



# TEACHING WITH **KNOWBODY**

The educational handbook  
with lesson sequences

*Click here for the app*



# THE HANDBOOK FOR THE KNOWBODY APP

The handbook was created to prepare you as best as possible for using the KNOWBODY app. There is a short thematic introduction to each module. This is followed by the guidelines to the learning units with information on the learning objectives, how to prepare for the lesson, a lesson plan and descriptions of methods. The approach in the manual refers to the school context (teachers, students, class), but can also be transferred to other educational contexts (educators, young people, groups). We hope you enjoy reading, learning and teaching!

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## SEXUAL EDUCATION ORIENTATION

With KNOWBODY, we aim to make it easier for teachers and students to have access to sexual education in order to strengthen positive and respectful attitudes towards sexuality and ultimately promote the sexual health of everyone. The latter requires precisely this “respectful attitude towards sexuality and sexual relationships as well as the opportunity to have pleasant and safe sexual experiences, free from coercion, discrimination and violence” (WHO).

We know that talking about sexuality is not always easy, that for many teachers sex education was not part of their studies and that the circumstances in schools often make it difficult to discuss the topic. We are nevertheless convinced that sexual education belongs in schools and that all teachers, no matter what subjects they teach, can make an important contribution. Sexual education covers a wide range of topics that are applicable to all subjects. We often don't even realize how frequently gender, family, the right to self-determination or relationships are discussed in school lessons. The “Standards for Sexuality Education in Europe” state: “An important prerequisite is the willingness of educators to self-reflect their own attitudes towards sexuality and towards society's values and norms, as they will serve as role models for the learners.” (BZgA, WHO , 2011, p.31). Only those who reflect on their own individual assumptions can respond to the students' ideas and questions with an open attitude.

With KNOWBODY we pursue a human rights-based, discrimination-reflected and diversity-conscious sexual education that recognizes, values and actively depicts the difference and diversity of relationships, desires and gender identities (cf. Recla, Schmitz-Weicht, 2015). Diversity should be thought of as the “normal state”. This requires an awareness of the omnipresence of differences and a belief that different ways of life are equivalent. It is important to create diverse identification opportunities for students in all subjects. This also includes respecting the self-definitions of students, using gender-sensitive language and not ascribing social categories or identities to students.

"What language and terms do we agree on?" is a question that is best discussed with the class at the beginning of the lessons, with the reservation that the use of language that is discriminatory and derogatory towards certain groups should not be tolerated. It's okay if, for example, you don't already know all the terms used in the app. The app is intended to serve as a learning place and also provides explanations and definitions of the most important terms in the glossary.

Finally, we would like to emphasize the principle of voluntariness. Because at KNOWBODY, everyone only engages with the topics that they feel comfortable with. This applies to both you as a teacher and your students.

## LANGUAGE SETTINGS

You or the students can change the language of the app at any time via the menu in the app under "Settings". The data already entered in the app will be retained. All learning units are available in German. Some learning units are additionally available in English and French.

# GETTING STARTED WITH THE LEARNING UNITS

The app's learning units are designed to fit exactly into the curriculum and into a school lesson. The tasks can be varied so that at least 45 minutes, but often 60 or 90 minutes, of lessons can be filled with one learning unit. You can find relevant time information in the following overview and in the respective guidelines for the learning units.

The learning units are also assigned to modules and grade levels. The assignment to the modules was based on the curricula and WHO guidelines. The class levels were assigned based on feedback from our pilot project in schools throughout Germany and should be viewed as a recommendation. The app content is generally recommended from the 6th grade onwards and can be used independently by the students. However, in terms of the relevance of the topic and the students' ability to reflect and discuss, there are learning units that are more suitable for older grades than others. Ultimately, it is up to you to judge whether the content of a learning unit is suitable for your class or not.

Each learning unit thrives primarily on discussion and exchange in the classroom. The lessons should not take place for 90 minutes in front of and on the device, but should be stimulated by it. The app provides a variety of impulses and assistance and, if necessary, a place of refuge for students who do not feel comfortable discussing the topic with others. As a teacher, you primarily have a moderating role in which you can guide the students through the units, direct the discussions and support them with questions and uncertainties.





The learning units are self-explanatory. It is advisable to click through them in advance to get to know the process and the content. In addition to the app content, you also have access to this handbook, which contains important background information, possible questions for discussion and reflection, and options for differentiating the learning units. Of course, it is up to you which suggestions you implement. We recommend reading the guidelines for the respective learning unit a week before the start of the lesson in order to be best prepared for the lesson.






## TECHNICAL PROVISION

The app can be downloaded free of charge from the app stores (Google or Apple) to all Android or iOS devices. Activation takes place on every device by entering the license code or via interfaces used at your school (e.g. Univenton). The app's progress data (e.g. text entries) is currently only stored on the device being used. When activating the app, you and the students will be asked to indicate whether the device will be used alone or shared with others (e.g. in the case of shared school tablets). If the latter is the case, all app progress data is automatically deleted after 30 minutes of inactivity, i.e. the app is reset to its original state in order to provide data protection for individual users on the same device.

After successful activation, the app works mostly offline, so it doesn't necessarily need a stable internet connection to operate. The learning units and tasks that require a stable internet connection, for example due to the integration of external content such as YouTube videos, are marked accordingly in the overview and in the guidelines. In addition, some learning units require an additional download of files (e.g. videos) on all devices, which should ideally be done before the lesson. You will also find information about this in the following overview.

## OVERVIEW OF THE LEARNING UNITS

	TITLE	CONTENTS	MODULE	TIME	GRADES	SUBJECTS	CAUTION!
	<b>Recognize feelings</b>	Various people report on their everyday emotional lives in voice messages.	Relationships	45 min	6. - 8.	Religion, ethics, English, psychology	Headphones recommended
	<b>Value collection</b>	Suitcase game to classify values into relationship categories.	Relationships	45 min	6. - 8.	Religion, ethics, social studies, politics, English, psychology	
	<b>Relationship norms</b>	In short videos, people talk about norms and how they influence relationships.	Relationships	90 min	8. - 10.	Religion, ethics, social studies, politics, history, English, psychology	Download files, headphones recommended
	<b>What is sex?</b>	With the help of a mind map, possible first times are collected and the basic requirements for sex are determined.	Sexuality	45 - 60 min	7. - 10.	Religion, ethics, biology, social studies, politics	Stable internet for 4th task, headphones recommended, solution words in the guidelines
	<b>Menstrual cycle</b>	Cycle explanation with audio play and information about period products	Body	45 - 60 min	6. - 8.	Biology, social studies, politics	Stable internet for 5th task, headphones recommended
	<b>Body scan</b>	Introduction to sensory perception and information on all important parts of the body for sexual experiences.	Body	45 - 90 min	7. - 10.	Biology, social studies, politics, art	Download files, headphones recommended, solution words in the guidelines

	TITLE	CONTENTS	MODULE	TIME	GRADES	SUBJECTS	CAUTION!
	<b>What is gender?</b>	Getting to know different aspects of gender using exemplary persons.	Gender	60 -90 min	7. - 10.	Social studies, politics, history, English, languages, biology	
	<b>Contra-ception</b>	Getting to know suitable contraceptives using various games.	Family planning	90 min	6. - 10.	Social studies, politics, biology	Stable internet for 7th task
	<b>Context, please!</b>	Classification and reflection of sexualized representations in the media using various exercises.	Sexuality and media	45 - 60 min	7. - 10.	Religion, ethics, social studies, politics, art, English	Solution word in the guidelines
	<b>Body images</b>	With the help of excerpts from the DRUCK series, social body images and ideals of beauty are analyzed.	Diversity and society	45 - 60 min	8. - 10.	Social studies, politics, history, psychology, art	Stable internet for 2nd and 5th tasks, headphones recommended
	<b>My body, my limits</b>	Various exercises are used to practice recognizing and respecting boundaries.	Sexual self-determination	45 - 60 min	6. - 10.	Religion, ethics, social studies, politics, English, history, sports, economics, law	Pay attention to trigger warnings

# ICON LEGEND

The following icons are used both in the handbook and in the app for quicker and easier orientation.

## Requirements and skills



### WRITING

Learning units with this icon require written participation and additional writing materials.



### READING

Learning units with this icon require reading skills.



### SPEAKING

Learning units with this icon require oral participation.



### LISTENING

Lessons with this icon include audio formats that may require headphones.



### BOARD

Learning units with this icon require an analog or digital board to collect results.



### MOVEMENT

Learning units with this icon require space for students to move around the room.



### TRIGGER WARNING

Indicates sensitive content that may be unsettling, especially for those affected.



### DOWNLOAD

For learning units with this icon, additional data must be downloaded from the app.



### BASIC

tasks with this icon convey basic content that should be covered first.



### IN-DEPTH

Tasks with this icon serve to deepen basic knowledge and convey more complex content.



### ONLINE

learning units with this icon require a stable internet connection.



### OFFLINE

learning units with this icon can also be worked on without a stable internet connection.

## Working methods and forms



**INDIVIDUAL WORK (THINK)**  
Tasks with this icon should be worked on individually.



**PARTNER WORK (PAIR)**  
Tasks with this icon should be worked on in pairs.



**GROUP WORK (SHARE)**  
Tasks with this icon should be worked on in small groups. The composition is flexible.



**PLENUM (SHARE)**  
Tasks with this icon should be discussed with the whole group/class.



**GAME**  
This icon is used in the app for games.



**INSIGHT/TASK**  
This icon is where the task description can be found in the tablet version of the app.

## Time



**SINGLE LESSON**  
Learning units with this icon are designed to last 45 minutes.



**DOUBLE LESSON**  
Learning units with this icon are designed to last 90 minutes.



**FULL HOUR**  
Learning units with this icon are designed to last 60 minutes.



# 1. RELATIONSHIPS

Relationships are as diverse as people themselves. We use the term for very different forms of connections between two or more people. Individually it can mean different things. The methods in the field of “Relationships and Feelings” can encourage young people to talk to each other, to become aware of their own wishes, ideas and worries, to express their emotions and to learn from their experiences. This also includes the feeling of not being alone with certain experiences and getting to know different lifestyles and forms of relationships. “Different relationship models should not be evaluated; rather, the addressees should be encouraged to deal with the questions raised in a self-determined manner” (Debus, 2016, p.12f.). Critical sex education enables the reflection of social norms. This means that the young people are then more able to make self-determined decisions.

