

3)O que é ficar grávida muito jovem? Quais são os seus prejuízos? Qual é a última barreira para se proteger? Como utilizar o preservativo? Uma advertência para os jovens: se os dois têm amor verdadeiro, isso não significa que devam ter relações sexuais. Pois, ainda, não estão, com certeza, preparados para assumir tanto o sexo como as responsabilidades afectivas e outras que daí advém. Tenham cuidado.

3. Prevenir a SIDA, toda a gente tem responsabilidade!

O que é SIDA? Como é que se transmite? Como é que se previne? Para alunos do segundo ano do ensino secundário, isto é um assunto difícil de compreender. Vou tentar introduzir o tema através duma notícia correspondente, publicada no Jornal Ou Mun, assim, os alunos podem saber que a SIDA está ao nosso lado, a situação é muito grave. Vou também apresentar um vídeo publicitário sobre a prevenção da SIDA, através deste vídeo e da sua explicação, os alunos vão ter melhores conhecimentos, não só em relação ao vírus da SIDA, como, também, aos danos por ele provocados, às suas vias de transmissão e, ainda, que através de uma única relação sexual é possível transmitir a SIDA. Finalmente, objectivo de consolidar e reforçar os conhecimentos sobre a SIDA serão atingidos com a realização de um inquérito nesta área.

Os jovens são novas “tropas de choque” na luta e prevenção contra a SIDA, pelo que é necessário ter em atenção o seguinte: a relação sexual é uma das principais vias de transmissão da SIDA, os jovens estão num período de forte desejo sexual, por isso, se tiverem uma relação sexual com outra pessoa, é fácil ficarem infectados. Para defesa da sua própria saúde física e mental, os jovens devem saber conservar-se imaculados, não mantendo, facilmente, relações sexuais. Os jovens que vivem juntos, no período de namoro, devem aplicar medidas de protecção, utilizando preservativos. Outra via, principal, da transmissão da SIDA é o sangue. Muitos dos que se drogam injectam-se, por via intravenosa. Quando o vício é forte, e não podem esperar mais, é frequente várias pessoas utilizarem mesma agulha e seringa, abrindo a porta à transmissão da SIDA. Uma terceira forma é entre a mãe e o bebé. Além destas três principais vias, no dia-a-dia, ainda há outras oportunidades de contágio da SIDA. Por exemplo, é perigoso furar as orelhas, fazer tatuagens em pequenas lojas, utilizar a mesma navalha da barba. Por outro lado, tanto as loiças públicas em geral, como as sanitas públicas, abraços, apertos de mão não transmitem o vírus. É necessário que os alunos tenham estas informações.

3. Criar uma linha directa para responder, ajudar os alunos crescerem bem

Para educar os nossos alunos, na área da educação sexual, é preciso dar-lhes conhecimentos e conceitos sexuais científicos e justos, para resistirem ao ataque informativo sexual proveniente da internet, às publicações pornográficas, para os ajudar a crescer bem, os professores devem melhorar os seus conhecimentos na área biológica e profissional, criar uma plataforma activa, instalar uma linha telefónica directa, responder-lhes por via electrónica e caixa postal privada, entre outros, comunicando e trocando, igualmente, impressões com os jovens sobre os problemas sexuais que lhes interessam e aos diversos problemas que eles encontram no percurso do seu crescimento. Pela prática vê-se que esta é uma forma efectiva e adequada dos professores educarem bem os alunos. Estes não só consideram os professores como mais velhos, como, também, amigos. Eles vão abrir o coração aos seus professores, pelo que estes podem, assim, conhecer e dominar bem o pensamento dos seus alunos, o que facilita uma boa ajuda para os alunos resolverem os seus problemas. Ao mesmo tempo, os professores podem compreender, atempadamente, as ideias dos actuais alunos da escola secundária, desenvolvendo-se, na altura certa, a educação sexual junto dos jovens. Deste modo o seu estudo sobre a educação da saúde neste período da juventude vai ser mais efectivo.

Em conclusão, a educação sexual no período da juventude é parte indispensável da Educação no percurso de crescimento dos alunos. Como realizar bem a educação sexual na escola é um tema para ser, profundamente, estudado. Como professor de biologia, penso que é necessário, do ponto de vista biológico, tirar o tabu do sexo e recuperar o seu aspecto original científico para promover a ética sexual, prevenir os crimes sexuais e a SIDA, para que os alunos se possam proteger e receber educação oportuna. Por outro lado, devemos guiar e ajudar os alunos, de forma oportuna, no âmbito dos seus problemas sobre o sexo no período da juventude, levando-os a saírem da confusão e a crescerem com discernimento, caminhando com saúde e felicidade para a sua maturidade.

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03

Integrating junior secondary school biology teaching in the penetration of sex education for adolescents

Adolescence was the “essential period” of life. How to carry out sex education brought about people’s increasingly concern day after day. This article concluded some modes of integrating junior secondary school biology teaching in the penetration of sex education for adolescents. It explored the effective channels, ways and contents of education.

