



Using a Reflecting Team to facilitate learning about the Qualities of Sex Educator

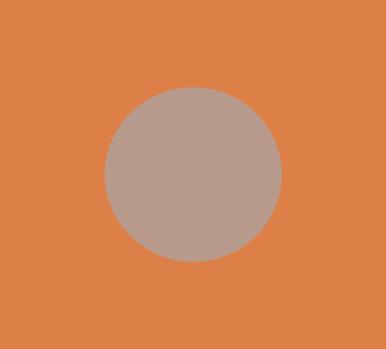
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Motivation

- ▶ Conventionally, the nature of sexuality is socially constituted as private and sensitive. It hinders the teachers to teach sex education in schools. Culture is a matter!
- ▶ The teachers neglected the importance of sex education and its influences to a person's development.
- ▶ Lack of experience to discuss sex issues publicly; therefore, lack of confidence to teach.



GENERAL INFORMATION

Course Title: Sex Education

Aims: Enable learners to develop their knowledge and responsible attitude of sexuality, and their competence in designing and implementing sex education in local school context.

Academic Year: 2012-13

Level: Undergraduate Part-Time Students (36 students)

Session: 2 – Qualities of Sex Educator

EXPECTED LEARNING OUTCOMES

- **Demonstrate reflective thinking on personal sexual values and attitudes**
- **Critically examine the social and cultural influences to the local sex education programme**
- **Display effective social interaction skills to communicate sex issues**



