



Major paper

Educational actions to develop Sexual education and
Responsible Sexuality in Senior High Education

Authoress: Daimarys García Hernández

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THOUGHT:

The sexual life is a source of pleasure and happiness but it is also a source of mystery, obscurity and most of all a source of intelligence, all of it gives us the idea of how to live it, what to know, how to help our young people, when to prepare our youngsters for their lives, to get married and to be successful in their sexual life.

VILMA ESPIN



ABSTRACT :

The main purpose of the Cuban Educational System is the multifacetic formation of the individual where sexuality constitutes an important psychological dimension of the personality. On this topic the work makes a deep analysis of the most up-dated trends and theories and is proposed as objective to apply educational actions to develop a responsible sexuality in youngsters from Senior High Education. During the development of the paper work were taken into account the students' characteristics and the main aspects related to sexual education. For the realization of it some scientific methods were employed among them, from the theoretical level: the historical logical analysis, the analytic synthetic and the inductive deductive, from the empirical level: observation, pedagogical test, documental analysis, and from the statistic methods the descriptive analysis. The combinations of all these methods permitted the shaping of the final report. The paper offers different ways to achieve an appropriate responsible sexuality. The work is structured as follows introduction, development, conclusions, recommendations, bibliography and annexes.

RESUMÉ

Le propos essentiel de la politique éducationnelle cubaine dans la formation de l'individu tient en compte plusieurs éléments : la sexualité est un aspect important à tenir en compte dans la dimension psychologique de la personnalité parce qu'il détermine la nature de l'être humain à partir de son développement ;c' est pour ça qu'on doit continuer à parler de ce problème avec un model préventif caractérisé par **l'instructions** et les paroles informatifs, mais surtout c'est très important l'implication du point de vue personnel .Le travail fait une proposition des actions éducatives pour développer la sexualité responsable chez les adolescents dans le lycée qui assure le traitements des contenus avec une approche professionnelle alternatives de son apprentissage dans une communication ouverte , près au débat ,au dialogue et aux réflexions.

Pendant les développements des actions éducatives il faut tenir en compte le thème de Sexualité Responsable si on connaît les caractéristiques des sujets auxquels ils sont dirigés.

Dans la recherche on emploie des méthodes scientifiques tels que : historique-logique, analytique et synthétique, inductive- déductive, l'observation scientifique, l'examen pédagogique, l'analyse des documents et le calcul du pourcentage.

INTRODUCTION:

Sexuality is an element to take into account for a responsible sexual behavior, it is one of the contents to develop in the "Promotion and Health, Sex Education Programs" it is very important for a complete development of the personality and it is defined from biological, psychological, social and cultural standpoints, to give an over all view and an integrated support that take into consideration the human roles in within it.

In consonance with the previous idea, the UNESCO (1996) has proposed that Education should have four pillars: to **learn to know**, together with the reception of basic knowledge necessary for the comprehension of the world and the reception of a general culture, to **learn to make**, together with the reception of competences to face different situations and work in teams, to **learn to live together** , clustered to the discovery of the other and the participation in common projects and **to learn to be**, linked to the human being total development , and all its richness and complexity, becoming in a social, responsible and just individual.

For that reason, the Revolution has put into practice changes that gradually are transforming the education in our country with a new and a wide spectrum of programs and projects from the elementary level to the higher level to prepare students to face the challenges they are living and the ones that are to come.

That is why, the committed educational changes in this new stage of the Cuban education development begins elevating the teacher's role as a knowledge facilitator and educator of adolescents and young people, a teacher qualified for:

- Increasing the educational influences in order that it's students will be competent before the requirements, the dynamics and the necessities of the contemporary life.

- Propitiating the maximum development of the Sexual Education.

Recent studies made by the Education and Health department in Cuba in the topics related to Sexual Education are recognized among other researchers: Castro Alegret (2001, 2003, 2005), López García (2004), Carvajal Rodríguez (2004), Torres Cueto (2004), Castellanos Simons Beatriz y Doris (1999, 2001,

2004, 2006) who have paramount the need of studying this field from all possible positions and perspectives.

Under this conception many important research have been made, but they are not enough. The constant scenarios changes and the new challenges our society is facing foster new research works on this area to really attain a responsible Sexuality.

Furthermore, the all subjects syllabi conceptions for this level **are far beyond** the real analysis of this topic, they are conceived to deal with it in few occasions and not all the contents are related to it or treated, though this is a very ample field its misconception has brought about simple and superficial treatment.

