# Emotional education toolkit for youngsters of primary school

## MANUAL FOR TEACHERS

CONSENT

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**Year of publication:** 2023

Funded by
the European Union

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# 1. Framework

In the 21$^{st}$ century, European society faces a pressing challenge in the battle against gender-based violence. Reports from the European Union Agency for Fundamental Rights and the EIGE reveal a harsh reality: one in three women in the European Union has experienced physical and sexual violence since the age of 15. This bleak landscape reflects the urgency to address this problem deeply rooted in social and cultural structures.

However, legal frameworks and preventive measures have proven insufficient in the face of this challenge. Gender-based violence not only has devastating consequences for the victims but also bears an estimated economic cost of nearly 226 billion euros in the EU. Additionally, the normalization of violence and abusive attitudes in online pornography has been identified as a threat to healthy sexual development in young people, representing a concerning turn in contemporary culture.

**Key Project Objectives and the Role of the Toolkit for Emotional Education of Youngsters**

In this context, the CONSENT project stands out as a promising initiative. It arises from the collaboration between specialized gender-based violence support services, programs for violent men, researchers, and IT specialists in Spain, Italy, Sweden, and Germany. Besides its fundamental goals of promoting healthy gender roles and preventing violence, CONSENT stands out for its revolutionary approach developing a Toolkit for Emotional Education of Youngsters, co-designed with teachers and educators. This manual will not only enhance ownership and motivation among teachers to integrate the toolkit into their practice but it's also an integration of partners' knowledge on gender-based violence, sex-affective education, and prevention of sexualized violence with the specific knowledge educators have regarding their students' characteristics.

**Strategies for the Toolkit and Its Innovative Approach**

This toolkit is not limited to a set of exercises and educational materials, it's a collection encompassing exercises, videos, awareness materials, quizzes, etc., suitable for promoting awareness and changing attitudes. It is focused on experience-based learning, drawing from successful models such as the Compass for non-formal education of youth and Compasito for non-formal education of children by the Council of Europe, focusing on learning through direct experience. Co-creating the toolkit with young people and validating it through youth advisory panels has ensured it caters to their needs and perspectives.

This Toolkit for Emotional Education of Youngsters aligns perfectly with the objectives of CON-SENT by being an innovative and adaptive tool for educating young people about gender equality and healthy relationships. By integrating direct experience from young individuals, it becomes an essential pillar of this holistic project, providing a pathway to address challenges related to exposure to pornography and the normalization of violence in relationships.

# 2. The Italian context

In Italy, sexual education has long been a subject of debate and discussion. Within the focus groups conducted in Italian territories with adolescents, there's an increasingly urgent need to begin discussions about sexuality and relationships. On one side, young individuals, professionals, and some political figures stress the importance of introducing sexual education as a curricular subject in schools. However, this topic often faces challenges from other figures.

From a legislative standpoint, Italian laws don't specifically mandate sexual education in schools. National education guidelines recommend including sexual education in curricula, yet the final decision is left to local school authorities. In the last months of 2023, a bill was proposed to introduce sexual education from primary school level, but as of now, the proposal hasn't been passed.

Given the lack of a law mandating sexual education in schools and providing directives on the subject, sexual education is variably included in Italian school curricula. While some schools offer comprehensive sexual education, others may limit discussions to human biology without addressing relational or social aspects. Occasionally, there are sessions to discuss sexuality led by medical professionals or clinic staff, focusing primarily on risks associated with sexuality, such as preventing sexually transmitted diseases and unwanted pregnancies.

Moreover, teachers often find themselves handling the sensitivity of the subject without specific training, which can negatively impact the quality of teaching. Teachers often lament the lack of appropriate skills and training to compensate for the absence of formal sexual education. Indeed, teachers' education on sexual education in Italy is often inadequate.

Another challenge is the availability of economic resources. Since there isn't a law mandating sexual education in schools, institutions wishing to offer workshops or spaces for their students must rely on free services or strive to find necessary funding. Some schools might have access to educational material and external experts to enhance sexual education, while others may have limited or no resources available. This disparity can affect the quality of provided sexual education.

In summary, sexual education in Italy is a complex issue, facing challenges related to legislation, variability between schools, teacher training, and access to adequate resources. These factors contribute to a situation where sexual education can be inconsistent and often insufficient.

**The Experience of CAM**

The presentation of the CONSENT Project in the Italian context initially faced challenges concerning the parents' target audience, but at the same time, it saw great participation from secondary school students, engaging around 400 students. Among the most interesting topics were consent in intimate/sexual relationships and discussing sexuality not only in biological terms but also in emotional aspects. The project focused on how current models expressed through social media and pornography often negatively influence adolescents. The youth expressed their ability to discuss these complex topics in a climate of trust and safety, allowing them to engage, reflect, and learn. The project was successful in various schools and there have been requests for continuity from both the institutions and external sources.

# 3. The Spanish context

In Spain, there's no doubt that sexual education is an issue of debate, either in the educational community and social media; it's a clear worry in the community.

Sexual education is legally -and with a mandatory character- a transversal issue that should be included in the curricula. Nevertheless, the state of art regarding this lacks regular and strong action. In this sense, sexual education is often given by external associations and organizations. Generally, as a pro, these are organizations specialized in sexual education. As a count, the reality is that apart from isolated workshops, sexual education is being difficult to introduce transversally in the curriculum. In that sense, the result is that there is an important variability in how schools work on that, usually depending on their sensitivity to sexual education importance.

