual and reproductive health and wellbeing
- Illustrate violations of human rights impacting sexual and reproductive health
- Acknowledge that people with a disability have equal human, legal and sexual and reproductive rights
- Recognise that power and privilege is unequal among human beings, affecting access to human rights
- Examine consequences of stigma and discrimination on people's sexual and reproductive health and rights

Sensitive areas:

- Sexual assault
- Gender-based violence
- HIV
- Abortion
- Reproductive coercion



Resources:

- Handout 2D: Young people's SRHR
- Worksheet 2D: Scenarios

Preparation: Print both handout 2D and worksheet 2D and provide one to each group

Group composition: Groups of two to four

Prior learning: Module 1, Activity 2A: Introducing human rights

Literacy support. Required - involves reading

Technology: None



Activity 2D: When sexual and reproductive health rights are denied

Instructions:

1. Introduce the activity by **saying something like:** *This session will explore some fictional case studies where young people can't access their sexual and reproductive health rights. Remember, sexual and reproductive rights are human rights, and often cross over with legal rights. However, not every human or sexual or reproductive right is included in a country's legal rights.*

2. Ask: Can anyone think of a sexual or reproductive right that might not be a legal right?

Example answer: For example, all people have the right to access contraception. Contraception is the use of methods or technologies on-purpose to prevent pregnancy. However, in many countries this right is not protected by the law for all people equally, with women often more likely to be denied access to contraception. To use another example, having diverse SOGIE and living without discrimination is a human right. However, many countries still treat people with diverse SOGIE unfairly in their laws.

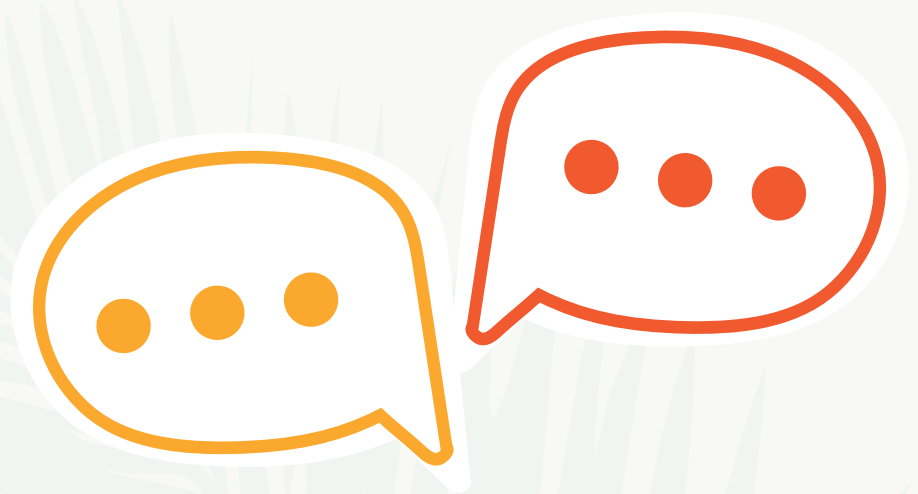
3. Distribute the handout and worksheet to each group and assign each group to a different scenario.

4. Ask the group to read their scenario and, using handout 2D for reference, consider the following questions:

- What rights are being denied in this scenario?
- What might happen if these rights are denied?

5. After 15 minutes, bring the groups back together.

6. Ask a volunteer from each group to read out their situation and ask them the questions from their scenario (refer to handout 2D).
7. Lead a short discussion using the following questions:
How might scenario C have been different if the person was male?
How might it change in scenario B if they weren't at risk of harm to themselves due to pregnancy?
8. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*
Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.
9. Conclude the activity by reading out the key messages:
 - Some people in our society may be more likely to have their sexual and reproductive health rights denied; this includes children and young people, women, people with disability, and people with diverse SOGIE
 - Everyone has the right to receive accurate information about sexual health, including young and unmarried people
 - All children have a right to live free from harm, including sexual abuse
 - It is everyone responsibility to protect children from harm; this includes teachers, nurses, police and other community members
 - Everyone has the right to be healthy and people should not have their own health put at risk by pregnancy
10. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



Handout 2D: Young people’s sexual rights⁽⁸⁾

All young people of the world, regardless of sex, religion, colour, sexual orientation or mental and physical ability, have the following rights as a sexual being.

A	The right to life: No one’s life should be put at risk or endangered by pregnancy, childbirth or gender. This means women should have safe childbirth practices to protect their lives and reduce the risk of harm or death to a mother.
B	The right to safety: All young people have the right to be free from violence, sexual abuse and harassment. This includes child sexual abuse. No one should require parental or spousal consent to access sexual and reproductive health (SRH) services.
C	The right to equality, and to be free from all forms of discrimination: All persons are born free and equal. No one should be discriminated against on the basis of race, ethnicity, colour, poverty, sex or sexual orientation, marital status, family position, disability, age, language, religious or political opinion etc. This means that everyone has the right to access SRH services.
D	The right to privacy: Everyone has the right to make autonomous decisions, meaning decisions for oneself, by oneself, regarding one’s sexual and reproductive life, and to have privacy to do so respected. This means having access to SRH information and services that respect privacy and confidentiality.
E	The right to information and education: Everyone has the right to access information and education on sexual and reproductive health and rights. This includes the right to access information and education programmes, and to know about the benefits and availability of SRH services.
F	The right to choose whether or not to marry, and to decide on and plan a family: Everyone has the right to choose when and whether they want to marry, and to choose whether to have children, including the right to plan their family. This covers the right to choose and access contraception (used to prevent pregnancy and sexually transmitted infections).
G	The right to decide whether or when to have children: Everyone has the right to decide on the number, timing and spacing of their children, if they choose to have children.
H	The right to healthcare and health protection: Everyone has the right to the highest standard of physical and mental health possible. This includes the right to access and receive the highest quality care.
I	Sexual rights for people with a disability: People living with a disability have the same sexual rights as any other person.

Worksheet 2D: Scenarios (Facilitator copy)

SCENARIO A:

A principal does not allow Family Life Education to be taught in school. The principal believes that not having sex is the only reliable method of contraception. The principal believes that teaching young people about condoms will encourage them to have sex.

What rights are being denied in this context?

Example answer: Everyone, including school students and other young people, has the right to accurate information on sexual and reproductive health. This includes the right to know about sexual and reproductive health services, including contraception. Young people have the right to know where to access sexual and reproductive health services.

How might the school principal's actions impact the sexual and reproductive health of participants at this school?

Example answer: It is a myth that teaching young people about condoms will encourage them to have sex. Telling young people not to have sex (abstinence) can lead to poor sexual and reproductive health. When young people do not have the knowledge and skills they need to practice safe sex, they may be more at risk of STIs or unplanned pregnancy. Giving young people accurate information can help delay sexual activity and encourages safer sex.

