



Sex – sexuality education
Personal development for
the prevention of discrimination
and violence (SEXED)

**Class-room based pedagogues: interactive
instructional methods which promote students
doing and engaging in learning in the field of
sex education by**

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Class-room based pedagogues: interactive instructional methods which promote students doing and engaging in learning in the field of sex education

Brief description

The seminar focused on developing secondary home economics/health education school teachers' capacity to design and implement lessons and activities relating to topics of education for family planning, sexual and reproductive health. Emphasis was given on the methods of cooperative learning and holistic approach in field of sex and sexuality education in order to encourage learners to change their classroom practices, and develop the cooperative structure to support their students' active learning and guarantee equal opportunity of all.

Expected outcomes

- ✓ Learners will increase knowledge and skills about sex and sexuality education in the field of home economics and health education
- ✓ We will increase teachers' confidence to use the particular activities in their workplace
- ✓ We will raise awareness of the diversity among sexuality and feelings
- ✓ Learners will gain acceptance that Human rights are for *all* human beings without any exceptions (A_HR_1)
- ✓ Learners will reach acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1)
- ✓ Learners will build the capacity to face the challenge of doubt and uncertainties (S_SELF_1)
- ✓ We will develop understanding of the subjective nature of all knowledge of self and others (K_SELF_2)

Activities

	Duration	Methods used
Activity 1: Presentation of the topic (followed by questions and discussion and Safety Rules)	30 minutes	Presentation, Discussion, Brainstorming
Activity 2: What is sexuality?	20 minutes	Post-it paper, brainstorming
Activity 3: Imaginary Line: Agree – Disagree	20 minutes	Critical Analysis, Discussion, Learners are moving across the imaginary line
Activity 4: STD/HIV Handshake (including Ice- Breaking Activity)	35 minutes	Active participation, prepared index cards, enough for each group member
Activity 5: Sexual and reproductive rights: Draw the sexual right game	25 minutes	Active participation, Group participation, This is a team game in which learners have to draw creatively to depict a sexual and reproductive right, Short presentation

Background and context

The activities were based on the recommended objectives and goals of the international sex education guidance and curriculum as well as the content of Cyprus Health Education Program. Through this training unit teachers were able to discuss and exchange opinions on the methodology and the implementation of activities for achieving the curriculums goals. The importance of the teenagers needs concerning their sexual and reproductive health was also discussed among learners. Furthermore they were also informed about different helpful educational resources regarding sex and sexuality education. This seminar lasted two and a half (2,5) hour and it was implemented to Cyprus Pedagogical Institution.

Activity 1: Presentation and Safety rules

Duration: 50 min

Expected outcome

- ✓ To understand the importance of safety rules and trust in the class during the whole sex/sexuality educational process
- ✓ To brainstorm about safety rules that are reliable and feasible in the field of sex/sexuality education
- ✓ To realize the fact that creating the class rules depends on the students' needs.

Methods/ techniques used

- ✓ Brainstorming

Resources

- ✓ Paper and sticker

Practical arrangements

- ✓ Group work

Procedure

Step 1 (30 min)

- ✓ Developing discussion on: What is sex education? How is related to Home Economics-Health Education field?
- ✓ What is sexual and reproductive health?
- ✓ What are the goals and objectives of sex education in secondary school?
- ✓ Which are the Guidelines on Sexual Health Education;
- ✓ What are the teachers' responsibilities? (Some do's and don'ts for sexual health teaching)
- ✓ What is the difference between comprehensive and holistic approaches on sex education? Why do we prefer the holistic approach?

Step 2 (10 min)

- ✓ The facilitator asks the learners to brainstorm on important safety rules that they need to follow both themselves and students during sex education activities.
- ✓ The learners will be divided into 4 groups and they are asked to write on a big paper the 5 most important safety rules their group think that are necessary to be followed in the class.
- ✓ Each group presents its safety rules and supports them.
- ✓ The papers are posted on the wall and learners agree on the main rules they wish to follow during the whole seminar.
- ✓ The final safety rules are written on a new poster and posted on the wall during the whole seminar.

*The groups were divided following this procedure: **Picture Puzzles** - Cut pictures from a magazine (half many pictures as members of the group). Cut each picture in half and mix them up in a hat. Each person takes one piece and partners are those whose pieces form a complete picture.

Step 3 - Debriefing (10 min)

- ✓ The paper with the written safety rules is on the wall during the whole seminar.
- ✓ Why safety rules are important for the implementation of the activities?
- ✓ How do we assure that rules are respected?
- ✓ In what ways can we be reminded of the rules during the lesson activities?
- ✓ In what ways can we congratulate students who follow these rules?

