

- **Title: Feeling of contrary emotions**

- **Short Description/Overview:** Reflecting own emotions and developing new positive coping strategies

- **Themes:** Emotionality, healthy relationship, self confidence, positiv coping strategies

- **Time:** 30 min

- **Group size:** 8 - 12 participants, age 14 - 24

- **Objectives:** - reflection on own emotions
- reflection on positive coping strategies

- **Materials Needed:** a rope or something like that

- **Comments/Recommendations:** Concerning psycho-sexual development tasks, adolescents need to acquire abilities in the areas of emotionality, identity and sexuality. The dispute with emotionality contains perception, verbalization and handling of own emotions, needs, conflicts, insecurities, fears... And strengthening of reflectional and empathic abilities.

- **Step-by-step:**

1. The trainer seperates the room in two areas (with the rope)
2. The areas are assigned to opposite emotions, the trainer mentions one emotional state and its contradiction.
3. Now the participants need to decide which emotion they are more familiar with, which they experience more often. Based on this decision they enter the assigned area.
4. They now are instructed to feel this emotion and also incorporate it with facial expression.
5. Subsequently they are instructed to change tot he opposite area and do the same here.

Examples:

- Being afraid – being brave
- Being helpless – being powerful
- Being sad – being happy
- Love – hate
- ...

- **Debriefing and evaluation:**

Can be done in the whole group. The facilitator asks following questions, eg:

- How was the experience with this exercise for you?
- What was easy for you? What was difficult?

- **Tips for facilitators:** During the subsequently reflection with the group, the trainer should point out that also unpleasant/negative emotions are part of our lives. The trainer should refelct on constructive coping strategies. E.g. When I'm angry it help to go running, meet with friends, listening to music,...

- **Title: Flirting: „Be yourself“**
- **Short Description/Overview:** Reflecting own experiences which are related to the topic flirting, relationship and healthy communication

- **Themes:** Identity, Relationships, Flirting, Positive communication
- **Time:** 60 min
- **Group size:** 8 - 12 participants, age 14 - 24

- **Objectives:**
 - reflection on personal needs and expectations
 - development of self-image
 - reflection on self-control in flirting situations
- **Materials Needed:** Posters prepared by the trainer, Projector/TV screen, Downloaded video
- **Comments/Recommendations:** Concerning psycho-sexual development tasks, adolescents need to acquire abilities in the areas of emotionality, identity and sexuality. The dispute on the task of identity aims to enable adolescents to develop their own identity; to be critical towards (traditional) gender role models and – stereotypes. Youth work takes countermeasures against sexist and homophobic notions.

- **Step-by-step:**
 1. The trainer introduces the session with showing the video: „Flirting: Be yourself“
 2. The adolescents are asked to think about flirting/dating situations they already experienced.
 3. The trainer prepares three posters (2-3x, depending on number of participants); one is dedicated for positive, pleasant aspects of flirting situations the other one for unpleasant, rather negative ones and one for neutral emotions/experiences.
 4. The adolescents are now asked to talk about their experiences and the statements are assigned to the appropriate posters in small groups of about four persons. One flirt experience may contain both, pleasant and unpleasant aspects too.
 5. Subsequently the adolescents develop their ideas of the ideal flirting situation in plenum which are summarized on another poster by the trainer.
 - At which place and time should it be?
 - In which mood should I be?
 - In case of insecurities, who might support me, to whom can I talk to?
 - What do I expect from myself?
 - What do I expect from the person I want to flirt to?
 - How do I want to behave, how do I want the other one to behave?
 - Which impact do I have to make my expectations/wishes come true? ...
 6. When the ideal flirting situation is developed adolescents can make a role play of this situation or write a short story about it.

- **Debriefing and evaluation:**

Can be done in small groups, pairs. The facilitator asks following questions, eg:

 - Does this correspond with your experience?
 - How did you solve unpleasant experience?

- **Tips for facilitators:** Humor and fun is important in this exercise, degrading statements that might occur are stopped by the trainer. The role play is guided too in case an adolescent starts feeling uncomfortable with it. This method works better in gender heterogeneous groups; same sex flirting is equal and possible too.

- **Handouts:**

Video: <http://www.european-flirt-expert.eu/produkte/peer-materialien>

- Title: Hey Baby

- Short Description/Overview:

- **Themes:** Flirting, Dating, Acceptance, Respect

- **Time:** 20 min

- **Group size:** 8 - 12 participants, age 14 - 24

- **Objectives:**

- practice of flirting in a playful way
- experience of acceptance and appreciation
- practice of dealing with rejection

- **Materials Needed:** a chair circle

- **Comments/Recommendations:** Concerning psycho-sexual development tasks, adolescents need to acquire abilities in the areas of emotionality, identity and sexuality. The dispute on the task of identity aims to enable adolescents to develop their own identity; to be critical towards (traditional) gender role models and – stereotypes. Youth work takes countermeasures against sexist and homophobic notions.

