

Fall 2020

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Yingying Guan

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Sexual Education in a Youth Program in Dalian, China

Yingying Guan

Iowa State University

Dr. Meghan T. Gillette

Dr. Tricia K. Nepl

Introduction

Sexual education is important for adolescent health and development all over the world, especially for the lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) youth. It should include comprehensive sex education, prevention of early pregnancy and sexually transmitted infections (STI), and risks of sexual behaviors or sexual violence.

Comprehensive sex education is described by the Sexuality Information and Education Council of the United States (SIECUS, 2009) as including age-appropriate sexuality topics, such as human development, relationships, decision-making, abstinence, contraception, and disease prevention (Baams, Dubas, & Van Aken, 2017). A study of Chinese adolescent sexual education showed the importance of comprehensive sexual education: 63.3% of Chinese youth, 71.2% of parents, 86.7% of teachers, and 75.2% of school managers or staff believed that comprehensive sexual education is important for adolescents in school. Also, 61.2% of youth, 45.8% of parents, 75.8% of teachers, and 59.5% of school managers or staff believed sex education should be strengthened in Chinese middle schools (Cai, 2005).

Another study showed that 64.4% of 597 Chinese adolescents had their first sexual intercourse and 65.9 % of them experienced their first abortion under 20 years old (Ye & Ye, 2008). These data show that sexual education can be improved in China.

Many Chinese people have contempt and disregard for homosexuality (Li, 2011). A lack of legal protection and society support is a big issue of LGBTQ people in China (Li, 2011). Compared with their heterosexual counterparts, within health domains, LGBTQ youth are more likely to experience high-risk behavior, problematic substance use, alcohol use, smoking, abnormal weight, or mental health issues (Mayer, Garofalo & Makadon, 2014). Under the influence of Chinese traditional society, most people do not have acceptance of same-sex marriage, and engage in discrimination and differential treatment of LGBTQ youth in modern social context (Li, 2011). Fewer than 5% of LGBTQ youth in America reported

experiencing a sexual health class with the positive representations of the LGBTQ topics in school in 2013 (Hudnell, nd).

Because of the Chinese social environment and cultural influence, mental health is a serious issue of Chinese LGBTQ youth, such as psychological distress (Wei & Liu, 2017). Only 5% of the 3rd Annual China LGBT Community Survey say they are "completely out" (open with family, friends, and colleagues), while 30% of LGBT people in China still say they are "completely in the closet" (2017 Chinese LGBT group release report, 2017). Eighty-five percent of Chinese LGBTQ adolescents feel depressed and around 40% of them have suicidal thoughts (Wei & Liu, 2017). Therefore, youth sexual education or a formal youth program may help Chinese youth to improve their comprehensive sexual knowledge, consciousness of risky sexual behaviors, and correct sexual health skills to prevent STIs, early/unwanted pregnancy, or sexual violence.

Therefore, I will focus on sexual education in a Chinese youth organization via the Dalian Lions Club youth program, with specific attention to Chinese adolescent sexual health and professional knowledge that can support positive youth development, especially for Chinese LGBTQ youth. Because of the traditional culture and social moral influences, the Chinese LGBTQ youth do not have a safe, comfortable or formal platform to get professional and accurate sexual health education, to make a connection with other peers, or to express their real feelings and needs with peers, parents, or adults. So I would like to provide a safe and comfortable environment for the Chinese LGBTQ youth not only learn the formal sexual health education, but also to support their positive youth development, such as open communication, make healthy connections, and build confidence positively. For my project, I will design two evidence-informed comprehensive sexual education lessons for the Lions Club youth program to utilize with Chinese youth in Dalian. Also, I will find and utilize an

assessment and/or feedback piece for the youth to complete after the lesson activity to collect important ideas, feelings, and suggestions for the youth program.

