

**DAS
MITMACH
PROJEKT**



**LIEBES
LEBEN**

The LIEBESLEBEN »Join in« project

**Practical methods for lower/
upper secondary schools**



Introduction

Dear education/non-education professionals,

In cooperation with parents' and teachers' associations, federal states and local health authorities, the Federal Centre for Health Education (BZgA) has developed an interactive, personal communication initiative to prevent HIV/STIs and to **promote sexual health in schools**: the LIEBESLEBEN »Join in« project. This free offer is aimed at all secondary schools throughout Germany and is being funded by the Association of Private Health Insurance Companies (PKV).

The project focuses on **six themed modules**. These six modules equip pupils with the information and personal skills they need to deal with **protection and safer sex, friendships and relationships, the body and emotions, HIV and other STIs, diversity and respect, as well as sexuality and the media**.

The LIEBESLEBEN »Join in« project is specifically tailored to various target groups in schools and is designed to embed these topics in long-term education planning. After completing your practical training with the BZgA team, you will have received a **toolkit of ready-to-use methods and materials**. These will help you to plan and carry out your own educational activities.

To get you started, we have put together a few **activity suggestions** for you on page 10.

All **methods** are clearly shown in the **table** on page 13.

Further inspiration can be found in the **LIEBESLEBEN method finder**. The booklet is included in the toolkit. All study materials and templates, as well as additional options and alternatives, are available online at www.liebesleben.de/methodenfinder.

Specialist information on sexuality, HIV and other STIs can be found on page 7.

LIEBESLEBEN (LOVE LIFE) is the name of the umbrella brand under which the BZgA pools its preventative measures and information on HIV and other STIs. The aim is to sustain the success of HIV prevention, to ensure a broader understanding of STIs and to raise awareness of the symptoms and risks. LIEBESLEBEN also acts as a linchpin for promoting sexual health among the various target groups.

We wish you every success and just as much fun with our methods.

Feel free to share your experiences, tips and suggestions with us: info@liebesleben.de.

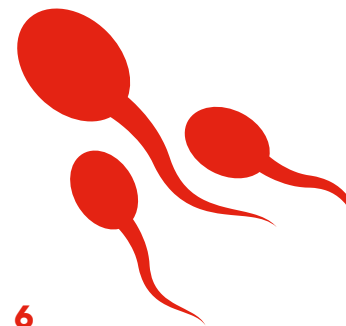
Your LIEBESLEBEN team

How relevant is the topic?

Sexually transmitted infections (STIs) are on the rise – both in Germany and worldwide. Yet few people know much about STIs and how to protect themselves against them. The topic of sexuality is also ever-present, even in schools. Yet finding a way to broach the subject isn't always easy – especially given the insecurities surrounding the topic and the lack of open dialogue and information available.



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Working with young people on sexual health, HIV and other STIs

Promoting sexual health, especially HIV and STI prevention, has become an educational mission and an integral part of school curricula, giving young people the right to age-appropriate information. Studies have shown that rather than leading to earlier sexual encounters, education and preventative measures give youngsters the tools they need to deal with their own sexuality constructively and responsibly. They actively contribute to creating a sexually tolerant social climate that is open to different lifestyles, attitudes and values.

The right time

No one knows your timetables and pupils better than you, which makes you the best person to determine the right time to work on the various methods. Since the focus of each module and method differs, they are designed to suit all types of schools and age groups.

Discussing sexuality

Despite being an ongoing topic of discussion, it isn't always easy to talk about sexuality. It helps to create a relaxed atmosphere free from prejudice – and it takes practice. Think about the type of words you would like to use and which words are appropriate for the group. You can use the »find words« method to agree on a common language; this can be found in the LIEBESLEBEN method finder at www.liebesleben.de/methodenfinder. It's important not to speak directly about the personal experiences and emotions of young people but rather indirectly about people in general, e.g. »a friend«.

Young people are highly interested in the topic of sexuality, as evidenced by studies carried out by the BZgA. However, some young people regard their love life as being private and won't talk about sexuality even with their friends. Being able to discuss the topic within the scope of the LIEBESLEBEN »Join in« project takes courage and trust in the group. Acknowledge and appreciate this. Respect any individuals who prefer to (just) listen rather than actively participate in discussions.

Sexuality is diverse

Sexuality is a key aspect of normal and positive self-expression. There are many preconceptions of what is »right« or »wrong«, »appropriate« or »inappropriate«. Take this into consideration when working with young people, but also define clear boundaries, e.g. no one should be forced into sexual conduct.

More tips and information on working with young people can be found online at www.liebesleben.de.

Specialist information and free materials

Ordering BZgA information materials and giveaways

www.bzga.de/infomaterialien

PDFs of the free brochures and other information materials published by the BZgA can be downloaded here or generally ordered for free.

The latest information, figures and media focusing on sexual health

www.liebesleben.de

The main home page of the BZgA umbrella brand for HIV/STI prevention and sexual health promotion

www.sexualaufklaerung.de

Information for professionals on sex education and family planning

www.loveline.de

Information for young people on the topics of love and sexuality

www.schule.loveline.de

Information for educational staff on the topics of love and sexuality

www.zanzu.de

Easy-to-understand information on sexual health in 13 languages

www.familienplanung.de

The BZgA information portal for many aspects of family planning

Anonymous helpline for HIV/AIDS and other STIs

Landline: +49 (0)221 892 031

Mon.-Thurs.: 10 a.m.-10 p.m.

Fri.-Sun. 10 a.m.-6 p.m.

Other free and anonymous advisory services

www.liebesleben.de/beratung

Overview of local advisory services for HIV and other STIs as well as access to the BZgA online advice service

www.juuuport.de

Online advice platform.

Young JUUUUPORT scouts offer free and anonymous advice to youngsters experiencing problems online.

NummergegenKummer

- Helpline for children and youngsters

116 111 anonymous and free from a mobile or landline:

Mon.-Sat.: 2-8 p.m.

Youngsters advising youngsters:

Sat.: 2-8 p.m.

Online advice

www.nummergegenkummer.de

- Parent helpline

0800 111 0 550 anonymous and free from a mobile or landline:

Mon.-Fri.: 9-11 a.m. and

Tues.-Thurs.: 5-7 p.m.

Aims and benefits of the LIEBESLEBEN

»Join in« project

Young people

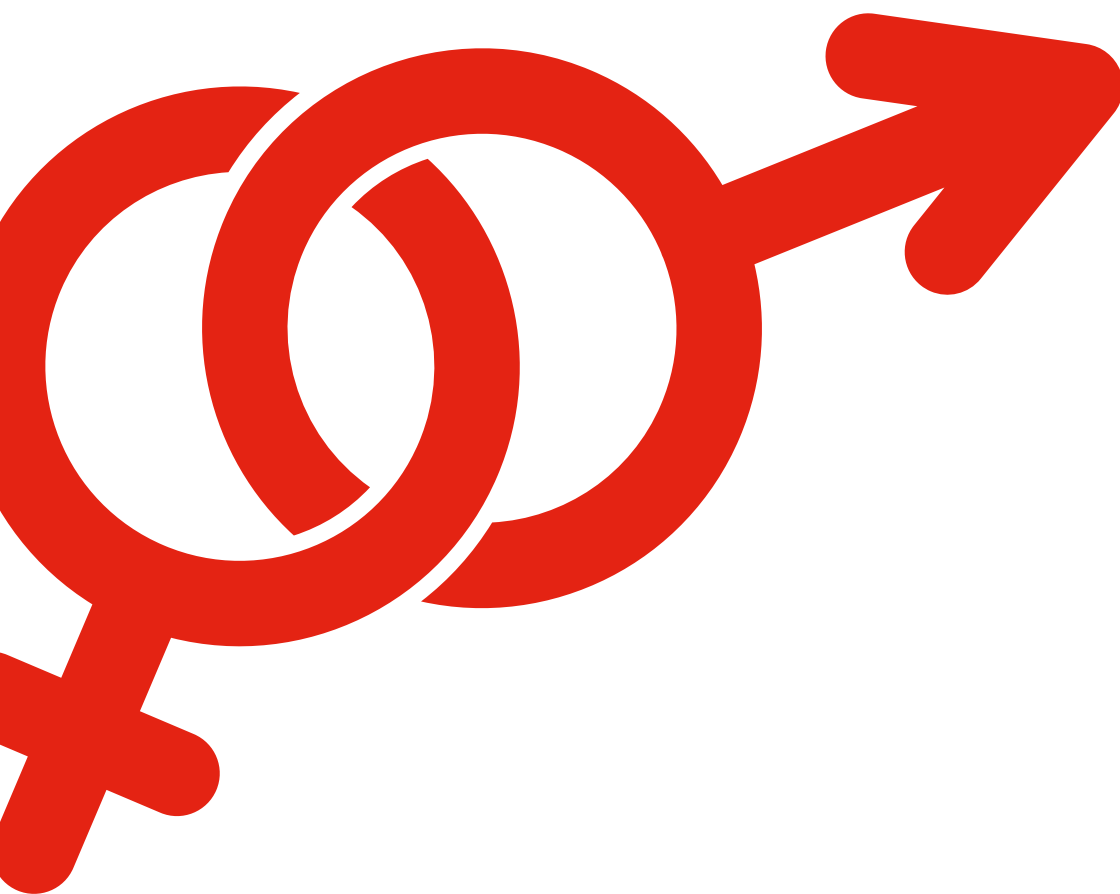
- acquire the personal skills they need to protect themselves and others against HIV and other STIs;
- overcome any inhibitions they may have about talking about sexuality;
- critically examine their sexual rights and the media's portrayal of various sexualities;
- learn how to act responsibly and respect boundaries; and
- find out where they can get more information and help where needed.

