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Master's Thesis
Academic Year 2019

Community Building For
Children's Sexuality Education
In Yunnan Province of China



Keio University
Graduate School of Media Design

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A Master's Thesis
submitted to Keio University Graduate School of Media Design
in partial fulfillment of the requirements for the degree of
Master of Media Design

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Abstract of Master's Thesis of Academic Year 2019

Community Building For
Children's Sexuality Education
In Yunnan Province of China

Category: Action Research

Summary

Sexuality education provides safer, productive and fulfilling life in children's growth. However there continues to be taboos that restrict environment for children to have the access to acquire. In China, even where the sexuality education is provided, it is often incomplete and limited. [1] On the other hand, UNESCO published the *International Technical Guidance on Sexuality Education ,an evidence-based guidance (the Guidance)* on Comprehensive Sexuality education(CSE). There're few school-based practices in China, nevertheless, community-based research and practice are still rare. This research was conducted through fieldwork on the T community, in Yunnan province of China.

Though community building actions to create a sexuality education acceptable and supportive environment. Adopting the method of Action Research, following the research circle of planning, implementing, observing, and reflecting to achieve goals around CSE-educated community. With reviewing and referring to the localized CSE curriculum and contents, this research implemented 5 runs of workshop based on needs of the community in Child sexual-abuse prevention; Human body and development; Puberty; Gender equality; Family and relationships.

This research improved children's knowledge, attitude and skills stated on *Guidance*; Enhanced NGO staff's services for children in the community, empowered them to have the ability to develop and provide sexuality education ; Raised awareness of guardians, school and government on sexuality education; Provided a diversified exploration and practice for sexuality education based on community.

Keywords:

Community Building, Children, Sexuality Education, Workshop, Action Research

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Chapter 1

Introduction

1.1. Background

1.1.1 Comprehensive sexuality education for children

Sexuality, is one of the most fundamental characteristic of human beings. The understanding and attitude towards sexuality though out everyone's life, deeply affect our development, characteristic, values and living conditions. In 2018, The United Nations Educational, Scientific and Cultural Organization(UNESCO) published the revised edition of the *International technical guidance on sexuality education* (the Guidance) , state that sexuality is a crucial part in human being's life, influenced psychological, physical, spiritual, social, economic, political and cultural dimensions.

Childhood is an important period. According to Freud, the sex development of individuals from birth to childhood is an essential foundation for the whole sexual activity of life. However, child sexual abuse, young people' s unwanted pregnancy, sexually transmitted infections(STIs), HIV/AIDS, gender-based violence and gender inequality continue to be serious threaten to the children' s well-being. In addition, with the development of social media, many children faced with a large number of confusing, conflicting, negative information about sexuality. Including parents and teachers, many adults keep silence on sexuality because embarrassment and lack of knowledge, which will exacerbate negative effect. Also, in many societies, social norms may perpetuate negative situations, by limiting public discussion towards sexuality and sexuality-related issues.

Sexuality education, as a important curriculum subject, could promotes structured learning about sexuality and relationships in a manner that is positive and centred on the best interest of the young person, will have a positive impact on young people' s health and well-being. [2]

1.1.2 School-based sexuality education: incomplete and inappropriate

Sexuality education has been an important part of school-based education in China since the beginning of the 20th century. However in nowadays, in the most of schools, sexuality education is not a stand-alone course, related knowledge were compiled in other courses, such as part of Biology or Health And Care, the information is very limited. The majority of the efforts are aimed at increasing adolescents' knowledge of anatomical and physiological facts of human reproduction. And, the national sexuality education curriculum is not provided in China, some schools use the materials that the local education department compiled, it is often unsystematic and incomplete. [3]

From the state to the local, there is no authoritative, operable guidelines or standards for sexuality education, and few professionals and publishing develop and publish sexuality education textbooks, especially those that systematically reflect the concept of comprehensive sexuality education. [4] Therefore, some information which is incorrect or social inappropriate may be delivered, brings potential negative effects to children.

In 2014, a Chinese college student sues China' s ministry of education over textbooks that describe homosexuality as a "psychological disorder" in sexuality education textbook, however Chinese views on homosexuality have softened in recent times and it was decriminalised in 1997. [5] Moreover, even the sexuality education textbook that made and adopted by "experts", were often contain social inappropriate contents and discrimination against woman and other minorities.

In November 2019, a teacher posted on Weibo that one sexuality education textbook contains a lot of gender stereotypes and sexism contents. [6] The textbook was utilized in an educational seminar, in Longhua district of Shenzhen, in the textbook "Handbook for primary and secondary school students, psychological and physical health of common sense", contains a inappropriate and incorrect contents, such as " What type of girl that boys do like: Beautiful... Gentle... Not casually engaged in heterosexual relationship" , "Such kind of girls, boys do not like: 1. Ugly but pretending to be a beauty... 7. A tough woman...8.Strong feminism, 9 hysterics, etc." According to the teacher, LongHua district has the best and high-qualified resource in ShenZhen, and the textbook was developed

under a project of LongHua district government. Two days after the incident, the education bureau of Longhua district immediately responded by saying, "this incident reflects that our bureau is not strict in reviewing and adopting social educational resources for utilizing in campus." The education bureau strongly opposes the expression in the textbook, and claimed that they insists on gender equality, and will cultivate children's gender equality opinion. As a result, the education bureau terminated the educational seminar and recalled all of the textbooks. [7]

School, as the agent of socialization, textbooks as key component translate in children appropriate behavioral patterns, cultural expectations, social and economic values. [8] While strengthening the supervision of school education resources, we should absorbing and referring evidence-based teaching content and practice of sexuality education around the world, and exploring teaching materials of sexuality education that are more suitable and conducive to the growth of next generation.

1.1.3 Prevalence of child sexual abuse in China

Child sexual abuse remains a long exists and serious issue in China, however often ignored by the public. The 2018 Child Sexual Abuse Case Data [1] shows that, of the 750 victims, 80% were under the age of 14, with the youngest three years old. Among them, 58.67% were 7 to 14 years old. Until in 2012, with news medias revealing the case "A former deputy director was accused raped 11 underage girls" [9], child sexual abuses had been reported one and another in a short time later. Eventually, the child sexual abuse has come to the eyes of the public, aroused attention and wider range of discussion. It reveals that children's life development faces numerous problems in different aspects, including the lack of appropriate policy, law system, response mechanism, education, and engagement of related stakeholders. More importantly, it shows that children's basic knowledge, awareness and ability of self-protection do not increase with age, and children who begin to enter adolescence also urgently need to strengthen sexuality education. Left-behind children¹ whose parents have migrated to urban

1 UNICEF Annual Report 2017, "China." Retrieved 17 November 2018 from, https://www.unicef.org/about/annualreport/files/China_2017_COAR.pdf.

areas in search of work are particularly at risk. [2] As a country where child sexual abuse crime rate is high and law is not strict, this kind of situation also has kept children away from learning about how to protect themselves and how to avoid danger.

1.2. Research Purpose

In order to remedy the lack of sexuality education, improve children's self-protection awareness, increase the level of sex-related knowledge and improve their attitude towards sex, the research needs to make efforts from aspects of child's living condition:

1. This research aims at utilizing workshops to facilitate children to be sexuality educated by following the Guidance.

2. To achieve a sexuality education supportive environment, encourage children participate in the activities of their community. Actively keep connection with community residents, children's guardian, community-based NGO, school and government. Promote the positive information of sexuality education and raise awareness and concerns to sexuality education and child sexual abuse.

3. To make the sexuality education workshop sustainable and serve more children. NGO staff should be included in the planning and design stages, empower them to be able to design and provide sexuality education.

4. To provide practical experience and for the government and schools while considering improve the education curriculum system and policy making.

1.3. Research Contents

1.3.1 Local needs in sexuality education

Most of sexuality education curriculums and contents were developed for school-based implementation, there's few for community and NGO settings. Needs of children in the community for sexuality education is different from other children groups, thus in order to pave the way for providing effectively, it is necessary to find out their demands and thoughts to create children-centered content. Mean-

while, to promote for acceptance and support in the community, it is crucial to work with community stakeholders to counter misunderstandings, inaccurate, confusing information around sexuality education that the community might have. Community stakeholders could provide efforts to contextualize the content to be localized, and explore appropriate and method for community-based sexuality education.

1.3.2 Ways to implement in the community

School sexuality education has been highly valued by government departments since 1984[1], which reflected in numbers of policies, laws and regulations. However, the ministry of education has not publish a standard courses or guidelines.

In 2009 UNESCO and published the revised version of *The International technical guidance on sexuality education*, it has put forward the concept of "comprehensive sexuality education", the Guidance is curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality.[2] It's age-appropriate for 5 to 18+, 8 topics including relationships, human rights, gender, reproduction health etc. The guidance take a sexuality-related content as the basic content, the rights-based approach that emphasize to human rights and value, grounding in the importance of promoting gender equality. It's grounded in the original the Guidance, expert advice, national sexuality education, and based on evidences including China demonstrated to change behaviors.

At present, some social organizations and research societies have transferred the Guidance to the Chinese children's sexuality education, and developed localized curriculum and contents based on the key concept and framework of the Guidance. However, there are few researches aimed at community-based setting, this research trying to explore the possibility of developing sexuality education for children in the community refer to other comprehensive sexuality education courses and designing under the framework of the Guidance.

1.3.3 Ways to empower NGO staffs to provide

Empower community-based NGO to adopt the ability to provide sexuality education would be also emphasized in the research. Involving them in the design

and implementation process to adopt abilities and to provide and improve sexuality education. By participating in NGO activities, observing the work situation of local NGO staff, analyzing their demands, make effort to explore an effective sexuality education that suitable for NGO staff.

Chapter 2

Literature Research and Related Works

2.1. Defining Sexuality Education

According to Marie Stopes International China(MSIC)¹, there are two expressions in English: Sex Education and Sexuality Education. Sex refers to the narrow perspective of sex or sexual behavior. It emphasize a binary classification of gender into two distinct, opposite forms masculine and feminine, which often linked to one' s genetic and genital system. Sexuality, emphasized the existence that encompasses a broader perspective of behavior, culture, norm etc. Sexuality is extension of the concept of sex. For example, sexuality was regarded as an adult behavior that children has been excluded, however in the frontier sexology “sexuality” was described as a state of life existence. Therefore, the connection between children and sex should not be forbidden to discuss, instead it should be raised as a serious topic.

In *The handbook for sexuality educator* [10], there were 4 main trends in sexuality education around the world: preventive sexuality education, abstinence sexuality education, holistic sexuality education, CSE and so on. It has approved internationally and been widely implemented in China and some developed countries. The reason is that UNESCO once published the Guidance, which is based on the CSE model and evidences. CSE adopts an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, authentic, non-judgmental information. The sexuality education mentioned in this research is also based on the CSE concept and model.

1 Marie Stopes China, <https://www.mariestopes.org/where-we-work/china/>

2.2. Sexuality Education For Children

2.2.1 Curriculum and content

The content of sexuality education is mainly about cognitive, emotional, physical and social aspects of sexuality. [11] The Guidance provided 8 key concepts, mutually reinforcing and intended to be taught alongside one another: 1. Relationships; 2.Values, rights, culture and sexuality; 3.Understanding Gender; 4.Violence and staying safe; 5.Skills for health and well-being; 6.The human body and development; 7.Sexuality and sexual behavior; 8.Sexual and reproductive health.

Many countries develop sexuality education curriculum based on their national conditions and needs. A UNFPA report [12] reviewed school curriculum of sexuality education in 10 countries(Botswana, Kenya, Lesotho, Malawi, Namibia, South Africa, Swaziland, Uganda, Zambia, Zimbabwe), in general contents were composed in: 1. Self-awareness, self and others/relationships (including power in relationships); 2. Human development; puberty, body, and reproduction; 3. Sexuality and sexual behaviors; 4. Sexual health: STIs/HIV/AIDS (prevention, including condoms; treatment; care); 5. Sexual health: pregnancy, contraception, abortion; 6. Communication, negotiation, and decision-making skills. Finland, as one of the most gender-equality developed country, sexuality education in Finland is part of the national core curriculum and is integrated into various subjects in primary and secondary schools. In the current core curriculum for basic (i.e. primary) education, environmental studies include elements of sexuality education and is taught in the primary school grades 1-6 (7-12 years old). [13] In the grades 1-4(7-10 years old), the "personal and health" explains the human growth and development, as well as names and functions of the most important parts of the body. In the biology and geography subject for grades 5-6, there' s the structure of the human body and life, human growth and personal development, the characteristics of adolescence and human nature.

In where national curriculum is absence, or NGOs that working on the reproductive health or gender equality of young people often developed locally appropriate guidebook or textbooks. In the *sexuality education for adolescents 2015 edition*. of MSCIE [14], 5 key concepts have been highlighted: 1.Sex and productive health; 2.Sexual behavior; 3.Gender diversity; 4.Intimate relationship; 5.Value and skill.

The international sexuality and HIV curriculum working group developed a sexuality guideline *It's All One Curriculum* [15]. It's comprehensive and based on gender equality and rights, which has introduced in China by China Family Planning Association in 2011. The guideline includes 8 units: 1. Sexual health and well-being require human rights; 2. Gender; 3. Sexuality; 4. Interpersonal relationships; 5. Communication and decision making skills; 6. The body, puberty, and reproduction; 7. Sexual and reproductive health; 8. Advocating for sexual and reproductive health, rights, and gender equality.