SCENARIO B:

Lia, age 23, has had a serious heart condition since she was a child and she has had advice from doctors that giving birth may be extremely dangerous, with possible risk of death. When Lia becomes pregnant unintentionally, she visits a family planning clinic where she is told that abortion is illegal and that she would have no option but to continue with the pregnancy.

What right is being denied in this context?

Example answer: Everyone has the right to life and this should not be put at risk by pregnancy and childbirth. Everyone has the right to enjoy a high standard of health. In Samoa, abortion is illegal, except in the case of a pregnancy of not more than 20 weeks where a medical practitioner is of the opinion that continuing the pregnancy will result in serious danger to the life, or to the physical or mental health, of the woman or girl. In the case of an unplanned pregnancy, counseling is important.

What might happen to Lia if she has the baby?

Example answer: If Lia continues with her pregnancy, she might be putting her life at risk. She might also be worried about the financial responsibility that having a baby requires.

SCENARIO C:

Sita is a 14-year-old girl. Both her parents died when she was 12 and she now lives with her uncle Toma. After one year living together, Toma started pressuring Sita for sex. He threatened to stop paying her school fees and to throw her out of his house if she refuses sex or tells anyone. Sita does not want to have sex with her uncle and is afraid of him. She has also been told by a healthcare worker before that abortions are 'wrong'.

What rights are being denied in this context?

Example answer:

- The right to freedom and safety
- The right to decide what happens to your own body
- The right to health care
- The right to be free from torture, violence and abuse.

What might be some of the outcomes of denying Sita these rights?

Example answer: Sita is currently at risk of incest (a form of sexual abuse from a family member). She is also at risk of sexually transmitted infections including HIV, and unplanned pregnancy. If Sita leaves the house, she may become homeless, and if she can't pay her school fees, she may have to leave school early.

As Sita is a child, it is everyone's responsibility to protect her from sexual abuse. This includes her teacher, healthcare workers, social workers and the police. Without protection, Sita may suffer sexual abuse during childhood, which is a serious crime. Sexual abuse can also lead to many negative consequences for someone's mental health.

Sita is also very young and may not have the financial security to care for a baby if she were to get pregnant. Not having access to a safe abortion could also impact her ability to continue education or get a job.

SCENARIO D:

Alo, an 18-year-old man comes into a health clinic asking for condoms. The nurse knows him from the village. Alo has a girlfriend, but the nurse has heard rumours that he also has sex with people of the same gender. The nurse asks him who he is having sex with. She refuses his request for condoms.

What rights are being denied in this context?

Example answer: Everyone has the right to access the contraceptive they want, including condoms. This is regardless of their age, gender or sexual orientation and any other personal factors such as whether that person is married. Everyone has the right to the highest possible standards of sexual and reproductive health. This includes avoiding unwanted pregnancies, STIs and sexual violence. Everyone has the right to make sexual health decisions that are private and confidential. The nurse is being discriminatory and is not respecting Alo's privacy or dignity.

What might be the consequences of denying these rights?

Example answer: It is possible that Alo may have unprotected sex and get an STI. He may give an STI/HIV to other people no matter their gender. He may get his girlfriend pregnant. He may suffer mental health issues from being discriminated against and treated without respect.

Worksheet 2D: Scenarios (Participant copy)

SCENARIO A:

A principal does not allow Family Life Education to be taught in school. The principal believes that not having sex is the only reliable method of contraception. The principal believes that teaching young people about condoms will encourage them to have sex.

Questions

What rights are being denied in this context?

How might the school principal's actions impact the sexual and reproductive health of participants at this school?

SCENARIO B:

Lia, age 23, has had a serious heart condition since she was a child and she has had advice from doctors that giving birth may be extremely dangerous, with possible risk of death. When Lia becomes pregnant unintentionally, she visits a family planning clinic where she is told that abortion is illegal and that she would have no option but to continue with the pregnancy.

Questions

What rights are being denied in this scenario?

What might happen to Lia she has the baby?

SCENARIO C:

Sita is a 14-year-old girl. Both her parents died when she was 12 and she now lives with her uncle Toma. After one year living together, Toma started pressuring Sita for sex. He threatened to stop paying her school fees and to throw her out of his house if she refuses sex or tells anyone. Sita does not want to have sex with her uncle and is afraid of him. She has also been told by a healthcare worker before that abortions are 'wrong'.

Questions

What rights are being denied in this scenario?

What might be some of the outcomes of denying Sita these rights?

SCENARIO D:

Alo, an 18-year-old man comes into a health clinic asking for condoms. The nurse knows him from the village. Alo has a girlfriend, but the nurse has heard rumours that he also has sex with people of the same gender. The nurse asks him who he is having sex with. She refuses his request for condoms.

Questions

What rights are being denied in this context?

What might be the consequences of denying these rights?

Topic 2: Human, legal, sexual and reproductive rights

Key messages of this topic:

- Human rights are the same for every person on earth
- Human rights support every person to have their basic needs covered
- Sexual rights are human rights to do with sexuality and sexual health
- Reproductive rights are to do with the right to freely choose the number and spacing of children someone has
- Legal rights are made by the government; they often overlap with human rights
- Some people are more likely to have their sexual and reproductive health rights denied; this includes children and young people, women, people with a disability, and people with diverse SOGIE
- Everyone has the right to live free from abuse, include sexual abuse and child abuse
- We can promote human rights by supporting inclusion and equality
- It is everyone's responsibility, including the government, to protect human rights
- People with disabilities have the same human rights as everyone else





MODULE 1

TOPIC 3

SEXUALITY

Topic overview

Sexuality covers a lot of different areas and aspects of our lives. Sexuality is also very personal and always evolving. It's about more than just sex. It can be about our bodies, our feelings, spirituality, attraction and gender.



This topic explores all these different aspects and empowers young people to think about all the different aspects of sexuality and apply it to their own lives.

