

SEX HISTORY



Talking sex with objects from the past

Resource Pack - Key Stages 4 & 5

In conjunction with



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1 Overview of the Sex & History approach

This section provides an exploration of the pioneering Sex & History methodology, benefits of the approach and options for delivery. It provides expected outcomes from participation and feedback from previous participants.

• Talking sex with objects from the past

Sex & History at the University of Exeter aims to empower people of all ages – and especially young people of 14-19 – to talk more openly and discuss the issues that really matter to them using historical objects relating to sex and sexuality.

• Pioneering methodology

This pioneering methodology uses objects (via photos, videos, models and sometimes genuine artefacts) from around the world and past cultures relating to sex and sexuality as a springboard for meaningful and beneficial conversations with young people. Intriguing artefacts from past cultures have been shown to act as a productive and challenging stimulus, while providing a safe distance to discuss sensitive subjects. Young people find such objects fascinating, and the resultant discussion encourages them to see their own society and understanding of sex and relationships from new perspectives.

• Benefits of the approach

Our evaluation has found that this methodology can make a positive impact on young people's personal and relationships skills, self-confidence and resilience. The materials provide a wider social and cultural framework for the assimilation of biological and practical information about sexual health, empowering young people to make healthy choices about relationships and sex.

• Where Sex & History works

The Sex & History methodology is adaptable for different settings and contexts where both formal and informal work around relationships and sex takes place. In addition to Sex and Relationships Education (SRE), it has been used in other school subject lessons (e.g. integrated into art, history and drama projects), out-of-school youth activities, health and social services, and heritage and museum outreach programmes.

Options for delivering Sex & History in schools

You can choose to work with us more or less intensively in order to integrate our method into your school's practice in the way that best suits your needs.

Option 1

Adopt a standard single Sex & History lesson for PSHE, or develop your own, using this resource pack.

Option 2

Work closely with our team in order to incorporate some bespoke Sex & History lessons into your SRE delivery through other subjects such as History, Drama, Philosophy and Media Studies.

Option 3

Develop a whole school approach to SRE by integrating the Sex & History methodology into an institutional culture. Work closely with our team to develop bespoke resources for a range of lessons and projects.

Please get in touch to discuss these options: sexandhistory@exeter.ac.uk

Sex & History mission statement

The Sex & History Project adheres to all the values and principles of the [Sex Education Forum](#), of which we are proud to be a core member. The Sex & History methodology has been designed to enable participants to:

- 1 Reflect on the past, present and future context of relationships and sex, allowing people to consider cultural and historical diversity.
- 2 Open up discussion of topics that are particularly difficult to address, for example consent, pornography and power within relationships.
- 3 Discuss sensitive topics via historical objects which can act as a distancing mechanism, focusing the discussion initially around past cultures to allow participants to talk more safely about sensitive issues.
- 4 Enable recognition that people have been talking about, thinking about and depicting sex for millennia, and therefore increase confidence in talking about relationships and sex today.
- 5 Allow participants to focus on relationships, attitudes and emotions rather than the biological aspects of sex.
- 6 Encourage active participation and reflection which encourages deeper learning and longer impact. The material can be interpreted in many different ways, empowering people to come up with their own ideas and test theories against their own preconceptions.

8 Outcomes from participating in Sex & History

As a minimum, participating in a Sex & History session should encourage the following differentiated outcomes for young participants:

- * **All** young people will be able to explore the information provided on the historical objects, and use them to share their opinions on key aspects of human sexuality and relationships.
- * **Most** young people will be able to discuss, debate and develop new perspectives on key aspects of human sexuality and relationships.
- * **Some** young people will be able to reflect critically on the historical context, and compare and contrast this to present day ideas around key aspects of human sexuality and relationships.

However, the advantage of the Sex & History approach is that the outcomes can often be surprising with deeper learning than had been anticipated. Just take a look at some of the feedback on the following page that we have received from previous work.

8 What Educators say about Sex & History

The objects are surprising... They facilitate discussion, they make it okay to talk about sex... We've never found a better way to do it. It was a revelation."

SRE Educator

"In every young person in our group we can see how this project has developed and moved them to a different place."

SRE Educator

"I think the objects worked absolutely brilliantly because it's a difficult subject to bring up with young people at a difficult point in their lives, and using objects act as a sort of springboard for conversation....it enables people to reveal more about themselves and reveal more about their attitudes."

SRE Educator

"Absolutely brilliant way of handling some really sensitive topics I think."

SRE Educator

"By discussing the object we feel safer. The subject is 'the thing on the table' it is out there in the world. Our thoughts, feelings, ideas etc. are about the object and not (apparently) personal. By talking about the object we are able to reveal ourselves in a safer way. We can explore difficult issues, such as sex, more easily through the object than without it."

SRE Educator

8 What young people say about Sex & History

"I was expecting to just sit down and have people telling me about everything, and then be like oh we already know this, but it wasn't...like, the history and everything, it was really interesting. I had no idea about any of it."

Student participant

"I think people spoke about things that they wouldn't normally talk about without realising it..."

Student participant

"Because it wasn't anything to do with nowadays... because it was nothing to do with me, it was easy to talk about."

Student participant

"We found it inspirational...The historical objects opened our minds to new ideas. It made us more mature in the way we thought about sex. We all discovered things about ourselves."

Student participant

Overall educators and facilitators who have used this resource have commented on how effective the objects are for getting conversations started among young people, and how little in the way of additional framing or educator intervention is needed to provoke lively, intelligent, mature and open discussions.

8 Possible key themes Sex & History can cover

Many of these key themes are also aspects of the [15 Domains of Healthy Sexual Development](#).

* Sexuality	* Sex in the media including pornography and erotica
* Power, agency and control	* Private vs. public boundaries relating to sex and sexuality
* Consent	* Sex education and lifelong learning
* Positive relationships and relationship skills	* Sources of information and advice about sex
* Sexual communication	* Parent's role in sex education
* Pleasure and intimacy	* Body diversity and body image (including weight, body hair, breast/penis size)
* Virginity and abstinence	* Body Modification (including Labiaplasty and FGM)
* Chastity	* Cultural ideas of beauty
* Fidelity and trust	* Cultural comfort with talking about sex and sexuality
* Gender identity, stereotypes and social norms	* Biological aspects of sexual practice
* Sexualities (explored via genders and sexual orientations)	* Understanding of safety

2 Core Session Plans (Key Stages 4 & 5)

This part of the resource is for those practitioners who need ready-to-use resources they can deliver with ease. It includes suggested sessions based on a selection of historical objects and key SRE themes. Download the accompanying slides and videos from:

<http://sexandhistory.exeter.ac.uk/>

Or access via Youtube:

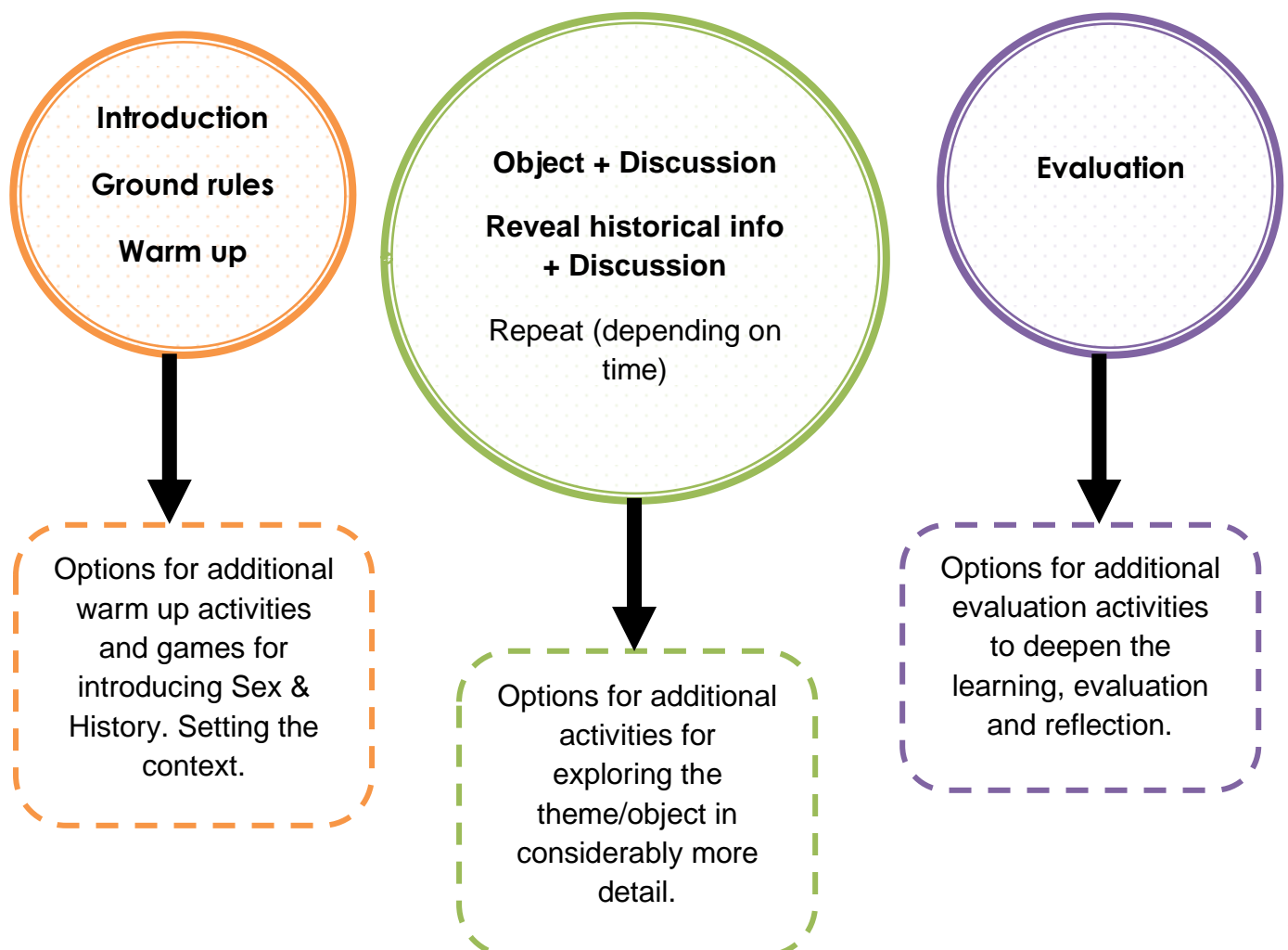
<https://www.youtube.com/playlist?list=PL8qjNAVkNTBtXM1XhS93OnFAFZvWxvorf>

8 Preparing for delivering Sex & History

Before you deliver a session we recommend reading this advice for preparing for Sex & History.