- Step-by-step:

1. The participants sit in a circle in chairs. One participant stands in the middle of the circle. She/he has to get a seat and that's just possible by getting a smile of one person. The sex of the approached person doesn't matter
2. The person in the middle of the circle approaches one of the persons who are sitting and says: „Hey Baby, I like you. If you like me too, give me a smile!“
3. If the approached person is smiling and replies: „Hey Baby, I like you too, of course you'll get my smile!“, she/he has to go in the middle of the circle.
4. The attempt to flirt can also be rejected: „Hey Baby, I like you too but you ain't get my smile!“. In that case the person in the middle of the circle has to continue her/his flirting attempts.

- Debriefing and evaluation:

Can be done in the whole group. The facilitator asks following questions, eg:

- Was it easier to flirt with female or male participants?
- Which nonverbal activities were useful?
- How did I feel when my attempt to flirt was rejected?
- How did I feel when I rejected an attempt of a person?

....

- **Tips for facilitators:** This method works well in mixed gender groups. Same sex flirting is equal and possible too. We made the experience that in some groups it took the participants some time to overcome their shyness. With some encouragement of the trainers it turned out to be a cheerful method for most of the participants.

- Title: Relationship game

- Short Description/Overview: Developing own opinions about difficult or violent actions in a relationship and practicing of arguments

- Themes: Dating, Relationships, Empathy, Respect

- Time: 60 min

- Group size: 8 - 12 participants, age 14 - 24

- Objectives:

- developing autonomous opinions to complicated situations in relationships
- practice of argumentations
- improvement of empathical skills

- Materials Needed: answercards prepared by the trainer (for each participant 2xA-D), points to count the right guesses.

- Comments/Recommendations: Concerning psycho-sexual development tasks, adolescents need to acquire abilities in the areas of emotionality, identity and sexuality. The dispute on the task of identity aims to enable adolescents to develop their own identity; to be critical towards (traditional) gender role models and – stereotypes. Youth work takes countermeasures against sexist and homophobic notions.

- Step-by-step:

1. All participants sit in a circle around a table and get 2 stacks of answercards (2x A-D).
2. The trainer reads the first question, participants answer anonymously with their cards which are collected in a box and counted by the trainer.
3. Subsequently the participants need to guess what the most common answer of the group was (with their second card).
4. Those participants with the roight guess get one point.
5. All adolescents take their answercards out of the box by themselves again.
6. After each round the relationship situations are discussed- The participant with the most points win.

Questions to ask:

What would you do if your boy-/girlfriend quits your relationship overnight?

A: I would jump down a bridge.

B: I would have my revenge.

C: I would try to talk to my partner.

D: I don't mind, I'll get a new boy-/girlfriend.

What would you do if someone would obviously flirt with your partner in a discotheque?

A: I will confront him/her.

B: I will also start flirting with another person.

C: I will go home.

D: I will show that person that it is my boy-/girlfriend in an aggressive way.

What would you do if your partner wants to have sex but you don't?

A: I don't want to reject her/him. It's done fast anyway.

B: I would say I had a headache.

C: I would tell her/him that I don't want to have sex right now.

What would you do if you want to have sex but your partner doesn't?

A: I would go out to meet friends.

B: I would do something else with my partner.

C: „No“ doesn't necessarily mean „no“. I would try to turn her/him on.

D: Sex is part of a good relationship, I would take myself what I want.

What would you do if your partner tells you that she/he has homosexual tendencies.

A: I would be shocked and end the relationship immediately.

B: I would try to bring her/him back on the right way.

C: It doesn't matter. I still believe in our relationship.

D: I would reflect which mistakes I have done.

You deeply fell in love with a person. What would your next steps be?

A: I would try to get her/his telephone number or social media contacts and contact her/him via sms or social media.

B: I would approach him/her and start to talk.

C: I would try to find out what the person thinks about me, just when I'm sure the person is attracted to me, I would show my feelings.

D: I would try to get his/her attention but wait until he/she starts talking to me.

Where would you get contraceptives if you needed some?

boys:

A: I don't know. Contraception is women's task.

B: I would get a condom of a condom dispenser.

C: I didn't think about that yet.

D: I would talk to my partner which contraceptive is the most suitable for us.

girls:

A: I didn't think about that yet.

