



Sex – sexuality education
Personal development for
the prevention of discrimination
and violence (SEXED)
**Sex/Sexuality Education,
Gender Identity and Stereotyping**

by

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

This training unit has been developed in the trainer training course : « Sex and sexuality education - Personal development for the prevention of discrimination and violence » organised by the [Pestalozzi Programme](#) of the [Council of Europe](#) in cooperation with the Programme “[Building a Europe for and with children](#)”.

one in five
un sur cinq



Sex/Sexuality Education, Gender Identity and Stereotyping

Brief description

This training unit presents five 90-minute activities. The first activity focuses on creating a safe learning environment in which participants feel comfortable discussing what could be a very controversial topic. The training unit then addresses different approaches to sexual education, gender identity and stereotyping. A final activity invites participants to reflect on real life scenarios.

Expected outcomes

- ✓ Participants explore different approaches to sexual education.
- ✓ Participants deepen their understanding of gender identity issues and gender stereotyping.
- ✓ Participants explore ways of dealing with different sexually charged situations in practice.
- ✓ Participants heighten their readiness to be open-minded and curious (A_COOP_1).
- ✓ Participants develop their inclination to see things from different perspectives (A_EPIS_3).
- ✓ Participants recognise the importance of handling controversial issues and acceptance of the associated risks (A_EPIS_5).
- ✓ Participants develop their aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIS_1).
- ✓ Participants deepen their understanding of the changing nature of identities (K_DIV_2).

Activities

	Duration	Methods used
Activity 1 – Creating a Safe Environment	90 minutes	Icebreaker, Individual Work, Presentation, Group work, Plenary, Debriefing
Activity 2 – Different Approaches to Sex Education	90 minutes	Group Work, Debate, Debriefing.
Activity 3 – Stereotypes	90 minutes	Group Work, Agree/Disagree Debate, Debriefing
Activity 4 – Gender Identities	90 minutes	Icebreaker, Debate, Debriefing
Activity 5 – How Would You React	90 minutes	Group Work, Plenary, Debriefing
Activity 6 – Evaluation	5 minutes +	Questionnaire

Background and context

This training unit is part of an interdisciplinary project that addressed a holistic approach to sexual education, originally piloted in Slovenia as part of the Pestalozzi Programme Module series “Sex/Sexuality Education - Personal Development for the Prevention of Discrimination and Violence”.

The original project from which the present training unit was developed was entitled Love and Sexuality: EMB (Emotions, Mind and Body) or in Slovene: ČUT (Čustva, Um, Telo). It included 12 hours of short lectures and workshops from various experts targeting specific topics. The advisers of the National Education Institute Slovenia and a gynaecologist as an associate expert prepared and delivered workshops as follows:

- Different basic approaches to sex education (Tanja Bezič)
- Sex as a human right - culture and religious aspects of differences regarding sexuality (Pavla Karba, Danijel Lilek)
- Physical development and sexuality (Špela Bergoč)
- Sexuality and emotions (Tanja Bezič)
- Love in Music and Fine Arts (Inge Breznik)
- Stereotypes about gender identities and sexual orientation (Biserka Lep)
- The influence of the media's perception on one's sexuality (Radovan Krajnc)
- Reproduction, contraception and STD prevention (Mojca Kopše Berčič)
- Sexual behaviour of teenagers in Slovenia (Fani Čeh)
- Sexual violence and abuse prevention (Fani Čeh)

Trainers may want to consider inviting experts to address such or similar topics.

Activity 1: Creating a Safe Environment

Duration: 90 min

Expected outcome

- ✓ Participants are supported to identify rules for communication and to create a safe learning environment.

Methods/techniques used

- ✓ Icebreaker
- ✓ Individual work
- ✓ Presentation
- ✓ Group Work
- ✓ Plenary
- ✓ Debriefing

Resources

- ✓ A hat
- ✓ Paper and pens
- ✓ Post-it notes in yellow and green (or any other two colours)
- ✓ Hand-out (Appendix 1)

Practical arrangements

- ✓ A space large enough for participants to stand in circle and work in small groups.

