Personal Development and Healthy Living

(Key Stage 3)

Points to note: Promotion of sex education in schools is not to encourage premature love affairs or premarital sexual relationship of students. On the contrary, we expect teachers can take a prudent and objective attitude, be open-minded and listen carefully to understand the needs or problems of their students, so as to help them discuss sexuality issues with a responsible attitude.

**Learning Objectives:**

* To understand sex is innate and part of nature, we should accept oneself positively and naturally
* To learn what sexual health is about, comprehend how to deal with various physical and psychological changes, embrace puberty with a calm manner, and to develop a healthy lifestyle
* To know the ways of transmission and other related knowledge of sexually transmitted infections and HIV/AIDS

**Life-Event Exemplar: The Confusion of Yuet and Leung**

**(How to Be a Sexually Healthy Person)**

**Values & Attitudes:**

Calm and rational, respect one another, self-discipline

**Learning Materials:**

1. Animation: “The Confusion of Yuet and Leung” (Please refer to the animation file)
2. Appendix I: “The Confusion of Yuet and Leung” Animation Summary and Discussion Questions
3. Appendix II: Worksheet “Sexual health and YOU”
4. Appendix III: Reference for Teacher “Sexual health and YOU”
5. Appendix IV: Scoring Paper “The Battle on Sexual Health Knowledge”
6. Appendix V: Questions & Answers “Sexual health and YOU”

**Follow-up Activities:**

Encourage students to search a news report clipping related to one of the sexual health indicators among different media reports, and then gather all the news reports and put them on the school notice board, so that students can learn the importance of sexual health by going over the information of sexual health indicators.

**Procedures:**

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| **Procedures (for reference)** | **Key Learning Points** |
| **Activity 1: “Sexual health and YOU”**     1. Give each student the “Sexual health and YOU” worksheet (Appendix II), and let students know what questions they will answer when finishing watching the animation “The Confusion of Yuet and Leung”. 2. Watch scene 1 (The Story of Yuet) of the animation. When the story ends, give each student the Summary and Discussion Question for their reference. (Appendix I) 3. Ask students to discuss Question 1. Remind students that it is natural for males and females to have sexual response. (Refer to the first point in Teacher’s conclusion) 4. Allow students some time to complete the worksheet for this part of the story. There is no need for students to provide all the answers but encourage them to help one another. 5. Ask students to share their answers freely. Point out those correct answers, explain all answers related to the sexual health indicators (Appendix III), and remind students to record their scores. 6. Watch scene 2 (The Story of Leung). When the story ends, give each student the Summary and Discussion Question for their reference. (Appendix I) 7. Repeat steps 3–5. In the discussion of Question 2, remind students not to be too worried when they encounter sexual health problems, but to look for appropriate handling methods (Refer to the second and third points in Teacher’s conclusions). 8. Reward the student with the highest score. 9. Conclude the activity and go over all “Sexual Health Indicators” with students. (Refer to the fourth point in Teacher’s conclusions) | * To understand sex is innate, part of nature, and people should accept oneself positively and naturally. * Help students understand one should embrace puberty with a calm manner, and to deal with it by grasping relevant life skills. |
| **Activity 2: “The Battle on Sexual Health Knowledge”—How knowledgeable are you on sexual health?**   1. Give each student a scoring paper of “The Battle on Sexual Health Knowledge” (Appendix IV) and Questions of “Sexual health and YOU” (Appendix V); ask students to put down their total score in Activity 1 on the scoring paper. 2. Divide students into 4 groups, record the total scores of each group, and then explain the game rules:    1. Start with the group of the lowest score. This group will be the “Questioning” team.    2. The “Questioning” team can choose one un-answered question on the “Sexual health and YOU” Question sheet (Appendix V), and choose another group to be the “Answering” team.    3. All students of the “Answering” team must clearly show their scoring papers to the “Questioning” team; The “Questioning” team appoints one student from the “Answering” team to answer the chosen question.    4. Those without a scoring paper or with no score are not supposed to be asked.    5. If the answer is wrong, the student’s scoring paper will be snatched by the “Questioning” team.    6. If answering correctly, the responsible student from the “Answering” team may obtain the score as shown on his/her scoring paper from the “Questioning” team; the “Questioning” team can offer a scoring paper from any of their members (the team may offer more than one scoring paper, no matter whether the score is more than the score deserved).    7. The scoring papers snatched from the other groups will be kept by the teacher.    8. In each round, the group losing a score will be the next “Questioning” team, but the group winning a score cannot be chosen to be the next “Answering” team.    9. Repeat (ii) to (viii) until all questions have been asked / time is up. 3. Teacher adds up the total scores of each group; the group with the highest score will be rewarded (e.g. small gifts). 4. Conclusion (Refer to the fifth point in Teacher’s conclusions) | * Help students lessen unnecessary misunderstanding and confusion by grasping the basic knowledge and methods of transmission of sexually transmitted infections and HIV/AIDS. |