Education professionals

- are given access to a tailored, quality-assured offer from the BZgA on promoting sexual health in a school setting;
- have first-hand experience of the topics through further training, the toolkit and class events; and
- get to keep the toolkit for ongoing use at the school.

Non-education professionals

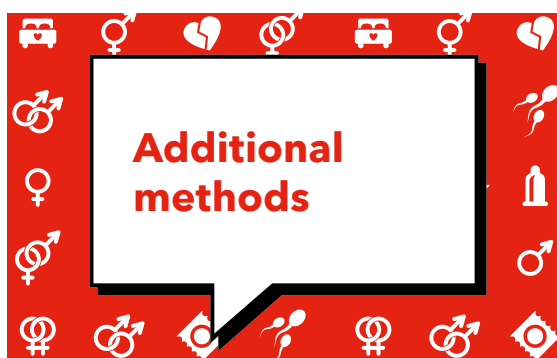
- make themselves and their offer of advice and preventative measures known in schools with the aim of connecting;
- get practical experience in dealing with the subject matter; and
- cooperate with schools on arranging further independent class events to meet specific requirements using the toolkit provided by the BZgA.



The six themed modules plus additional methods

The LIEBESLEBEN »Join in« project modules provide the information and skills necessary for personally dealing with various aspects of HIV/STI prevention and sexual health. They also cover a cross-section of rights. All specialist information on the topics can be found at www.liebesleben.de.

The BZgA uses six large-scale modules in schools. These are scaled down and adapted for the toolkit. The toolkit also contains additional methods for use in schools, as requested by education professionals.



Activity suggestions

Please feel free to use the following toolkit suggestions as a basis for planning.

A. Integrate the themed modules or methods into a lesson

The themed modules can be integrated into a lesson individually, collectively or consecutively, or used for class project days. You can also use individual methods or a mixture of methods from different modules and/or the supplementary material.

While the volume of material provided is best suited for use in small groups of up to 15, it can be useful to apply a method to an entire class. If staff numbers allow, divide the class into groups and work with them simultaneously. Two or more sets of materials are provided in the toolkit for several methods; information on this can be found in the inventory on page 50 and under the description of each method.

We also suggest using several modules and methods simultaneously in small class groups. In this case, explain the task to all groups. The groups should then try to solve the task as much as possible on their own, while you walk around helping them where necessary.

Plan your activities or lessons according to upcoming topics and with the pupils in mind. You should have already explored a number of options and gained some tips during the continuity workshop run by the BZgA. An overview of all methods in the toolkit can be found on page 13.

A large play mat is available in the door compartment for all six themed modules to make each topic visually appealing:



B. Interactive activities for project days

The LIEBESLEBEN »Join in« project modules can be used for larger-scale interactive activities on **project days**. Simply decide how many professionals will be available to act as moderators, how many interactive stations you are going to use and how many young people you would like to work with simultaneously in small groups.

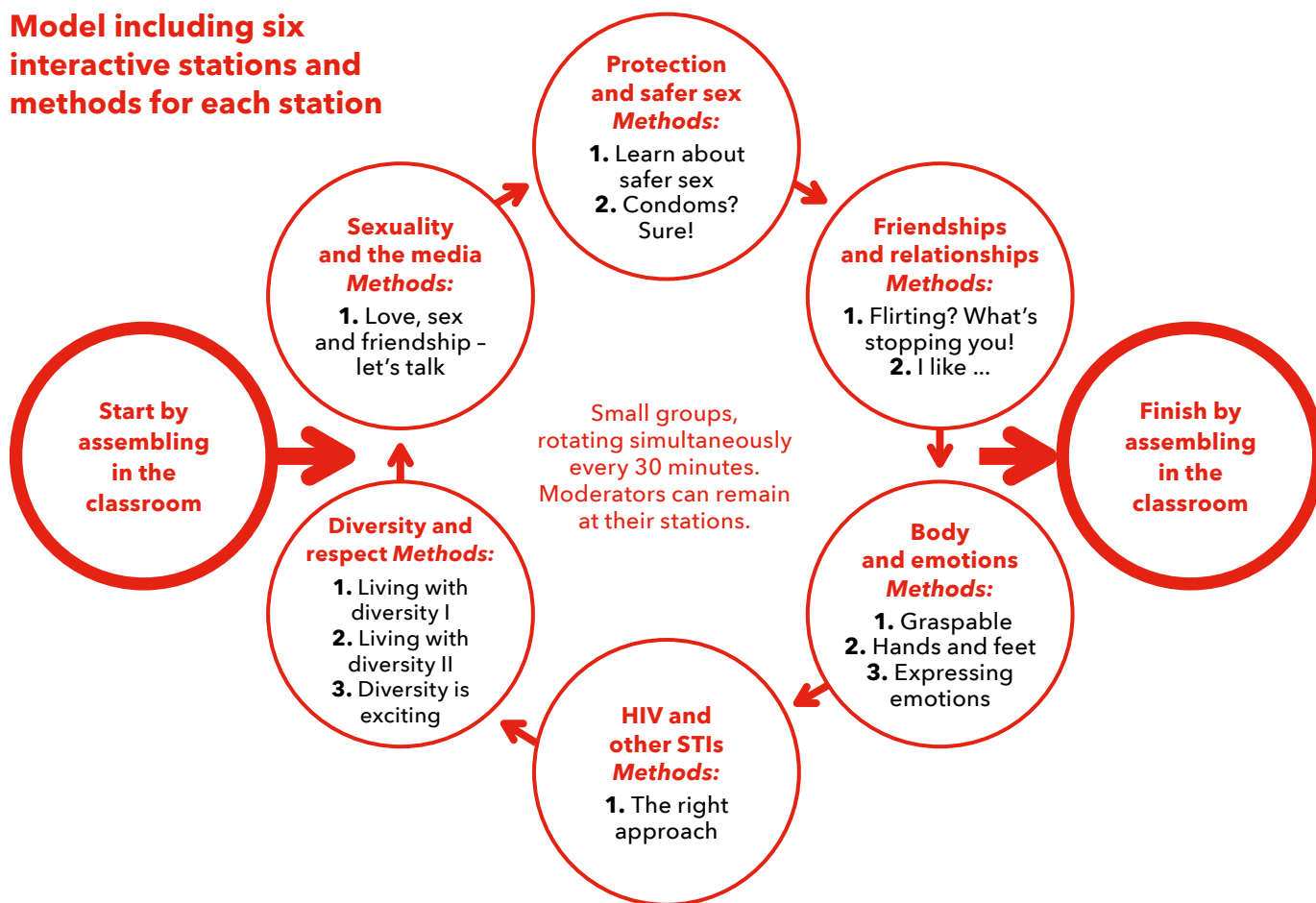
Mainstream schools allow up to 15 pupils per group, while special schools only permit around four to six per group.

Mainstream schools tend to benefit from 30 minutes at each station. Pupils at special schools with a focus on intellectual development are advised to spend 60-75 minutes each at two stations per day and then do follow-up work in class.

If you would like to use all six stations, you can follow the suggested time model here for mainstream schools. If you would like to use all of the stations but only have four professionals available, you can work with four groups - this will leave two of the six stations free in every round. If you have less time, you can leave out one or more stations and therefore one or more 30-minute rounds.

Everyone will start by assembling in the classroom. After a brief introduction, the youngsters will split into groups and head to their first station with the station moderators. A warning signal (gong, or similar) will sound after 25 minutes to let the moderators know that they should start wrapping up. This will be followed by a switch signal five minutes later to indicate that all groups should move to the next station in a clockwise direction. All groups will finish by reassembling in the classroom.

Model including six interactive stations and methods for each station



Suggested time model

8.00	10 min.	Introduction	9.55	30 min.	Round 4
8.10	30 min.	Round 1	10.25	15 min.	Break
8.40	30 min.	Round 2	10.40	30 min.	Round 5
9.10	15 min.	Break	11.10	30 min.	Round 6
9.25	30 min.	Round 3	11.40	10 min.	Finish

Overview of all methods in the toolkit

The methods for the six LIEBESLEBEN »Join in« project modules and materials for the additional methods can be adapted to suit all age groups across all grades in all types of lower and upper secondary schools. The name and focus of the respective method is listed under the module title together with the type of method and the amount of time to be spent on interactive activities and in-depth group work. Please check the recommended times and adjust them accordingly for your group(s).