Procedure

Step 1 - Introduction (15 min)

- ✓ Briefly introduce the subject and the session. Explain that this session aims to establish basic ground rules in an effort to ensure a safe learning environment for all concerned.
- ✓ Play a quick name game. With the group standing in a circle, have the participants each choose an action for every syllable of their name. Example: Elvis has 2 syllables, so he does a hip shake with “El” and snaps his fingers for “vis”. Once Elvis has done his action while saying his name, the whole group repeats. Repeat until everyone has had a turn.

Step 2 – Fear in a Hat (30 min)

- ✓ Ask each participant to reflect on their personal fears or concerns vis-à-vis sexual education and to write this anonymously on a piece of paper before placing them into the hat.
- ✓ Participants are asked to stand in a circle. Circulate the hat and have each participant take out a piece of paper.
- ✓ The participants in turn read the fear/concern aloud to the group and explain how the person may feel.
- ✓ Reflect on similarities and differences and on how feeling empathetic and having common fears may build trust within a team.
- ✓ Ask participants to group these fears and name each group identified.
- ✓ Debrief. How real are these fears? What are they founded upon? What can we do to overcome our fears?

Step 3 – Rules for Communication (30 min)

- ✓ Give participants one post-it note of each colour. Invite participants to answer to following questions, the first on the yellow post-it and the second on the green post-it note.
 - What should communication be like in this group?
 - What should communication not be like in this group?
- ✓ Divide the participants in micro-groups of four. One way of doing this is to have them line up in height (or any other) order. The first four participants form the first group, and so on.
- ✓ Present the PICASOLL Rules (Appendix 1). These can be projected as a slide.
- ✓ Ask the participants to share their answers on the post-it notes and to compare them to the PICASOLL rules.
- ✓ Invite participants to discuss any issues in plenary.
 - Is PICASOLL a good enough tool?
 - Do we need to add to it?
 - Is there some rule that you want to take out?
- ✓ Ask participants to create a poster in line with the PICASOLL rules for the purpose of ownership. Tell the participants that these rules will guide and inform the training course throughout.

Step 4 - Debriefing (15 min)

- ✓ The trainer invites participants to reflect on the activity:
 - Why is it important to build trust within a group?
 - Why is it important to establish communication rules?
 - Why is ownership important for such rules?
 - How will communication rules support a safe environment?
 - How can you adapt this activity to your own context?

Activity 2: Different Approaches to Sex Education

Duration: 90 min

<p>Expected outcomes</p> <ul style="list-style-type: none">✓ Participants explore different approaches to sex education.
<p>Methods/techniques used</p> <ul style="list-style-type: none">✓ Group work✓ Debate✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none">✓ Hand-outs (Appendix 2).
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ A space where participants can work in small groups.✓ A large enough space where a debate can take place.
<p>Procedure</p> <p>Step 1 – Different Approaches (30 min)</p> <ul style="list-style-type: none">✓ Ask participants to line up according to their month of birth.✓ Divide in micro-groups of three; the first three participants in the line form the first group and so on.✓ Give each micro-group a copy of the hand-outs with approaches to sexual education from Appendix 2.✓ Each participant (per micro-group) takes one of the hand-outs at random and reads it. When all participants are done reading, they take it in turns to share the gist of what they have read.✓ Invite each micro-group to discuss the different approaches as outlined in the hand-outs they have received and identify advantages and disadvantages of the approaches. <p>Step 2 – Debate (45 min)</p> <ul style="list-style-type: none">✓ Identify three areas in the room and assign each area to one of the approaches in Appendix 2.

- ✓ Invite participants to move to the area that designates the approach that they favour most. Elicit comments from participants.
- ✓ Next, invite participants to move to the area that designates the approach that would work best in their specific context.
- ✓ Again, elicit comments from participants, especially from those who may have changed position.
- ✓ Encourage a discussion. What needs to be considered in determining what the most appropriate approach is? Why might one approach be more appropriate than another? To what extent does the context determine the approach? What else influences approaches to sexual education?

Step 3 - Debriefing (15 min)

- ✓ The trainer invites participants to reflect on the activity:
 - How did you feel during this activity?
 - Which approach do you feel most comfortable with and why?
 - Is it possible to adopt this approach in your context?
 - What would be the challenges?
 - Can we agree on the most beneficial approach?
 - What would happen if you pick one approach that is not appreciated in your context?