Following Macao society’s rapid changes, western culture shock, and flooding with all related sex information from television, networks and books, the sex values and sex attitude of modern adolescents were different from the traditional thinking of last generation. In order to avoid students from hunting unhealthy sex knowledge blindly from such media as some pornographic books, DVD disc and internet, distorting their sex values, I, being a biological teacher of secondary students, should exert my professionalism edge to render the penetration of adolescent sex education into my teachings, so as to lead students to know and understand sex knowledge correctly, to comply with sex truth, to take preventive measures for sex offense, to promote a healthy body and mind and enhance their living quality. For that the writer talked about some thinking on and implementation of how to carry out sex education for adolescents in junior secondary biology teachings.

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1. To integrate book's contents, break the mystery of "sex", popularize "sex" knowledge

1.To recognize reproductive behavior as the instinct of living things

In order to complement the adolescent sex education for junior secondary two students, in the academic year of junior secondary one, we added some teachings in the contents of reproductive parts of plants and animals allowing students to understand that sex reproduction of offspring was one of the life characteristics of living things. It was a racial continuation before this living thing died. Thus it was a kind of adaption for racial existence and a formation of living things after a long time of revolution processes through nature. Reproductive conduct was a kind of instincts of living things.

2.To compare the reproductive conducts of higher-hierarchy animals, break the mystery of "sex"

In the teaching of living things for junior secondary two, in chapter 11 "reproduction and development", I used multi-media to play the reproductive processes of fishes, amphibians, climbing line animals, birds and mammals. Then I concluded the characteristics of external fertilization and in vivo fertilization through comparison to point out: the male and female individuals of living things with external fertilization needed to carry out mating for completion of in vivo fertilization. In order to complete mating, the male and female individuals needed to "identify" first, followed by conduct of "courtship"; from that it led to people's "dating" and carried out the conduct of "make love" naturally and calmly. Through comparisons and guidance, students understood that the sex physiological principles of most living things (especially higher-hierarchy animals) were similar. Being one of the living things, human beings' sex physiology did not have any special characteristic and even mystery. It broke the views of "sex mystery" and led students to look upon sex physiology's different phenomenon and changes of human beings from a proper perspective so as to have an aggressive and healthy psychology.

3.Boy and girl students attending lessons together, popularize "sex" physiology

First, I combined multi-media teaching methods allowing students to know the male and female's reproductive systems, processes of fertilization and also the embryo development process of human beings. All these allowed them to understand a series of questions on giving birth to life and where the child came from. Then I explained when people came to the period of physical growth development, a series of secondary sexual characteristics would appear. In regards to the reasons and characteristics for formation of secondary sexual characteristic, teacher might combine detailed and practical examples for explanation. These were: the phenomenon of spermatorrhea, the formation of menstrual cycle, health care in menstrual period, reasons of dysmenorrhea and amenorrhea; what was pregnancy?; What were the reactions on early pregnancy?; What were the harms of pregnancy to female adolescents?; What were the reasons that sexual dream, sexual imagination and masturbation appeared in adolescence? At last it was how they could treat and solve these problems correctly? Through our vivid imagination analysis and explanation, we strengthen the psychological accepted levels of students on physiological changes and helped them to eliminate unnecessary worries, loneliness and fears.

4.To create a relaxed and straightforward surrounding atmosphere in class and explore the sex psychological characteristics in adolescence

After students had physiological knowledge they needed to grasp sex psychology in order to achieve a healthy body and mind. In this part of teachings, the teaching form should be mainly an exploration. Teacher should appear as a moderator in order to build up an equal, harmonious and loosely interactive teaching environment for students to carry out exchanges freely, increase knowledge continually and improve their values. Examples were having good feeling on the opposite sex, flaunting themselves before opposite sex; boy student liked to look repeatedly on girl whom he liked and found excuse to touch her arms or hair; passing messages in small pieces of paper between the boy and girl students or writing love letters, sending short messages and "dating". Regarding this kind of phenomenon, teachers first had to affirm that this was the most obvious sex psychological characteristic in adolescence and was a sexual germinating for adolescence. It was a normal phenomenon.

But the affirmation of teacher did not mean he should advocate or connive. Discussing this kind of questions needed more of the teacher's positive leadings.

Teacher could use popular examples to draw an analogy for students: Could a several months old baby eat a table of tasty Chinese feast? He had no teeth. He would choke. This would kill him and was not love for him. Therefore in this stage, we could give him milk for him to drink. Although the taste was not good and monotonous, it was real healthy snack and that was true love for life. In the same way, students advanced to adolescent maturity. There was quite a distance before they bore social responsibilities and entered the meaning of citizen and grown-up people. Therefore it was too early for them to fall in love. Otherwise they would do stupid things which were against morality and laws and fall into the situation of lifelong grudge and regret too late.

2. With the help of special lecture to publicize "sex" moral and take preventive measures on "sex" offense

If we instructed sex education and at the same time not supplemented with teaching on "moral and chastity", it was just as dangerous as teaching them how to use a gun and did not teach them the "User Code". Since this part of contents was too broad, we could choose some representative chapters for special lectures.