Module/topic	Name of method	Contents	Type of method	Duration activity	Duration lesson	Page
Protection and safer sex						
	Learn about safer sex	Protection against STIs, HIV, unplanned parenthood	Assigning objects	20	20-45	17
	Condoms? Sure!	Condom use/ mishaps	Individual exercise	10	15-30	19
Friendships and relationships						
	Flirting? What's stopping you!	Flirting, falling in love, jealousy, being (un)happy	Short role-playing exercises	10-15	15-30	21
	I like ...	Friendships and relationships	Work in pairs, puzzle	15-20	20-30	22
Body and emotions						
	Graspable	Body, language, normality	Identifying objects Finding the right words	5-10	5-15	25
	Hands and feet	Physical proximity, own boundaries	Non-verbal line-up, bodywork	5-10	10	26
	Expressing emotions	Emotions	Mime	15	15-30	28
HIV and other STIs						
	The right approach	Dealing with HIV and other STIs	Group work and, if necessary, short role-playing exercises	30	15-30	31
Diversity and respect						
	Living (with) diversity I	Physical diversity	Barometer game	5	5	35
	Living (with) diversity II	Types of lifestyle/ family, qualities	Matching game	15	15-30	36
	Diversity is exciting	Sexual orientation/ Gender identity	Listening exercise Buzz groups, group discussion	10	10-30	38
Sexuality and the media						
	Love, sex and friendship - let's talk	Dealing with sexuality online/offline	Speech-bubble chat and short role-playing exercise	30	30-45	41
Additional methods						
	»Nasembärchen«	Modes of infection, symptoms of HIV and other STIs	Matching game	N/A	20-30	45
	Life is colourful	Physical diversity, body modification, beauty ideals	Short stories, arrangement	N/A	30-45 15-30	46
Interactive activity						
	Start in classroom	Introduction, start	Group discussion	10	N/A	48
	Finish in classroom	Feedback, finish	Group discussion	10	N/A	49

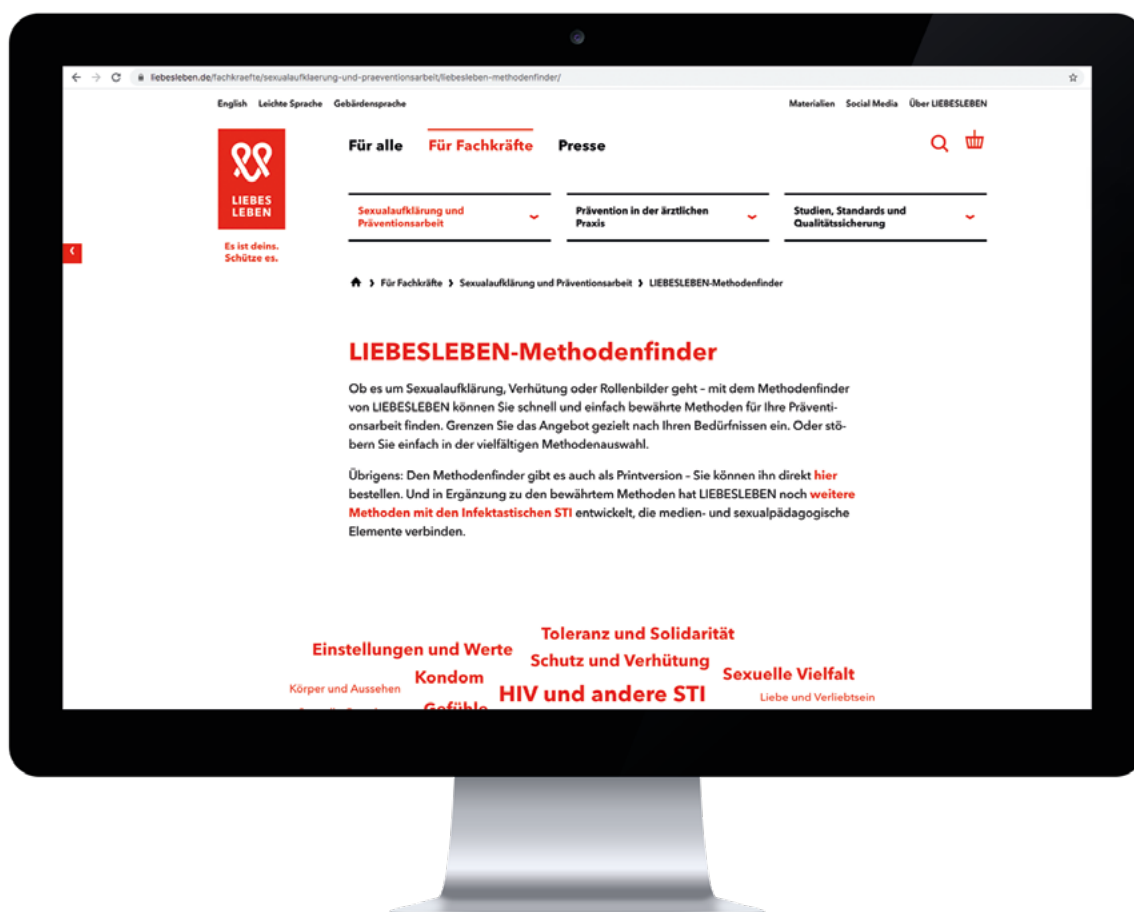
Description of methods and materials

Each of the following method descriptions contain the objectives/topics and messages to be conveyed to youngsters, the type of method, the duration, a brief description of the process, as well as options for adapting to different age groups and schools. All materials are ready for use in the toolkit.

Occasionally, you may need pen and paper.

The LIEBESLEBEN method finder

Other tried-and-tested methods, also focusing on different areas, can be found in the »Method finder« at www.liebesleben.de/methodenfinder. The booklet is enclosed in the box containing »additional material« in the toolkit. The necessary study materials and templates for this are available online.







**Protection
and safer sex**
Staying safe.

Learn about safer sex

- Objectives/topics**
- Learn about HIV/STI protection as well as the various forms of contraception and their protective aspects
 - Practice talking about safer sex
 - Encourage youngsters to protect themselves and others against HIV and other STIs

Messages

Protect yourself - for example by using condoms.
Know the rules - anything you both enjoy is allowed.
Get informed - safer sex comes in many different forms.
Be prepared - practice makes perfect and keeps you safe.

Type of method Object placement, group discussion

Duration Interactive activity: 20 min. / Lesson: 20-45 min.

-
- Process**
adapt to suit age
and school
- Start by choosing the means of protection and play mat pieces for each group.
1. Welcome the youngsters and form a circle around the play mat: »What is safer sex? In this case, it's about contraception, i.e. protecting against unplanned parenthood, and HIV/STI protection.«
 2. Have the youngsters (maybe in pairs) pull an object out of the pouch.
Briefly clarify:
 - »What is it? What is it used for? How is it used?«
Use visual aids/models to explain.
 - What form of protection does the object/method offer? - Protection against HIV? Protection against STIs? Protection against unplanned parenthood? General protection against everything? Zero protection?
After a group discussion, the object is placed with the matching token on the mat.
 3. The next person then takes an object out of the pouch: see questions above.
 4. Summary: reflect on the play mat results with the youngsters. What protects against what?

It is important to highlight that condoms and femidoms are the only form of protection against HIV, other STIs and unplanned parenthood.
 5. If time allows, group discussion:
 - How do you find out which form of contraception/protection is right for you?
 - What should you do if you have a mishap, e.g. you've forgotten to take a pill or have taken double the dose?
 6. Communicate the messages in a coherent, age-appropriate way that encourages the youngsters to make informed and independent choices: »Get information and advice, also on alternative forms of contraception.«
- Adaptation for special schools with a focus on intellectual development:**
- Start by reducing the number of objects/cards and play mat tokens (see results of further education), discuss each one in detail and, if necessary and available, illustrate using a model of the pelvic floor.