8 The shape of a Sex & History session

A Sex & History session, whatever the length, should always contain these three elements: a warm up, discussion based around an historical object and historical information about it, and some kind of evaluation, even if this is embedded within the activities that you facilitate. You can follow the Core Session Plans in this section or you can create your own session plan using the tools and resources in [Section 3](#).



6 Top tips for delivering Sex & History

Your role will be to act as a facilitator rather than a teacher, to support questioning and empower learners to contribute their ideas. You do not need to be an historical expert to deliver these sessions and it is not your job to impart or teach knowledge. Instead it is your role to facilitate group activities and group discussion.

These sessions can be delivered in any setting working with young people however it is important that the educators are confident in establishing safe learning environments with their group. Take time to consider your group dynamic and how you will organise and facilitate the discussion most effectively.

If you have never delivered any SRE before it is a good idea to do some self-reflection exercises such as these activities from [DO... SRE for schools](#) to provide you with an opportunity to unpack your own personal feelings about things like sex, relationships, education and society before you deliver a session. Such self-reflection will help you feel comfortable and greatly enhance your ability to deal with the challenging topics, questions or views that may arise during SRE sessions. You may also want to do some other basic level learning about how to teach SRE, such as through [Brook's easy to use and free e-learning platform](#).

- * Don't underestimate the value of being silly. Use as many activities involving games, play and moving around as time and space permit.
- * Be creative with the activities, although we have provided ideas and session plans, please do tailor them to your audience and add in other ideas or other resources. Make the sessions work for you and your learners!
- * Find out what the 'hook' is for the group of young people that you are working with. This can be done whilst speaking to the school /provider or with the group. What are group members interested in? Music, drama, sports, sex education?
- * Consider how you will organise your group, so that more gregarious members of the group don't dominate the discussion. You could ask the group to discuss the answers in pairs/ small groups before taking whole group feedback whilst you circulate and facilitate the discussion.
- * It may also be helpful to occasionally adopt separate gender groupings to enable nuanced discussion and explore how males and females respond differently to the materials, whilst ensuring there is a final opportunity for sharing such these different perspectives. (However it is important that such groupings do not create difficulties for any trans or gender non-conforming young people in your group. Use your professional judgement and expert knowledge of your group when deciding how best to proceed.)

8 Feedback and evaluation

The Sex & History team would love to receive your feedback on using this resource pack. Below are some ideas for how to record the session and evaluate its success. Please send all evaluation to: sexandhistory@exeter.ac.uk. Please obtain written consent from participants for sharing any feedback, material or photography using the forms in [Appendix 4](#).

8 Recording throughout

We are not just interested in end of session evaluation. We want to capture what happened throughout the session. This can provide valuable data for your own practice as well as the Sex & History team. You could record sessions in the following ways:

- * Keep your session plans
- * Photograph completed [exercise sheets](#) and other materials produced – many of the exercises we have devised are designed to capture data about the young people's learning during the session
- * Take audio recordings of discussion
- * Video key aspects of the sessions

8 End of session evaluation

You could ask the young people to fill in the evaluation forms (at [Appendix 3](#)) or you could facilitate evaluation activities. For example you could ask participants to write down ideas about what they have learnt or will take away from the session, or what they would like to know more about. How do they think their peers would respond to this course? How could it be improved? You could lead a discussion on these topics and note down comments on a flipchart and take a picture of it. [Further ideas for end of session evaluation activities](#) are included as part of Section 3 of this resource pack.

8 Educator / facilitator feedback

There is a formal evaluation sheet for educators at [Appendix 3](#). Alternatively, just send us some ideas on how you used this pack, what worked well, and what you felt was missing. Your feedback is really important as we develop these resources.

Please send all evaluation to: sexandhistory@exeter.ac.uk.

Core Session Plan: Chastity Belt (60 mins)



Image credit: Wellcome Images

Learning objectives

- * **All** young people will be able to state a fact and an opinion about the historical use of chastity belts.
- * **Most** young people will be able to discuss issues of control in relation to sex, issues of trust and faithfulness in a relationship and the value of virginity in society.
- * **Some** young people will be to reflect critically on the different expectations of men and women when it comes to sexual behaviour, how these might have arisen and be maintained in current society.

Possible key themes

- * Chastity
- * Fidelity
- * Abstinence
- * Virginity
- * Relationships
- * Trust
- * Control
- * Consent
- * Female Sexuality
- * Power
- * Female anatomy

Chastity Belt - Preparation for the session

- Download the slides and videos for this session from: <http://sexandhistory.exeter.ac.uk/>
- Print/laminate a few images of the object (at [Appendix 1](#)) and include a teacher's version with associated historical information on the back.
- Take time to consider your group dynamic and how you will organise and facilitate the discussion most effectively.
- We recommend reading [Preparing for Delivering Sex & History](#) (p9).

Chastity Belt - Starting points (15 mins)

- * Start the session using [our generic starting plan](#) (p33) including ideas for warm ups and creating a safe learning environment.
- * Without explaining what it is show the group the picture of the chastity belt using the slides and/or print-outs of the image.

- * Ask the group:
What is this? What was it used for? When might it have been made?
- * Give the group a minute to discuss in pairs and then take group feedback about their thoughts.
- * Explain to the group that the object is a chastity belt. Ask the group:
How would a chastity belt work? Who would wear it and why?

Chastity Belt - Discussion (35 mins)

- * Reveal Historical Information 1 (using the slide/video or just [read out the text below](#)).
- * Take a moment to discuss initial thoughts and feelings about chastity belts.
- * Ask the group:

Why might someone want to control sexual access to a woman? Discussion ideas: fidelity and trust in relationships, control over paternity, the differences between the way male and female sexuality is viewed e.g. an idea that women are irresponsible or sexually promiscuous.

Some chastity belts have locks and keys. Who would have held the key? What difference does it make? Discussion ideas: the woman herself, her parents or partner, trust within these different types of relationships, consent in sexual relationships.

Would a woman be happy to wear this? If so, why? Discussion ideas: why someone might want to make themselves sexually unavailable, abstinence, silver ring pledge, wedding rings, sex used as a barter tool, for her own pleasure as part of consensual sexual play.

Chastity belts are associated with controlling women's fidelity and/or preserving virginity. Why does society place value on fidelity and virginity? Are these values different for men and women? Discussion ideas: social norms, faith, expectations of marriage, disease prevention, assuring paternity.

Do you think people ever really wore these? Discussion ideas: practicalities, hygiene and toileting, comfort.

Saying, Thinking, Feeling exercise

Using the chastity belt exercise sheet in [Appendix 2](#) (or get participants to draw an outline of a woman wearing a chastity belt), ask participants to write down what they think she would be saying, and then what she would actually be thinking or feeling.

Ask participants to share what they have written if they are happy to.

- * Reveal Historical Information 2 (using the slide or just [read out the text below](#)).
- * Ask the group:

Why might someone craft a chastity belt, like this one, which could never actually be worn? Discussion ideas: as a deterrent; as a symbol of expectations about virginity or chastity.

What sorts of 'myths' about sex and relationships exist today? How 'fake' are our images

about sex? Discussion ideas: myths about sexual practices, body sizes, contraception etc. Images in the media or on the internet might suggest a 'reality' about sex and relationships that doesn't exist.

Does the idea of the chastity belt seem very alien today? Or are there modern day parallels we can think of? Discussion ideas: controlling, unbalanced relationships e.g. a partner not allowing the other out without them, expectations to dress or behave in particular ways.

Chastity Belt - Ending reflections (10 mins)

Postcard Home

Ask participants to draw the image of a chastity belt on a postcard, or use one you have pre-printed. Ask them to think about which family member, friend, partner etc. they would send it to and what message they would like to pass on to this person. They could write from the point of view of a historical person or describe what it feels like to take part in Sex & History and summarise what they have learnt and will take away from the session.

Chastity Belt - Historical Information

Historical Information 1

- * This is a metal gusset made of two panels hinged together, designed to be fitted to a waist strap to prevent sexual access to the genitals.
- * The two openings allow the woman wearing it to urinate and defecate.
- * It has been dated to the 15th or 16th centuries.
- * Today we associate chastity belts with Medieval knights and the quest to ensure that their wives remained faithful while they were away at the crusades...

Historical Information 2

- * The belt is almost certainly a fake that was never worn. It is certainly too impractical to have been worn for any length of time. And there are no signs of wear on the object which is in pristine condition.
- * Historians argue that almost all examples we have of chastity belts were NOT designed to be actually worn.
- * Historians suggest that the object has symbolic value. It is an instance of unrealistic images of women being used to reinforce moral codes and sexual values.
- * It was used as a symbol to demonstrate the importance of chastity in the medieval world.

Chastity Belt - Further activity ideas

Make your own chastity belt

Ask each group member to make a chastity belt that they can wear using materials you provide. As the group are making their belts point out details such as where the holes would need to be, where the lock would be and where the key would be kept, how much the belt might weigh and

how big the belt might be. Include discussion during creation around impracticality of wearing this object. For evaluation purposes ask group members to use your camera to take photos of the belts if they are happy for you to keep and use this image.

This activity could be further extended into:

Catwalk and fashion show plus postcard home

- * Ask group members to move around wearing their chastity belts. Try and walk, sit, stand, lie, get up, jump etc. Could be developed further to consider daily/morning routines, everyday actions, flirting, dancing etc.
- * Then ask group members to write a postcard describing what it feels like to wear a chastity belt and summarising what they have learnt. Ask them to think about who they might send it to.

Thought tracking

- * Ask one person to be in character as a woman wearing a chastity belt. Ask the group to brainstorm the situation - why is she wearing the belt? Is she in a relationship? How old is she?
- * Ask the person playing the woman to come up with a sentence the woman might say.
- * Next ask someone else to stand beside and say what she might actually be thinking and someone else to say what she might be feeling.

Who is the chastity belt for?

- * Ask the group to brainstorm 'Reasons why a woman would want to wear a chastity belt' and 'reasons why a man would want a woman to wear a chastity belt' and write responses on post it notes.
- * Stick all the 'woman' notes on one wall and the 'man' notes on the other.
- * Ask the group to get a note from each side of the wall and read it out. At the end, the group votes on who the chastity belt is for by standing on one side of the room.
- * To record this for evaluation purposes you could ask the group to lay out the notes in order of those that they most agree with and ask one person to take a photo with your camera. Ask the group if they think the photo needs a caption to explain the photo and/or capture their discussion. If yes, create this and add it to the photo.