Moreover, teachers often find themselves handling the sensitivity of the subject without specific training.

Within the framework of this project, different focus groups with adults (caregivers and professionals) and youngsters were carried out. Most of the groups were with boys and girls between 13 and 18 years old, although one of them was run in primary school (between 10 and 12 years old). These discussions provided some guides in order to develop the present toolkit more accurately.

Regarding focus groups with youngsters, in general, these conversations confirm the data previously reviewed. They also demand from adults not only to explain what it's wrong but also to give some positive models or references.

> "When they explain to you that pornography does not represent reality, they don't explain what reality is either."

In the same direction, they demand to be concrete:

> "Adults talk about consent and affirm that it's necessary in sexuality, but how consent looks like during sex?"

Some differences have been found between boys and girls, so girls express more concern – generally – about the impact of porn consumption.

> "I think that if you watch porn before you have sex, when you have sex, you see that it's not the same as what you've seen in porn [and you feel bad] of course you don't feel pleasure because of course you have something in your mind that's not like that."

# 4. Mapping

This manual is based on the thorough mapping and analysis of the existing best practices in the field of sexual education, with specific focus on critical and fact-focused conversations about pornography and its harms. All in all, 29 different programmes and methodological materials developed in Australia, Canada, Sweden, UK and US were included in the mapping. Due to the language limitation of the project team, only materials in English and Swedish were picked for closer scrutiny[1].

As a result of the conducted mapping, the following five methodological materials were chosen for in-depth analysis as they offered the most solid research-based and holistic approach to the topic of pornography and its harms:

1. **It's time we talked (Australia)**
   That is a violence prevention initiative that supports young people, parents, schools, government and the community sector to understand and address the influence of pornography. This initiative also includes one of the most comprehensive resource called *In the Picture*,

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1  For the full list of methods and programmes included in the mapping, see Appendix on page 36.

that supports secondary schools to address the influence of explicit sexualised imagery. It provides guidelines, suggested strategies and a wide range of practical resources from which schools can create a whole school approach to explicit sexual imagery that is tailored to suit their unique community and context.

2. **Culture Reframed (US)**

   That is a programme that aims at building resilience and resistance in young people to hyper-sexualised media and pornography by equipping parents/caregivers and teachers/educators with knowledge, skills and concrete methods of leading conversations about pornography and its negative impact.

3. **Fight the New Drug (US)**

   That is a non-religious and non-legislative nonprofit that provides individuals with the opportunity to make an informed decision regarding pornography by raising awareness on its harmful effects. FTND also includes two specific tools (*Bark* and *Fortify*) that can be used for education as well as attitudes and behaviour change. *Bark* is a parental control app that gives parents the ability to manage every aspect of their kids' digital world. *Barks'* edition for schools provides a monitoring service in order to help protect students from digital dangers. *Fortify* is a science-based recovery tool to help individuals quit pornography through comprehensive training, real-time analytics, and interactive support.

4. **Reality Check (Sweden)**

   That is a violence prevention initiative building young people's resistance and resilience to the harms of pornography by equipping educators, other professionals and caregivers with the knowledge and tools to educate young people about the negative impact of pornography consumption, production as well as the pornified culture.

5. **Sex and Relationships (Sweden)**

   It is a research-based methodological material for schools developed by the Swedish Women's Lobby that promotes gender equality and freedom from violence in intimate relationships.

The conducted mapping and analysis of the best practices helped the CONSENT-team understand what works well/less well for different target groups, namely teachers/educators, parents/caregivers and youth, depending on the context, specific cultural and social settings, educational formats etc. The mapping showed that:

- Small(er)-scale materials/programmes are less informative and effective on their own, and should instead be incorporated into or put together to form a large(r)-scale methodology.

- Some of the small(er)-scale materials included in the mapping lack comprehensive research and value base. That is problematic, as research and a solid and clear value base help address resistance and criticism while talking about sensitive issues within the framework of sexual education.

- Definition of the central issues that materials/programmes focus on is crucial in order to ensure the same understanding of the problems and topics that are to be addressed/prevented. Developing some form of glossary with the main definitions is a good solution here.

- Materials for all target groups should be comprehensive, and at the same time easy to follow – preferably shorter and easy-to-read texts, check-lists, factsheets, ready-to-use lectures, etc. This gives more flexibility to teachers/educators and parents/caregiver when it comes to what to talk about and how to build up conversations depending on a specific situation. Such a smorgasbord of methods and tools makes it easier for the named above stakeholders to initiate pornography-critical and consent-informed conversations about sex and sexuality.

- Tools and material for interactive learning for young people is a key, as youngsters get more engaged into learning and learn more and better through interaction.

- For teachers/educators, the so-called whole school approach (with all school professionals, local NGOs and communities involved) gives the opportunity to incorporate pornography-critical, consent-based sex education into the educational system. That, in turn, makes this work more sustainable and effective in the long run.

- For parents/caregivers, check-lists and tips for preparation for conversations on pornography are of great importance in order to make the first steps towards initiating pornography-critical and consent-informed dialogue with their children smoother and lower the level of anxiety prior and during such conversations.

All the listed conclusions and lessons learnt were taken into consideration as well as used in practice while developing the CONSENT-manual.

# 5. Introduction and general objectives of the Consent toolkit

This programme has been designed within the framework of Consent, a European project based on the use of focus groups with young people and education professionals providing their expertise. Additionally, an advisory panel made up of students between the ages of 12 and 16 years old also participated in the process of creating this programme in collaboration with the educational professionals.