In China, there are also many essential and localized comprehensive sexuality education guideline and textbook. The school-based textbook *Cherishing Life - Sexual Health Education Textbook for Students in Primary School* [16], developed by professor Liu Wenli and the research group, they implemented and tested a series of sexuality education textbooks for primary school students from grade 1 to grade 6. The textbook was based on 6 key themes taken from the third edition of the Guideline For Comprehensive Sexuality Education published by SIECUS(2004), 6 topics been provided in the textbook: 1. Family and friends; 2. Life skills; 3. Gender and rights; 4. Human development; 5. Sexuality and healthy behavior; 6. Sexual and reproductive health.

2.2.2 Target

According to different academic framework, social environment and factors, there are many ways to define the age of sexuality education target. Common important categories and key ages include:

- The Guidance separate the ages into four groups to deliver subjects and learning objectives :5-8 years (stage 1), 9-12 years (stage 2), 12-15 years (stage 3), 15-18 years and above (stage 4);
- Youth aged 15-24 as defined by UNFPA;
- Adolescents aged 10-19 as defined by the world health organization(Adolescent);
- International convention on the rights of the child for 0-18 years of age, outline for the development of children in China Defined child;
- 14 is the age of rape in China's criminal code;
- The age of 16 is the age of criminal responsibility in China Age of responsibility: 14)

• *Pilot Edition of The Guidelines for Sexual Health Education of Adolescents in China* separates the age into four groups: 6-9 years old (lower primary grade), 9-12 years old (upper primary grade), 12-15 years old (junior middle school), and 15-18 years old (senior high school).

2.3. Related Works

Aiming at the current situation of sexuality education in China and the problems found during fieldwork, in the design process, cultural acceptance and ICT should be in sight to ensure balancing the complement and efficiency. Using cultural customization to get around identified taboos and using techniques from learning science to fill identified gaps in knowledge can ensure acceptability without sacrificing completeness. Affordances of ICT, such as anonymity and uniformity, can enhance comfort and completeness by mitigating the impact of educators' embarrassment, moral judgment, or lack of knowledge. [17] A common problem of sexuality education is that it is unlikely that learner could reflect on their mental model by remembering knowledge that not relate to them. Effort should be put in accurate children' s mental model. Mental models are personal, internal representations of external reality that people use to interact with the world around them. They are constructed by individuals based on their unique life experiences, perceptions, and understandings of the world. Mental models are used to reason and make decisions and can be the basis of individual behaviors. [18] In Piya' s work [17], they found their students thought of HIV as a frightening abstraction associated with moral impurity rather than a biological concept, they linked real-world scenarios like sexual activity with the help of cultural euphemisms.

Sexual health programmes and projects are seen to be highly participatory, deliberative and encouraging of critical thinking. [19] Stigma results in silence, leading to shame; linked to cultural beliefs therefore must be addressed in communities who adhere to traditional ontology. Teachers need to be able to discuss this critically with learners. [20] Addressing sexuality as a construct illustrates the potential for challenging the notion of women' s sexuality or the constructions of femininity as opposed to regarding them as naturally inherent traits. It is on these grounds that critical thinking can be encouraged. [19]

Lack of parental communication can reflect on children's behavior. Parental communication has been found to increase the likelihood of sexual abstinence and safer sexual practices for adolescents. [21] Sexuality education should involve parents in, to help them understand the importance and guide children's development. In Liu's study [16], they implement CSE program in primary schools in Beijing, they actively provided techniques and skills to parents to communicate this kind of discussion with their kids. After a semester course, they found both parents and children sense a strong improvement in family relationships. Also, they mentioned that if the course is assigned with homework, it can increase parents' attention and participation.

As a country where child sexual abuse crime rate is high and law is not strict, this kind of situation also has kept children away from learning about how to protect themselves and how to avoid danger. However, only few schools have implemented the *Guidance* in school or into national policy. School system and culture are too slow to change, we can not act until it happens, we must find solutions to reduce these restrictions.

Chapter 3

Action Plan

3.1. The Field

The field T community located in the Wenshan City, belongs to Wenshan Zhuang and Miao Autonomous Prefecture, in the southeast of Yunnan province.

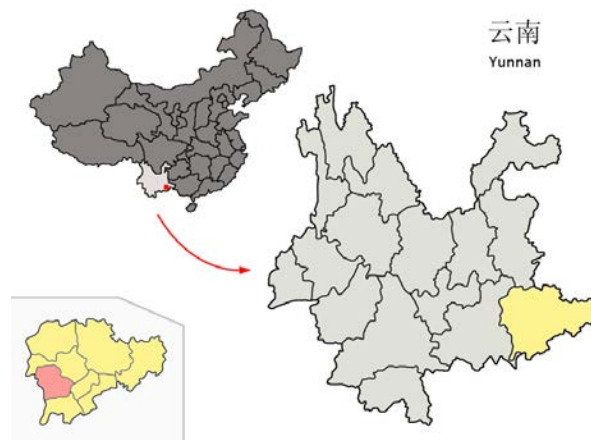


Figure 3.1 Location of Wenshan City (pink) within Wenshan Prefecture (yellow) and Yunnan (Source: Wikipedia.org)

The community served by this research is T community, which is one of the largest migrant population settlement communities in Wenshan city. Community T is low-rent public housing¹, about 2,000 migrant families, above 400 children living here, most of them making a living from agriculture, small businesses and construction operation. There are two primary schools near the community, one is S primary school and the other is experimental primary school. experimental primary school is provincial key primary school, and X primary school is street primary school. Most children in the community enrolling in X primary school.

1 Pei Ju, *The Low-rent Housing System in China*: The low-rent house is for the lowest-income class, The government provides subsidies, the low-rent house is a kind of social security for the urban poorest. 2002

There's a NGO in the T community, called "The 8th day", their service is mostly focused on child protection. The 8th Day provide services including tutoring homework, weekly workshops, psychological counseling, emergency assistance and casework for children in difficulties.



Figure 3.2 The T community. NGO's office (left, white door) and children's activity room before (right, 2 opened doors)

Activity room setting

Author had been in the field for 6 months intermittently, from 2018 to 2019. Before June of 2019, children were having activities in a separate and large empty room besides NGO's office. From July 2019, the activity room has been changed from the large room to a space inside of NGO's office, behind NGO staffs work space.

As figure 3.3 shows, there's two bookshelves in the conference room and children's activity room, genres including curriculum books, picture book, quiz, relationships, thanksgiving, Chinese cultural studies etc. Which were all donated though

public were-fare campaign. However, there's no sexuality education book in the shelf.

There is a projector on the left side of the room and foldable desks and chairs, can create more space if there is not enough room for activities.

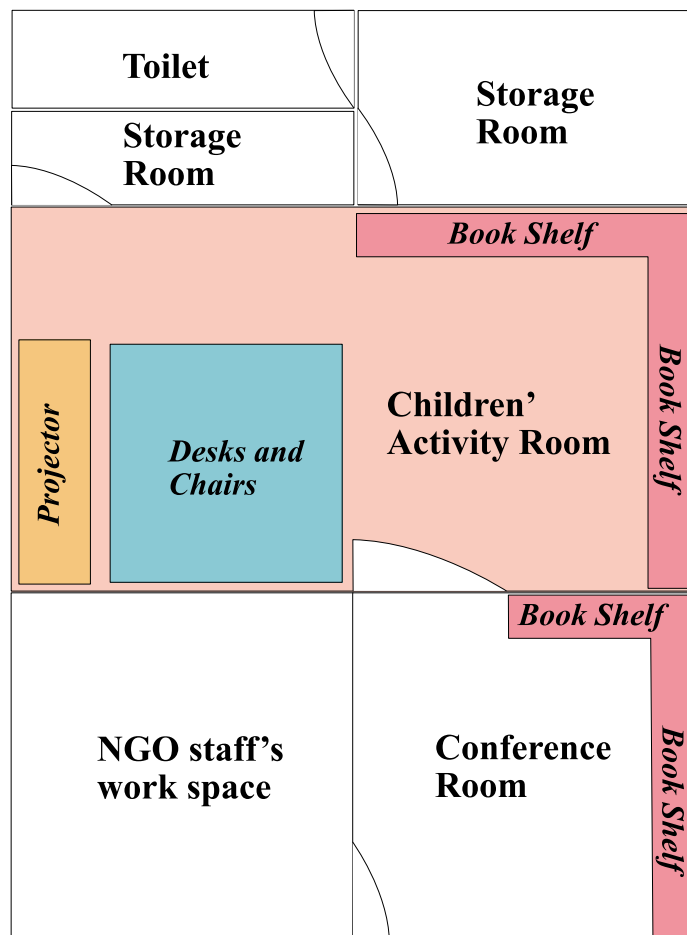


Figure 3.3 Construction plan of children's activity room and NGO's office.



Figure 3.4 Children's activity room

3.2. Stakeholder

3.2.1 Children In The Community

Target that served by this research is children who living in the community, aged 8-12, grades 3-6. There are around 10 participants were participated in NGO's weekly workshop before, and cultivated as the main member, in the pre-publicity campaign, all of them were been willing to participate in the sexuality education workshop. The activity is voluntary, therefore the number of participants may increase or decrease.

Table 3.1 Basic Information of Research Target(May increase and decrease)

Name	Sex	Age
L	M	11
Z	M	11
D	M	11
H	F	11
L	F	10
W	M	9
T	F	11
C	F	10
L1	F	10

3.2.2 NGO In The Community: The 8th Day

NGO “The 8th day” of Wenshan Youth Affairs Social Service Center was established in January 2015, registered in Wenshan municipal civil affairs bureau, the NGO mainly focus on ” child protection ” to provide social psychological support, care and assistance to children suffering from survival crisis and growth difficulties, especially migrant children or left-behind children. Through advocacy, prevention intervention, case assistance and other work, they are focusing on the development of children in difficulties, explore a localized ”child protection” method, so that children can grow up healthily and happily away from harm, predicament and crime.

For children in the community, NGO provides various services mainly by organizing volunteers to carry out public welfare activities. For example, the weekly workshop, which includes life skills courses, teamwork training class, improvisational performance etc. Besides, there is “photography project” , for children in plight in rural community, their issues such as weak or lack of communication and expression ability. Through learning photo shoot, learn to express their thoughts though photo shoot process, foster children in a different perspective of our own life environment, then focus on community/rural friendly, propose solutions to solve the issues. In every summer vacation, “Mutong project” would be conducted. Volunteers provide services for children in the community (rural areas)

during one month, including theme camp, various interest courses (e.g. crafts, music, painting, etc.).

In the original plan, the sexuality education workshop would be implemented in the “Mutong project 2019”.

3.2.3 Other stakeholders around the community

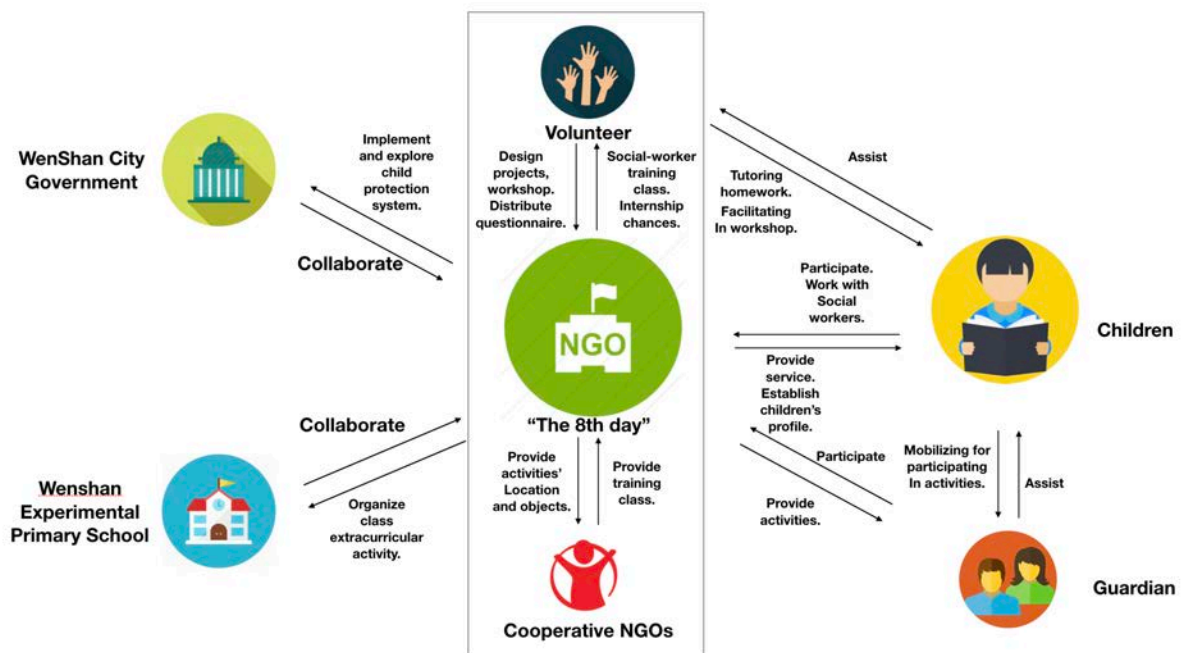


Figure 3.5 Stakeholders' Map

- Institutional level:

Wenshan City Government and Wenshan Experimental Primary School is collaborating with the NGO to provide services. The government collaborate with NGO to explore child protection system in Wenshan, to build the T community as social organization incubation base, aims to integrate other social organizations in the city.

NGO is collaborating with Wenshan experimental primary school to provide extra curricular activities, such as improvisational performance club.