The critical examination of norms has the potential to make restrictions on diversity and pressure for normalization visible, as these have a negative impact on the quality of life of all people and on development and education in the school context. The focus should be on the common interest in recognizing and dismantling norms (see Debus, Laumann, 2018, p.108). Ideas of normality can often only be maintained if “various bodies, lifestyles and forms of expression are constructed as deviant” (ibid. p.19). This “construction of norm and deviation produces restrictions on the development and development opportunities of all people” (ibid. p.33). Norms and the resulting practices exert pressure and lead to strong experiences of discrimination for some people. With a sensitive approach, the need to repeat and confirm norms can also provide the possibility of reinterpretation and shift and thus the ability to act and the potential for resistance (cf. Hartmann, Messerschmidt, Thon, 2017, p.23).

Scientific publications refer to the role of educators here. They are asked to question the implicitness of gender, desire and relationship norms, to be (self-)critical about categorizations, inclusions and exclusions and to actively work to make diversity and ambiguity visible and liveable (cf. Riegel, 2016, p.115 and Schmidt, Schondelmayer, Schröder, 2015, p.11).

The learning units in the module provide impulses for this and offer students space to critically reflect on a variety of relationship norms and forms. Different levels of relationships are discussed – always in relation to the reality of the students' lives.

# 1.1 RECOGNIZE FEELINGS



## Learning objectives

- Getting to know and naming different feelings and needs.
- Perceive feelings as signals of your own limits.
- Promote empathy in social interaction.

## Requirements and preparation



### Students

The learning unit contains voice messages for which headphones are necessary so as not to disturb each other while listening. When using smartphones, it is also possible to hold it to your ear to listen. Alternatively, the voice messages can also be displayed as text.

### Teachers

A board or something similar should be available to collect the results from the students analysis. The voice messages discuss a variety of relationships and demarcation processes. Make sure you deal with these topics in an anti-discriminatory, diversity-sensitive and boundary-watching way. Use the learning unit to introduce students to support and counseling services for young people in mental health crises.

## Sequence

NO.	TASK	TIME	DESCRIPTION
1	Getting started & thumb test	5"	Thumb test to see whether students talk to friends and family about feelings.
2	Voice messages	35"	The students listen to the voice messages and process them according to the "Think-Pair-Share" principle.
3	Conclusion	5"	Read the conclusion together and expand on the insights from the lesson.

## Task description

### Voice messages

There are six voice messages on different topics that you can freely divide up in the class. It is recommended that people sitting next to each other work on the same voice message so that they can exchange ideas.

It's up to you whether you want to cover all or just some of the voice messages. The topics are:

**MOMO:** Sitting next to a crush on the bus; needs for closeness and distance  
**ELIA:** Little brother is annoying; discomfort in the changing body; needs for distance  
**ALEX:** Friendship that has grown apart; confusion  
**KRIS:** Separation of parents; overwhelming feelings  
**DANI:** Excitement before a first date; overwhelming feelings  
**YAEL:** Wanting to open up the relationship; jealousy; communication in relationships

### **Think/Pair**

First, the students should listen to the voice messages on their own and pay attention to what feelings and needs the person has. Then they should compare their findings with those of the people sitting next to them.

### **Share**

In the plenary session and at the board, the feelings and needs that have been identified should be collected - ideally grouped according to the voice messages. Differences between the situations can be identified, but also overlaps, for example the desire for closeness or distance.

### **Differentiation options:**

- address the difficulties in distinguishing between the terms "feelings, needs and wishes". Can definitions be developed?
- discuss the one-dimensionality of voice messages. What influence could facial expressions and gestures and the aspect of spatial proximity have on the assessment of the situations?

### **Write advice (optional as homework)**

At the end, the students should think of personal advice for a person from the voice messages. With the help of the feelings and needs identified, the person should be helped to better communicate or understand their limits and needs.

### **Important impulses**

The people in the voice messages are not clearly assigned a gender or sexual orientation. You can handle this in a playful way. Feelings and needs should be discussed independently of attributions and across different forms of relationships. If emotional topics in the voice messages, such as parents' separation, provoke strong reactions or sad memories in students, offer places to retreat or conversations after the lesson. Under no circumstances should a painful confrontation be forced. If necessary, focus on other voice messages.

## 1.2 VALUE COLLECTION



### Learning objectives

- **Knowledge:** Values are an important factor in relationships and can vary depending on the relationship category.
- **Competencies:** The students learn to reflect and communicate their own values with regard to relationships.
- **Attitudes:** Acceptance of different values with regard to relationships.

### Requirements and preparation



#### Students

No special preparation is required. Allow students to research or ask you about unfamiliar terms.

#### Teachers

It makes sense to examine your own values in relationships in preparation for the lesson. However, try not to provide general definitions of values or relationship categories during the lesson.

### Sequence

NO.	TASK	TIME	DESCRIPTION
1	Getting started: Description of values	10"	Collecting examples of values and a common value description.
2	Value cases game	5"	The students assign different values to the relationship categories "friendship", "relationship" and "family".
3	Value cases	25"	The students evaluate their classification from the game according to the "Think-Pair-Share" principle and can clarify unfamiliar terms.
4	Conclusion	5"	Final reflection on values and relationship categories

## Task description

### Getting started: Description of values

The introduction is primarily intended to introduce the term “values”. It is not always possible to clearly distinguish between values, needs and feelings, which can be discussed and reflected on with the students. Also record the shared description of values on the board so that the students can use it as a guide throughout the lesson.

### Value cases game

The duration of the game is set at three minutes. Point out to the students that they can adjust the speed at which the terms move over the "baggage carousel" at any time (controller with turtle = slow and hare = fast). The terms can be put into multiple cases or none at all – everything is allowed.

### Value cases

After the game, the students are sent directly to the evaluation of their classification. This is done according to the “Think-Pair-Share” principle, according to the instructions in the app:

- 1 In each suitcase, the students mark three values that are particularly important to them and also have the opportunity to add additional values. (Think)
- 2 Then they should compare their suitcases with their seat partner. Do the value cases differ? (pair)
- 3 The classification should be discussed in a plenary session using the following questions: Were there any surprises? Were the students missing any terms? Are there any terms that need to be explained? Are the suitcases different? If yes why? What belongs in all of them and what maybe only in one suitcase? (Share)

### Differentiation option:

Can the class agree on a definition of friendship, romantic relationships and family? What stands out? Is it important that everyone has the same understanding of the relationship categories?

### Conclusion

The findings from the discussion should be summarized while pointing out that a generally valid definition of the values and relationship categories is not possible. Only the students themselves can decide what is important to them in different relationships. Their value cases can always be repacked, enlarged or reduced in size.

### Important impulses

What exactly the relationship categories of the three suitcases mean is not fixed and may be different for each person. The students should fill the suitcases according to their own ideas. Point out that not all terms need to be classified and explain terms if necessary.

# 1.3 RELATIONSHIP NORMS



## Learning objectives

- Getting to know and naming different forms of relationships.
- Recognize and question existing (relationship) norms.
- Reflect on your own view and opinion about different relationship forms and norms.

## Requirements and preparation



### Students

The unit has more in-depth content and is recommended for an older target group. The texts in particular require higher reading skills and the ability to reflect critically. An additional download of files and headphones are necessary for the lesson.

### Teachers

**One week before implementation:** familiarization with norm-critical approaches and relationship concepts as well as reflection on internalized relationship norms, your own relationship ideas and wishes. In general, a diversity-positive and encouraging attitude is desirable.

**One or two days before:** Check whether there is enough space in the room for the “Opinion Line” task. If necessary, prepare signs and select statements appropriate to the class.

## Sequence

NO.	TASK	TIME	DESCRIPTION
1	Introduction and discussion with comics	10"	Discussion of the question “What is normal and couldn’t everything be completely different?”
2	Optional: definition of norms	10"	Reading the texts to clarify terms in small groups, together or alone.
3	What is “normal” is changing	5"	Examples of changing norms for joint discussion.
4	Relationship norms	20"	Video on relationship norms with questions for analysis. If necessary, debriefing with the class.
5	Line of opinion	15"	Students take a stand on various statements based on their placement in the room or using the app.
6	Relationship diversity	30"	Relationship diversity videos with questions for analysis. If necessary, debriefing with the class.
7	Unlearn norms	5"	Concluding messages for the class

## Task description

The learning unit is designed to last 90 (or 2x45) minutes and offers opportunities for differentiation at various points.

### Introduction and discussion "What is normal?" - with comic and historical examples

The aim is to make the concept of norms more tangible and understandable. Possible questions to start the plenary session: *What do you see in the comic? Where do ideas of 'normal' behavior come from? What does 'normal' mean? Who decides what is 'normal'? Is it the same everywhere and always? What are norms? What are they for? What do they make more difficult and for whom?*

It can be hard to explain 'normal'. This can be used to point out the invisibility and perceived self-evidence of norms when they are met. When 'normal' is explained in terms of 'deviations', care must be taken to avoid hurting students or to classify them as such in the social context of inequality ideologies, such as racism, sexism, ableism, etc. The historical examples in the app and others of our own help to understand that norms are constantly changing. Individual or group work is possible here to find further examples.

**Alternative for students with high reading skills:** Read "Explanations of Norms" (in individual or small group work) or discuss questions in a plenary session.

### Relationship norms

The aim is to build on the normative ideas of youth and everyday life to gain diverse insights into various realities and to open up spaces of possibility. The students watch the video on relationship norms individually. Then the students work in pairs, discuss what they saw and answer the questions about the video from the app. This is followed by a discussion of the questions in the plenary session.

### Differentiation options:

Discuss the video "Relationship Norms" as food for thought without a reflection task.

Prepare specific terms to be discussed from the video ("relationship", "monogamy", "poly", "cis", etc.)

Without starting with the topic of norms, start directly with the video and discuss concepts such as "being in love", "family", "open relationships", "monogamy", "(friendship-centered) relationships" or "marriage".

### Line of opinion

The aim of the task is to start a conversation about normative ideas, to irritate them and to reflect on your own opinions. Ask whether it is okay for all students to do the opinion line in the classroom. If students feel uncomfortable with this, they can abstain or the exercise can be done in the app.

You can choose several statements from the list that are appropriate for the class, add your own, or include ideas from students. Read one statement aloud at a time; the students position themselves on the imaginary scale in the room.