This project is intended to be utilized by the Dalian Lions Club, which is a chapter within the Lions Club International organization, and it was established on May 26, 2006 (Dalian Lions Club, 2020). The mission of the Dalian Lions Club is to give and share love, including to provide services and helps for elder people, disable, mothers in poverty, adopting orphans, earthquake relief, guide dogs, and other over 30 different types of service projects in the city (Dalian Lions Club, 2020). After I talked with the Dalian Lions Club youth program manager, I learned a lot of information about the youth program and Dalian Lions Club in the city. The youth program, which includes around 130 adolescents, is one of the 66 programs in the Dalian Lions Club; the youth include homeless youth, youth in the poverty, or youth who need some other help. Based on the different activities or projects in the youth program, the young participants would make groups in the program projects or variables types of activities, such as a donation activity, program annual meeting, or some welfare activities.

Literature Review

Current State of Sexual Education in China

In the 1960s, the Premier Zhou Enlai of the Central Chinese Government officially declared the need to “popularize scientific sexual knowledge” among Chinese adolescents. This was a significant promotion of Chinese sexual education among the 227 million 18- to 24-year-olds (Li et al., 2017). Sexual education was formally introduced in Chinese schools in 1988 and the Human Immunodeficiency Virus (HIV) Prevention Education of the Chinese Ministry of Education was increased in 2008 (Li et al., 2017). However, as of 2017, 44.4% of 18,000 Chinese students surveyed said that they never had any formal sexual education in

school, 1.7% of them only had school-based sexual education in primary school, 8.3% in middle school, 4.8% in the high school, and 16.4% in college (Li et al, 2017).

Most Chinese adolescents reported that they received sexual information from the media instead of school and family. Even for some Chinese schools that provided sexual education, it was commonly taught with a narrow topic focused on biological and psychological development in biology or moral education. For example, these courses focused on the moral rules and behaviors accepted in Chinese society (Jin, Chen, Jiang & Yu, 2017). While many studies about adolescent reproductive health education in China focused on AIDS/STD prevention, only 14.3% of them focused on sexuality and reproductive health (Yu, Guo, Xu & Wang, 2012).

Benefits of Comprehensive Sexual Education

The lack of formal sexual education from school and parents in China is a significant reason for a growing prevalence of unexpected pregnancy and younger age of sexual debut (Li et al., 2017). The early initiation of sexual intercourse may increase risk of STIs, unwanted pregnancy, and substance use such as drug or alcohol. For example, more than 90% of the 13,895 Chinese adolescents who had sexual activities had tried alcohol and 50% of them were regular drinkers (Ong, Wong, Lee, Holroyd & Huang, 2013). There are about 10 million legal abortions performed each year in China, and many abortion-seekers are adolescents and young women (Cheng, Guo, Li, Li, Qu & Kang, 2004). A Chinese study reported over 30% of all Chinese abortions were obtained by adolescents and it is serious negative influence on Chinese teenagers' health (Wei & Tang, 2013). Lack of appropriate sexual knowledge, attitudes, and practice (KAP) is the most important reason for repeat abortions. One study found that 77.4% of 1,500 young women surveyed experienced their first intercourse under 20 years old, but 70.3% of them did not use a contraceptive method (Cheng et al., 2004). Another Chinese study showed 15.1% of unintended pregnancy and

10.8% of abortion among the sexually active Chinese youth group happened in recent Chinese society each year (Li et al., 2017).

The sexual health intervention and sexual education with same-sex groups successfully improved Chinese youth knowledge, attitudes, and beliefs about sex (Ong et al., 2013). Comprehensive sexual education increased reproductive health knowledge, healthy sex behavior, and concern about sexual infections. Numerous studies showed peer education is a suitable method to reduce infectious diseases, nutrition problems, and mother-child health issues for all sex groups (Mevsim, Guldal, Gunvar, Saygin, & Kuruoglu, 2009). Comprehensive sexual education impacted on adolescents' pregnancy and STIs prevention, including the use of contraceptives (Goesling, Colman, Trenholm, Terzian & Moore, 2014). Sixty percent of teens who had comprehensive sexual education were less likely to become pregnant or to impregnate someone compared to youth with no sex education (Potera, 2008). Comprehensive sex education is important in American public schools since it reduces rates of teen pregnancy, sexually transmitted diseases (STDs), abortions, and birth rates (Kohler, Manhart & Lafferty, 2008). An American study reported that 52% of all unintended pregnancies (teenagers and adults) resulted from non-use of contraception, 43% to inconsistent or incorrect use, and only 5% to method failure (Kohler et al., 2008).