B: I would talk to my partner which contraceptive is the most suitable for us.

C: I would get myself information (gynaecologist, friends, internet...).

D: While having sex I would be careful not getting pregnant.

It is weekend and your partner wants to go out with friends. You would like to spend time alone with your partner. What would you do?

A: I would talk to her/him and try to find a compromise.

B: I don't care. Whatever I want to do, I will do.

C: I would let her/him go but show that it hurts me.

- Debriefing and evaluation:

There are no „true“ or „false“ statements. But during the subsequently discussion, the trainer should ask some reflectional questions.

- **Tips for facilitators:** The participants should be familiar with each other to a certain extent.

- Handouts:

share the „right sexy“ brochure to adolescents, <http://www.european-flirt-expert.eu/produkte/law-sexy/> you can find it on this page

- Title: Chain of association

- Short Description/Overview: Reduction of prejudice with the terms which are used by young people.

- Themes: Sexuality, sex education, emotions, love

- Time: 20 min

- Group size: 8 - 12 participants, age 14 - 24

- Objectives: - introduction to the topic sexuality
- reduction of inhibitions concerning the topic

- Materials Needed: a flipchart

- Comments/Recommendations: Concerning psycho-sexual development tasks, adolescents need to acquire abilities in the areas of emotionality, identity and sexuality. They need to deal with their sexual needs, ideas and concepts. They have to learn to realize sexuality in a responsible, consensual and socially accepted way.

- Step-by-step:

1. One participant of the group says one term connected to sexuality. It can refer to emotions, love, genitals, sexual intercourse,...
2. The trainer writes the word on the flipchart.
3. Now the next participant has to find a word which begins with that letter the previous word ended.
E.g.: trustitspermanhoodicksecurity ...

- Debriefing and evaluation:

The whole group talks about which words have been new for some of the participants and if there came up some questions caused by the used terms in the exercise. This reflection has to be led by the trainer.

- Tips for facilitators: Terms which are used incorrectly can be factually explained in the final reflection.

- Title: Clothesline of contraception

- Short Description/Overview: Education about contraception and their safety.

- Themes: Sexuality, sex education, contraception,

- Time: 30 min

- Group size: 8 - 12 participants, age 14 - 24

- Objectives: - gain knowledge about contraceptives

- Materials Needed: pictures of contraceptives prepared by the trainer, a clothesline and pins

- Comments/Recommendations: Concerning psycho-sexual development tasks, adolescents need to acquire abilities in the areas of emotionality, identity and sexuality. They need to deal with their sexual needs, ideas and concepts. They have to learn to realize sexuality in a responsible, consensual and socially accepted way.

- Step-by-step:

1. The clothesline is put in the room, the pictures of the different contraceptives are put on the table.
2. The adolescents are instructed to put the pictures in order on the clothesline beginning with the least safe one ascending to the safest one.
3. Subsequently the contraceptives are explained.

- Debriefing and evaluation:

The final explanation is done by the trainer. But he/she can ask the adolescents some more questions during the explanation, to motivate and involve them in this process.

- Tips for facilitators: The trainer also might form two groups for this activity, and the one with more correct answers is the winning group.

- Handouts:

Chart about effectiveness of contraceptive methods -

<http://www.contraceptivetechnology.org/the-book/take-a-peek/contraceptive-efficacy/>

- Title: Sex we can

- Short Description/Overview: Sex education for adolescents via movies. This movies deliver the aim in relation tot he emotional world of adolescents ina humourus way.

- Themes: Sexuality, sex education, genderroles, contraception, pornographie

- Time: 45 min

- Group size: 8 - 12 participants, age 12 - 18

- Objectives:

- gaining knowledge about sexuality
- reflecting gender roles
- reflecting pornography

- Materials Needed: video clips

- Comments/Recommendations: Concerning psycho-sexual development tasks, adolescents need to acquire abilities in the areas of emotionality, identity and sexuality. They need to deal with their sexual needs, ideas and concepts. They have to learn ro realize sexuality in a responsible, consensual and socially accepted way.

- Step-by-step:

1. Watch the videos together with the adolescents
2. Answer their questions

- Debriefing and evaluation: We recommend to make a break afert each off he three chapters, to summarize the main contents, start a dicussion and answer questions.

- Tips for facilitators: We recommend to read the manual!

- Handouts:

<http://sexualpaedagogik.at/sex-we-can/> here you can find the videos.

<http://www.sexualpaedagogik.at/wp-content/downloads/Manual%20Sex%20-%20we%20can.pdf> on this page you can find a manual which was written to be complemented to the videos "sex we can".