Tips for trainers

- ✓ Depending on the session program this exercise should be organized according to the time availability.
- ✓ Each group might suggest different hierarchy of rules and this should be supported in the seminar and also should be respected by the facilitator.
- ✓ Class rules need to be simple, easy-to-follow, and posted for all your students to see.

Activity 2: What is sexuality?

Duration: 20 min

Expected outcome

- ✓ To become familiar with a comprehensive and a holistic framework for sexuality.
- ✓ To recognise the fact that our sexuality affects who we are and how we express ourselves.
- ✓ To recognize that there are a range of opinions among the issue of sexuality
- ✓ To verbalize and realize that sexuality may be influenced by different factors such as family, culture, religion, media, friends, and experiences.

Methods/ techniques used

- ✓ Post-it paper
- ✓ Brainstorming

Resources

- ✓ Post it paper.
- ✓ White board.

Practical arrangements

- ✓ Every participant gets pieces of post-it paper and a marker

Procedure

Step 1 (10 min)

- ✓ Ask each participant to brainstorm the first 3 - 4 words they can think of that are associated with Sexuality issue and write them on the given post-it papers.
- ✓ Then the trainer reads the words and sticks the post it paper on the board.
- ✓ Discussion follows concerning the different aspects of sexuality. For example Biological Sex, Gender Identity, Gender Expression, Sexual Orientation, Sexual Behavior, Social Behavior, Physical Appearance, Body Image (your attitude, feelings, beliefs about your gender expression and physical appearance) and Reproductive system.
- ✓ Discussion on the “positive” and “negative” associations and actions among sexuality issue.
- ✓ Discussion on question: What part of sexuality does society not like to talk about openly? Try to pull out the hidden aspects of sexuality. For example sexual orientation might be a hidden aspect for some societies.

Step 2 - Debriefing (10 min)

- ✓ Ask the questions and discuss: What are the conclusions of this exercise?
- ✓ Why is this exercise important?
- ✓ In what age group is appropriate to be implemented?
- ✓ What are the difficulties of this kind of exercise?
- ✓ The facilitator should ended with the main conclusion:

Sexuality is about much more than just sex. It includes your body, including your sexual and reproductive anatomy and body image — how you feel about your body your biological sex — male, female, or intersex; your gender — being a girl, boy, woman, man, or transgender, or; your gender identity — feelings about and how you express your gender; your sexual orientation — it refers to whether you're emotionally, romantically, and/or sexually attracted to people of your own gender, the opposite gender, or both; your desires, thoughts, fantasies, and sexual preferences; your values, attitudes, and ideals about life, love, and sexual relationships; your sexual behaviors — including masturbation.

Tips for trainers

- ✓ All the sexuality aspects are correct. It is important to leave the learners to express themselves.

Activity 3: Agreement lines (controversial debate)

Duration: 20 min

Expected outcome

- ✓ To demonstrate visually the opinions of the learners concerning the issues of gender, sexuality, sexual intercourse, sexual rights, contraception, abortion and healthy relationships.
- ✓ To explore thoughts and beliefs through discussion and reflection.
- ✓ To recognise and respect the different opinions people have on sexual and reproductive issues.
- ✓ To realize that different opinions are based on personal beliefs and values.
- ✓ To accept the fact that a persons' opinion can be changed according to different factors (society, family, friends, media, discussion, education, critical analysis etc).

Methods/ techniques used

- ✓ Critical Analysis, Discussion, Learners are moving across the imaginary line.

Resources

- ✓ Statements on a paper.
- ✓ Cards labeled AGREE and DISAGREE
- ✓ A large room without too much furniture.

Practical arrangements

- ✓ A large room without too much furniture.

Procedure

Step 1 (10 min)

- ✓ An imaginary line is drawn across the room, from 'Agree' in one corner to 'Disagree' in the other. The imaginary line is drawn with the help of taping a line of masking tape on the floor to make two sides. In one side there is a post-it paper with the 'Agree' statement and in the other side there is the post-it paper with the 'Disagree' statement. Learners stand along the line to illustrate their viewpoint. The facilitator asks the learners to back up their position with reasons and begin a discussion of the issue. The learners can move from the 'Agree' side to the 'disagree' side as the discussion is performed. It is alright to stay in the middle if they are uncertain. Reassemble as a group and, going round the group, ask each individual to identify one piece of information they are confused or unclear about. Ask members of the group to clarify the issues involved and intervene yourself where necessary.
- ✓ It is recommended to announce some simple statements at first to warm the learners up and to get them familiar with the idea of the game. The statements then can be progressing to more sensitive and controversial issues. The statements are presented in Appendix 2.