**Differentiation options:**

Carry out the task as individual work in the app.

Impulses after a statement: Why did you choose this position? Did something irritate or surprise you? Why? - Students can share their opinions voluntarily and should only make statements about themselves or parts of the class (not individuals); repositioning is possible at any time.

**Important:** Different opinions can be expressed and students must respect other opinions. In the case of hurtful statements, teachers must intervene and explain why the statement could be hurtful. False allegations must be corrected.

List of statements:



- If I fall in love with two people, it is 'real' love with both of them
- Family means mother-father-child
- Heterosexual people shouldn't emphasize their heterosexuality so much
- In a same-sex relationship, one person is always the man and one is the woman
- You can love each other and/or have a relationship without becoming physically intimate
- Friendship between different genders is possible
- If people love each other, they should get married
- Heterosexual people should be allowed to adopt children
- Loyalty only means kissing your partner
- Being single means being free
- Three people should be allowed to get married

- Men are more interested in romantic connection, women in sex
- People in monogamous relationships are more likely to have fear of commitment than polyamorous people
- Sex outside of marriage is okay
- It's okay not to have sex (in relationships).
- Long distance relationships work well in the long run
- Anyone who is single is actually looking for a partner
- Having sex outside of a romantic-sexual relationship means being unfaithful
- It is not (morally) right that you can only marry one person
- The institutional benefits of marriage (e.g. tax breaks) are fair
- There is no jealousy in polyamorous relationships
- People in polyamorous relationships are better at communicating



## **Relationship diversity**

The aim is to recognize that relationships are experienced in very different ways. The students first watch the group video on relationship diversity alone or in tandems and can then answer the questions. Depending on time and interest, additional videos about individual people can be watched and analyzed using additional questions. Finally, the questions are discussed in the plenary session.

## **Unlearn norms**

The aim is to bring the topic of norms to a conclusion and to encourage the students to reflect once again. The video can be viewed individually.

## **Important impulses**

Dealing with norms requires caution. The aim is to convey the attitude that norms have an exclusive and restrictive effect and often obscure the fact that diversity is actually 'normal'. It must be avoided that characteristics/people/lifestyles are presented as 'deviant' or 'in need of explanation' and that students' possible experiences of discrimination are repeated. Rather, an active and critical examination of norms, everyday ideas and prejudices should be promoted. In addition, the critical questioning of norms should not only lie with the people who are excluded from them, but as a task for society as a whole, above all, the dominant society (white, cis, hetero, monogamous, Christian, middle class, non-disabled, neurotypical, endo-sex, ...).

Different forms of relationships should not be judged and students' prejudices should be refuted. Instead, you can talk about connecting feelings and needs. Students should also be relieved of the pressure to have or want a relationship (sexual/romantic/family, etc.) at all.

After some norms have first been reproduced, a "de-dramatization" (Debus, 2017) should definitely take place: So norms are stripped of their power, the powerful sides of norm-shifting practices are emphasized, diversity is given a positive meaning and connecting elements of different realities of life are found (cf. Debus, Laumann , 2018, p.109).

## 2. SEXUALITY

In modern sex education, sexuality is understood as a central aspect of human life (WHO, BZgA, 2011). Accordingly, people are sexual beings from the very beginning, whose physical, emotional and cognitive development always has a connection to sexuality. Sexuality has different dimensions, such as sensual (self-)experience, desire, excitement, enjoyment, physical and emotional well-being. But also social aspects such as gender identity and gender roles, sexual orientation, intimacy and relationships. Although this definition is relatively broad and inclusive, it constructs asexuality as a deficiency that needs to be critically reflected upon.

Sexuality therefore has very different forms of expression at different stages of development and age. Young people are in a transition phase in which, in addition to aspects related to desire (sexuality as an end in itself), relationship aspects, communicative and social functions of sexuality also become more important. During this transition phase, interest in sexual experiences grows and various aspects of sexuality are integrated into one's identity over time (e.g. sexual orientation and gender identity). The context also plays an important role, because young people are introduced to different meanings and expectations regarding sexuality - by their peers, the (social) media they consume, by families and ultimately also by the school and teachers. Sexuality is constantly discussed (for example in subjects such as biology, art, literature, politics and ethics, but also in young people's conversations) and at the same time tabooed and de-discussed (for example through bans in the school context). In addition to positive aspects of sexuality, young people are also becoming increasingly aware that sexuality also has to do with role expectations, constraints, sexual violence and abuse of power. In addition to curiosity, shame and interest, there are also feelings of rejection, uncertainty and fear.

Conflicting feelings regarding sexuality should be discussed at school in an appreciative and accepting manner in a safe environment (Ministry for Schools, Science and Research of North Rhine-Westphalia, 2011, p.11). The aim is to create a space in which questions can be clarified and young people receive important information on how they can live a safe and healthy sexuality (for example by discussing protective measures and contraception).

Sexuality therefore also has a moral and ethical component that must be taken into account in sexual education. The principle of consent is an important building block. Communication skills, discussing one's own needs, asking about the needs of the other person, and respecting the physical integrity of others in sexual encounters play a major role. Gender stereotypes also often play a role in sexual experiences (e.g. the acceptance of masturbation in regards to gender) and sexual encounters, which, among other things, leads to pleasure not being experienced equally (Laan et. al 2021). Therefore, sexual education should pay particular attention to discussing these attributions and counteracting them.

The first sexual experiences with others, called by many "the first time", are a particularly relevant topic for young people (BZgA 2020). In lessons, these should be dealt with openly and sensitively and at the same time the myth of the first time should be questioned. Young people should reflect on where sexuality actually begins and what sex can be. Often "sex" is equated with supposedly heterosexual penis-in-vagina sex, which leads to an invisibility of the diverse sexual practices, gender identities and sexual orientations, which are, however, just as relevant for the young people. What is important here is to represent and make visible the diverse forms of sexual experiences in an appreciative and equal manner (e.g. kissing, cuddling, caressing, rubbing, oral sex, anal sex, vaginal sex). In addition to a positive attitude towards sexuality, it is equally important to name the asexual spectrum and to view asexuality as an equivalent sexual orientation (e.g. alongside pan-/bi-/heterosexuality, etc.).

## 2.1 WHAT IS SEX?



### Learning objectives

- **Knowledge:** The feelings associated with sexuality differ from person to person. Sexual experiences can be diverse. The principle of consent is the basic requirement for sexual experiences with others.
- **Competencies:** Reflection of social expectations and norms regarding sexuality. Get to know your own needs and boundaries, perceive them, communicate them and protect those of others.
- **Attitudes:** Openness and acceptance for other people's lived sexuality, as long as it is consensual and no person is being exploited (note, for example, age limits and differences as well as other power dynamics).

### Requirements and preparation



#### Students

In this lesson there are several opportunities for individual work so that the students can decide for themselves what they want to read and watch on this sensitive topic. It is important to note that this learning unit includes explicitly talking about sexuality (especially in the first part about the "first times"). The principle of voluntariness is crucial in this lesson: no one has to talk about it and no one has to look at the drawings of what sex can look like.

#### Teachers

For this learning unit, it is important to have an open and positive, but also shame-conscious attitude that acknowledges sexual experiences in their many facets and accepts them as a fundamental need for many people. It is also important to be accepting of asexuality or no interest in sex. In your language, make sure to name body parts correctly and precisely ("vulva" and "vagina") and always explain what type of sex is meant with which body parts. What is important is that it is not about individual experiences, which is why you should pay attention to how you phrase examples: "Some people have sex like this, for example".

## Sequence

NO.	TASK	TIME	DESCRIPTION
1	Getting started: GIF gallery	5-10"	What feelings can be associated with sex? Classification using GIFs.
2	First times	15-20"	Using a mind map sorted by body parts, students collect types of possible sexual and romantic experiences. There is also a gallery of drawings showing what sex can look like.
3	Paragliding test flight	15-20"	By comparing it with a paragliding flight, the students should work out the basic requirements for sex.
4	What is consent?	10"	Videos and methods on the topic of consent.
5	Conclusion	5"	At the end of the lesson, read together.

## Task description

### GIF gallery

The students should work individually and look at the GIFs in the app and choose which ones they think can be related to sex. Then ask about the possible associations and feelings about sexuality that are shown in the GIF gallery. What feelings can be associated with sex and why? Which ones might show boundaries or rejection? Which ones show desire? You can collect discussion results on a whiteboard. Treat different contributions equally and convey that curiosity, like shame, are legitimate reactions. It is important that emotional terms are explained (e.g. pleasure or excitement) and that a spectrum is covered: from shame, curiosity, joy, fear, disgust, to relaxation, tension, love, pain, fun and so on.

### First time mind map

With a mind map sorted by body parts, students can collect different physical and emotional experiences that can be connected to sexuality. The expression "the first time" should be questioned and it should be broken down into what can be meant, but is often not meant. There is also the opportunity to view illustrations of different sexual practices in a gallery. These are illustrations designed by our team for educational purposes. The images show consensual sex between adults. The aim of the exercise is to learn that physical touch is diverse and that sexuality can be experienced in many ways - regardless of gender identity, body type or ability and sexual orientation.

## Paragliding test flight

Using a (metaphorical) comparison, the students in small groups should compare the requirements for sexual experiences and demanding sporting experiences (paragliding) in a game. It's about asking yourself the question: What does it take for the people involved to feel as comfortable as possible with this experience? It is important to find the right conditions with terms so that the paraglider can take off. There is help in the app to find the right terms. Synonyms are also recognized by the app.

The teacher can moderate and help the small groups. At the beginning these question can be asked: What do sex and paragliding have in common? What is sex and what is paragliding? What do you need to consider before, during and after? What should be clear beforehand? How should the people involved feel? What should be taken into account to make it a good shared experience? What agreements are necessary? What prior knowledge is (not) necessary?

### Solution:

The resolution may take longer, as there can be a lot of discussion. To successfully "take off," students must have added at least one term from the following five basic requirements to the game's checklist:

**Pleasure (synonyms: desire, fun, joy, readiness, being ready, curiosity, lust)**

**Protection (synonyms: Prevention, safety, security, contraception)**

**Age (Synonyms: age limit(s), minimum age, age regulation, age regulations)**

**Communication (synonyms: communicate, talk, talking, talk to each other, speak, speaking, coming to an agreement)**

**Consent (Synonyms: Consensus, agreement, consenting, agreeing, be in agreement)**

Young people's own ideas are also welcome and can be discussed. After successfully "taking off", short information texts appear on the basic requirements, which can be read and discussed together.