Freeze frames

- * Put the group into pairs and assign each pair a scenario e.g. A is trying to make B wear the chastity belt, or A wants to wear the chastity belt but B doesn't want A to. Each pair has to create a freeze frame.
- * Think of a modern day equivalent of the scenario and create a freeze frame. (e.g. A wants to read a text on B's phone).

The modern day chastity belt

- * Ask the group whether they think there is a modern day equivalent of the chastity belt. If so, is

this a good thing?

- * If the group find this hard, prompt with questions about virginity and sexual choices - are we free to have sex with whoever we want / wear whatever we want? What sort of things stop us from exercising our sexual choices?
- * Hot seat characters that emerge from the ideas discussed, if nothing comes from the group use the following characters:
 - someone waiting until marriage;
 - someone with a controlling partner.
- * Using the thought tracking activity above, ask the group to think about what each character is thinking/saying/feeling.

Agree / disagree continuum

- * Ask individuals to line up according to whether they agree or disagree with the following statements.
 - Chastity belts seem like a strange idea.
 - A woman should be free to make her own decisions about who she has sex with.
 - Parents should have a say in their child's sex lives.
 - Your partner should be the only one who gives you pleasure.

Have an open discussion after every question and allow participants to change their position following the discussion. You could steer the last question onto the topic of masturbation and to link into the [anti-masturbation device session](#) plan.

If an alien came to Earth

If an alien came to Earth, what would you tell them about the chastity belt? What would the alien think about any modern parallels to the chastity belt you have discussed?

Ask the group this question to prompt group discussion or as an individual written exercise. This technique can also be used to check and consolidate learning by finding out what participants know and think about the object.

Chastity Belt - Further resources

More information on chastity belts:

- * <https://sarahemilybond.wordpress.com/2015/06/05/unlocking-the-dark-ages-a-short-history-of-chastity-belts/>
- * http://www.semmelweis.museum.hu/muzeum/kiallitasok/erenyov/reszletes_en.html
- * [Classen, Albrecht \(2007\) *The Medieval Chastity Belt: A Myth-Making Process*, Palgrave](#)

More information and support for young people about control, consent and relationships:

- * <http://bishuk.com>
- * <http://www.scarleteen.com>

Core Session Plan: Anti-masturbation device (60 mins)



Image credit: Wellcome Images

Learning objectives

- * **All** young people will be able to state a fact and an opinion about the historical use of anti-masturbation devices.
- * **Most** young people will be able to discuss issues of control in relation to sexuality, and views around masturbation.
- * **Some** young people will be able to reflect critically on the different expectations of men and women when it comes to sexual behaviour, how these might have arisen and be maintained in current society.

Possible key themes

- * Masturbation
- * Control of sexuality
- * Control of adolescence / teenagers

Anti-masturbation Device - Preparation for the session

- Download the slides and videos for this session from: <http://sexandhistory.exeter.ac.uk/>
- Print/laminate a few images of the object (in [Appendix 1](#)) and include a teacher's version with associated historical information on the back.
- Take time to consider your group dynamic and how you will organise and facilitate the discussion most effectively.
- We recommend also reading [Preparing for Delivering Sex & History](#) (p9).

Anti-masturbation Device - Starting points (15 mins)

- * Start the session using [our generic starting plan](#) (p33) including ideas for warm ups and creating a safe learning environment.
- * Without explaining what it is show the group the picture of the anti-masturbation device using the slides and/or print-outs of the image.
- * Ask the group:
What is this? What was it used for? When might it have been made?
- * Give the group a minute to discuss in pairs and then take group feedback about their thoughts.
- * Explain to the group that the object is an anti-masturbation device. Ask the group:
How would it work? Who would wear it and why?

Anti-masturbation Device - Discussion (35 mins)

- * Reveal Historical Information 1 (using the slide/video or just [read out the text below](#)).
- * Take a moment to discuss initial thoughts and feelings about such devices.
- * Ask the group:

Why might someone want to control sexual urges in boys? Discussion ideas: masturbation being wrong/unhealthy/immoral, idea that males are sexually voracious and their sexuality cannot be controlled by themselves – ask the group whether they agree with these ideas.

How would a boy feel wearing this?

Discussion may include: shame, painful, grown up, mature, dirty.

Who might have encouraged the use of these devices?

Discussion might include: parents, doctors, priests.

Saying, Thinking, Feeling exercise

In pairs ask participants to discuss and write down ideas about what they think a boy wearing this device might be saying, and then what he would actually be thinking.

Ask participants to share what they have written if they are happy to.

- * Reveal Historical Information 2 (using the slide/video or just [read out the text below](#)).
- * Ask the group:

Is there still stigma relating to masturbation? Discussion ideas: going blind, sign of uncontrollable urges, loneliness, spilling seed weakens male virility, but also humour often attached to masturbation on TV, Movies etc., masturbation competitions and bragging amongst boys and men.

Is there a difference in how masturbation is thought of for men and women? Discussion ideas: male masturbation found amusing, impressive, boys sharing masturbation and use of pornography today (though point out not all boys might be comfortable with doing this), girls less likely to discuss it or admit to masturbating.

Do you think people ever really wore these? Discussion ideas: device seems overly cruel, impractical to wear at night, could they not just be removed by the boy after he went to bed?

- * Reveal Historical Information 3 (using the slide/video or just [read out the text below](#)).
- * Ask the group:

Even if they weren't widely used, do you think the fact that they existed nevertheless made an impact on ideas about masturbation? Discussion ideas: the threat of wearing one might have acted as a deterrent, encouraged the idea that masturbation was wrong and boys' self-pleasure needed to be controlled, probably boys and men continued to masturbate anyway.

Does the idea of the anti-masturbation device seem very alien today? Or are there modern day parallels we can think of? Discussion ideas: censorship of pornography, internet blocks, controlling parents with expectations to dress/behave in certain ways.

Anti-masturbation Device - Ending reflections (10 mins)

Agree / disagree continuum

Ask individuals to line up according to whether they agree or disagree with the following statements.

- * Anti-masturbation devices seem like a strange idea.
- * A boy / people should be free to make his/their own decisions about masturbation.
- * Parents should have a say in their child's sex lives.
- * Your partner should be the only one who gives you pleasure.

Have an open discussion after every question and allow participants to change their position following the discussion. You could steer the last question onto the topic of female pleasure and sexuality to link into the [chastity belt session plan](#).

Anti-masturbation Device - Historical Information

Historical Information 1

- * Since the late 18th century, some special garments made out of cloth or metal were created to prevent masturbation.
- * This particular device was designed to fit over a boy's penis at night to stop him getting an erection.
- * The metal teeth would have made any swelling very painful.

Historical Information 2

- * From the 18th to the early 20th century there was much discussion of the possible medical and moral dangers of masturbation.
- * Masturbation was linked with a range of problems including impotence, depression and muscle-wasting.
- * This kind of device was designed to stop involuntary "nocturnal emissions", what we now call "wet dreams".

Historical Information 3

- * This kind of device was sold by specialised surgical suppliers and was expensive.
- * But it is not clear how widely they were actually used.
- * They may have been used in hospitals and mental wards, or simply displayed in popular museums.
- * Other preventions for masturbation discussed at the time were mountain walks, cold baths and medicines.

Anti-masturbation Device - Further activity ideas

Masturbation taboos

Ask the group to research taboos about masturbation historically to present day across different cultures (use the suggested links in further resources). As a group consider how your own culture's attitude might affect your own attitude to masturbation.

Compare and contrast

Do you think males and females have different attitudes to masturbation? Draw a grid as follows to note down the thoughts and reactions. Discuss the findings. Does this depend on the audience? E.g. would all female groups be more likely to discuss female masturbation than mixed groups?

	Male masturbation	Female masturbation
Male responses		
Female responses		

Masturbation and Anti-masturbation advertising campaigns

Design a safer sex advertising campaign with masturbation as the main message. Counter this with an anti-masturbation advertising campaign (you could advertise one of the devices or add in religious or moral messages). Compare and contrast the adverts for language used and reflect on how social marketing can be used to sway public opinion.

Thoughts on masturbation

Ask the learners to note down their feelings about masturbation and the use of anti-masturbation devices or other devices to control sexuality. Ask them to think about the role society has in controlling sexuality particularly of young people and jot down their thoughts.

As an extension to this activity, whilst they record these thoughts you could listen to the [Sounds of Sexology Song: It's Just Sex](#). This song was written by young people who were inspired by the large number of artefacts that attest to the ubiquity of interest in sex throughout many cultures and throughout time. While this song (or another piece of music) is playing ask learners to close their eyes and when you touch them on the shoulder ask them to read out their responses (learners do not have to share if they don't want to), go round the group and allow some words to overlap. What often follows is a powerful piece of learning and sharing. This could be videoed for evaluation too.

Anti-masturbation Device - Further resources

Further information on anti- masturbation devices:

- * <http://blogs.scientificamerican.com/bering-in-mind/a-bakere28099s-dozen-old-fashioned-anti-erection-gadgets-for-men-with-illustrations/>
- * <https://thechirurgeonsapprentice.com/2013/02/25/lets-talk-about-sex-victorian-anti-masturbation-devices/>

Further information on the history of masturbation:

- * <https://aeon.co/essays/the-body-as-amusement-park-a-history-of-masturbation>

More information and support for young people about control, consent and relationships:

- * <http://bishuk.com/>
- * <http://www.scarleteen.com/>

Core Session Plan: Embracing Couple (60 mins)



Image credit: Science Museum, London

Learning objectives

- * **All** young people should be able to state an opinion about the embracing couple and the sort of relationship which it represents.
- * **Most** young people should be able to discuss and critically reflect on some of the following: sexual relationships, sexual pleasure, gender expectations, beauty, body image and pornography.
- * **Some** young people will be able to reflect on the culturally determined nature of sexual behaviour, sexual pleasure and what is considered beautiful (in reference to body modification, beautification and body image), including the impact of the media and pornography on these issues.

Possible key themes

- * Intimacy
- * Pleasure
- * Pornography
- * Erotica
- * Gender
- * Sex Education
- * Sources of information and advice
- * Parent's role in sex education
- * Foot binding
- * Body Image
- * Body Modification
- * Cultural ideas of beauty

Embracing Couple - Preparation for the session

- Download the slides and videos for this session from: <http://sexandhistory.exeter.ac.uk/>
- Print/laminate a few images of the object (in [Appendix 1](#)) and include a teacher's version with associated historical information on the back.
- Take time to consider your group dynamic and how you will organise and facilitate the discussion most effectively.
- We recommend also reading [Preparing for Delivering Sex & History](#) (p9).

