

**UNIVERSITY OF PEDAGOGICAL SCIENCES
CAPITAN SILVERIO BLANCO NÚÑEZ
SANCTI SPIRITUS**

Major Paper

Title: TEACHING ACTIVITIES TO CONTRIBUTE TO DEVELOP RESPONSIBLE SEXUALITY IN STUDENTS OF 10.2 OF EUSEBIO OLIVERA RODRÍGUEZ IPVCE.

AUTHOR: EMILIO ROMERO ARZOLA.

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Summary

This work proposes teaching activities to raise the development of the responsible sexuality in students of 10.2 of the IPVCE "Eusebio Olivera Sancti Spiritus. It assures the treatment of the contents with an professional and participatory approach , where the students are active of their own knowledge in an open communication, with prevalence of the dialogue, the debate, the reflections ,which allows them to opt for different alternatives and the use of different procedures of the investigative activity during the development of the teaching activities , aspects that can be decisive in the treatment to the topic of the responsible sexuality if they are taking into account the characteristics of the thematic and of the subject to which it is directed. For the execution of the purpose, methods of the theoretical level were used, as well as from the empirical and mathematical levels. In the grounding it is necessary to take into account the characteristics of the activities. The reached positive effects demonstrate the effectiveness of the proposal for preparing the students to make decisions in an independent way, assuming the consequences, avoiding risky behaviors.

Index

Introduction

Development

Conclusions

Bibliography

Annexes

INTRODUCTION

Sexuality constitutes an important psychological dimension of the personality, of such a significance that determines and conditions the human being's nature through its development. In this respect Abreu, G. and others. (1992:30) in their Books Para la Vida outlines: "Sexuality is not the whole life, but an important part of it, that is manifested in all the spheres of the human activity".

In the history of the sexual education in Cuba it should be recognized the meritorious work done by the Doctors Alicia Gonzales Hernandez, Xiomara Gamio Ruiz and Beatriz Castellano Simons (1997), who have made theoretical and methodological contributions that, were implemented in the Syllabuses of Sexual Education of the Cuban school.

When emerging the Sexual Education as prioritized objective and traverse axis, it is stimulated the development of investigations and pedagogical experiences of outpost that approach from different edges the problem, with emphasis on adolescents, youths and family. In consequence, different projects are organized, also centers and study groups in connection with this matter, constituting important antecedents that the author of this work has recognized. However, in the Superior High Education particularly in the IPVCE, this thematic has not been assisted in an sufficient way.

In correspondence with what has been stated previously the necessity of revert that problem arises, guiding student's education sexuality in such a way that it changes into responsible performance ways, according to the model expected.

What was previously said motivated the author of this work for the development of an investigation line that contributed to a responsible sexual formation, when considering that students of the "Education Media Superior":

- "Have insufficient knowledge related with the sphere of sexuality, their psychological components and the responsibility as human value.
- Maintain a sexual behavior disordered with frequent changes of couple where the sexual desire and the physical attraction accompanied by the affectivity do not prevail.

- Apathy to participate in cultural activities, workshops, integral assemblies, circles of interest and scientific societies.
- “Immaturity to establish appropriate interpersonal bonds.
- Recognize that the physical attraction and the search of the pleasure constitute the most important factor in the establishment of the loving relationships.

“What has been said previously led us to the **scientific problem** of this work: How to foster the development of responsible sexuality in students of 10.2 of “Eusebio Olivera Rodriguez” IPVCE.

The present investigation has as **objective** to validate teaching activities to foster the development of a responsible sexuality in students of 10.2.

The development of the work is guided by the following **scientific questions**:

1. What theoretical foundations sustain the development of the responsible sexuality in students of Enseñanza Media Superior?
2. What is the initial state in the development of the responsible sexuality manifested in the students of 10.2 of "Eusebio Olivera Rodriguez IPVCE of the municipality of Sancti Spiritus?
3. What teaching activities should be elaborated to foster the development of responsible sexuality in the students of 10.2 of "Eusebio Olivera Rodriguez" IPVCE of the municipality of Sancti Spiritus?
4. What results are obtained with the application of the teaching activities in class?

Investigation tasks:

- Determination of the theoretical foundations that sustain the proposal of the teaching activities to foster the development of a responsible sexuality in the students of 10.2 of "Eusebio Olivera Rodríguez IPVCE of the municipality of Sancti Spiritus.
- Diagnostic of the initial state in which the responsible sexuality is manifested.
- Elaboration of teaching activities to foster the development of a responsible sexuality in the students of 10.2 of "Eusebio Olivera Rodriguez IPVCE of the municipality of Sancti Spiritus.

-Validation of the teaching activities to develop a responsible sexuality in tenth grade students.

During the development of this research, different methods from the theoretical and empiric levels were used, as well as the mathematical statistics.

The theoretical methods facilitated the determination of the conceptual system which is mentioned, as well as the grounding of the proposal.

The **analysis-synthesis** method allowed the interpretation of the information related to the responsible sexuality and its manifestations to sum it up in the elaboration of the teaching activities that are proposed. The theoretical ones facilitated the determination of the conceptual system to which the author makes reference, as well as the grounding of the proposal.

The **induction-deduction** as a means of reasoning facilitated the study of the manifestations of sexuality in the adolescents of the sample to arrive to conclusions on the general aspects that characterize them.

From the empirical level, the following methods and techniques were used:

The **observation** to the students in the development of several activities like night time activities, meetings to discuss students' integral behavior, cultural activities, workshops, study groups, scientific projects; the application of this method allowed verifying the way in which the students of the sample express their sexuality and verify the obtained information through the application of other empirical methods.

The **interview** provided the information that the students have related to the system of contents about responsible sexuality, as well as the system of values that characterize their behavior during the initial diagnosis.

The **pedagogical test** allowed checking the level of knowledge the students have related to the theoretical grounding that supports a responsible sexuality.

The **projective techniques**, of incomplete phrases, allowed to gather information about the way in which the students conceive and feel sexuality, in a particular way related to the level of knowledge about the psychological

components of sexuality and about the level of development of the attitudinal component of sexuality.

As a mathematical statistic method was used the **percentual calculus** to process the results of the applied instruments with the objective of verifying the initial state of the scientific problem and the level reached by alter the application of the proposal of activities , as well as for the elaboration of the charts and graphics.

From the experimental method, it was used the modality of el **pre-experiment** to corroborate the effectiveness of the teaching activities that are proposed.

The **population** is composed by the tenth grade students of Eusebio Olivera Rodriguez IPVCE and the **sample** is composed by 28 students of group 10.2.

The novelty of this work is evident in the teaching activities that are proposed, oriented to foster the development a responsible sexuality in the tenth grade students, which can be applied similar contexts, resides, the given examples form a starting point for the elaboration of others, taking into account the dealt topic, they are characterized by flexibility and by propitiating knowledge interchange, chats related to diversity.

Development

Historical reference of the evolution of sexuality

A very controversial question around the World is:

What to study sexuality for? The explanation is that its learning provides the individuals a background of knowledge that is helpful in their every day practice, because it keeps them from sexual problems and contributes to their education, besides it helps them face more efficiently the difficulties that might appear along the human being's life such as; sexual dysfunction, infertility, sexual diseases, phobias, anxiety, autovaloration, trust, etcetera.

However, studying sexuality is important because it favors the personal interchange, and contributes to raise the degree of intimacy and sexual

satisfaction of the individual, what influences positively the life quality of the human being.

It is necessary then, the study of some antecedents, finding descriptions of behaviors sexual conducts before 1000 BC, considering women as a man's belonging; used for pleasure, reproduction, prostitution and sex was something normal in daily life.

In twentieth century the investigations about mathematics are made in an objective way, some of the more outstanding scientists are: Albert Moll, Magnus Hirsh-feld, Iwan Bloh, Havelock Ellis and Sigmund Freud's theories who was stated: "la sexualidad es la fuerza primigenia que motiva a todos los actos del ser humano". (Masters, W., Johnson, V. y Kolodny, R., 1989:25).

Between the years 1920 and 1940, at the end of the first world war, in Europe and The United States, big social transformations took place, facilitating the social and economical liberty of women; this favors the lack of inhibition in sex, along with fashion changes, ballet and literature.