A first version of this educational programme was piloted in secondary schools in Italy and Spain and has been revised based on the evaluation of this pilot implementation and on the feedback both from the teachers and the students who participated in it.

# 6. Specific objectives of the Consent toolkit

- To offer tools for critical analysis of the use of pornography with the aim that students are able to integrate it in the context of gender inequality.

- To encourage students to become agents with critical thinking regarding gender roles and stereotypes and, especially, regarding the impact on pornography and the hyper-sexualisation of women.

- To reflect on the importance of affirmative consent in affective-sexual relationships, and to become critical agents with regard to the impact of pornography and its effects on intimate relationships.

- To provide teachers and educational staff with knowledge about the phenomenon of pornography and improve the ability to detect and address its use among young students. The ultimate goal is improving affective and sexual development and preventing sexualised forms of gender-based violence.

# 7. What is this toolkit for?
# Some initial considerations

This programme aims to address pornography consumption and its potentially harmful effects on affective-sexual development and the construction of sexual imagery. It is not a comprehensive programme of affective and sexual education, since this must be transversal and present in all stages of education, and must delve into other aspects such as desire and pleasure. Furthermore, sexual and affective education focusing only on pornography can lead to counterproductive and unintended effects, such as reinforcing sexual education based on restriction and fear and rejecting a positive vision of sexuality which includes exploration, curiosity and pleasure.

Finally, the best way to counteract the effects of pornography consumption is through a comprehensive, positive sexual education, starting from childhood.

Although affective and sexual education goes beyond dealing with pornography, a way of addressing the possible effects it may have on affective-sexual development is presented.

**What do we know about the impact of pornography consumption on the affective- sexual development of young people?**

**62.5% of people between 13 and 17 years old** have seen pornography at some point in their lives. Taking into account the gender-disaggregated data, boys have been exposed to it to a greater extent (**87.5% of boys** have seen it compared to **38.9% of girls**) (Save the Children, 2020). The qualitative findings from the Consent project's focus groups with young people are consistent with these findings.

Pornography is not something that is only found when it is specifically searched for, but it appears continuously and in different forms (banners, videogames...).

The **first contact** with pornography occurs, on average, **at the age of 12**, and **8.7% of young people** have had access to it **before the age of 10** (Save the Children, 2020). This means that, often, the first contact with pornography precedes the first sexual relations shared with other people.

The pornography to which minors have easier access to responds to and represents a largely heterosexual and **gender unequal imagery**. It also reinforces the **symbolic violence** typical of this culture.

However, dealing with pornography and/or its consequences requires a previous path that prepares the ground to do so. It is for this reason that a more holistic view is encouraged, aiming to help the students frame pornography in its context in order to foster critical analysis. To address pornography it is not necessary to talk about it explicitly, instead it is useful to provide context (gender roles and stereotypes, gender violence, the taboo surrounding sexuality...) and to focus on those aspects that remain invisible, such as affirmative consent.

This programme is aimed at young people between 10 and 16 years old. Nevertheless, this is not the only age group that is affected by pornography with a violent content, especially against women.

# 8. Toolkit structure and methodology

As mentioned above, the programme covers different aspects that can be useful both to put into context and to critically analyse the pornography accessed by young people. This includes, amongst others, the discussion of gender roles and stereotypes, the culture that hyper-sexualises women, and the importance of communication in sexuality to generate spaces where affirmative consent is present.

The programme includes 11 modules; for each module or for each group of modules, there is a proposed activity to work on the content. Some of the modules are designed to be worked on together, in a single session and using the same activity. However, the timing is flexible, as these topics often require more time and there is always the option of extending the time dedicated to the discussed content.

| | |
|---|---|
| **Duration** | 11 modules, implemented in 8 one-hour sessions |
| **Methodology** | Each module – or each group of 2 modules – consists of an activity to facilitate an additional reflection on the content discussed. |
| **Main objective** | To transfer what has been experienced, discussed and reflected on in the class and the reflections made to spaces outside the classroom |

## Programme for <u>students 10 to 12 years old</u>
## (5<sup>th</sup> and 6<sup>th</sup> grade of primary school)

| | | |
|---|---|---|
| | **Module 1** | **Introduction and building of an open and safe space** |
| | **Module 2** | **Emotions related to sexuality** |
| | **Module 3** | **Exploring the body**<br>3.1 A universe of bodies<br>3.2 Do all bodies feel the same?<br>3.3 What do I like and what don't I like?<br>3.4 Either yes or no, it is not so clear |
| | **Module 4** | **Communication and consent**<br>4.1 We express and accept boundaries. How do we feel the boundary?<br>4.2 What is consent? Experiences with consent |
| | **Module 5** | **The imagery of sexuality** |
| | **Module 6** | **Gender stereotypes** |
| | **Module 7** | **What is gender-based violence?** |
| | **Module 8** | **Have we heard about sexual violence?** |
| | **Module 9** | **Addressing pornography** |
| | **Module 10** | **If it happens to me… I can seek help.** |
| | **Module 11** | **Closing** |

For each content block you will find the objectives, a proposed timing and the key message that seeks to reach the students.