Qualities of Sex Educator

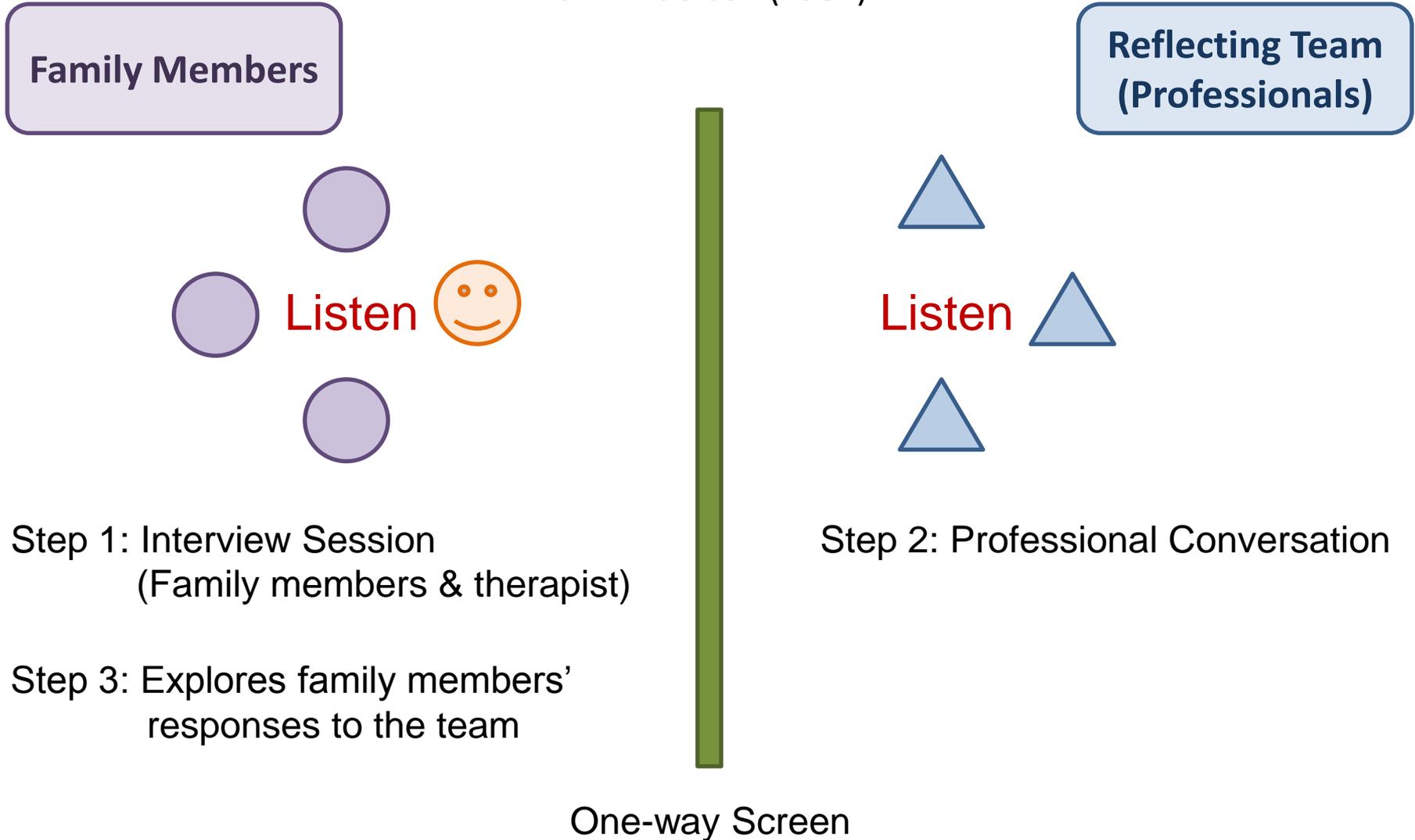


- Accept sex as part of personality
- Capable to talk sex issues openly and naturally with others
- Knowledgeable and profession (provide current and accurate information to students)
- Able to create respectful and comfortable classroom environments to teach sexuality education
- Respect different viewpoints with non-judgmental attitude
- Display empathic listening skills to understand students' concerns

(Allen, 2009, Bruess & Greensberg,2009; Eisenberg et. al., 2011)

Reflecting Team Process

Tom Andersen (1987)



Reflecting Team



- Reflecting Team (RT) practice was developed by Tom Andersen and applied in the context of family therapy (1987, 1991, 1992a, 1992b, 1993, 1995).
- RT diffused to counseling training (Cox, Bañez & Hawley, 2003; Kleist, 2003; Shurts et. al., 2006; Stinchfield, Hill & Kleist, 2007) and education (Frake & Dogra, 2006; Swim, 1995; Trahar, 2011).
- RT process shares the core elements of narrative inquiry with **collaborative and participation in nature to encourage dialogue among members** (Trahar, 2011).
- It **emphasis on reflection** to understand one's lived experience, and **provide multiple perspectives** on both personal and social experience in context (Brownlee et. al., 2009)
- Hawley (2006) argue that RT process increased the participants' feeling of comfort in disclosing internal thought processes compared with other methods.

I believe ...



SCHEDULE OF LEARNING

Session 1	Take Home Assignment <ul style="list-style-type: none">• Students were asked to reflect on their sexual development and prepare a story to share in class
Session 2	Using a Reflecting Team to Share Personal Experience in Sexual Development (about 1.5 hour) <ul style="list-style-type: none">• Teacher invited two volunteer to kick off the dialogue (a male & a female student, 5 minutes per person)• Every student tell their own sexual story (1-2 minutes)• Students provide feedback on what they listened
Session 3	Using a Reflection Form to Review Learning Experience (about 15 minutes) <ul style="list-style-type: none">• Reflect on personal experience, learning and possible changes during and/or after the reflecting team dialogue

Students



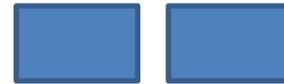
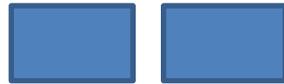
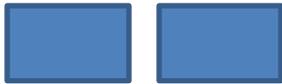
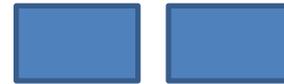
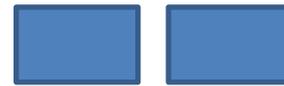
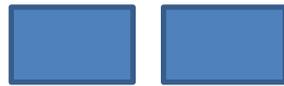
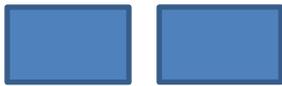
Step 2: Tutor starts the dialogue with two volunteers about 10 mins



Tutor Step 1: Briefing

Step 4: Brief response by the volunteers by the end of sharing

Step 3: The students tell their own stories that resonated with/stimulated by the sharing.