According to Abreu, O. and others (1997) in his work devoted to the course of formation of science teachers, they consider Gregorio Marañón as the creator of the sexological movement in Spain and the USA, highlight the Works of Kinsey, Masters and Johnson, the two last ones estimated that in order to comprehend the complexities of human sexuality, it is necessary to learn anatomy, physiology and deepen in the psychological characteristics of human beings.

In the sixties a sexual revolution is started in which prevailed more sincere conversations related to the topic, feminism was analyzed from a more contemporary point of view, as well as common life under the same roof as a stage before marriage; the legislation of abortion in 1973, the homosexuals stop being considered mentally ill, among some more expressions that were developed during this historical context, what demonstrates that the theories and sexual practices vary as the time passes and also according to the place.

During this time, in Cuba was produced a political and ideological struggle that helped prioritize the education and preparation for sexual life

of children, adolescents and youngsters, when establishing principles, laws and rules that created the conditions that facilitated the necessary progress in relation to the sexuality, what is approved in the article of the Constitution of the Cuban Republic, this task was meant to be fulfilled by the family, which projects norms and values, in most cases, still reflected biases in the bourgeois society that were trying to be eliminated.

In April of 1971 is developed the first educational congress and culture where one plead for the necessity to work in Sexual Education, tracing measures for the development of this branch. In the course 1972-73 the Plan of Improvement of the National System of Education begins in its integral structure. Starting from the indications as for the Educational Politics of the First Congress of the Communist Party of Cuba, the educational authorities trace the first rules about the importance of offering an appropriate sexual education to the teachers.

In the second congress of Cuban women federation, held in the year 1974, they showed the necessity to prepare the new generation for love, marriage, the life in the couple, and family, being recorded in the theses on "The role of the family in the Socialism", where was sketched the elementary necessity of preparing parents and teachers to understand the educational foundations appropriately in all the aspects, urging in the topic of sexual education.

Besides, it was proposed to the Ministry of Education the inclusion of the knowledge of the sexual education in the school curriculum at all the teaching levels, and it was recommended elaborate materials that contribute to a more effective participation of the family in this task.

In 1976 it is carried out the First Seminar of Sexual Education. The essential results of this event went to conceive the education in the integral process of formation of the personality and the establishment of a special methodology for developing it according to the characteristics of the different groups of ages.

As a part of the Improvement of the National System of Education in the course 1976-77, it is evident the inclusion of contents referred to the Sexual Education in the programs of studies of the General Teaching. In the eighties,

under the direction of the (GENTES), that became later in the National Center of Sexual Education. ***Five years later was constituted the Multidisciplinary Cuban Society of Sexuality Studies (SOCUMES), presided by Doctor Celestino Álvarez Lajonchere.***

It was also created in the Pedagogical Sciences University “Enrique José Varona” in Havana city, the multidisciplinary group of sexual Education in the year 1986, composed by psychologists, hygienists, philosophers and staff from the health sector with work projections directed to educational objectives, promotional and of scientific exchange. En 1987 it is founded in “Félix Varela” Pedagogical Sciences University, the multidisciplinary group of sexual education. In 1987 is founded in the pedagogic Felix Varela to the county of Villa Clara the group Multidisciplinary of Sexual Education.

To such effect, doctors Alicia Gonzalez Hernandez and Beatriz Castellanos Simons are responsible for its organization, and settled down the tradition of the annual development of national workshops of Sexual Education starting from January of 1987, what contributed to the exchange, generalizations of experiences among professors and specialists in all the pedagogical and health institutions in the different sectors of the country, giving an important launching to the execution and elevation of the scientific quality of the Sexology and the Sexual Education.

Nowadays, when elevating the quality of the education in Cuba is a challenge, it is conferred a special attention to the fact of educating the sexuality to the new generations like decisive factor in their integral formation.

1.2- Definitions that structure the system of knowledge for the development of a responsible sexuality.

Frequently people use the sex definitions and sexuality indistinctly to refer to a quality related to the sexual sphere, however the differences are significant. According to the approach of the community of investigators of the Center of Orientation to Youngsters, Adolescents and Family of Sancti Spíritus city, in a conference dictated on the basic foundations of the education of sexuality.

Taking into account these approaches the biological sex involves the chromosomal sex that is formed when uniting the ovum and the sperm giving place to the egg or zygote, each one provides a sexual chromosome. The ovum always a chromosome X, while the sperm can provide a chromosome X or a chromosome Y.

The gonadal and hormonal sex determined between the sixth and eighth weeks, with the differentiation of the gónadas in testicles or ovaries, the genital sex settles down when taking place the atrophy of the conduits of Wolf or of Müller, being formed the masculine or feminine genital, being their differentiated sexual organs.

Another component that constitutes the assignment of sex is granted later to the boy's birth, with the sexual organs differed according to the conformation of their external genital; this makes that its according to their upbringing, that is to say, name, type of clothes, color, expectations of the family, education that is offered, all this models him/her toward a feminine or masculine behaviour, it is assigned a given sex. In this way is determined the psychological sex and their social expression, that consists of feelings of a man or a woman and to act according to it.

On the other hand, sexuality is expressed along a lifetime and in very diverse ways, in all that is made, he/she feels and thinks, also he/she has to see with the capacity to feel, to experiment, to express and to share sexual pleasure and affection.

Likewise, it contributes to the life quality of people from sexes, family and society. For that reason, it cannot be defined from a single point of view or unit or a few words but as: “...***a psychological manifestation of personality that has as a nucleus the feeling and consiousness of masculinity itself, feminity or ambivalence (when they are not identified with the patrons of their sex.) Based on sex, it includes gender, sex identities, sexual orientation, eroticism, affective connection, love and reproduction. It is experimented or expressed as thoughts, fantasies, desires, beliefs, values, practical attitudes roles and relationships***”. (Torres Cueto, M. y López Gómez, A., 2004:33).

In this same book they meditate about the gender list like the public expression of the gender identity and gender identity the private experience of the gender list and the sexual orientation as the sense that adopts the desire or sexual impulse toward the other sex”, the own one or both, transforming the individual into hetero, homo or bisexual, respectively.

On the other hand the gender identity is recognized by the degree in which every person is identified as masculine or feminine or some combination of both to develop a feeling of membership to the masculine and the feminine during a lifetime. (Torres, M. A y López, A. B., 2004:35).

This same author considers the eroticism like the human capacity to experience the subjective answers that evokes the physical phenomena perceived as sexual desire, sexual excitement and orgasm, that in general are identified with sexual pleasure and the affective bonds, as the form that the human beings use to establish ties with others that are built and manifested by means of the emotions. (Torres, M. A y López, A. B., 2004:35).

Although it is possible that love has a certain biological base, its essence resides in being a psychosocial phenomenon, for that reason, the personal decisions depend on the values and convictions of each one; it is then indispensable to prepare the young ones to give and to receive love that is characterized by respect, responsibility, unconditionality, trust and tolerance that make a universal feeling of life.

Love is considered like an inherent feeling of the human beings, exclusive of these differentiating it, in great measure, from the rest of the alive beings that characterizes their existence, and to the author's opinion, this feeling makes man's existence human.

In this respect Félix López (1998) says that the enamouring is a feeling that is expressed in perceptions, feelings, fantasies and behaviors that keep great similarity in the different enamoured people, despite the big individual differences, it is also lived and sensed as an individual and unique experience. Another component that is part of the human sexuality is reproduction, “process biological by means of which you/they multiply the organisms, allowing the conservation of the species in the time and the space. By means of the

multiplication of those are substituted that victims of the prey animals die, the lack of nutritious or of the aging process, among other causes". (Monserrate Rodríguez, A. And others. 1990: 26).

As can be appreciated, human sexuality passes over the frontiers of the private world and it grows toward all the shared spaces of the world of the social relationships; it is not bound to the biological thing, given their historical conditioning, cultural and psychological, for that, it is characterized according to its dimensions and functions.

González Hernández, A and others(1997) as a result of their studies about the topic, they stated that the dimension individual as a sexed being, is discovered from inside and is projected toward the exterior in hi/her masculinity or femininity, which allows to explain the diversity in ways to live and feel it, its flexibility and productivity, the fact that their ways are not fated and that each one can carry them out in an unique way. At the same time, the individual is projected in a singular way in the dimensions referred to the couple, family and society which print an undeniable content and social projection to the sexuality. (González Hernández, A and other., 1997:2).