### Appendix on age limits:

The topic of age restrictions is often particularly exciting for young people and is associated with a lot of uncertainty. An article from the [European Union Agency for Fundamental Rights](#) is linked in the app for further information. You should support the young people in interpreting the information due to its complexity.

## What is consent?

The video "Tea Consent" by "Blue Seat Studios" (Copyright ©2015 Emmeline May and Blue Seat Studios), which can be watched on YouTube, is about the comparison of consent when drinking tea and consent regarding sexual actions. The video explains the challenging topic in a humorous but powerful way. The students should watch and understand the video. Students should find a definition of consent (note: there are several, that's okay) or formulate it themselves and bring it with them to the next lesson. It is okay that contradictions arise or questions about practicality remain unanswered - this can be discussed with the older students. An extended task would be to think of situations and think together about where consent can be asked for and given.

Another method for consent are the "Consent FRIES". If your students are proficient in another language, you can also use this method and have your students translate it into that language. The letters in FRIES stand for F = Freely given, R = Reversible, I = Informed, E = Enthusiastic, S = Specific.

Freely given = given voluntarily, that is, consent does not arise under the influence of drugs or alcohol, in a predicament, through manipulation or dependence

Reversible = consent can be withdrawn at any time, which means the sexual acts can also be interrupted and ended at any time

Informed = consent is based on disclosing what the other person wants and what kind of sexual act is performed

Enthusiastic = consent is based on an expression of desire, curiosity, willingness or motivation for the sexual act together and not on the pressure to conform to an expectation

Specific = consent refers to the intended sexual act and therefore does not automatically include other sexual acts

## Important impulses

Convey that sexuality is diverse: everyone is different! Sexuality has many facets, from physical closeness with others, to asexuality, sexual feelings and even masturbation.

## 3. BODY

During adolescence and puberty, the perception of one's (own) body, its changes and physical well-being play an important role. The changes in the body are not only of great importance on a biological level, but also become a symbol of the all-encompassing question "Who am I?". The search for and finding of a new self-image and self-confidence in youth extends far beyond the body and always takes place in a social and societal context.

The search is influenced by numerous factors: External influences such as advertising, social media, peers and social norms ensure that students are constantly surrounded by seemingly perfect bodies (cf. Flaake, Göppel, 2019). Open access to information via the Internet has not only created an important opportunity for young people to educate themselves independently, but also a crucial source of misinformation and myths, as well as insecurities and problematic body images (cf. Kühl, 2021). Accordingly, factual information about the human body, including existing misconceptions about its sexual(ised) context, plays an important role in sex education lessons.

Our body module strives for comprehensive information that goes beyond biological boundaries. The focus is on two dimensions: In addition to gaining knowledge from a medical-biological perspective, on the one hand, it is also about understanding and critically questioning the individual and social significance of each part of the body. The students should be given the opportunity to get an impression of body diversity and to gain acceptance for diverse bodies, expressions and (sexual) preferences. The critical ability of teachers and learners to reflect is particularly important in relation to the prevailing normative and mostly binary body representations. The aim is to support young people in their search of self and to convey positive values regarding bodies and sexuality.

### 3.1 THE MENSTRUAL CYCLE



#### Learning objectives

- **Knowledge:** Function of the uterus, sequence of the menstrual cycle and advantages and disadvantages of various menstrual products.
- **Competencies:** The learners can explain the cycle using four phases, understand (their own) bodily signals and put themselves in the shoes of menstruating people.
- **Attitudes:** Menstruation as a natural part of life that can affect all people.

## Requirements and preparation



### Students

It can be helpful to gain basic knowledge about the uterus, hormones and hormonal control in advance. This makes information processing easier, but is not a basic requirement. The learning unit also contains various audio content for which headphones are useful.

### Teachers

Weigh up your students' prior knowledge and then determine the course of the lesson. If necessary, it may make sense to carry out the "Bodyscan" learning unit beforehand. In the previous lesson, ask learners to bring headphones. A board or something similar is recommended for collecting the results of the discussion.

## Sequence

NO.	TASK	TIME	DESCRIPTION
1	Introduction	5"	Getting started with a knowledge query.
2	<b>Optional: The uterus</b>	5"	The students learn about the uterus as the central organ for menstruation.
3	The cycle	20"	The students learn about the four phases of the menstrual cycle, supported by voice messages from a gynecologist.
4	A trip to the museum	10"	An illustrated audio play highlights different feelings and needs related to menstruation.
5	Period products	5-20"	Students can find out more about period products and discuss if they should be made available free of charge.
6	Explanatory video from Binogi	5"	At the end, what you have learned is summarized in a video.

## Task description

### Introduction

To begin with, the relevance of the topic should be emphasized. Possible questions to start the lesson could be: *What do you know about the menstrual cycle? What actually happens in the body? Why is it important that we understand the cycle and know our own cycle? What do you think of when you hear the word menstruation? What does the word even mean? Do you know other terms for it? Which do you prefer to use? Are there any that you find embarrassing?*



## The uterus

Whether you want to give a brief introduction to the appearance and functioning of the uterus at this point is up to you. In addition to the GIF, you will also find a medical illustration of the uterus that you can use for explanation. There you will find a short descriptive text that you can read aloud. The terms “uterus”, “ovaries”, “fallopian tubes” and “uterine mucosa” are particularly important for understanding the cycle.

## The cycle

The cycle is described using the four seasons, which are a good comparison to the four phases of the cycle. The task can be completed **individually, in tandems or in small groups**. A group puzzle is also possible, in which each small group deals more intensively with a phase/season and the summary of the cycle is then worked out together through the presentation of the individual groups. The students have access to explanatory texts, medical illustrations and voice messages from the gynecologist [Dr. Daniela Bach](#).

The aim is to be able to label a cycle graphic yourself at the end of the task using the knowledge you have learned. This also contains a fertility window that should be taken into account. There are no exact times specified or to be mentioned, as the distance from egg maturation to ovulation varies from person to person. In general, point out to students that the graphics are simplified representations and should be viewed as examples and in no way a general norm. For example, many cycles are longer or shorter than 28 days and the hormone release also varies from person to person.

At the end, clarify any questions that remain unanswered or do a flashlight round to find out what the students remember most from the task.

## A trip to the museum

The story "A trip to the museum" is about two people who are accidentally left behind in a menstruation museum during a school trip and look around again together until their parents pick them up. Anouk is totally impressed – Mia, however very skeptical. In addition, Mia herself is currently menstruating. The students should first listen or read the story on their own and pay attention to what feelings and needs the characters have. Finally, the learners answer two questions about the story, which can also be discussed together in a plenary session.

## Period products

Here the students are introduced to six different period products: **menstrual cups, tampons, pads, menstrual underwear, soft tampons and menstrual sponges**.

Depending on your time, you can also divide the class into small groups and let them each research and discuss pros and cons for the question “Should period products be free?”. Articles providing potential arguments are linked in the app. You can bring or mention additional sources. The students can write down their arguments in the app. An analogue or digital board is recommended for collecting results in the form of a pro/contra list in the plenary session.

## Explanatory video from Binogi

At the end of the lesson, the most important aspects of the menstrual cycle are summarized again in an explanatory video by [Binogi](#). Binogi is a multilingual, digital learning platform that supports students in learning with a variety of everyday-oriented videos and quizzes on various subjects and in up to 15 different languages.

## Important impulses

In the learning unit we made sure not to primarily talk about women or the female cycle. Because people who do not identify as women or female can have a uterus and menstruate as well. In addition, non-menstruating people should also deal with the topic. In order not to exclude any groups of people, we therefore recommend keeping the approach as gender-neutral as possible.

## 3.2 BODYSCAN



## Learning objectives

- **Knowledge:** Sensory perception, structure and function of the genitals, genital development, individual human sexuality and identity, explanation of myths.
- **Competencies:** Knowing and naming the most important parts of the body for (sexual) experiences, correctly using biological terms, reflecting on social norms in regards to bodies.
- **Attitudes:** Acceptance and openness (e.g. towards various bodies), respect for individual needs and preferences.

## Requirements and preparation



### Students

Previous knowledge of the body and/or the nervous system can be helpful, but is not a necessary requirement. Everyday ideas and pre-concepts on the topic can be worked on and cleared up if necessary.

### Teachers

Familiarizing yourself with the body scanner before the lesson can be helpful in order to prepare for (possibly unknown) content and associated questions. If you would like to complete the optional second task, you can ask learners to bring headphones.

## Sequence

NO.	TASK	TIME	DESCRIPTION
1	Introduction: Sensory perception	10"	Using information texts and a diagram, the students learn how sensory perception works.
2	<b>Optional:</b> sense of hearing or touch	5"	The students test their sense of hearing and/or touch working individually or with partners.
3	Body scanner	20-45"	The texts and images of the body scanner are explored in individual or partner work. Various work orders can be processed.
4	<b>Optional:</b> Quiz	5-10"	Quiz to secure knowledge from the unit.
5	Conclusion	5"	Read the conclusion together with an optional final reflection using a flashlight round.

## Task description

### Introduction: Sensory perception

At the beginning, after a short information text, the students are asked to name the individual senses (**solution:** hearing, seeing, feeling/touching, tasting, smelling, synonyms are also possible). These can be collected in a plenary session and then entered into the app by the students. They are then asked about the "control center" (**solution:** brain). In a diagram, terms for the transmission of stimuli from the sensory cells to the brain are to be assigned.

### Sense of hearing or sense of touch

This task serves the physical experience of the senses. Learners can test their sense of hearing using different sounds or their sense of touch using different vibrations on the smartphone (vibration function must be activated for this). The latter is not available on tablets due to the lack of a vibration function. The task can be done **individually or with partners**.

### Body scanner

The body scanner shows ten different bodies, on which the same parts of the body (marked with yellow dots) can be clicked. For each part of the body there are medical illustrations and information in two categories: "**Theory**" (structure and function of the body part) and "**Practice**" (individual and social significance of the body part). For some parts of the body you can also answer a quiz question about the information given. You can click on the following **body parts**:

Head (brain), eye, ear, nose, mouth, neck, chest, armpit (hair), stomach (gastrointestinal tract), arm (skin), hand, thigh, foot and genital area. When it comes to the genital area, the categories "Development" and "Genitals" open up. Under "Development" you will find an explanation of the genital development (including a 3D model) as well as information on the intersex spectrum. "Genitals" includes the following body parts: *uterus, vagina, penis, testicles, vulva, clitoris, mucosal seam (hymen), prostate, anus and pelvic floor.*

The body scanner can be worked on **individually, with partners or in groups**. You can let the students decide for themselves which parts of the body they would like to explore or give them specific work assignments.