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## What we need to keep in mind when doing the activities

- There is a social context that **normalises sexual violence** against women and the access to pornography is given in this context.
- There is a context that socialises in a **binary and hierarchical way**, educating girls to satisfy the desires of boys and educates boys to occupy the center of relationships, to satisfy their own desires, and to maintain their power.
- The most consumed pornography **reinforces** these aspects.
- All people are negatively impacted by gender socialisation and hyper-sexualisation, so they may feel pressure to perform a **normative and unequal sexuality**.
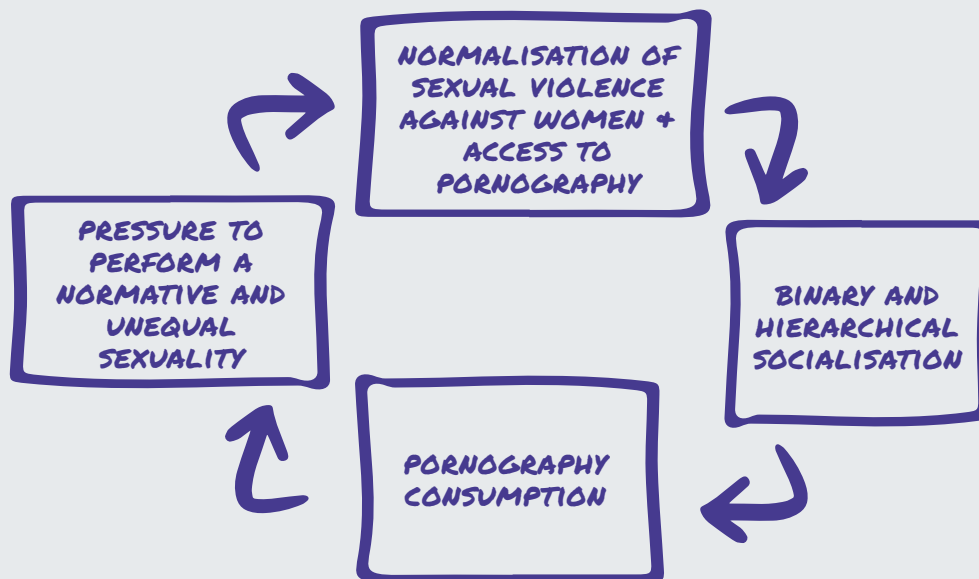


## What are young people asking for?

- That we speak clearly.
- That we set boundaries to comments that normalise sexual violence.

**Attention!**

Addressing the consumption of pornography among young people does not imply assuming that it is the cause of all sexual and/or gender-based violence; it is not possible to reduce the explanation of sexual violence to the consumption of pornography.

# 9. Activities for 5<sup>th</sup> and 6<sup>th</sup> grade of primary school

# MODULE 1:

# Building a safe open space

| Objectives | The main goal of this introductory module is to create an open and safe space for all students: |
|---|---|
| | • To generate the appropriate setting to start the programme. |
| | • To create a shared environment between students and teachers where it is possible to talk openly, while setting boundaries to attitudes and comments that can be harmful. |
| Time | 30' |

## Development

**This activity is done in a dialogue circle format**

1. Explain the objective of the activities that will be done: you can explain that in these sessions we will talk about topics such as sex, sexuality, bodies, and the influence of the images that – sometimes voluntarily and sometimes involuntarily – we encounter related to these issues. Express clearly that the objective is not to judge personal experiences, but to increase critical thinking in order to avoid possibly difficult and/or undesirable situations.

2. Frame and anticipate possible emotions and reactions that talking about sexuality can generate: when we talk about these topics, things move within us and particular things may happen; sometimes feelings such as shame, pleasure, curiosity or even discomfort may arise. You can also tell your students that laughing and blushing can occur, or even that it might be difficult for them to talk and ask questions during the discussion of these topics.

3. In case personal experiences arise, ask for the group's commitment to respect the privacy of the rest of the people in the group.

4. Finally, ask the students to write down what value or attitude they need from the group to feel comfortable and to ask any questions, even if they feel ashamed.

> **TIP**
>
> It is important to frame the taboo surrounding these topics. If you feel comfortable as an educator, you can mention that these things happen to you too as an adult.

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### ⚲ KEY MESSAGE

No shaming, no blaming.

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To complete the activity, you can introduce the different topics in a timetable format and even propose a chart like the following, which you can return to at the end of the programme:

| WHAT DO WE KNOW? | WHAT DO WE WANT TO KNOW? | ? |
|---|---|---|
| ... | ... | ... |

In this case you should know that this programme may not be able to answer all the questions that arise. However, there is always an open door to talk about sexuality!

## ? WHAT DOES A SAFE SPACE MEAN AND WHAT CAN WE DO AS TEACHERS TO MAKE IT POSSIBLE?

We cannot control all the attitudes, comments or reactions made by the people in the classroom. Hence, we cannot always guarantee that no action that may cause discomfort to others can happen in the classroom context. What we can do – and we have the responsibility to do so – is to set boundaries.

It can help us to make it explicit that if any attitude or comment that could hurt people in the group appears, we will point it out for the group's wellbeing and because it is an opportunity to reflect on it together. Everybody makes mistakes.

## MODULE 2:

## Emotions related to sexuality

| Objective | To frame the taboo of sexuality and offer a framework for students to understand why sexuality usually goes with shame or discomfort as well as other emotions and pleasurable sensations. |
|---|---|
| Time | 30' |

**Activity and development: Emotions through emoticons**

Show emoticons and ask the students to put on flashcards which states they connect with sexuality.

Collect the information naming the emotions and reflecting on them based on different questions. We can also begin to introduce what we can do if unpleasant emotions show up, suggesting alternatives and encouraging emotional communication.

### 📌 KEY MESSAGE

Collect the diversity of shared emotions, emphasising the diversity of emotions and accepting them all (emotional validation). It is natural that we feel very different emotions regarding sexuality.