1.To comply with sex moral and take preventive measures on "sex" offense

1)"Sex is natural, society as well" the degree of civilization between two sexes was an important measurement of the development levels of human beings civilization. Human beings were different from other living things. Human being had a big developed brain. This brain had ideology which the other living things did not have. It originated for the highest living thing and its activities were controlled by personality, human nature and social mind. Therefore the sex problems of human beings were different from animals. You could not do things as you like and had to be adjusted by will for sex restraints. When we came across sex stimulations and sex harassments from society we needed to keep self-esteem, not to drift through life in order to have distillation on sex values for forming a correct and world values.

2)To publicize related legal provisions and educate students to understand the following belief was wrong: if not beyond the age of 18, they were not accountable for criminal responsibilities in law or it was not an offense if both parties were willing to have sex relationship. It was even more immoral and illegal acts to spread obscene articles to schoolmates.

2.To keep "chastity" and protect ourselves

1)What was "Chastity"? Broadly to say, "chastity" meant "respect oneself". It was a kind of respect for girl from boy and a respect for the girl's own body. Besides involving your body, sex would affect your thinking and the whole life as well.

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2)What was sex harassment or sex offense? Why did girl need “self protection”, boy needed “self protection” too? How to protect? Sex harassment included inappropriate sex language, flirt up actions and abuse conduct etc. Not matter girl or boy, they must not allow anybody to look at or touch the private parts of their bodies. They had to remember well that their bodies belonged to themselves and needed to protect them as well. In the meantime, they needed well preparing for the following several points: to eliminate being fond of petty gain, not to accept invitations and gifts from opposite sex and had to know that there was no free lunch, not to believe in sweet talks and brave and inspiring words easily, not to go to different kinds of dance halls and bars, also not to go to hotels and motels alone; not to go out at mid-night alone and stay overnight at schoolmate’s home easily; to change position to avoid sex harassment in public places and to scream loudly and boldly for police when you encountered serious harassment.

3)What was “early pregnancy”? What were the harms of early pregnancy? What was the last shield for protecting oneself? How to use condom? Etc. Warnings for adolescents: if two persons really love each other, it did not mean that both must have sex relationship. Because you were not ready to bear sex problems and responsibilities that would bring to them in bodies and sentiments, they must be cautious.

3. Everyone had the duty to take preventive measures on “AIDS”!

“What are AIDS?”, “How is it transmitted?”, “How to take preventive measures?” To those junior secondary two students, this problem was uneasy to understand deeply. I tried to bring in the related news published in Macao Daily News into the topic, allowing students to know that AIDS were beside us and situation was pretty grim. Then I played some publicity video on preventing AIDS for students. Through watching video and listening to my lecture, they had further understanding on AIDS virus, AIDS injury and the fact that AIDS transmission channel which could be transmitted through one time of sex relationship. Finally I achieved the purpose to strengthen and deepen their knowledge relating to AIDS through a questionnaire survey.

Adolescents were the new force for preventing AIDS and the following several things must be understood: sexual intercourse was one of the main channels for transmitting AIDS. Adolescents were in the stage of having strong sex desire. If they were confused and had sexual relationship randomly with opposite sex, they could easily contract AIDS. For their own sake, adolescents must learn how to respect themselves and not to have sexual relationship with others randomly. Adolescents who fell in love and lived together must take protective measures- wear condom. Blood transmission was another main channel for transmitting AIDS. Most people took drug by using intravenous injection. When they could not wait because of drug addiction, they usually shared the same needle for injection with others. In this way it opened a convenient door for spreading AIDS. The third channel was mother and baby transmission. Besides these three main channels, in our real life there were still other chances for transmission of AIDS. For examples: small shops along the street for piercing ears, tattoo, and sharing of shavers, which were all dangerous. Of course, generally sharing of toilet, courtesy hug and shaking hands would not cause infection. We should tell our students all these.

3. To set up enquiry hotlines, help students grow up healthily

In order to better use science and healthy sexual knowledge and principles to educate our students to balance sex information shocks from internet and pornographic books and help students to grow up healthily, teachers needed to fully exert their edge in biological professionalism and knowledge on subjects to build a platform aggressively, set up enquiry hotlines, answering e-mail and use e-mail boxes for intimate friends to communicate with adolescents equally and exchange ideas on sex problems and other problems which grow-up people would encounter. This proved to be an effective channel for teacher to furnish educational works. Besides being an elder for students, teacher was also a good friend of students. They would tell teacher from heart and allow teacher to understand them clearly. If we could grasp the thinking activities situation of students, we could target and solve their problems. At the same time, teachers were able to understand the mental dynamic of modern students timely, help adolescents to obtain contemporary sex education and achieve real effectiveness on sex education for adolescents.

Anyway, adolescent sex education was a necessary part of education for students during their process of growth. How to well prepare for sex educational works in schools was an issue which needed deep exploration. I believed that as a biological teacher and from that point of view, we should eliminate the mysterious coat of “sex” and return to its original appearance. We should integrate the concepts of sex moral, taking preventive measures on “sex” offense and AIDS and protecting oneself in carrying out education for students. We needed to provide timely and appropriate instructions and help our students to walk away from confusion in their adolescence. So that they could grow up rationally and advance to their maturity healthily and happily.

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