#### **Possible divisions and questions:**

- Divide the class into small groups that are given the task of searching for the first letters of the body parts, e.g. "Find all parts of the body that begin with A and present what they have in common."
- In individual work: "Find the right parts of the body for the five senses"; with partner: "Why can the respective body part be important for sexual experiences?"
- Joint work on genital development in the plenum (possibly as an introduction), then free exploration.

#### **Reflection questions at the end:**

- What similarities did you notice between the body parts?
- Did anything surprise you? What was new for you?
- Are there any uncertainties or questions about individual parts of the body?
- Are there parts of the body missing that could also be important for sexual experiences?

#### **Quiz**

The quiz consists of the six questions that could already be answered in the body scanner and four additional transfer questions. There are two types of tasks: labeling illustrations and multiple choice questions. The quiz can also be used as a **differentiation option** and repeated as often as desired.

#### **Conclusion**

Read the conclusion card together. A **round of flashlights** is recommended at the end of the lesson. The flashlight gives all students the opportunity to express and reflect on their opinions without comment.

#### **Possible questions:**

- What unknown/surprising fact stuck with you from the lesson?
- What do you know now about the body that you didn't know before?

The answers give you the opportunity to revisit certain topics in the future lessons or to clarify any questions that remain unanswered.

## Important impulses

Since the topic of bodies can be sensitive for young people, it is important to ensure an open, safe atmosphere and respectful interaction in the learning group. The learners should be able to decide for themselves whether they want to carry out the tasks alone or with a partner. You are welcome to reflect with the students on why the body scanner uses descriptions that are as gender-neutral as possible.

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**With illustrations by: Lust Logisch** – Germany's largest online market for sexual education with picture cards and unique methods to promote the identity development of your students.

## 4. GENDER

Gender has a special place in sexual education because it is a topic that everyone has to deal with from an early age as it is an omnipresent category (cf. Hornscheidt, Oppenländer, 2019). This offers the opportunity to address diversity without othering “deviations” from the binary and cis-gender norms. The focus should be on enabling the development of all people beyond attributions and rigid gender role clichés. At the same time, gender as a hierarchizing structure of society must not be ignored. Instead, by addressing the disadvantage of female, lesbian, intersex, non-binary, trans and agender people (FLINTA\*), a sense of injustice and solidarity can be developed. It should be taken into account that gender discrimination is influenced by other characteristics of discrimination (e.g. racism or ableism).

Schools are legally obliged to promote equality for all genders and reduce existing disadvantages. In 2016, all federal states in Germany committed themselves to this goal with the resolution of the “Guidelines for ensuring equal opportunities through gender-sensitive school education and upbringing” (KMK, 2016). The legal basis for addressing gender in lessons and an anti-discriminatory approach to gender is provided by various laws, including constitutional laws, the school laws and the human rights conventions (see QUA-LiS NRW). In addition to promoting the acceptance of diverse identities, the interdisciplinary guidelines for sex education also mention the problematization of socialized gender roles and gender-related expectations as content to cover (cf. Ministry of Schools, Science and Research of the State of North Rhine-Westphalia, 1999, p.12).

School as an early socialization institution is, on the one hand, itself involved in differentiation (cf. Riegel, 2016) and, on the other hand, plays a crucial role in reducing gender-related disadvantage and violence both in its own structures and through the education of young people. The willingness to deal with the effects of inequality, the recognition and acceptance of contradictions and the critical reflection of internalized gender norms, role concepts and one's own (intersectional) positioning is therefore particularly important (cf. Kleiner, Klenk, 2017, 113ff.).

Gender is a comprehensive topic that offers many connecting points to various subjects. The module provides several impulses and attempts to enable young people to come to terms with their own identity and to provide a variety of role models for this, as well as to promote a critical classification of norms.

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## 4.1. WHAT IS GENDER?



### Learning objectives

- **Knowledge:** Getting to know different perspectives on and aspects of gender.
- **Competencies:** Understand and critically question society's influence and expectations regarding gender.
- **Attitudes:** Recognize and respect different self-identifications of gender.

### Requirements and preparation



#### Students

No special preparation is required. Allow students to look up unfamiliar terms or ask you questions.

#### Teachers

Many aspects of gender are addressed in this learning unit. In order to be able to respond appropriately to possible questions, we recommend preparing the content or familiarizing yourself with the topic. It also makes sense to self-reflect on your own gender socialization and role ideas. Be careful not to make generalizations about gender and give the learners space for their own experiences and insights.

## Sequence

NO.	TASK	TIME	DESCRIPTION
1	Who am I anyway?	5"	The students reflect on two questions about gender.
2	Matching	25"	The students each choose one of four characters whose perspective on gender they will learn about in what follows.
3	Group quiz	15-20"	The students present their characters in small groups and secure their knowledge with a quiz.
4	Genderbread	10-20"	Illustrating four aspects of gender using a model.
5	<b>Addition:</b> self-assessment	5-10"	The students can voluntarily classify themselves based on the Genderbread categories.
5	Conclusion	5"	Read together.

## Task description

### Who am I anyway?

To get started, the students should reflect on two questions about gender for themselves. You can initiate a plenary reflection on whether the students found it easy to answer the questions, without going into the individual answers.

### Matching

In this task, eight different aspects of gender are presented by four different characters. In order to reduce the amount of information for the learners, the students select a character at the beginning of the task to accompany them throughout the lesson. From the perspective of the character, the students learn about two aspects of gender, which they are supposed to present to their classmates in small groups in the following task. The characters and their topics are: **Juri, 17 (Injustice and Law) | Aras, 14 (Attraction and Speech) | Natalia, 13 (Attribution and Expression) | Mia, 16 (Bodies and Identity).**

Make sure that the students do not take too much time choosing their character so that there is enough time to work on the topics of the people and the questions about them. If necessary, point out to the students that they can still get to know the characters they didn't choose later or at home.



## Group quiz

For the group quiz, four students should come together, each of whom has ideally accompanied a different character. They first present their findings to each other. The students also have the opportunity to access the overviews of all four characters in the app and can use these to introduce them to the other students or, if necessary, to get to know characters who are not represented in the group. If the latter is the case, the learners should be given more time for this. After the introduction round, the group should play a quiz to test their knowledge. The quiz consists of two questions from each character, for a total of eight questions.

Finally, you can do a **flashlight session** with the class and find out, for example, what surprised the students the most, what they will remember most about their character or what they particularly like about them.

## Genderbread

The Genderbread provides a simplified representation of four of the previously discussed aspects of gender: **gender attribution, gender identity, gender expression, and attraction**. Judith Butler describes the connection and normalization of these levels under the concept of the “heterosexual matrix” (Butler, 2003). The students should assign these to the model and get to know the possibilities of classification within it. You can then discuss the model with the class:

- is the model perceived as helpful for a better understanding of gender?
- Are all aspects of gender covered by the model?
- Do the students understand the possible classifications and names in the categories?
- Are there any criticisms of the model?

If there is still time, you can also divide the class into groups and have them work on possible improvements to the model or their own model for gender. The **conclusion** should be drawn that this model helps to make hetero-/cis-normative implicitness and discrimination around gender tangible. In everyday imagination, all these aspects are clear, binary and congruent. However, lived gender diversity shows that this is a false assumption and that a positioning on each of the aspects is possible independently. As a result, attributions based on heteronormative short-circuits are prone to errors and should be avoided. If students have little prior knowledge, you should allow more time for questions and provide a final explanation or classification.

## Important impulses

It should be avoided to naturalize gender, reproduce gender stereotypes or 'other' genders that do not conform to norms (Othering as a form of discrimination and normalization) (cf. Debus, Laumann, 2018, p.18ff.). Intervention must be made in the case of sexist, transphobic, interphobic or other discriminatory statements and actions.

## 5. FAMILY PLANNING

The topic of family is close to life and diverse for young people: They live in a wide variety of constellations, with single parents, in patchwork families, in foster families, with same-sex parents, with several generations under one roof (BMFSFJ 2021). Certain family types, but also family sizes, are negatively devalued and discriminated against by society. Young people may experience discrimination due to their family constellation. The students also sometimes take on responsibility for their parents, siblings or relatives in need of care. What family means to young people and what values and decisions are associated with it will be part of this module in the future.

At the same time, with the beginning of sexual experiences, the discovery of one's own sexual orientation and also the first romantic relationships of young people, the question arises as to whether they would like to become parents one day and what they deem important in that regard. This includes understanding how pregnancy occurs and how a family can be created (for all sexual orientations and concepts of parenthood). There will be another learning unit on this in the future.

The question of how to protect yourself from an unwanted **pregnancy** (and thus possibly unwanted parenthood) is now relevant for many young people. However, this is only one of **two dimensions of protection and prevention** in the context of sexual practices – the second being protection against **sexually transmitted infections (STI)**. The module aims to help young people understand these two different dimensions of protection and prevention. Depending on whether, how and with whom they experience sexuality, young people should be able to assess the risk of pregnancy and/or STI transmission from a sexual encounter. Their own needs with regard to contraception (e.g. long-term, reliability, application, side effects, spontaneity, etc.) also play an important role when choosing the right means. Communication about this is one of the learning processes that can be initiated in a playful way in class. The aim is to specifically train empathetic interaction with one another, which is based on an attitude of equality and respect (see Ministry for Schools, Science and Research of the State of North Rhine–Westphalia, 2011).

A final important aspect here concerns teachers' awareness that structural barriers to the use of modern contraceptives still exist: language, costs, access to information and advice, family prohibitions or taboos, (sexist) stereotypes about contraception and distribution of responsibility. Attitudes and attributions of medical staff such as gynecologists and pharmacists can also sometimes lead to discriminatory experiences. Take these structural barriers into account when working on the module with the students and inform the young people about their options and rights with regard to protection against STI transmission and/or protection against unwanted pregnancy, pregnancy conflict (counseling), abortion and STI Tests (see profamilia Bundesverband, 2018). The best thing to do is to invite local help centers to the school and/or inform the students about what they have to offer.