Step 2 - Debriefing (10 min)

- ✓ Brief feedback questions towards the learners concerning the expression of thoughts and feelings they have after this activity.
- ✓ Conclude that values are not static. They can change as we gain knowledge, experience, and exposure to different points of view.
- ✓ Ask learners to think of ways and topics of implementing the 'Imaginary line' across the whole sex education curriculum.
- ✓ Ask learners to suggest statements they can use for middle school aged students.

Tips for trainers

- ✓ Agreement lines get people moving, and can generate a lot of debate and discussion.
- ✓ They involve the whole group and so can be a good way of including less confident learners in sharing their opinions. Agreement lines also demonstrate the opinions of the whole group visually.
- ✓ Emphasize the following ground rules:
 - No positions will be considered "right" or "wrong, "since people have differing beliefs and opinions.
 - Don't criticize or judge other people's values.
 - The point of this exercise is to understand each other, not to persuade people to a different point of view. Peer pressure can interfere with a person's freedom to express his/her own view. However, learners should feel free to change positions if someone else's explanation of his view truly causes them to see things differently.

Activity 4: STD/HIV Handshake

Duration: 25 min

Expected outcome

- ✓ To increase awareness of how quickly HIV and other STDs can be spread
- ✓ To get familiar with a different mythological approach

Methods/ techniques used

- ✓ Active participation
- ✓ Prepared index cards, enough for each group member

Resources

- ✓ Prepared cards

Practical arrangements

- ✓ A large room without too much furniture
- ✓ Prepare the cards by marking:
 - Three cards with the message, "After you read this, don't follow any of my directions until I say return to your seats.";
 - Three cards with a small "c"
 - One card with a small "o"
 - One card with a small "z"
 - One card with a small "x"

- ✓ You may wish to put a message like “Follow all my directions.” on the rest of the cards, including the c, o, z, and x cards.

Procedure

Step 1 (15 min)

- ✓ Distribute one index card each to the learners. Tell them to keep the special instructions on their cards as a secret and to follow the instructions. Ask the group to stand and shake hands with three people and ask each to sign the card. Make sure they move around the room.
- ✓ When all the learners have collected three signatures, ask them to take a seat. Ask the people with the O, Z, and X. on their cards to stand up. Ask everyone who shook hands with those persons to stand up. Ask everyone who shook hands with a standing person to stand up. And so on until everyone is standing, except for designated non participators.
- ✓ Now tell the group to pretend that the person with the card marked Z, was infected with HIV, and that instead of shaking hands that person, had unprotected sexual intercourse with the three people whose signatures she or he collected. Do the same with the card marked O (chlamydia) and the card marked X (genital herpes).
- ✓ Have the learners sit down again, and ask those with the “Do not follow my directions” cards to stand. Explain that these people had chosen to abstain from sexual intercourse, and were therefore protected from these sexually transmitted diseases.
- ✓ Ask learners to clarify if they had a C marked on their card and invite them to stand. Explain that fortunately, these people had used condoms and were not at significant risk for infection. Allow all learners to sit down. Remind the group that this was only a game, that they were only representing people who have STDs and that STDs are not transmitted through handshaking.
- ✓ Explain that STDs are diseases that are spread by close sexual contact between two partners. Any form of intercourse—oral, anal or vaginal—can spread STDs.
- ✓ Debrief using the Discussion Points.

- How did person X feel? Person Z? Person O? How did you feel towards X, Z, and O when you found out they were infected?
- What were the initial feelings of those of who were instructed to not participate in the exercise? How did those feelings change during the course of the exercise? How did the group feel towards those people initially? And then later?
- How did the people who discovered they had used condoms feel?
- How did it feel to find out that you might have been infected?
- The persons with the X, O, and Z cards didn't know that they were infected when we started this activity. In reality, many people don't know they are infected with a sexually transmitted disease. Is it possible to know ahead of time who is infected and who is not?
- Can this activity be performed in the class with your students?
- In what ways is this activity different from a presentation which indicates the transition of HIV and STD?

Step 2 - Debriefing (10 min)

- ✓ Brief feedback questions towards the learners concerning the expression of thoughts and feelings they have after this activity.
- ✓ Ask learners to imagine the implementation of this exercise. What topics should be taught before this activity and what topics and activities do you suggest implementing after this activity?