LGBTQ Youth in China

Compared with some western countries, the lack of LGBTQ youth community or supporting youth system is an issue relative to LGBTQ youth population in China. For example, the United States has the hotline for preventing LGBTQ youth suicides and the Non-Governmental Organization (NGO) developments of the LGBTQ youth (Li, 2011). One study showed the psychological issue is the one of the most important reasons that led to Chinese LGBTQ youth suicide (Chen, 2006). The research study of 6,000 lesbians and 5,000

gay youth in China showed their suicide rate was twice as high as Chinese heterosexual adolescents (Li, 2011).

LGBTQ youth get a lot of stress from their family, friends, and school, such as family conflict, peer discrimination, or school violence. Forty-six percent of 500 LGBT youth believed violence is associated with homosexual identity (Chen, 2006). Additionally, 24% of those who identify as gay and 10.1% of lesbians out of 9,000 Chinese LGBTQ adolescents experienced school violence (Chen, 2006). Compared to heterosexual adolescents, LGBTQ youth were more likely to be abandoned by their families or forced out of their upbringing. The lack of the physical and psychological health development, and the younger the LGBTQ youth is, they are more likely to take drugs, be truant, engage in illegal behavior, have mental problems, leave home, be involved in prostitution, and attempt suicide (Chen, 2006). An informal individual interview with a Chinese adolescent, who is a 12-year-old girl studying in a middle school in Dalian, illuminated current issues LGBTQ youth face in China. She described the LGBTQ youth situation and problem in her class. She only knew two friends who identify as lesbians in her class and she guessed one or two other friends were also LGBTQ, but they did not admit it. Some peers always teased them in the class, sometimes they did some negative behaviors, such as verbal insults or physical contempt in the school.

Positive Youth Development

Positive Youth Development (PYD) focuses on enhancing young people's strengths and personal competencies, establishing supportive contexts, and providing opportunities for engaging positive social skills, attitudes, and relationships. The PYD framework helps adolescents address risk factors across their family, peer, school or social environment to promote their positive developmental task, such as self-control, interpersonal skills, problem solving, peer and adult relationships, and academic achievement (Taylor, Oberle, Durlak & Weissberg, 2017). Use of PYD is on the rise in the U.S., but it is not common in Chinese

society. It is hard to find PYD information or frameworks with Chinese adolescents, but there is a similar program sponsored by the Chinese government. This program focuses on positive development and education for young Chinese people. This program is literally translated as “Co-create growth path” but loosely translated means: Guiding Healthy Development and is the closest thing to PYD that there is in China. The government provides this program to many schools in China and the Chinese students take a course that is literally translated as “Morality” but loosely translated means: How to Become a Healthy, Wholesome, Traditional Person. This is a famous youth lesson focused on promoting positive youth development in China, and the objectives of this lesson includes the healthy relationships with adults and friends, social skills, emotional expression and control, cognitive ability, the ability to take action, right and wrong, and the self-determination and self-efficacy (Lu & Qin, 2018).

The Five/Six Cs is a framework for understanding the PYD outcomes, which includes Connection, Confidence, Character, Caring, Contribution, and Competence (Pederson, 2018). Research has shown that the Five Cs of positive youth development programs help youth to have positive influences on school engagement, achievement, active and engaged citizenship (AEC), behavioral, cognitive, and socioemotional constructs, sexual behavior, exercise, healthy eating, and reduced engagement in risk/problem behaviors (Lerner, Lerner & Colleagues, 2013). The Five/Six Cs model of PYD enhances the positive growth of young people (Geldhof et al, 2014). In my project, I would like to focus on supporting the development of Connection and Confidence of Five/Six Cs. Connection means, “A feeling of safety, structure, and belonging; positive bonds with people and social institutions” (Pederson, 2018). Confidence means, “A sense of self-worth and mastery; having a belief in one’s capacity to succeed” (Pederson, 2018). Self-confidence is an important youth development component for promoting positive youth outcomes, such as more prosocial behavior, enhanced academic performance, fewer conduct problems, lower levels of

emotional distress, and reduced substance abuse (Taylor et al., 2017). Programs that are oriented toward these two C's enable the young participants to ask questions or share personal feelings and experiences in an activity without any discrimination or judgment. It provides a safe and comfortable environment for adolescents receiving formal sex education and building confidence helps youth to develop their self-worth and self-efficacy (Lerner et al., 2013). Positive bonds of relationships, such as peers, family, school, and community (Lerner et al, 2013), are significant for the Dalian youth organization in developing youth activities and lessons. From learning, youth would not only learn sexual education and health, they would also know how to deal with others, make friends, and build confidence to communicate with others or share their real feelings.