# MODULE 3:

# Exploring the body

This content block contains 4 modules that can be organised in two sessions as follows:

**Session 1**  **Module 3.1**  A universe of bodies +
**Module 3.2**  Do all bodies feel the same?

**Session 2**  **Module 3.3**  What do I like and what don't I like +
**Module 3.4**  Either yes or no, it is not so clear

## MODULE 3.1: A universe of bodies

| | |
|---|---|
| **Objective** | To promote a positive view of body diversity and to make other body types visible. To encourage a critical reflection on beauty standards and aesthetic pressure. |
| **Time** | 30' |

### Development

Each person in the class or in groups will draw a human body under the guidance of the teacher. The students will draw the parts of the body as the teacher names them. Afterwards, the drawings are put together and the students are asked about what the different people/silhouettes drawn by them have in common. Guide the reflection based on different categories, emphasising how our imagination generates normative (socially accepted) body images that leave out a variety of characteristics. Also, lead with some questions to reflect on the canons of beauty and aesthetic pressure.

### Reflection

Categories: skin colour, functionality and/or presence of limbs, type of chest, weight or thinness, shape of genitals, body hair.

What it is not represented in the images we have created?

As we reflect on the different categories, the teacher provides images of alternatives to normative bodies.

### ⚠️ WHAT CAN HAPPEN?

That most of the bodies represented have normative characteristics (white skin, genitals without body hair, thin bodies, with all the limbs...). It is important to make it noticeable and to name other body shapes or types.

That it is more difficult to draw a vulva than a penis or that when they draw this part of the body shame can appear. Without sanctioning that this may have come up, the teacher should convey the message that students should try to draw it as well as they can.

## Alternative

Show the students a series of images with different parts of the body. It is important that not all of them are white or refer to characteristics of whiteness, and they should also not be exclusively normative (e.g., legs or armpits with hair).

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**KEY MESSAGE**

No two bodies are the same and all are valid; diversity is natural. Sometimes, the images we see and the comments we make or hear do not help us to appreciate our own body, but that is a problem of society as a whole and not of our own body.

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**WARNING**

We often use the word diversity, not as a synonym for universality or to name all ways of being, but to emphasise what is different from the norm. This happens with many issues and, especially in the world of education, the word diversity has been imbued with this second meaning. It is VERY important not to use the word diversity only to talk about body types that are not normative.

**BOOK**

**Love your body**, Bel Olid.
It is a story that offers images of very diverse bodies, from a point of view that is appreciative and with an invitation to be in our own bodies.

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**MODULE 3:**
**Exploring the body**

# MODULE 3.2: Do all bodies feel the same?

| Objective | To become aware that every body functions differently, although there are some basics that most people share in terms of body sensitivity that can be generalised. |
|---|---|
| Time | 30' |

## Development

Using the drawings from the previous module, ask the students to mark with a colour of their choice which parts of the body they think are more sensitive.

## Questions for reflection

- Is sensitivity always related to pleasurable sensations?
- Could it be that sensitivity and pleasurable bodily sensations can change or be dependent on the situation?
- Could it be that for the same body part we like one kind of touch but not another?

When an area is very sensitive, it is sensitive for pleasure but also for unpleasant sensations. Whether or not we like a bodily sensation also depends on the intensity of the touch.

**KEY MESSAGE**

Regarding sensitivity, there are interpersonal and situational differences that can make the difference between a sensation being pleasant or unpleasant. However, there are some parts of the body (for example, the genitals) that are highly sensitive areas for most people.

**MODULE 3:**
**Exploring the body**

# MODULE 3.3: What do I like and what don't I like?

| | |
|---|---|
| **Objective** | To become aware of what I like and what I feel I don't like, and to connect with the signals given by our bodies. |
| **Time** | 30' |

**Development**

Draw a (real or imaginary) line on the ground and ask the students to stand on the line. On one side of the line, there is the "I don't like it" ground and, on the other side, the "I like it" ground. We mention different situations around one's own body and the students have to connect with their feelings in order to position themselves on one side or the other of the class.

**Optional**

It can be gradual so that the closer it is to the line, the more neutral the feeling.

> **SOME EXAMPLES**
>
> Being splashed with cold water, the sensation of a hot shower, getting your feet, armpits or belly tickled, being hugged when you are angry, whispering in the ear, pinching...

Finally, share the reflections that have emerged.

> **KEY MESSAGE**
>
> Sometimes it is very easy to know if a sensation is pleasurable ("I feel I like it") or is unpleasant ("I feel I don't like it"), but this is not always so easy and can vary depending on the situation, the person and throughout life.

**MODULE 3:**
**Exploring the body**

# MODULE 3.4: Either yes or no, it is not so clear

| Objective | To promote the idea of affirmative consent. |
|---|---|
| Time | 30' |

## Development

using the previous dynamic, explain that listening to the body can be difficult but that at a general level is it possible to establish 3 types of global sensations (following the guideline "feeling yes, feeling no"):

I feel that it is ok or desired contact

Confused contact that makes me doubt

I feel that it is not ok or unwanted contact

Next, discuss what to do in each of these situations and use the metaphor of the traffic light, which will be used later on.

🟢 I feel that it is ok or desired contact → green light → continue

🟡 Confused contact that makes me doubt → orange light → better reduce the speed and stop

🔴 I feel that it is not ok or unwanted contact → red light → stop!