In the exploratory study about the educative reality in Jose Luis Tasende Senior High School with the application of scientific methods from the empirical level such as the observation, the documental analysis, the pedagogical test, the survey important and relevant data was obtained in relation to the sexual education. Among the most relevant elements were detected:

Potentialities

- Subjects provide themes related to sexuality
- They are sexually maturing
- They are suffering from biological, physical and psychological changes
- Students are interested in learning about sexuality

Limitations:

- 1- The students have limited knowledge related to sexual education and responsible sexuality.
- 2-There are not precise methodological orientations that could evidence how to master sexual education and responsible sexuality.
- 3- Educative actions and systematic activities are not frequently developed to reinforce sexual education.
- 4-Parents´ behaviour towards sexuality is not the ideal.
- 5-Teachers are not prepared in sexuality terminologies, definitions and conceptions.
- 6-Subjects do not conceive these contents as it should be.

For all previously exposed criteria, it is necessary to go on searching for alternatives guided to develop sexual education and responsible sexuality. So the following scientific problem is determined:

How to contribute to the development of a responsible sexual education in senior high education ?

Objective: to apply educational actions to develop a responsible sexual education in tenth grade students

Then the following **research questions** are formulated:

- 1- What are the theoretical and methodological grounds that support the sexual education process and particularly the responsible sexual education?
- 2- What is the current state of the development of the responsible sexual education in tenth grade students from Jose Luis Tassende Senior high school?
- 3- What kinds of educational actions can be applied for the development of a responsible sexual education?
- 4- How to validate the educational actions to develop a responsible sexual education?

research tasks:

- 1- Determination of the theoretical and methodological grounds that support the sexual education process and particularly the responsible sexual education.
- 2- Diagnosis of the current state of the development of a responsible sexual education in tenth grade students from Jose Luis Tassende Senior high school.
- 3-characterization of the educational actions for the development of the responsible sexual education in tenth grade students from Jose Luis Tassende Senior high school.
- 4-Validation of the educational actions to develop a responsible sexual education.

To implement this work different research methods and tools of educational research are used. Among them, theoretical, empirical and mathematical level methods. From the theoretical level:

Historical and Logical analysis: is applied for studying the logical and historical development of the criteria given about Sexual Education as well as

for valuing the evolution Sexual Education have had in the educational process ,joined to the responsible sexuality.

The analytic - synthetic: is used to determine the foundations that support information related to Sexual Education and Responsible Sexuality,as well as to determine and design the scientific-pedagogical results.

Inductive - deductive: facilitate a reasonable form to study Responsible Sexuality behavior in tenth grade students from Jose Luis Tassende Senior high school in Jatibonico to arrive to conclusions about the general aspects that characterize them.

Within **empirical methods** are used:

Observation: used to get information about responsible sexual behaviour and to evaluate students´ main traits related to responsible sexuality .The application of this method permitted to constate the way young people integrate their sexuality .

Documental Analysis: to deepen in the pedagogical, psychological and philosophical specialized bibliography about the selected topic (lesson plans, syllabi, methodological guide lines , orientations and ministerial resolutions)

Pedagogical Tests: is applied for the proposal implementation and cofirm the existence of limitations in this field.

Survey: is applied to students with the objective of getting information about Sexual Education and Responsible Sexuality knowledge.

Varios autores han investigado el tema de la educación sexual , los que han aportado a las ciencias pedagógicas con novedaosas:::

For the application of the work was selected as **population** tenth graders from

Jose Luis Tassende de las Muñecas in Jatibonico (159 students)and as a

sample, **representing % of the population** a group of 30 students. The class is

composed of seventeen males and thirteen females their ages are between

fifteen and sixteen years old, the majority of the class lives downtown, they

have the characteristics of the adolescents in our country, they are not sure

about what they want to study but they manifest a certain interest in studying a

foreign language, they all have good manners.

Scientific newness:

The proposed educational actions are characterized by being adequate to students' characteristics, facilitating their interventions, expressing their needs, interest and motivations, they are in charge of breaking taboos and stereotypes. They are structured in topics, objectives, development and conclusions.

Párrafo como se estructura la tesis, Introducción con la importancia del tema, desarrollo epígrafe relacionados forma general propuesta, conclusiones recomendaciones anexos, bibliografía

Development:

1.Theoretical conceptions of The Sexual Education and Responsible Sexuality.

Sex education is instruction on issues relating to human sexuality, including human sexual anatomy, sexual reproduction, sexual activity, reproductive health, emotional relations, reproductive rights and responsibilities, sexual abstinence, and birth control. Common avenues for sex education are parents or caregivers, formal school programs, and public health campaigns. (Rubin:2000)

Traditionally, adolescents in many cultures were not given information on sexual matters, with the discussion of these issues being considered taboo. Such instruction, as was given, was traditionally left to a child's parents, and often this was put off until just before a child's marriage.