Embracing Couple - Starting points (15 mins)

- * Start the session using [our generic starting plan](#) (p33) including ideas for warm ups and

creating a safe learning environment.

- ★ Without explaining what it is show the group the picture of the couple using the slides and/or print-outs of the image.
- ★ Ask the group:
What is this? What was it used for? When might it have been made?
- ★ Give the group a minute to discuss in pairs and then take group feedback about their thoughts.
- ★ Ask the group:

Can you think of words to describe this image of a couple? Discussion ideas: intimate, affectionate, loving, warmth, mutual pleasure, equality.

How does this depiction compare with modern day depictions of couples in the media (e.g. advertising, films or pornography)? *N.B. remind group of ground rules at this stage - no one in the group needs to share anything they may be uncomfortable with sharing.*
Discussion ideas: films often portray similar intimacy where pornography maybe does not.

Embracing Couple - Discussion (35 mins)

- ★ Reveal Historical Information 1 (using the slide/video or just [read out the text below](#))..
- ★ Ask the group:

Would you describe this object as pornographic? Why or why not? Discussion ideas: What counts as pornography, what pornography is for, what kind of images we expect in pornography and how is this similar and different.

Who are these people? How do they feel about each other? Does this make us question our ideas about representations of sex and intimacy? Discussion ideas: whether sex should take place within a relationship, love and respect as part of a sexual relationship.

Is it a man and a woman? Two men? Two women? Can we tell? What difference does it make? Discussion ideas: representations of same-sex relationships in our society, expectations of gender in terms of body image, blurred lines between genders, and between gender identity and gender expression.

Where is this taking place? Does this change how we see it? Discussion ideas: how the context may change if the scene takes place in e.g. in bed at home, in the bushes in a park, etc.

What if the figures were orientated another way (e.g. upright or woman on top)? Would that change opinions on the type of sex they are having or the type of image this is?

Discussion ideas: sexual expectations in real life relationships and in the media, power relations between genders.

Saying, Thinking, Feeling exercise

Using the embracing couple exercise sheet in [Appendix 2](#) (or ask participants to draw an outline of the object) ask participants to write down what they think the couple might be saying to each other, and then what they might actually be thinking or feeling.

Ask participants to share what they have written if they are happy to.

- * Reveal Historical Information 2 (using the slide/video or just [read out the text below](#)).
- * Ask the group:

Why would a parent want to give such an object to a daughter on this occasion? Why would they hide it at the bottom of the trunk? Discussion ideas: What role do parents take in preparing children for sexual activity and maturity? Is the object meant to be sexually arousing or educational? Or something else?

Do you think they would have given such an object to a son as well? Why or why not? Discussion ideas: do parents today have the same conversations with their daughters as their sons? Are their different expectations of men and women in society? Are girls expected to be more innocent for example?

- * Reveal Historical Information 3 (using the slide/video or just [read out the text below](#)).
- * Ask the group:

Does this affect the way you might think about the relationship between the two people? *N.B. In China today foot binding is thought of as a barbaric practice and symbolic of attempts to control of women, including their sexual freedom.* Discussion ideas: whether ideas of love, trust and mutual pleasure and respect within the relationship are affected by this practice.

What do you think foot binding was for? Is this something we would do today? Can you think of any cultural practices that might be seen as similar? Discussion ideas: practices to achieve beauty or attractiveness e.g. high heels, shaving, plastic surgery, body shaping at the gym, ideas on how different cultures have different norms of beauty, the impact of pornography and the media on this.

Perfect Man, Perfect Woman exercise

Ask the group to move freely around the room and then stop and freeze when instructed. You should shout out poses that the group must adopt e.g. Perfect man, perfect woman, perfect person, sexy person, beautiful person, shy person, insecure person, confident person. You can ask participants to create these from the perspective of today's society and then their own ideals. Have a discussion in the class about each pose.

This activity can also be done by drawing and annotating each different figure type.

- * Ask the group:

Do you think this historical image can really tell us about people's relationships in the past? What if a person in the future saw our representations of sex and relationships today, what might they assume about our lives? Discussion ideas: we cannot know for sure why the object was created, it might show a fantasy or an ideal image rather than reality, images today on in the media and in pornography may also show fantasy relationships or ideal bodies and not necessarily what people actually do together or actually find attractive in reality.

Embracing Couple - Ending reflections (10 mins)

Postcard Home

Ask participants to draw the image of the couple on a postcard, or use one you have pre-printed. Ask them to think about which family member, friend, partner etc. they would send it to and what message they would like to pass on to this person. They could write from the point of view of a historical person or describe what it feels like to take part in Sex & History and summarise what they have learnt or will take away from the session.

Embracing Couple - Historical Information

Historical Information 1

- * This small ivory model of a couple embracing dates from 19th century, China.
- * Historians don't know exactly who made this and what it was for.

Historical Information 2

- * It might have been used as something known as a "trunk-bottom". These are small objects showing sexual activity between men and women that Chinese parents would keep hidden from their children, and reveal to their daughter as she was about to embark on her marriage. They are thought to have been a method of sex education.

Historical Information 3

- * If you look closely you can see that one figure is female and that she has had her feet bound.
- * Until the early 20th century in China high class women's feet were bound in order to stunt their growth. Small feet were regarded as a mark of great beauty. It was also a very painful process that resulted in the deforming of feet and meant that women couldn't walk comfortably.

In China today foot binding is thought of as a barbaric practice and symbolic of attempts to control of women, including their sexual freedom.

Embracing Couple - Further activity ideas

Timeline of Sex Education

You could ask the young people to draw a timeline of male/female sex education from a historic date to the present day and ask them to predict the future for sex education. You could also do this for sexuality.

Make your own Sex Education tool

Ask the young people (individually or in pairs) to design a modern day object for parents or teachers to use in teaching SRE to young people. Get the participants to present their design to the group.

Researching Body Modification

Divide participants into groups to research and compare and contrast various forms of body modification including foot binding, neck rings, piercings, plastic surgery. Get the groups to present their findings to the rest of the group. Ensure you include discussion of cultural expectations, consent, consequences, power and gender.

Embracing Couple - Further resources

More information on 'trunk bottoms':

- * <http://app1.chinadaily.com.cn/star/2001/0315/cu18-2.html>

More information on the history of foot binding and other cultural clothing practices:

- * <http://jps.library.utoronto.ca/index.php/prandium/article/view/21844>
- * http://exhibits.hsl.virginia.edu/clothes/lady_bound/

More information and support for young people about control, consent and relationships:

- * <http://bishuk.com/>
- * <http://www.scarleteen.com/>

Core Session Plan: Phallic Objects (60 mins)

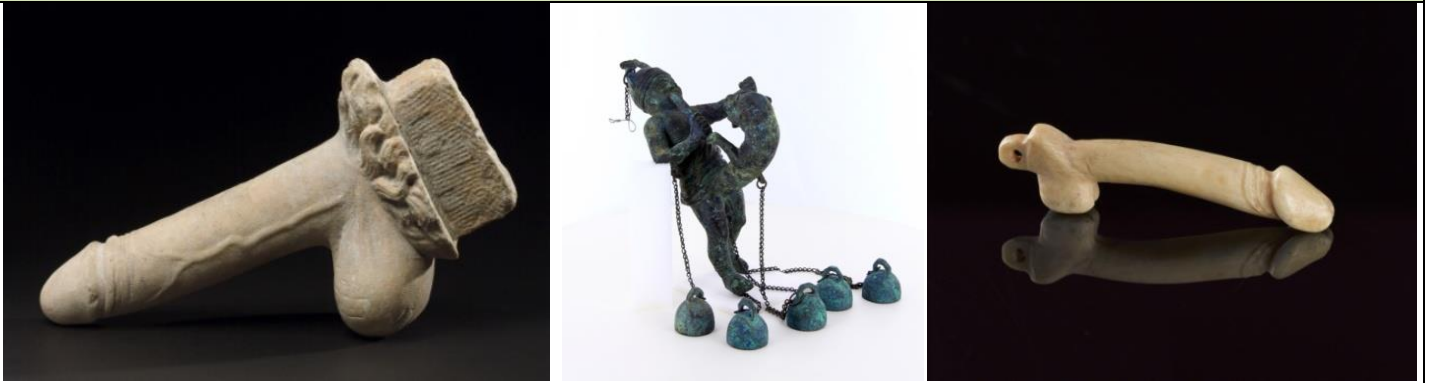


Image credit: Science Museum, London and University of Exeter

Learning objectives

- * **All** young people should be able to explore the information provided on the phallic objects, and use them to share their opinions on male anatomy.
- * **Most** young people should be able to discuss, debate and develop new perspectives on male anatomy, its representation and other key themes relating to male sexuality.
- * **Some** young people will be to reflect critically on the historical context, and compare and contrast this to present day ideas on male anatomy, its representation and other key themes relating to male sexuality.

Possible key themes

- * Male sexuality
- * Male anatomy
- * Transition to adulthood
- * Images of sex and sexual anatomy in public life
- * The relationship between sex and humour
- * The relationship between sex and mythology/religion

Phallic Objects - Preparation for the session

- Download the slides and videos for this session from: <http://sexandhistory.exeter.ac.uk/>
- Print/laminate a few images of the object (in [Appendix 1](#)) and include a teacher's version with associated historical information on the back.
- Take time to consider your group dynamic and how you will organise and facilitate the discussion most effectively.
- We recommend also reading [Preparing for Delivering Sex & History](#) (p9).

Phallic Objects - Starting points (10 mins)

- * Start the session using [our generic starting plan](#) (p33) including ideas for warm ups and creating a safe learning environment.
- * Suggested Warm up activity: Ask participants to come up with as many different words as they can to describe the penis.

Phallic Objects - Discussion (40 mins)

Phallic Amulet

- * Without explaining what it is show the group the phallic amulet using the slides and/or print outs of the image.
- * Ask the group:

What is this? What was it used for? When might it have been made? Who would have one and why?

Give the group a minute to discuss in pairs and then take group feedback about their thoughts.

- * Reveal Historical Information 1 (using the slide/video or just [read out the text below](#)).
- * Ask the group:

Would you wear an amulet like this? Discussion ideas: you might get told off for wearing an explicit image, depending if it were in fashion.