These same authors consider the couple as to one of the spheres in that the sexuality transcends toward an essentially social dimension, where he/she takes place the encounter with the other one and affective linkings settle down and erotic in the physical and spiritual communication, to offer and to obtain pleasure, satisfaction, love and happiness.

In such a sense the human couple constitutes a dialectical tight that is different from the exterior of other people, but each member conserves his identity at the same time, without giving up himself. It is the conjugation of me with us without verifying the individuality and it conforms a space for the growth and full expression of the sexuality and for the self-realization of the personality. (González Hernández, A and other, 1997:2).

On the other hand the family is considered as the first agent of socialization of sexuality and the place where all the influences that culture has on the human being since he/she is born and along a lifetime, when being considered the group of more stable references as for the formation of values, convictions,

behavior norms, conceptions and sexual attitudes. In the family bonds it is fostered the human communication and the emotional ties and life is reproduced when the couple or the individual decides freely to have descendants.

In their studies the referred authors added that society is the widest context in which the sexed individual acts, to interact, and communicates as a masculine being or a feminine one with people of both sexes along their life and through a great diversity of activities: in the game, the studies, the work, the participation in the community life from the intellectual, political, artistic, scientific or recreational point of view. Of this dimension the models come, patrons and culturally predominant values, starting from those which the family and all the social agents conform, they educate and evaluate each person's sexuality. . (González Hernandez, A and other, 1997:3).

Education has as objective the man's integral formation, a man able to think and to make critical valuations, create and above all develop the capacity of loving.

If this process favors the development of the individual's harmonic personality it corresponds to the Sexual Education the task of promoting the full growth and responsible sexuality, in close relationship with the educational work, therefore: Sexual education is the process that prepares the human being for the pleasant, happy and responsible encounter with sexuality, in correspondence with their necessities and those of our society, guaranteeing the protagonism and the capacity to choose the personal limits of sexuality, as well as the respect to other people with which he/she is related" .(Castellanos Simons, B and other, 1997: 13).

In the same way it is understood as the preparation for the encounter with the other sex and with the own sexuality in agreement with the interests and the individual's demands and the society, transcends the narrow concept of eroticism in the man's life.

On the other hand, in Sexual Education converge the knowledge provided by different sciences like the Physiology, Psychology, Sociology, Ethics and Hygiene, among others, but it is Pedagogy, which settles the principles,

objectives, contents, methods and means to use in each stage of the development to achieve the preparation required in this sphere of the personality.

When sexual education is careless or abandoned to the chance, the insufficient preparation of the children for the encounter with the other sex or with the own sexuality, it crystallizes in diverse problems, disruptions and conflicts that transcend to the pleasure of the individual, and it is evidenced in a way or another social act level.

So, to form the man's personality adequate to society in which he/she lives, it is a responsibility that is assumed in each educational level. To educate the children and youngsters for the work and the life in groups, to develop their intellectual, physical and moral capacities, it is not only to transmit knowledge but to develop feelings, principles and ethical values to prepare them for life, love, and a healthy, pleasant and responsible sexuality that helps them in the constitution of a spiritually enriched and solid family.

From the above stated it is deduced that it is not enough to achieve the necessary Sexual Education the fact of providing scientific, biological and moral knowledge to the students, if they are not offered in different situations, the possibility to act starting from the assimilated knowledge. If you foster the cognitive sphere of the personality deviating the affective component, it is taken the chance that in the daily practice the adolescent, in this case, can carry a fate moral that keeps him/her from a normal development.

So, it is necessary to wonder, who are the responsible for the sexual education of children, adolescents and youngsters? The answer is evident; they are the teachers and the family, which need basic elements that are important in the realization of this important work.

According to Castellanos, B, and others (1997) in their books, "Hacia una Sexualidad Responsable y Feliz" Sexual education is part of the general education, for that, it should be focused on the wide context of the education of the personality, to be approached from an intersector and multidisciplinary perspective. (Castellanos, B. and others. 1997:13).

In such a sense to educate the sexuality is much more than transmitting knowledge about sexuality. To give information is a thing and to form is another, to offer information doesn't guarantee that people acquire values and positive sexual attitudes based on the respect to life, responsibility, autonomy, love, reciprocity and tolerance.

It is for this reason that Sexual Education should imply the person in its entirety, always departing from lived situations, experiences and knowledge, beliefs, fears and emotions. This process begins from the birth and extends until death, therefore he/she should adapt in each moments of evolution.

In consequence with this each age requires from certain contents, it implies different objectives, and demands an appropriate methodology to the psychological capacities and to the learning style characteristic of each stage.

It also demands the active and committed participation of everyone, it obeys a necessity of structuring and improving the sexual growth more than to prevent the damage that it brings to the sexual life, it doesn't make sense only because of the fact that necessity exists of reducing early pregnancies, AIDS or illnesses of sexual transmission.

If it is kept in mind that the education of the sexuality includes the acquisition of a very varied range of knowledge that begins with birth, it is deduced that it should not be continued approaching this problem with the traditional preventive model, characterized by the instructionism and the informative chats. The practice has demonstrated the inefficiency of these procedures.

It is for that reason that it makes of vital importance the implication, from the personal thing, to each individual in this battle, basing their relationship on the reciprocal love, in the consideration, the solidarity, the friendship and the mutual respect. For that it is not possible to drain the topic of the sexuality without the search of reflection spaces, and action for the integration of those contents tried in the different subjects.

In such a sense the form in that it is organized the teaching and the learning should provide the opportunity to the student of being implied in the design of the system of activities that are carried out in the school; assuming this position allows that the teaching and the learning can be centered in the integral

development of the personality of the same ones, offering the possibility of a real participation of more autonomy and responsibility.

At the present time it is not known a pure model of Sexual Education but a consent exists in the last times where more open and more tolerant considerable changes are appreciated, the alternative and participative approach.

González, A and others (1998) make reference to the same one as "Process active that to foster the individual for the free meeting, full and responsible with the other sex and with the own sexuality, in correspondence with their necessities and those of the context guaranteeing the protagonism and the capacity of choosing the personal limits of the sexuality, as well as the respect to other people with which he/she is related". (González Hernández, A. and others., 1998: 9).

These authors consider the following objectives for the achievement of the Participative and Alternative Sexual Education. (González Hernández, A. and others 1997:10).

1. To foster the growth of an enriching, free and responsible sexuality assisting to the diversity of each individual's necessities and of their context.
2. To promote the justness among the sexes, based on respect, reciprocity and the full participation of both in the improvement of the quality of personal, family and social life.
3. To develop the gender identity, the sexual orientation and the list of gender in a flexible and authentic way, in harmony with the individual demands and the cultural plurality and ethics.
4. To prepare the individual for couple relationships, cultivating the capacity to feel and to share with the other one, intense loving bonds and a healthy and pleasant eroticism.
5. To prepare the man and the woman for the constitution of the family and the exercise on the part of the couples and individuals, of the

maternity and the responsible paternity, on the base of free, informed and opportune decisions.

To such effects it is necessary that the educator or educating of the sexuality be motivated and interested to assume the list, to possess domain on the topic, abilities and basic pedagogical competitions, to be an excellent speaker listening without imposing opinions, to cheer the students' trust and respect as for their individualities, to be creative, to avoid the routine, to understand that there is not only one and better way of living sexuality, as well as to possess a high sense of responsibility in their role as sexual educators.

From the previously expressed it is deduced that the education of sexuality should be scientific and rationally planned, formative and informative and to be based on the individual's psychosexual development of like the process of assimilation of meanings and sociocultural values, it should be progressive, carried out in combined actions for professionals, educators and parents.

To synthesize it is worth to highlight that there are many problems caused by an inadequate education of sexuality, nevertheless if a sexual education is achieved with the principles that rule society in the current context, then the youngsters will manifest responsible sexual behaviors from the personal point, interpersonal and community.

1.3- Analysis of the results of the diagnosis.

An interview was applied to the group with the intention of checking the level of knowledge that the students of 10 .2 have on aspects related to the responsible sexuality. The used guide can be observed in the annex 1.