The progressive education movement of the late 19th century, however, led to the introduction of "social hygiene" in North American school curricula and the advent of school-based sex education. Despite early inroads of school-based sex education, most of the information on sexual matters in the mid-20th century was obtained informally from friends and the media, and much of this information was deficient or dubious value, especially during the period following puberty when curiosity about sexual matters was the most acute. This deficiency became increasingly evident by the increasing incidence of teenage pregnancies, particularly in Western countries after the 1960s. As part of each country's efforts to reduce such pregnancies, programs of sex education were instituted, initially over strong opposition from parent and religious groups.

The outbreak of AIDS has given a new sense of urgency to sex education. In many African countries, where AIDS is at epidemic levels (see HIV/AIDS in Africa), sex education is seen by most scientists as a vital public health strategy. Some international organizations such as Planned Parenthood consider that broad sex education programs have global benefits, such as controlling the risk of overpopulation and the advancement of women's rights (see also reproductive rights). The use of mass media campaigns has sometimes resulted in high levels of "awareness" coupled with essentially superficial knowledge of HIV transmission.

According to SIECUS, the Sexuality Information and Education Council of the United States, 93% of adults' survey support sexuality education in high school and 84% support it in junior high school. In fact, 88% of parents of junior high school students and 80% of parents of secondary school students believe that sex education in school makes it easier for them to talk to their adolescents about sex. Also, 92% of adolescents report that they want both to talk to their parents about sex and to have comprehensive in-school sex education. Furthermore, a "...study, conducted by Mathematic Policy Research on behalf of

the U.S. Department of Health and Human Services, found that abstinence-only-until-marriage programs are ineffective."

Burt defined sex education as the study of the characteristics of beings: a male and female. Such characteristics make up the person's sexuality. Sexuality is an important aspect of the life of a human being and almost all people, including children, want to know about it. Sex education includes all the educational measures which - regardless of the particular method used - may center on sex. He further said that sex education stands for protection, presentation extension, improvement and development of the family based on accepted ethical ideas.

Leepson (2010) sees sex education as instruction in various physiological, psychological and sociological aspects of sexual response and reproduction. Kearney (2008) also defined sex education as "involving a comprehensive course of action by the school, calculated to bring about the socially desirable attitudes, practices and personal conduct on the part of children and adults, that will best protect the individual as a human and the family as a social institution." Thus, sex education may also be described as "sexuality education", which means that it encompasses education about all aspects of sexuality, including information about family planning, reproduction (fertilization, conception and development of the embryo and fetus, through to childbirth), plus information about all aspects of one's sexuality including: body image, sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections (STIs) and how to avoid them, and birth control methods.

Various aspects of sex education are considered appropriate in school depending on the students' age or what the children can comprehend at a particular point in time. Teachers should develop activities to reinforce sexual education and responsible sexuality

Rubin and Kindendall (2001) expressed that sex education is not merely a unit in reproduction and teaching how babies are conceived and born. It has a far richer scope and goal of helping the youngster incorporate sex most meaningfully into his present and future life, to provide him with some basic

understanding of virtually every aspect of sex by the time he reaches full maturity.

Evidence shows that a combination of comprehensive sex education and access to birth control appears to decrease the rates of unintended pregnancies among teenagers. A meta-analysis compared comprehensive sex education programs with abstinence-only programs found that abstinence-only programs did not reduce the likelihood of pregnancy, but rather may have increased it. Numerous studies show that curricula providing accurate information about condoms and contraception can lead to reductions in the risky behaviors reported by young people as well as reductions in unintended pregnancies and STIs. Programs that teach only abstinence have not been shown to be effective.

According to UNFPA, "A 2010 review found that "gender-focused" curricula – meaning curricula that integrate gender equality into the learning material – were substantially more effective in reducing risky behaviors than programmes that did not consider gender." Research has also shown that delay in sexual initiation, use of condoms and practice contraception has been a result of young people adopting egalitarian attitudes about gender roles. These individuals were also found to be less likely engaged in violent relationships and have a lower rate of STIs including HIV and unintended pregnancy.

By emphasizing rights and gender issues, these programs help reduce gender-based violence and bullying, promote safe schools, empower young people to advocate for their own rights, and advance gender equality.

"Few sexual health interventions are designed with input from adolescents. Adolescents have suggested that sex education should be more positive with less emphasis on anatomy and scare tactics; it should focus on negotiation skills in sexual relationships and communication; and details of sexual health clinics should be advertised in areas that adolescents frequent (for example, school toilets, shopping centres)."

Also, a U.S. review concludes that "the overwhelming weight of evidence shows that sex education that discusses contraception does not increase sexual activity". The 2007 study found that "No comprehensive program hastened the initiation of sex or increased the frequency of sex, results that many people fear." Further, the report showed "Comprehensive programs worked for both genders, for all major ethnic groups, for sexually inexperienced and experienced teens, in different settings, and in different communities."