**Teacher’s conclusions: (for reference)**

1. **Sexual or love encounter, even stimulus provoked by sexual association, may lead to different forms of physical (such as males’ penis erection or vaginal moisture of females) or psychological reactions (such as sexual fantasy), which are supposed to be part of the development of human nature, and we need to learn to face and deal with these reactions throughout the process.** During the exploratory stage, teenagers may not be able to face their own sexual reactions or those from others. Every too often when they encounter natural expression of sex they may judge themselves or others rashly, and thus create misunderstanding, confusion and stress, and even damage relationship. To learn to maintain personal sexual health is one of the important topics of sexuality education.
2. When entering into puberty, both boys and girls are sensitive to physical growth especially when it comes to private parts. They may become helpless owing to lack of sex knowledge, and be unable to find a reliable channel for proper sex knowledge or counseling. **Teenagers should be responsible for their physical and psychological conditions; they must strive to preserve personal hygiene on a daily basis, including the hygienic practice after menstruation or wet dreams.** When in need, one should open up to an adult or a professional in order to deal with anxiety as soon as possible.
3. Paradoxical information spreads among peers or on the internet occasionally, while teenagers may not be able to detect the unhealthy concepts hidden behind that piece of information. To enable a favorable sexual health environment, **teenagers should pay more attention to whether their daily actions have misled or hurt others. It helps recognise one’s values and examine those important traits such as respect, equality and responsibility by respecting one another and learning together.**
4. To maintain sexual health is not restricted to obtaining physical knowledge only; it should be an all-rounded personal growth including physical, emotional and relational aspects. A sexually healthy person should be able to:

* **Manage his/her body properly:** Including the understanding of traditional sex taboo, male and female sexual responses, individual thoughts and feelings on love & sex, and self-body image
* **Express the degree of love and intimacy properly:** Including setting body boundaries with others, and having greater empathy and protection awareness towards the words and deeds of oneself and others
* **Respect the differences between oneself and others, including thoughts and feelings:** Recognise individual uniqueness, treat those who are similar to or different from us equally
* **Communicate effectively with people of the different gender:** Willing to learn various interpersonal communication skills. Have no outrageous, resistant or negative reactions formed due to the gender of others.
* **Be responsible for one’s own actions and learn to make proper decisions:** Acknowledge personal values, recognise various consequences of sex-related behaviour, and be willing to bear the responsibilities for their own decisions.
* **Know how to find accurate information on sexual and reproductive health:** Discern helpful information on sex for personal health and positive growth, maintain independent ability to judge among peers, and be willing to seek assistance from others when sexual problems are encountered.
* **Balance desire and reason:** Accept the fact that having desire is simply natural, while our behaviour should not be under the control of desire. One must have self-restraint to handle love and sexual needs.

1. To cultivate a positive attitude towards sex, young people need to be equipped with basic knowledge on sexual health (including Sexually Transmitted Infections (STIs) and HIV/AIDS). They also need to know the general adolescent troubles arising in puberty, as well as the common ways of transmission and symptoms of infection for STIs and HIV/AIDS in order to reduce unnecessary misunderstandings and the risk of infection. In addition, young people need to learn to protect themselves and their future partner, through ways such as understanding one’s own attitudes to love and intimacy boundaries, and recognising that promiscuity not only involves ethical issues but will also increase the chance of contracting sexually transmitted infections, which not only affects their own psychological and physical health, but also increases the risk of public health of the entire community.

Appendix I

**“The Confusion of Yuet and Leung”**

**Animation Summary and Questions for Discussion**

Theme: How to be a sexually healthy person

**Scene 1 (School tuck shop and in the social worker’s room)**

Yuet (female student), sneered by classmates for her period, goes to see the schoool social worker, discussing her concern about getting along with male classmates and her sexual reaction when being touched by Man Chun (male classmate) during crossing the road earlier.

**Discussion Question 1:**

Any suggestions on how Yuet should deal with her sexual reaction?

**Scene 2 (Leung’s home and changing room at the basketball court)**

Leung (male teenager) changes his clothes and sets out for the basketball court, after waking up to find himself having had a wet dream. On the street, he feels itchy in his genital area and can’t help but scratch it. He is teased by his teammates seeing him scratch. Back at home, he finds the washed underpants he wet this morning have not been thoroughly cleaned.