## 5.1 CONTRACEPTION



### Learning objectives

- understanding the importance of protection against pregnancy and STIs and knowing a selection of contraceptives
- being able to obtain further information on their own, knowing important factors for choosing the right contraception and being able to talk about them
- Recognizing individual and shared responsibility for contraception as a value

### Requirements and preparation



#### Students

No special preparation is required. Allow students to look up unfamiliar terms or ask you questions.

#### Teachers

Detailed questions about the different types of sexually transmitted infections and their transmission are not covered in this learning unit - if necessary, equip yourself with additional material. In your language, make sure to name body parts correctly and precisely (e.g. "vulva" and "vagina" instead of "vagina") and always explain what type of sex is meant with which body parts.

### Sequence

NO.	TASK	TIME	DESCRIPTION
1	Introduction	10"	Getting to know two dimensions of protection.
2	Contraception cards	20"	Getting to know and classifying contraceptives in their protective dimension.
3	<b>Addition:</b> Myth check	10"	Clearing up 6 myths about contraception.
4	Contraception memory	20"	Two body parts are combined and their protective dimensions are queried.
5	<b>Addition:</b> Safer Sex Machine	10"	Suitable contraceptives and tips on the combinations from the memory.
6	Let's talk about...	15"	Students practice talking about contraception using examples.
7	<b>Addition:</b> Contraception for people with penises	15"	Research on different contraceptives for people with penises.
8	Conclusion	5"	Reference to various help centers.

## Time variations

- Two school hours of 45 minutes each
- Introduction and contraceptive cards as homework in advance, then starting in class with the myth check or contraceptive memory

## Task description

### Introduction

Read the introductory texts together with the students and clarify any questions. Additional material on STIs can be included, but should not be the focus of the lesson.

### Contraception cards

In this game there are 18 cards, on the back of each of which there is a profile with the most important information about a contraceptive. The cards should be sorted into three categories: protection from pregnancy, protection from STIs, protection from both. The following contraceptives are presented:

Hormonal contraception (comprehensive explanation of the hormonal mode of action), hormonal sticks, vasectomy, three-month injection, various pills, Femidom, copper IUD etc., diaphragm & cervical cap, PrEP and PEP, vaginal ring, lick cloth, fallopian tube ligation, NFP (natural family planning), vaccination, IUD, condom, contraceptive patch, glove

The task can be completed **alone, in tandems or small groups**. Above all, the distribution of contraceptives among the categories should be critically reflected upon with the class at the end.

### Addition: Myth check

Six myths about contraception need to be cleared up in **individual work or in tandems**. You can also form six groups and have each group discuss one myth. Depending on the time, you can also have the class look for additional myths and possibly matching GIFs.

### Contraception memory

By combining different body parts, students should understand that protection can be individually tailored. At the same time, it should be clear to the students that there are different sexual practices and that they are of equal value, regardless of sexual orientation and gender identity. This is intended to prevent automatic attributions and uninformed choices of contraceptives.

The game consists of **Vulva, Vagina, Penis, Anus, Hand, Mouth and Sex Toy** cards, from which 21 different combinations can be revealed. For each possible combination, students must select whether an unplanned pregnancy or STI transmission is possible. STI transmission (with varying probabilities) is possible in all 21 combinations, and unplanned pregnancy is possible in two combinations.

### **Addition: Safer Sex Machine**

In this task, the students once again have the opportunity to view the appropriate contraceptives as well as important tips (e.g. wash hands, use lubricant) for the combinations from the contraception memory. This task is primarily intended to provide information and is intended to help students find the appropriate protection for their individual sexual practices.

### **Let's talk about...**

The example sentences and the "How would you react if..." situations revolve around talking about contraception. For example, how to deal with contraceptive failures, but also with a lack of agreement or conflict between two or more people about contraception. Students consult in **small groups or tandems** and develop a proposed solution that they can present to the plenum. This is not about individual experience, but rather, for example, about what one would advise a friend in such a case.

### **Addition: Contraception for people with penises**

Research on contraceptives for people with penises in **individual work or groups** with results secured in the form of a small presentation or poster. If you wish, you can also recommend the sources below to students. The research can initiate a discussion on the topic of gender equality, equality in (sexual) relationships and the distribution of responsibility for contraception.

### **Differentiation options:**

- What are good (scientific) sources?
- How do I recognize a good article about medical research?
- What ethical standards exist in drug research?

### **Evaluation: World Café**

For the evaluation, mixed groups can be formed in which people come together who have all researched different contraceptives in order to present their results to each other.

### **Article recommendations:**

Quarks (2021): [That's why there's no pill for men yet.](#)

Pharmazeutische Zeitung (2020): [Contraception for men.](#)

### **Film recommendation:**

60 years of the pill: Where is the pill for men? Documentation (Arte 2019)

### **Hormone injection**

In a study between 2008 and 2011, 320 men were given an injection of hormones every two months, which reduced the sperm count to such an extent that pregnancy could no longer occur during penis-in-vagina sex without other protection. The study was stopped early due to side effects such as mood swings, acne and depression in the participants. However, the method has been proven to be very effective.

### **Hormone gel**

The hormone gel currently being researched works in a similar way to the hormone injection: hormones cause the sperm count to be reduced. The gel must be rubbed daily on the shoulders and back and thus enters the body. The side effects that occur are similar to those with the pill.

### **Vasalgel-RISUG**

The idea of this gel comes from India (from researcher Sujoy K. Guha at the Indian Institute of Technology Kharagpur), which is injected directly into the vas deferens and changes the sperm that flow past it so that they can no longer fertilize an egg. This does not change sperm production and the method is said to be completely reversible, but is currently still being researched.

### **Bimek-valve**

The Bimek valve (named after its inventor Clemens Bimek) is the size of a gummy bear and is located on both vas deferens. It works like a switch that can be used to temporarily block the vas deferens. Nothing changes in sperm production.

### **Thermal method**

The thermal method, also called "Toulouse egg lifter" or "thermo-slip", is based on heating the testicles by 2-3 degrees, which leads to a reduction/pause in sperm production. By wearing briefs with an integrated ring or just a silicone ring (for example the "Andro-Switch") around the penis, people hold the testicles closer to the body so that they are naturally warmed up. The briefs/ring must be worn for around 15 hours. The method is effective after 3 months and is also reversible and should not be used for longer than 4 years without a break. The effectiveness is checked by regular spermograms (analysis of the number of sperm per mL of ejaculate). Research has been carried out on this for a decade and clinical studies have been taking place in France for 30 years. The briefs can also be sewn yourself.

### **Vasectomy**

Vasectomy is the ligation of both vas deferens. This means that no more sperm can get into the ejaculate. It is a short operation that is carried out under local anesthesia and usually has to be paid for by yourself (unless it is necessary for medical reasons). It is a method for people who are pretty sure they don't want to have children (anymore). The vasectomy should be discussed carefully with the doctor in advance. By now the procedure is often times reversible. If necessary, sperm can be frozen before the vasectomy for later fertilization.

## **Important impulses**

Contraception is a complex issue for which there are unfortunately no perfect solutions (yet), but there are many myths, misinformation and uncertainties. Therefore, emphasize the importance of good communication and advice when choosing a suitable contraceptive.

## 6. SEXUALITY AND MEDIA

Media determines the everyday lives of all young people. According to the 2020 JIM study, 99% of the 12-19 year old young people surveyed in Germany live in a household that is equipped with WiFi and also have a "broad media repertoire" at their disposal. 94% of those surveyed have their own smartphone, 72% have their own computer/laptop. (cf. Media Pedagogical Research Association Southwest, 2020, pp. 6-9.) The study confirms: "Smartphones and the Internet [...] have become a matter of course among adolescents." (ibid. p. 13)

Sexual education, which should be based on the real life situation of children and young people, must therefore also deal with media - not only by using them as teaching tools, but above all through a critical analysis and classification of media content. The topic of pornography is rightly the focus due to the increasing and earlier onset of consumption among young people (cf. Maschke et al., 2017, p. 23ff.), but at the same time it represents only one of many important topics. Whether wanted or not, consciously or unconsciously: Children and young people are confronted with a variety of sexual or sexualized content in the media. Many young people obtain information about sexual education topics via the Internet, they share aspects of their own sexuality via social media or consume and comment on what others reveal (cf. Scharmanski & Hessling, 2021b).

It is not uncommon for (legal) boundary transgressions to occur. The Internet is named by those surveyed in the SPEAK! study as the second most common place of "non-physical" sexual violence after school. In addition, 32.7% of the girls surveyed and 8.7% of the boys surveyed stated that they had already been sexually approached on the Internet or having been harassed (cf. Maschke et al., 2017, pp. 7, 15). Young people are often not aware, for example, that sharing pornographic content with each other can be punishable (see §184 StGB). Unfortunately, discrimination, hate speech and bullying are part of everyday media life as well. Identifying these problems, reflecting on them and showing possible solutions are a basic requirement for young people to deal with sexuality and media in a self-determined and competent manner.

The impact that media has, both in a positive and negative sense, through the social images, norms, ideals and values that they convey cannot be underestimated. The students should therefore be made aware of both the dangers of portraying sexuality in the media and the opportunities that arise from it. The aim is to enable students to consume media in a critically responsible manner and to strengthen their communicative skills in digital and analogue spaces.

### Sources and recommendations

<https://www.br.de/sogehtmedien/>  
<https://www.klicksafe.de/>

## 6.1 CONTEXT, PLEASE!



### Learning objectives

- Recognize and name the influence of media representations on sexuality, gender, body and relationships
- Critically question media representations
- Reflect on the interaction between social (beauty) ideals/norms and media representations

### Requirements and preparation



#### Students

**One week before implementation:** The students should be made aware of the topic and given the task of paying attention in their everyday media consumption to whether and where they encounter depictions of sexuality and, if possible, bring examples of them (e.g. in the form of screenshots, magazines, advertising brochures , etc.) to the lesson.

**Important:** Only PG content from public figures is permitted! If necessary, briefly collect with the class what can be considered “representations of sexuality”.

#### Teachers

**One week before implementation:** You can also prepare for the lesson by paying attention to depictions of sexuality in your everyday media consumption. Bring age-appropriate periodicals, magazines, advertising brochures, and the like that contain depictions of sexuality and can be distributed to your students for analysis.