Learning objectives

Facilitator version	Participant version
Understand that sexuality involves emotional and physical attraction to others	Understand that sexuality means attraction for others in your heart and your body
Acknowledge ways people choose to express their sexuality, including not choosing to express their sexuality, sexual feelings, fantasies or desires	Acknowledge ways people show their sexuality, including that some people don't
Acknowledge that discrimination against people who are attracted to the same sex (or who are believed to be attracted to the same sex) can have negative effects on these individuals	State that it's not fair to treat people differently because they are same-sex attracted, and it can hurt them
Explain and analyse the complexity of sexuality and how it is multifaceted and includes biological, social, psychological, spiritual, ethical and cultural components	Explain that sexuality involves different parts of our brain, body and feelings, among other things
Acknowledge that sexuality is a natural part of being human and can enhance wellbeing	Accept that sexuality is normal, healthy and can make us happy
Reflect on personal sexuality and factors that influence it	Think about our own sexuality and where it came from
Appreciate that values around sexuality change over time and place	See that attitudes about sexuality change across different times and places
Acknowledge that everybody has sexuality, including people with a disability and people of diverse sexual orientation, gender identity and expression	Accept that everyone has sexuality, including people with disability and people who are same-sex attracted
Describe the differences and similarities between sexuality and sexual health	Describe the differences and similarities between sexuality and sexual health

Facilitator version	Participant version
Acknowledge the relationship between sexual stigma and gender equality	Think about how males and females are treated differently when it comes to sex
Compare and contrast social and cultural norms that positively and negatively influence sexual behaviour and sexual health, and how they change over time	Compare what messages we learn from society about sex, both positive and negative. Think about how these messages change over time
Question social and cultural norms that impact sexual behaviour in society	Consider how society's ideas shape people's sexual behaviour

Activities

Activity		Time	Page	Handout
3A: Introduction to sexuality		45 minutes	55	Yes
3B: The sexuality wheel		45 minutes	61	Yes
3C: Sexuality charades		30 minutes	68	No
3D: The truth about desire		60 minutes	70	Yes

3A

Activity: Introduction to sexuality

**Activity overview:**

This activity helps to introduce the concept of sexuality. Sexuality can be tricky to understand so there may be many questions. This activity includes a group discussion and an individual matching activity.

Age: All ages

Time: 45 minutes

Learning objectives:

- Understand that sexuality involves emotional and physical attraction to others
- Acknowledge that discrimination against people who are attracted to the same sex (or who are believed to be attracted to the same sex) can have negative effects on these individuals
- Acknowledge that sexuality is a natural part of being human and can enhance wellbeing

Sensitive areas:

- Sexuality
- Same sex-relationships
- Sex

Resources:

- Handout 3A
- Worksheet 3A
- Pens or pencils

Preparation:

- Print worksheet 3A for participants

Group composition: Group-work, pairs

Prior learning: None

Literacy support: Required – involves reading

Technology: None



Activity 3A: Introduction to sexuality

Instructions:

1. Introduce the activity by **saying something like:** *In this module we will be talking about sexuality. Sexuality includes a lot of different ideas, so it can be tricky to understand. To help us better understand what sexuality means, we will unpack these ideas one at a time. Please feel free to ask any questions as we go.*
2. Ask the group the following questions and then provide the correct answer: What do we mean by the term “sexuality”?

Example answer: Sexuality is a very broad term which includes a lot of different things. Sexuality is not just about who you have sex with, or how often you have it. Sexuality is about your sexual feelings, thoughts, attractions and behaviours towards other people. It is diverse and personal. Sexuality is shaped by our society, including beliefs, practices, behaviours and identities.⁽¹⁾ Some people might think sexuality is just about sexual orientation (who you are attracted to) but it is much more diverse than that. Discussions about diverse sexual orientation, gender identity and expression will be looked at in more detail in module 3: Gender.

How could sexuality be linked to power?

Example answer: Sexuality is linked to power- both the individuals’ power and the power of different groups in society. The ultimate power is controlling and making decisions about what happens to your own body. In regards to sexuality, this could include: getting sexual health checks, choosing what contraception to use, negotiating condom-use, deciding whether to continue with a pregnancy or not, deciding who to have sex with, deciding when and if you have children, among many other things.

Can you think of any sexual behaviours that might be considered taboo or unacceptable by some people or groups?

Example answer: The expectations of our sexual behaviour differ across and within cultures. Certain behaviours are seen as acceptable and good, while others are considered unacceptable. For example, same-sex relationships may be considered unacceptable by some groups or individuals in a society. However, in other places, same-sex marriage is legal and celebrated just like traditional marriage. People having sex outside of marriage, or the sexuality of people with disability, and other things that some groups consider unacceptable, but other groups consider to be fine.

Do you think any of these taboos around sexuality could be harmful to people?

Example answer: Yes, treating certain sexual behaviours or relationships as taboo or “unacceptable” can be very harmful to people. Treating people differently for their sexuality is called “discrimination” and can lead to poor mental health and other long term consequences.

Sometimes people (including community leaders) will deny that any of these sexual behaviours are happening. This can cause confusion or conflict.

However, sometimes these things do happen, even if we don't hear about them in public conversations. For example, same-sex relationships are a reality across the world. Transgender people and people with disability also have sexual relationships, and many people have sex outside of marriage. We may not hear about them because people don't know how to talk about it, it conflicts with religion or spiritual beliefs or there are concerns about discrimination. However, when we let taboos exclude these people, it can have effects on their wellbeing and health.

Why is it important to understand sexuality?

Example answer: Understanding sexuality is important because it helps us to have healthy relationships. Sexuality is with us our whole life, showing up in different ways depending on our life stage. Some people may choose not to express their sexuality, and some people may feel pressure to hide their sexuality due to discrimination. Understanding sexuality can help people to overcome these barriers.

3. Explain to participants that gender is a major component of sexuality. **Say something like:** *As we move through this topic, you will see that gender is a big part of our sexuality. Gender is discussed a lot more in Module 3 but it is important that we can understand it early on.*

4. Ask the following questions:

What is "gender"?

Example answer: Your sense of who you are as a guy, girl or something else, as opposed to what your physical characteristics, genes and hormones indicate. Identifying your gender can be more diverse than simply seeing yourself as 'male' or 'female', and people express their gender in different ways.

What is "gender identity"?

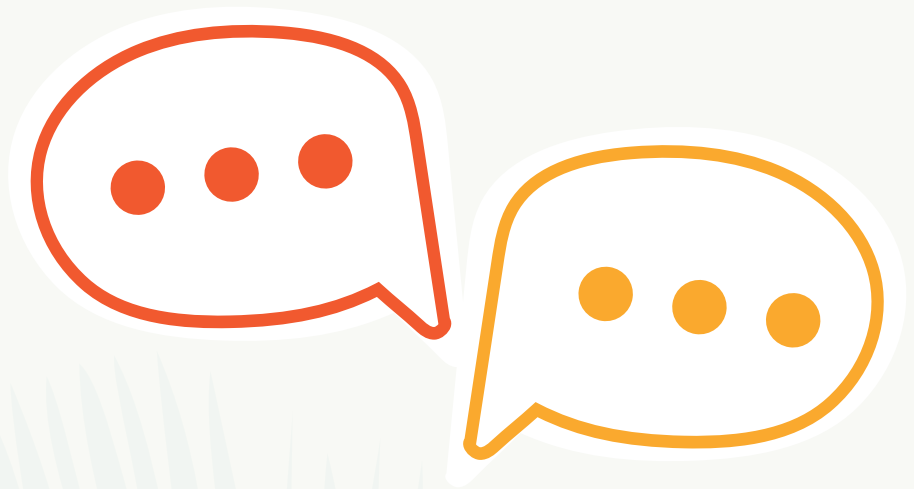
Example answer: Gender identity is how you perceive your gender, how you show it to others and how you want others to treat you.