- Organization level:

In the organization level, the NGO would organize volunteers to participate in the activities, design projects, distribute questionnaires in the community. Volunteers would tutor children's homework and facilitate in the workshop. Many of volunteers are students from Wenshan College, there are many people who are enthusiastic about public welfare activities in Wenshan city, and another reason is that college students must complete eight credits for extracurricular practical activities.

Other NGOs, for example, Save the Children² as an experienced organization established for many years, guiding and providing training course for staff from The 8th Day. They also cooperates with The 8th Day to provide activities and projects in the community.

- Resident level:

Children would assist volunteers in the workshop. Also, participate with NGO staff to explore the child protection system, for example, to fill in and distribute the questionnaire, attended in the panel. Core member of the workshop also worked as volunteer to mobilize other children in the community to participate in the workshop and other activities. Guardians mobilize and assist children in the activities.

3.3. Finding Local Needs And Issues Through Fieldwork

The fieldwork comprised 3 phases: Children in the field; NGO staff; Government, schools, other NGOs.

In August 2018, author came to this community for the observation and participating in the activity as a volunteer. All of field works in the community or other activities worked with NGO staff are summarized in Table 3.2 as displayed

2 Save the Children, established in the United Kingdom in 1919. To improve the lives of children through better education, health care, and economic opportunities, as well as providing emergency aid in natural disasters, war, and other conflicts.

in the table, in this stage is mainly for connecting stakeholders, finding opportunities to implement sexuality education and collect useful data through observation, interviews to get better insight the big picture on children's needs and issues.

Table 3.2 Fieldwork

Stakeholder	Time	Fieldwork	Location	Objective
Children, NGO	2018/8-9	Weekly work-shop	T community	To observe children and NGO staffs in activities.
Other NGO	2018/9/12	NGO "Girl's protecting"	Wenshan experimental primary school	To learn and observe sexuality education
Children, NGO	2019/3-5	Photography project	T community	Observe, analyses and make connections with NGO staffs and children to find opportunity to cooperate.
Government and schools	2019/3/28	Interview government and university professor	Wenshan city government office	To understand and analyses sexuality education needs in depth.
School	2019/5	Improvisational performance club	Wenshan experimental primary school	Same as above
Other NGO	2019/3/31	NGO "Save the children"	T community	Same as above



Figure 3.6 Fieldwork

3.3.1 Phase1: Children in the community

The approaches used in the social work and sexuality education were children-centered and learner-centered, in order to implement content as a way to be effective, children's needs, wants, habits, issues needed to be identified. To do so, this phase attempted to find answers to the following research questions: What games they like? Comfortable communication ways and topics they're interested in? How they interact with others? Is there any sexuality education related information in their activities or daily life?

As a facilitator, author participated in the weekly workshops in the community to make connection with children. Weekly workshop has 1 or 2 ice-breaking activities as warm-up, started with the organizer (NGO staff) introduce the workshop theme, explain the meaning and ideas behind, then conduct about 2 practical activities to understand the theme. After activity, children would provide their feedback, and organizer would make a summary of the workshop. Another activity I attended with children was the Photography Project, during which I became closer to them, got a deeper understanding of their situation. Author found that children enjoy games that could interact with each other directly rather than

though internet; In order to keep children to be focusing, classroom discipline needs to be made and repeated before each session; Children often get shy when they were with adults, thus group discussion or group interview should be adopted; Children has a strong gender bias, for example a girl said that she wants to be biologist but “girls are not suitable for learning biology”, therefore, gender equality and course selection and career and academic selection should be emphasized in curriculum design.

3.3.2 Phase2: NGO staff

While implement the sexuality education to children in the field, strengthen the ecosystem of NGO staffs' service could improve the children's environment at the community level. In order to better observe their working methods, tools, procedures and habits and to find out how to empower them to provide sexuality education, author followed the fieldwork master: Xiao Jie. She is a senior social worker, has years of experience in organizing children's activities in T community. Meanwhile, she managed and designed the weekly workshop, recruited and developed participants. She is also responsible for Volunteer management. This phase attempted to find answers to the following research questions: How NGO staff work and what they were using in work? Issues and priorities NGO staffs concerned about.

Author found that when it comes to group meetings, they like to use the whiteboard and white paper to list all the content they need. Such as the “5W1H” problem, and a short-term, medium-term, long-term plan&goals; Use Microsoft Word and Excel to write workshop planning; Read various How-to books to guide her work; WeChat to contact colleagues and partners; Use a notebook to write notes. Based on those findings, provide the sexuality education workshop toolkit book or specific workshop plan format for NGO staffs so that they can design the workshop step by step.

3.3.3 Phase3: Government, schools, other NGOs

NGO “Girl's protecting”

In March 2019, author interviewed a government staff, a college teacher, a NGO

staff. Quote their speeches in below, although the government and schools support the popularization and implementation of sexuality education, they didn't carry out sexuality education widely because concern about parents' dissatisfaction about sensitive information would affect other educational activities in the school.

Government staff: "The government and schools are willing to promote sexuality education in collaboration with NGOs."

College teacher: "Students' parents had many complaints about sexuality education."

NGO staff: "When you are designing localized material, considering the students' level. It's better to do a baseline survey from the beginning. If you want the textbook to be adapted, keep the framework of the curriculum unchanged, and the content and teaching methods can be changed."

On September 12, 2018, in WenShan Primary School, "Knowing your body: sexual abuse prevention lecture" was conducted, which was held by the Girl's Protecting, a NGO set up by former women journalists that provides lesson plans and other invaluable resources for raising awareness of child sexual abuse and how to prevent it. Fifty-seven students from grade 5(10-12 years old) attended in the one and half hour lecture. 3 volunteers participated, one as the main facilitator who used slides and brochures to give the lecture. According to the session, there are several findings:

- Currently, some parents in the city have educated their children about sexuality education at home, and in schools, related content may be included in Biology or the subject "Moral Character And Life." On the other hand, children in rural areas were restricted to access sexuality education which is the result of the inequality of educational resources and the domination of conservative cultural.

- With the increasing number of news reported on child sexual abuse, more and more schools and communities invited "Girl's protecting" to give the lecture. However, "the supply is not adequate to the demand" due to lack of teachers and volunteers, especially in the rural area. In WenShan, there are three teachers and seven volunteers, in rural areas, only two teachers four volunteers in 7 prefectures.

- To associate with school and community, make sure the program could continue, teachers have to circumvent sensitive topics, therefore important knowledge couldn't be delivered. For instance, during the lecture, when the teacher

made a negative example of the potential criminals of child abuse, “teacher” and “headmaster” have been skipped. After the lecture, she told me “If teachers or headmaster felt unpleasant about that, they might not invite us in the next time.” And in rural settings, “Village secretary”, “Neighbors” might be omitted. However, 3 out of 5 children sexual abuse are committed by someone known to the victim, 34.45% were teachers, 24.40% were neighbors, and 15.31% were family members. [1]

- In particular, compare to boys in that class, girls seem like embarrassing to participate in the lecture, it’s also not mentioned whether the atmosphere was comfortable for everyone in Girl’s Protecting’s annual report.
- Children are not quick enough to concentrate; it is difficult to maintain the discipline of classes in rural areas.



Figure 3.7 Girl’s Protecting Session

Interviewing staff from the government, school and NGO

From a macro point of view, especially in the unique social environment of China, in order to popularize and promote sexuality education, it’s necessary to promote the government and schools to raise awareness about sexuality education, influence the formulation of policy make and education system reform. Therefore, the views, opinions and expectations of the government and schools on sexuality education for children are also crucial to the sustainability and promotion of

this study. This phase attempted to find answers to the following research questions: 1. Whether the government or schools support the implementation of sex education. 2. The state of implementation of sexual education at rural & urban Wenshan. 3. Expectations and practical advice for sex education sessions.

In March 2019, author interviewed a government staff, a college teacher, a NGO staff. Quote their speeches in below, although the government and schools support the popularization and implementation of sex education, they didn't carry out sexuality education widely because concern about parents' dissatisfaction would affect other educational activities in schools.

Government staff: "The government and schools are willing to promote sexuality education in collaboration with NGOs."

College teacher: "Students' parents had many complaints about sexuality education."

NGO staff: "When you are designing localized material, considering the students' level. It's better to do a baseline survey from the beginning. If you want the textbook to be adapted, keep the framework of the curriculum unchanged, and the content and teaching methods can be changed."

3.4. Workshop design

3.4.1 Workshop: as a leaning format

According to the OECD [22], there are 3 learning models: formal learning, non formal learning, and informal learning. Formal learning refers to learning that takes place in an organized, structured environment, designed for explicit learning (setting goals, timing, from the perspective of resource). Most of the providers of formal learning are public institution or state-recognized institution, which have the characteristics of quality assurance mechanism.

In contrast, informal learning is not organizational and structured in curriculum, it is an open market with no restrictions on participation in the market and can be provided by individuals or volunteer organizations. It could happen at work, at home, as a result of daily activities in spare time. For example, various events may occur during the trip, knowledge and skills acquired in the process of

solving these events. [23] Informal learning, although not explicitly designed as learning (learning goals, learning time, or from a learning support perspective), is embedded in planned activities. Workshop is a form of informal learning.

Workshop provide environment for learning to occur in a dynamic and powerful manner. The workshop format can be used to promote personal growth, teach professional skills, or create change within exiting system. [24] Based on author's findings in fieldwork, T community, as a semi-open field, often has a variety of non-governmental individuals and NGO organizations to develop their own curriculum, while street offices and schools, for example, do not directly participate in the curriculum and learning program in there. Meanwhile, sexuality education needs to combine comprehensive views with multiple perspectives, the current environment, real-life-situation and personal experiences to improve knowledge, attitudes and life-skills.

Children have had experience of engaging workshops for many times, and they are getting use to the way of participatory classes. Therefore, sexuality education decided to present in the way of workshop and take participatory classes as the underline teaching method and principle. In order to empower NGO staffs to receive, reflect, provide and design sexuality education. According to the fieldwork observation, they are familiar with the concept and principle of workshop and they could well integrate with the main work scheduled of the NGO. In addition, most of the roles they faced with children in the community are workshop's organizer and facilitator, the format of workshop is adopted to conduct sexuality education, which not only enables them to feel more comfortable and acquire the knowledge and form of teaching would be more efficiently, but also can integrate their own practical experiences to add innovation and creativity into the sexuality education workshop.

3.4.2 Curriculum integrate and curriculum plan

The workshop of this study was developed based on the syllabus in the Guidance. According to Guidance, all eight key concepts in the teaching structure are equally important, the illustrative learning objectives can be interpreted by curriculum developers at the local level, and made measurable based on the local context and/or existing national or regional standards and frameworks. The Guidance

is voluntary and non-mandatory, based on universal evidence and practice, and recognizes the diversity of different national contexts in which sexuality education is taking place. As a result, there are some issues and content that might be considered acceptable in some countries but not others, and each country will have authority to make appropriate decisions, respecting notions of human rights, inclusion and non-discrimination. If a programme begins with older learners, it would be necessary to cover topics and learning objectives from earlier age levels to ensure adequate mastery of foundational knowledge on which one can build skills and attitudes.

A review on evidence-based sexuality education guidance in China was conducted. Guidance were selected as they provide a diversity in terms of they are authoritative social organizations with many years of experience in China, some of which also have official attributes. In the guidance review, author focused on analyzing the selected guidance based on their design, practice, training, and evaluation; Which have been previously identified as key aspects of sexuality education to ensure that students' health and well-being could be achieved. Guidance which been reviewed were demonstrate in the Table3.3

Table 3.3 Guidance Review

the Guidance	Youth health education guidance	Guidelines for adolescent sexual health education in China (trial version)	"You and me partner" sexuality education supportive platform
1. Relationships	Interpersonal relationship	Relationship	
2. Values, Rights, Culture and Sexuality	Sexual health requires human rights		Gender
3. Understanding Gender	gender	Gender	
4. Violence and Staying Safe			Body rights and child sexual abuse prevention
5. Skills for Health and Well-being	Communication and decision-making skills, advocacy for sexual health, sexual empowerment and sexual equality	Communication and decision-making	
6. The Human Body and Development	The body, puberty and reproduction	Human development and reproductive health	Puberty
7. Sexuality and Sexual Behaviour	Sex	Sex	Human development and reproductive health
8. Sexual and Reproductive Health	Sexual and reproductive health		

As the table above, each guidance has different focus. Youth Health Education is a translation based on *It's all one curriculum* with localized adaptation in China, focusing on sex, gender equality, AIDS and human rights. Because it is developed under UN' SDGs, the curriculum structure is more similar to the Guidance of

UNESCO, providing a lot of teaching examples, practical activities.

Guidance for adolescent sexual health education in China(the trial version) is a school-based, developed under the Guidance by the China association of sexology, which is mainly provided to education department, schools and teachers for the use of young people in education. The division of the program is mainly based on the grade of schools. The applicable age is divided from the lower grade of primary school, the upper grade of primary school, middle school and to high school.

“You and me partner” is an online sexual education learning website developed by Marie Stope China. It contains four curriculum packages for elementary, middle, high and college students, covering a total of 18 hours. It can provide standardized sexuality education courses for children and adolescents aged 6-24. The course package contains: 1)Lesson plan. (to help the teacher understand the course design, details of operating methods, teaching techniques and key points); 2)Teaching material. (slide for teacher and a embedded animation video); 3)Demonstration class record.