The United Nations Population Fund (UNFPA) recommends, comprehensive sexuality education, as it enables young people to make informed decisions about their sexuality. According to UNFPA,

"It is taught over several years, introducing age-appropriate information consistent with the evolving capacities of young people. It includes scientifically accurate, curriculum-based information about human development, anatomy and pregnancy. It also includes information about contraception and sexually transmitted infections (STIs), including HIV. And it goes beyond information, to encourage confidence and improved communication skills. Curricula should also address the social issues surrounding sexuality and reproduction, including cultural norms, family life and interpersonal relationships."

Human rights issues, gender equality and gender roles should be integrated into every aspect of these discussions. This includes human rights protection, fulfilment and empowerment; the impact of gender discrimination; the importance of equality and gender-sensitivity; and the ideas underlying gender roles. Sexual abuse, gender-based violence and harmful practices should also be discussed. Taken together, all this information teaches young people the life skills necessary to assume responsibility for their own behavior and to respect the rights of others."

Comprehensive sexuality education "enables young people to make informed decisions about their sexuality and health. These programmes build life skills and increase responsible behaviors, and because they are based on human rights principles, they help advance human rights, gender equality and the empowerment of young people."

Sex education may be taught informally, such as when someone receives information from a conversation with a parent, friend, religious leader, or through the media. It may also be delivered through sex self-help authors, magazine advice columnists, sex columnists, or sex education web sites. Formal sex education occurs when schools or health care providers offer sex education. Slyer stated that sex education teaches the young person what he or she should know for his or her personal conduct and relationship with others. Gruenberg also stated that sex education is necessary to prepare the young for the task ahead. According to him, officials generally agree that some kind of planned sex education is necessary.

Sometimes formal sex education is taught as a full course as part of the curriculum in junior high school or high school. Other times it is only one unit within a more broad biology class, health class, home economics class, or physical education class. Some schools offer no sex education, since it remains a controversial issue in several countries, particularly the United States (especially with regard to the age at which children should start receiving such education, the amount of detail that is revealed, including LGBT sex education, and topics, dealing with human sexual behavior, e.g. safe sex practices, masturbation, premarital sex, and sexual ethics).

Wilhelm Reich commented that sex education of his time was a work of deception, focusing on biology while concealing excitement-arousal, which is what a pubescent individual is mostly interested in. Reich added that this emphasis obscures what he believed to be a basic psychological principle: that all worries and difficulties originate from unsatisfied sexual impulses.^[1] Leepson asserted that the majority of people favors some sort of sex instruction in public schools, and this has become an intensely controversial issue because, unlike most subjects, sex education is concerned with an especially sensitive and highly personal part of human life. He suggested that sex education should be taught in the classroom. The problem of pregnancy in adolescents is delicate and difficult to assess using sex education. But Calderone believed otherwise, stating that the answer to adolescents' sexual woes and pregnancy can not lie

primarily in school programmes which at best can only be remedial; what is needed is prevention education and as such parents should be involved.

When sex education is contentiously debated, the chief controversial points are whether covering child sexuality is valuable or detrimental; whether LGBT sex education should be integrated into the curriculum; the use of birth control such as condoms and hormonal contraception; and the impact of such use on pregnancy outside marriage, teenage pregnancy, and the transmission of STIs. Increasing support for abstinence-only sex education by conservative groups has been one of the primary causes of this controversy. Countries with conservative attitudes towards sex education (including the UK and the U.S.) have a higher incidence of STIs and teenage pregnancy

1.2. Theoretical conceptions of The Sexual Education and Responsible sexuality in Cuba

In Cuba did not exist any scientific program dedicated to develop a proper sexual education before of The Triumph of the Revolution. The study of the reproductive system was limited in the most progressive schools. Those aspects related to the sexual relation ,the role of womem in the society and the establishment of family were studied ,of course,departing from the middle class moral canons reigning at that time as far as it was an epoch characterized by the existence of prejudgments and deep concepts of the wrong moral codes.

Accordig to this Marti:

And how a parent starts rightfully the sexual life knowledge or must he leave this matter at random from which its son´s life entirely depends on or is it there any law that guides man itself, and it is the only guide or must be the parent´s indirect guidance and no more.

“(…)¿y cómo un padre inicia a su hijo decorosamente en el conocimiento de la vida sexual, o debe dejarse al azar este asunto del que depende tal vez la vida entera, o hay tal ley en el hombre que ella sola le guía, y es la única guía, o debe ser la guía del padre indirecta y no más(…)?” . (Martí, J, 1889: 415).