What is "gender diversity"?

Example answer: Gender diversity is the broad, fair and equal representation of all people with different genders. In Module 3, we will learn how gender is a spectrum and so there are many different ways someone can experience gender.

5. **Say something like:** *Now that we have introduced the concept of sexuality, we will do a matching game.*
6. Divide the group into pairs. Give each group a copy of worksheet 3A.
7. **Explain the activity to participants:** *On your worksheet, you will see a list of questions and a list of answers. They are all in the wrong order. Working in pairs, you will figure out which question matches which answer. Draw a line from each question to the correct answer. You will have ten minutes to complete the activity.*
8. After ten minutes bring the whole group back together.

9. Read out question A and ask volunteers to provide their answers. Correct any incorrect answers and repeating this step for each question.
10. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.* Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.
11. Conclude the activity by reading out the key messages:
 - Sexuality is a broad concept and includes a lot of different ideas
 - Sexuality is with us our whole life, but we often become more aware of it around puberty
 - It is important to understand sexuality so we can make good decisions about sexual health, and have healthy relationships with others
 - Some people are discriminated against because of their sexuality
 - Discriminating against someone because of their sexuality can cause them serious harm
12. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



Handout 3A: Introduction to sexuality (Facilitator copy)

<p>A</p> <p>Who has sexuality?</p>	<p>6</p> <p>Everyone has sexuality, each one of us. Sexuality is a big part of being human, including how we relate to other people and who we have relationships with.</p>
<p>B</p> <p>How does sexuality relate to sexual health?</p>	<p>1</p> <p>Sexuality is a broad concept, and sexual health is one part of sexuality. Sexual health requires a positive and respectful approach to sexuality and sexual relationships as well as the possibility of having enjoyable, safe sexual experiences.</p>
<p>C</p> <p>When does sexuality begin?</p>	<p>4</p> <p>Sexuality is with us from birth, however puberty is a time when people often become more aware of their sexuality.</p>
<p>D</p> <p>Why do people have different beliefs about sexuality?</p>	<p>5</p> <p>A person's sexuality is unique and individual to them. It is shaped by many things – by culture, religion and tradition, by their gender and by their personal experiences. There is no right or wrong sexuality.</p>
<p>E</p> <p>Does a person's sexuality change?</p>	<p>2</p> <p>Sexuality is part of us from birth to death, for all our life. A person's understanding of sexuality develops and changes throughout their life. Sexual orientation (meaning who we are attracted to) is only one part of sexuality. Generally, our sexual orientation stays the same but for some people it can change during their lives.</p>
<p>F</p> <p>Why do we need to know about sexuality?</p>	<p>3</p> <p>Sexuality plays a big part in our lives. The more we know about it the better decisions we can make around sexual health and our relationships. If we don't talk about sexuality, we will not have accurate information. This can lead to feelings of fear and shame about sexuality.</p>

Worksheet 3A: Introduction to sexuality (Participant copy)

Instructions: These questions and answers about sexuality are in the wrong order. In pairs, read each question and decide what the right answer is, then draw a line from the question to the correct answer.

<p>A</p> <p>Who has sexuality?</p>	<p>1</p> <p>Sexuality is a broad concept and sexual health is one part of sexuality. Sexual health requires a positive and respectful approach to sexuality and sexual relationships as well as the possibility of having enjoyable, safe sexual experiences.</p>
<p>B</p> <p>How does sexuality relate to sexual health?</p>	<p>2</p> <p>Sexuality is part of us from birth to death, for all our life. A person's understanding of sexuality develops and changes throughout their life. Sexual orientation (meaning who we are attracted to) is only one part of sexuality. Generally, our sexual orientation stays the same but for some people it can change during their lives.</p>
<p>C</p> <p>When does sexuality begin?</p>	<p>3</p> <p>Sexuality plays a big part in our lives. The more we know about it the better decisions we can make around sexual health and our relationships. If we don't talk about sexuality, we will not have accurate information. This can lead to feelings of fear and shame about sexuality.</p>
<p>D</p> <p>Why do people have different beliefs about sexuality?</p>	<p>4</p> <p>Sexuality is with us from birth, however puberty is a time when people often become more aware of their sexuality.</p>
<p>E</p> <p>Does a person's sexuality change?</p>	<p>5</p> <p>A person's sexuality is unique and individual to them. It is shaped by many things – by culture, religion and tradition, by their gender and by their personal experiences. There is no right or wrong sexuality.</p>
<p>F</p> <p>Why do we need to know about sexuality?</p>	<p>6</p> <p>Everyone has sexuality, each one of us. Sexuality is a big part of being human, including how we relate to other people and who we have relationships with.</p>

3B

Activity: The sexuality wheel^(12,13)

Activity overview:

The concept of sexuality can be complex to explain and understand. There can be many different meanings and ideas about what sexuality really is, and that is okay! Sexuality is diverse, unique and always evolving. This activity uses a wheel to help participants understand the different elements that can be part of sexuality. This activity breaks participants into groups to focus on one element of sexuality. Ideas can be written or drawn in pictures.

Age: All ages

Time: 45 minutes

Learning objectives:

- Understand that sexuality involves emotional and physical attraction to others
- Acknowledge ways people chose to express their sexuality, including not choosing to express their sexuality, sexual feelings, fantasies or desires
- Explain and analyse the complexity of sexuality and how it is multifaceted and includes biological, social, psychological, spiritual, ethical and cultural components
- Acknowledge that sexuality is a natural part of being human and can enhance wellbeing
- Acknowledge that everybody has sexuality, including people with a disability and people of diverse sexual orientation, gender identity and expression

Sensitive areas:

- Abuse
- Sexual assault
- Trauma or unhealthy relationships

Resources:

- Butchers paper or board
- Board markers or chalk
- Coloured pencils or markers
- Scissors
- Tape
- Handout 3B



Preparation: Print five copies of handout 3B

Group composition: Five small groups

Prior learning: Module 1, Activity 3A: Introduction to sexuality

Literacy support: Not required

Technology: None

Activity 3B: The sexuality wheel

Instructions:

1. Introduce the activity by **saying something like:** *The purpose of this activity is to try and understand what 'sexuality' means. There are lots of different definitions and ideas about the definition and that is okay. Sexuality is different for every single person but involves lots of different elements.*
2. Write the word 'sexuality' on the board or butchers paper at the front of the room.
3. Ask all the participants to get into small groups and brainstorm all the words that come to mind then they think of the word 'sexuality'.
4. After 2 minutes, ask the small groups to share some of their ideas and write them on the board/ butchers paper at the front.