Considering the teaching method used and the form of workshop, which can only be implemented in a short time, the workshop design mainly refers to the teaching structure and teaching mode of “You and me partner”. To achieve those goals and customize for the T community. Author redesigned the session structure.

Firstly, author kept the framework of the Guidance unchanged, and referred to other guidelines, most of those guideline combined 8 key concepts into 5 key concepts.

Then, selected 1 most important topic under each key concept. According to feedback, of NGO staff, the T community have been a few cases of child sexual abuse, they hope to be able to increase attention by the sexuality workshop. Meanwhile, the child sexual abuse prevention workshop as the starting point of the whole sexuality education workshop, from the perspective of ”protection” to promotion, improve the awareness of the guardians, could achieve to reduce the resistance of sexuality education.

Last, under each topic, the Guidance listed all key ideas and goals, the workshop plan and content were designed to achieve every ideas and goals.

The design flow is as follows:

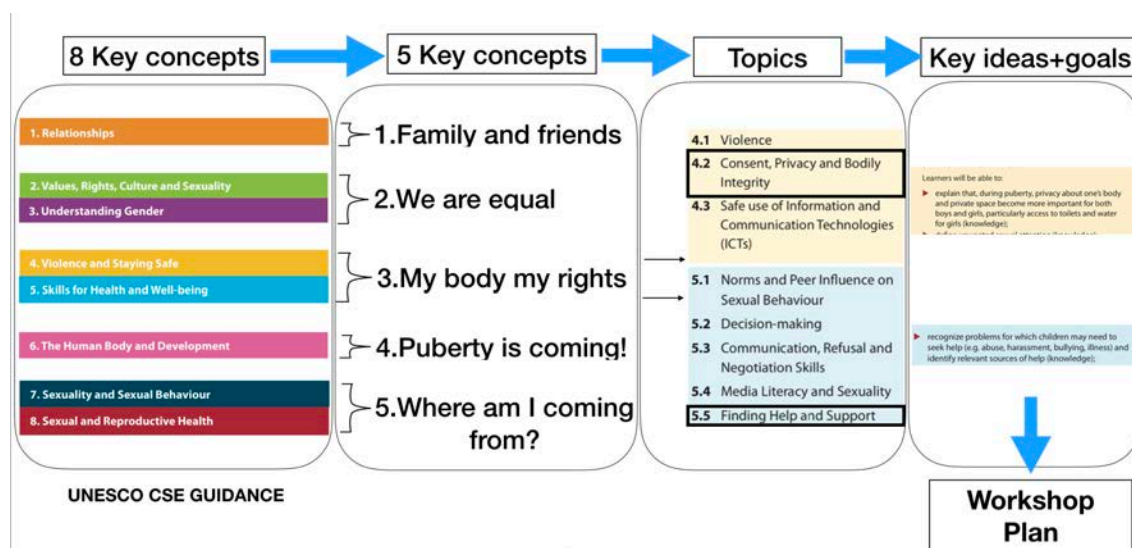


Figure 3.8 The design flow

3.5. Analytic tools design

- Pretest Questionnaire:

The pretest was redesigned based on a questionnaire about sexuality education in elementary school from Taiwan. [25] The pretest questionnaire includes 4 parts, and has 3-5 ranges of selection:

1) Common question. (e.g. Gender, age, "Have you heard of sexuality education before?")

2) Understanding of knowledge;(e.g. "Is woman' s internal genital include uterus, ovary and vagina? : Right, Wrong, I don' t know")

3) Attitudes; ("It' s shameful to be sexual abused: Strongly disagree, disagree, neutral, agree, strongly agree.")

4) Skills.(e.g. "If I was sexual abused, I know solutions to find help: 0% possibility, 25% possibility, 50% possibility, 75% possibility, 100% possibility.")

第一大题：下列问题依据你实际的情况，在对的地方打√	
提到性教育会让你觉得为错吗？	<input type="checkbox"/> 是 <input type="checkbox"/> 否
你怎么了解性知识的？（多选题）	<input type="checkbox"/> 父母说的 <input type="checkbox"/> 同学或者朋友 <input type="checkbox"/> 学校教育 <input type="checkbox"/> 书籍 <input type="checkbox"/> 电视 <input type="checkbox"/> 网络 其他：_____
你对性教育了解吗？	<input type="checkbox"/> 完全不了解 <input type="checkbox"/> 有一点点了解 <input type="checkbox"/> 一般 <input type="checkbox"/> 比较了解 <input type="checkbox"/> 非常了解
你是否参加过性教育课堂、讲座、工作坊？	<input type="checkbox"/> 完全没参加过 <input type="checkbox"/> 1-2次 <input type="checkbox"/> 3-4次 <input type="checkbox"/> 4次以上
你觉得小学生有必要学习性教育吗？	<input type="checkbox"/> 完全没必要 <input type="checkbox"/> 没多人必要 <input type="checkbox"/> 可有可无 <input type="checkbox"/> 有一定必要 <input type="checkbox"/> 很有必要性
你希望从哪些途径学习性教育？（最多选3项）	<input type="checkbox"/> 父母说的 <input type="checkbox"/> 同学或者朋友 <input type="checkbox"/> 学校上课 <input type="checkbox"/> 书籍 <input type="checkbox"/> 电视 <input type="checkbox"/> 网络 其他：_____
第二大题：请针对下列问题，根据你知道的情形，在框内打√	
身体的隐私部位指的是胸部、臀部。	正确 错误 不知道
女性内生殖器官包括：子宫、卵巢、阴道。	
女性外生殖器官包括：尿道口。	
男性内生殖器官包括：阴茎、阴囊。	
睾丸属于男性内生殖器官。	
我们大便后，应该从后往前擦。	
（男生跳过这题）女生小便后，应该从前往后擦。	
如果我们手上有细菌，不可以触摸自己的生殖器官。	
我们要每天清洗自己的生殖器，穿宽松的内裤。	
如果生殖器不舒服，我们要告诉家人或者信赖的大人，及时就医。	
生殖器和其他身体部位一样，都需要学习和保护。	
如果遭遇了性侵犯，应该及时更换衣物或者洗澡，保持干净。	
性侵害字的受害者可能是男生也可能是女生。	
如果有陌生人给我们好吃的或者好玩的，我们不应该接受。	
第三大题：请依照你认为符合自己心中想法的程度，在最合适的-内打√	
	非常不同意 不同意 中立意见 同意 非常同意
遭遇性侵犯是一件丢人的事。	
如果我遭遇性侵犯了，也会努力，积极面对生活。	
如果同学遭遇性侵犯，我可能不愿意和以前一样相处。	
第四大题：下面题目是假设你可能遇到的一些情况，请你依照自认为可以做到的把握程度，在最合适的框内打√	
	没0%把握 有25%把握 有50%把握 有75%把握 有100%把握
如果遇到性侵犯我知道有哪些方法去解决。	
遇到性侵犯我能和信任的大人或者警察沟通。	
与他人相处时，我能分辨什么是不好的触碰。	
当别人对我做出不礼貌的触碰时，我能坚定地清楚地制止他。	

Figure 3.9 The pretest questionnaire.

• Worksheet To achieve goals that “identify which parts of the body are private (knowledge)”, “recognize that everyone has ‘body rights’ (attitudinal)”², the worksheet Protection Mission was designed to draw clothes on the private parts for naked characters, that children could be trained to identify where are private parts and use actions to protect.

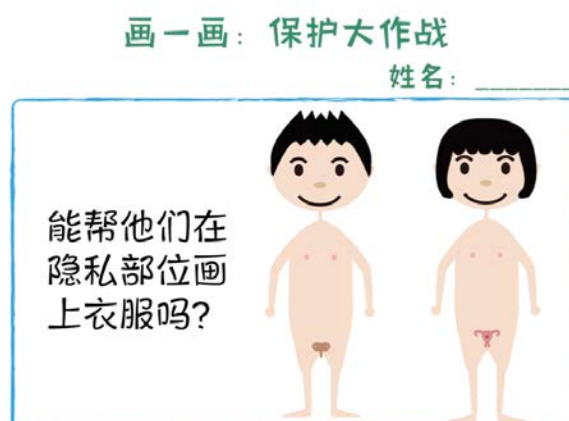


Figure 3.10 The Protection Mission: “Could you draw clothes on private parts for them?”

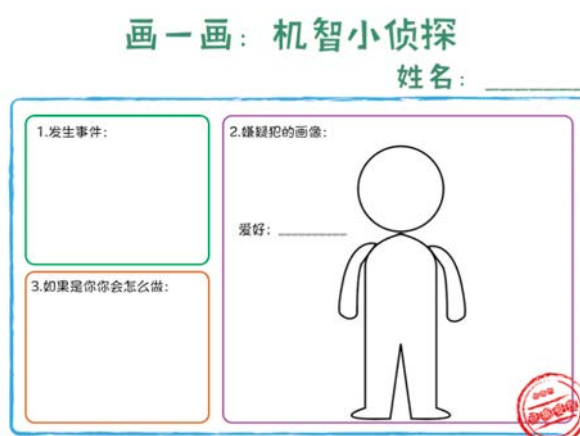


Figure 3.11 Smart Detective, “1.Course of the case, 2.Portrait of the suspect, 3.What would you do if it happened to you”

According to procedures about how police department and child protection department investigating the child sexual abuse case³, and to achieve goals that children could “recall that abuse, harassment and bullying needs to be reported to a trusted source of help (knowledge)”, demonstrate ways to seek out and access help in the wider community (skill). ”

3 *The Professional Guidance of Comprehensive Child-sexual-abuse Prevention*, 2017, LongDi

The "Smart detective" was designed to provide practices on describe course of cases, remember appearance information of suspect and demonstrate ways that how they seek out help in the community.

Chapter 4

Implementation: The Sexuality Education Workshop

4.1. Actions before implementing

Changing the fieldwork plan

- Summer camp had been all cancelled. In June, author and NGO staffs considered that 3 runs of the sexuality education workshop could be implemented during the summer camp, from July 15th to the August 30th in the T community. However in the end of the July, the summer camp had been all cancelled.

- Direct Reason: Between NGO and sub-district office : The reason is that the sub-district office suddenly terminated the contract about hold weekly shops and 2019 Summer Camp in T community with the NGO 2 weeks ago.

- Indirect Reason: Between sub-district office and WenShan city government : T community, which has a large and complex population, WenShan City Government put a lot of pressures on the sub-district office to govern the community. The government will conduct performance appraisal for sub-district office. Therefore, in the last 2 years, the sub-district office cooperated with the NGO “the 8th day” to develop community environment and provide services for people who live in there. However, in this year, the sub-district office decided to build the T community as a demonstration base on minority children’ s education. The office hired a kindergarten to organize children’ s activities, because they thought the kindergarten is more qualified for education, and could make better achievements than the NGO on the performance appraisal.



Figure 4.1 Stakeholder map about Government, sub-district office, the NGO and children in the field.

As a result, the NGO cannot hold any weekly workshops or 2019 Summer Camp in the community, the connection between them and children was becoming weaker and weaker.

In that case, there was a corresponding consequence, we changed the fieldwork plan as the figure:

1) NGO hopes me to join in their activities more, as a volunteer and “outside helper” because they were lacking of hand.

2) Start the CSE workshop as an opportunity to reconnect and reunion children who often participated in the weekly workshop before.

Therefore, before started the CSE workshop, it’s needed to join in NGO’ s activities as more as possible to find chances to mobilize and promote the CSE workshop to children.

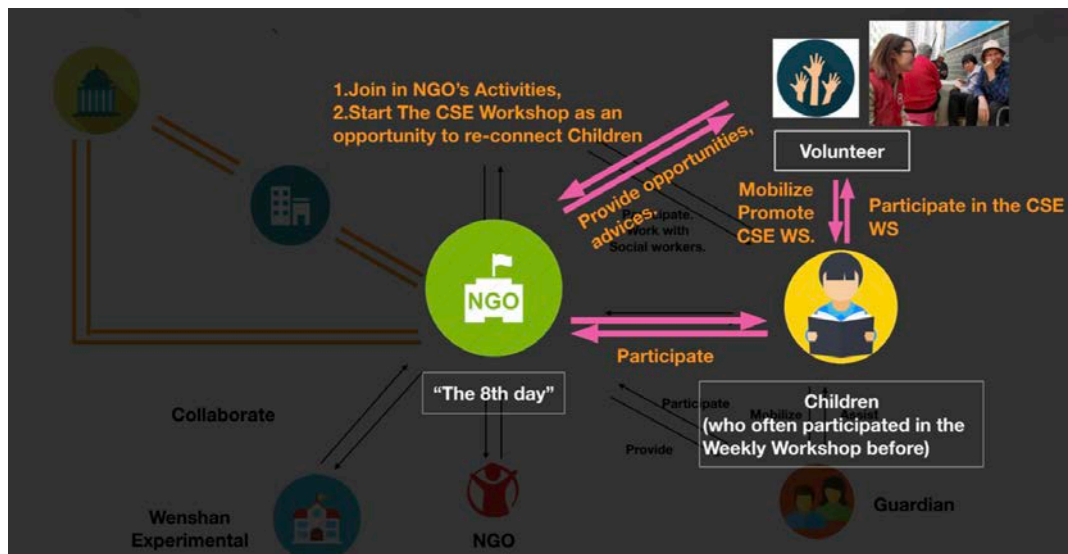


Figure 4.2 Stakeholder map about the NGO, children.

Guardians' Info Session

In September 22, 1 hour before the workshop started, 3 guardians, all of them are grandparents, attended the info session. The explanation session was introduced in 4 aspects: Why we need child sexual abuse prevention session; What is CSE, why we need CSE; Workshop content and plan; FAQ.