Method

For my project, I used multiple sources of information from both Chinese and the U.S., about sexual health education. For example, I used the Baidu Wen Ku sexual health search engine, the Zhi Wang search engine, the Ai Zhi Nian Hua Adolescent Sexuality Handbook, and the useful information from the Lions Club youth program in China. These sources are discussed below.

The professional Chinese articles and resources about sexual health were gained from the Chinese government's search engines, which were Baidu Wen Ku and Zhi Wang. Both of these Chinese education search engines are similar to Google scholar in the United States, but require people to pay the membership fee to download the research papers. I found many effective resources to support my proposal ideas, including variables of sexual education and sexual health data, concepts and information in the Chinese family, school, and society.

Moreover, I got different types of sexual health information from the Chinese youth organizations to complete my lesson plan and support my proposal ideas, which are the Dalian Lions Club youth program and the Marie Stopes International China (MSIC),

especially for my lesson plan and evaluation. The Handbook of the MSIC program is the main resource to use in my sexual health education lessons, which called Ai Zhi Nian Hua Adolescent Sexuality Handbook. The sexual health education videos of the MSIC program are also used in my lessons to deliver the sexual health and knowledge to my young participants, while my lesson plan in the project includes sexual disease and sexual violence videos.

Unfortunately, I cannot use Google and Google Scholar in China. The American research articles that I retrieved from ISU's e-library are the main source of evidence for this project. Most American research articles and resources that I used in my project from the e-library to support sexual health information, such as variable data of American sexual health education and health, definitions of PYD, and different types of information about sexual health. The effective information on sexual health support my project topic and help me analyze the American youth of sexual health with authority and useful resources. I also utilized useful information from an American youth sexual health organization, the Sexuality Information and Education Council of the United States (SIECUS). For example, I used the quotation of the SIECUS to explain and introduce the definition of comprehensive sexual health in an authority way.

I searched extensively to find an evaluation of sexual health education programs, both in China and the U.S. When I searched about sexual health program evaluation in ISU's e-library, I typed the keywords "evaluation of sexual health education" and "evaluation of sexual health program" to find research articles about effective evaluations to support my project. I also examined the Dalian Lions Club youth program's evaluation form and discussed it with the Dalian Lions Club program manager.

Results

Overview

My project focused on developing lessons of comprehensive sexual education to be used by the Dalian Lions Club youth program to help Chinese youth improve their knowledge of sexual education, correct sexual health skills to prevent STIs, early/unwanted pregnancy, and sexual violence. There are six meetings with youth that would cover a number of topics in the program, but for this creative component, I only created lesson plans for two of those topics. I created two lesson plans and attempted to find an evaluation survey to be utilized by the Dalian Lions Club for sexual education for the youth members in next summer or late, which dependent on the COVID-19 influence on the youth program. The six topics are:

- Gender identity
- Reproductive systems and reproductive health
- Sexual health/sexually transmitted disease
- Pregnancy/abortion
- Sexual violence
- Love and marriage (Ai Zhi Nian Hua Adolescent Sexuality Handbook, 2013)

The topics of sexual health/sexually transmitted disease and sexual violence were made into lesson plans in my project.

First Deliverable

I created two lesson plans that cover two of the topics above: sexual health/sexually transmitted disease, as well as sexual violence, to be used in the Dalian Lions Club youth program using the Ai Zhi Nian Hua Adolescent Sexuality Handbook. I decided that each lesson would be given to boys and girls separately. The Chinese policy requires schools to separate boys and girls into two groups to have the sexual education classes (Hu & Liu, 2018), so this would follow Chinese policy.