---The aspect one of the interview measured, by means of an evaluative scale, the self-appraisal that students make on the degree of responsibility that they should assume in facing any decision in relation to their sexuality. The results are exposed in the chart one, Observe how they recognize their own limitations in connection to the topic that is studied. The information obtained from its self-appraisal coincides, in general way with what was proven starting from the observation.

The application of the interview allowed to verify the difficulties students have as for the level of knowledge on the topic, and the lack they manifest regarding the degree of understanding to assume in an independent way any decision in relation to their responsible sexuality, what was evidenced starting from the apathy that these youngsters show to participate in the different activities, they also manifest incorrect forms of expression with serious difficulties for the development of communication , rejection to the adolescents and youngsters with a homosexual orientation, as well as recognizing that the physical attraction and the search of the pleasure constitute the most important factors in the establishment of the loving relationships .

CHART 1: Results of the self-appraisal that students make about the degree of responsibility in facing their sexuality.

| ASPECTOS PARA LA AUTOVALORACIÓN | | Nivel de autovaloración | | | | | | | | | |
|---------------------------------|---|-------------------------|---|----|-----|----|-----|---|-----|---|----|
| | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | | c | % | c | % | C | % | c | % | c | % |
| 1 | Nivel de conocimiento acerca de la identidad de género. | - | - | 18 | 64% | 8 | 28% | 2 | 7% | - | - |
| 2 | Nivel de conocimiento acerca del rol de género. | - | - | 16 | 48% | 14 | 50% | - | - | 1 | 3% |
| 3 | Nivel de conocimiento acerca de la orientación sexo erótica. | - | - | 14 | 50% | 12 | 42% | 2 | 7% | - | - |
| 4 | Nivel de conocimiento acerca del valor responsabilidad. | - | - | - | - | 20 | 71% | 6 | 21% | 2 | 7% |
| 5 | Grado de comprensión sobre la necesidad de la toma de decisiones responsables con relación a su sexualidad. | - | - | 12 | 42% | 16 | 48% | - | - | 1 | 3% |

The question two of the interview investigates the qualities that distinguish the responsible sexuality. The application of this question was very useful since information was obtained about the knowledge that students possess on those qualities that should characterize the responsible sexuality.

The general way they made reference to the following questions:

- "The responsible sexuality doesn't avoid the AIDS and other sexual infections.
- " In the sexuality it is indispensable the physical attraction and the sexual desire.
- " Love can be present or not in the couple's relationships.
- " In the relationships of couples understanding should exist between both.

Of a total of 28 students only 2, 7% know how to distinguish the features that typify this important dimension of the personality.

The question 3 requests information on the role that school plays in the formation responsibility for the adolescents in facing their sexuality, 57%

appreciate the function of potentiating that this one makes in order to graduate youngsters with more and more healthy lifestyles.

The observation to the students was carried out with the objective of verifying the initial state in which is manifested the responsible sexuality in the students of the group 10.2 the used guide is exposed in the annex 2.

When applying this method were used different spaces of life in the school, among them the reflection shifts and debates, circles of interest, dramatizations, and workshops, among others.

In connection with the erotic sexual orientation, it was observed that students with homosexual preferences do not express with freedom when being rejected by most of the community, they don't participate in the activities with the rest of the community and they stay far from the group.

So, a high number with heterosexual orientation maintains a disordered sexual behavior with frequent changes of couple where does not prevail the sexual desire and the physical attraction accompanied by the affectivity.

The results that are exposed in chart 2 put to the overdraft, the degree of responsibility that the students manifest in facing their sexuality in the development of the different activities.

| Indicador | | | | | | | |
|-----------|--|------|----|-------|-----|------|-----|
| No. | Grado de responsabilidad para asumir de forma independiente cualquier decisión en relación con su sexualidad y sentido de satisfacción con las mismas. | Alto | | Medio | | Bajo | |
| 6 | | 1 | 3% | 7 | 25% | 20 | 71% |

Therefore, it is inferred that serious limitations exist in relation to the evaluated indicators, to observe that in a total of 28 students, 20 of them, that represents 71%, don't express in their performance independence in making decisions in connection with their sexuality, they consider as a high-priority aspect in the interpersonal relationships, the physical attraction, without prevailing respect, mutual understanding and love, communication is very far from favoring the exchange in an interesting way.

The 25% of the observed population is in a middle level, when they showed in their performance, independence in making decisions in connection to their sexuality, although they do not feel satisfied with what they achieved.

It is also perceived, that only the 3% of them is in a high level when expressing in their performance independence while making responsible decisions in relation to the use of the condom and maintain stable couple relationships, they show respect independently to their partners regarding their sexual preferences and they feel pleasure and satisfaction with what they make.

Starting from the previously exposed results it has been checked that the initial state in relation to a responsible sexuality expressed in tenth grade students, is very limited, for that reason, the following activities were designed.

1.3-Teaching activities to foster the development of a responsible sexuality in students of 10. 2 of Eusebio Olivera Rodríguez IPVCE of the municipality of Sancti Spiritus.

Activity 1

Title: The Acrostic of the Sexuality.

Objective: To meditate as for concepts and values that impinges the sexual human life.

Time of duration: 30 minutes.

Place: Out door.

Executioner: professor.

Participants: students.

Thematic: justness, equality, honesty, responsibility, gender, erotism, sexuality.

Materials: Bristol board and pencils of colors.

Description: The orientation of the activity will take place in the ten minutes before beginning the activity the professor invites the students to form two work teams so that they deepen the related them with the contents and values that characterize the responsible sexuality and elaborate a summary.

In the twenty later minutes to the closing of the educational schedule of the following day, the professor propitiates the debate of the results obtained in the bibliographical search and the requests of the students to make a conceptual map.

Precise that will be carried out an activity in which they will complete an acrostic in the next meeting. The teams already formed they will be named in the following way:

team1: The Solidary ones.

Team2: The Responsible ones.

Then the professor shows the Sexual Acrostic's sheet", which appears in the annex 7. To each team they will be offered the orders to solve the activity; the team 1 will solve the horizontal lines and the team 2 the vertical ones. The students will associate the corresponding activity and they will select a representative to execute it.

Horizontals.

1. Possibilities both genders have. (Justness).
2. To offer disinterested help to everybody who needs it. To show sensibility before what happens around. (Equality).
3. To demonstrate a personal attitude of rejection before the robbery manifestations, corruption, bribe, prostitution, to be courteous, loyal, incorruptible, impartial and decent.(Honest)
4. To feel satisfied with what they do. To develop efficiently the tasks they are supposed to develop. (Responsible)

Verticals

1. When a person, in the socialization process, during the course of his/her life, becomes a masculine or feminine personality. (Gender)
2. Ways to experiment the subjective responses that call the physical phenomena perceived like sexual Desire, excitement and orgasm, and generally they are identified as sexual pleasure (Erotism).
3. It is psychological manifestation of the personality, which has as nucleus the feeling and consciousness of masculinity itself, femininity or

ambivalence (when they are not identified with the patterns of their sex).(sexuality)

4. It is the human capacity of establishing links with other human beings that are shown through emotions. (affective-relationship)
5. Sexual orientation towards individuals from the other sex. (Hetero).

Evaluation.

It was carried out in an oral way, where was present the self-appraisal, co-evaluation and hetero-evaluation.

To conclude this activity, the teacher asks the students to comment the following phrase:

“Knowing about sexuality leads to responsibility.

Validation of the teaching activities:

The pre-experiment was guided to validate in the practice the teaching activities, starting from determining the transformations that take place in the students implied in the study, in relation to their responsible sexuality. In correspondence with this intention it was specified the term development of the responsible sexuality in tenth grade students in this study as: **“Responsible ...sexuality is that one in which the individual is able to assume its consequences based on the knowledge and values where the social context is very important”.** (González Hernández, TO and others. ,1998: VII).

Starting from the previous definition, 6 indicators were declared

- level of knowledge about the gender identity.
- level of knowledge about the gender list.
- level of knowledge about the erotic orientation sex.
- level of knowledge about the value responsibility
- degree of understanding about the necessity of taking responsible decisions in relation to their sexuality.

-degree of responsibility to assume in an independent way any decision in connection with their sexuality and sense of satisfaction with the same ones.

Keeping in mind certain indicators, the fundamental methods were selected to determine the state of the **dependent variable** before (pre - test) and later (post - test) of the introduction of the independent variable. The methods and techniques used in both moments were: the pedagogical test, the observation and the projective technique of incomplete sentences.