Material

1 play mat including 5 tokens: general protection, HIV/STI protection, protection against unplanned parenthood, zero protection

2 pouches containing the following objects (some are individual cards for reasons of hygiene)

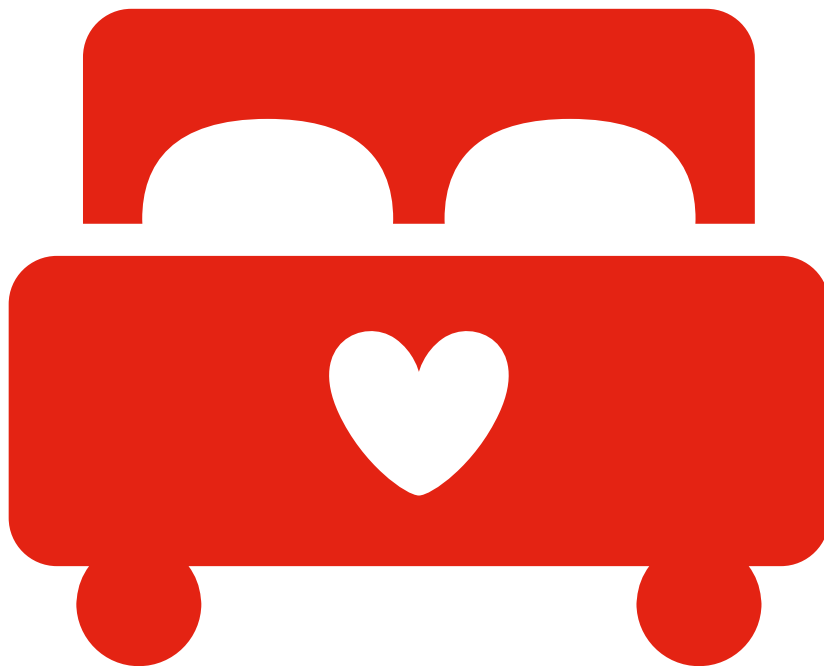
General protection: condom, femidom

Protection against HIV: PrEP card, treatment-as-prevention card, PEP card

Protection against STIs: dental/rubber dam, syringe (vaccines), test swabs (screening)

Protection against unplanned parenthood: pill card, hormone-rod card, coil, morning-after-pill card

No protection: withdrawal-method card, abstinence card



Condoms? Sure!

- Objectives/topics**
- Gain confidence in using condoms
 - Learn how to better handle condom mishaps


Type of method Individual exercise in 1-2 steps, group discussion

Duration Interactive activity: 10 min. / Lesson: 15-30 min.

- Process**
adapt to suit age and school
1. Introduce the topic of condoms, e.g.: »Welcome to the world of HIV and STI protection, where you will see average adult penises - which are still growing during puberty. All penises are much smaller when flaccid. When using a condom, the penis must be fully erect. Otherwise, you won't be able to roll on the condom properly. This means it could slide off, leaving you unprotected.«
 2. »What is the proper way to use a condom? Let me show you.« Show the correct way to use a condom and include safety tips: expiry date, CE marking, use the LIEBESLEBEN condometer to explain width.
 3. Have the youngsters practice on their own.
Additional option: with their eyes closed
 4. Reflect on their experiences: »How did it go, what went well, what was difficult?«
 5. Talk about the (in this case 3) different condom widths.
Explain how the condometer works and point out where the width is shown on the packaging.
 6. Address problems/user mistakes/mishaps and work with the youngsters on finding ways to avoid them, e.g.:
 - Partner refuses to use a condom
 - Expiry date has elapsed
 - Condom slides off during sex
 - Condom rips
 - No condom at hand
 - Lubricant or (massage) oil
 7. Communicate the messages (may be included beforehand) and find out exactly what they mean to the youngsters.
 8. Refer to BZgA material.
(For interactive activities: thank everyone for taking part, dismiss the group, and send them to the next station, on their break or to the classroom, according to the timetable.)

Material **3 model penises** of varying circumferences
1 set of 30 LIEBESLEBEN condom sachets (3 x 10 ea. of 47/53/55 mm)¹
50 condometers, free replacements can be ordered from BZgA

¹Should you require more condoms for future lessons, simply contact an advisory service or a condom manufacturer - these often provide condoms free of charge for use in schools.



**Friendships and
relationships
Knowing what's
important to you.**

Flirting? You can too.

- Objectives/topics**
- Practice and reflect upon forms of non-verbal and verbal contact
 - Discover, define and accept your own boundaries and what you want

Type of method Short role-playing exercises

Duration Interactive activity: 10-15 min. / Lesson: 15-30 min.

- Process** adapt to suit age and school
- Start by choosing up to 5 pillowcases for each group, insert the inflated inlays and place them in front of the screen.
1. Greet the youngsters at the »Friendships and relationships« station: »This is all about getting to know someone, dealing with rejection and respecting boundaries.«
 2. Ask the youngsters to split into pairs/groups of three and to take one pillow per pair/group (or hand these out) and read through the short text. Help any youngsters with reading difficulties.
 3. Ask a small group to spontaneously act out the scene described. Feel free to use theatrical teaching methods and to »zoom in on«, »fast-forward« or »freeze« the scene, for example. Those watching can also make suggestions.
 4. Stop the performance after a short while, thank the »actors« and jointly evaluate the performance: What kind of relationship is this?
Work with the group on group-based alternatives for how the scene could play out, e.g.: What could the two actors do differently? (In terms of content, language, expressions or gestures)
 5. In (upper) secondary schools: follow up with more in-depth questions, make way for abstract discussions. Depending on how much time you have, act out more scenes.

Alternatively, choose one pillow and have 2-3 small groups think about and act out various solutions.

Adaptation for special schools with a focus on intellectual development:

- Explain the content in an easy-to-understand way.
- Gradually introduce role playing. Ask specific questions, e.g.: »How would you do it/tackle it/act?«

Material 9 printed pillowcases with a choice of 3 different scenes to suit each level:

●●● for youngsters with no prior (sexual) knowledge and experience
Standing in line, going to the cinema, holidaying

○●● with limited prior (sexual) knowledge and experience
Chance meetings, spam

○○● with prior (sexual) knowledge and experience
Old flame, on the way home, prohibited, house party

5 inflatable inlays
1 hand pump

I like ...

Objectives/topics Discover, define, accept and reflect upon your own needs and limits and what you want from a relationship or friendship

Messages Embark on a journey of self-discovery - you're allowed to say what you want.
Know your limits - and those of the other person.
Be open - relationships change.

Type of method Work in pairs, puzzle

Duration Interactive activity: 15-20 min. / Lesson: 20-30 min.

Process adapt to suit age and school

1. Start by asking the youngsters what the word »relationship« means to them, what kind of relationships they are aware of (friendships, friends with benefits, romantic relationships, etc.) and what type of relationship they would like to work on.

2. Form 1-2 groups and give each group a pouch of puzzle pieces.

3. Have the youngsters think about their expectations and wishes for a relationship by finding puzzle pieces containing words and symbols that best suit them.

The blank puzzle pieces can be used to add further expectations and wishes. They can then put all the pieces together to create their puzzle. What's most important to them can be placed in the middle, with everything else around. It's quite normal for an aspect to be missing. After all, relationships change, and no relationship is perfect.

4. Compare the puzzles with each group:
 - What is the same, what is different?
 - Why is that? (Personality, gender, background, upbringing, culture, religion, etc.)

5. Optional: leap in time. What would the puzzles look like if everyone were five years older? What would be different and how?

Options for secondary schools and older adolescents:

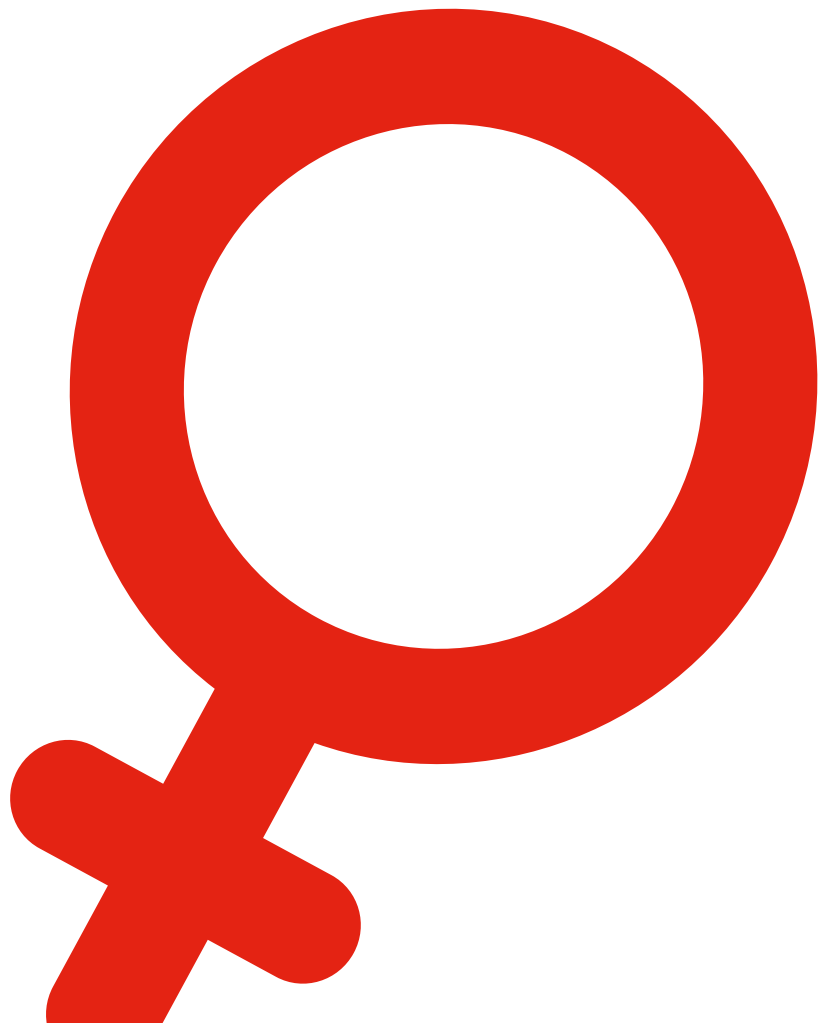
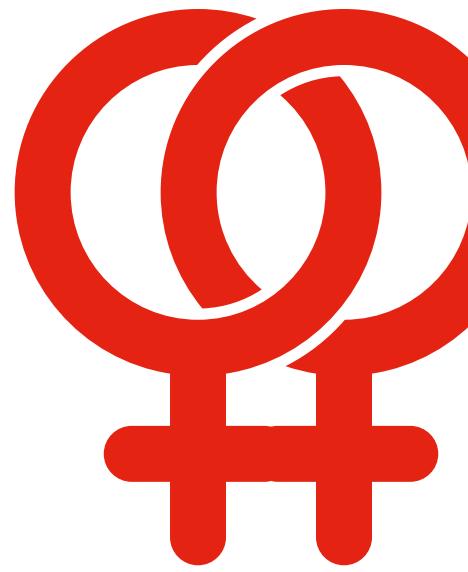
- »What would happen if one of the main puzzle pieces in your relationship were to break off?«
- »At which point would you break off a relationship? - And: What would be the best way to break up?«