Additionally, I decided to keep the lessons to 35 minutes long. A Chinese study reported 40.7% of 240 teachers survey believed that middle school students would concentrate for 35 minutes in a lesson, 29.6% of them believed 30 minutes, 7.4% of them believed 20-25 minutes, and only 3.7% of them believed students would focus on 45 minutes in a lesson (Li, 2017). Additionally, more than half of focus group and activity providers identified media as a common source and important way to deliver accurate and valuable knowledge and information of comprehensive sexual education and reproductive health (SRH) for young people, which includes printed materials, radio program, television, movie, and Internet (Kennedy et al., 2014). Radio and television is a significant way to increase general awareness of SRH and advertise clinic services since it is much more appealing to adolescents' interests and has the potential to reach a wide audience (Kennedy et al, 2014). Therefore, the videos of the MSIC program are significant resources in the sexual health education lessons.

Lesson plan 1.

The first Lesson Plan (see Appendix A) focused on the topic of sexual health/sexually transmitted disease, which would be held in July 2021 with either or both of the girls' group or boys' group in the Dalian Lions Club youth program. The goal of teaching in the lesson will be to help Chinese youth to improve their sexual disease knowledge and to improve sexual health skills to prevent STIs and STDs. The Ai Zhi Nian Hua Adolescent Sexuality Handbook and the MSIC program video of the sexual health topic would be the main teaching materials in the lessons. The Warm-Up would be five minutes to introduce the topic of sexual health/STIs. Then, I would show 10 minutes of video from the MSIC program about sexual health and STIs, which talks about the sexual health and STDs in Chinese society as well as introduces sexual health behaviors that contribute to the prevention of STIs and STDs (Ai Zhi Nian Hua Adolescent Sexual Education Topic #7, 2016). After showing

the video in the group, the lesson would use 10 minutes to deliver the sexual health information from the Ai Zhi Nian Hua Adolescent Sexuality Handbook (p.22), including STDs and reproductive tract infection (RTI). The STD portion in the handbook focused on the mode of transmission, identify the STD, prevention of STD, an STD test, and treatment (Ai Zhi Nian Hua Adolescent Sexuality Handbook, 2013). The RTI focused on endogenous infection and exogenous infection, prevention of RTI, and RTI test and treatment (Ai Zhi Nian Hua Adolescent Sexuality Handbook, 2013). The fourth part of the lesson is Peer Study and Questions, which was the group discussion and game about 10 minutes long. The “Random Question Game” involves slips of paper, and every group has a question box and there are different types of questions about sexual health and sexual diseases. Every youth has a chance to pick up questions and share their answers or thinking with group members.

Lesson plan 2.

The second Lesson Plan (see Appendix B) focused on the topic of the sexual violence, which would be held in July 2021 with either or both of the girls' group or boys' group in the Dalian Lions Club youth program. The goal of teaching in the lesson was to support positive youth development of Chinese adolescent's health and education about sexual violence. The Ai Zhi Nian Hua Adolescent Sexuality Handbook and the MSIC program video of the sexual violence topic would be the main teaching materials in the lessons. The warm-up would be five minutes to review the sexual health education in the previous lesson and introduce the topic of violence. Then, I would show 10 minutes of video from the MSIC program about sexual violence, which talks about sexual violence in Chinese society. This video talks about the prevalence of sexual violence in Chinese society. It uses different studies and data to show how sexual violence influences Chinese youth and families (Ai Zhi Nian Hua Adolescent Sexual Education Topic #9, 2016). The video introduces the prevention of sexual violence, including calling 110 (Chinese police number), open communication in the family,

and saying “No” to violence (Ai Zhi Nian Hua Adolescent Sexual Education Topic #9, 2016). The video also mentioned the variable types of sexual violence, such as physical aggression, oral attack, emotional abuse, and psychological violence. It includes LGBT youth sexual violence (Ai Zhi Nian Hua Adolescent Sexual Education Video #9, 2016). After showing the video in the group, it would have 10 minutes of group discussion based on Ai Zhi Nian Hua Adolescent Sexuality Handbook (p.45), including the role-play game. The youth could share their thinking and feelings after the game. Other youth also could ask questions and share their method or suggestions. The next part of the lesson is the introduction of the additional resources for about five minutes; the lesson gives some suggestions about additional sexual health and education resources to support different youth needs, such as the MSIC Program, Ai Zhi Nian Hua videos (online), “Co-create growth path” program (Chinese government program), and Dalian Lion Club youth program social media group. The conclusion also would be five minutes that focuses the importance of not committing sexual violence, as well as encouraging the victim to say “No” when they experience sexual violence or unsafe sexual behaviors and to ask and tell the dominant group to “stop” violating others.