Tips for trainers

- ✓ Some participants may not feel comfortable. Address issues as they arise, referring to PICASOLL from Activity 1.
- ✓ It could be that in Step 2, all participants favour one of the three approaches. Be prepared to challenge this.

Activity 3: Stereotypes

Duration: 90 min

Expected outcomes

- ✓ Participants explore sexual stereotypes

Methods/techniques used

- ✓ Group work
- ✓ Controversial debate
- ✓ Debriefing

Resources

- ✓ Post-it notes in blue and pink.
- ✓ Papers with sexual terms for grouping.
- ✓ “Agree” and “Disagree” signs.

Practical arrangements

- ✓ A space where participants can work in small groups.
- ✓ A large enough space where a debate can take place.

Procedure

Step 1 – Gender Characteristics (30 min)

- ✓ Give each participant 5 blue post-it notes and 5 pink post-it notes.
- ✓ Ask participants to write 5 male and 5 female characteristics on the post-it notes. Do not make reference to the colour.
- ✓ Divide the participants in micro-groups of 4. Prepare pieces of paper with sexual terms - penis, vagina, dick, cunt, etc. Each term is repeated 4 times and you will need as many terms as you need groups. Have the participants group up according to the term on their piece of paper.
- ✓ Give each micro-group an A3 sheet of paper, ask them to divide it in half and mark one side as “male” and the other side as “female”
- ✓ Have each participant stick the post-it notes in the appropriate section.
- ✓ Allow the micro-groups time to discuss the different characteristics and to eliminate doubles.
- ✓ Invite the micro-groups to display their A3 papers and have the micro-groups look at each A3 paper.
- ✓ Challenge the participants –
 - Why are these male or female characteristics male or female?
 - Who decides? Is it right?
 - Is femininity something that is only related to woman and masculinity only related to men?
 - Do women gain anything on the social scale when they wear trousers?
 - Do men lose their status when they wear skirts?
 - What about the Scot’s Kilt?
 - Are these traits culturally dependent?
- ✓ Invite the participants to look carefully at the A3 papers. What colour are the male/female characteristics written on? Why is this so?

Step 2 – Agree Disagree Debate (30 min)

- ✓ Identifies 2 opposite sides in a designated space. One side represents “Total

Agreement” and at the other side “Total Disagreement”.

- ✓ Post signs on either side saying “Agree” and “Disagree”.
- ✓ Participants are asked to stand in a line in the centre of the designated space.
- ✓ Announce that for every statement read, participants need to take a stand on the continuum between “Total Agreement” and “Total Disagreement”.
- ✓ Read out the statements in Appendix 3.
- ✓ After each statement is read, invite participants to take a position along the continuum.
- ✓ Ask participants at random to justify their stance.
- ✓ Invite participants to move either way should the arguments brought forward convince them to do so.
- ✓ Debriefs by asking participants whether it was always easy to take a position along the continuum and why.

Step 3 - Debriefing (30 min)

- ✓ Present participants with some statistics (Appendix 4) and give them time to reflect on each statement. Ask them to think back on their own experiences as children/adolescents.
- ✓ Invite the participants to reflect on the activity:
 - How did you feel during this activity?
 - What can we do to avoid stereotyping?
 - How can we educate to avoid stereotyping?

Tips for trainers

- ✓ The words for the grouping activity may be deemed offensive. Judge the level of trust and openness in the group and change the words accordingly. A safe option would be names of animals or countries.
- ✓ The statements in the Agree/Disagree step are loaded and can cause people to be uncomfortable. Give participants the option to opt out at any point.