Words may refer to:

- Sexual behaviour
 - Sexual identity
 - Sexual feelings
5. Share this definition of **"sexuality"** with the group.

"Sexuality": Sexuality is something that can bring a lot of joy and purpose in someone's life. Sexuality has many aspects and it is not just about sexual activity (or having sex). Sexuality is something we experience through physical feelings, emotions, thoughts, identity and relationships. Since our sexuality is made up so many different things, our sexuality is always changing, and unique to each individual. Sexuality is a normal, natural part of being human and it is a major part of our wellbeing.
 6. Tell participants that they are now going to draw all their ideas about sexuality as a wheel. Remind participants that a wheel represents how a person's sexuality is always evolving and changing. The different sections of the wheel, separated by the spokes, represent all the different elements of sexuality.
 7. Break participants into five groups.

8. Tell each group they will focus on one of the many different aspects of sexuality. Assign each group one of the following topics:
 - a. Body
 - b. Thoughts and feelings
 - c. Gender
 - d. Relationships
 - e. Values and beliefs
9. Give each group one copy of handout 3B and lots of different coloured marker or pencils. This will create one section of the sexuality wheel. Groups will have 15 minutes to write or draw everything they can think of that belongs in their wheel section.
10. During the 15 minutes, facilitators can walk around and check everyone knows what their topics mean. Facilitators can use the following guidance and prompting questions to help them give ideas to each group.

Body	Relationships
<p>List everything you can think of that affects how we feel and think about our bodies, and things that shape our ability to use our bodies. What makes our bodies unique? How does our body experience pleasure or enjoyment?</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Our body image • Self-esteem • Look/shape/size • Physical disabilities • Our experience with puberty • Our age • Sensuality <ul style="list-style-type: none"> – What smells, feels, sounds, tastes nice? What do you do that brings pleasure to your senses and body? – Dancing, music, massages, food, sunshine, swimming, exercise 	<p>What relationships can people be in? Who are you emotionally, physically and sexually attracted to? What types of attraction are there?</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Monogamous relationships (where you are only with one partner) • Non-monogamy (where you have more than one partner) • Family relationships • Friendships • Marriages • Long-term relationships • Healthy relationships • Unhealthy relationships • Physical attraction • Emotional attraction • Spiritual connection • Sexual attraction • Same-sex relationships

Gender	Values and beliefs
<p>Think about the different ways people express their gender? What kind of behavior or values do we place on men and women?</p>	<p>What does spirituality, religion and faith bring to your life? What values are important to you? What are some values you think are important in other people? What do you believe in?</p>
<p>Examples include:</p> <ul style="list-style-type: none"> • Femininity • Masculinity • Transgender identities • Male/female values or gender roles 	<p>Examples include:</p> <ul style="list-style-type: none"> • Feeling a deeper sense of purpose • Feeling closer to nature • Strong bonds • Feelings of duty • Kindness • Loyalty • Culture • Honesty

Thoughts and feelings
<p>What emotions do you often feel? What do you feel in relationships? What emotions do you have about yourself? What are emotions that feel nice or not nice?</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Love • Desire • Pleasure • Anger • Jealousy • Joy • Intimacy

11. After 15 minutes, ask each group to show the rest of the participants their section of the wheel and explain some of their ideas.
12. Place all the sections of the wheel on the ground or tape them to a wall to make the shape of a wheel.
13. Have a discussion with the whole group. Ask the following questions:

Looking at our sexuality wheel, does sexuality seem much more complex and diverse than you first thought?

Example answer: Probably! Sexuality is multifaceted and includes biological, social, psychological, spiritual, ethical and cultural components. Also, everyone’s experience of sexuality is totally different and changes over time.

If these are all the different parts of our sexuality, how can people express all these things?

Example answers:

- Through what they wear/dress
- How they treat others
- Through their religion
- Through their hairstyles or makeup
- Through their relationships with others
- Through their hobbies
- The way we speak
- How we dance, act, have fun etc.

Does everyone have sexuality?

Example answer: Yes! Everybody has sexuality and this includes people with diverse sexual orientation, gender identity and expression, older people and people with disabilities. Everyone has their own unique sexuality and it can change according to time and place.

What do you think are some things that can affect your sexuality? If your sexuality is a wheel on a bike, what kinds of things might damage, cause issues for, or even fix your wheel?

Example answers:

- Past experiences (example can be family support, the environment you grew up in, whether you have had healthy or unhealthy relationships in the past, the way you grew up thinking about your body etc.)
- When you grew up (are ideas about sexuality more accepted today compared to a few decades ago etc.?)
- Your friendships and support systems
- Your age
- Experiences of abuse, trauma, bullying etc.

Sexual desire and urges are all part of sexuality. Are these things completely out of someone’s control?

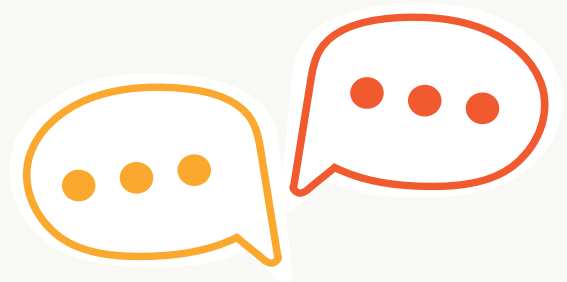
Example answer: Whilst the urges and desires we have might be random and out of our control, we are 100% in control of what we do with these urges and desires. We have a big responsibility to make sure our urges and desires never harm someone else or make them feel uncomfortable. It is never an excuse to say you couldn’t control an urge or desire.