The instruments applied for the observation of the activity that students carry out in the school during the (pre - test) and the (post - test), are picked up in the annex 2 , the pedagogical tests of entrance and exit appear respectively in the annexes 3 and 5. The used guides for the projective technique, is in annex 6.

The resulting information of each stage starting from the triangulation allowed arriving to conclusions about the behavior of the indicators for its evaluation.

Now, the main inferences are presented to illustrate, in a way of synthesis, the results obtained in comparative form, in each one of the declared indicators.

For the application of the pedagogical tests was kept in mind to guarantee an appropriate psychological climate, as well as the precise and detailed orientation of the activity.

In chart 2 the obtained quantitative results are presented in connection to the behavior of the indicators evaluated before (pre - test) and later (post - test) of the introduction of the independent variable.

It can be perceived, starting from the data exposed in the chart, that most of the evaluated students reached in the (post - test) positive results in all the indicators that integrate the variable, which are superior if they are compared with the initial state, what evidences the contribution of the proposal in connection to the transformation that takes place in the indicators that are analyzed.

It highlights that in the second and the third indicator, 100% of the students was located in the middle and high levels, what evidences a jump as for the level of acquired knowledge on identity and gender list. 100% ended up identifying the essential and enough characteristics that define the gender list, deprived in

great measure, of rigid stereotypes, exteriorized in the lack of conflicts and contradictions in couple's relationships.

The level of knowledge related with the first and quarter indicator also evidenced a significant transformation. During the mensuration of (pre - test), 7% and 3% respectively were located in the low level when dominating only some essential features that define the gender identity and value responsibility and they are not able to express them appropriately in their performance.

During the (post - test), 92% of the students was located in the middle and high level, in connection with the first indicator, what is showed in the mastery of the essential features that define the concept of gender identity and their distinction in connection with other similar concepts, many grateful times erroneously as only one thing.

CHART 1. SCALE TO MEASURE THE INDICATORS.

| INDICADORES | | | | | | | | | | | | | |
|-------------|--------|-----|-------|-----|--------|-----|-------|-----|--------|-----|-------|-----|------------|
| INDICATORS | High | | | | middle | | | | low | | | | Sample: 28 |
| | BEFORE | | AFTER | | BEFORE | | AFTER | | BEFORE | | AFTER | | |
| | C | % | C | % | C | % | C | % | C | % | C | % | |
| 1 | 2 | 7% | 6 | 21% | 8 | 28% | 20 | 71% | 18 | 64% | 2 | 7% | |
| 2 | 3 | 10% | 10 | 35% | 11 | 39% | 18 | 64% | 14 | 50% | 0 | 0% | |
| 3 | 3 | 10% | 8 | 28% | 16 | 46% | 20 | 71% | 9 | 32% | 0 | 0% | |
| 4 | 4 | 14% | 11 | 39% | 17 | 60% | 16 | 57% | 7 | 25% | 1 | 3% | |
| 5 | 3 | 10% | 10 | 35% | 6 | 21% | 14 | 50% | 19 | 67% | 3 | 10% | |
| 6 | 2 | 7% | 4 | 14% | 9 | 32% | 21 | 75% | 17 | 60% | 3 | 10% | |

In relation to the level of knowledge achieved in the fourth indicator, 96% reached the middle and high level being able to recognize that being responsible in facing sexuality does not only imply to make decisions in an independent way but also to assume the consequences from their behaviors when choosing even, the birth-control methods that keep them from the infections of sexual transmission.

In connection with the indicator degree of understanding about the necessity of taking responsible decisions in relation to their sexuality, in the stage of post - test 35% reached a high level, evidenced when basing deeply and clear the necessity of taking responsible decisions in relation to their sexuality, to assume a behavior and a responsible lifestyle in couples and interpersonal relationships, on the base of love, feelings, mutual understanding and respect.

50% of the students was located in the middle level, when being able to base the necessity to make responsible decisions in facing their sexuality, however, it was not possible to locate them in a high level since while observing their behaviour, it was not verified in their personal relationships enough transformation, that evidence the understanding and mutual respect that should identify them, although a positive transformation is recognized, if it is compared with the initial stage in which the interpersonal relationships were one of the affected matters.

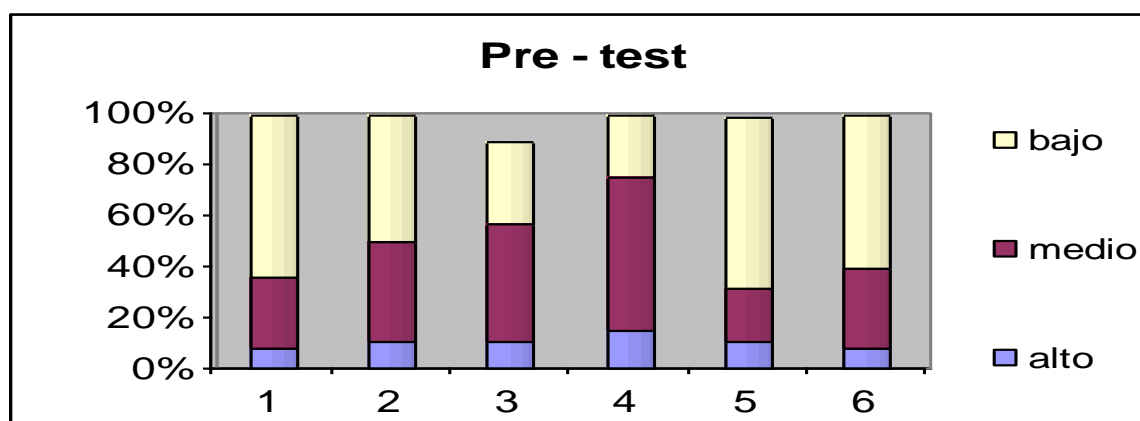
In the low level, is located only the 10% and this decision responds essentially, just like in the previous level, to the aspects linked to their behavioral

manifestations, what is more difficult to be transformed in the topic that is approached.

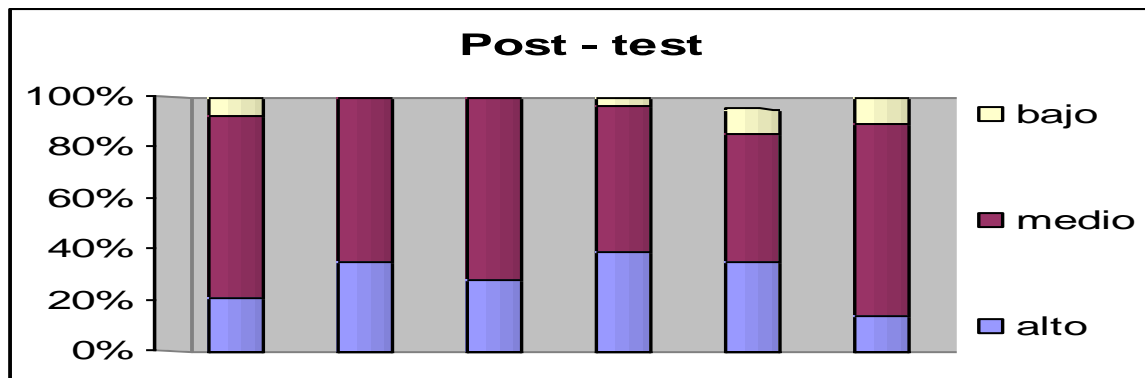
The given results of the sixth indicator allow to infer that 14% of the sample, achieved a high level, expressed essentially in their own recognition of the fact that they are much more independent in taking decisions in connection with their sexuality and in the interpersonal relationships, it was also verified, starting from the technical plans and in the observation, a tendency to the independent performance in taking decisions in connection with their sexuality and sense of satisfaction with it.

In the rest of the students, although transformations took place were not located in a high level it should be recognized that 75% was located in the middle level, what indicates a significant achievement if it is compared with the initial stage. It was not possible to locate them in a high level since although they recognize the necessity of an independent performance in taking decisions in connection with their sexuality and sense of satisfaction with it; they don't argue their criteria compactly.

In the graphics 1 and 2 the results of the study of the six indicators are illustrated during the pre - test and the one post - test.