What do you think about young children wearing something like this? Discussion ideas: age appropriateness, whether the penis is erect or not, the gender of the child.

Phallic Street Sign

- * Without explaining what it is show the group the phallic street sign using the slides and/or print outs of the image.
- * Ask the group:

What is this? What was it used for? When might it have been made?

What is the rectangular block for?

Give the group a minute to discuss in pairs and then take group feedback about their thoughts.

- * Reveal Historical Information 2 (using the slide/video or just [read out the text below](#))..
- * Ask the group:

Imagine you have gone back in time to Roman times. How do you think you would react seeing phallic objects like this on the streets? Discussion ideas: embarrassed, shocked, amused, happy, maybe you would get used to it.

Imagine a Roman has time travelled to the present day. What things on our streets might shock or surprise them? Discussion ideas: the lack of overt phallic imagery like this sign, though compare and contrast modern day public depictions of sex and sexuality e.g. bill boards.

What do you think about the way the penis is depicted in this image? How might it have affected the way Roman men felt about themselves? Discussion ideas: its size may have made men feel insecure, compare to modern day ideas about penis size, as well as breast size and other body image issues.

Phallic Windchime

- * Without explaining what it is show the group the Phallic Windchime using the slides and/or print outs of the image.
- * Ask the group:

What is this? What was it used for? When might it have been made? Who would have one and why?

Give the group a minute to discuss in pairs and then take group feedback about their thoughts.

- * Reveal Historical Information 3 (using the slide/video or just [read out the text below](#)).
- * Ask the group:

How do you think Romans felt about this object? Is it meant to be arousing, weird, funny?

Discussion ideas: it doesn't seem like an erotic image, it is strange and it's difficult to work out what is happening in the picture, the penis is funny in itself, and the fact that it is turning into panther makes it funnier still.

Do we find images of the penis funny today? Discussion ideas: TV and movies; graffiti, architecture where the design looks like a penis.

Is the panther meant to say something about human sexuality? Discussion ideas: the idea of a man obsessed with performance and masculinity that gets attacked by his own penis because it got too big for him, danger of sexuality, potential of animal-like violence and aggression, but might also signify health, virility and agility.

In modern times showing an erect penis could be classified as pornography. What do you think about this? Discussion ideas: the dividing line between 18-rated films and pornography, the difference between erotica and pornography and varying laws in different countries related to pornography.

Phallic Objects - Ending reflections (10 mins)

Summaries exercise

Each participant is given a set of post-it notes. Ask each person to write the key message that they will take away from the session OR one thing that they have learnt today. Ask young people to stick post it notes on a wall, read each other's notes and discuss OR screw up their notes into a ball and post through into a box OR take a photo of their note with the facilitator's camera.

Phallic Objects - Historical Information

Historical Information 1: Phallic Amulet

- * This is a small, ivory model of an erect penis, or “phallus”.
- * It was made around the 1st century AD in Roman Italy.
- * It has a hole at one end so that it could be threaded onto a necklace.
- * The image of the erect penis or “phallus” was thought to bring good luck.
- * This type of necklace was worn by soldiers as they moved around the Roman Empire, meaning we find lots in Britain.
- * They were also given to young boys by their parents to keep them safe.

Historical Information 2: Phallic Street Sign

- * This is a large stone phallus made in the 1st century AD, and found in the ancient Roman city of Pompeii, Italy.
- * It was probably mounted on the outside wall of a house, shop or bar to protect the occupants from harm.
- * Carvings and sculptures of the phallus like this, as well as other sexual images, were a common sight in the streets of Roman cities.

Historical Information 3: Phallic Windchime

- * This is a 19th century bronze copy of an ancient Roman ‘windchime’.
- * It depicts a gladiator fighting his own penis which has transformed into a panther. Other Roman objects feature penises with hoofs, tails and wings.
- * The original might have hung in the doorway of an ancient home, shop or bar in the Roman city of Pompeii.
- * As with other phallic symbols, it was probably meant to protect the household (and the ringing bells might also have been thought to ward off evil).

Phallic Objects - Further activity ideas

Phallic Amulet making

Ask learners to make their own phallic amulets out of materials that you provide (e.g. modelling clay that can be baked and hardened). Using string participants can put on the amulets and discuss what it would feel like to wear them in Roman times, and then how they would feel if they wore them outside the classroom today.

Modern day penis examples

Ask learners to collate modern day examples of penises in graffiti, architecture, nature (e.g. phallic fruit) for a collage.

The power of the penis

Create a comic book strip about the power of the penis to protect people, and how its mythology is a force for good. You could unpack further ideas around size, pleasure, masturbation, sex as not just about penetration, consent etc. when working together to develop the comic book strip.

Phallic Objects - Further resources

More information on Roman phallic and sexual imagery:

- * Clarke, John (2003) *Roman Sex: 100 B.C. to A.D. 250*, Harry N. Abrams

More information and support for young people about control, consent and relationships:

- * <http://bishuk.com>
- * <http://www.scarleteen.com>

3 Make your own session plan

This part of the resource is for practitioners who are already confident in the delivery of SRE and who would like the opportunity to create their own innovative session plan based on historical objects. For those that want ready-made resources, please see the [Core Session Plans](#) provided in this pack.

Please begin by reading the [Preparing for Delivering Sex & History](#) (p9).

Generic session plan template

This generic session plan guides you through the three elements of [a Sex & History session \(see the diagram here\)](#) and provides tools and activities to build your own session to suit your particular group of young people.

This plan covers the following:

- * Learning Objectives
- * Possible Key Themes
- * Starting Points
- * Main Activities
- * Ending the session: reflection, recording and evaluation
- * Further information
- * Sample activities list

Learning objectives

Adapt the learning objectives below to suit your chosen objects and themes:

- * **All** young people should be able to explore the information provided by the historical objects relating to sex, and use them share their opinions on key aspects of human sexuality and/or the historical objects themselves.
- * **Most** young people will be able to discuss, debate and develop new perspectives on some of the themes and materials explored within a session.
- * **Some** young people will be to reflect critically on the historical context, and compare and contrast this to present day ideas around relationships and sex. They may also be able to extrapolate historical contexts to make predictions about current and future context of human sexuality.

Possible key themes

Please see the list of possible key themes in [Section 1](#) of this resource pack. You may wish to organise your session around a particular theme e.g. 'control of sexuality'.

The Sex & History database can provide you with a list of objects that match particular themes. Get in touch to find out more:

sexandhistory@exeter.ac.uk .

Generic session plan - Starting points

- * Facilitators should introduce themselves (if necessary) and the Sex & History project. Explain that different organisations, young people and professionals have been involved in developing the resources as an ongoing collaborative process. All those who use the resource are invited to participate in developing it for future use.
- * [Choose a warm up activity suitable for your group from the list below.](#)
- * Encourage a safe learning environment by creating relaxed atmosphere in the room (for example sitting in a circle, sitting in groups on the floor) to encourage group discussion and respect for others. The most important aspect of creating a safe learning environment is setting up a group agreement and reminding the participants of its importance at the start of every session. A sample group agreement (ground rules) might be:

Openness – We will be open and honest but will not disclose others' personal/private lives. We will discuss general situations as examples but not use names or identifying descriptions.

Keep the conversation in the room – We feel safe discussing general issues relating to relationships and sex within this space and know that, as long as we are not at risk, educators will maintain a certain level of confidentiality. Outside of this safe learning environment we are aware that other people may feel uncomfortable with such discussions.

Non-judgemental approach – It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put down anybody. We will try to "Challenge the belief not the person".

Right to pass – Participation is important however we have the right to pass on answering a question or participating in an activity.

Make no assumptions – We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

Listening to others point of view and sharing your own – We will listen to the other person's point of view and expect to be listened to in return.

- * If time allows, do an additional warm up activity aimed at reducing some of the embarrassment in talking about sex [e.g. Zip, Zap being described below.](#)
- * Introduce the session by explaining that you are going to use some pictures of historical objects as a basis to discuss issues around relationships and sexuality.
- * Show the young people an object without any additional information or comment using printouts or digital images.
- * Ask them in small groups (2-3) to brainstorm and write down anything that comes into their head about the objects. What do they think the objects are? When might they have been made? What might they be for? They should write down any words that come into their mind relating to the objects and any questions that arise (they could write on the printout of the object).

Generic session plan - Main activities

- ★ **Whole group discussion** – the whole group then comes together for a brief pooling of ideas and questions relating to the objects.
- ★ **Input of historical information** – Reveal one piece of historical information about the object and discuss its implications. Allow young participants to set the agenda and find their own relevance in the material, but gently encourage discussion that opens up issues around whatever the material might trigger (e.g. pornography, consent, gender roles).
- ★ **Input of historical information** - When the moment seems right - if the discussion is flagging or getting stuck on an issue - reveal another piece of historical information to set up a new direction for the discussion (This can be repeated several times, depending on how much time you have available).

You can use a variety of writing, drama or discussion-based group activities to explore the themes more deeply, energise the class or generate evaluation data. You can select from our [list of suggested activities](#) below and plan which would best suit your group with the time you have available.

Generic session plan - Ending the session

Reflection

End the session with an activity that encourages reflection on what they have discussed and learnt about together. You can choose an activity from our [sample reflection and evaluation activities list below](#). This activity can also generate data to evaluate the session.

Formal Evaluation

You could provide the group with evaluation forms (in [Appendix 3](#)). Or you could lead an open discussion: how would your peers respond to this course? How could it be improved? Write down comments on a flipchart. Take a photo of the flipchart at the end of the day. Ask participant to write down any further questions or feedback about the session on a piece of paper to be collected in and to be used to inform the planning for the next session.

Please also see our suggestions for [recording and capturing](#) what happens throughout your session.

The Sex & History team would love to hear about examples of your work using this resource. **Please email any session plans, photos, reflections and completed evaluation exercises and forms to sexandhistory@exeter.ac.uk**. Please obtain written consent from participants for sharing any material or photography using the forms in [Appendix 4](#).