14. After the discussion, **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

15. Conclude the activity by reading out the key messages.

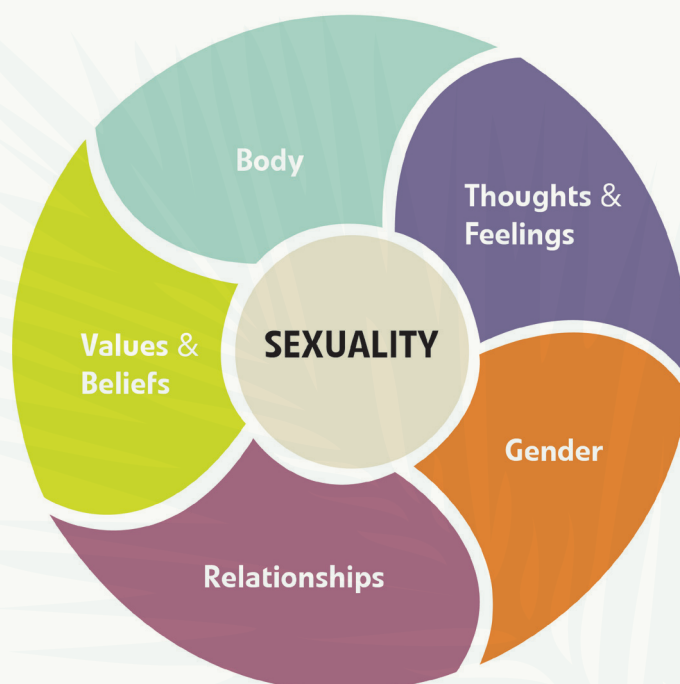
- Sexuality is a normal, natural part of being human and it is a major part of our wellbeing
- Sexuality has many aspects and it is not just about sexual activity (or having sex)
- Everyone has a different experience of sexuality that is unique to them
- Sexuality can change over time
- Sexuality can be expressed in different ways
- Sexuality can be affected by many different things



16. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.

Example of sexuality wheel

SEXUALITY



Handout 3B: Sexuality wheel

Instructions:

Draw or write anything in your wheel section that comes to your mind when you hear your topic. Afterwards, cut your wheel section out.



3C

Activity: Sexuality charades



Activity overview:

Using the sexuality wheel from activity 3B, participants will form small groups to act out any element, word or category that was used in the sexuality wheel.

Age: All ages

Time: 30 minutes

Learning objectives:

- Understand that sexuality involves emotional and physical attraction to others
- Explain and analyse the complexity of sexuality and how it is multifaceted and includes biological, social, psychological, spiritual, ethical and cultural components
- Acknowledge that sexuality is a natural part of being human and can enhance wellbeing
- Reflect on personal sexuality and factors that influence it

Sensitive areas: None

Resources:

- Sexuality wheel that participants created in activity 3B

Preparation: Make sure the sexuality wheel that participants created in activity 3B is available for everyone to see

Group composition: Small groups of two to three people

Prior learning:

- Module 1, Activity 3A: Introduction to sexuality
- Module 1, Activity 3B: The sexuality wheel

Literacy support: Not required

Technology: None



Activity 3C: Sexuality charades

Instructions:

1. Introduce the activity by reminding participants of the different ideas and elements they used when they created the sexuality wheel in activity 3B. Explain that “charades” is a game involving silent role play where participants must act something out without speaking. Other players must then guess what the “actor” is trying to show. Explain that they can use gestures, expressions, props, dance, or any other creative way of communicating that does not use words!
2. Tell participants to form small groups of two to three people.
3. Tell each group to look at the sexuality wheel they created in activity 3B. Their job is to choose any idea, word or example used on the sexuality wheel from any of the five categories. Explain to the participants that they will have 10 minutes to choose their word and practice a charade for the rest of the group to guess what their word is.
4. During the 10 minutes of preparation, the facilitator can go around the room and assist any groups if they need help.
5. After 10 minutes, ask one group to volunteer to go first.
6. As they are performing their charade, the other groups need to guess what their word is. The team who guesses the word correctly first, wins a point.
7. Repeat for the rest of the groups.
8. After each performance, have a 5 minute discussion about this question:

If each group happened to choose the same word, do you think each charade would have been exactly the same?

Example answer: Probably not. This shows how different everyone’s understanding and experience of sexuality is different. Even if all groups acted out examples of things like jealousy, massages, culture, masculinity, clothing or other displays of sexuality, everyone’s charade would be different. This shows how complex and unique sexuality is.

9. After the discussion, **say to participants:** *To reflect on today’s activities, let’s all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or “popcorn style” with whoever feels to speak next. Remind participants they have the right to pass also.

10. Conclude the activity by reading out the key messages
 - Sexuality has many aspects
 - Everyone has a different experience of sexuality that is unique to them
 - Sexuality can be expressed in different ways
11. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



3D

Activity: The truth about desire⁽⁴⁾

Activity overview:

Men, women and people of all genders often face wrong assumptions and ideas about their sexuality, including sexual desire. Many people accept these ideas without really thinking about or questioning them (and the media often reinforces them too). Today's activity shows how some of these ideas about sexuality and gender can be incorrect.

Age: 16+

Time: 60 minutes

Learning objectives:

- Acknowledge ways people chose to express their sexuality, including not choosing to express their sexuality, sexual feelings, fantasies or desires
- Acknowledge that sexuality is a natural part of being human and can enhance wellbeing
- Acknowledge that everybody has sexuality, including people with a disability and people of diverse sexual orientation, gender identity and expression
- Acknowledge the relationship between sexual stigma and gender equality
- Compare and contrast social and cultural norms that positively and negatively influence sexual behaviour and sexual health, and how they change over time
- Question social and cultural norms that impact sexual behaviour in society

Sensitive areas:

- Sex
- Sexuality
- Gender diversity
- Diverse sexual orientation

Resources:

- Butchers paper
- Handout 3D
- Worksheet 3D



Preparation: Print worksheet 3D, enough for one for each participant. Handout 3D gives the answers to the questions listed in the worksheet.

Group composition: Individual work

Prior learning: Module 1, Activity 3B: The sexuality wheel

Literacy support: Required – involves a small amount of reading

Technology: None

Activity 3D: The truth about desire

Instructions:

1. Introduce the activity by **saying something like:** *Today we are going to discuss the topic of sexual desire. We will bust some common myths about the subject. First, we will complete a true-or-false exercise.*
2. Pass around a copy of the worksheet 3D to each of the participants. Instruct them to fill it out quickly, marking if they think each statement is true or false. Give them 10 minutes to fill out.

3. Ask a volunteer to read the first statement and then ask the group:

How many of you think that statement is true?

How many of you think it's false?

4. If no one says the correct answer, ask questions to help the group reach the correct answer.
5. Only say the correct answer yourself if no one in the group comes up with it.
6. Ask if anyone has a question or comment after each statement.
7. Repeat the process for each statement.
8. Allocate the last 10 minutes to ask the following discussion questions:

What were some of the things you thought were true at the beginning of the session that turned out to be myths?

What effect can this kind of misinformation have on our feelings about ourselves and our sexuality?

Example answer: People may feel pressure to do or not do things depending on gender myths related to sexuality. For example, a man may not admit that he doesn't feel like having sex because he is afraid to appear "un-manly". Meanwhile, a woman may feel ashamed if she does want to have sex because of myths that women do not really want sex. Myths around gender norms and sexuality can be harmful for everyone, and they are not true.

What do you notice about society’s messages about male desire compared to messages about female desire?