Second Deliverable

For my project, the questionnaire is the main method for me to use as my evaluation to collect feedback from my young participants. Sexual health questionnaires are an effective method to collect quantitative data and measure changes about participants' sexual health knowledge, attitudes, confidence, and skills (Roberts, Lobo & Sorenson, 2017). Therefore, the questionnaire is significant for me to understand youth's real feelings and get both positive and negative feedback about sexual health education classes to improve my future lessons and studies.

After I did a lot of research in the academic literature on the sexual health education lesson's evaluations from both American and Chinese studies, I decided to choose the Dalian Lions Club program questionnaires as my evaluation in the project. When I did some research in American journals, the ISU e-library was my main resource because of the internet limitations, as I could not use Google or Google Scholar in China. I typed the keywords "evaluation of sexual health education" and "evaluation of sexual violence program" and there were several research articles about them. However, after I read them, I did not get one appropriate evaluation or survey that I could directly use in my project. For example, there was an evaluation of an American study that had both pre-test and post-test surveys, which requested participants to answer six questions in the questionnaires. The pre-test questionnaires would stay in the envelope to wait until one year to finish the post-test questionnaire, including six Yes/No questions (Larsson, Eurenus, Westerling & Tyden, 2006). However, I would not use this study evaluation method since it did not introduce the procedure of developing the evaluation survey, nor did it include the questions. This often occurred when looking for such questionnaires in the American literature. It was hard to find the actual instruments.

Moreover, I researched Chinese literature about the evaluation of sexual health education lessons or programs. Over half of the papers that I researched designed their evaluation of lessons or surveys by themselves. For example, I researched an article focused on evaluating a Beijing, Chinese school-age children's sexual education learning about children sexual abuse (CSA) in different prevention groups, which is the teacher education group (Group T), parent education group (Group P), and control group (Group C) (Jin et al., 2017). The article used questionnaires in all three evaluations (pretest, posttest, and follow-up test) of different participant groups that separate based on ages, grade, and gender (Jin et al., 2017). The authors mentioned that the questionnaires that were used to survey the participant

CSA knowledge and skills in the program were developed by researchers based on both Chinese and American studies (Jin et al., 2017). However, I could not use this article evaluation in my project since it focuses on collecting data about participants' CSA knowledge and skills in the different groups, but my project would like to focus on collect the feedback from young participants about their important ideas, feelings, and suggestions for the youth organization. Additionally, this article used the data to analyze the different groups based on the questionnaires that they designed by themselves, so it is not valid and reliable for me to use since the evaluation questions are not authorized and researched for my project.

Ultimately, I found two professional surveys: one that is a Chinese kindergarten evaluation form and another one is the Dalian Lions Club evaluation form. Finally, I decided to choose the Dalian Lions Clubs evaluation form with 10 questions (see Appendix C) since it is the most appropriate method for me to collect young participants' comments after they take the sexual health lessons. The Dalian Lions Club manager suggested I use this evaluation form since the youth program teachers would like to use this survey to collect participant feedback to improve their lessons and support program to understand participants' needs and desires. However, this survey could be improved since it is not academically rigorous or valid or reliable. The Dalian Lions Club would need to pay a company or organization or partner with a university to create a valid and reliable youth program survey to develop their youth program to become more and more professional.

Conclusion

My proposal for Chinese youth sexual health education focuses on developing sexual health lessons in the Dalian Lions Club to support Chinese adolescent positive youth development on sexual health and professional knowledge. It is also an important way to hopefully reduce risky sexual behaviors, sexual violence, or STIs and STD in my community. My project would use face-to-face class lessons as the main delivery method to support youth

sexual health education, including sexual health education videos, Chinese sexual education handbooks, group games, and class discussions. However, there is a serious limitation of my project, which is COVID-19. The global pandemic has a big influence on the sexual health education lessons in the Dalian Lions Club because of the Chinese pandemic policy of the child and youth programs which states that the programs and organizations should be open after schools during the pandemic and the Chinese policy requires the COVID-19 infection number be zero in the city for 15 days. The face-to-face meetings and lessons in the youth programs could be open or closed depending on the infection numbers of COVID-19 in the city. I plan to do my project next summer, but it may be later in the winter of 2021.