He also wrote to Maria Mantilla in one of his letters what he thought about all this ,advising the necessity of preparing woman for life taking into account their

economical dependence and what sufferings men can bring them. He also pointed out that it is one factor that could turn marriage into a legal prostitution way to satisfy the material needs, consciously or not without the love reigning the establishment of family“(…)

“¿piensa en el trabajo libre y virtuoso, para que la deseen los hombres buenos, para que la respeten los malos, y para no tener que vender la libertad de su corazón y su hermosura por la mesa y por el vestido? Eso es lo que las mujeres esclavas, - esclavas por su ignorancia y su incapacidad de valerse-, llaman en el mundo «amor» (…”. (Martí. J, 1895:66).

Tomar partido...

After the North American intervention and the establishment of a new republic the double moral came out as well as the prejudgments that affected mainly the woman image .

Pedro Garcia Valdez highlighting the need of sexual education making emphasis on the role played by family and schools in this sense he wrote:

“(…) que en el hogar como en la escuela es necesario reconocer que es donde se plantean los problemas sexuales en los niños y son los padres, los maestros los que no deben continuar dándoles la espalda a esos problemas, porque son ellos los que deben orientarlos y dirigirlos, porque los niños son el soporte sólido de la juventud y la simiente hermosa del progreso y el bienestar de los pueblos(…)”. (García Valdés, Pedro 1990:36,37).

On the other hand ,since the Triumph of the revolution ,the education of people has always constituted a priority although in the early years of the revolution the ideological and political fight found the necessity of developing other educational spheres ,putting away the psychosexual aspect.This matter was assigned to the schools and families spontaneity with the risk of keeping some values and behaviours of the middle class.Concerning women emancipation a deep work was through The Cuban Women Federation.

Margarita Silvestre ,Magaly Garcia, , Mérida López, Margarita Mc Pherson are among the professional who have researched about this topic giving great importance to the sexual education in the general teaching.Other researchers such as: Alberta Duran (1989), Alicia González (1994), Arellys Azcuy

(2001), have researched and published books and articles related to this theme in Cuba and out of the country.

Departing from those investigations different curricular programs have been used to approach a sexual education according to the students' needs .

So the criteria given by the specialists of the sexual education when they state that "(...)it is an important part of human being for life(...)(Ruiz, A, 1998:45). To F. Martinez(...)The sexual education departs from the moral education and it should be approached within the educative process of children ,considering that out of this context it would lose the objective of contributing to the general and integral formation of the subjects ,their families and the community(Martínez. F, 1999:35).

In the same way, The Project through a Responsible Sexuality (1999) defines it as (...)a way of preparing the young generation for love, marriage and family in the same way ,the two members of the couple.

The other project called Formal Education to a responsible sexual behaviour states that it constitutes an important part of the human being by means of which every person has to learn how to be sexualized ,to build his or her own male or female features so as to get creativity, values, knowledge, abilities and efficient personal resources in order to live their own sexuality .In this process, people take the basic knowledge to interact with the opposite sex or may be the same sex ,satisfying their needs and learn about their own sexual rights.

On the other hand Gonzalez y Castellanos establish it as the active process that prepares the person for the free and responsible relationship with the opposite sex and also with his or her own sexuality ,guarantying their capacity to choose the limits of their sexuality so as the respect for the people they are related to.

The authoress of this research ascribes to the concept given by Pedro ILuis Castro Alegret who states "Sexual Education is that one that educates the person, male or female ,in making choices related to the development of feelings and conscience, according to their sexual preferences, respecting everyone else next to them. Love should be enjoyed without damaging the reproductive, physiological or social health. **Dar tu punto de vista**

1.3 Youngsters' characteristics in Senior High Education

The youth's morality is of perennial concern to educators throughout the world. As a result numerous studies have been conducted and various suggestions have been made in order to educate the young people about their sexual functioning.

The comprehensive Education is the multifacetic formation of the fellow's personality and his or her capacities to face modern life,so,it is impossible to ignore the fundamental role played by Sexual Education.

The school is then ,in the middle of the social dimension and individually, taking into account that through out the educative activities students increase their human relations, and as a consequence ,they also increase their personal experience. They learn to rule their behaviour consequently with the general values of the society.

Educational institutions have the conditions to develop this task of forming the psychosexual aspect of the students' personality . Besides, there is a bigger amount of well-prepared staff ready to carry out this educative work.

2. Diagnosis of the real state of the sexual education at José Luis Tassende

To diagnose the initial stage of tenth graders from Jose Luis Tassende Senior High School ,some scientific methods were applied in order to obtain information about sexual education and responsible sexuality

The study made to 10th grade students from Jose Luis Tassende Senior High School in Jatibonico could determine that they present the following potentialities for developing a Responsible Sexuality:

- They are disciplined students according to their age.
- They like to practice sports.
- They love to listen to music.
- They know some STDs.
- They have TV lessons about Biology.
- They possess textbooks, newspapers, videos.
- They can consult the software "Man and Nature"

2.1 Initial Stage

Results of the scientific observation:

Initially, a scientific observation was made (Annex 1) and the results were that 25 students of the sample, representing a 83,3 % do not want to be involved in the investigation, they do not want to take part in the development of these educational actions.