Generic session plan - Further information

For ideas on more historical objects that you could use in a session, see:

- ★ http://www.britishmuseum.org/visiting/planning_your_visit/object_trails/desire_and_diversity.aspx
- ★ <http://www.vam.ac.uk/content/articles/l/lgbtq-related-objects/>

- * <https://www.ucl.ac.uk/museums/petrie/visit/trails/AlternateSexualities>
- * <http://www.liverpoolmuseums.org.uk/collections/research/lgbt/>

Or you could search the following online databases:

- * https://www.britishmuseum.org/research/collection_online/search.aspx
- * <http://collectionsonline.nmsi.ac.uk/>
- * <http://collections.vam.ac.uk/>
- * <http://petriecat.museums.ucl.ac.uk/>
- * <http://www.mfa.org/collections>

More information and support for young people about sex and relationships:

- * <http://bishuk.com/>
- * <http://www.scarleteen.com/>

Sample Sex & History Activities

Sample Warm Up Activities

Keepie uppie with a tennis ball: An active game where participants run around hitting a tennis ball with their hands to try and keep it in the air. After a few minutes try stopping the game and introducing a new rule e.g. every time you hit the ball you have to say a word that means penis / vulva / sex etc.

Bodyparts Icebreaker: Active game where participants have to run around and then jump when the facilitators shout out a word relating to SRE e.g. 'breasts'; run to the wall when they say 'penis' and stand still when they say 'condom' etc..

Opening discussion: Ask the group 'what do you think when we say 'sex'? Establish the different ideas and what we mean when we say 'sex'. Challenge the idea that sex always involves two people, a man and woman, penetrative sex etc.

Agree Disagree Continuum: Active discussion activity in which one side of the room is designated 'agree' and the other 'disagree'. The facilitator reads out a statement and participants go to the side of the room that represents their opinion. You can start with general statements such as 'school uniform is a good idea' before moving on to statements about sex and relationships. E.g.

- It's a good idea for parents to talk to their kids about sex and relationships
- You need to be in love to really enjoy having sex with someone
- Boys enjoy sex more than girls
- If you are in a relationship you need to be having sex for the relationship to work
- Throughout history sex has always been the same
- There is always a dominant person in sex
- Pleasure is the most important part of sex

Quick Fire debates: (This can also work well as an activity mid-way through the session to explore themes within the group discussion). Everyone stands in two lines facing a partner and is told to have a quick fire debate with their partner, as instructed by the facilitator. After each debate, one row of people move along so that each debate is with a new partner. You can start with 10 second debates on less sensitive issues (cats or dogs, coffee or tea, Snapchat or Instagram) and warm up to longer 45 second debates on e.g. 'size matters', 'girls should have pubes', 'porn is bad' etc.

Zip Zap Boing: A circle game where people say zip, zap or boing to each other. One person begins by looking in one direction and saying 'zip'. The next person then says zip and it continues round in a circle. The next command is boing (as in the sound a spring makes.) This changes the direction of the zip and so it continues round in the opposite direction. Zap throws the 'zip' across the circle. The person who says zap points to who they want to have the zip. The receiver then looks in the direction they wish to continue play and the zip moves on. You can try using words like penis, vagina and condom instead.

Sample Main Activities

Mystery Object: a variation on the initial discussion about the historical object. Show the group an image of the historical object. They are asked to write down five questions that, if answered, might help them to suggest what the object is.

Agony aunt/uncle: In groups of three to four, each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem from a person from the past, relating to the historical object (e.g. the person represented in the object, the object's owner or wearer). You do the same for a related problem from a person today. Groups may wish to share their solutions.

Pair and Share: Ask learners to pair up to discuss their initial responses to a question about the object and then to share this with a larger group. Some young people may be more confident to discuss an answer to a question with a peer, rather than as a whole class. This way everyone has an opportunity to discuss their answers before feeding back as a class and refining their answers.

Charting: In small or large groups write down responses to an object or specific question about it on a flipchart. This learning method works well because it allows for lots of different responses, gives people thinking time and allows learners to participate without them feeling put on the spot. The flipcharts can also be stuck up on the wall to allow everyone to see a range of responses from the whole class.

Continuum: An imaginary line is drawn down in the room. Participants are told that one end of the line represents an extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out and the participants stand along the continuum according to what they think. Participants may discuss their view with someone else nearby and/or with someone who has a different view. If the possibility of polarised views is undesirable or if participants are less confident "islands" rather than a line can be used.

Sides: Similar to the continuum exercise except there is no middle ground. Participants have to decide to agree or disagree with a statement. They then discuss their opinions with someone on the same or opposite side.

Compare and Contrast: Explore differences between two images (e.g. of two objects), or ideas relating to the objects (e.g. Erotica vs Pornography).

Venn Diagram: A version of the above, in which two ideas are debated (e.g. Erotica vs Pornography). Use a blank Venn diagram to write down what the ideas have in common and what divides them.

Conceal and Describe: In pairs, one person describes the historical object to their partner (who has not seen it), who then draws it. The partner should ask questions if anything is unclear. The facilitator then asks what was hard to describe, how it was overcome, what sort of questions helped to clarify. It enables learners to reflect on, and improve, their explanations. It can also help learners to communicate comfortably about sex.

Drawing, collage and comics: Create new images of the object or the historical setting it might have been used in. Asking learners to create something artistic is a brilliant way of opening up very complex topics. Many learners are not confident with words and discussion, so this will give them the opportunity to feel that their contributions are valued.

Make your own historical object: Ask each group member to make the historical object from junk, playdough or arts and crafts materials. Include discussion during creation around practicality and uses.

Thought tracking: Ask one participant to be in character as a person from a historical context with experience of the object in question (e.g. person represented in the object, the object's owner or wearer). Ask the group to brainstorm the situation - Who are they? How old are they? Are they in a

relationship? What is their gender? Ask the person playing the character to come up with a sentence their character might say. Next ask someone else to stand beside and say what the character might actually be thinking and someone else to say what they might be feeling.

Freeze frames: Ask the group to move freely around the room and then stop and freeze when instructed. The facilitator shouts out poses that the group must adopt e.g. Perfect man, perfect woman, perfect person, sexy person, beautiful person, shy person, insecure person, confident person. This activity can be done individually or in groups. When working in groups the facilitator shouts out a pose and a number. Participants have to get in a group of this size and create the freeze frame in 20 seconds.

Modern day equivalents: Ask the group whether they think there is a modern day equivalent of the historical object. Prompt discussion of what has changed and what has stayed the same.

Saying, thinking, feeling: Ask participants to draw an outline of a person who is either wearing, using one of the historical objects or who is one of the people depicted in the object. Ask participants to write what the character is saying, thinking and feeling using speech and thought bubbles. On the back of the paper, draw a contemporary person but one who also is wearing or using an equivalent modern object. Draw this item and also write what the person is thinking, saying and feeling in that moment.

If an alien came...: Include this as part of a discussion about what the historical object can tell us about the past, the people that lived at that time, their desires, thoughts, feeling, sex lives and relationships. Ask “if an alien came to Earth and saw representations of sex and relationships today, what would THEY LEARN about us?”. This question can be a whole group discussion or an individual written activity. This technique can be used to check and consolidate learning.

Consequences: Provide the group with a scenario relating to sex and history, e.g. a husband wants his wife to wear a chastity belt while he is away. Each group considers all the possible options and consequences of a situation. It is important to brainstorm all the realistic consequences both positive and negative and for the young people to think about possible courses of action.

Word Association / Wordstorm: Ask participants to write down 5 words that they associate with a theme from the session e.g. ‘chastity’, ‘consent’, ‘masturbation’, or the group could shout out spontaneous suggestions which the facilitator writes down. This is a short quick activity where suggestions are not discussed or challenged. This can be repeated at the start and end of the session to assess learning.

Roving Reporter: ANY information can be turned into a news report, e.g. on the discovery of the historical object today, or an event relating to object in the historical period in which it was originally made and/or used. It can be done individually, in pairs or groups. For example, in fours:

- One person announces the day's main headlines providing the 'dong' of a bell sound effect between each one.
- One person is a newsreader in the television studio. They summarise the main news story.
- One person is the roving reporter. They provide the details of the story.
- One person is a witness who is interviewed by the roving reporter.

Sample Evaluation and Reflection Activities

5 word summary: Ask participants to give a 5 word summary of what they have learnt – this challenges them to summarise succinctly.

Comfort continuum: Read out a series of statements to the group about how much they know about the historical object, and how comfortable they feel talking about sex and relationships. Ask them to stand on one side of the room for agree and the other for disagree. Take a photo or note down where people stand. You can repeat this at the start and end of the session to assess learning and impact.

Quick fire post it notes: Give out packs of post-it notes and ask participants to write: one thing they already knew, one thing that surprised them and one thing they want to know more about. Ask them to place their notes on the wall. Take photos of the notes.

Open discussion: Ask the group: what worked well? What didn't work well? What do you think your friends would think of this session? If we ran it again, what could we do differently? Write down comments on a flipchart. Take a photo of the flipchart.

Postcard home: Participants choose from a set of pre-printed 'postcards' of images of the object(s) they have worked, either at the end of each session or a series of several sessions. Ask them to select the object which they would most want to send home to a family member, friend, partner etc. If you have discussed just one object, this also works well to help them reflect. Ask them to think about what message they would like to pass on about the object. They could write from the point of view of a historical person or describe what it feels like to take part in Sex & History and summarise what they have learnt and will take away from the session.

Sentence starters: Ask group members to complete pre-prepared sentence starters either by writing on post-it notes or calling out. For instance you could use:
The best thing about today was.... One thing I learnt today was... The most awkward point today was... One thing I am going to do differently after today is... If I was going to run this course myself I would... I'm happy I live in the 21st century because... I'm happy I'm growing up today and not in the past because... I'd rather live in a different historical period because... I'm glad I'm the gender I am because...

Summaries: Each participant is given a set of post-it notes. Ask each person to write the key message that you will take away from the session OR one thing that you have learnt today OR one thing that you could share on social media after today's session. Ask young people to stick post it notes on a wall, read each other's notes and discuss OR screw up their notes into a ball and through into a box OR take a photo of their post it note with the facilitators phone.

Curate: Ask participants to take one photo that sums up the session that can be shared on social media. Use materials from the session or create new content.

Check out: Go round the circle and ask young people to say one thing that they are going to take away from the session and pass on to their friends. Record these comments by passing round a phone/recorder and asking young people to speak into the recorder.

Thinking ahead: Ask the group if any of them think they are going to do anything differently as a result of taking part of the session. Ask for a show of hands yes / no. Ask young people what they are going to do differently and write down answers on flipchart. Also ask young people to say why they are not going to do anything differently and write down answers.

Aspects of these activities have been adapted from [DO...SRE for schools session](#) guidance and 2005 PSHE Certification Scheme Handbook now offered by [Babcock4s](#).