Connection to Positive Youth Development

From my project, the young participants would get one of the most important goals in the lessons which are two the Five/Six Cs, which focuses on connection and confidence. Each lesson of the project will have a discussion or peer study time, including group question time, games, or role play. Through these discussions and communications, I hope it helps youth to have a chance to develop feelings of connection and confidence. For example, they would build their connection with peers and/or teachers in a healthy, open, and safe environment via games and group discussion. Also, the young participants would have positive influences on building their confidence via the games and role play in the groups or whole class.

Programs that are oriented toward these two C's enable the young participants to ask questions or share personal feelings and experiences in an activity without any discrimination or judgment. Studies have shown that a safe and comfortable environment would have positive influences on youth in terms of building confidence, and to develop their self-worth and self-efficacy (Lerner et al., 2013). My sexual health education lessons utilize same-sex learning groups, which will hopefully contribute to an open, safe and healthy environment for

Chinese youth to develop positively. Hopefully they will make friends and build confidence to communicate with others or share their real feelings. The young participants have chances to make friends when they play games in groups, to share their real feeling when they act the role play, and to build their confidence when they talk and share their ideas in the group or whole class during the questions time. Therefore, the Chinese young participants would experience positive youth development during the sexual health education lessons in the Dalian Lions Club.

Future Directions

One of the most important future plans of my project is to find an effective and professional evaluation of sexual health education in Chinese youth programs. The professional evaluation would help me to collect effective and useful data of my lessons that will help my project become more professional and effective in order to have positive influences on youth development. Additionally, if COVID-19 is clear next summer and I can deliver my lessons in the Dalian Lions Club, I would like to get one round of feedback to make appropriate changes for the next set of sexual health education lessons.

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Appendix A

Date	July, 2021	Teacher	Yingying Guan
Class	Girls Group or Boys Group	Age	13 to 18 years old
Lesson Name	Sexual health/sexually transmitted disease (35 minutes)		
Teaching Goals	<ol style="list-style-type: none"> 1. Help Chinese youth to improve their sexual disease knowledge 2. Improve sexual health skills to prevent STIs and STDs 		
Teaching Materials	Printed materials (Ai Zhi Nian Hua Adolescent Sexuality Handbook (2013)), Video of MSIC Program		
Teaching Process	<p><u>Warm Up (5 minutes)</u></p> <ul style="list-style-type: none"> • Briefly review the sexual health education in previous lesson • Introduce the topic of this lesson <p><u>Video of MSIC Program (10 minutes)</u></p> <ul style="list-style-type: none"> • This video used data to talk about the sexual health and sexually transmitted disease in Chinese society • The video introduces the concept of sexually transmitted diseases <ul style="list-style-type: none"> ○ Endogenous infection: cause of lack of personal hygiene, medicine use, stress, vulva is impermeable ○ Exogenous infection: because of health habits, disinfection is not enough in hospital, irregular operation ○ Infectious disease: because of sex, mother-to-child transmission (PMTCT), blood, iatrogenic infection • The video introduces sexual health behaviors that contribute to the prevention of STIs and STDs <p><u>Ai Zhi Nian Hua Adolescent Sexuality Handbook (Chinese adolescent sexuality handbook) (10 minutes)</u></p> <ul style="list-style-type: none"> • Go over components of sexual health (p. 22) <ul style="list-style-type: none"> ○ Sexually transmitted diseases (STDs): mode of transmission, identify the STD, prevention of STD, and STD test and treatment. ○ Reproductive Tract Infection (RTI): endogenous infection and exogenous infection, prevention of RTI, and RTI test and treatment. 		