Results from the documental analysis

Consulted documents

During the documental analysis (Annex 2), it was detected that there are not normative documents that can reflect educational actions as an element to take into account in the teaching – learning process. There are not methodological guide lines in this education to develop sexual education and responsible sexuality.

Results from the Pedagogical Test

The results obtained were :

In the analysis of the results of the Pedagogical Test (Annex 3), it was detected that 27 students representing a 90% do not know the definitions of sexual education and responsible sexuality, 22 students representing a 73,3 % do not know the main Sexually Transmitted Diseases, 17 students representing a 56,6 % do not know the ways of protection and 30 students representing a 100% do not know the ways Sexually Transmitted Diseases are transmitted.

On the other hand, in the analysis of the interview it was detected that 27 students representing a 90% of the sample can not explain what responsible sexuality is about, 24 students representing a 80% cannot say what they like about this content and nobody proper answers, and 30 students representing a 100% of the sample say that they are interested in learning this content.

After the application of different methods from the empirical level, it was determined that:

-They are not able to explain the definitions of sexual education and responsible sexuality.

-They have insufficient knowledge about the ways of protection and ways of transmission of the Sexually Transmitted Diseases.

-They do not know the main Sexually Transmitted Diseases.

2.2 -Theoretical foundations about educational actions:

The proposal of educational actions is based on the principles of the pedagogical process, stated by Fatima Adinne and a group of Cuban pedagogists,

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same process.

Principios.

The authoress of this work ascribes the definition of educational action given by (Peña Mantilla Beatriz 2008)

Educational actions: permit the relationship among knowledge, educator and students, to manage the pedagogical process in an optimum form to accomplish the proposed objectives to satisfy the diagnosed educational needs, to promote responsibility and to offer alternatives in which the personality is developed.

3.1-Proposal of Educational Actions:

Educational Action1

Title:Conceptualizing Sexuality

Objective:To define sexuality as a manifestation of the personality,as well as its relationship with Sexual Education and Sex

-The teacher will give the students three definitions of sexuality

-The students should read them carefully

-The should identify or underline the new words and look for these words in the dictionary.

-Later,they should answer the following questions:

1.What is the text about?

2.What are the main words in the three definitions?

3. Taking into account these definitions, prepare a sexuality definition by yourself

-The teacher will make other questions:

-Do you think that sexuality takes up a place in our lives?

-How and when can we express our sexuality?

How should be our behaviour towards sexuality?

What is the relationship among sexuality, sexual education and sex?

The teacher will clarify some important details in order to help students to arrive to conclusions

Educational Action 2

Title: "Open Heart"

Objective: Characterize sexuality to contribute to a responsible sexual behavior.

The teacher declare the objective of this activity and the teacher invites to coment the definition made by them in the previous action and the teacher show a Picture to be seen by them carefully.

Which is the main idea in the information transmitted by the image?

Why love and sexual aspects are represented by a heart?

What other pictures do you suggest?

Which are the correct behaviours to maintain a responsible sexuality?

Give a piece of advice to your classmates about the correct behaviour to have a responsible sexuality

At this point the teacher develop a debate and he end the action thinking about the characteristic of the sexuality.

Educational action 3

Title: Differences between sex and sexuality.

Objective: Explain the differences between the definitions of sex and sexuality.

The teacher makes some question and the students should be able to elaborate their answers

What is sex to you?

What definition do you know about sexuality?

What is the difference between sex and sexuality?

How can you show a responsible sexuality?

Educational Action 4

Title: Importance of a responsible sexuality

Objective: Argue the importance of a responsible sexuality

The teacher make some questions and the students will answer what they know about responsible sexuality.

Do you know the importante of having a responsable sexuality?

Can you argue the consequences o fan incorrect sexuality?

What do you think about Sexually Transmitted Diseases?

Do you think that all the STDs have cure?

The teacher will explain the importance of a correct sexual education as well as the consequence of an incorrect sexual behaviour.

Educational Action 5

Title: Communicating sexuality in a correct way.

Objective: Argue the basic principles towards an efective communication in sexuality.

Do you know any way to teach people about sexuality?

Is there ,in your school any way of teaching people about this content?

Are you learning about sexuality by means of your teachers?

Would you like to have another way of learning more about this important topic?

Have been treated this topic at home by your parents?

Later , the teacher is going to argue the importance of divulging Después el profesor argumentara la importancia de divulgar los temas de sexualidad para lograr una sexualidad responsable.

Educational Action 6:

Title: Trying to take responsible decisions.

Objective: Explain the prevention and the responsibility to contribute to a safe, happy and responsible sexuality.