• Acknowledgements

Sex & History is led by [Professor Rebecca Langlands](#) and [Professor Kate Fisher](#), with [Dr Jen Grove](#), as an interdisciplinary initiative between the University of Exeter's [Classics and Ancient History](#) department and [Centre for Medical History](#).

It is based on academic research within the [Sexual Knowledge, Sexual History project](#) which has identified the way in which past cultures have been used to explore issues relating to sexuality in the modern world.

These materials have been written with the [RSE Hub](#) who are proud to partner with the University of Exeter on this exciting and innovative project. The RSE Hub aims to strengthen Relationships and Sex Education across the South West and beyond and offers relevant, credible and useful support in all aspects of RSE provision. For more information see: www.rsehub.org.uk

The second version of this resource has been written with [Brook](#). Brook is the UK's leading provider of sexual health services and advice for young people under 25, delivering a range of education programmes in schools and community venues across the UK. For more information see: www.brook.org.uk

We would love to hear what you thought of this methodology and resource. Please feedback to: sexandhistory@exeter.ac.uk

• Contact us

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• More information on Sex & History

<http://sexandhistory.exeter.ac.uk>

<https://twitter.com/sexandhistory>

Appendix 1

High resolution images of historical objects







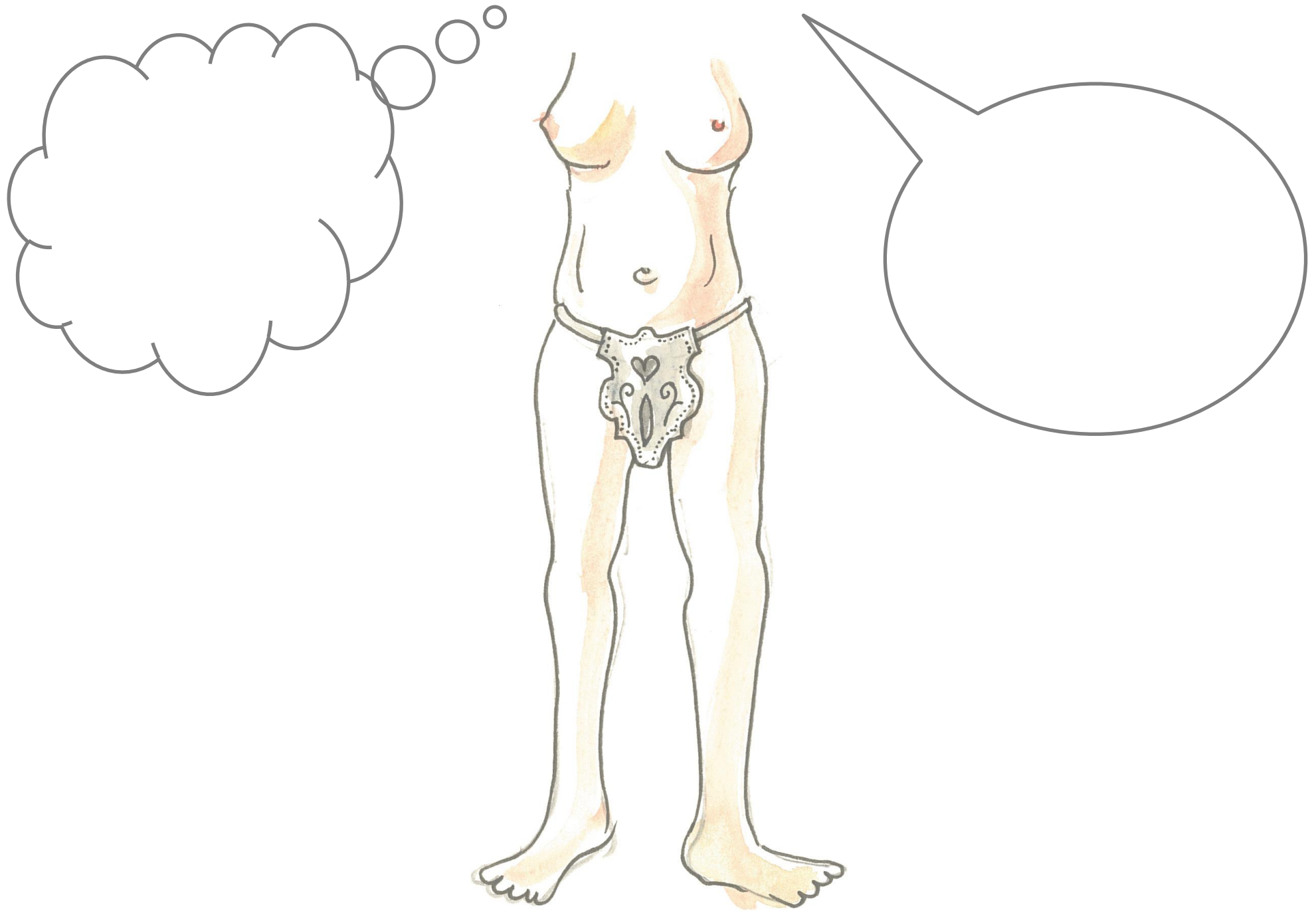


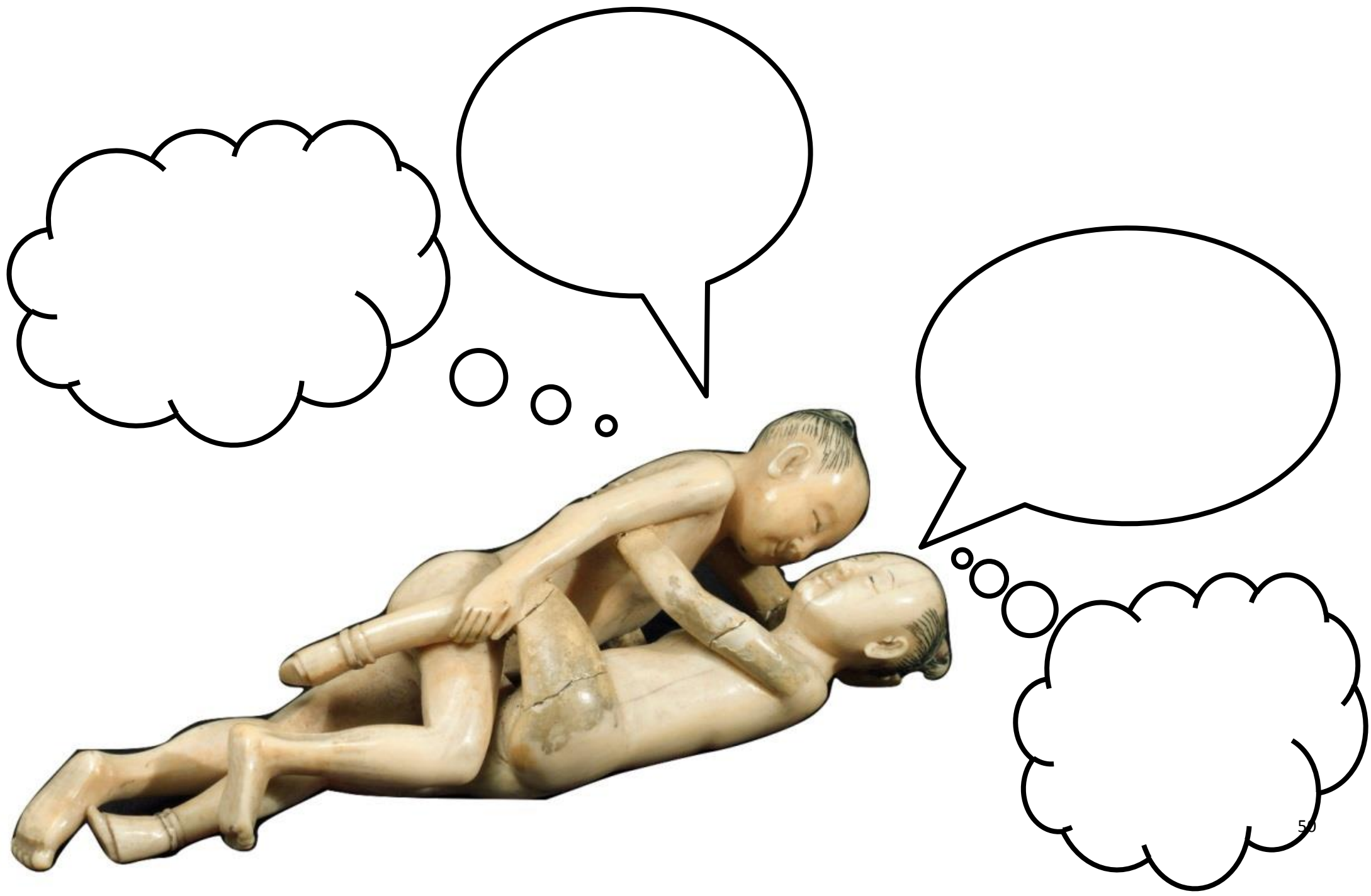




Appendix 2

Exercise sheets










Appendix 3

Feedback forms

Please obtain participant consent using the [forms](#) in Appendix 4

Young participant feedback form

What did you think of the Sex & History project overall? (Please circle)

 Brilliant	 Good	 OK	 Not great	 Rubbish
--	---	---	--	--

What were the best bits about the project?	What were the worst bits about the project?

What is the key message that you are going to take away from the Sex & History project?
--

If you had to describe the Sex & History project to another young person, what would you say?
--

Based on what you learnt during the project, are you going to do anything differently in your life - now or in the future?	
This could include thinking about things differently, as well as saying, doing or not doing something you would have done before.	
<input type="checkbox"/> Yes I am going to...	<input type="checkbox"/> No I don't think I need to change because...

Tell us how you felt about the topics discussed during the project
Before the session I felt.....
After the session I feel.....

Do you have any other comments about the Sex & History project and how it could be improved?

Educator / Facilitator Feedback Form

Was there enough time to complete the session?

YES NO

Comments: (If no, please tell us why e.g. Late Start, Disruption, Level of engagement, Teacher involvement, Activities not kept to time)

Was this subject appropriate for the year group?

YES NO

Comments: (If no, please suggest appropriate year: and give reasons for your answer)

Please rate the resources in terms of being organised and easy to follow.

Poor	OK	Good	Excellent
------	----	------	-----------

Comments:

Please rate level of student engagement for each activity:

Activity Name _____	Poor	OK	Good	Excellent
Activity Name _____	Poor	OK	Good	Excellent
Activity Name _____	Poor	OK	Good	Excellent
Activity Name _____	Poor	OK	Good	Excellent

Were the learning outcomes met for the lesson?