**Discussion Question 2:**

Any suggestions on how Leung should deal with his problems at hand?

Appendix II

**Worksheet: “Sexual health and YOU”**

In “The Confusion of Yuet and Leung,” which character seems to be ***in contradiction with the sexual health indicators***? Please put down the name of the character and the relevant lines/incident. Each correct answer will get 1–3 points.

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| **Sexual Health Indicators** | **Scene 1: The Story of Yuet**  (Characters: Yuet/ Man Chun/ Classmates/ Social worker) | | **Scene 2: The Story of Leung**  (Characters: Leung/ Leung’s mom/ Sing/ Ying) | |
| **Example:**  **Capable of managing their own body** | **Character: Yuet**  **Relevant lines/incident:**  **“Umm, maybe it’s my period soon?” (Menstruation)** | **Score** | **Character: Leung**  **Relevant lines/incident:**  **“Maybe I didn’t clean my body thoroughly?” (Wet dream)** | **Score** |
| 1. **Capable of expressing the level of love and intimacy appropriately** | Character:  Relevant lines/incident**:** |  | Character:  Relevant lines/incident**:** |  |
| 1. **Respect the differences of others, including thoughts and feelings** | Character:  Relevant lines/incident**:** |  | Character:  Relevant lines/incident**:** |  |
| 1. **Capable of communicating with people of the different gender effectively** | Character:  Relevant lines/incident**:** |  | Character:  Relevant lines/incident**:** |  |
| 1. **Be able to make decisions and be responsible for our own actions** | Character:  Relevant lines/incident**:** |  | Character:  Relevant lines/incident**:** |  |
| 1. **Be able to search for information on sexual & reproductive system health** | Character:  Relevant lines/incident**:** |  | Character:  Relevant lines/incident**:** |  |
| 1. **Be able to balance desire and rationality** | Character:  Relevant lines/incident**:** |  | Character:  Relevant lines/incident**:** |  |

Appendix III

**Reference for Teacher: “Sexual health and YOU”**

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| **Sexual Health Indicators** | **Scene 1: The Story of Yuet** | | **Scene 2: The Story of Leung** | |
| **Example:**  **Capable of managing their own body** | **Character: Yuet**  Relevant lines/incident:  “Umm, maybe it’s my period soon?” (Menstruation)  **Note: She’s lack of a natural perspective toward menstruation** | **Score** | **Character: Leung**  Relevant lines/incident:  “Maybe I didn’t clean my body thoroughly?” (Wet dream)  **Note: Failed to handle his wet dream situation properly** | **Score** |
| 1. **Capable of expressing the level of love and intimacy appropriately** | Character: Man Chun  Relevant lines/incident:  “I could feel his hand touching my back” (Says Yuet)  **Note: It could easily lead to misunderstanding when one isn’t aware of girls’ sensitivity towards body touches** | **３** | Character: Sing  Relevant lines/incident:  “Perhaps you could use my help? Hahaha!”  **Note: Body boundaries should be taken care of even between friends. Never underestimate the meaning of touching a friend’s private parts and consider such actions are simply an act of bonding. One should be more aware of the feelings of others and beware of hurting others** | **２** |
| Character: Leung  Relevant lines/incident:  “Mom, okay, I know!”  **Note: Mind the tone when responding to someone’s care and concern** | **１** |
| 1. **Respect the differences of others, including thoughts and feelings** | Character: Classmates  Relevant lines/incident:  “She’s having her monthly period” / “You must be in love with Yuet” / Treated her as a laughing-stock (When in primary school)  **Note: Not aware of the emotional change in others, such as making fun of someone else’s body, or joking around with other people’s feelings and behaviour** | **２** | Character: Sing/Ying  Relevant lines/incident:  “Did you contract STI?” / ”Leung must have gone to a commercial sex worker” / “Leung fondles himself too much”  **Note: Criticising the privacy of someone else in a joking manner without knowing what exactly he/she was going through, and making others feel not respected and disturbed** | **３** |
| 1. **Capable of communicating with people of the different gender effectively** | Character: Yuet  Relevant lines/incident:  Didn’t respond to Man Chun’s warm regard / “When boys came near me, I’d become really nervous” / Walked away awkwardly and didn’t express her own feelings when being teased by classmates  **Note: Unable to face her classmates or someone of the other sex naturally** | **１** | Character: Leung  Relevant lines/incident:  “No! No! I did not!”  **Note: Unable to express himself clearly, easily influenced by his peers** | **２** |
| Character: Sing  Relevant lines/incident:  “Oh, don’t come near me!”  **Note: Laughed at other people’s sexual distresses rashly, spoke in a mean manner, and neglected his friends** | **１** |
| 1. **Be able to make decisions and be responsible for our own actions** | Character: Yuet  Relevant lines/incident:  “I haven’t talked to Man Chun after that incident…It’s all because of him…”  **Note: Not realised that she is also the cause of the embarrassment, and shirked her responsibility onto others** | **２** | Character: Leung  Relevant lines/incident:  “Mom, my itchy genital owes to you!”  **Note: Blamed his mother for washing his underpants improperly when it was indeed himself who should bear the responsibility (to manage his own sexual health)** | **２** |
| 1. **Be able to search for information on sexual & reproductive system health** | Character: Yuet  Relevant lines/incident:  “No…nothing in particular…” (She told the social worker)  **Note: Afraid to seek help from others when in need** | **３** | Character: Ying / Leung  Relevant lines/incident:  “I don’t know. I saw people talking about this on the Internet” / “Are you for real?”  **Note: Believed in online information and even recommended it to others without conclusive evidence / Upset by information on sex without proving its authenticity** | **１** |
| 1. **Be able to balance desire and rationality** | Character: Yuet  Relevant lines/incident:  “I was scared and I pushed his hand away, and I ran home right away!”  **Note: Reaction is too intense when facing her own feelings; should remain calm and accept the existence of such feelings, then examine whether such feelings are good or bad, and determine how to cope with it in a positive way** | **２** | Character: Leung  Relevant lines/incident:  “Life would be so wonderful if I could have a girlfriend like Twinkle!”  **Note: Aroused by sex information in the media too easily and failed to handle his emotional needs in a rational way** | **３** |