Communicate the messages - if you haven't already done so. (For interactive activities: thank everyone for taking part, dismiss the group, and send them to the next station, on their break or to the classroom, according to the timetable.)

Material 4 sets of 20 puzzle pieces: 8 blank pieces, 6 with qualities (funny, honest, sexy, rich, good-looking, family person) and 6 with symbols



4 whiteboard pens and 4 erasers for writing on the blank pieces





**Body and
emotions**

**Being happy with
yourself.**

Graspable

- Objectives/topics**
- Increase young people's self-acceptance
 - Talk about the wide variety of physical characteristics and emotions
 - Critically discuss notions of so-called »normality«
-

Messages

Be yourself - everyone is different.
Accept how you feel - you can trust in yourself.
Dare to ask - there are different ways of expressing emotion.

Type of method Identifying objects, finding the right words

Duration Interactive activity: 5-10 min. / Lesson: 5-15 min.

Process
adapt to suit age and school

Actively welcome the youngsters: »Hello and welcome. You've probably already noticed our artificial body. Feel free to touch it.«

- »What does the artificial body feel like?«
- »What do you see?«
»What terms have you already heard for this?«
Discuss all visible parts, incl. the vulva and the inner and outer labia.²
- »What would you say is 'normal' and is there such a thing?«
→ We all have different vulvas, buttocks, penises and breasts, just like we all have different feet, arms, mouths and ears, like any body part. We are all unique and look different. Such diversity and differences are »normal«.
- Optional: discuss beauty ideals. Some people exercise a lot, go on a special diet or even undergo surgery to change their body, why? (Freedom of choice versus peer pressure, advertising, etc.)

Material **1 artificial body - breast/penis/vulva/buttocks with pump**
(in the pouch on the top shelf)

² The artificial body is deliberately abstract and does not depict all anatomical features, such as a clitoris, anus and foreskin.

Hands and feet

- Objectives/topics**
- Increase young people's self-acceptance
 - Talk about the wide variety of physical characteristics and emotions
 - Critically discuss notions of so-called »normality«

Messages

Be yourself - everyone is different.
Dare to ask - there are different ways of expressing emotion.
Accept how you feel - you can trust in yourself.

Type of method Non-verbal line-up in close proximity

Duration Interactive activity: 5-10 min. / Lesson: 10 min.

Process Start by drawing a line on the floor with the marker strips for everyone to line up close together.
adapt to suit age and school

1. Ask the youngsters to stand on the line. No one should now step away from the line.
2. Ask the youngsters to line up according to hand size (or hair length). They should switch places without talking to one another
3. Jointly evaluate the exercise:
 - »How did you do it - how did you communicate with one another without using words?«
 - »How did you feel doing the exercise?«

Acknowledging and setting boundaries:

- »What was it like being so close together - what was okay/not okay?«
- »How did you make it clear if you didn't want to be touched?«
- »How would you react if someone got too close to you at school or anywhere else? What could you do about it?«
- Normality: »Look at all the different types of hands/hair, body shapes and sizes. Then think about how everyone has their own unique emotions. It's normal to be so diverse. Where do all the beauty ideals on Instagram, YouTube, etc. come from?« (They vary by culture and are constantly changing.)

Material 10 blue floor marker strips



Expressing emotions

- Objectives/topics**
- Increase young people's self-acceptance
 - Get to know the wide variety of emotions you and others feel
 - Express and acknowledge emotions and understand them by asking questions
-

Messages Accept how you feel - you can trust in yourself.
Dare to ask - there are different ways of expressing emotion.

Type of method Mime

Duration Interactive activity: 15 min. / Lesson: 15-30 min.

- Process**
adapt to suit age
and school
- Start by choosing emotions, by group if necessary.
1. Form 3 groups and briefly introduce the topic of emotions and the task: to express an emotion without using words.
 2. Fan the emotion cards out face down and ask each group to pick a card, or share them out. Get all groups to quickly think about how they want to express and physically act out their emotions in mime form using their arms, legs and head (gestures), their face muscles and their eyes (facial expressions).
 3. Act out the emotions.
 4. Jointly evaluate the exercise:

Ask the performers:
 - »Whereabouts in your body could you feel the emotion?«
 - »How does this emotion feel to you?«
Ask the other groups:
 - »Which emotion did you recognise? And how did you recognise it, through which gestures and expressions?«
 - »Did everyone in the group express the emotion in the same way or in a different way? Was it clear and easy or complex and difficult to recognise the emotion? Why is that?« Everyone interprets and expresses emotions in different ways; emotions are very personal rather than universal.
Ask everyone in the group:
 - »How do you value the emotion - positively, negatively, it depends, neutrally?«
 - »What effect did the 'portrayed emotions' have on you all?«
 5. The next group then acts out their emotions, and so on. If there is enough time, you can have them act out other emotion cards.

Process
adapt to suit age
and school

6. Finally, discuss with each group the »relationship between verbal and non-verbal communication«, especially with regard to accuracy:
 - »We have just been working with our body language. What role do our words/does our spoken language play in understanding others?«
 - »Why do we sometimes misunderstand one another?«
 - »What can we do to better/clearly understand others?«
 - »Why is it important to show your emotions?«
 - »How would you like others to deal with your emotions?«
7. Communicate the messages (may be included beforehand) and find out exactly what they mean to the youngsters.

(For interactive activities: thank everyone for taking part, dismiss the group, and send them to the next station, on their break or to the classroom, according to the timetable.)

Adaptation for special schools with a focus on intellectual development:

- If necessary, read out and briefly discuss the emotions.

Material

1 set of 14 cards: 12 emotion cards: freak out, be jealous, be very close to someone, be sad, be brave, show respect, feel ashamed for someone else, feel weak, feel safe, be hurt, be in love, be angry and 2 blank cards
2 whiteboard pens and 1 eraser for writing on the blank cards





**HIV and
other STIs**
Knowing what
to do.

The right approach

Objectives/topics	<ul style="list-style-type: none">• Practise talking about STIs and HIV• Find out about advice and treatment options• Foster solidarity with people with HIV
Messages	Obtain information - only those who are well informed can protect themselves. Talk about it - show that you're taking responsibility for yourself and for your partner. Get advice - advisory services and doctors will help you further.
Type of method	Group work and, if necessary, short role-playing exercises
Duration	Interactive activity: 30 min. / Lesson: 15-30 min.
Process adapt to suit age and school	<p>Start by choosing »What would happen if ...?« situations for each group.</p> <ol style="list-style-type: none">1. Get the youngsters to form 3 or 4 groups.2. You can either ask each group to pick a card face down, hand out the cards yourself, or let the groups read through all scenes and pick one.3. Give the groups time to quickly read their card and then ask them: »Do you have any idea? - Okay, then carry on.« Optional: get all groups to spontaneously create a picture/statue of their situation.4. One after the other, hold up 3 cards highlighting aspects the groups should use to discuss and differentiate their situation:<ul style="list-style-type: none">• Thought: What's going through your mind? What springs to mind?• Emotion: How do you feel in that moment?• Action: What do you do, who do you talk to, where and how? Take a look at what is important in your situation. <p>Briefly introduce the 8 dimensions:</p> <ul style="list-style-type: none">- Information and advice: What information and help do I need and how/where do I find it?- Doctor: How do I find someone? Who do I go to, how do I broach the subject? What do they think of me?- Dating: Am I dating anyone? If so, do I talk about it and if so: where, when, how?- Relationship: Am I in one? Do I talk about it with him/her and if so: where, when, how? What does he/she think of me?- Sexual partner: Do I talk about it with him/her and if so: where, when, how? What does he/she think of me?- Circle of friend: Do I talk about it with them and if so: where, when, how and with whom? What do they think of me?- Family: Who do I talk to at home, where, when and how?- School: How do I deal with the topic at school? <ol style="list-style-type: none">5. Jointly assess with the whole group:<ul style="list-style-type: none">• How did it go in your group, what quickly became apparent?• What was discussed most at length and where did opinions differ?• What were you unable to clear up amongst yourselves?• Are there any unanswered questions?• Establish when professional help is necessary for diagnosis.