Would you protect yourself when you have sex with your couple?

How much time would you do?

Can be enough three months to meet a person?

What would you do if your couple do not want to protect himself or herself?

The teacher is going to precise some elements in order to they arrive to conclusions.

Educational Action 7:

Title: Talking without prejudices

Objective: To value prejudices and taboos about sexual diversity to contribute to a responsible sexuality.

Do you think that sex is only made by a male and a female?

Are they the only ones exposed to be infected by a certain sexual disease?

What could be your advice to an homosexual¿?

World you reject his or her preferences?

Why people can not consider homosexuality as a decisive behaviour?.

The teacher concludes emphasizing in the importance of accepting people as they are and not by their sexual preferences..

Educational Action 8

Title: Sexually Transmitted Diseases: STDs,HIV and AIDS.

Objective: To explain Sexually Transmitted Diseases: STDs, HIV and AIDS in order to avoid getting infected and in this way to keep a responsible sexual life.

The teacher says the objective of this action and he or she explains the procedures to be followed

What is a Sexually Transmitted Diseases (STDs)?

2- Mention the commonest Sexually Transmitted Diseases (STDs) and the ways of transmission

3- What are the symptoms of these Sexually Transmitted Diseases (STDs)

4- What can be do if you have these symptoms?

5- What are the differences between HIV and AIDS?

6-What are the ways of transmission of HIV and AIDS?

7-How can we protect ourselves of getting infected?

Educational Action 9

Title: Sexuality and pregnancy.

Objective: To value the importance of a responsible attitude in sexuality to contribute to a happy and safe sexual life.

The teacher shows a situation and the students should arrive to a conclusion

A couple of teenagers have sex by first time and they did not protect themselves.

How do you consider their attitude?

Was this a responsible attitude?

Why do you consider there is a risk?

Why do you consider that communication was not present?

Why there is the risk of being infected by a sexually transmitted disease, HIV or AIDs?

What other consequence can appear?

Educational Action 10

Title: Tell me all you know about sexuality

Objective: To summarize all the aspects studied about sexuality by means of group work

The teacher plays a video related to some of the aspects seen in the previous lessons in order to summarize all the contents studied.

Observation Guide:

1-What is the video about?

2-What are the Sexually transmitted Diseases that appear in the video?

3-What are the ways of transmission?

4-What are the ways of protection?

2.1.3. Evaluation of the educational actions application:

Párrafo donde se explique los métodos para validar...

Results from the Pedagogical Test

After applying the pedagogical test (annex 3) in order to evaluate the development of the responsible sexuality tenth graders from Jose Luis Tassende Senior High School have acquired through the applied educational actions, it was determined that there are outstanding results where was confirmed that 30 students representing the 100 % of the sample know the definitions of sexual education and responsible sexuality, 30 students representing a 100% of the sample know the majority of the sexually transmitted diseases, 27 students representing a 90% of the sample know the different ways of protection and contraceptive methods and 30 students representing a 100% know the ways sexually transmitted diseases are transmitted.

However, in the analysis of the results of the Pedagogical Test (Annex 3), it was detected that 27 students representing a 90% do not know the definitions of sexual education and responsible sexuality, 22 students representing a 73,3 % do not know the main Sexually Transmitted Diseases, 17 students representing a 56,6 % do not know the ways of protection and 30 students representing a 100% do not know the ways Sexually Transmitted Diseases are transmitted.

An interview was employed where was detected that 27 students representing a 90% can explain the definitions of responsible sexuality, 30 representing a 100% can say what they like regarding the content and what they do not like and 30 students representing a 100% of the sample say that they are interested in learning more about sexual education. However, in the analysis of the interview it was detected that 27 students representing a 90% of the sample can not explain what responsible sexuality is about, 24 students representing a 80% cannot say what they like about this content and nobody proper answers, and 30 students representing a 100% of the sample say that they are interested in learning this content.

After applying the different methods from the empirical level was determined:

- The students know the definitions of responsible sexuality and sexual education.

- They have knowledge about the different ways of protection and contraceptive methods
- They recognize the ways sexually transmitted diseases are transmitted.

CONCLUSIONS:

The determination of the theoretical foundations that support the development process of a responsible sexuality permitted to confirm that since the first Education and culture congress, researchers have been showing the sexual education and responsible sexuality needs, from the earliest ages and they look for support in the contemporary pedagogical theory, as well as, in the educative syllabus proposed by Cuban society. It was also detected that the methodological guide lines and the syllabus design does not include topics or contents directed to this area.

In the initial diagnosis was confirmed the lack of theoretical preparation of tenth grade students, the need of instrumenting ways to enhance this knowledge area, students cannot differentiate sexuality from sexual education...