Not Met	Met	Exceeded
---------	-----	----------

Comments: (if no, please tell us which outcomes were not met)

Please rate the learning environment:

Poor	OK	Good	Excellent
------	----	------	-----------

Comments:

Do you feel you could confidently deliver this session? Please highlight all that apply

YES	Sufficient resources	Enough previous training	
NO	More resources needed	More training needed	Should be delivered by a specialist

Comments:

Any other comments:

Appendix 4

Data collection and photography consent forms

Sex & History Information Sheet for young participants

Thank you for taking part in Sex & History! We are a team of researchers from the University of Exeter, working with sex and relationships education teachers and sexual health experts. Together we are trying to find out how historical objects can be used in discussions about sex and relationships with young people.

We would like gather your feedback on this session, as well as record what happened in other ways, such as collecting any work you produce in the session, or by making an audio or video recording. This will inform our research, and we will use it to develop new activities as part of the project. We will also use it to provide evidence of what we have done, for instance, to the organisations that employ us (e.g. the University of Exeter) and the organisations that fund us (e.g. the Wellcome Trust).

You can choose below what we are allowed to do with your feedback, your work or photos of you. We would like to publish it in blogs, books, journals and reports (online or in print) and use it for teaching and for public events, as well as evaluation. You can choose below whether we are allowed to share it with either a general public audience or with a professional audience of academics and researchers, or both.

You can remain anonymous if you want to, meaning we won't use your real name or any information that could identify you.

If you change your mind and don't want us to use your feedback, your work or photos of you after the workshop is over, you can get in touch with us to let us know. You can do that at any time and for whatever reasons. If you contact us after we have published your response, we will not be able to withdraw that publication, but we will make sure not to use your contributions again in the future.

If you agree, we would also like to have the option of making them available to other people by depositing them in an archive, such as the British Library National Sound Archive. You can tell us below if you only want us to make these materials available after a certain amount of time has passed.

Sex & History Consent Form for young participants

By signing this form, I assign the copyright in my contribution to Professor Rebecca Langlands, Professor Kate Fisher, and Dr Jen Grove, University of Exeter.

I want to remain anonymous	YES/NO
I am happy for my image/video footage to be used in publications that will be available mainly to academics and researchers (e.g. books, journal articles)	YES/NO
I am happy for my image/video footage to be used in publications that will be available to the general public (e.g. blogs, newspaper, television)	YES/NO
I am happy for my contributions to be used in academic/professional publications print/online (e.g. books, journal articles, reports)	YES/NO
I am happy for my contributions to be used in media and other publications that will be available to the general public (e.g. blogs, radio, newspaper, television)	YES/NO
I am happy for my contributions to be used in teaching (e.g. lectures, seminars, workshops)	YES/NO
I am happy for my contributions to be used in public lectures, presentations, talks and activities	YES/NO
I am happy for my contributions to be used for evaluation	YES/NO
I am prepared for my testimony to be deposited in a national archive, such as the British Library National Sound Archive	YES/NO
I wish to limit public access to my testimony for a period of years (up to 30 years maximum) If yes: how many years	YES/NO

Note: Your contact details are kept separately from your contributions.

Printed name of participant:

Signature of participant:

Signature of researcher:

One signed copy to be retained by the researcher, and one by the participant

Sex & History Information Sheet for teachers

Thank you for working with us! We are a team of researchers from the University of Exeter working on the history of gender and sexuality. We have developed a methodology of using objects from past cultures, and research into the history of sexuality, as powerful stimuli for safe and supported discussions of vital issues relating to sexuality and sexual health.

We are keen to work with you, by applying this methodology in your school and to explore the ways in which it can be of benefit to young people.

To this end, we will observe/write down/voice-record/photograph/film your responses a) to the historical object, b) to the way participants engaged with them and c) to the question of how we might be able to use these sources with other audiences in the future. This data will inform our research, and we will use it to develop new activities that allow other people to engage with questions around gender and sexuality. We will draw on your responses to improve how we use these materials when working with other people. We will also use them to provide evidence of what we have done, for instance, to the organisations that employ us (e.g. the University of Exeter) and the organisations that fund us (e.g. the Wellcome Trust).

You can choose to remain anonymous, and you can choose how we are allowed to use your data. All of the anticipated uses of data are listed below. These include publishing responses in blogs, books, journals and reports and other media (online or in print) and using data for teaching, public events as well as evaluation. If you agree, we would also like to have the option of making them available to other people by depositing them in an archive, such as the British Library National Sound Archive. You can tell us below if you only want us to make your responses available in this way after a certain amount of time has passed.

I voluntarily agree to participate, and agree to the use of my responses for the purposes specified below. I can withdraw consent at any time up until the point of publication by contacting [*add name of lead academic*]. If you contact us after we have published your response, we will not be able to withdraw that publication, but we will make sure not to use your contributions again in the future.

Sex & History Consent Form for teachers

By signing this form, I assign the copyright in my contribution to [add name of lead academic].

- | | |
|--|--------|
| I want to remain anonymous | YES/NO |
| I am happy for my image/video footage to be used in publications that will be available mainly to academics and researchers (e.g. books, journal articles) | YES/NO |
| I am happy for my image/video footage to be used in publications that will be available to the general public (e.g. blogs, newspaper, television) | YES/NO |
| I am happy for my contributions to be used in academic/professional publications print/online (e.g. books, journal articles, reports) | YES/NO |
| I am happy for my contributions to be used in media and other publications that will be available to the general public (e.g. blogs, radio, newspaper, television) | YES/NO |
| I am happy for my contributions to be used in teaching (e.g. lectures, seminars, workshops) | YES/NO |
| I am happy for my contributions to be used in public lectures, presentations, talks and activities | YES/NO |
| I am happy for my contributions to be used for evaluation | YES/NO |
| I am prepared for my testimony to be deposited in a national archive, such as the British Library National Sound Archive | YES/NO |
| I wish to limit public access to my testimony for a period of years (up to 30 years maximum)
If yes: how many years | YES/NO |

Note: Your contact details are kept separately from your contributions (interview, comments, etc.).

Printed name of participant:

Signature of participant:

Preferred contact - email or telephone:

Signature of researcher:

One signed copy to be retained by the researcher, and one by the participant.

Sex & History Information Sheet / Consent Form for parents

Your child is taking part in 'Sex & History' an innovative Sex and Relationships Education (SRE) workshop developed by researchers at the University of Exeter. Working with SRE teachers and sexual health experts we have developed a methodology for using historical objects in discussions with young people about sex and relationships.

Your child has agreed to helping our research by allowing us to gather feedback on the activities they take part in. We are writing to ensure that you are also happy with this decision. Attached is a copy of the consent form filled out by your child. We will gather feedback in a variety of ways, such as collecting any work produced in the session, or by making an audio or video recording. This will inform our research, and we will use it to develop new activities as part of the project. We will also use it to provide evidence of what we have done, for instance, to the organisations that employ us (e.g. the University of Exeter) and the organisations that fund us (e.g. the Wellcome Trust).

Your child has been given flexibility in choosing what we are allowed to do with the information provided, the work done, or the photos/videos taken and which audiences we are allowed to share this information with. We have also allowed contributions to be used anonymously.

If you have any concerns about your child's participation in this project, please do not hesitate to discuss them with her/him and get in touch with us at the University of Exeter via @sexandhistory@exeter.ac.uk

It is also the case that your child can change their mind and withdraw at any stage in the process, for whatever reasons.

	Please sign and date
I am happy for my child to participate in the evaluative research of the Sex & History programme in the ways indicated on his/her consent form.	Please tick as appropriate
I am not happy for my child to participate in the evaluative research of the Sex & History programme.	Please tick as appropriate
I would like to make the following modifications to my child's consent form:	Please specify and sign

Sex & History Information Sheet for parents (detailed)

Your child is taking part in 'Sex & History' an innovative Sex and Relationships Education (SRE) workshop developed by researchers at the University of Exeter. Working with SRE teachers and sexual health experts we have developed a methodology for using historical objects in discussions with young people about sex and relationships.

We would like to obtain feedback on the class from your child, as well as record what happened in other ways, such as collecting any work produced, or by making an audio or video recording. This will inform our research, and we will use it to develop new activities as part of the project. We will also use it to provide evidence of what we have done, for instance, to the organisations that employ us (e.g. the University of Exeter) and the organisations that fund us (e.g. the Wellcome Trust).

You can choose below what level of contribution you and your child are happy to make. We would like to report on the classes in blogs, books, journals and reports (online or in print) and use it for teaching and for public events, as well as evaluation. You can choose below whether we are allowed to share it with either a general public audience or with a professional audience of academics and researchers, or both.

Your child can remain anonymous.

If you, or your child, change your mind and don't want us to use your feedback, your work or photos of you after the workshop is over, you can get in touch with us to let us know. You can do that at any time and for whatever reasons. If you contact us after we have published our analysis, we will not be able to withdraw that publication, but we will make sure not to use your contributions again in the future.

If you agree, we would also like to have the option of making our research available to other people by depositing them in an archive, such as the British Library National Sound Archive. You can tell us below if you only want us to make these materials available after a certain amount of time has passed.

Sex & History Consent Form for parents (detailed)

By signing this form, I assign the copyright in the contribution to Professor Rebecca Langlands, Professor Kate Fisher, and Dr Jen Grove, University of Exeter.

The contribution should remain anonymous	YES/NO
I am happy for images/video footage to be used in publications that will be available mainly to academics and researchers (e.g. books, journal articles)	YES/NO
I am happy for images/video footage to be used in publications that will be available to the general public (e.g. blogs, newspaper, television)	YES/NO
I am happy for the contribution to be used in academic/professional publications print/online (e.g. books, journal articles, reports)	YES/NO
I am happy for the contributions to be used in media and other publications that will be available to the general public (e.g. blogs, radio, newspaper, television)	YES/NO
I am happy for the contribution to be used in teaching (e.g. lectures, seminars, workshops)	YES/NO
I am happy for the contribution to be used in public lectures, presentations, talks and activities	YES/NO
I am happy for the contribution to be used for evaluation	YES/NO
I am prepared for material to be deposited in a national archive, such as the British Library National Sound Archive	YES/NO
I wish to limit public access to the contribution for a period of years (up to 30 years maximum) If yes: how many years	YES/NO

Note: Your contact details are kept separately from your contributions.

Printed name of child:

Printed name of parent/guardian:

Signature of parent/guardian:

Signature of researcher:

One signed copy to be retained by the researcher, and one by the participant