



## BEST PRACTICE

### Lessonplan

### Extracurricular Project

Theme:	Sexual Rights
School:	
Age:	11-14 (SPI: pupils of 2 <sup>nd</sup> grade, age 12-13)
Duration:	50 minutes
Number of participants:	Suitable for the whole class
Positioning (of tables and chairs, ...): (Underneath their chairs there is a sticker dividing them into groups)	Students sitting in small groups in a circle Distance among them depends on the teacher
Material:	Sheet of paper and markers or blackboard and chalk Text taken from Zizo nr.124 List with 10 sexual rights 10 cards with one sexual right on each card
Relevant background information:	<a href="http://www.education-and-gender.eu">www.education-and-gender.eu</a> <a href="http://www.ponton.org.pl">www.ponton.org.pl</a> <a href="http://www.astra.org.pl/youth/">www.astra.org.pl/youth/</a> <a href="http://www.teachingsexualhealth.ca/">www.teachingsexualhealth.ca/</a> <a href="http://www.siecus.org/">www.siecus.org/</a> <a href="http://www.education-and-gender.eu">www.education-and-gender.eu</a>
Didactic approach:	Student-centred activity with the teacher as facilitator. Make a copy with a list of the 10 Sexual Rights (included at the end) in a size big enough to be seen from the blackboard. At the same time prepare lists with the 10 rights on A4 sheets or cards, so that each group participating in the activities gets a sheet or card with a single right.  The lesson can start by reading the list of sexual rights. Check understanding of concepts such as acceptance, tolerance, diversity and rights of every individual.
	Make sure that this activity is linked to contents on puberty

Role of the observer:	in the curriculum.
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### **1. Prerequisites:**

The first step is to make an introduction to human sexuality and sexual rights as an important step in the development of positive cognitive attitudes towards sexuality. The teacher can explain that the World Health Organization endorsed the Declaration of Sexual Rights in 2002 due to the importance of sexuality and the fact that the boundaries of intimacy and freedom are often violated.

The teacher can also read this information: (As an alternative, an article taken from ZiZo nr. 124 about Amnesty International and sexual rights can be read)

"Sexuality is an integral part of the personality of every human being. Its full development depends on the satisfaction of basic human needs such as the desire for intercourse, intimacy, expression of feelings, love and affection. Sexuality results of the interaction between the individual and the surrounding social structure. Full development of sexuality is essential for achieving welfare dimension of individual, interpersonal, and social", (Declaration of Sexual Rights, WHO, 2002).

### **2. Content:**

1. Split the group into 10 teams (or less). Each team should take a place in the room
2. Instructions for students are as follows: We are going to split into 10 groups. Each team will be given a card which will describe one sexual right. The members of the team read the right and think about situations in which it may be broken and then get ready to present the situations using mime. Time for performance will be 10 minutes.
3. The teacher must be ready to help students in case they don't understand a word, etc.
4. After performance by each group, the rest of the students will try to guess which right is being violated. The teacher may need to read all the 10 rights without comments and invite the students to guess.
5. While the teacher elicits the correct answer s/he will also ask questions in order to check if students understand the 10 rights. The teacher may also invite students to add comments or share experiences. If necessary, the teacher may also add comments and share experiences. It will also be interesting to relate the sexual rights to contents in the subject of science.
6. After discussion and sharing, the teacher may provide the following information: The World Health Organization states clearly that: "Sexual rights are universal human rights based on the inherent freedom, dignity and equality of all human beings. "Sexual rights are universal human rights based on the inherent freedom, dignity and equality of all human beings. Since health is a fundamental human right his a fundamental right must be his sexual health. In order to ensure the healthy development of the sexuality of individuals and societies, all societies must recognize, promote respect for these rights to protect their sexuality. Sexual health is developing in an environment that recognizes, respects and respects the rights of sex. Sexual rights are fundamental and universal

human rights"

(Declaration of Sexual Rights, WHO, 2002).

The activities presented here are adapted from *Education without Taboos. Guide to teach youth about sexuality and relationships. 2009*

### 3. Educational scheme

<b>Duration</b>	<b>Goal</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Teaching situation: Content, working forms, media</b>	<b>Learning objective(s) / Competence development</b>  <b>Assessing Learning objective(s)</b>
10 min	Check the output of knowledge on human rights	participates in brainstorming, monitors and supports students	Brainstorming what students know about human rights.	<p>The first step is to make an introduction to human sexuality and sexual rights as an important step in the development of positive cognitive attitudes towards sexuality.</p> <p>The teacher can explain that the World Health Organization endorsed the Declaration of Sexual Rights in 2002 due to the importance of sexuality and the fact that the boundaries of intimacy and freedom are often violated.</p> <p>The teacher reads a part of the article of ZiZo nr 124 and has a brief conversation with the pupils about the contents of these fragments.</p> <p>The teacher can also read this information: "Sexuality is an integral part of the personality of every human being. Its full development depends on the satisfaction of basic human needs such as the desire for intercourse, intimacy, expression of feelings, love and affection. Sexuality results of the interaction between the individual and the surrounding social structure. Full development of sexuality is essential for achieving welfare dimension of individual, interpersonal, and social", (Declaration of Sexual Rights, WHO, 2002).</p>	Discussion

