

The place of sexual education in disciplinary and vocational teacher training

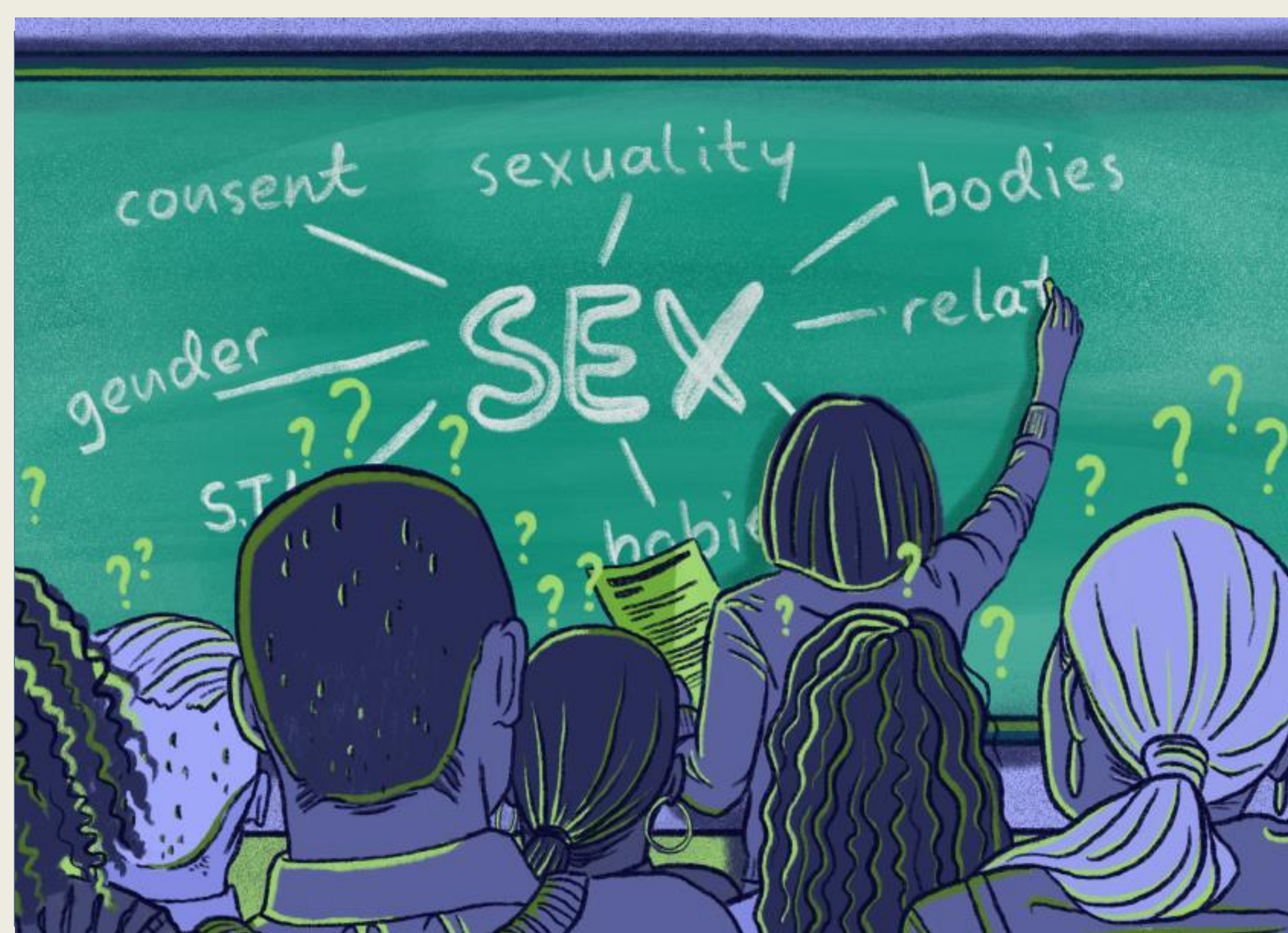
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Theoretical framework I. – Meaning of sexuality education

„Sexuality education means learning about the cognitive, emotional, social, interactive and physical aspects of sexuality. Sexuality education starts early in childhood and progresses through adolescence and adulthood. For children and young people, it aims at supporting and protecting sexual development.