Activity 4: Gender Identities

Duration: 90 min

<p>Expected outcomes</p> <ul style="list-style-type: none">✓ Participants deepen their understanding of gender identities.
<p>Methods/techniques used</p> <ul style="list-style-type: none">✓ Icebreaker✓ Debate✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none">✓ Papers and pens
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ A space where participants can move around.✓ A large enough space where a debate can take place.
<p>Procedure</p> <p>Step 1 – I can't believe that! (40 min)</p> <ul style="list-style-type: none">✓ Ask participants to write one personal characteristic that they think is unique about them and that other people have problems believing is true.✓ Give an example: "I used to be an Olympic athlete" (even though I can now hardly run)".✓ Collect the papers and redistribute randomly. Invite the participants to read the information on the paper and to give the paper to the person they believe it belongs to.✓ Any participant who gets the correct paper says so, and moves to the side of the play area.✓ The steps are repeated a few times or until all participants get their own paper back. If activity is taking too long, stop and move to debriefing.✓ Debrief on the activity:<ul style="list-style-type: none">▪ What do you think of the statements that you have read?▪ Were you surprised by anything?▪ How did you feel during the activity?▪ Did you experience stereotyping during the activity?▪ How did you decide who a particular statement belonged to?

- What did you base your decision on?
- How did you feel when you got a statement that was not yours?
- How easy/difficult was it to determine who the statements belonged to? Why?
- On what basis do we assign persons to male or female categories?
- Is it always possible to assign persons to one category?
- If gender identity is a person's private sense, and subjective experience, of their own gender how can we be sure that we are assigning that person to the “right” category?
- Is it necessary to assign persons to categories? If yes, why? If not, why do we do it?

Step 2 – Debate (40 min)

- ✓ Invite participants to sit in a circle and initiate a discussion based on the premise that “sex is not a predetermined and given fact, therefore we all have the right to change it and define it ourselves”.
- ✓ Keep the debate going by asking questions and making statements:
 - One’s sex is a biological fact and not a matter of choice.
 - You may be hairy, skinny, well-endowed, lacking in certain departments, but you cannot do much about that!
 - Are there only two sexes?
 - If we cannot determine sex at birth, how is sex defined?
 - Who has the right to decide?
 - What or who determines whether someone is gay, lesbian, transvestite, transgender, etc.?
 - Is gender a socially constructed phenomenon?

Step 3 - Debriefing (30 min)

- ✓ Invite the participants to reflect on the activity:
 - How did you feel during this activity?
 - What can we do to avoid stereotyping?
 - How can we educate to avoid stereotyping?

Tips for trainers

- ✓ Expect disagreements on certain issues. Keep referring participants to the rules of communication established earlier during the training.

Activity 5: How Would You React?

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none">✓ Participants explore different scenarios in detail and identify appropriate approaches.
<p>Methods/techniques used</p> <ul style="list-style-type: none">✓ Group Work✓ Plenary✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none">✓ Copies of hand-out in Appendix 5. One copy per group.
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ Provide space where participants can work in small groups without disturbing each other.✓ Space for a plenary discussion.
<p>Procedure</p> <p>Step 1 – How Would You React (60 min)</p> <ul style="list-style-type: none">✓ Divide the participants in micro-groups of 4. You may use a random grouping technique from one of the activities above or opt for more control in order to ensure balanced micro-groups taking into account, age, gender, ethnicities, religions, etc.✓ Give each micro-group the scenarios in Appendix 5.✓ Allow some time for the participants to discuss the scenarios in general.✓ Ask participants to focus on 1 or 2 of the scenarios and to discuss these in detail.✓ Give participants a number of questions to support their discussion further:<ul style="list-style-type: none">▪ What are the stereotypes inherent in this scenario?▪ What elements of your identity are influencing your reactions to this scenario? Is it your gender, upbringing, religion, social status, your role as teacher/parent, victim of sexual abuse, etc.?▪ To what extent can you be or should you be objective?

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- What do you think would be the most appropriate approach to deal with this situation? Is there one right approach?
 - ✓ In plenary, present each scenario and invite comments and reactions from the participants, including scenarios that may not have been chosen.

Step 2 - Debriefing (30 min)

- ✓ The trainer invites participants to reflect on the activity:
 - How did you feel during this activity?
 - Have you ever encountered such a scenario?
 - How did you react?
 - How would you react after this training course?

Tips for trainers

- ✓ You may want to invite participants to discuss scenarios from their own experiences as teachers instead of the scenarios presented in Appendix 5.
- ✓ Some scenarios may touch personal chords and may elicit emotional reactions. Be prepared to intervene.