Note: If students have difficulty completing the worksheet, teacher can remind them with the character’s lines or incident, or use some debriefing points to hint students.

Appendix IV

**Scoring Paper: “The Battle on Sexual Health Knowledge”**

Please put down your name and your total score in the activity “Sexual health and YOU” in the bracket below.

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| Name:  Score: |

Appendix V

**Questions & Answers: “Sexual health and YOU”**

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| 1. Which of the following skin problems does not relate to pimples?    1. Blackheads    2. Acne    3. Cyst    4. Rash | 1. Generally, which of the following statements is not a must during puberty for males?    1. Change of voice    2. Wet dreams    3. Development of genitals    4. Growth of pubic hair |
| 1. Generally, how many days is a woman’s menstrual period?    1. One to two days    2. Two to three days    3. Three to five days    4. Seven to ten days | 1. Sexually Transmitted Infections mean:    1. Illnesses primarily transmitted by having sexual intercourse with an infected person    2. Illnesses that affect the functions of sex organs    3. Illnesses with defects in sex organs    4. All of the above |
| 1. What is the color of semen normally?    1. Translucent    2. Amber    3. Creamy or pale yellow    4. Transparent | 1. HIV infection usually cannot be detected for a period of time. This period is known as:    1. Vacant Period    2. Window Period    3. Free Period    4. Empty Period |
| 1. If you have sexual fantasy, you should:    1. Think you have mental problems    2. Find ways to deal with your sexual needs as soon as possible    3. Share your fantasy with others    4. Pay attention if you have become addicted or not | 1. The official name of AIDS is:    1. Acquired Immune Defeated Syndrome    2. Acquired Immunity Deficit Syndrome    3. Acquired Immune Deficiency Syndrome    4. Acquired Immune Damaged Syndrome |
| 1. What is the official name for the STI nicknamed “Cauliflower”?    1. Chancroid    2. Lymphogranuloma Venereum    3. Genital warts / Condyloma Acuminatum    4. Genital Herpes | 1. Which of the following methods can prevent the chance of sexually transmitted infections completely?    1. Use a condom in every sexual intercourse    2. Have one sex partner only    3. Reduce the number of sexual intercourse    4. None of the above |
| 1. If you have a crush on someone, what should you do first?    1. Learn to get along with that person    2. Wait for that person to tell you his/her feelings    3. Confirm both as a “couple” as soon as possible    4. Support whatever decision that person has made | 1. Which one of the following is NOT the main method of transmission for HIV/AIDS?    1. Sexual intercourse or oral sex    2. Sharing injection tools for drug taking    3. Infected mother-to-child transmission    4. Hereditary causes |

Suggested answers/methods (This part cannot be copied to students):

1D 2B 3C 4A 5C 6B 7D 8C 9C 10D 11A 12D