This activity is obtained from the guide: "Feeling yes, Feeling No"

https://ajuntament.barcelona.cat/infancia/sites/default/files/guiasentir_ca_acc_2_0.pdf

**TIP**
You can create a panel with a human silhouette where you can place the three colours of the traffic light and a possible answer.

**KEY MESSAGE**
If you experience an unwanted contact, remember that it is not your fault and ask for help.

# MODULE 4:

# Communication and Consent

## MODULE 4.1: We express and accept boundaries. How do we feel the boundary?

| Objective | To have the opportunity to be aware and increase the understanding of how one's boundaries feel; to foster the ability to notice the sensation of one's own boundaries in our body. |
|---|---|
| Time | 30' |

### Activity: The hug

### Development

This is an activity of relaxed visualisation, so it is necessary to create a calm and relaxed atmosphere (environmental changes can help, such as less bright light or soft lighting in the classroom, modulating the tone of the voice, making a gradual introduction to the activity while explaining what will be done, playing soft music without words).

Explain to the students that they will do an activity to test how the mind and the body can help us to identify our boundaries and to which signals from our body we can pay attention to.

Prepare a cardboard to keep a permanent record of the sensations and signals that they will discuss later.

### Version 1 (for classrooms less inclined to relaxation techniques)

Imagine that you are in front of a person whom you love very much, whom you respect and whom you want to hug to show your gratitude. You give a hug to the person. But this person does not want to be hugged. They don't say this with words, but they show with their body that they don't want or appreciate the hug.

- How does the person show with their body that they don't want to do it? How does it feel to hug someone who does not want to be hugged?
  (write down the signals on the cardboard that was prepared)

Now imagine that you are in front of a person you don't like and who doesn't seem to be very nice. This person is hugging you now.

- How does it feel in your body when someone hugs you even if you don't want them to? How do you show with your body that you don't want to be touched?
  (write down the signals on the cardboard that was prepared)

Finally, imagine that you are standing in front of a person you like very much and who also

likes you a lot, you both want to hug each other and you do so.

- How does your body feel when you are hugged by someone you want to be hugged by? How do you show with your body that you want to be hugged?
(write down the signals on the cardboard that was prepared)

**Version 2 (for classrooms inclined to relaxation techniques)**

In this case, the core of the activity is the same but introduced by a longer preparation of conscious attention to the body based on the technique of body scanning.

Ask the students to close their eyes and start the visualisation (if there is a good space to do it, suggest lying down on the floor, but it can be done sitting).

The guiding teacher says:

"We are going to take a journey through our body, listening to it and noticing what it is telling us".

The person names the parts of the body and says: "What does this part feel like? Is it cold, warm, relaxed...?".

When we have done a basic path – from feet, legs, bottom, back, arms, neck, to head – we end up bringing the attention to the belly.

Once we have arrived to the belly, we ask the students: "and now, imagine that you find a loved person, that you look at him/her and you approach him/her. How do you feel? Maybe you smile, maybe not...now imagine that he/she comes to give you a hug. What is your body telling you?"

Give them space to connect with this sensation and little by little invite them to open their eyes again. Then, after sharing, propose to imagine other situations (being hugged by a person we don't like, or being hugged by a loved one but in a moment when we don't want to do so – e.g., because we are angry – or wanting to hug someone who doesn't seem to want a hug).

## WARNING

Not all students find these kind of exercises easy. In the beginning, encourage them and make it clear that it may be easier or harder for some of them to imagine and that there is no problem if they don't understand it and even if they can't follow the body scan. However, tell them that even if it is difficult for someone, they must try to remain silent out of respect for their classmates. You can also suggest that they place a hand on the mentioned body parts to facilitate the body scan. Make explicit that every and any experience is fine, while asking that even if they have a question during the body scan it is better not to ask it and to let the exercise to flow. Finally, conclude with the reflections that come up, sharing personal experiences and filling out the cardboard that was prepared. In addition to the body signals, ask what questions could be used for asking for consent.

**MODULE 4:**
**Communication and consent**

# MODULE 4.2: What is consent? Experiences with consent

| Objective | To reflect on consent making contact with other people |
|---|---|
| Time | 30' |

## Activity: The traffic light
**It is recommended to print an image of a traffic light, or 3 dots: green, red and orange.**

### Development

Once again, give a silhouette of the human body to each person and take 3 colours (green, red and orange). Explain that people normally touch each other in different ways, for example hugging, kissing, holding hands, etc. At the same time, we are often not fully aware of what people think and feel when we touch them. For example, there are people who don't like to be hugged and prefer to shake hands, some people prefer short hugs to long ones, others don't like to be touched because they are very sensitive...

**Explain the meaning of the colours:**

- red means "it is not ok"
- orange means "not sure, maybe"
- green means "totally ok"

Ask the students which are the parts of the body where "it feels good to be touched or I don't mind" (green light), which generate doubts (orange light) and which are the most intimate parts that I do not want others to touch (red light).

**Questions for reflection (regarding the green light):**

- What kind of touch can it be? Do I always like it?
- Has the child experienced this touch and, if so, when?
- Is this touch common among people in general, or especially among friends or loved ones?
- Do we know what friends think/feel about being touched in this way?

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### 📌 KEY MESSAGE

All the areas can change colour depending on the situation and the people we are with.

It is very important to start the exercise with the clear idea that no one can touch our genitals, breasts or areas that have been marked as very intimate, only those who they decide can touch them.

It is also important to point out that if someone, especially an adult, touches these areas, they have to ask for help from another trusted adult.

