

## Session 2: Sexuality

Sexuality is primarily a culturally shaped behaviour. In other words, sexuality is learned by girls and boys, women and men. Sexuality is subject to the moral judgments of the spirit of the times, which explains changes. Sexuality, as well as pedagogy can not do without values and norms.

Sexuality is a human need and an individual life energy – subject to change during lifetime and subject to growth. During childhood it means physical closeness, cuddling and sharing of affection – for boys as well as for girls. Sexuality is part of one's social identity and is sensual, i.e. all potentials of expression and contact are covered by it: to touch, smell, taste, hear, see. Love is often closely linked with sexuality. Sexuality even exists without love.

Sexuality also includes negative elements and aspects: exceeding the limit, such as rape, bearer of diseases such as AIDS or venereal diseases. Issues such as pornography, perversion and prostitution are related to sexual practices and labelled differently. Anxiety and sexuality is an odd pair.

Sexuality and Education: Besides the indispensable transfer of knowledge of biological facts and medical backgrounds, education has to manage the debate about values and norms. Especially young people are looking for guidance. Pedagogy can make an important contribution. Learning self-determination as well as respecting the boundaries of others is among the important tasks of sex education. This kind of learning relates to emotional and physical processes. A mere cognitive transfer of knowledge is not sufficient.

Sex education – with its mission – affects identity-related aspects, aspects of relationship as well as elements of pleasure and power. At the same time it has a preventive character. Only someone who has learned to communicate one's wishes and limits to others, is able to increase one's self-esteem, and thus is in a better position to decide one's affairs for oneself and may, where appropriate, protect oneself more effectively.

The following collection of materials targeting at "sexuality" offers five activities with boys (and girls):

### **1. Who is better? Sexism as a form of discrimination**

By carrying out the activity "Who is better? Sexism as a form of discrimination", the boys will realize that oppression, respectively discrimination also may be seen in the context of gender discrimination. The questioning of their own role experiences as "victims" and as "offenders" are focused in this unit.

### **2. Puberty – Ready-Steady-Go!**

In the unit "Puberty – Ready-Steady-Go!" reflecting about a new section of life and development of the boys and together with boys will be encouraged. Besides the transfer of knowledge "puberty" in itself is seen as a central task for coming to terms with. The relationship with one's body will be discussed as well as potential social tensions.

### **3. Male Boys – Female Boys**

The unit "Male Boys – Female Boys" puts the emphasis on the self-image and self-esteem of the boys participating in the session. The perception of role diversity and of individual roles targets at a reflection about one's self. Furthermore a variety of suggestions for different male body practices and presentations will be offered.

#### **4. What girls want**

The unit "What girls want" puts its focus on cross-gender thoughts. The promotion of empathy processes – in this case – boys putting themselves in a girl's place and in girls' experiences are promoted in this unit. By means of a children's film boys will be motivated, to better understand the specific experiences of girls and reflect on their acting and behaving.

#### **5. Sexual violence – No, thank you!**

The activity "Sexual Violence – No, thank you!" deals with a dark side of sexuality, with violence. With the assistance of a comic book boys will be offered stories and experiences, in order to support them to watch out. Alternative ways out of threatening situations will be discussed; communication skills and strategies will be trained and tested.