Graphic 1: Results obtained in the six indicators during the pre - test.



Graphic 2: Results obtained in the six indicators during the post - test.

In a general way, positive transformations could be appreciated in the six analyzed indicators, with emphasis in the cognitive aspect, since they achieved:

- " To elevate their knowledge related to the sphere of sexuality and its psychological components, as well as the value responsibility,
- " In all the indicators there were also verified transformations of positive tendency, in relation with the behavioral manifestations that express a superior level in the development of their responsible sexuality,
- "Active and responsible participation of the students in different activities, sharing interests and common responsibilities in the assigned tasks, achieving to accept the errors made individually or collectively.
- "Prevalence of interpersonal bonds characterized by establishing relationships of companionship in an appropriate atmosphere of understanding, tolerance, with disposition to toast and to receive love, to be sincere, worthy and faithful in all their performances.
- "Practice of interpersonal relationships in the couple on the base of the affective communication, the acceptance, feelings of mutual understanding and respect, so that they achieve sense of satisfaction with it, this is a matter that was recognized by the students as an important contribution of the activities, because according to their approach they had not reflected deeply regarding this.

- "Taking decisions in an independent way, assuming the consequences from their behaviors when choosing even, the birth-control methods that keep them from the infections of sexual transmission.
- "The students' acceptance of the homosexual community.

Conclusions

Sexual Education from a humanist ethical vision, it facilitates the human being development, respecting their sexual orientation, whenever the individual maintains an appropriate behavior in society. The students of the group 10.2 show limitations in the level of development of the responsible sexuality, what is expressed in a limited domain of concepts that constitute basic components of this psychological manifestation of the personality, such as: gender identity, gender role and erotic-sexual orientation. Likewise, they manifest in their performance behaviors that don't belong with the responsible attitude towards sex.

-the teaching activities that are proposed are characterized by the alternative approach where the individuals are the center of their own learning, in an open communication, where the dialogue, the debate, and the reflections prevail, which admits him to opt for varied alternatives and the use of distinctive procedures of the investigative activity during the development of the teaching activities, aspects that can be decisive in the treatment of the topic of the responsible sexuality taking into account the characteristics of this thematic and of the individuals to which it is directed.

- The results obtained when validating the activities, by means of their application in the pedagogical practice, they evidence a positive transformation in each one of the indicators declared for the study of the variable, what can be

considered indicative of the possibilities of these activities to contribute to enhance the development of the responsible sexuality in the students of 10.2 of Eusebio Olivera Rodriguez IPVCE.

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Importante resulta señalar que las restantes actividades aparecen en el (anexo 4) del trabajo de diploma.

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ANEXO 1

GUÍA DE ENTREVISTA GRUPAL

ESTUDIANTES: Nos encontramos desarrollando una línea investigativa relacionada con la sexualidad responsable. Es de vital importancia la aplicación de esta entrevista, la cual nos brindará valiosas informaciones. Por tal motivo necesitamos de su colaboración al responder con sinceridad y seriedad a una serie de interrogantes, por su participación, muchas gracias.

OBJETIVO: Comprobar el nivel de conocimientos que poseen los(as) estudiantes del grupo 10.10 sobre aspectos relacionados con una sexualidad responsable.

| NO | ASPECTOS PARA LA AUTOVALORACIÓN | ESCALA | | | | |
|----|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Nivel de conocimiento acerca de la identidad de género. | | | | | |
| 2 | Nivel de conocimiento acerca del rol de género. | | | | | |
| 3 | Nivel de conocimiento acerca de la orientación sexo erótica. | | | | | |
| 4 | Nivel de conocimiento acerca del valor responsabilidad. | | | | | |
| 5 | Grado de comprensión sobre la necesidad de la toma de decisiones responsables con relación a su sexualidad. | | | | | |
| 6 | Grado de responsabilidad para asumir de forma independiente cualquier decisión en relación con su sexualidad y sentido de satisfacción con las mismas. | | | | | |

- 1- En la tabla siguiente marque con una X, el valor que se corresponde con el nivel de responsabilidad que usted posee en relación con su sexualidad y que guarden relación con los aspectos que se le proponen.

Considere la escala que le presentamos ascendente, es decir, el nivel de responsabilidad ante su sexualidad va creciendo desde el 0 hasta el 5.

**2- ¿Qué es para ti sexualidad responsable?
Argumenta.**

3- ¿Consideras que la escuela contribuye a que tu sexualidad sea responsable?

SÍ__ NO__ A VECES__ En caso afirmativo argumenta.

ANEXO 2

GUÍA DE OBSERVACIÓN A ESTUDIANTES UTILIZADA EN EL DIAGNÓSTICO INICIAL, PRE – TEST Y POST – TEST.

OBJETIVO: Constatar el estado inicial en el que se manifiesta la sexualidad responsable en los(as) estudiantes de 10.10 durante la realización de las actividades.

INDICADORES A OBSERVAR

1. En la realización de cada actividad, asumen y desempeñan los diversos papeles femeninos y masculinos que establece nuestra cultura.
2. Manifiestan vínculos afectivos caracterizados por:
 - ❖ Establecer relaciones de camaradería en una atmósfera adecuada de comprensión y tolerancia.
 - ❖ Asumir una conducta y un estilo de vida responsable en la selección y las relaciones de pareja e interpersonales, sobre la base del amor, en los sentimientos, la mutua comprensión y respeto.
 - ❖ Fluye la comunicación en el colectivo estudiantil y con sus profesores.
 - ❖ Asumir las consecuencias de sus conductas al elegir parejas, los métodos anticonceptivos que los alejan de las infecciones de transmisión sexual.
3. Tendencia a la actuación independiente en la toma de decisiones en relación con su sexualidad y sentido de satisfacción con la misma.

ANEXO 3

PRUEBA PEDAGÓGICA DE ENTRADA UTILIZADA EN EL PRE – TEST.

OBJETIVO: Comprobar el nivel de conocimiento que poseen los(as) estudiantes de 10.10 sobre aspectos relacionados con la sexualidad responsable.

Cuestionario:

1. ¿Qué es la identidad de género?

2. ¿Qué es el rol de género?

3. ¿Qué es la orientación sexual?

4. ¿Qué características debe poseer un joven para alcanzar una sexualidad responsable?

| INDICADORES | | | |
|--------------------|----------|----------|----------|
| N | A | M | B |

ESCALA PARA MEDIR LOS INDICADORES

| | | | |
|---|---|---|---|
| 1 | Domina los rasgos esenciales y suficientes que definen el concepto de identidad de género (identificación como masculino, femenino o ambivalente) y logra expresarlos adecuadamente. | Domina rasgos del concepto de identidad de género y logra expresarlos adecuadamente. | Domina rasgos del concepto de identidad de género y no logra expresarlos adecuadamente. |
| 2 | Domina los rasgos esenciales y suficientes que definen el concepto de rol de género (manera en que interpretan, asumen y desempeñan los diversos papeles como masculino y femenino que establece cada cultura) y logra expresarlos adecuadamente. | Domina algunos rasgos esenciales y suficientes del concepto de rol de género y logra expresarlos adecuadamente. | Domina algunos rasgos del concepto de rol de género y no logra expresarlos. |
| 3 | Domina los rasgos esenciales y suficientes que definen el concepto de orientación sexo -erótica (dirección que adquiere el deseo o impulso sexual hacia el otro sexo, el propio o ambos) y logra expresarlos adecuadamente. | Domina algunos rasgos esenciales y suficientes del concepto de orientación sexo -erótica y logra expresarlos adecuadamente. | Domina algunos rasgos del concepto de orientación sexo -erótica y no logra expresarlos adecuadamente. |
| 4 | Domina los rasgos esenciales y suficientes que definen el valor responsabilidad sexual (asumir cualquier decisión en relación con la sexualidad y sentir satisfacción con lo que se hace) y logra expresarlos adecuadamente. | Domina algunos rasgos esenciales y suficientes que definen el valor responsabilidad sexual y logra expresarlos adecuadamente. | Domina algunos rasgos del valor responsabilidad sexual y no logra expresarlos adecuadamente. |

ANEXO 4

ACTIVIDAD 2

Título: ¿Cómo puedo lograr una relación más afectiva mediante una mejor comunicación?