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## MODULE 5:

# The imagery of sexuality (Part I)

| Objective | To reflect on the current imagery of sexuality |
|-----------|------------------------------------------------|
| Time | 30' |

### Activity

Using large sheets of paper or cardboard, ask the students to draw what sexuality is for them. It is a proposal for free association.

Once the drawings are done, they are analysed.

- What have we drawn? Where did we learn what we have drawn? Where did we get these thoughts?
- If the images recall an adult sexual imagery, you can ask the group: why do you think these images come up?
- In what we have drawn, are there any images that show hugs, affection or caresses?
- Are there any drawings that make us uncomfortable? Why?
- Can we put words to all the drawings we see?

**If during the process you notice that boys and girls have drawn significantly different pictures (for example, boys have drawn more sexualised aspects or more explicit images, or that girls have drawn more emotional aspects of sexuality) you can point this out and ask them to think about why this is happening.**

### KEY MESSAGE

Sexuality is a very broad experience, it has different aspects and is different from sex. Sexuality includes desire, affection, caresses...

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# MODULE 5:

# The imagery of sexuality (Part II)

| Objective | To dive deeper in the notion of consent, specifically in the sexuality area |
|---|---|
| Time | 30' |

## Activity

Through a role playing, propose different situations that allow to embrace the concept of consent. Propose to a group of students to represent different situations of social interaction in which a person says "NO".

You can propose different situations, adding aspects such as changing of opinion.

### 📎 EXAMPLE

A group of people is celebrating a birthday party and there is a cake. The group pressures one person to eat a piece of cake.

### Questions for reflection:

- Was it easy to say no? What is the feeling of not being able to say no?
- What would you change about the situation, how would you transform it?
- How is the feeling of pressuring someone?

You can propose to the students to repeat the situation, but, in this case, with the proposed changes.

💡 If you put your gender lenses on, you can observe whether putting pressure on someone is easier or harder for people depending on their gender socialisation.

▶ **VIDEO RESOURCE**
**Consent: it's simple as tea**
https://www.youtube.com/watch?v=oQbei5JGiT8

### 📌 KEY MESSAGE

We always have the right to say "NO" and we can do it at any time, that is, we can change our mind. resource

It is not always easy to say "NO", often it depends on the situation (for example, when we are pressured it is difficult). Therefore, it is important to ask and not to assume what the other person wants or does not want.

When someone puts pressure on you, that person is responsible for ignoring the consent.

# MODULE 6:

## Gender stereotypes

Gender stereotypes are preconceived ideas that have been built up and transmitted in societies over time. They are cultural and social constructions that classify the characteristics (behavioural, physical, emotional) of people, dividing and associating them differently according to whether they are men or women, and limiting their corresponding possibilities of developing certain skills.

| Objective | To present the most common gender stereotypes in our society in order to address the inequalities they entail in the following modules |
| --- | --- |
| Time | 30' |

## Activity

Draw two silhouettes on a large sheet of paper. Then, say which one of these silhouettes is a girl and which represents a boy.

> You can suggest to students that silhouettes can be drawn using their own bodies; they just have to follow the silhouette with a marker and it is an opportunity to work on the act of consenting to a peer touching one's body with an object, in this case a marker.

Once this division, which is binary, has been made, we build the characters based on different categories:

| Body | Tastes | thoughts | feelings | what does she/he like? |
| --- | --- | --- | --- | --- |

**Questions for reflection:**
- Where do we see these stereotypes (advertisements, videos, video games...)?
- What does a boy/girl do to show that he/she is a boy or a girl? How does he/she behave? What is the personal cost, for a boy or a girl, of living in this box?
- What happens if a boy/girl comes out of the "gender box" and starts to behave in a way that does not correspond to what the box indicates?
- How can he/she be treated by his/her family, peers and society? And how can this affect their sexuality?

### 📌 KEY MESSAGE

Although we would like these stereotypes not to exist, they are still present in society and sometimes affect our lives.

It is ok not to comply with these stereotypes and, in order to feel free to be who we want to be, it is important that the people around us respect us.

# MODULE 7:

# What is gender-based violence?

| Objective | Identify the gender-based violence present in our context |
|---|---|
| Time | 30' |

## Activity

Draw an iceberg and ask students what gender inequalities they know.

Broadly speaking, the types of violence that they may come up are:

- Violence in intimate relationships (psychological, physical, sexual...)
- Sexual violence
- Inequalities in the work environment (salary or job distribution)
- Unequal distribution of reproductive tasks

First of all, it is possible that the most visible violence will emerge. From here, using the metaphor of the iceberg, suggest that there are other forms of inequality that we can see in our immediate context and invite the students to reflect about them. At the root of it all, there are the gender stereotypes discussed in the previous module.

You can mention some examples from their reality, such as the unequal use of the ball in games or sports, the occupied space in the playground or sexualising comments ("you have a boyfriend/girlfriend").

It is possible that students tend to name violence that occurs more in other sociocultural contexts. It is important to collect it and to validate it -without denying the violence women experience in other contexts. At the same time, we have to reaffirm that violence also occurs in our context and that we have to avoid reproducing cultural and racist stereotypes.

## KEY MESSAGE

The conclusion is that gender stereotypes cause inequalities. Moreover, these inequalities are reflected in some aspects of sexuality that are taught by our society.