Example answer: In our society, male sexual desire is often thought of as a positive, “natural” thing, while female sexual desire is often ignored. Alternatively, women may be made to feel guilty or ashamed of her sexual desire. This is called a “double standard”, when people or groups are treated differently for wanting or doing the same thing.

Can you think of any other groups of people who experience harmful myths about their sexuality?

Example answer: Young people with diverse SOGIE may be treated unfairly or targeted because of false myths about their sexuality and sexual desires. Young people with a disability may be treated as if they are asexual and have no sexual desire, which we know is not true and can affect their lives negatively.

What effect do you think such widely held myths can have on sexual relationships?

Example answer: These myths can trap people into certain roles in their sexual relationships and stop them from expressing how they truly feel.

9. To close the activity and encourage reflection **say to participants:** *To reflect on today’s activities, let’s all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or “popcorn style” with whoever feels to speak next. Remind participants they have the right to pass also.

10. Conclude the activity by reading out the key messages:

- Ignoring or making fun of women’s sexual desire is also an example of men showing their power over women
- Women, men, people with diverse SOGIE, and people with a disability may all experience negative myths about sexual desire in different ways
- All people would have greater freedom to express themselves if we reconsider and challenge these myths
- Sexuality is individual and unique to every person
- It’s normal that sexual desire goes up and down over someone’s life
- You can express sexual desire, love and intimacy in different ways, not just through sex
- There are many reasons that affect if and when someone wants to have sex
- It is a myth that women are not interested in sex
- It is also a myth that men always want sex

11. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



Worksheet 3D: The truth about desire (Participant copy)

Sexual desire: What is the truth?		True or False?
Read each statement. Decide if it is true (T) or false (F). Mark your answer in the box on the right		
1	Most women do not really desire sex.	
2	If someone desires sex, you have to have it.	
3	The social idea that “women should not want sex” can sometimes affect their sexual desire.	
4	If a boy gets an erection, it means he wants to have sex. If a girl’s vulva (private part) is wet, it means she wants to have sex.	
5	Some women want to have sex more than their male partners do.	
6	People have sexual fantasies about things they do not want in real life.	
7	Fear of becoming pregnant or of becoming infected with an STI can affect sexual desire.	
8	Everyone’s level of sexual desire changes over time and with different circumstances.	
9	If you are male, then you want to have sex all the time.	
10	Most older people still feel sexual desire.	
11	If a man does not get an erection in a sexual situation, he does not desire the person he’s with.	
12	Some medicines affect sexual desire.	
13	A person can feel sexual desire for someone he or she does not love.	
14	It is normal for men not to want sex sometimes.	
15	If you desire sex, you will become sexually excited.	
16	If you are a man, having sex with another man means that you are homosexual.	
17	If you are a man who doesn’t want to have sex, you must be gay.	

Handout 3D: The truth about desire (Facilitator copy)

1. **False.** Most women do want sex. However, if a woman does not get pleasure from sex, she may lose interest.
2. **False.** Sexual desire does not have to lead to sexual activity. In fact, people can enjoy feeling “turned on” without wanting to have sex.
3. **True.** Sexual desire can be affected by social ideas. If a woman thinks she should not want sex, she may ignore or deny her desire.
4. **False.** Erections and wetness can occur for no reason or for reasons not related to desire. For example, most males wake up with an erection in the morning because they need to pee. Teenage boys often get erections that are not related to sexual desire or excitement.
5. **True.** Levels of sexual desire vary. In some couples, or at some points in life, a woman may want sex more than her partner does.
6. **True.** Fantasies are often just fantasies. A person may not want to experience the fantasy.
7. **True.** Emotions, such as fear, can affect someone’s sexual desire.
8. **True.** “Normal” levels of sexual desire vary widely and change. If a person’s level of desire is causing him or her a problem, the person can talk with a sexual health professional.
9. **False.** Men do not always want sex. Their level of sexual desire can change. This is the case for all people.
10. **True.** Sexual desire may be less with age. If a society doesn’t accept elderly people’s sexuality, their desire may be affected by stigma. Many people experience some sexual desire throughout their lives.
11. **False.** A man may not get an erection in a sexual situation for many reasons, including medical conditions (for example, diabetes or heart disease), the use of certain drugs, and emotional factors (for example worrying about sexual performance, feeling angry, feeling distracted).
12. **True.** Some medicines can cause less sexual desire as a side-effect. Healthcare staff don’t always talk about these side effects. If side effects are a concern, consult a doctor or pharmacist.
13. **True.** People often confuse sexual desire and love. You may love someone and want to have sex with them. You can want to have sex with someone you do not love.
14. **True.** No one, of any gender, always wants to have sex.
15. **False.** Sometimes people do want sex but do not become sexually excited. This situation happens to most people at some point. It is not something to worry about.
16. **False.** Many men who have sex with men do not see themselves as gay. Emotional, sexual, romantic and sexual attraction can be separated or expressed in different ways.
17. **False.** The idea that men always want to have sex is a gender stereotype. It is not true.

Topic 3: Sexuality

Key messages of this topic:

- Everybody has a different experience of sexuality, including people with a disability and people who are LGBTI+ or people of diverse sexual orientation, gender identity and expression (SOGIE)
- Sexuality is unique and individual to each person
- Sexuality is a broad idea and includes physical, social, mental, spiritual, ethical and cultural parts
- Learning to talk openly about sexuality can positively affect our health, self-esteem and relationships
- Give people time and space to understand their sexuality – don't make assumptions
- Discriminating against people who are attracted to the same sex is harmful and has negative consequences for these people and communities
- It is very important to be supportive of people who may be exploring their sexuality
- We can do this by being respectful, inclusive and supporting the person for who they are, no matter their sexual orientation or identity
- Traditional ideas about sexuality and gender are often based on incorrect assumptions about people and human behaviour





GLOSSARY

Alofa: Love. Alofa is expressed not only within the family and community but also towards guests. It includes parents caring and providing for their children, ensuring that they receive the best of everything; children caring and looking after their elderly parents; brothers and sisters looking out for each other; neighbours providing help and assistance wherever they can; the commitment and sacrifice families make towards the church; and welcoming visitors to Samoa with open arms.⁽³⁾

Amiotonu: A sense of honesty and justice that needs to be upheld in all circumstances in order to maintain the integrity of the Fa'asamoa. It can be achieved through a number of traditional justice mechanisms carried out by the Village Fono in a manner that upholds honesty and good governance.⁽³⁾

Disability: The lack of ability or a limited ability to do something. There are different types of disability including physical, intellectual and mental, among others. Some types you can easily see, while others are invisible. You cannot tell just from looking at someone whether they have disability.