Process
adapt to suit age
and school

6. Option, if there's time: round 2, same situation for all groups if necessary.
7. Jointly assess with the whole group:
 - How did it go in your group, what quickly became apparent?
 - What was discussed most at length and where did opinions differ?
 - What were you unable to clear up amongst yourselves?
 - Are there any unanswered questions?
 - Establish when professional help is necessary.
8. Option, if there's enough time: round 3, same situation for all groups if necessary.
9. If the youngsters require more in-depth knowledge during the exercises, refer them to the BZgA brochures and www.liebesleben.de.

(For interactive activities: thank everyone for taking part, dismiss the group, and send them to the next station, on their break or to the classroom, according to the timetable.)

Adaptation for special schools with a focus on intellectual development:

- Read out the texts and explain the content in an easy-to-understand way.
- Guide them through a role-playing exercise step by step. Ask specific questions, e.g.: »How would you do it/tackle it/act?«

Material

2 sets of 24 cards: 13 »What would happen if ...?« cards, 3 cards with thoughts, emotions, actions, and 8 dimension cards: information and advice, doctors, dating, relationships, sexual partners, circle of friends, family, school

Choice of 3 »What would happen if ...?« cards to suit each level: What would happen if ...

●●● **for youngsters with no prior (sexual) knowledge and experience**

- ... there was a rumour going around school that someone had an STI?
- ... there was a rumour going around school that a teacher was HIV positive?
- ... you thought you'd contracted an STI?
- ... someone confided in you that they thought they'd contracted an STI?
- ... someone you know well was HIV positive?

○●● **with limited prior (sexual) knowledge and experience**

- ... your girlfriend/boyfriend refused to use a condom?
- ... you noticed itching in your genital area and your girlfriend/boyfriend wanted to have sex with you?
- ... your new girlfriend/boyfriend wanted you both to get tested for HIV before having sex for the first time?
- ... you wanted to get tested for an STI?

○●● **with prior (sexual) knowledge and experience**

- ... you found out that the person you dated last week has a chlamydia infection?
- ... you found out that your best friend had unprotected sex at a party?
- ... you were madly in love and your new girlfriend/boyfriend told you they were HIV positive?
- ... you were home alone and the HIV test you'd just done came out positive?





**Diversity and
respect
Being open to
anything.**

Living (with) diversity I

- Objectives/topics**
- Learn about and define diversity
 - Encourage youngsters to go their own way
-

Messages

Be respectful - diversity makes life colourful.
Be considerate - prejudices can hurt others.
Be whoever you want - it feels good to be free.

Type of method Barometer game

Duration Interactive activity: 5 min. / Lesson: 5 min.

Process
adapt to suit age
and school

Start by picking questions for each group.

1. Greet the youngsters at the »Diversity and respect« station.
2. Ask the youngsters 2-3 questions that explain the meaning of diversity. Have them stand on the line on the floor marked with the strips. Place the »Me« card on the left and the »Not me« card on the right. On your signal, the youngsters switch (or jump) to the left or right.
 - Who is left-handed?
 - Who can roll their tongue sideways?
 - Who prefers sweet to savoury?
 - Who doesn't eat meat?
 - Who is in love?
 - Who speaks more than one language?
 - Who cheated on one or more of these questions?

Ask certain individuals for more details or to demonstrate that they can roll their tongue sideways.

Material

2 cards: »Me«, »Not me«
10 red floor marker strips

Living (with) diversity II

Objectives/topics	<ul style="list-style-type: none">• Learn about and define diversity• Encourage youngsters to go their own way
Messages	Be respectful - diversity makes life colourful. Be considerate - prejudices can hurt others. Be whoever you want - it feels good to be free.
Type of method	Matching game
Duration	Interactive activity: 15 min. / Lesson: 15-30 min.
Process adapt to suit age and school	<p>Start by choosing people and qualities cards for each group.</p> <p>Other people/groups can be added to the 3 blank cards by you or the youngsters at a later date. Place the cards face down in 2 piles.</p> <ol style="list-style-type: none">1. Get the youngsters to split into groups of 3. Give each group 6 qualities cards face down to fan out.2. Get one group to turn over the top people card. Ask: »What do you see?« Then ask all groups to pick out what they deem to be the most suitable quality from the fanned-out cards. After discussing amongst themselves, get them to reveal the card on your signal and place it on the floor next to the people card. Optional: get each group to explain in one sentence why they think this card matches the people card.3. Everyone decides together which qualities card is the best match and why. Alternatively, only one of the groups decides which group has picked the »best« card. Choose one alternative. Optional: here you can start talking about clichés, stereotypes, prejudices versus individual characteristics if the youngsters broach the subjects or deem it helpful or necessary to talk about them.4. Then all groups pick a qualities card from the pile. The next group turns over the next people card. Continue as above. Optional: change the »best« to the most honest, politically correct, clichéd or wittiest qualities card for each group.5. You can play as many rounds as you have time for, including the evaluation below.6. Jointly evaluate the exercise:<ul style="list-style-type: none">• »Which of the qualities cards 'really' match your group of people and which don't match (at all)?«• »For the ones that match - how come, where do they come from and do they really apply to all of the people shown or just to some/many?«• Communicate and discuss how attitudes, expectations and stereotypes are a frequent occurrence. But they aren't always accurate. Therefore, there is deliberately no »right« answer to the method.

Process
adapt to suit age
and school

7. Refer to BZgA material and www.liebesleben.de.

Adaptation for special schools with a focus on intellectual development:

- Reduce the number of cards to »standard« cards, allow more time and reduce the tempo of the game, add intermediary steps and explanations.

Material

3 sets of 12 figures cards and 3 blank cards

3 sets of 57 cards:

38 qualities cards: loving, funny, cool, attractive, likes to flirt, interesting, friendly, unfriendly, shy, the same as everyone else, different to everyone else, irresponsible, jealous, sensitive, disgusting, respected, brave, bitchy, faithful, promiscuous, STI, HIV, equal, independent, discriminated, traditional, allowed, not allowed, heterosexual, asexual, queer, transgender*, cisgender*, intersex*, gay, lesbian, bisexual, normal

**14 icon cards featuring
qualities and 5 blank cards**



3 whiteboard pens and 1 eraser for writing on the blank cards

Diversity is exciting

- Objectives/topics**
- Learn about and understand sexual and gender diversity
 - Learn to respect sexual and gender minorities
 - Acknowledge and respect the diversity of sexual feelings and their expression
-

Messages

Be respectful - diversity makes life colourful.
Be considerate - prejudices can hurt others.
Be whoever you want - it feels good to be free.

Type of method Listening exercise, buzz groups, group discussion

Duration Interactive activity: 10 min. / Lesson: 10-30 min.

Process
adapt to suit age and school

Decide in advance which listening exercise you wish to use for each group and listen to it online with the pupils at:
www.liebesleben.de/fachkraefte/sexualaufklaerung-und-praeventionsarbeit/liebesleben-das-mitmach-projekt/material/

You can also listen to 2 or 3 exercises.

1. Greet the youngsters at the »Diversity and respect« station.

»You're about to hear the story of a young person. Imagine they're your friend.«

Give youngsters with listening difficulties a written version of the text as well; help youngsters with reading difficulties.

2. Start the listening exercise (90 sec.)

3. In buzz groups: »Discuss in groups of 2 or 3 how the person felt, how they were doing.«

4. Evaluate with everyone in the classroom:

- »How is the person doing, what emotions did they express?«
- »How do you know that this is how they felt?«
- »Could this person be feeling other emotions that they didn't express?«
- »Why do people sometimes hide their true feelings?«
- In buzz groups again (or continue in the classroom):
- »What can the person do?« »If it was one of your friends, what would you do? Do you have any ideas?«

5. Communicate the messages (may be included beforehand) and find out exactly what they mean to the youngsters.

(For interactive activities: thank everyone for taking part, dismiss the group, and send them to the next station, on their break or to the classroom, according to the timetable.)

Adaptation for special schools with a focus on intellectual development:

- The pupils should be allowed to listen to the exercise several times. You can also use the text version to tell a simplified version of the story.