After the explanation session they raised awareness of the child sexual abuse prevention, and showed big support for the workshop. One of the guardian said “I wanted to tell my granddaughter, but I just didn’t know how, it’s good to have this class.”, another guardian said “Because I am uneducated, and as long as the teacher can teach her this knowledge, I absolutely support.”



Figure 4.3 Introduce workshop to guardians.

4.2. Workshop1

4.2.1 Workshop1 Planning

- Workshop Theme: “I protect my body”
 - Time: 2019/09/22
 - Facilitator: XiaoJie(Fieldwork master), YanQing.
 - Workshop Goals:
 - 1)Participants could equip knowledge about names and functions of people’ s sexual and reproductive organs, explain what is body rights, identify unwanted touches and trusted source of help;
 - 2)Raise awareness about respect and protect body privacy, people’ s rights to be protected and supported, everyone’ s body is unique and it’ s common to be curious;
 - 3)Acquire skills about how to response unwanted touches, how to report and explain abuse.
- Workshop Steps:
 - 1) Pre-test questionnaire;
 - 2) Ice-breaking game;

- 3) Intro answer-and-question;
- 4) Watch educational video: Knowing my body;
- 5) Answer-and-question;
- 6) Game: my body my rights;
- 7) Intro answer-and-question;
- 8) Watch educational video: My body, my rights;
- 9) Answer-and question;
- 10) Drawing: “Protection Mission” ;
- 11) Drawing & Writing: “Smart Detective” ;
- 12) Summary;
- 13) The feedback questionnaire.

Workshop goals covered goals of the the Guideline in key concept 4-2, 5-5, 6-1 aged 5-12. In the workshop step, part 1 is about acknowledge sexual organs, from step 1 to 5; Part II is about body rights, sexual abuse/ harassment prevention, from step 6 to 11. Each part includes ice breaking game, intro Q&A, educational video, recall Q&A. Part II includes 2 worksheet activities, step 10 and 11.

Before the workshop1, to make the content more related to the community, and on the other hand, to encourage NGO staff to participate in the design, we designed a worksheet to train children to remain vigilant to the abuser. NGO staff reviewed all of the content needed to be implemented. They think some images on the video and worksheet, which are naked bodies and genital systems, may make children feel uncomfortable, and the detective story(step 11) should not to be too realistic. Besides, it’ s better to provide a info session for their guardians to reduce misunderstandings and involve them in the workshop.

4.2.2 Workshop1 Implementing

On September 22, 15:00pm, 9 participants include 4 boys and 5 girls aged 9 12 came to the workshop. A whiteboard was on the left of the “screen”, to note what participants were saying during the Q & A session. A projector and computer to demonstrate slides. 4 boys were sitting in front, 5 girls in the back.

If we teach the reproductive system at the beginning, children might be felt embarrass, so we start with a game to learning the facial features ,then a QA session to learn internal organs. Workshop started from understanding their own

body organs to know their own body rights. A warm-up to understand their own features, and then guide participants to name more organs on the body, such as liver, heart. Next, the body organs are divided into "internal organs" and "external organs", leading to the introduction of our reproductive organs as an important part of the body, reproductive organs are also divided into internal and external organs of the topic.

In the specific part of explaining the reproductive organs, uses the method of playing animation teaching videos, first from understanding the female reproductive organs to understand the male reproductive organs, and finally to understand the process of the female reproductive process. Use "the genitals as part of our body, the womb is our first home, the vagina is the first passage into the world for many people." This metaphor allows students to arouse personal experience, reduce the resistance to the genital organs and sensitivity.

After learning about reproductive organs, in order to understand body rights, however in children's primary education, they even don't know what is "Human's rights". Therefore, instead of explaining it's definition, we thought the point, according to the guidance, is to learn how to respond to unwanted touches, so we learned it from practice. We had a game called "I protect my body" to introduced the "body rights", "sexual harassment", and the right of each of us not to be invaded by others. In the game, 2 participants become a group, and the organizer gives several sets of instructions for participants to judge whether they want to act the instruction with their partners. Such as "handshake" to "mouth to mouth".

After the game, participants were provided with several specific scenes and characters to judge whether the above behaviors were sexual assaulted, such as being touched on the buttocks on the elevator. Physical touches, unwanted sexual gazing and sexual harassment through online chat. The selection of "suspects" included several of the people who were most found to have committed child sexual abuse, such as neighbors, teachers, principals, and relatives. For children, it's important to remind them not to accept the lure of money or food from strangers. In the question and answer session, the questions almost covered the important questions mentioned in goals. In order to calculate the number of participants who answered correctly, the session adopted the method of "raise your hand if

you think it is correct”. In the worksheets session, participants were asked to identify the private parts by drawing clothes on 2 cartoon images of children. In the other worksheet, students learned how to remember the characteristics of a suspect through a story based on the T community, and to write about the adults they thought could report the situation.



Figure 4.4 Watching Educational Video



Figure 4.5 Answer questions

4.2.3 Workshop1 Result

1) The result of knowledge level: There are 14 questions on the part knowledge in the pretest questionnaire. Their accuracy rate is under 20, means they just know 2 or 3 questions of it. Most of participants selected the answer “I don’ t know” .

There were also about 14 question in the Q&A session, same with which in the pretest questionnaire. Surprisingly, their they answered almost all of those questions, and the accuracy rate is up to 96.82% high.

2) The result of attitude level:

Less than half of their selections were very positive, even though just 29% on the negative selection. However, when the question involves our real life situation and reflect culture norms, our goal is to reduce those “very negative” and “negative” , even “neutral” which might be a disadvantage to well-being or community. For example, half of them selected strongly agree on ” I think it’ s a shame to be sexual-abused” , “If a classmate was sexual abused, I might not treat him/her as I used to” . Questions about attitudes also were asked in the Q&A session, all of participants raised hand for the positive answer. All of them thought they can protect yourself and respect each others in a positive attitude though the workshop on the feedback questionnaire. As a conclusion, the workshop1 reached the goal on attitude level.

3) The result of skill level:

According to the pretest questionnaire, question like “If I was sexual abused, I know solutions to find help: 0% possibility, 25% possibility, 50% possibility, 75% possibility, 100% possibility” , nearly half of them don’ t know how to seek resources and report cases from sexual abuse. In step 6, we had a game/practice about how to refuse confidently to unwanted touches. When I gave instructions like “Shake hand with your partner.” , “Put your arm around their shoulder”, most of them performed. When I gave intimate touches instruction, like “The tip of your nose touches the tip of partner’ s” those who don’ t want to do crossed their hands over chest and said loudly”I don’ t want to!” , and their partners need to say “I respect you” and stop doing action, as rules of the game. In the worksheet, all of them draw on the part where they need to identify. On the Smart Detective, they had draw and describe accurately how the suspect looks and committed the crime. On the blank box, they demonstrate ways they will search for help.

- Other Feedback from participants:

In the comment box in the feedback questionnaire, some of them is give advises on session setting and content form of expression, ” I want to play more games!” , ” I don’ t want to watch naked bodies” . There were also evaluation comment ”This workshop is very interesting, the next will be more interesting!” . Also, when the workshop was finished, one girl whose nickname is ”Chocolate” came to me and said ” I like this workshop, can I take photos with you?”

• In the feedback questionnaire, 5 of them were satisfied with this workshop, 3 though it’ s ”ordinary” , and 1 felt ”very unsatisfied” . Even though 4 of them not fell satisfied with this workshop, all of them would like to participate the next run.



Figure 4.6 Worksheets

- Feedback from a facilitator:

After the workshop, me and one of facilitators, XiaoJie had a reflection meeting, same as those comment, she also said ”You should prepare a little more exciting game” , as for knowledge, she think that ”There is so much knowledge that I think the children can’ t keep up with it” . The first run was tentative, XiaoJie needs to evaluate if the workshop could be continued in the community. After she facilitate and ”supervised” me in the workshop, she thinks highly of the first run of workshop, ”It’ s much better than I expected, the kids are very positive” , ”This round of workshop was a success” and ”Let’ s move on to the next round!”

4.2.4 Workshop1 Reflecting

1) The pretest questionnaire

Participants complained about the pretest questionnaire when they were filling those boxes, some of them said “What is ‘sexuality education’” in the beginning, some one said “The test is too hard!” , “I can’t do any of that!” . children started to peeking other one’ s answer and scratched their head.

According to that, questions in the pre-test questionnaire were too detailed and difficult. Since most students have not received sexuality education before, some of them filled in answers randomly, it’ s unable to obtain real data, the pretest questionnaire lost part of its accuracy. Therefore, in the next run of workshop, the pretest questionnaire should be designed: 1. Just ask the key information; 2. Reduce academic language; 3. Reduce the number of questions within 10 questions.

2) Uncomfortable information

There are few exposed images on the content, when I played the educational video for them, when woman’ s and man’ s naked body showing in the screen, almost all of them showed a refusal look and say “OMG! Why are you showing me a boy/girl’ s naked body!” , “I’ m don’ t want to watch it!” , but when the video was finished, part of them asked for replay, even though 2,3 girls still refused to see man’ s naked body, rest of them watched it very carefully and tried to take notes, because I said I’ ll ask question(recall Q&A) when the video finished. According to that, arrange tasks could reduce students’ sensitivity to information. Instead of viewing educational video as a kind of ”film viewing”, sensitive information can be saw as ”knowledge that must be learned in a subject” . However in the pretest questionnaire, 4 participants thought the workshop makes them uncomfortable. 7 participants thought it’ s because images on video and 2 thought it’ s images in slides. Therefore, in the next run of workshop, the content/image should be designed: Instead of showing whole naked body, just the part of genital organs, germ cells; Cartoon pictures that are more acceptable to children.

3) Involving guardians:

In order to involve guardians in the workshop, we held a guardians’ info session and distribute the ‘summary sheet’ to participants after the workshop, to inform guardians and encourage participants to communicate with their guardians about the workshop. However, just few guardians can read, almost all of the children’s

parents(mother and father) are migrant worker, they only have a primary school degree or even lower. It has bring difficulties to information delivery when the target has lower literacy skill, I should find other ways to involving them in the CSE workshop.

4.3. Workshop2

4.3.1 Workshop2 Planning

- Time: 2019/10/13
- Facilitator: Yan Qing.
- Participants: 10 children, aged 9-12.
- Workshop Goals:

To understand the stages of life course in scientific perspective; Cherish and understand the value of life; Hard works that every mother devoted in the process of giving birth to children, learn to be grateful. Realize that everyone came to this world through the same process, and that everyone is equal as human.

Workshop goals covered goals of the Guidance in key concept 6-2 reproduction, 8-1 pregnancy and pregnancy prevention, aged 5-12.

4.3.2 Workshop2 Implementing

A total of 10 children came to this workshop, 6 of them attended the last time, and 3 of them did not come this time.



Figure 4.7 Workshop2

Before entering the second session of the workshop, we spent five minutes to review the last session by Q&A. The main steps is the same as the workshop1 in general. The Difference is that the pre-test questionnaire has not been conducted, instead, in the beginning of workshop, them draw all the birth ways they had heard from their parents or friends before. Many participants drew they were picked up from the trash bin, from river, bought from market.

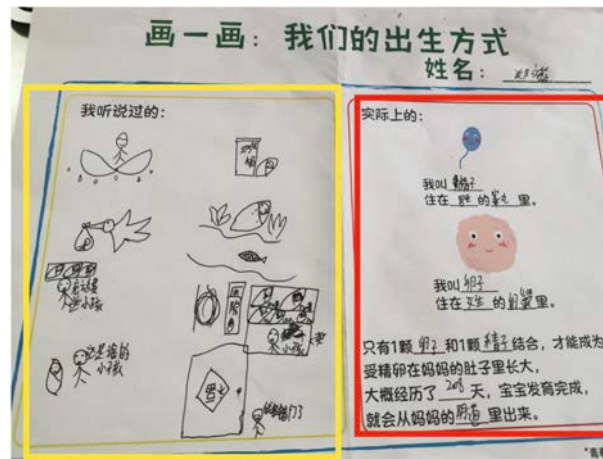


Figure 4.8 The day I was born

And in order to evaluate and compare how much they had increased their knowledge, after sessions, they were asked to fill out a worksheet about the right way of reproduction, and what is sperm and eggs.

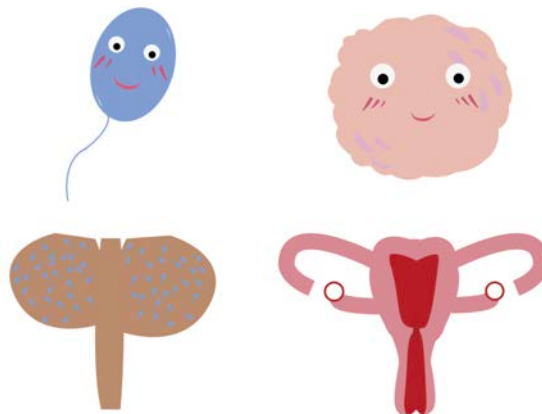


Figure 4.9 Re-designed illustration of reproduction system.(Sperm, Testicle, Ovary, Uterus.)

Adorable cartoon illustrations of organs were used in the worksheet and slides to reduce embarrassment.

According to the feedback and questionnaire of workshop1, many of them wrote that they hope to have more games, therefore in the workshop2, 3 games and a

role-play were added. Participants were divided into three groups, 1 person in each group played the role of pregnant women, other group members played their families to demonstrate how they express their care to the pregnant woman.