Fa'aaloalo: The respect that must be paid within social hierarchies and the respectful way in which one must go about their role in society.⁽³⁾

Fa'asinomaga: Identity, origin or 'roots'. Dictates that every Samoan person belongs, that they have roots in a family and a village and have a role to play in Samoan society. Through this belonging a sense of responsibility within each person is created which should play a preventive role in relation to perpetrating all forms of violence.⁽³⁾

Fa'asamoa: The culture or way of life of the Samoans which traditional embraces inclusivity, respect, communication and peace.⁽³⁾

Feagaiga: Spiritual covenants that exist between different sets of people and which determines the responsibilities towards one another within that relationship.⁽³⁾

Feāvaa'i: Mutual respect. This is a core value for which Samoan culture is well known. It is demanded of all Samoans, particularly children towards their parents, brothers towards their sisters, serving members towards their chiefs, young towards the old, congregations towards their pastor and so on. Respect is shown not merely in the manner of talking, but also in the body language of the person. Within all of these relationships the respect goes both ways.⁽³⁾

Fepuipuia'i: Mutual protection. Fepuipuia'i is demonstrated when parents care for and protect their children from harm and danger, and vice versa when roles are reversed later in life, or when the matai of the village ensures that members of the village live peacefully, and villagers uphold and protect the dignity of the matai.⁽³⁾

Gay: Someone who is mainly or only attracted to the same sex.

Gender: Your sense of who you are as a guy, girl or something else, as opposed to what your physical characteristics, genes and hormones indicate. Identifying your gender can be more diverse than simply seeing yourself as 'male' or 'female', and people express their gender in different ways.

Gender diversity: Gender diversity is the broad, fair and equal representation of all people with different genders. In Module 3, we learnt how gender is a spectrum and so there are many different ways someone can experience gender.

Gender identity: How a person feels and thinks about their gender. This may or may not match the person's reproductive organs or biological sex.

Heteronormative: Assuming that everyone is "straight"/heterosexual.

Human rights: Rights we have simply because we are human beings. Human rights apply to every single person on earth, regardless of nationality, sex, ethnic origin, colour, religion, language or any other status.

Legal rights: Rights given to you by the government and can change from one country to another.

LGBTI+: This stands for lesbian, gay, bisexual, transgender, intersex. The + includes more sexualities that may not fit under these terms. You may also see other variations of LGBTI+. This is because language in sexuality often changes as people learn and understand more about it.

Personal values: A way of describing our morals, beliefs and attitudes. Our personal values highlight what is important to us in life and influence our beliefs about the world.

Privilege: A privilege is a special benefit that not everyone gets. Privileges are often given to someone because they belong to a certain group or community. For example, professional athletes have privileges like getting to travel and are often well paid.

Reproductive rights: Reproductive rights include the right of all people "to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health. It also includes the right to make decisions concerning reproduction free of discrimination, coercion and violence, as expressed in human rights documents."⁽¹⁾

Same-sex attracted: A broad term that includes LGBTI+ identities.

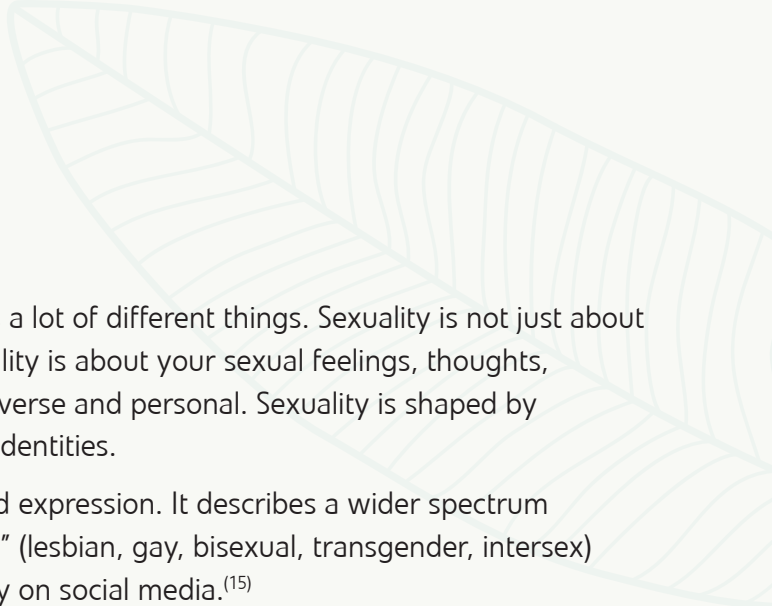
Self-esteem: Involves our feelings and thoughts about ourselves. Having healthy self-esteem means having a balanced, accurate view of ourselves. This includes feeling accepted, proud of ourselves and believing in ourselves, and also accepting that sometimes we make mistakes.

Self-talk: The way we talk to ourselves (including our inner thoughts) which can be positive or negative.

Self-worth: A feeling that you are a good person who deserves to be treated with respect. Your thoughts and feelings about yourself.

Sexual health: A state of physical emotional, mental and social wellbeing in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

Sexual rights: Human rights related to sexuality. Sexual rights include concepts like freedom, equality, privacy, autonomy, integrity and dignity of all people.



Sexuality: Sexuality is a very broad term which includes a lot of different things. Sexuality is not just about who you have sex with, or how often you have it. Sexuality is about your sexual feelings, thoughts, attractions and behaviours towards other people. It is diverse and personal. Sexuality is shaped by our society, including beliefs, practices, behaviours and identities.

SOGIE: Stands for sexual orientation, gender identity and expression. It describes a wider spectrum of people, not just those who identify under the “LGBTI+” (lesbian, gay, bisexual, transgender, intersex) acronym. This term is becoming more popular, especially on social media.⁽¹⁵⁾

Straight: Someone who is mainly or only attracted to the opposite sex.

Strength: A special quality, skill or interest that you are passionate about. Our strengths can give us purpose, meaning and guide what we want to do every day.

Soalaupule: Discuss, deliberate or share. Soalaupule is a form of consensual dialogue which is based on an acceptance of differences within relationships and ensuring inclusivity to foster effective sharing of ideas. It represents a fine balance between Vā feāloa’i and enabling all voices to be heard and all experiences and ideas considered to ensure the best possible outcome for the community.⁽³⁾

Tautua: To serve in a selfless manner in the way a matai serves their community. It can also extend to the service a church provides its parishioners or the way family members carry out their respective duties. Reciprocity and mutuality are built into the concept of tautua. The server serves the served and vice versa.⁽³⁾

Transgender: An umbrella term that is used for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth.

Transphobia: The irrational fear and discrimination of transgender people.

VāFeāloa’i: Respect focusing more within a particular relationship, providing guidance and rules on the manner in which one person speaks to another and vice versa, the language they use and their behaviour.⁽³⁾



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