Material

Three 90-second listening exercises available at:
[www.liebesleben.de/fachkraefte/sexualaufklaerung-und-praeventionsarbeit/
liebesleben-das-mitmach-projekt/material/](http://www.liebesleben.de/fachkraefte/sexualaufklaerung-und-praeventionsarbeit/liebesleben-das-mitmach-projekt/material/)

They describe a personally difficult/discriminating situation and present a solution:
a gay boy, a lesbian girl, a gender fluid youngster

For hearing-impaired youngsters: **text on 3 cards**





**Sexuality and
the media**
Finding your way.

Love, sex and friendship - let's talk

- Objectives/topics**
- Be mindful of how you portray yourself and come across to others in text messages, pictures or conversations, and of stereotyping and crossing the line
 - Based on specific needs: get to know the differences, possibilities and boundaries of online and offline communication

Messages

Don't compare yourself to others - everyone is different.
Be safe online - data and photos are private.
Decide who sees what - your photos belong to you.

Type of method

Speech bubble chat online and short role-playing scenes offline or 2 chats

Duration

Interactive activity: 30 min. / Lesson: 30-45 min.

-
- Process**
adapt to suit age
and school
- Start by choosing either the chat option plus a role-playing group or 2 chat groups, and pick the scenes for each group. Recommendation: 3 scenarios. All break off at a certain point and leave room for development.
1. Welcome the group and give them a brief and motivational introduction to the topic, e.g.: »Who uses WhatsApp, Snapchat, Instagram, TikTok or Facebook? What do you post?«
 2. Split the youngsters into 2 groups. Each group either quickly chooses a scene, picks one face down, or is given one.
For the 2 chat groups: 2 scenes; for the role-play and chat group: 1 scene
 3. Each group reads through its task.
Help any youngsters with reading difficulties.
 4. The chat group is tasked with placing the first 4 start cards on the smartphone mat and thinking about how the story should play out. They can use the speech bubbles and emoji cards provided to find the right ones or write their own. Stronger groups can also just be given smileys and blank cards to create the scenes themselves.

If there is a role-playing group, the group should think about how the story should play out and which member of the group is going to play which role. Keep an eye on both groups and help each one in turn.
 5. Each group presents their results one after the other in the classroom:
 1. Present and read out the chat, applause.
 2. Play out the scene, applause. (Silent applause in sign language, if necessary)
First let the performers say how they felt in and about their role, and then give the other group feedback.

Process
adapt to suit age
and school

6. Jointly evaluate the exercise:
- »Could this happen in real life, too?«
 - »What could be different and why?«
 - »What are you willing/unwilling to communicate over the Internet?«
 - »How far would you go and where would you draw the line?«
 - »What are your personal experiences with sending pictures?«
 - »What important boundaries would you say others shouldn't cross?«
 - »What could you do if someone crossed the line?«
 - Beauty ideals/peer pressure: »Do 'real photos' still exist online or why does nearly everyone edit their photos?«

Compare chat and role play:

If there was a short role-playing scene, reflect on it with each group:

- »Both versions played out slightly differently. Was this because some of you were facing each other and others weren't?«
- »What would you talk about or show each other if you were face to face that you wouldn't do in a chat - or vice versa?«
- »What are the advantages or disadvantages of a chat over a real-life encounter?«

7. Optional, if you have plenty of time to spare: run through another scenario.

8. Communicate the messages and find out exactly what they mean to the youngsters.

Where can the youngsters get help if they are experiencing offensive behaviour or being bullied online? (Show card featuring www.klicksafe.de, www.juuuport.de, www.nummergegenkummer.de.) Also ask whether the youngsters know of anywhere they can go locally to get help.

(For interactive activities: thank everyone for taking part, dismiss the group, and send them to the next station, on their break or to the classroom, according to the timetable.)



Process
adapt to suit age
and school

Adaptation for special schools with a focus on intellectual development:

Many younger adolescents still don't have a mobile phone or any experience.

- Read out the texts and explain the content in an easy-to-understand way, e.g. especially for voice messages.
- Guide them through a role-playing exercise step by step. Ask specific questions, e.g.: »How would you do it/tackle it/act?« Re-enact the full chat sequence, too. Optional: the moderators act out the situation, ending with the question: »What's happened here? What now?« Or the moderator acts out the situation with a youngster, ending with the question: »How would you react?«
- How they portray themselves is very important to a lot of youngsters. Therefore, also discuss motives and reasons: »Why? To what end? How do I portray myself? How do I come across? How do I want to 'appear'? What kind of response am I hoping for?«
- Simulate distance and proximity when speaking to one another and make them aware of the experience, e.g.: »How does it feel when you tell someone directly as opposed to over the phone?«

Material

2 smartphone mats, 50 x 80 cm (in the compartment in the side door of the case)

2 sets of 32 cards consisting of:

- 7 emoji cards
- 20 blank cards
- 1 help card with links: www.klicksafe.de, www.juuuport.de and www.nummergegenkummer.de
- 8 cards featuring introductory scenarios online
- 8 cards featuring initial scenarios online
- 8 cards featuring introductory scenarios offline
- 8 cards featuring initial scenarios offline

2 whiteboard pens and 1 eraser for writing on the blank cards

Choice of 3 scenario cards to suit each level:

●●● for youngsters with no prior (sexual) knowledge and experience

Likes? New friends? Flirting? Stealing photos? Bullying?

○●● with limited prior (sexual) knowledge and experience

Breach of trust?

○○● with prior (sexual) knowledge and experience

Naked pictures, porn



Additional methods

»Nasenbärchen«

- Objectives/topics**
- Increase knowledge of STIs
 - Communicate modes of infection and what does not constitute a risk for STIs and HIV

Messages Obtain information - only those who are well informed can protect themselves.

Type of method Barometer game/opinion game

Duration Interactive activity: N/A / Lesson: 20-30 min.

Process
adapt to suit age
and school

Start by choosing coat cards for each group.

- Hand out one (or more) cards face down to all of the youngsters. Place 3 cards on the floor in traffic light form: red = high risk, yellow = medium risk, green = zero risk, plus flash = disputable. If necessary, carefully help with expressions on sexual practices and/or ask the group for help. If the risk level to which a card should be assigned is disputable, the card is put with the »flash card«.
- Once all cards have been assigned, briefly explain risky bodily fluids. Specialist information is available at www.liebesleben.de.
- Check together whether all cards have been correctly assigned. Go through the flash cards together and, if necessary, reassign them. Work together on finding ways to protect yourself and others in the risk situations identified.
- Symptoms: Ask: »How can you tell if you've caught an STI or HIV?« Discuss typical/possible symptoms. Also point out that some STIs have no signs or symptoms.

Adaptation for special schools with a focus on intellectual development:

Start by reducing the number of cards to relevant cards.

- Talk about disease ... »Have you heard about HIV or AIDS?«
- Introduce the traffic light system and discuss the 3 different colours: red = STOP, use a condom; yellow = warning, be careful; green = all okay.
- Clarify, discuss and sort each of the situations shown, one after the other:
 - »Is it possible to catch a disease in this situation?«
 - »And a sexually transmitted disease such as HIV/AIDS?«
- Discuss and clarify symptoms: »How do you know you have a disease?« »If you think you have a sexually transmitted disease, speak with your guardian.«

Material

1 set of 35 pictogram cards

Own material: 1 red, 1 yellow and 1 green card, plus a flash card

Life is colourful

- Objectives/topics**
- Increase young people's self-acceptance
 - Talk about the wide variety of physical characteristics
 - Critically discuss notions of so-called »normality«

Messages Be yourself - everyone is different.
Your choice - your body.

Type of method Short stories

Duration Interactive activity: N/A / Lesson: 30-45 min.

- Process**
adapt to suit age
and school
- Start by choosing body images and aspects to suit each group.
1. Form groups of 3-5 youngsters and ask each group to pick a body image card face down or to choose one freely.
 2. The groups have 10 minutes to draw the person using keywords.
Aspects can be:
 - Name - »What's the person's name?«
 - Age - »How old are they?«
 - Place - »Where does the person live?« (City, country, etc.)
 - Abode - »How or with whom does the person live?«
 - Hobbies - »What are the person's interests?«
 - Occupation - »How does the person earn a living?«
 - Body image - »How does the person like their own body?«
 - Way of life - »How and with whom would the person like to live?«
 3. One or all groups present »their« person to the others.
 4. This is followed by a brief evaluation, before the next group presents their person.

To the group presenting:
 - »Which aspects did you quickly agree on and which aspects resulted in a lengthy debate?«
To all other groups:
 - »What do think about the person's story, what other ideas would you have had?«
 - Discuss aspects such as discrimination, respect, prejudice, tolerance and acceptance, according to requirements.
 - »How come this person feels the way they do about their body?« »Could the person also feel the exact opposite about their body?« »If so, how and why?« »Who actually influences how we feel about our bodies?«
 - »Why do some people modify their bodies?«
 - »How do you feel about that?«
 5. Optional: finally, place all body images on the floor and ask the youngsters:
 - »Our bodies are so diverse, everyone looks different ... What exactly is 'normal', who defines what is 'normal'?«

Adaptation for special schools with a focus on intellectual development:

- Limit the number of aspects for the short story.