It gradually equips and empowers children and young people with information, skills and positive values to understand and enjoy their sexuality, have safe and fulfilling relationships and take responsibility for their own and other people's sexual health and well-being. It enables them to make choices which enhance the quality of their lives and contribute to a compassionate and just society.” (WHO & BZgA, 2010: 20)



Theoretical framework II. – Principles of sexuality education

„Sexuality education is:

1. age appropriate.
2. based on a human rights approach
3. based on a holistic concept of well-being
4. firmly based on gender equality, self-determination and the acceptance of diversity
5. starts at birth
6. has to be understood as a contribution towards a fair and compassionate society by empowering individuals and communities
7. based on scientifically accurate information.” (WHO & BZgA, 2010: 27)

Sexuality education course at the University of Miskolc

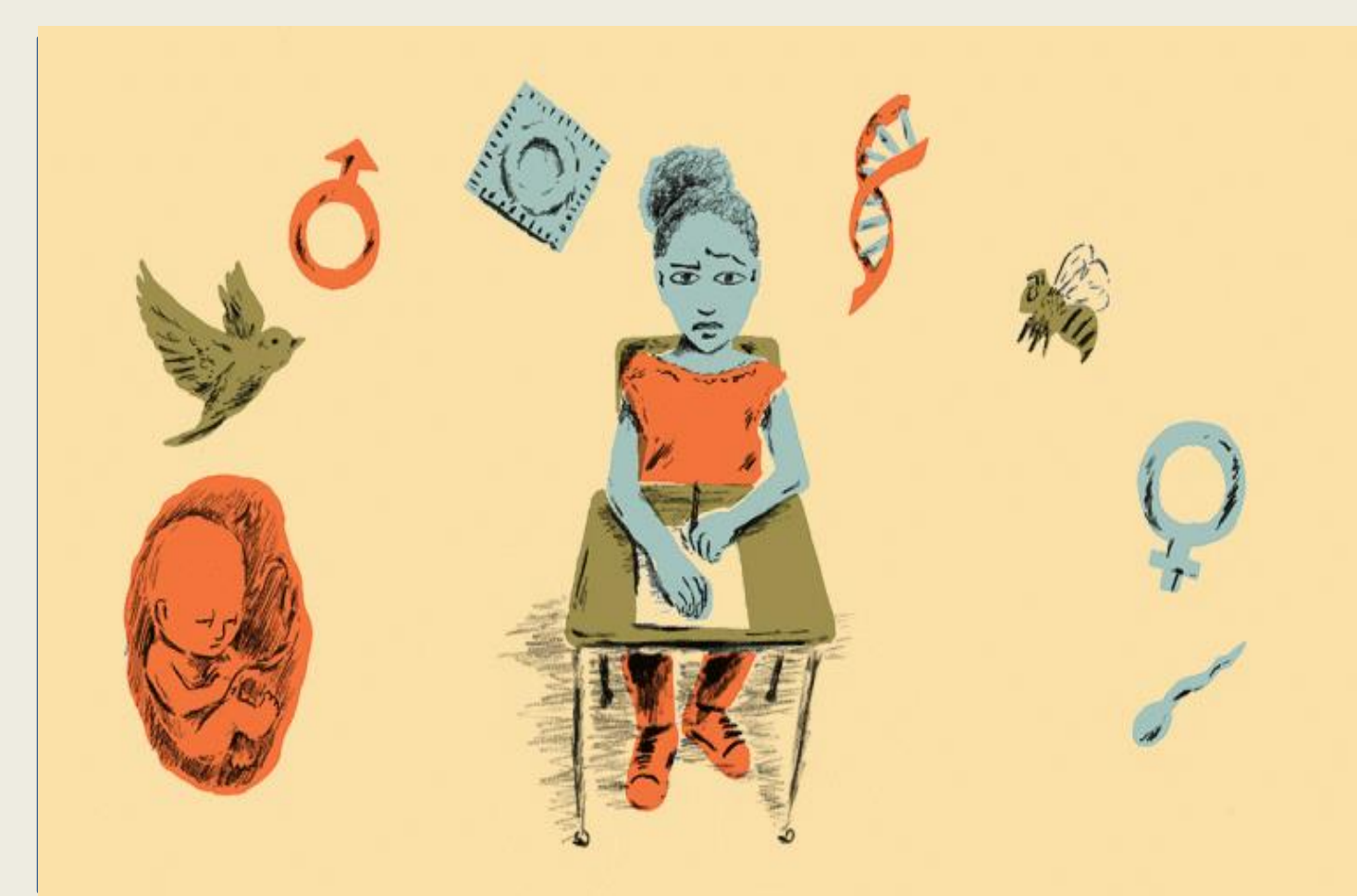
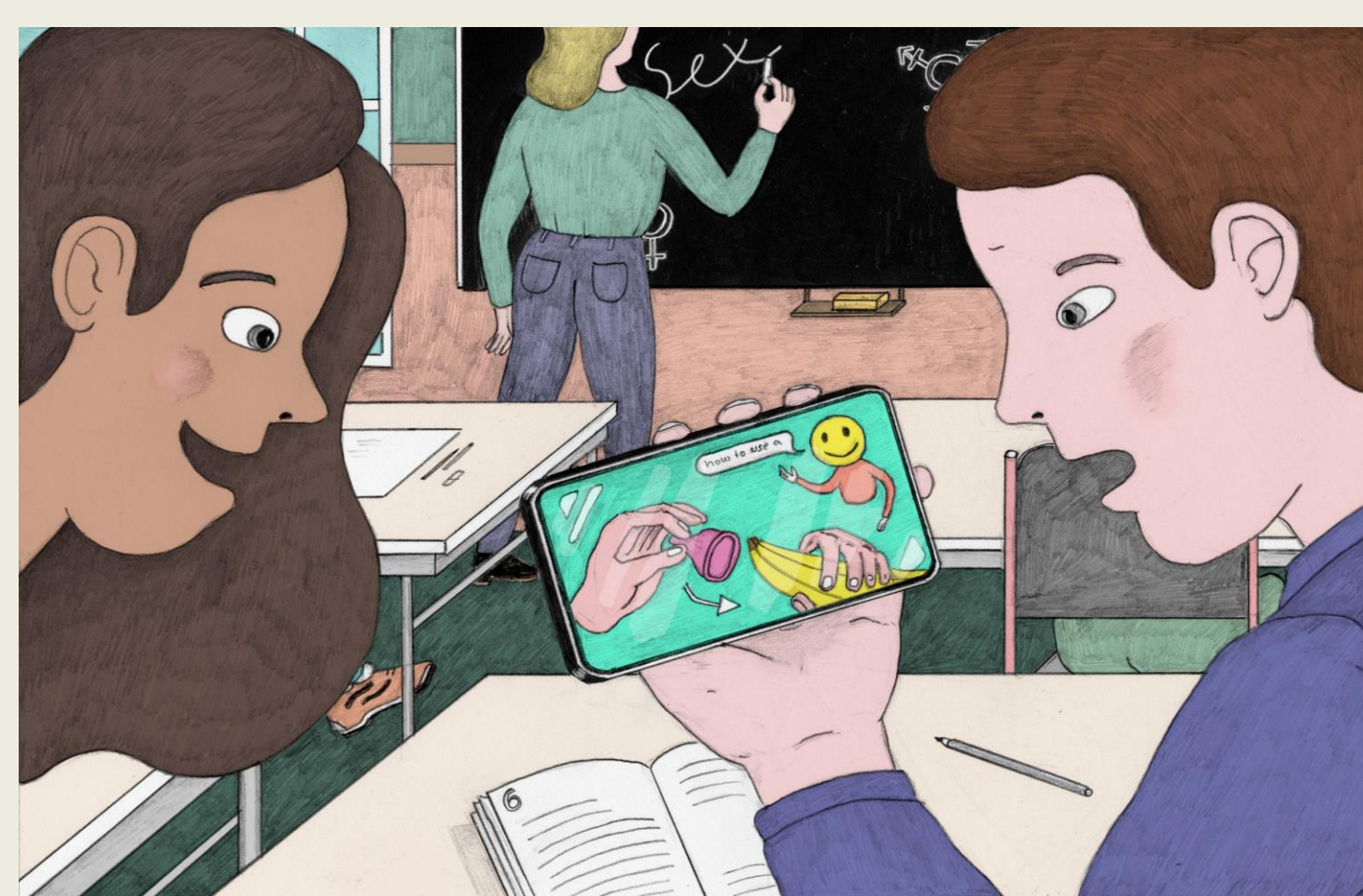
Themes:

- Body image, self image
- Gender and gender roles
- Sexual orientation
- Love and relationships – decision about the first sex
- Love and relationships – the first sexual experience
- Contraception
- Unwanted pregnancy
- Becoming a parent – alternative ways
- Sexual abuse

These topics were defined together with the students

Participants:

- University students attending to vocational and disciplinary teacher training



Parts of the course:

1. Exploration of the experiences + theoretical framework

- I assume it's necessary to explore the students' experiences in connection with sexual education, because these will be the basis of their „teacher personality”, their attitudes toward this subject, and their beliefs about sexuality.
- So we started with a questionnaire connected to these experiences. They answered the questions in pairs. And then we made a mind map based on their thoughts.
- Then I presented the meaning of sexual education and the types of it with the use of frontal method, and we collected the material and human resources of sex. ed. such as the characteristics of an ideal sexual education program.
- After that we modelled a parent-teacher meeting which theme is the implementation of a sexual education program.

2. Practical part

- During the second part of the course the students took part in „model sexual education classes” held by me. With these occasions my goal was to show different methods, pedagogical tools to the students and to form their attitudes.
- I basically used cooperative learning methods. The students worked in pairs and in small groups.
- We started every lesson with a game in connection with the main focus.
- I used „mosaic methodology”, mind maps, educational posters, dispute technique based on quotes, stereotypical sentences, films and youtube videos.

3. Practice-teaching

- The students finished the course with a practice-teaching. They could choose the theme, the methodology and the pedagogical tools that they wanted to use.



Thank you for your attention!