### Sequence

NO.	TASK	TIME	DESCRIPTION
1	Introduction	5"	Read and discuss the first card together.
2	Seen already?	10"	The students classify which representations of sexuality they have already encountered.
3	Evaluate examples	10"	Students evaluate image examples using sliders.
4	Image sections	15-30"	The students draw a context for a section of an image. Solution in the app via the “Context” password. Reflection in the plenum.
5	Conclusion	5"	Final reflection of the lesson using the tips and rules of conduct.



## Task description

### Introduction

If necessary, discuss the class's experiences and observations from preparing for the lesson: Did the students find it easy to find examples? The examples should not yet be evaluated in terms of content so that the introduction remains short and free of interpretation. You can read the introductory texts from the first card "What's there to see?" and briefly discuss them.

### Seen already?

This task addresses the questions of why and how sexuality is portrayed in the media. Make the class aware that the exercise only selects individual examples that are intended to serve as a basis for discussion, but that this does not cover all possible justifications and ways of presenting media content. The examples are presented on cards, which the students sort based on the question whether they have "already seen" them. The examples are:

Sex Sells | Ratings, Clicks & Likes | Part of life | Affirmation| Representation |  
Excitement | Education | Stimulation or arousal | To flirt

Make sure that the students make decisions spontaneously. The descriptions of the examples can also be read again after the lesson. Possible questions can be clarified in the plenary session.

### In addition, the following questions should be discussed together:

- Where do you encounter these representations of sexuality?
- How do you evaluate the presentation methods?

### Evaluate examples

In this exercise, students should use sliders to position themselves on depictions of sexuality and reflect critically on them. There are already some examples available in the app. Others should be photographed or uploaded from the media you brought with you (e.g. journals, magazines, etc.). Discuss the positionings together.

### Differentiation options:

- What alternative categories could one choose for the sliders?
- What role do social norms and power structures play in positioning?

## Image sections

At the beginning of the task, divide the class into **small groups** of your choice. Each group thinks about a context for the given image section and can make notes or sketches in the app or on a piece of paper. The various ideas can then be presented and discussed.

The resolution is done using the **password "Context"** and reveals four different contexts of the image section: A gymnast at a competition, a photo model at a shoot, a person at a carnival event and a person at a drag performance. The examples are intentional chosen to show both situations in which the depiction of sexuality is the focus and is intended, as well as situations in which the depiction of sexuality actually plays no role but can be attributed from the outside (this needs to be critically reflected on).

The aim of the task is to show the students whether and how their perception of the image section changes depending on the context and how diverse the contexts can be based on one and the same image section.

### Possible questions for the discussion could be:

- Are your ideas reflected in the given contexts?
- Is it important to you to know in which context a picture was created? Do you always want to know the context?
- Does your perception and evaluation of the image section change depending on the context in which it is placed? If yes, how and why?
- Is nudity always a representation of sexuality? Does this apply equally to all people? (Example: Nipples read male are allowed to be shown on Instagram, nipples read female are not)

### Addition or homework

Depending on time, the students can think of a social media post with a caption and hashtags for one or all four pictures during the lesson or as homework. This should be written from the perspective of a person that the students can choose themselves. The person selected does not have to be shown in the picture. For example, the picture of the photo model could be posted by a fashion label or that of the gymnast by their relatives, friends or the trainer. This task is intended to encourage the students to get to know different perceptions and perspectives in relation to one and the same image.

## Important impulses

In all examples and discussion contributions during the lesson, care must be taken to ensure that no private images or information are shared that would embarrass or demean fellow students. The area of tension between the freedom of every person in their presentation and a critical examination, contextualization and classification of sexualized content must be shown. The topic is related to various forms of discrimination, which is why particular attention must be paid to an appreciative and boundary-preserving discussion and reflection of the content.

## 7. DIVERSITY AND SOCIETY

Diversity is reality. But even “if diversity is a social fact, it must be actively lived and made possible. Above all, this means treating people as equal in their differences” (Beck, 2017). What conditions can be created for this in sexual education?

In order to actively enable diversity, addressing different lifestyles, inequality and discrimination in class at an early stage can help. According to Maria Dalhoff, a method of sex education could be to include topics such as language, different bodies and different geographical locations that are not anchored in classic educational work (see Ortner, 2021). In this way, adolescents who are going through different phases of self-discovery can be offered support in their search for orientation and belonging. Rafaela Siegenthaler says: “You can’t talk about sexuality if you don’t include experiences of racism, experiences with body norms, gender norms, self-love” (Ortner, 2021, 185.).

The aim of the module is to convey the existence of a large spectrum of sexualities, desires, bodies and ways of life as well as a critical diversity approach that attempts to “uncover social inequality and exclusions along lines of difference not only in their everyday form, but also in their structural dimension” (Thuswald, Sattler, 2019). This is achieved on the one hand by dealing with social ideas and assessments and on the other hand by forming and strengthening one's own attitudes.

### Sources and recommendations

**Debus, Katharina (2021):** Discrimination-reflected sex education. In: Sexuality, physicality and intimacy. Pedagogical challenges and professional. Room for maneuver at school. ed. v. Marion Thuswald and Elisabeth Sattler, 69-94. Bielefeld: transcript (pedagogy).

**Ortner, Rosemarie (2021):** Building on community and learning through networking. In: Sexuality, physicality and intimacy. Pedagogical challenges and professional. Room for maneuver at school. ed. v. Marion Thuswald and Elisabeth Sattler, 69-94. Bielefeld: transcript (pedagogy).

# 7.1 BODY IMAGES



## Learning objectives

- The students deal with the pressure of beauty ideals and become aware of the amount of opinions and comments they are exposed to on a daily basis.
- Students reflect on the influence of appearance and ideals on relationships with others and their own self-worth.
- The students learn about empowerment approaches through a variety of role models.

## Requirements and preparation



### Students

In the previous lesson, ask learners to bring headphones so that they do not disturb each other while watching the videos. If not all students have headphones available, they can also watch the videos together.

### Teachers

Many young people try to achieve today's often unattainable beauty and weight ideals. This leads to their own perception of their body being distorted and their self-esteem being affected. Before the lesson, consider that there may be students in your class who may be more affected by this than others and think about how you can sensitize the class to treating each other respectfully when dealing with the topic. Check out the two videos in advance.

## Sequence

NO.	TASK	TIME	DESCRIPTION
1	Introduction: Covers	5"	Introduction to the topic with magazine covers.
2	DRUCK	20-30"	The students read the introductory text "Beauty ideals". Two scenes from the DRUCK series are then analyzed.
3	The comment cleaner	10"	The students classify comments. Their impact on your own body image is then reflected.
4	Things I like about you	5-10"	In the short association game, the students are asked to think of a person of their choice and write down what they like about that person.
5	Positive examples	5"	Joint final round and gallery to help find new role models.

## Task description

### Introduction: Covers

Get the students in the mood for the topic of body images and ideals of beauty: What do the students think about this? Which ideals of beauty can be found in the media, in magazines, series, on Instagram or TikTok? Who do the students follow? You can use the exemplary magazine covers in the app as a basis for discussion or bring your own examples.

### DRUCK

The students read (alone or together) the introductory text "Beauty ideals". You can also have it read aloud. Afterwards, the students should make themselves comfortable somewhere, if this is possible in the room, and watch the videos "**Brother or Sister**" (topic: gender expression) and "**Axel's Gift**" (topic: breast surgery) from the series DRUCK (by Funk) and answer the questions in the app.

### Exchange and discussion

After the students have answered the questions in the text boxes provided, they first present their answers to the person next to them or in small groups. Individual students can then present these to the class. If there is enough time, the representation of bodies in media can be discussed further in general.

### The comment cleaner

In the game, comments move from bottom to top across the screen. The students classify the comments into the categories "Okay" or "Not okay" by considering whether or not they would like to hear that from a person. If you rate the comment with "Okay", press the heart next to the comment. If you think the comment is "Not okay," just let it pass. Examples of comments:

"Looking at you, you wouldn't think you're that good at sports" | "You have a really beautiful face" | "Wow, you are so brave with your figure!" | "You look really thin in that, really good" | "Your skin is so beautiful Cappuccino" | "Dude, how can you walk around in a hijab in the summer - I couldn't" | "You're so pretty! I didn't think you were a lesbian!" | "Boy, why does he have a glittery earring!"

If you want to know all the comments in advance, play the game yourself before class.

The **conclusion** discusses what effect the amount of negative AND positive comments can have on one's own body image: "Imagine you were the vacuum cleaner and all the comments stayed in your bag without being emptied. At some point the bag will explode!"

### Things I like about you

Ask students to think of someone they like. They don't have to tell anyone who it is. They should use nine words to describe what they particularly like about this person.

For example: trust, eyes, laughter, humor, beautiful hair. You can provide your own examples. It is important that the number of examples given for appearance compared to other characteristics is approximately the same. When students are finished, have them count the number of words that only describe the person's appearance. Then they count all the words that have nothing to do with the person's appearance. Come to a short conclusion together. You can also encourage the students to relate the thought game to themselves and think about what they like about themselves.

(Based on: Feel good method)

### **Positive examples**

Before the students devote themselves to the examples, you can address the questions asked at the beginning in the final task: What do the students take away from the lesson?

In the gallery, students can look for new role models who show a variety of body shapes and images on social media. This is just a small selection that can be supplemented with the students' own suggestions.

### **Important impulses**

As a teacher, you need "great sensitivity to treat the students' physicality respectfully. Signs of discomfort that are expressed in clothing style and behavior [...] should be noticed by teachers and derogatory comments about physicality from classmates should of course be stopped. Recognizing bullying and knowing about options for intervention at school must be part of the professional training of all teachers. This also includes the difficult but important task of pointing out colleagues when they make discriminatory or humiliating statements." (Witt-Löw, 2021)

## 8. SEXUAL SELF-DETERMINATION

*“Sexual abuse and sexual violence against children and young people are a social reality, in all places and in all population groups. Teachers must expect that there will be those affected among the students and their families. Schools have to face this problem. They can do this primarily by working to prevent sexual abuse. A significant contribution to prevention is education about the fact that sexual abuse exists and that help is possible.”* (Ministry for Schools, Science and Research of the State of North Rhine-Westphalia, 2011, p.16)

Current studies confirm the relevance of the topic: According to the German Youth Institute, which surveyed young people at secondary schools in 2017, 59% of the students surveyed reported at least one situation in which they experienced sexualized violence (cf. Hoffherr, 2017, p. 10). Not all children and young people are affected equally. Risk factors such as female gender and a non-heterosexual orientation increase the likelihood of being affected by sexual violence (see BZgA, 2021a, p.6). It should also be noted that simply observing sexualized violence can trigger psychological consequences (cf. Hoffherr, 2017, p.12f.).