The educational actions to develop a responsible sexuality in tenth grade students are characterized by: content of easy comprehension, express the needs, interests and motivations of the students, the structures are related to what they know, facilitate the active students' intervention, invite them to break stereotypes and taboos, and are related to the youngsters' characteristics.

After the application of the pre-experiment, the indicators selected showed mobility from lower per cents to higher per cents. In the case of those students that were in Level 1

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ANNEXES:

Anexo: 1 Guía de Observación (fase inicial)

Objetivo: valorar lo que ocurre en cuanto al aprendizaje con acciones educativas.

Aspectos a observar.

1. Se observa si los alumnos durante la dirección del aprendizaje realizan las acciones educativas.
3. Analizan los modos de adaptación a las nuevas estrategias de enseñanza que posibiliten emplear las acciones educativas.
4. Se aprecia diferentes formas de interrogar preguntas o acciones que propicien el vínculo del contenido con la vida práctica.
5. Emplean formas novedosas para orientarse ante las situaciones nuevas que se le presentan durante el proceso de enseñanza y aprendizaje.

Anexo: 2 Análisis de documentos (fase inicial)

Objetivo: analizar si en los documentos normativos de la escuela secundaria básica se aprecia lo relacionado con las acciones educativas.

Documentos muestreados:

- Banco de problema de la escuela.
- Modelo de escuela preuniversitario
- Plan metodológico de la escuela, departamento y asignatura.
- Programa de Biología 1
- Diagnóstico del grupo

Anexo: 3 Prueba pedagógica (Fase inicial y fase final)

Objetivo: Obtener información sobre la preparación que presentan los alumnos para desarrollar la sexualidad responsable.

1)-¿Qué es para usted la Educación sexual responsable?

2)- Enumera 3 indicadores que definen la sexualidad.

3)-Marque con una (x) la respuesta que consideres correcta.

_____ en la sexualidad responsable el individuo toma decisiones y asume consecuencias.

_____ las mujeres poseen mayores ventajas que los hombres en la sexualidad.

_____ en la sexualidad responsable el contexto social es de gran importancia.

_____ Tanto el hombre como la mujer poseen iguales ventajas en la sexualidad.

a)-Explique la respuesta de su selección.

4) Menciona cuáles son las maneras de protegerse y no contagiarse con las ITS.

6)-La sexualidad se manifiesta en:

_____ Toda la vida del individuo.

_____ La pareja.

_____ La familia.

_____ La sociedad.

7)-Marque con una (x) las funciones de la sexualidad:

a) _____ Función familiar

b) _____ Función reproductiva.

c) _____ Función reguladora.

d) _____ Función erótica- Placentera.

e) _____ Función para la sociedad.

f) _____ Función comunicativa-afectiva.

8)- En tu colectivo de estudiante como se muestra las relaciones interpersonales y la autoestima

9)- ¿Desarrollas en la escuela actividades o acciones para una educación hacia la sexualidad responsable?

Siempre_____ Casi siempre_____ Algunas veces_____ Nunca_____

10)- Ante los temas relacionados con la sexualidad como te muestras. Marque con una (x)

____Tímido

____Comunicativo

____Reflexivo

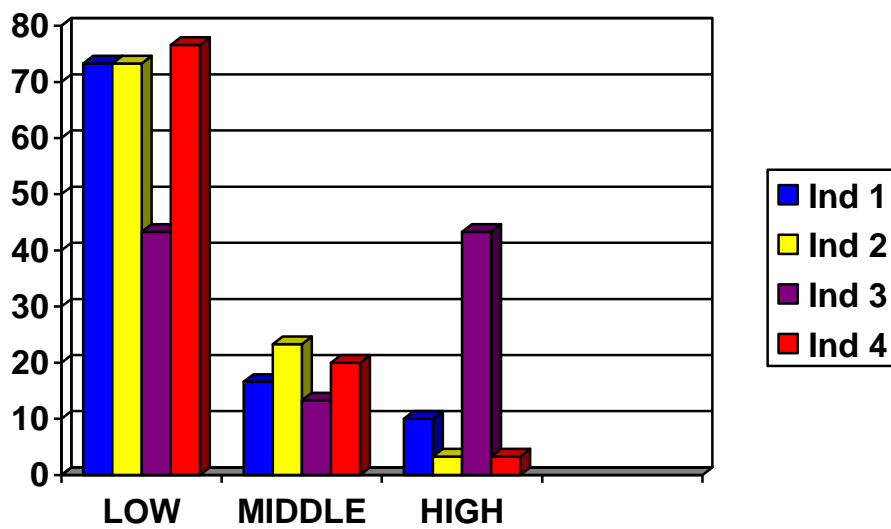
____ Incoherente

____ Poco expresivo

____Retraído

____ Empatía

Initial Stage



Final Stage: 1-To know the definition of sexuality