Reflecting Team
(34 students)

Themes of the Sexual Stories

Personal experience

- Indecent assault / Sexual molestation(猥褻侵犯 / 非禮)
- Sexual harassment (性騷擾)
- Sexual intercourse

Sex Knowledge

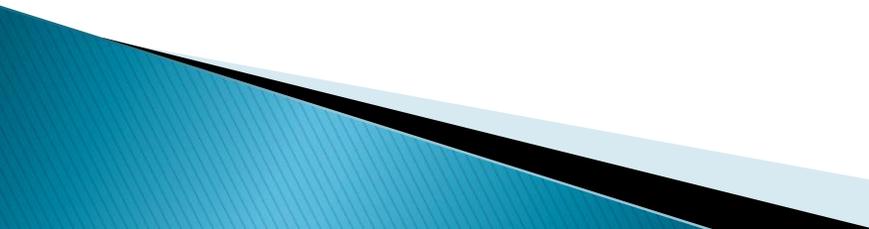
- Learning from pornography
- Share among peers
- Lack of family sex education
- School emphasis on biological sex

Attitude towards sex

- Talk in playful way
- Private: only talk in small group



Profound Experiences in the Reflecting Team

- ▶ **Common experience in sexual development
(M: pornography, F: indecent assault)**
 - ▶ **Lack of guidance in sex development
(both from family and school)**
 - ▶ **Social and cultural influences to personal sexual development
(private & secret, suppressed, transmitting sex values to next generation unconsciously)**
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Reflection as a Sex Educator

Possible Changes and Learning

Attitude

- lack of self-understanding on personal sexual development
- perception on sex
- personal sex values and attitudes

- reflect on personal sexual development and understand self-limitation
- perceive and communicate sex issues with openness and non-judgmental attitude

Skills

- lack of confidence or even feel embarrassed to communicate sex issues, especially in public

- develop empathic listening skills to understand students' feeling
- acquire critical thinking skills to review contemporary sex issues

Knowledge

- insufficient knowledge in sex education
- merely acquired biological sex knowledge

- acquire comprehensive sex knowledge, including psychological, social & cultural, and ethical dimensions
- critically review the sex education programme and learning materials

Strengths of Using Reflecting Team in Learning

Learning Context	Learning Process	Learning Outcomes
Creating a learning climate with peer support	Involve students fully and conversations occurs between all members of the team in the learning process	Critically examine and reflect on personal assumptions and challenge the dominant knowledge <i>(construction of knowledge)</i>
Creating a safe and inclusive space for participants through developing the principles of participation	Provide the space for more reticent group members to speak	Providing different spaces to offer or construct radical perspectives through the sharing of resonances <i>(deconstruction of knowledge)</i>
Foster trust and sense of belonging in the learning group	Legitimacy-stories can be interpreted from different perspectives but every story is legitimate.	Learning motivation was enhanced as learners identified the needs and direction of learning. <i>(reconstruction of knowledge)</i>



CHANGES OF LEARNERS' BEHAVIOR

In the rest of the learning sessions

- ⊙ Use suitable terms to communicate and discuss sex issues openly
- ⊙ Raise different viewpoints and queries on the controversial sex issues
- ⊙ Share current information and learning materials

In micro teaching sessions

- ⊙ Able to create an open and comfortable learning environment
- ⊙ Capable to listen and respond to students' concerns
- ⊙ Response to students with non-judgmental attitude

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