When talked about types of families, author tried to insight about the LGBTQ+ couples, participants didn't express resistance to it .

小记者：我出生的那一天

姓名：曹之琳

作业要求：

- 1.找到一名或两名家庭成员。
- 2.采访他们你出生那天他们在做什么？你名字的是谁起的？含义是什么？
- 3.记录好答案，下次带到课堂里与小伙伴分享~

你采访了谁？
出生那天他/他们在做什么？

你名字的是谁起的？含义是什么？

“青春启航”性教育工

Figure 4.10 Little report: the day I was born.

”little reporter: the day I was born” : Find one or two family members and interview them about what they were doing and how they felt on the day that the children was born. Ask them who took the name for you and what it means.

4.3.3 Workshop2 Result

The result was much better than the last workshop.

Though observation and feedback, the number has reduced greatly, just 1 of 9 participants felt uncomfortable. Because, compared to naked bodies most children do not have any knowledge about the reproductive organs and thus do not have any negative impression on that.

Children's communication with their parents increased, but there are still children who didn't communicated. 4 participants completed the interview and 7 participants communicated with their parents. 2 participants refused to do the

interview, one of the reasons is that their parents are not around, and they don't have cellphone.

Everyone felt that they had improved in this workshop, and only one person felt uncomfortable about this workshop. Last, nine of them were satisfied with this workshop.

4.3.4 Workshop2 Reflecting

Facilitator : “The whole process was smooth, and everyone got involved, which was great.” Since some of participants attended the workshop last time, they had a general understanding of sexuality education. At the workshop2, we added three games related to the theme, one of which was about, every three people acted as “sperm”, “egg” and “uterus” and then played the chase game. In addition, with the practice of workshop1, the author also gained a deeper understanding as an organizer's and became more proficient at leading participants to participate in topics. One is the aforementioned role-playing game, both of which effectively increase engagement. In addition, each game is related to the theme of “reproduction” and can also connect with the previous or the next topic.

But the author also found that, children are easily distracted. The workshop2 lasted two and a half hours, with no break in between, however, children normally had 10-minute breaks every 45 minutes in school, we decided to increase the rest time in the workshop after discussing. The class was a bit messy when the kids had fun and they were not listening, therefore classroom discipline should be established before the class begins.

4.4. Workshop3

4.4.1 Workshop3 Planning

- Workshop Theme: “Hello! Puberty”
 - Time: 2019/10/19
 - Facilitator: Xiao Jie, Yan Qing.
 - Participants: 8 children, aged 9-12.
 - Workshop Goals: 1) Introduce what is puberty;
2) The puberty is the period for adolescents sexually growing from children to reach maturity, during which physical and emotional changes take place;
3) Important physiological phenomena of adolescence: menstruation and nocturnal emission, related knowledge of health care; Adolescent sexual impulse, masturbation and related responsibility issues;
4) Stigma around the menstruation, cultivate a healthy and correct understanding of nocturnal emission.

Workshop goals covered goals of the Guidance in key concept 6-3 puberty, part of 7-2 Sexual behavior and sexual response, aged 5-12.

4.4.2 Workshop3 Implementing

The reason workshop3 doesn't follow the key concept of 7-2 exactly is because the key idea is about “People have a sexual response cycle, whereby sexual stimulation (physical or mental) can produce a physical response” and one of the learning goals is “explain that many boys and girls begin to masturbate during puberty or sometimes earlier”, which NGO staff thoughts it's not proper to deliver to children, not because children should not to be known to the information but because the T community, most adults have conservative views about sex. Adolescent who derive pleasure from sex are considered impure, premature, misbehaving. And the person who delivers that information is seen as “teaching bad stuff” or “teaching incorrect views”. Thus, in order to adapt to the local situation, and after referring to some of the curriculum mentioned in chapter 3, in the curriculum published by the Chinese society of sexology, the section on masturbation is not included in the teaching content for lower grades. Referred to other programs and online

courses, we decided to retain the “describe male and female responses to sexual stimulation (knowledge)” on 7-2. By using the expression “Sexual stimulation is not reflecting a person’s moral. It’s a normal physiological response” to cultivate a propitious idea of sexual impulse.



Figure 4.11 Workshop3

Before the beginning of the workshop, we reviewed the important knowledge of the last round of activities. And a question-answering session was added because one of the participants wrote in the questionnaire that she/he want to know how twins were born.

A session was conducted to draw what they knew about the body changes in puberty, most of them only knew that acne may grow at puberty, and girls’ breasts will develop After that, they learn about changes in various parts of the body during puberty, and focused on the development of secondary sexual characteristics, for example, how general structure and shape of the body and face, and sex hormone levels. Nocturnal emission and menstruation was introduced in detailed,

including the reason, and how to deal with this situation. All the participants were surprised when they learned that nocturnal emission may happen for boys when puberty. The content of menstruation was the most key point. Besides basic information, false impressions and taboos were also introduced around menstruation. For example, the period cycle is a fluctuating range from 28 to 35 days, while duration of 3 to 7 days is normal; Menstrual tampon will not destroy the hymen; During period, women may develop symptoms such as become sensitive, irritability, etc. And most of the symptoms are normal. When demonstrated which ways they could find credible websites, application and account on Weibo, two girls got out their phones and took pictures of the slide.

We talked about the stigma in menstruation, organizer explained the plots of two movies, *Period. End of Sentence* and *Desert Flower*, but they were distracted by taking too long to explain. Another consequence caused is that the content of the last session, "mental health in puberty", has no time to explain in detail.

4.4.3 Workshop3 Result



Figure 4.12 Answering questionnaire

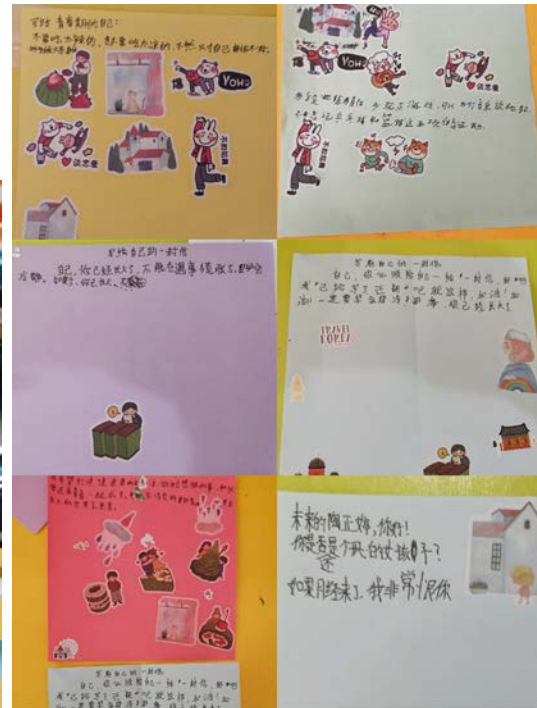


Figure 4.13 Worksheets

4.4.4 Workshop3 Reflecting

- 1) In the next time, need to inform them to arrive 15 minutes in advance.
- 2) In order to keep kids concentrate, 10-minutes break has been added to the workshop3, as a result children were not go to the toilet or chat with each other during the workshop. But the new problem happens: the classroom control. 3 girls were keep playing with toys and a boy were playing balloon. After discussing with facilitators, we decided to make ice-breaking games that could be used toys they like. And tell them that we'll play with toys together, so please don't play toys by yourself during the workshop.

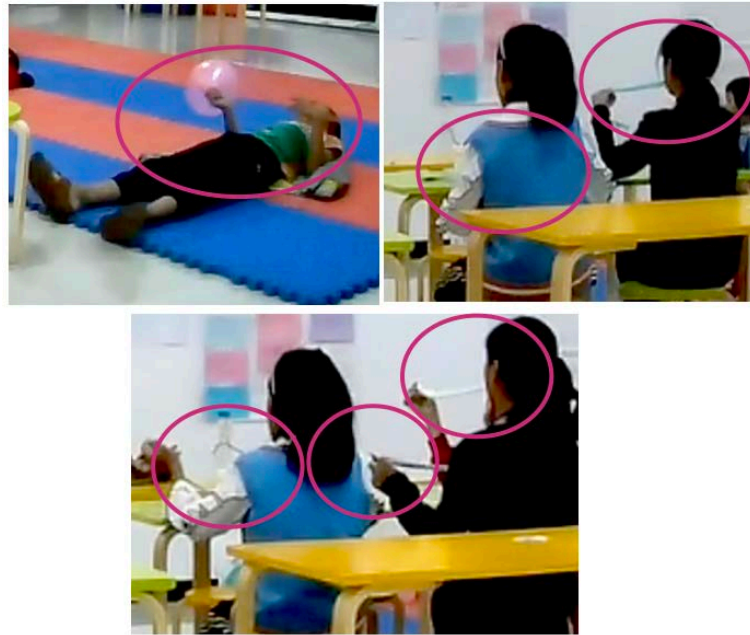


Figure 4.14 Children were playing toys during workshop

3) They were distracted when organizer explained what' s the movie about. We talked about the reasons why they didn't like, first is that it' s boring to listen movie' s pilot; movies were selected, on the workshop are far away from their real-life, they can' t image though words. Instead, in the next workshop, we decided to try to directly play movie clips for teaching. The author interviewed some participants and tried to play the movie *Period. End of Sentence*. All of the interviewers said "We' ve never seen a foreign film with original soundtrack and subtitles." But when we were playing the movie, they seemed very focused and interested. When we asked them if they could understand it, they said, "Just so-so." NGO staff suggested that a movie with mandarin soundtrack might be improve this. Therefore, the next workshop is about gender equality, *Mulan* might be a good choice, because first it' s all about gender equality and how a girl fighting with social norms; second, the story was happened in ancient China, and has mandarin soundtrack.

4.5. Workshop4

4.5.1 Workshop4 Planning

- Workshop Theme: “Gender and me”

- Time: 2019/11/02
- Facilitator: Xiao Jie, Yan Qing.
- Participants: 8 children, aged 9-12.
- Workshop Goals:

1) Introduce the meaning of “biology sex” and “social gender” and clarify: the biological differences between men and women is called sex. Social expectations, demand and evaluations around a person’s called gender. Under the effect of social norms, both men and women might suffer gender discrimination and pressure.

2) Gender stereotypes and gender discrimination in traditional culture; Encourage participant to make our efforts to promote gender equality.

3) The culture of gender-based violence and gender-based humiliation, advocate against gender-based violence, and ability of seeking reliable adults to share relevant experiences when suffering difficulties.

Workshop goals covered goals of the *Guidance* in key concept 3-1, 3-2, 3-3 Understanding gender, part of 2-1 Values and sexuality, aged 5-12.

- The Follow-Up Action Plan:

For new situations in workshop3, two commonly used reflection methods in action research are adopted: theorizing and generalization. ‘theorizing’ reflects our goals, values, beliefs and perceptions. We form our own theories in our actions, and use these theories to understand our actions, relationships between our action and theories. [26]

To clarify our thoughts and to make adequate adjustments. One simple way to do this is to list everything we know about ourselves, our participants, and our environment, and think about how our actions can improve the situation:

Main findings in the Workshop3	What should I do, in the Workshop4	How would such action improve the situation.
1. Participators keeping playing toys during the workshop. (The organizer over reliance on participators' autonomous, unable to create an engaged learning environment.)	1. Use toys to create ice-breaking games. 2. At the beginning of the class, make a class rule: we will play games together, so it's not allowed to play games during workshop.	We will reach agreement on classroom rule and improve their concentration.
2. How to reduce the gap between participators who attended different times.	1. Ice-breaking games that need group work. 2. Group discussion.	Everyone could participate in the workshop.

4.5.2 Workshop4 Implementing

We spent 15 minutes before workshop and played with clay and balloons, which were toys they are like. As shown in the figure4.16. We make the balloon game into a competitive game. The rules are: 1) Work in pairs. 2) Holding the balloon on their backs, walk about 5 meters back and forth. 3) Who takes the shortest time and did not drop the balloon won. All participants agreed that if they played together before, they would not play during workshop.

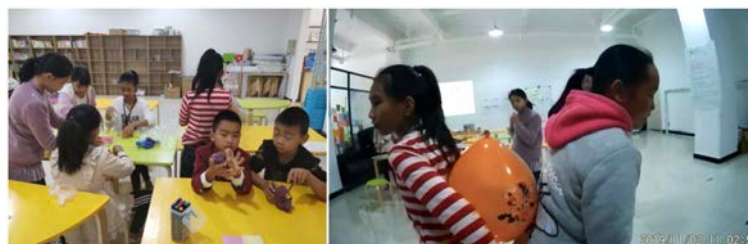


Figure 4.15 Ice-breaking games

Referred and redesigned to the *It's all one curriculum* activity⁵: male and

female word webs: 1) participants divided into 3 groups, each group brainstormed and wright down keywords that could describe what is “boy” and “girl” on posts; 2) organizer collected all notes, pasted all notes on the whiteboard; 3) make two circle under each word, one labeled “biological” and the other labeled “social” and ask participants “Which words can describe both boys and girls? Which words cannot?” 4) regrouped and explained definitions and differences about gender and sex.



Figure 4.16 Step1: Brain storming. Figure 4.17 Step2-4:Regrouping and explaining.