Objetivo: Valorar la necesidad de la reflexión y la autocrítica como base para una comunicación que favorezca las relaciones interpersonales afectivas.

Tiempo de duración: una hora.

Espacio: diez minutos previos al inicio de la docencia, nocturnos especiales y turno de reflexión y debate.

Ejecutor: profesor.

Participantes: estudiantes y psicólogo.

Temáticas: La reflexión y la autocrítica como base para el fortalecimiento de las relaciones interpersonales y la comunicación afectiva.

Materiales: Tarjetas, bata de médico, estetoscopio.

Descripción:

Esta actividad tiene como intención fundamental, satisfacer las inquietudes de los estudiantes, vinculadas con las dificultades presentes en sus relaciones interpersonales. La orientación de esta actividad se realizará en los diez minutos previos al inicio de la docencia.

Para dar inicio a la misma, el profesor pide al colectivo que indague mediante una consulta bibliográfica aspectos esenciales vinculados al tema de la comunicación, relacionados con el contenido que se aborda en la actividad, así como con las principales cuestiones situadas en el buzón. También podrán dirigirse al centro de orientación de la comunidad, y profundizar en cualquier arista de la temática que se plantea, para lo cual podrán entrevistar al especialista encargado del tema, previa coordinación del profesor.

Se pedirá a los estudiantes que a partir del estudio realizado elaboren en dúos, un decálogo en el que sinteticen las razones esenciales que determinan la necesidad de la autocrítica y la reflexión para lograr la comunicación afectiva, en las relaciones interpersonales.

Se precisa además que deben situar en su cuaderno de sistematización los resultados del estudio realizado, que se analizarán en el turno de reflexión y debate correspondiente a la semana posterior a la orientación.

En el turno de reflexión y debate se inicia el intercambio proponiendo a cada dúo que exponga las principales reflexiones expuestas en su decálogo, se irán precisando y analizando las ideas fundamentales, de modo que finalmente se conforme un decálogo grupal que se llevará al registro de sistematización.

A continuación, el profesor orienta que en sus puestos de trabajo se colocaron algunas tarjetas en las que se presentan los principios para lograr una comunicación afectiva, que cita McDowell, J. (1988) en su libro El Secreto de Amar y de ser amado. (McDowell, J. 1988:59).

Seguidamente se ofrecen una dramatizados que representan uno de los principios, para que los(as) estudiantes identifiquen con cual se corresponden y hagan una valoración del modo en que se expresa.

Dramatizado 1.

La incidencia tiene lugar en la dirección del IPUEC “Honorato del Castillo”, donde se efectúa el análisis del plan de trabajo del mes. Después de tres largas y fatigosas horas de debate, irrumpe un estudiante con gorra de medio lado y calzando chancletas de baño, el cual expresa en alta voz, ¡Director!, tengo que resolver un problemita ahí. Como respuesta, todos lo miran en el más completo silencio.

Finalmente se orienta que elaboren un guión, a partir de experiencias de la vida cotidiana, para dramatizar cada uno de los principios en dos formas diferentes; uno que represente lo correcto y el otro lo contrario, para escenificarlo en el nocturno especial correspondiente al mes en curso.

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ACTIVIDAD 3

Título: “Enviados sexuales”

Objetivo: Expresar los conocimientos adquiridos sobre sexualidad responsable a través de diferentes manifestaciones como afiches, dibujos, póster y “spot”.

Tiempo de duración: una hora

Espacio: turno de reflexión y debate y los veinte minutos posteriores al cierre del horario docente

Ejecutor: profesor.

Participantes: estudiantes.

Temáticas: conocimientos y valores relacionados con la sexualidad responsable.

Materiales: registro de sistematización de los estudiantes.

Descripción:

Esta actividad tiene como intención que los(as) estudiantes reconozcan las transformaciones individuales en relación a su sexualidad responsable adquiridas en el transcurso de los debates y reflexiones anteriores.

Se confrontan los resultados mediante un debate colectivo y el profesor sugiere la construcción de un decálogo con las cualidades, que a su juicio, deben matizar las conductas sexuales responsables en todo joven.

A partir de estas características los(as) estudiantes del equipo1 diseñarán afiches, el otro equipo elaborará un guión para la realización de un spot, para lo que emplearán una hora antes de comenzar el horario docente dos veces en la semana anterior a la exposición.

En el nocturno especial dedicado al “Día mundial de la Salud” se montará una exposición con los resultados del trabajo, que deberá tener como lema central “Podemos mantener una sexualidad responsable, libre de estereotipos sexistas”.

Para finalizar el profesor pide a sus alumnos(as) que reflexionen sobre la siguiente interrogante.

- ❖ ¿Qué he aprendido sobre sexualidad responsable y qué me falta todavía?

❖ ¿Soy igual hoy que antes? ¿En qué he cambiado?

Los estudiantes se convierten en promotores(as) sexuales de la escuela, hogares y comunidad, al expresar sus modos de proceder sexualidad con responsabilidad.

Bibliografía en la que podrán apoyarse:

-Abreu Suárez, G. (1992). Para la Vida: un reto de comunicación. La Habana: Editorial Pueblo y Educación.

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ACTIVIDAD 4

Título: “Conversemos de sexualidad”

Objetivo: Profundizar en temas relacionados con la sexualidad de forma flexible y auténtica, en armonía con las demandas individuales de los(as) estudiantes.

Tiempo de duración: 1 hora.

Espacio: una hora antes de comenzar el horario docente.

Ejecutor: especialista en sexualidad y profesor.

Participantes: estudiantes.

Temáticas: componentes psicológicos de la sexualidad, el amor, sexo, reproducción, responsabilidad y equidad.

Materiales: Conferencias sobre el tema en soporte de papel y digital.

Descripción:

Con antelación suficiente el profesor coordina con un especialista en el tema de la sexualidad para que ofrezca a los estudiantes una conferencia, en la cual debe enfatizar en los aspectos relacionados con los componentes psicológicos, vínculos afectivos, amor, sexo, reproducción, responsabilidad y equidad.

En el espacio de los diez minutos antes de comenzar la docencia, una semana antes de ejecutar la actividad, se orienta a los estudiantes en el horario comprendido entre las 5 y 6 de la tarde, que en la biblioteca escolar del centro se desarrollará una conferencia por parte del especialista en sexualidad

perteneciente a la comunidad; para la cual deben traer inquietudes relacionadas con el tema, además anotarán sus dudas en el cuaderno de sistematización para ser colegiadas posteriormente entre todos. Esto permitirá a los alumnos motivarlos hacia la búsqueda de nueva información.

Para dar inicio a la conferencia el especialista comienza con el análisis de la siguiente situación:

Expresen una idea que le sugiera el término: “sexualidad”, se anotará en la pizarra los elementos que aporten los estudiantes.

Una vez finalizada la conferencia el especialista aplica la técnica del P.N.I de forma tal que los estudiantes puedan plantear todo lo que les resultó positivo, negativo e interesante, además tienen la posibilidad de preguntar sobre las dudas que poseen al respecto.

Para el cierre de la misma el especialista pide a los estudiantes que:

- ❖ Completen la siguiente expresión:

- “La sexualidad es...

- ❖ Expongan sus criterios sobre el siguiente planteamiento:

- “Las expresiones de la sexualidad van en consecuencia, más allá de las respuestas genitales, manifestándose en las diarias conductas de relación con personas del mismo sexo y del otro sexo.”

Finalmente el profesor solicita a los estudiantes la realización de una composición sobre lo tratado colocándole un título sugerente de su propia autoría y comunicará que las mismas quedarán expuestas en un mural que se develará en la última actividad.

Se tomará un acta cuidadosa de todos los planteamientos realizados y quién fue el que lo hizo. No interesa el nombre, sino su responsabilidad actual en relación con el tema.

Bibliografía a consultar

-Castellanos Simons, B y otros. (1997). Hacia una sexualidad responsable y feliz: para maestros y maestras. Parte I. La Habana: Editorial Pueblo y Educación.

-Castellanos Simons, B y otros. (1983). Sexualidad Humana. La Habana: Editorial Científico-Técnica.

ACTIVIDAD 5

Título: El homosexualismo y la bisexualidad: ¿identidad o desviación sexual?