Activity 6: Evaluation

Duration: 5 min +

<p>Expected outcome</p> <ul style="list-style-type: none">✓ Participants reflect on the training course and evaluate the sessions.
<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ Questionnaire
<p>Resources</p> <ul style="list-style-type: none">✓ Questionnaire from Appendix 6
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ N/A
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none">✓ Distribute questionnaire to participants. Invite them to fill the questionnaire in and to send it to the trainer via email.✓ The questionnaire may also be sent to participants electronically.

References

The following are useful references that the trainer may wish to consult.

Convention on the Rights of the Child. Web. June 2014.
<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

International Technical guidance on sexuality education. Volume I and Volume II. UNESCO. 2009. Web. June 2014. <http://www.unesco.org/new/en/hiv-and-aids/our-priorities-in-hiv/sexuality-education/international-technical-guidance-on-sexuality-education/>

Are you on the Right Track. Web. June 2014.
<http://www.rutgerswpf.org/article/workbook-are-you-on-the-right-track>

Universal Declaration of Human Rights. Web. June 2014.
http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

Standards for Sexuality Education in Europe. 2010. WHO Regional Office for Europe and BZgA. A framework for policy makers, educational and health authorities and specialists. Web. June 2014. <http://www.bzga-who.de/?uid=20c71afcb419f260c6afd10b684768f5&id=home>

Appendices

Appendix 1

PICASOLL RULES

***P*rivacy:** All that happens or is said stays within the group.

***I*-form:** Everyone is talking from her/his personal perspective.

***C*hoose:** Everyone chooses what she/he likes to share with the group.

***A*ctive:** Everybody is committed and active within the group.

***S*exuality:** Sexuality is a broad subject with many different feelings, thoughts and experiences.

***O*rientation:** People can have different sexual orientations (LGBT).

***L*istening:** Active listening is important to understand each other.

***L*aughing:** Humour and having fun make the atmosphere more open and relaxed.

Appendix 2

Different Approaches to Sexual Education

One handout per group. Some groups will work with the same hand-out.

Adapted from:

<http://www.avert.org/sex-education-works.htm>.

Accessed: February 2015.

<http://www.bzga-whocc.de/?uid=20c71afcb419f260c6afd10b684768f5&id=home>.

Accessed: February 2015.

Approaches to Sexual Education 1

An Abstinence Approach

<http://www.avert.org/abstinence-sex-education.htm#> (accessed, 8.3.2014)

- Abstinence from sexual activity outside marriage is the expected standard for all school age children.
- Abstinence from sexual activity is the only certain way to avoid out of wedlock pregnancy, sexually transmitted diseases, and other associated health problems.
- A mutually faithful, monogamous relationship in the context of marriage is the expected standard of sexual activity.
- Sexual activity outside the context of marriage is likely to have harmful psychological and physical effects.
- Bearing children out of wedlock is likely to have harmful consequences for the child, the child's parents, and society.
- How to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances.
- The importance of attaining self-sufficiency before engaging in sexual activity.

Approaches to Sexual Education 2

A Comprehensive Approach

- Comprehensive approaches do not focus either solely or so closely on teaching young people that they should abstain from sex until they are married.
- Although comprehensive approaches do explain to young people the potential benefits of delaying having sex until they are emotionally and physically ready, they also make sure that they are taught how to protect themselves from infections and pregnancy when they do decide to have sex.
- Most supporters of comprehensive sex education regard having sex and issues to do with sexuality as matters of personal choice that should not be dictated by religious or political dogmas.
- Working from an understanding of human rights, which means that people are entitled to access information about matters that affect them and the decisions that they make, they see sex education as being about providing young people with the means by which they can protect themselves against abuse and exploitation as well as unintended pregnancies, sexually transmitted diseases and HIV/AIDS.
- Without access to information about all aspects of sex and sexuality making these decisions freely is impossible. While they think that it is important that sex education is sensitive to faith issues, they assert that sex education should not be based on any set of specific religious values.
- Sex education usually begins early and is more comprehensive. A look at abortion and the availability of contraception is more liberal.