The film appreciation session is referred to the *Action Toolkit Ending Gender-based Violence on campus* on “Appreciation and commentary of *Mulan*”, 4 movie clips from it. Each movie clip has guided a core idea about gender: 1)Gender stereotype; 2)Sexist; 3)Toxic masculine; 4)Gender-based violence. Before playing, organizer asked a question to guide students to think; After watching, they answered the question; Explain the core idea and related issues in the real-world. e.g. before played the clip “Honor to us all”, organizer asked the question “what

does Mulan need to do to make her family be honored?”

Then explained what the “Three obedience and four virtues”¹ were, and asked the participants what they thought about what’s the restriction to women in feudal societies of China? Is this also the same situation happening in our real-life? When we talk about ‘what should a boy like and what should a girl like.’, do we also have bias? Finally, explained what sexism and gender stereotype is.

Participants were very involved in the video clips, and provided positive answers to the questions, especially when the questions in the film were connected to the real-life, participants shared their own point of views. When talking about “gender-based violence”, one girl shared a story: a boy in her class whose voice sounds like girl. So that other boys in the class bullied and isolated the boy, and only girls were willing to play with him. Finally, the boy transferred to another school. After shared the story, many girls expressed their opinion: “We girls won’t do gender-based violence because of this!” , and boys stayed silence.

4.5.3 Workshop4 Result

Questionnaires didn’t conducted in the workshop4. Because after previous questionnaires, satisfaction of workshop has maintained in the “satisfied” and “very satisfied” . Also, because there’s no sensitive information in workshop4 and 5. Meanwhile, main goal of workshop4 is for participant is to adopt the idea of gender equality, thus, compared with utilize questionnaire, to measure the main tendency in observe their feedback and engagement during workshop, observe whether they use knowledge outside the room.

After playing games together and establishing class rules, the number of people playing with toys decreased a lot, but there were still some people playing.

In the session of gender stereotype and norm, because, more cases are targeted at girls, girls spoke more in session, while boys kept silent. However, in the chat after workshop, we found that boys can also learn about gender equality and reflect on actions.

1 Three obedience and four virtues are the most basic set of moral principles and social code of behaviour for maidens and married women in East Asian Confucianism especially in Ancient and Imperial China.

After the workshop, 2 boys and 1 girl stayed in the activity room. They found a flower crown, a boy (in the red suit) wore it on the head, a girl looked at it and said, "You are not girl, why are you wearing it?" The boy said, "Have you forgotten the class we had in today?" After that, another boy(in the black T-shirt) also put on the head and said "That' s right! Let me wear it too!" .



Figure 4.18 A boy put flower crown on his head.

4.5.4 Workshop4 Reflecting

NGO staff's feedback "I was surprised to find that the children became more willing to express their opinions and worries." It also endorsed the organizers' observation. We also found that, because all the children are living in the same community, they all know each other and almost all play together. Therefore, the gap between children is not just engagement, but also information of the sexuality workshop. NGO staff suggested that in the next workshop, we could play "You describe, I guess" . Veterans and freshman make a team, that increases participation while reducing knowledge gap.

It's hard to "forbidden" playing toys through class rule. Firstly, it' s might because author is not a dignified organizer/teacher and the environment of the

activity room is very democratic. Secondly, they might resistant to having classes on Saturday morning. Hence in the workshop5 the class rule should be Reiterate; A reward of “the most concentrate participant” ; Increase break time.

4.6. Workshop5

4.6.1 Workshop5 Planning

- Workshop Theme: “My family” + summary session

- Time: 2019/11/09
- Facilitator: Xiao jie.
- Participants: 10 children, aged 9-12.
- Workshop Goals:

1) Describe different family types, identify the different needs and roles of family members; list the differences in roles and responsibilities between men and women within the family; describe ways that these differences can affect what each can do and cannot do;

2) Attitudes participants need to acquire: express respect for different types of families; be thankful that family members take care of each other in many ways, even when they are unwilling or unable to do so; recognize that gender inequality affects the roles and responsibilities of family members;

3) Skills participants need to require: demonstrate ways to show respect for different types of families; communicate their own needs and family roles; reflect on their family roles and how they feel about the roles and responsibilities of men and women in the family;

Preliminary interview: for adapting contents:

Because the workshop5 is about family, after checked the Guidance, many topics are not completely appropriate for the community, people in here came from a complicated backgrounds. To adopt the content for T community, a preliminary survey before this workshop had been conducted. Main findings are:

1) There are diverse family structures. e.g. Divorced, mother or father passed away became single parent family; migrant family: living with grandparents/uncles.

2) Because they are not living with their parents, most of the time, in the weekday, they cook by themselves, and girls would do the most of housework.

3) Domestic violence against children. When the author asked them if they experienced domestic violence from their parents, one girl said, “That’s OK, my mom often beats me” , and a boy said “I don’t have a cell phone, because my dad smashed it when he beats me.”



Figure 4.19 10/26, Children of the workshop are having picnic.

4.6.2 Workshop5 Implementing

According to the reflection of the workshop last time, we adopted the game form of "You guess, I describe" as an ice-breaking game. Organizer provided 40 words, all of which were key words from the workshop in previous 4 rounds. 2 to 4 participants make a group, and each group has senior participant and new participants. The guesser should turn their back to the screen while their partners face it. The question master tells the number of words in the terms, and the partners facing the screen should express the terms on screen using gesture language. The term to guess switches to the next as the guesser gives the right answer. Every team has 2 minutes to guess all the terms and the team who get more answers win. During the game, players could pass the terms, but no more than 3 times.

When we have the discussion about kinds of discrimination against single parent family, one participant raised an example, "People thinks they are 'No one needed', 'a wild child'", however there is a girl in the workshop that is from single mom family, when she heard the answer she suddenly became very upset, the organizer reminded them that is not right to talk about people like that after the discussion.

Since there are children from single or divorced family. In order to deliver that every family can find their own way to keep the family functioning, in the session of "understanding the roles and responsibilities of family members", a game was designed referred to the *Middle School Sexuality Education Session Plan* [27]. The author made 11 "Character CARDS" and 20 "Responsibility CARDS", and

gave them to a young girl, T. She is one of the participants who often answered questions, in charge of handing out responsibility CARDS.

First, participants voluntarily raised their hands and chose the roles of "mom", "dad" and "kid" they wanted to play. Then T handed out 5 responsibility CARDS, such as "washing clothes", "cooking" and "doing homework" to family members. After distributed, the organizer said like "However, the mother of this family has to go to the city to work, she left the father, but the life of this family still have to going on. Then who should be assigned to the task that in the mother's hand before?" At this time the family members with the CARD distributor T came together to discuss. The responsibility, "wash clothes" and "cooking" in mother's hand before, in fact, father and child could both contribute to. In the second and third rounds, the roles of grandpa, grandma, teacher and social worker were added.



Figure 4.20 The string game

4.6.3 Workshop5 Result

- "You describe, I guess" allowed participants to recall and answer key words learned in the first four workshops. Surprisingly, they recalled most of the key knowledge. After the game, the senior participants explained to the new comers what does the words mean.

The worksheet is also designed as "types of families I know" in the left column

and "types of multiple families 1-7" in the right column. Thus the results can be compared from the worksheet. Before the workshop many participants have written "general family, single-parent family, divorce family", after played educational video, all of them wrote all 7 types: 1) nuclear family, 2) single-parent family, 3) skipped generation family, 4) the reorganization of the family, 5) dink family, 6) transnational family, 7) two places family. [1]

At the same time, in order to let participants understand how the division of housework in their own home, we conducted a exercise. First, write down the names of all house chores, and then use "circle" to represent mother, "triangle" to represent yourself, "square" to represent father, etc. In order to visually presented the division of labor based on gender. However, unlike the "majority" of families, participants themselves did most of the house chores because their family members were not at home for the most of time, as a conclusion, this exercise didn't deliver the idea: men and women should divide the work equally inside and outside the home. Discussion around the cause will be addressed at the next chapter. On the issue of gender equality in the workplace, we watched some news reports about the "Glass ceiling" ², aware the issues and required ways to improve gender equality in and out of the family.

Finally, in the domestic violence identify & prevention session, students can list several types of domestic violence and the ways to seek help after encountering domestic violence through &A and educational videos.

4.6.4 Workshop5 Reflecting

- Concentration has been increased. because we had more games in the workshop, and a long 20 minutes break in the half of the workshop. So the balance between games and teaching part should be well designed.

- Before sessions, participants know only 2 types of family: a family of three and a divorced family. After learning about diverse family structures, students were able to name 7 or 8 types of families and were aware that there were families around them. What's more, students think that there are kinds of discrimination against these families, and we should respect these families.

2 U.S. Glass Ceiling Commission(1995)

- Children can face up to the negative situations in their families, such as the housework inequality, domestic violence .etc And be able to think positively about solutions.

- When we talk about LGBT marriage/family, no one felt awkward. Before the workshop, we concerned that participants would feel uncomfortable when bring topics about LGBT, in fact, no one felt awkward, some of them even said “It’ s not a big deal, we heard about that a lot.” And when I talked to one high school teacher, she also told me “it’ s a very open-minded generation, one boy in her class even came out of closet in his first day in the school, and no one thinks it’ s strange.” It shows that there are many possibilities and potentials in exploring LGBT topics in the sexuality workshop.



Figure 4.21 ”Participants and the author”

Chapter 5

Conclusion

5.1. Evaluation and discussion

5.1.1 Post-questionnaire for workshop participants

Post-questionnaire conducted after the last workshop. More than 90% of students rated themselves in self-evaluation for their improvement in knowledge, changes in attitude, and skills requirement (shown on the questionnaire is 3 points). More than 80% of the students said they "very like" the workshop and found it "very helpful". But at the same time, should also be noted that the few, given low-rated participants. One on the questionnaire has written 'It would be better to have few more runs of workshop'. According to the low-rated feedback, it can be inferred that the workshop has a lot to deliver in two and a half hours. In order to achieve the goal of the *Guideline*, and it's required to include 5-8 and 8-12 two age groups of contents. The increase in learning objectives and goals have led to the content of the workshop cannot be in-depth. As a comparison, the Workshop3 of puberty. The whole workshop has one simple and straight topic around the changes and how to response during puberty, although the theme is not simple, but could be discussed in-depth. The workshop3 has been highly rated by a former nurse(active social worker), and welcomed by participants. This is also confirmed by the interview with the participants below.

Thus, as an improved solution, under the limitations of time and place, the workshop design process should not simply "complete" the guideline's goal, but should be combined with local needs, and combined with all stakeholder's point of views, to design a more professional and in-depth topic.

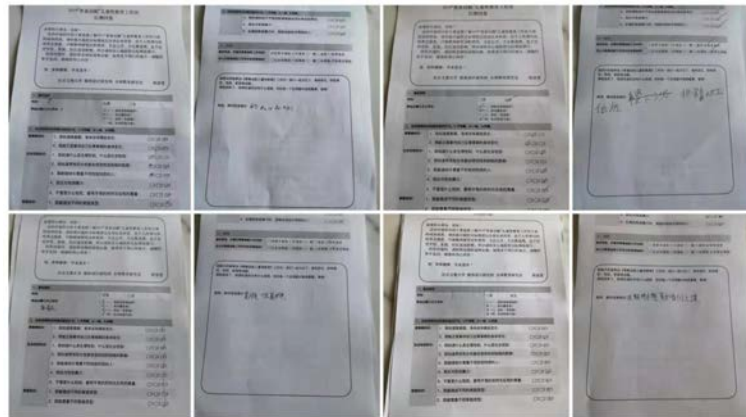


Figure 5.1 Post questionnaire

5.1.2 Group-interview for workshop participants

On November 23, in the activity room, the author interviewed five workshop participants: H, C, T, W and L1 in a semi-structured interview. H, C, T and W are participants who have attended the workshop for more than 4 times (as shown in Table 3.1). L1 is a 9-year-old girl who has only attended the last workshop.



Figure 5.2 Interviewing children

To achieve child-centered sexuality education

The first question was “How do you like the workshop? Why ” C, W, T said, “Very good!” , H thoughts “It’ s better than class!”. The reason is that L1 “Because the workshop doesn’t like a lullaby” and W “Yes, we listened to all your workshops carefully.” The author’s second question is “would you come to this workshop if there were another organizer or teacher?” C, H, W, T “No! Because that kind of teacher would make me sleep!” The author goes on to ask, “What if we use the same way of educating, for example, the workshop? ” W: “If so, it’s Ok.”

From the above two answers, it can be seen that the workshop, as a participatory class, can not only teach knowledge but also enhance interest and increase children’s participation. Changing children from a passive position into the role of a “workshop partner” , improved children’s objective initiative. Meanwhile, for sexuality education, while most Chinese parents are standing in a abstinence perspective to think about how children access sexual-related knowledge, to minimize the initiative of children about sex, but as mentioned in the chapter1. Sexuality education for children is not to encourage them to experience premature sexual activity, but, in the context of comprehensive sexuality education, in the rapidly changing and dangerous society, in the full consideration of the well-being and health for children, what really matters is not locking the next generation in a cage to avoid all the risks, but building their problem-solving skills and giving them the courage to go out and face the future. People may abandon abortion because of damages that brought by abortion, and attack premarital sex activity because of the loss that caused by premarital sex activity, when our kind heart take the place of rational consideration, there is bias comes, which takes us away from the subject of sex and turns to discuss about sexuality education and even the nature of education. In addition, as a educator, we should stand in the perspective of child really listening to their needs and thoughts, to be closer to a child-centered, learner-oriented education.

Democratic interactive or disciplined environment?