5 min	Cognitive perspective	Split the group into 10 teams (using the stickers on the bottom of their chairs)	Each team should take a place in the room	<p>INSTRUCTIONS:</p> <p>1. Split the group into 10 teams. Each team should take a place in the room. Each team will be given a card which will describe one sexual right. The members of the team read the right and think about situations in which it may be broken and then get ready to present the situations using mime. Time for performance will be 10 minutes.</p> <p>2. The teacher must be ready to help students in case they don't understand a word, etc.</p>	Discussion
20 min	Cognitive perspective	Behaviour control	Group discussion	<p>3. After performance by each group, the rest of the students will try to guess which right is being violated. The teacher may need to read all the 10 rights without comments and invite the students to guess.</p> <p>4. While the teacher elicits the correct answer s/he will also ask questions in order to check if students understand the 10 rights. The teacher may also invite students to add comments or share experiences. If necessary, the teacher may also add comments and share experiences.</p> <p>It will also be interesting to relate the sexual rights to contents in the subject of science. (This is very hard for pupils this age)</p>	Miming scenes, and pantomime

15 min	Cognitive perspective	Discussion leader	Discussion	<p>5. After discussion and sharing, the teacher may provide the following information:  The World Health Organization states clearly that: "Sexual rights are universal human rights based on the inherent freedom, dignity and equality of all human beings. Since health is a fundamental human right his a fundamental right must be his sexual health. In order to ensure the healthy development of the sexuality of individuals and societies, all societies must recognize, promote respect for these rights to protect their sexuality. Sexual health is developing in an environment that recognizes, respects and respects the rights of sex. Sexual rights are fundamental and universal human rights"(Declaration of Sexual Rights, WHO, 2002).</p>	Discussion
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#### **4. Gender specificity / gender-specific aspects / transfer to specific subjects (recommendations):**

The objective of the activities presented here is to achieve a level of competence in these three layers: cognitive (C), social (S), emotional (E)(CSE).

Cognitive (C) - knowledge and information. In this part of the lesson, students gain knowledge of the concepts, facts, structures, myths, stereotypes about sexual rights and abuses, including different types of attitude: attitude expressed towards persons or objects. You could possibly change behavior using a strong force of argument. Knowledge of human sexual rights can have positive values for the understanding of sexual behavior in general.

Social (S) - the ability to respect the rights of others, understanding of different situations

Emotional (E) - empathize, ability to empathize with the situations of others, the effect of emotions

#### **5. Variations, special features:**

- Teachers are free to choose parts of the modules only depending on the the interests of their students.
- Teachers can have country examples next to the sexual rights.
- Work with newspaper articles or YouTube movies instead of staging a play, drawing your best body parts.

#### **6. Experiences and results of testing**

Teachers are advised to make a selection of some sexual rights that are most appealing to the students. The teacher may provide personal examples. Also teachers should be aware that the reading of a juridical text isn't the easiest kind of text to read by students. Enough time should be taken for explaining the text.

**6. Annexes:** texts, materials, prints, transparencies, blackboard, etc..

## **Auxiliary Materials (see attachment: simplified version of the Sexual Rights).**

*Sexual Rights (WHO, 2002 r.)*

### **Article 1. Right to equality, equal protection of the law and freedom from all forms of discrimination based on sex, sexuality or gender.**

All human beings are born free and equal in dignity and rights and must enjoy the equal protection of the law against discrimination based on their sexuality, sex or gender.

### **Article 2. The right to participation for all persons, regardless of sex, sexuality or gender.**

All persons are entitled to an environment that enables active, free and meaningful participation in and contribution to the civil, economic, social, cultural and political aspects of human life at local, national, regional and international levels, through the development of which human rights and fundamental freedoms can be realized.

### **Article 3. The rights to life, liberty, security of the person and bodily integrity.**

All persons have the right to life, liberty and to be free of torture and cruel, inhuman and degrading treatment in all cases, and particularly on account of sex, age, gender, gender identity, sexual orientation, marital status, sexual history or behaviour, real or imputed, and HIV/AIDS status and shall have the right to exercise their sexuality free of violence or coercion.

### **Article 4. Right to privacy.**

All persons have the right not to be subjected to arbitrary interference with their privacy, family, home, papers or correspondence and the right to privacy which is essential to the exercise of sexual autonomy.

### **Article 5. Right to personal autonomy and recognition before the law.**

All persons have the right to be recognized before the law and to sexual freedom, which encompasses the opportunity for individuals to have control and decide freely on matters related to sexuality, to choose their sexual partners, to seek to experience their full sexual potential and pleasure, within a framework of non-discrimination and with due regard to the rights of others and to the evolving capacity of children.

### **Article 6. Right to freedom of thought, opinion and expression; right to association.**

All persons have the right to exercise freedom of thought, opinion and expression regarding ideas on sexuality, sexual orientation, gender identity and sexual rights, without arbitrary intrusions or limitations based on dominant cultural beliefs or political ideology, or discriminatory notions of public order, public morality, public health or public security.

### **Article 7. Right to health and to the benefits of scientific progress.**

All persons have a right to the enjoyment of the highest attainable standard of physical and mental health, which includes the underlying determinants of health and access to sexual health care for prevention, diagnosis and treatment of all sexual concerns, problems and disorders.

### **Article 8. Right to education and information.**

All persons, without discrimination, have the right to education and information generally and to comprehensive sexuality education and information necessary and useful to exercise full citizenship and equality in the private, public and political domains.

**Article 9. Right to choose whether or not to marry and to found and plan a family, and to decide whether or not, how and when, to have children.**

All persons have the right to choose whether or not to marry, whether or not to found and plan a family, when to have children and to decide the number and spacing of their children freely and responsibly, within an environment in which laws and policies recognize the diversity of family forms as including those not defined by descent or marriage.

**Article 10. Right to accountability and redress.**

All persons have the right to effective, adequate, accessible and appropriate educative, legislative, judicial and other measures to ensure and demand that those who are duty-bound to uphold sexual rights are fully accountable to them. This includes the ability to monitor the implementation of sexual rights and to access remedies for violations of sexual rights, including access to full redress through restitution, compensation, rehabilitation, satisfaction, guarantee of non-repetition and any other means.