The topic of sexual self-determination is intended to promote the students' ability to have trusting and boundary-respecting relationships (see BZgA, WHO, 2011, p.31). It is intended to enable them to make self-determined decisions regarding their own sexuality and to respect the sexual self-determination of others. The learning units deal with the topics of boundary perception and communication as well as the sensitive topics of boundary violations and the perpetration of sexual violence. Since a significant proportion of sexualized violence occurs by young people of the same age, it is important to address the issue of accepting and respecting boundaries (cf. Maschke et al. 2017, p.16f.).

Boundary violations occur among students – this is widespread and students and teachers have to deal with it. Those who cross a line are not always malicious people. There are many harmful expectations about how people should behave. For example, men can feel compelled to participate in sexualized conversations about women in order to secure their masculinity (cf. Parker et al. 2017, 7; Jewell, Brown 2013, 599f.). But even if there can be partial explanations for abusive behavior, this should not lead to an excuse for the behavior. Responsibility for sexual assault lies with the perpetrator. The impact on those affected is always more important than the intention of the people who violate them.

There are false social ideas and myths about sexual violence. One myth, for example, says that most sexual assaults occur by strangers. However, the majority of the crimes are carried out by (ex)partners, friends, acquaintances or family members (cf. Bruhn et al, 2021, 49; Bzga, 2021a, 13; Lovett et al, 2009, 60). It is important to know and clear up these myths. The likelihood of those affected to communicate with other people and receive help decreases if their personal experiences differ from the established myths (cf. Gysi, 2018, 18; Krahé, 2018, 45).

## Impulses for teachers

When you begin the unit on sexual violence, your students' reactions may vary greatly. Some students may shy away from the topic due to their own concerns or existing fears. However, it is also possible that students do not see any relevance in the discussion of the topic because they do not feel affected themselves. In any case, it is important to react accordingly.

It is understandable that adults also feel self-conscious when they deal with the topic of sexual violence. The teacher is not solely responsible for ending sexual violence. Prevention arises through a network of converging preventive structures. Before starting the first unit, it is important as a first step to find out: What are the school's internal procedures in the event of sexualized violence being suspected and where can you get help? Studies have shown that the greatest insecurities on the part of teachers are due to the fact that they are not sufficiently informed. This is primarily due to the fact that the universities' offerings for prevention work against sexualized violence are insufficiently developed and only reach eight percent of teachers in training (cf. Drinck, Voß, 2019). It was also found that only 40% of the teachers surveyed were aware of a help system at their school (see *ibid.*). That's why the first step towards prevention is information about a help system at school. You can also get support from designated help centers. You can pass on the assurance and structure you gain from this to your students. If your school has **school social workers or psychologists**, it is advisable to invite them for the coming lessons.

**Important note:** If suspicions are expressed to the police, they must act on it and initiate an investigation, which may not be desired by those affected. Victim protection would not be upheld accordingly. The step of contacting the police should be coordinated with those affected and carefully considered. To prepare teachers, the online training [was-ist-los-mit-jaron.de](https://www.was-ist-los-mit-jaron.de) from the Independent Commissioner for Issues of Child Sexual Abuse in Germany can be used.

If you are affected yourself, we recommend seeking support from a trusted person or help center. As a teacher, you also have a right to support and help. Pay attention to your own needs and set your boundaries – also with your students.

In general, teachers should approach the topic openly and not be put off by unpleasant situations or topics. Part of sexual education involves confrontation with topics that may seem uncomfortable. Students can often work out a solution to these situations together, although this should be moderated by the teacher.

“You have to take sides. Neutrality helps the oppressor, never the victim. Silence strengthens the tormentor, never the tormented” – Elie Wiesel 1960



## Sources and recommendations

**Youth Protection Campaign.** Baden-Württemberg State Office.

**PETZE Institute:** ECHT KRASS! Young people and sexual violence.

**State Office for the Prevention of Sexual Violence in North Rhine-Westphalia**

**Online training:** was-ist-los-mit-jaron.de

**Frauenhauskoordination e.V.:** Growing up safely: A collection of materials for professionals who accompany children and young people.

**#Und du? Campaign by Innocence in Danger e.V.**

## 8.1 MY BODY, MY BOUNDARIES



### Learning objectives

- Raising awareness of boundaries in oneself and others
- Respect and appreciation of boundaries
- Knowledge of options for action and offers of help in the event of boundary violations

### Requirements and preparation



#### Students

By dealing with boundary violations, one's own experiences can be recalled, which can have an emotionally stressful or retraumatizing effect. Here, students may need more intensive support and the provision of assistance. Situations in which students could feel uncomfortable or even harassed should be avoided. For this reason and to **protect the privacy** of those affected, the tasks of the learning unit must largely be carried out individually.

#### Teachers

**One week before implementation:** Find out about the school's internal help offers and contact persons, such as school social workers or trusted teachers. These should be discussed in addition to the help points listed in the learning unit, such as websites and telephone numbers. Take a look at the content of the exercises in advance.

**At the beginning of the learning unit:** If possible, offer retreat rooms and opportunities to talk that affected students can use.

#### Variations

This learning unit offers two variants of the second task. The task "Who may...?" is intended for groups of students who require a more sensitive approach due to their age or level of development. For older or more developed students, we recommend the "Boundary barometer" task.

## Sequence

NO.	TASK	TIME	DESCRIPTION
-	Introduction	5"	Go through the starting slider <b>together</b> .
1	Traffic light of emotions	15-20"	Example situations are evaluated using a traffic light. Transfer afterwards via re-enacting an appreciative situation.
2	Who may...? <small>Recommended for grades 6 and 7</small>	15-20"	The students evaluate which people in their lives are allowed to carry out which actions and which not. Discussion with key questions afterwards.
2	Boundary barometer <small>Recommended for grades 8-10</small>	20"	15 example situations should be read and assessed using a personal barometer regarding boundary-violating behavior. Discussion with key questions afterwards.
3	Support	10"	The students read short texts about dealing with boundaries and receive information about help centers.
4	<b>Addition:</b> Advice	5-10"	Depending on the variant chosen, advice should be written either for a situation from the traffic light of emotions or the boundary barometer exercise.

## Task description

### Introduction

At the beginning, the starting slider should be discussed **together** with the teacher. This makes it clear which sensitive topics will be discussed in the next hour. We then point out information platforms and offers of help, which the teacher should complement with responsibilities within the school: Which teachers serve as contact persons in the event of sexual violence and what can the process look like in the event of a boundary violation within the school? Finally, rules are introduced for the learning unit and how to deal with the topic. Here it makes sense to also emphasize the voluntary nature of completing the learning unit. The confrontation can be particularly stressful for the students affected. Before boundary-violating situations are discussed in the app, a trigger warning is given. It should also be explained to the students that the individual work serves to protect their privacy.

## Traffic light of emotions

The students should **work individually** and spontaneously evaluate eight comics according to their individual boundary-setting feelings. The comics show different situations that address different forms of boundary violations, neutral actions or even appreciation. It's about intuitively evaluating the situation according to the traffic light colors. The traffic light colors with their specific meaning are briefly explained in the app.

A **transfer** will then take place. To do this, divide the students into **small groups** that suit you. In these, the students are supposed to think about an appreciative or harmless situation from their everyday lives in the given time and recreate it in a pose. The classmates should be able to recognize the appreciative action of the situation without words. The presentation takes place silently in plenary.

## Who may...? (Variant A for younger groups)

The students should **work individually** to think about which people play which role in their lives and what limits they assign to this role. There are 15 example situations that address **privacy, bodies, identity, emotions, porn and social media**. Through predefined self-entered categories of people an assignment to the examples can be made.

Depending on the time remaining, a **plenary discussion** can take place at the end of this task. The following key question is provided in the app: *Would your perspective on the example situations change if the people asked beforehand whether the action was okay with you or not?*

## Boundary barometer (Variant B for older groups)

The boundary barometer exercise is again a type of assessment task in **individual work**. The example situations in text format should be assessed on a barometer from an external perspective. Rather than the traffic lights, the flowing transitions of the barometer symbolize the difficulty of accurately assessing different situations. Topics are addressed that may already affect the students' everyday lives, such as **contraception, pornography, different relationship concepts, strong jealousy, sexual practices, sexual orientation and gender identity, the "first time", sending nudes, age differences in relationships, ghosting, slut shaming** and so on. Guiding questions are provided in the app to help students position themselves on the barometer.

Depending on the time remaining, a plenary discussion can take place at the end of this task. The following key questions are provided in the app:

- What clear boundary violations have you noticed?
- How could you stand up for your own boundaries or those of others in these situations?

## Support

This task details three rules with examples and additional information. We recommend reading the texts together with younger learners and discussing any questions that arise directly. When reading together, further examples can be gathered for expressing an indirect “no” (e.g. crying, remaining silent), for open questions (e.g. What would you like to do now?), or for excuses/phrases to get out of stressful situations (e.g. I just remembered, I should visit my grandma today.). These concrete ways of dealing with things can be very helpful for the learners.

## Addition: Advice

If you choose **variant A** “Who may...?”, the students should deal with the comics from the **traffic light of emotions** again. For this purpose, all comic situations that were evaluated in the first task are shown in an overview. The students should choose a comic and work individually to write advice for a person in the comic as part of a chat message in the app.

If you choose **variant B** “Boundary barometer”, the students should select a situation from the **boundary barometer** and work individually to write advice for one person in this situation as part of a chat message in the app.

Individual advice can be presented and discussed in the **plenary session** on a voluntary basis. As a teacher, you should once again state the most important basic rules for dealing with boundaries and reflect on them with the class.

## Important impulses

Sharing experiences with boundary violations on the part of the students, including observing them, should not take place in plenary session at this point. Reference sensitively the possibility that those who are affected by or observers of boundary violations or sexualized violence should contact a teacher or help center.

The examples in the tasks can have a stressful effect on those affected. Emphasize the voluntary nature of the exercises and observe the students' reactions. Intervene if necessary or pause the lesson.

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