Peer study and questions (10 minutes)

- Peer study: group discussion and game
 - “Random question game” (slips of paper) every group has a question box and there different types questions about sexual health and sexual diseases. Every youth has chance to pick up questions and share their answers or thinking with group members.
- Answer questions

Appendix B

Date	July, 2020	Teacher	Yingying Guan
Class	Girls Group or Boy Group	Age	13 to 18 years old
Lesson Name	Sexual violence (35 minutes)		
Teaching Goals	1. Support positive youth development of Chinese adolescent’s sexual health and sexual violence		
Teaching Materials	Printed materials (Ai Zhi Nian Hua Adolescent Sexuality Handbook (2013)), questionnaires about personal experiences), Video of MSIC Program		
Teaching Process	<p><u>Warm Up (5 minutes)</u></p> <ul style="list-style-type: none"> • Briefly review the sexual health education in previous lesson • Introduce class topic of sexual health: sexual health, sexual violence, and self-protection. <p><u>Video of MSIC Program (10 minutes)</u></p> <ul style="list-style-type: none"> • This video talks about the prevalence of sexual violence in the Chinese society. It uses different studies and data to show how sexual violence influences on Chinese youth and family. • The video also mentioned the variable types of sexual violence, such as physical aggression, oral attack, emotional abuse, and psychological violence. It includes the LGBT youth sexual violence. • The video introduces the prevention of sexual violence, including call 110 (Chinese police number), open communication in family, say “No” to violence. <p><u>Group Discussion (10 minutes)</u></p> <ul style="list-style-type: none"> • Role play game(p.45)- the role play game in a voluntary manner. The youth could share their thinking and feelings after the game. Other youth also could ask questions and share their method or suggestions. <p><u>Introduce Additional Resources (5 minutes)</u></p> <ul style="list-style-type: none"> • Suggestion: provide some useful information and youth program for youth who is interested in the sexual health and sexual education. <ul style="list-style-type: none"> ○ MSIC Program, Ai Zhi Nian Hua videos (online), “Co-create growth path” program (Chinese government program), Dalian Lion Club youth program social media group. 		

Conclusion and questions (5 minutes)

- Conclusion the importance of not committing sexual violence.
 - Encourage the victim to say “No” when they experience sexual violence or unsafe sexual behaviors.
 - Ask and tell the dominant group to “stop” violating others
- Answer questions

Appendix C

Dear Participant,

Hello! Thank you for your consistent support to our program! The healthy, growth and success of youth is our common desire. All the work of the program cannot do without your care and support. In order to provide better service for you and your family, please take some time to fill in the following questionnaire. Thank you very much for your cooperation!

1. In general, what do you think of our program?
 - a. It's the best of its kind
 - b. Above average in similar program
 - c. Just like any other program
 - d. Some are worse than others
 - e. It's not as good as other program in many ways
2. What do you think of the learning effect of you in our program?
 - a. Very good, a lot of improvement
 - b. Not bad. It's a little better than before
 - c. In general, the effect is not obvious
 - d. Not good, basically no effect
3. What is your evaluation of the teaching quality of our teachers?
 - a. Very good
 - b. Better
 - c. General
 - d. More bad
 - e. Very poor
4. What do you think of the responsibility of our teachers?

- a. Very responsible
 - b. More responsible
 - c. General
 - d. Less responsible
 - e. Very irresponsible
5. Have our teachers ever violence or mistreated you or other participants?
- a. Never like this
 - b. Every once in a while
 - c. Often
6. What is the communication between our teachers and you?
- a. Keep in touch. We will keep you informed of any activities and information
 - b. Fixed a period of time will take the initiative to make a phone call to communicate with the participant
 - c. Not very often, before the meeting or need to pay a fee to call
 - d. Basically, no communication
7. What do you think of the management service level of our organization?
- a. Very good
 - b. Better
 - c. General
 - d. More bad
 - e. Very poor
8. What do you think of our program curriculum?
- a. There are very reasonable
 - b. A reasonable
 - c. General

d. Not very reasonable

e. Very unreasonable

9. How satisfied are you with the program learning environment?

a. Very satisfied with

b. Satisfied

c. General

d. Less satisfied

e. Very dissatisfied

10. How satisfied are you with the teaching facilities?

a. Very satisfied with

b. Satisfied

c. General

d. Less satisfied

e. Very dissatisfied