Material**19 wide-ranging body images**

Own material

Cards with the aspects to be drawn

Method variantPlacement

DurationInteractive activity: N/A / Lesson: 15-30 min.

Processadapt to suit age
and school

Suitable for groups of up to 6 people. Start by choosing body images and sorting criteria for each group.

1. Hand out all cards and ask the youngsters to sort them on the floor, without talking to each other, according to
 - Height
 - Hair length
 - Skin colour
 - Gender
 - Sexual orientation
 - Body modification
2. Evaluate and discuss:
 - »How well were you able to sort together? What was easy, what was difficult?«
 - »How happy are you with the results? What would you like to move where and why?«

Adaptation for special schools with a focus on intellectual development:

Start by asking the youngsters to pick 2 body image cards and take a good look at them. Then have a discussion based on the available resources:

- »What do you see?«
- »What is much the same or similar for both? What is different? What is special?«
- Add more body image cards for each group, if necessary.
- »What do you like about yourself?« Talk as much about emotions, values, abilities, skills and qualities as physical aspects.

Interactive activity

Start in assembly room

- Objectives/topics**
- Generate interest in the content and course of the activity
 - Briefly introduce participating advisory services
 - Go to the themed stations in 6 groups

Messages »Today is about you and your love life. Embark on a journey of discovery.«

Type of method Group discussion

Duration 7 min. moderation plus 3 min. station switch

Process
adapt to suit age and school

Start by splitting everyone into groups. Optional: write name tags

The moderators keep moving around encouraging the youngsters.
The youngsters sit or stand in a circle.

1. Welcome everyone present.
2. Ask: »What springs to mind or sparks your interest when you think of the LIEBESLEBEN »Join in« project?« Ask youngsters that seem open ...
3. »That fits in with the 6 themed stations we've set up today.« Point towards the stations: »Protection and safer sex«, »Friendships and relationships«, »Body and emotions«, »HIV and other STIs«, »Diversity and respect« and »Sexuality and the media«.

Process
adapt to suit age
and school

4. Welcome any participating professionals: »If you would like to know more after visiting the stations, dedicated staff from a number of local advisory services are here with us today you can always go speak to Mr/Ms ... from ... later on.«
5. »You have half an hour at each station before switching to the next. There are two breaks in between.«
6. »Do you all remember which group you're in? Does anyone not? Then please now go to your first station. Have fun!«

Material

Acoustic warning and switch signal (gong, or similar)
Optional: **sound system/microphone, masking tape or similar and pens, 6 group signs 1-6**
Optional: **chairs** for the classroom and to take to the first station

Finish in assembly room

- Objectives/topics**
- Get feedback on the LIEBESLEBEN »Join in« project
 - Provide access to the health, advisory and support system
 - Encourage youngsters to take away information materials

Type of method Group discussion, info point

Duration 10 min. moderation


- Process**
adapt to suit age
and school
1. Call everyone involved into the classroom after the final signal sounds:
»That's it guys, please gather in the middle.«
 2. Collect quotes from the youngsters:
 - »How was it?«
 - »What did you enjoy the most?«
 - »What did you find most interesting?«
 3. »Thank you all for taking part.
If you would like to know more about LIEBESLEBEN,
 - visit the www.liebesleben.de website;
 - contact the advisory services here with us today:
Mr/Ms ... from ...Enjoy and goodbye.«

Material

BZgA brochures, condometers and flipbooks on using a condom can be ordered free of charge from BZgA, page 7


Toolkit inventory

The following materials can be found in the boxes contained in the toolkit. If any objects are lost or damaged, please feel free to send an email to info@liebesleben.de.

Modules and methods	Materials
Protection and safer sex	1 module box containing
Learn about safer sex	1 method card 1 five-piece play mat 2 pouches containing the following elements: condom, femidom, treatment-as-prevention card, dental dam, syringe (vaccines), test swabs (screening), hormone-rod card, coil, withdrawal-method card, abstinence card, PrEP card, PEP card, pill card, morning-after-pill card
Condoms? Sure!	1 method card 3 model penises: 1 small, 1 medium, 1 large 50 LIEBESLEBEN condometers; free replacements can be ordered from BZgA 1 set of 30 LIEBESLEBEN condom sachets (3 x 10 ea. of 47/53/55 mm) ¹
Friendships and relationships	1 module box containing
Flirting? What's stopping you!	1 method card 9 pillowcases 5 inflatable inlays 1 hand pump
I like ...	1 method card 4 sets of 20 puzzle pieces: 8 blank pieces, 6 with qualities (funny, honest, sexy, rich, good-looking, family person) and 6 with symbols  ,  ,  ,  ,  ,  , 4 whiteboard pens, 4 erasers
Body and emotions	1 module box containing
Graspable	1 method card 1 artificial body: object with breast/penis/vulva/buttocks and pump (in the pouch on the top shelf of the case)
Hands and feet	1 method card 10 blue floor marker strips
Expressing emotions	1 method card 1 set of 14 cards: 12 emotion cards: freak out, be jealous, be very close to someone, be sad, be brave, show respect, feel ashamed for someone else, feel weak, feel safe, be hurt, be in love, be angry and 2 blank cards 2 whiteboard pens, 1 eraser
HIV and other STIs	1 module box containing
The right approach	1 method card 2 sets of 24 cards: 13 »What would happen if ...?« cards, 3 cards with thoughts, emotions, actions, and 8 dimension cards: information and advice, doctors, dating, relationships, sexual partners, circle of friends, family, school

Diversity and respect 1 module box containing

Living (with) diversity I 1 method card
2 cards: »Me«, »Not me«
10 red floor marker strips

Living (with) diversity II 1 method card
3 sets of 12 figures cards and 3 blank cards
3 sets of 57 cards:
38 qualities cards: loving, funny, cool, attractive, likes to flirt, interesting, friendly, unfriendly, shy, the same as everyone else, different to everyone else, irresponsible, jealous, sensitive, disgusting, respected, brave, bitchy, faithful, promiscuous, STI, HIV, equal, independent, discriminated, traditional, allowed, not allowed, heterosexual, asexual, queer, transgender*, cisgender*, intersex*, gay, lesbian, bisexual, normal 14 icon cards featuring qualities  and 5 blank cards
3 whiteboard pens, 1 eraser

Diversity is exciting 1 method card
Three 90-second listening exercises available at:
www.liebesleben.de/fachkraefte/sexualaufklaerung-und-praeventionsarbeit/liebesleben-das-mitmach-projekt/material/
For hearing-impaired youngsters: text on 3 cards

Sexuality and the media 1 module box containing

Love, sex and friendship - let's talk 1 method card
2 smartphone mats, 50 x 80 cm (rolled up in the side door of the case)
2 sets of 32 cards: 1 intro card and 1 starter card online and 1 intro card and 1 starter card offline for each of the 8 scenarios
1 help card: www.klicksafe.de, www.juuuport.de, www.nummergegenkummer.de
2 whiteboard pens, 1 eraser

Additional methods 1 module box containing

»Nasenbärchen« 1 method card
1 set of 35 pictogram cards
Own material: 1 red, 1 yellow and 1 green card plus 1 flash card

Life is colourful 1 method card
19 body image cards

Method finder 1 BZgA brochure »Sexuality and sexually transmitted infections (STIs). Practical methods for working with youngsters«

In the side door

10 blue and 10 red floor marker strips for the modules »Body and emotions« and »Diversity and respect«
1 roll of 2 smartphone mats, 50 x 80 cm, for the station »Sexuality and the media«

³ Should you require more condoms for future lessons, simply contact an advisory service or a condom manufacturer – these often provide condoms free of charge for use in schools.

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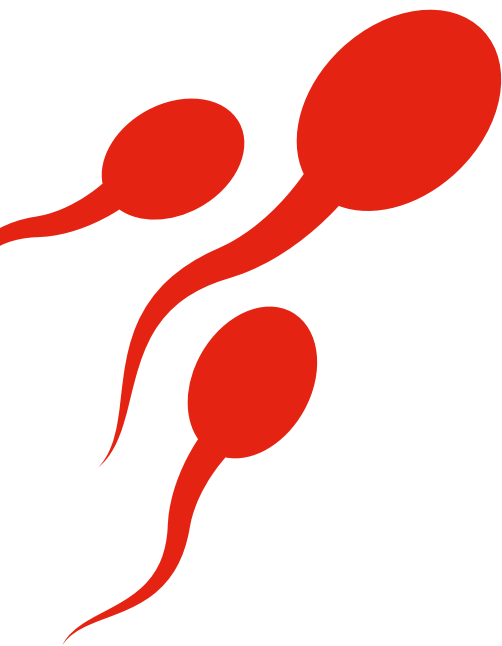
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