Tips for trainers

- ✓ Make sure that you give clear and simply (visible) directions

***Ice Breaking Activity**

Hand out a blank sheet of paper to each individual in the group. Ask everyone to think of their least favourite chore to do at home and write down why they hate it so much. Example: "I hate scrubbing the toilet because... ." When finished, have everyone switch papers and have them read it out loud but substituting "I hate sex" instead of the particular chore that is written down. You get pretty interesting and hilarious results. The "I hate sex" ice breaker is recommended when coordinating health education programs regarding sexual health. Works best in large groups. It makes EVERYONE laugh and makes the group feel more comfortable talking/asking questions, especially when dealing with sensitive topics such as sexuality.

Activity 5: Sexual and reproductive rights: Draw the sexual right game

Duration: 25 min

Expected outcome

- ✓ To demonstrate that sexual and reproductive rights are basic human rights
- ✓ To develop team-building and creative thinking, and an awareness of how we use images
- ✓ To promote solidarity and respect for diversity
- ✓ To get familiar with sexual and reproductive rights
- ✓ To suggest methodological approaches that can be performed on this topic
- ✓ To indicate the factors that prevent the sexual and reproductive rights
- ✓ To gain information on how they can support and protect their sexual and reproductive right.
- ✓ To get familiar with the online educational material for this topic

Methods/ techniques used

- ✓ Active participation
- ✓ Group participation
- ✓ This is a team game in which learners have to draw creatively to depict a sexual and reproductive right.
- ✓ Short presentation

Resources

- ✓ A large sheet of paper or flipchart paper and a marker to record the scores
- ✓ Sheets of paper (A4 size) and pens for the group drawings, one sheet per team per round of the game.
- ✓ Sticky tape or pins to display the drawings.

Practical arrangements

- ✓ Prepare a small presentation to remind everyone about sexual and reproductive rights and a short discussion.
- ✓ Sheet of paper with sexual and reproductive rights

Procedure

Step 1 (15 min)

- ✓ Select the sexual and reproductive rights you want the group to work with and make a list for use in the game.
- ✓ Ask learners to get into small groups of four to five people and to choose a name for their team. The groups were asked to be divided according to the season they were born.
- ✓ Explain that in the activity they will be working in teams. You will give one person in each team an Article from the sexual and reproductive rights to draw. The others in the team have to guess which right it is. The team that guesses first scores a point. The team with the most points at the end wins.
- ✓ Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit around the room. The teams should be spread out so they do not overhear each other.
- ✓ Call up one member from each team. Give them one of the rights on your list, for example, “receive sexuality education”, “decide to be sexually active or not”.
- ✓ Tell them to return to their groups and to make a drawing to represent the right while their team mates try to guess what it is. They may only draw images; no numbers or words may be used. No speaking is allowed except to confirm the correct answer.
- ✓ The rest of the team may only say their guesses; they may not ask questions.
- ✓ After each round, ask all the drawers to write on their picture what the right was, whether they finished it or not, and to put the paper to one side.
- ✓ Do a second round; call new people to be the drawers and give them a different sexual right. Do 5 or 6 rounds. A different person should draw in each round. Try to ensure that everyone has the opportunity to draw at least once.
- ✓ At the end, ask the groups to pin up their pictures so that the different interpretations and images of the different rights can be compared and discussed.

Step 2 - Debriefing (10 min)

- ✓ Begin by reviewing the activity itself and then go on to talk about what people know about sexual and reproductive rights.
- ✓ Was it easier or harder than people had expected to depict sexual and reproductive rights?
- ✓ How did people choose how to depict a particular right? Where did they get the images from?
- ✓ How do the different images of each right compare? How many different ways were there to depict and interpret the same concept?
- ✓ Do they think human rights have any relevance to their own lives? Which ones?
- ✓ Is it easy to implement this kind of activity in the class?

Tips for trainers

- ✓ Before you do this activity you should read through the IPPF Declaration of sexual and reproductive rights (<http://www.ippf.org/Young-peoples-sexual-rights-are-human-rightsUDHR> – (last accessed on March, 2015) and be also familiar with the UDHR declaration of human rights. For example what is meant by human rights; that they are internationally guaranteed, legally protected, they focus on the dignity of the human being, they protect both individuals and groups, they cannot be taken away, they are equal and interdependent and they are universal.
- ✓ Be aware that people who consider themselves poor artists may think this will be too difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go. They may be surprised!
- ✓ This exercise can be also performed with the role play methodology which it is also interactive, energetic and enjoyable one.

