

**"Prevention of teenage pregnancies,
sexually transmitted diseases, including HIV prevention"
a task performed for the City of Lodz**



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The project implemented in cooperation with Stowarzyszenie Fabryka Równości
i Fundacja Kreatywnych Rozwiązań EduKABE

Introduction

The authors of the program ran Fundacja Jaskółka since 2004 and in 2012 they created SPUNK Foundation, which is involved in supporting the education of children and teenagers. Throughout that period of time we created and organized a wide range of programs encouraging active citizenship, responsibility for oneself and others, as well as we promoted self-development. All our activities aim at stimulating the critical and independent thinking, raising awareness of manipulation and learning how to make wise and independent decisions among youth. We teach listening to the different parties in the discussion, taking into account different worldviews and seeing the same topic from various perspectives in order to later synthesize information and draw conclusions. We present diversity, multiplicity and multidimensionality. We promote tolerance and independent thought. We listen and talk to young people because we are interested in their opinions and beliefs.

As a result of those activities and dozens of debates with the youth, in 2009 we have begun working on a program of sexual education for junior high and high school students. It is due to the fact that their feedback clearly stated that the topics which young people want to discuss include puberty and sexual life of a human. It is a topic which is hard to touch upon, both for parents (even if we had the best relation with them) and for teachers (fear of moral judgment). We created a program and we asked young people what they thought about it, how to give it a good direction and how to modify the course so that the program meets their expectations. Basically, we did something that is hardly ever done in the Polish schools- we asked the direct recipients of the course, who are also the key participants and the group mostly interested in our program's quality. One may wonder what methods we should implement so that they are the most comprehensible, exciting and thought-provoking for the students. Together with the youth we have created a sexual education program which embraces the major and most relevant issues. What is the most crucial, all of the suggested topics were proposed by the teenagers and the form of their realization is always consulted with them (after every completed workshop, the young people participated in the discussion panel and filled in the survey evaluating each module of the course). The program was undergoing various changes and modifications for over a year.

What we release as a final version is all the time being in a state of flux – just like the surrounding world. New issues and topics appear constantly and we believe that what is the most significant factor when working with teenagers is validity of the passed-on knowledge. For that reason the program is not titled “Family life education”. It is sexual education because we teach about broadly understood sexuality. We talk about biological, psychological, social and legal aspects of that sphere of human life. When we were developing the program, we cooperated with gynecologists, sexologists, lawyers as well as our educators responsible for pedagogical, psychological, anthropological, social and cultural aspects of the program.

The SPUNK Foundation of Modern Education concentrates on activities targeted at: propagating modern educational methods, shaping independent and critical thinking along with responsible behaviors, promoting unbiased knowledge, and shaping the attitudes of tolerance and equality. The Sexual Education Program ideally fits into these activities and values that stand firm behind it.

Running sex education workshops - rules

Classes take the form of workshops. By means of diverse exercises and tasks, we verify the participants' knowledge and we encourage them to reflect on a given topic. Extensive educational materials are in use, too. The program is usually broken into a series of 10-hour meetings. The foundation constantly makes use of the support from gynecologists, junior psychologists, and pedagogues working with junior high and high school students. The people running the workshops have a vast experience in cooperation with teenagers and children. .

List of topics

1. **Introduction** – a few words about the Foundation and its activities; ten reasons why it is worth to participate in the workshops; complying a contract on what issues are going to be covered in class.
2. **A few words about puberty.** What is puberty and what are its stages? What to expect when girls hit puberty? What to expect when boys hit puberty? What emotions and feelings accompany puberty? How to take care of yourself during that period? Sexual maturation in comparison with emotional and mental maturation.
3. **Language exercises.** Classes are designed to stimulate reflection on the role of language in thinking and speaking about emotions, feelings and physicality. We refer to the concept of linguistic picture of the world, which means that we discuss the way in which the language we use shapes our view of the world, relationships and ourselves.
4. **How to build a satisfying relationship?** The participants think and discover what features a good partner should possess and what a satisfying relationship is. In this context we refer to such concepts and ideas as love, friendship, trust, loyalty, care of oneself and the other person, responsibility, respect. The students determine what behaviors are desirable in a relationship and which are unacceptable. They are to consider when someone knows that they are ready for their first time. What is the relation between love and sex? In addition to this, the participants try to answer the question how to avoid peer pressure and manipulation when making decision on starting sexual intercourses.
5. **What is sexual identity and psychosexual orientation?** What is sexual identity and at which stage of human development is it shaped? Who do we fall in love with and how is psychosexual orientation shaped? What sexual orientations are there? Non-heterosexuality - facts and myths.

6. **Contraception.** When and how one should start the conversation about protection, shared responsibility for contraception choice and its consequences. The following topics are discussed: what is contraception and what are its goals; what qualities should effective contraception have; female menstrual cycle; types of contraceptive methods – natural, mechanical, chemical, hormonal; advantages and disadvantages of various contraceptive methods; what is the Pearl index?
7. **A few words about pregnancy.** How does fertilization happen? I'm pregnant – what next? Where to seek help and support; discussion of a hypothetical situation and possible options for further actions. What are pregnancy consequences for a girl and for a boy?
8. **What does it mean to be a good parent?** I'm going to have a baby and how my life is going to change; Who is a mother, who is a father – responsibilities and duties connected with the new roles. Qualities of a good parent. What does a child expect from us as parents?
9. **What else than pleasure sex can give? Sexually transmitted diseases.** Responsibility for health of oneself and their partner. Discussion of selected diseases. What is HPV? How can one get infected with HPV? What is HIV? How can one get infected with HIV? How to take care of one's health and safety.
10. **What is the image of men and women in media?** The participants learn about the way in which the media image of men and women is created. They are to think about how it affects their perception of others and themselves. The issue of sexualization of boys and girls and the associated threats are discussed. The students learn about gender stereotypes.
11. **The dangers of the Internet.** Sexting, grooming, cyberbullying. We are online almost all the time but do we know how it affects our privacy? What is it worth to pay attention to using new media and technologies? How to navigate the Web in a safe and responsible way?
12. **Pornography.** What is pornography? What is its role in the life of a young person? Can pornographic films be educational? How does pornography shape our ideas about sex, our partner's appearance, interpersonal relations? In this context we refer to sexualization of men and women. We talk about the dangers of pornography, especially when it comes to presentation of violence.
13. **Setting boundaries in a relationship.** What is assertiveness? When is it worth to be and when should one be assertive? How to deal with situations when someone oversteps our boundaries? The types of violence and methods of coping with them.
14. **Legal aspects of sexual behaviors.** What are the regulations concerning images of other people and their online publication? What are the legal retrenchments concerning contacts via ICT and telecommunications systems? What is the age of consent to sexual intercourse? How are minors protected by law?