The third question is “what did you think of my class?” W: “Thank you. You won’t be as angry as our teacher and scold us if we make mistakes. Only you will

treat us gently and tell us if we make mistakes. During the interview, children expressed their love for the author many times, and the reason why they were willing to come to the workshop was "because we like you!"

Behind the answer lies a complex and intertwined result. On the one hand, attending workshops in the community is a completely voluntary for children, which is not related to any achievement, evaluation or performance assessment. Every Saturday morning, the children can decide to or not attend. In fact, in the original weekly workshop were about 15 participants, but because for almost 3 months did not organized any activities, many children were lost intentions to participate in the activities. The sexuality workshop, as first step to reorganize those children, to motivate them to participate in activities, facing of great risk, but from the results, 10 or so children can participate in the activities almost every time, in a way it is because the connection between children and the author has becoming deeper, Thus, they gained the motivation to participate the workshop.

On the other hand, discipline of the first and second workshop was not disordered, because the participants were not familiar to the organizer, and also because the organizer had used an identity of "came back from overseas and studying in a famous university" to establish an authority figure. But as the relationship between the participants and the organizers growing closer and closer, and the status of the participants becomes more and more equal, the discipline of the classroom cannot be maintained as before. Originally, the author wanted to create a democratic atmosphere to reduce the resistance to the content, and as to motivate students to speak freely in the workshop, discuss with each other and develop critical thinking. As a result, students become more willing to express their ideas. But at the same time, when we get along as friends, the discipline become less important, because the boundaries of "constraints" can be blurred between friends.

Therefore, as an improvement practice in the future, classroom discipline should be solemnly established at the very beginning and repeated in every workshop. As an organizer, the identity of friend and authority figure should be maintained at the same time, and students should be timely reminded and organized when they blur the boundaries of constraints.

The fourth question is "What are the advantages and disadvantages of this workshop?" H "This workshop is very attractive, but it is not clear about the discrimination against diverse-families. And, hope next time there will be fewer nude images." C "Made me know about puberty and acne, but hope to add a little more knowledge next time." T "the second workshop made me very excited, because you and I became friends. Nothing needs improving." W: "I like workshop of biological sex and puberty best!"

5.1.3 Post-interviewing NGO staff, government official, school teacher

NGO staff

After the workshop⁵, I also interviewed NGO staff : Xiao "It's good to have the localized content and provide local example, which are children in the community needed the most, because there is a complex population and situation, and both teachers and parents were failed to teach."

Yan "If you could provide us the toolkit book or detailed session plan, we hope the workshop could be delivered to more kids."

Wang "To achieve a sexuality educated community, we could organize a promotion activity in the community, in the meantime, recruit more participants in NGO' s weekly workshop."

In addition, NGO staff Wen Zi contacted me at the beginning of December, they decided to include the sexuality education workshop into their formal work plan and combine it with their Photography Project to provide a, according to Wen "our concept is, by exploring their relationship with themselves, and to explore their relations with others, and finally to explore their relations with the community", under the concept, they are re-design the workshop process and ways of presenting based on this research, in order to provide sexuality education for more children.

Government official

The results of the study were reported to government officials and school teachers. Government staff said they were also aware of the importance of sexuality

education and were in discussion with an international organization about collaborating on a training seminar on "gender equality" and "child sexual abuse" in Wenshan city.



Figure 5.3 Interview government official

School teacher

The school teacher invited the author to carry out one workshop for a class of students.

The school teacher said realized the importance of sexuality education, and the parents were very supportive, so she decided to continue the course in the class.

The teacher L : "I think your workshop is great, my kids and his classmates also needs to receive sexuality education, which they had no chance to learn at school."



Figure 5.4 Implement workshop for primary school students

Conclusion

Through 1 year, 5 actions circle, children gain knowledge, attitude, and improved skills on sexuality education.

NGO staff can design its own activities based on the results of this study to serve more people.

Parents were able to support implementation, while NGO staff and children would deliver information to them.

More importantly, it has created a friendly environment in the community could discuss and promote CSE.

The government and schools have also realized the importance of sexuality education, ensuring it can be sustainable developed in the community.

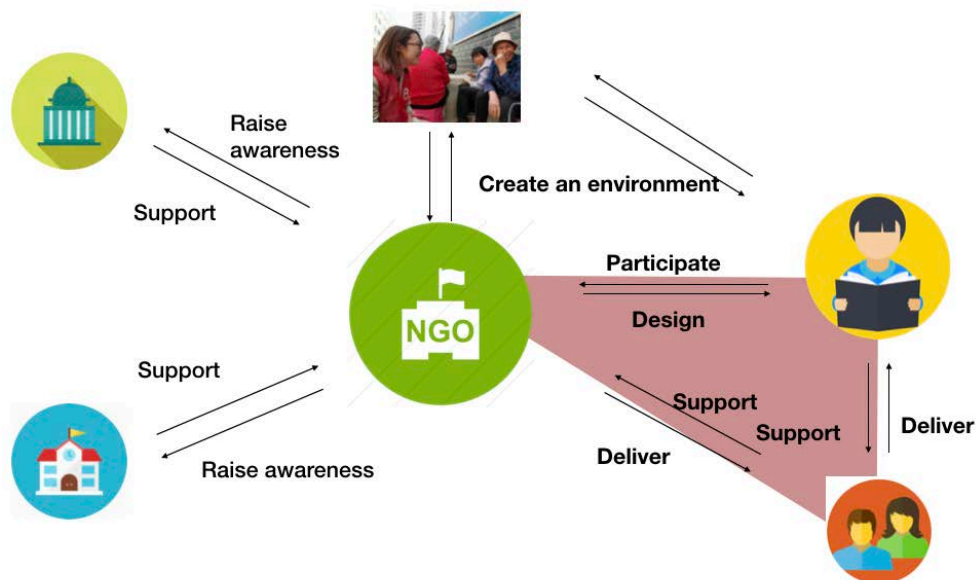


Figure 5.5 A sustainable environment.

5.2. Limitation

As mentioned above, the limitation of the research lies in the inability to strike a balance between workshop learning objectives and course content. This is due to the author is lacking of teaching experience, thus, that the curriculum objectives

and content are set strictly in accordance with the guidance. As conclusion, "the form is more than the reality" and "the goal achieved is more than the reality", which should be avoided as far as possible in the future curriculum design.

5.3. Future Work

This research opened a new door for the implementation of sexuality education in Wenshan city and saw the demand from children, NGOs, schools and the government. Based on the existing workshop design, this study will continue to develop a practical and easy-to-understand toolkit guidance for different users and organizers.

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Appendices

A. The pre-test questionnaire

2019“青春启航”儿童性教育工作坊
《我的身体我保护》前测问卷

亲爱的小朋友，你好！

这份问卷的目的主要是想了解2019“青春启航”儿童性教育工作坊方面的成效状况，请你就目前的实际情况以及看法来回答，你个人所填写的结果会保密，只做整体研究分析使用，不会公开，不会算成绩，也不会对学校、家庭、社区造成影响，所以请你安心地按照实际情况填写。

回答问卷时，请依照老师的说明去做，如果有不明白的地方，请随时举手发问。谢谢你用心回答！

祝 身体健康，学业进步！

庆应义塾大学 媒体设计研究科 全球教育研究室 熊凌莹

性别：	<input type="checkbox"/> 男 <input type="checkbox"/> 女
年龄：	_____岁

第一大题：下列问题依据你实际的情况，在对的地方打√

提到性教育会让你难为情吗？	<input type="checkbox"/> 是 <input type="checkbox"/> 否
你怎么了解性知识的？ (多选题)	<input type="checkbox"/> 父母说的 <input type="checkbox"/> 同学或者朋友 <input type="checkbox"/> 学校教育 <input type="checkbox"/> 书籍 <input type="checkbox"/> 电视 <input type="checkbox"/> 网络 其他：_____
你对性教育了解吗？	<input type="checkbox"/> 完全不了解 <input type="checkbox"/> 有一点点了解 <input type="checkbox"/> 一般 <input type="checkbox"/> 比较了解 <input type="checkbox"/> 非常了解
是否参加过性教育课堂， 讲座，工作坊？	<input type="checkbox"/> 完全没参加过 <input type="checkbox"/> 1-3次 <input type="checkbox"/> 3-6次 <input type="checkbox"/> 6次以上
你觉得小学生有必要学习 性教育吗？	<input type="checkbox"/> 完全没必要 <input type="checkbox"/> 没多大必要 <input type="checkbox"/> 可有可无 <input type="checkbox"/> 有一定必要 <input type="checkbox"/> 很有必要
你希望从哪些途径学习性 教育？(最多选3项)	<input type="checkbox"/> 父母说的 <input type="checkbox"/> 同学或者朋友 <input type="checkbox"/> 学校上课 <input type="checkbox"/> 书籍 <input type="checkbox"/> 电视 <input type="checkbox"/> 网络 其他：_____

Figure A.1 "page 1"

第二大题：请针对下列问题，根据你知道的情形，在框内打V			
	正确	错误	不知道
身体的隐私部位指的是胸部，臀部。			
女性内生殖器官包括：子宫，卵巢，阴道。			
女性外生殖器官包括：尿道口。			
男性内生殖器官包括：阴囊，阴茎。			
睾丸属于男性内生殖器。			
我们大便后，应该从后往前擦？			
（男生跳过这题）女生小便后，应该从后往前擦？			
如果我们手上有细菌，不可以触摸自己的生殖器？			
我们要每天清洗自己的生殖器，穿宽松的内裤？			
如果生殖器不舒服，我们要告诉家人或者信赖的大人，及时就医？			
生殖器和我们的其它身体部位一样，都需要学习和保护？			
如果遭遇了性侵犯，应该及时更换衣物或者洗澡，保持干净			
性侵害中的受害者可能是男生也可能是女生			
如果有陌生人给我们好吃的或者好玩的，我们要拒绝。			

第三大题：请依照你认为符合自己心中想法的程度，在最合适的-内打V					
	非常不同意	不同意	中立意见	同意	非常同意
遭遇性侵是一件丢人的事。					
如果我遭遇性侵了，也会努力，积极面对生活。					
如果同学遭遇性侵，我可能不愿意不愿意和ta像以前一样相处。					

Figure A.2 "page 2"

第四大题：下面题目是假设你可能遇到的一些情况，请你依照自认为可以做到的把握程度，在最适合的框内打V

	没0%把握	有25%把握	有50%把握	很75%把握	有100%把握
如果遇到性侵犯我知道有哪些方法去解决：					
遇到性侵犯我能和信任的大人或者警察沟通：					
与他人相处时，我能分辨什么是不好的触碰：					
当别人对我做出不礼貌的触碰时，我能坚定清楚地制止ta：					

【问卷全部填写完毕，请检查一遍是否漏答，非常感谢你的协助！】

Figure A.3 "page 3"

B. The post questionnaire

**2019“青春启航”儿童性教育工作坊
后测问卷**

亲爱的小朋友，你好！

这份问卷的目的主要是想了解2019“青春启航”儿童性教育工作坊方面的成效状况，请你就目前的实际情况以及看法来回答，你个人所填写的结果会保密，只做整体研究分析使用，不会公开，不会算成绩，也不会对学校、家庭、社区造成影响，所以请你安心地按照实际情况填写。

回答问卷时，请依照老师的说明去做，如果有不明白的地方，请随时举手发问。谢谢你用心回答！

祝 身体健康，学业进步！

庆应义塾大学 媒体设计研究科 全球教育研究室 熊凌莹

一、基本资料		
性别：	<input type="checkbox"/> 男 <input type="checkbox"/> 女	
参加过哪几次工作坊：	<input type="checkbox"/> 《一、我的身体我保护》 <input type="checkbox"/> 《二、我从哪里来》 <input type="checkbox"/> 《三、你好！青春期》 <input type="checkbox"/> 《四、社会性别与我》	
二、在你觉得符合的情况框内打勾。1-不同意，2-一般，3-同意。		
青春期知识：	1、我知道青春期，身体会有哪些变化：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	2、我能正面看待自己在青春期的身体变化：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
社会性别知识：	1、我知道什么是生理性别，什么是社会性别：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	2、我知道男性和女性都会受到性别刻板的影响：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	3、我能接纳与尊重不同性别特质的人：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	4、我反对性别暴力：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	5、不管是什么性别，都有平等的权利与应有的尊重：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
家庭知识：	1、我能描述不同的家庭类型：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	2、我能尊重不同家庭类型：	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Figure B.1 "page 1"

二、在你觉得符合的情况框内打勾。1-不同意，2-一般，3-同意。		
3、我知道性别不平等会影响家庭成员的角色和责任：	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4、我反对家庭暴力：	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
5、在遇到家庭暴力时，我能找到给与帮助的人：	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

三、评价	
整体而言，你喜欢青春启航工作坊吗？	<input type="checkbox"/> 非常不喜欢 <input type="checkbox"/> 不喜欢 <input type="checkbox"/> 一般 <input type="checkbox"/> 喜欢 <input type="checkbox"/> 非常喜欢
你认为青春启航工作坊对你有帮助吗？	<input type="checkbox"/> 完全没帮助 <input type="checkbox"/> 没帮助 <input type="checkbox"/> 一般 <input type="checkbox"/> 有帮助 <input type="checkbox"/> 非常有帮助

很高兴你能参加《青春启航儿童性教育》工作坊！我们一起讨论了，身体变化、防性侵犯、性别、家庭等话题。
课程结束了，我想知道你还有什么感想，你的每一个反馈都对我很重要，谢谢！

感想，期待或者建议：

Figure B.2 "page 2"