Debriefing/Evaluation and assessment

<p>Expected outcome</p> <ul style="list-style-type: none">✓ To find out whether the whole training session responded to the learners' expectations.✓ To promote the use of the unit in classrooms.
<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ Group discussion✓ Evaluation tool (The Pedagogical Institute prepared a questionnaire for the training unit learners).✓ Post-it paper
<p>Resources</p> <ul style="list-style-type: none">✓ Questionnaire
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ Make sure that learners have enough space✓ tables
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none">✓ Learners were asked to write briefly on post-it paper what they liked best, what they liked less and what could have been done differently.✓ Discussion on the following questions:<ul style="list-style-type: none">- What are the three things you have learned during the activities?- What would be the challenges of implementing such activities in the class?- What would be the reactions of your students?- What obstacles might you find during the implementation?
<p>Tips for trainers</p> <ul style="list-style-type: none">✓ The activities need to be designed perfectly and the facilitator must be well organized in order to achieve the efficient implementation within the limited time.

Duration: 10 min

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Appendices

Appendix 1

Activity 1 **Safety rules**

Suggested Classroom Management and Teaching

Be sincere

Express discomfort

Know how to listen

Have an open mind

Be flexible

Respect privacy

Remain calm

Ask for the students' opinion

Answer questions

Do not openly criticizing any students' opinions. This attitude may lead the student(s) to become aggressive and will shut down any further communication.

Do not lecture.

Do not laugh at an opinion or a comment, even if it is naïve or amusing.

Appendix 2

Activity 3 Agreement lines

Statements that can be used in this activity (there was a selection during the training unit)

Sexual health is an important component of overall health and well-being.

Sexual health education should be provided in schools. (primary and secondary)

Sex and sexuality education can be taught by any professor in the school

Teaching sex education encourages children to have sex.

Sexual health education must focus on abstinence.

Adolescents often look to their families as one of several preferred sources of sexual health information.

Well developed and implemented school-based sexual health education programs can effectively help young persons reduce their risk of STI/HIV infection and unintended pregnancy.

Effective sexual health education provides opportunities for individuals to explore the attitudes, feelings, values and customs that influence their choices about sexual health.

You should feel able to go out with more than one person at a time.

Being a parent at 16 is too young

Everybody has had sex by the age of 20

Girls, rather than boys should take responsibility for contraception

Sex is just for fun

It's OK to have sex with lots of different people

Using contraception means you will have sex with anybody

If your boyfriend wants sex it means he's in love with you

Sex is best in life-long committed relationships

Sex is for having children

It's OK to have sex without being in love

Sex is an appetite like hunger

Young people are sexual beings

Condoms ruin sex

It's OK not to have sex

Abortion is a method of contraception

You should always use a condom if having sex

Women are more emotionally involved with sex than men are

Appendix 3:

Defining Sexual and Reproductive Rights

Sexual Rights

“Sexual rights embrace human rights that are already recognised in national laws, international human rights documents and other international agreements. These include the right of all persons, free of coercion, discrimination and violence, to: the highest attainable standard of health in relation to sexuality, including access to sexual and reproductive health care services, to seek and impart information in relation to sexuality, sexuality education, respect of bodily integrity, choice of partner, decide to be sexually active or not, consensual sexual relations, consensual marriage, decide whether or not and when to have children, pursue a satisfying, safe and pleasurable sexual life. The responsible exercise of human rights requires that all persons respect the rights of others.” (WHO, working definition 2002)

Reproductive Rights

Reproductive Rights embrace certain human rights that are already recognised in national laws, international human rights documents and other Reproductive Rights consensus documents. These rights rest on the recognition of the basic right for all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have information and means to do so and the right to the highest attainable standard of sexual and reproductive health. They also include their right to make decisions concerning reproduction free of discrimination, coercion and violence, as expressed in human rights documents. (UN Programme of Action adopted at the International Conference on Population and Development, Cairo, 5-13 September 1994, Para 7.2)

Sexual rights

Embrace human rights that are already recognized in national laws, international human rights documents and other international agreements. These include the right of all persons, free of coercion, discrimination and violence, to:
receive the highest attainable standard of health in relation to sexuality, including access to sexual and reproductive healthcare service

seek and impart information in relation to sexuality
sexuality education
have respect for bodily integrity
have a free choice of partner
decide to be sexually active or not
have consensual sexual relations
have consensual marriage
decide whether or not and when to have children
pursue a satisfying, safe and pleasurable sexual life

The responsible exercise of human rights requires that all persons respect the rights of others (World Health Organization Draft Working Definition, October 2002).

<http://www.choiceforyouth.org/information/sexual-and-reproductive-health-and-rights/official-definitions-of-sexual-and-reproductiv> (last accessed on March, 2015)