Objetivo: Promover la equidad entre los sexos, basados en el respeto, la reciprocidad y la plena participación de ambos en el mejoramiento de la calidad de vida.

Tiempo de duración: 30 minutos.

Espacio: veinte minutos posteriores al cierre del horario docente y nocturno especial.

Ejecutor: profesor.

Participantes: estudiantes.

Temáticas: orientación sexual.

Materiales: conferencias en soporte digital y de papel, guías de la entrevista.

Descripción:

El indicador relacionado con el nivel de conocimientos sobre la orientación sexual es otra necesidad que poseen los estudiantes y que ha sido extraída del buzón por el del profesor y será el tema abordado en la actividad.

El profesor utiliza los veinte minutos posteriores al cierre del horario docente para orientar a los alumnos que la semana próxima tendrá lugar en un nocturno especial la realización de una mesa redonda donde se abordarán temas relacionados con la orientación sexual de los individuos.

Se indica la elaboración de una guía de entrevista a la que le asignarán un título que guarde relación con el tema a investigar, que aplicarán a especialistas del tema que vivan en su comunidad o al médico de familia. La guía para la entrevista debe ser elaborada bajo la orientación del profesor.

Además pueden visitar el Centro de Orientación de Jóvenes, Adolescentes y Familia o llamar a Línea Ayuda, cuyos teléfonos se encuentran disponibles en todos los directorios telefónicos del país.

Informará también la selección previa del moderador y los panelistas que ejecutarán la actividad.

Para iniciar la mesa redonda los estudiantes ocuparán un lugar central en el patio de la escuela donde se sitúan mesas en forma de herradura, en el centro se situará el moderador quien dará inicio a la misma.

Moderador: Introduce la actividad precisando la existencia de las diversas formas de orientación sexual presente en los seres humanos. Orientará a cada panelista profundizar en una de ellas.

- ❖ Panelista 1: Orientación homosexual.
- ❖ Panelista 2: Orientación heterosexual.
- ❖ Panelista 3: Orientación bisexual.

Finalmente el profesor pregunta a sus estudiantes:

1. ¿Pueden los homosexuales llegar a sentir amor?
2. ¿Qué harían ustedes si una persona homosexual se acercara a pedirles orientación? Si tienes alguna experiencia compártela con tus compañeros.
3. ¿Puede considerarse la prostitución como una forma de ganarse la vida?
4. Entonces ¿el homosexualismo y la bisexualidad constituyen desviaciones sexuales o son formas de orientación sexual?

Bibliografía a consultar

-COJAF. Fundamentos Básicos de la Educación Sexual. Curso de postgrado. Sancti Spíritus.

-Torres, M. y López A. (2004). ¿Quieres saber sobre ITS/VIH/SIDA?100 preguntas y respuestas. La Habana: Ministerio de Educación.
en soporte de papel sobre el tema.

ACTIVIDAD 6

Título: La Botella de la sexualidad.

Objetivo: Promover la reflexión y el análisis individual y grupal en cuanto a la educación de la sexualidad, buscando vivencias y valoraciones personales.

Tiempo de duración: 2 horas.

Espacio: nocturno especial.

Ejecutor: profesor.

Participantes: estudiantes.

Temáticas: actitudes responsables ante la sexualidad.

Materiales: Conferencias del COJAF en soporte de papel.

Descripción:

La orientación de esta actividad se realizará en los veinte minutos posteriores al cierre del horario docente, previo al nocturno en el que se va a concretar. Se sugiere la coordinación con la biblioteca escolar. A tales efectos se recordarán y debatirán algunas de las principales ideas que se han venido anotando en su cuaderno de sistematización con las actitudes responsables que deben ser adoptadas ante la sexualidad.

Para dar inicio al nocturno especial el profesor invitará a los(as) estudiantes a realizar el juego de la botella para lo cual deben hacer un círculo, en la plaza de la escuela. En el centro se colocará una botella que lleva dibujada la frase “Mi sexualidad”, y en su interior se colocarán varias preguntas en pequeños pliegues de papel; hacerla girar y donde se detenga, el estudiante tomará una de ellas para comentarla con sus compañeros, sobre la base de sus propias experiencias.

Actividades que se colocan dentro de la botella:

- ❖ Vivir en pareja es un reto. Es la posibilidad de amor y desamor. Y es también el espacio donde podemos destruirnos o aprender a madurar, a resolver nuestros conflictos internos y de esta manera alcanzar el amor.”
- ❖ La actividad sexual es una expresión conductual de la sexualidad personal donde el componente erótico de la sexualidad es el más evidente.
- ❖ Tengo el derecho a adoptar decisiones sin sufrir discriminación, coacciones ni violencia.
- ❖ La selección de la pareja debe realizarse cuidadosamente.
- ❖ En la vida lo más importante para el ser humano es la actitud que asume ante ella.

Para reflexionar el profesor propone.

- ❖ Nada me obliga a actuar en mi contra.
Mi vida sexual merece ser vivida de manera responsable.
Respetaré mis señales internas y tendré en cuenta, ante todo, mi propio bienestar y el de otras personas. (Leonardo Romero S., 1998).

Bibliografía a consultar

COJAF. (1999). Fundamentos Básicos de la Educación Sexual. Curso de postgrado. Sancti Spíritus.

Castellanos Simons, B y otros. (1997). Hacia una sexualidad responsable y feliz: para maestros y maestras. Parte I. La Habana: Editorial Pueblo y Educación.

Castellanos Simons, B y otros. (1983). Sexualidad Humana. La Habana: Editorial Científico-Técnica.

Proyecto cubano. (2003). Capacitación de multiplicadores. Diapositivas.

ANEXO 5

PRUEBA PEDAGÓGICA DE SALIDA

OBJETIVO: Comprobar el nivel de conocimiento que poseen los(as) estudiantes de 10.10 sobre aspectos relacionados con la sexualidad responsable.

Selecciona la(s) respuestas correctas.

a) Rol de género

- ❖ Conjunto de atributos anatomofisiológicos de carácter sexual.
- ❖ Manera en que se interpreta, asumen y desempeñan los diferentes papeles masculinos y femeninos
- ❖ Conjunto de rasgos, cualidades, modos de conductas con que cada cultura caracteriza e identifica a todas aquellas personas del mismo sexo y los distinguen del otro.

b) Identidad sexual

- ❖ Manifestación de completo bienestar físico, psicológico y sociocultural relacionado con la sexualidad.

- ❖ Incluye la manera que la persona se identifica como hombre o mujer o una combinación de ambos.

c) Identidad de género

- ❖ Grado en que cada persona se identifica como masculina o femenina o alguna combinación de ambas.
- ❖ Expresión conductual de la sexualidad personal donde los componentes eróticos, físicos y placenteros son los más importantes.

Orientación sexo-erótica

- ❖ Capacidad humana de experimentar respuestas sexuales, que por lo general se identifican con placer.
- ❖ Dirección que adquiere el deseo o impulso sexual hacia el otro sexo.

d) Responsabilidad

- ❖ La atracción física ocupa el peldaño #1 en la relación de pareja
- ❖ Sienten satisfacción con lo que hacen.
- ❖ Asumen de forma independiente las consecuencias de las decisiones tomadas.

ANEXO 6

TÉCNICA PROYECTIVA DE COMPLETAMIENTO DE FRASES DE ROTTER UTILIZADA EN EL PRE - TEST y POST- TEST.

Objetivo: Obtener una panorámica general de las características de la sexualidad responsable de los(as) estudiantes de 10.10.

Nombre y Apellidos _____

Edad _____ Sexo _____

Instrucciones: Complete o termine estas frases para que expresen sus verdaderos sentimientos, ideas u opiniones, trate de completar todas las frases.

1. Soy _____

2. Mi sexualidad _____

3. El impulso sexual _____

4. Los hombres _____

5. Las otras personas _____

6. Yo prefiero _____

7. Las mujeres _____

8. Deseo _____

9. Ser responsable _____

10. Yo necesito _____

11. Siento _____

12. Mi mayor temor _____

13. La preocupación principal _____

14. Las diversiones _____

15. Yo secretamente _____

16. Sufro _____

17. Amo _____

18. Mi mente _____

19. Mi personalidad _____

20. La felicidad _____

21. Quisiera _____

22. Estoy mejor cuando _____

23. Algunas veces _____