Approaches to Sexual Education 3

A Holistic Approach

Sexuality education seeks the following **outcomes**:

1. To contribute to a social climate that is tolerant, open and respectful towards sexuality, various lifestyles, attitudes and values.
2. To respect sexual diversity and gender differences and to be aware of sexual identity and gender roles.
3. To empower people to make informed choices based on understanding, and acting responsibly towards, oneself and one's partner.
4. To be aware of and have knowledge about the human body, its development and functions, in particular regarding sexuality.
5. To be able to develop as a sexual being, meaning to learn to express feelings and needs, to experience sexuality in a pleasurable manner and to develop one's own gender roles and sexual identity.
6. To have gained appropriate information about physical, cognitive, social, emotional and cultural aspects of sexuality, contraception, prevention of STDs, HIV and sexual coercion.
7. To have the necessary life skills to deal with all aspects of sexuality and relationships.
8. To have information about provision of and access to counselling and medical services, particularly in the case of problems and questions related to sexuality.
9. To reflect on sexuality and diverse norms and values with regard to human rights in order to develop one's own critical attitudes.
10. To be able to build (sexual) relationships in which there is mutual understanding and respect for one another's needs and boundaries and to have equal relationships. This contributes to the prevention of sexual abuse and violence.
11. To be able to communicate about sexuality, emotions and relationships and have the necessary language to do so.

Appendix 3

1. People can change their sexual orientation if they want to.
2. Children should not be exposed to LGBT people.
3. Responsible adults should not discuss LGBT issues as children might be unduly influenced.
4. Gay men are more likely to be paedophiles.
5. Most LGBT people are white; there are practically no LGBT people among other ethnic groups.
6. LGBT people do not have long-term, stable, or monogamous relationships.
7. Homophobia, biphobia and transphobia exist only among heterosexual people.
8. An LGBT person cannot be religious.
9. I would have no issue sharing a room with person of the same sex knowing that this person is gay/lesbian.
10. I would have no issue showering naked in an open shower with a person of the same sex knowing that this person is gay/lesbian.

Appendix 4

Some Statistics

- In a class of 25 pupils, there will almost certainly be a gay boy.
- In a class of 30 pupils, you will likely have a lesbian girl.
- Within a 120 member collective you will be able to find a transsexual person, within a 2000 collective a hermaphrodite person.
- Around 30% of pupils in a class of 25 will have a homosexual experience. In adulthood 2 individuals from the same class will be bisexual.

Appendix 5

Scenario 1

A 13-year old girl publically announces that she is lesbian. She tries to convince other girls that they are also lesbian but that they have yet to come to terms with the fact.

Scenario 2

A 15-year old boy asks a female teacher if she enjoys sex with her partner and what her favourite sexual position is in front of the class.

Scenario 3

A 14-year old girl brings a sex toy to school and offers to give anyone interested a demonstration on how to use it.

Scenario 4

Two 14-year old boys are discovered masturbating each other. This soon becomes public knowledge and they are both labelled as gay.

Scenario 5

A 15-year old girl shows off bruises caused by a beating given to her by her 17-year old boyfriend because he was jealous of the fact that she had been talking to another man.

Appendix 6

Sex/Sexuality Education – Personal Development for the Prevention of Discrimination and Violence

Sex/Sexuality Education, Gender Identity and Stereotyping

Evaluation Questionnaire

On a scale of 1 to 4 (1 - very dissatisfied, 2 – quite dissatisfied, 3 - partly satisfied, 4 - satisfied or 5 – extremely satisfied, rate the each of the activities held during the training course:

Activities	Content	Methodology	Safe Environment	Further Comments
Activity 1 – Creating a Safe Environment				
Activity 2 – Different Approaches to Sex Education				
Activity 3 – Gender Identities				
Activity 4 – Stereotypes				
Activity 5 – How Would You React				

Please answer in short:

1. Which activity was the most useful for you and why?

2. What would you do differently and why?

3. What is your overall impression of the training course?

4. Do you think you could adapt activities for use in the classroom use?

5. What challenges do you foresee?

Please, send your answers by e-mail to the coordinator of the training.

Thank you for your cooperation. .

The Trainer/s