# MODULE 8:

# Have we heard about sexual violence?

Usually students in 5th and 6th grade have heard words such as rape or sexual violence. However, before talking about it, it is necessary to identify if this is the case and what they understand when they hear about it.

| Objective | To understand sexual violence within the framework of gender-based violence in an age-appropriate way |
|---|---|
| Time | 30' |

## Activity

This is a continuation of the previous iceberg. Taking the iceberg from the previous module as a reference, with the different inequalities and violence that have appeared, focus on sexual violence. You may ask:

- What do we know?
- Where have we heard about it?
- Is there anything we don't understand?
- Do you think that hearing news or comments about it affects boys and girls in the same way? What are the differences?

⚠️

This is an opportunity to identify how the discourses on sexual violence refer to the culture of sexual terror. Remember that these discourses do not help us either.

One thing is making violence visible, another is reinforcing hate, terror and victimisation discourse.

## 📌 KEY MESSAGE

The most important thing is to know that sexual violence has to do with violating the other person's boundaries and not respecting consent. It is never the responsibility of the person who suffers it and whether or not they have set boundaries.

We emphasise the connection of sexual violence with gender stereotypes and underline that we cannot understand it if we do not pay attention to the broader context of gender inequality.

# MODULE 9:

## Addressing pornography

Even though most of the students have probably heard of or even been exposed to por-nographic images, at this age we will be working on the "pornification of culture" rather than the specific content of the images they have seen. In this way, if there is someone who has not had access to the certain images, we avoid exposing them to said content that could affect them.

The "pornification of culture" refers to all those images that, even if they are not explicitly por-nographic, refer to this imagery. The "pornification of culture" is present in advertising cam-paigns, television, video clips... It is intimately linked to the hyper-sexualisation of women.

In this module, it is important to remind everyone to respect others and to listen with empathy.

| Objective | To identify elements of pornification in children's cultural references and products |
|---|---|
| Time | 30' |

### Activity

Before the activity, you can open a conversation about their previous knowledge about pornography.

Then, ask them for references or what content they usually watch (Tiktok, music video clips, video game characters...).

From what they show you, guide the reflection to the following points:

- Do you think that what we can see in these images is similar to what we know or imagine about pornography?
- How are the girls represented in these images? And the boys?
- Do you think they represent equal or unequal relationships?

### WHAT CAN YOU EXPLAIN ABOUT PORNOGRAPHY AT THIS AGE?

- That pornography is not made to educate or teach us about sexuality.
- That sometimes the images show violence against women.
- That in real sexual relations, all people should feel comfortable and at ease to enjoy themselves.

## KEY MESSAGE

Pornography is fiction and is not an accurate representation of sex. However, it sometimes depicts situations that closely resemble sexual violence, without saying that it is.

Pornography does not show consent or desire as it happens in real life.

It is possible that at some time, without wanting to, an image has appeared on your computer or mobile phone. This is usually shocking. If this happens to you, the best thing to do is to tell a trusted adult.

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# MODULE 10:

# If it has happened to me... I can seek help...

This module aims to provide the necessary resources to young people in case they realise that they have suffered a situation of sexual violence or they have witnessed someone in their environment experiencing it.

Please, collect the contact information of relevant helplines and support services for gender-based and sexual violence victims / survivors and perpetrators in your locality, region and country, especially those directed specifically at young people. Provide the list of helplines and services with short explanations to your students.

## WHAT TO DO

In the event that a student approaches the teacher to ask for help in the process of requesting support, it is important not to force the person, but to guide him/her following the protocol of action of each educational centre.

Do not blame them, keep an active monitoring.

If a person experiences a situation of violence or is a witness to it, both inside or outside the educational centre, or even if it is not clear to them but they have expressed some concern, it is important for them to ask for help from trusted adults and support services, since it is their right to receive specialised attention.

## KEY MESSAGE

Remember that it is never the responsibility of those who experience it, but of those who perpetrate it.

It is not about sexuality or sex, it is about violence and it is not about setting boundaries, it is about someone else crossing those boundaries.

# MODULE 11:

## Closing

| Objective | To lead to the final conclusions and reflections of the whole process |
|---|---|
| Time | 30' |

**Development**

Each student is invited to reflect on the acquired knowledge. At the same time to think about the next steps (you can recover the thinking routine of the first day). To do this, students are asked to write in three columns and are asked to think about the training they have received and write down:

| WHAT I KNEW BEFORE | WHAT I HAVE LEARNED THAT I DID NOT KNOW | WHAT CHANGES WILL I MAKE IN THE FUTURE OR WHERE DO I WANT THE KNOWLEDGE AND REFLECTION TO LEAD ME TO |
|---|---|---|
| ... | ... | ... |

Once everyone has completed it, it will be shared for the last final reflection and closing.

### REMIND THEM THAT...

...if they have any doubts about sexuality, the best thing they can do is to ask their family or school.

### KEY MESSAGE

To strengthen the acquired knowledge and desired future changes.

# Appendix

| | Resource | Teachers/ educators | Parents/ caregivers | Other | Youth | Children 12+ | |
|---|---|---|---|---|---|---|---|
| 1. | **It's Time We Talked: In the Picture**<br>https://itstimewetalked.com/in-the-picture/ | ✗ | ✗ | | ✗ | | AU |
| 2. | **Pornography: talking about it with teenagers 12-18 years**<br>https://raisingchildren.net.au/teens/enter-tainment-technology/pornography-sexting/pornography-talking-with-teens#sharing | | ✗ | | | | AU |
| 3. | **Catching on Later**<br>https://fuse.education.vic.gov.au/Resour-cePackage/LandingPage?ObjectId=3a7e44 4f-6e31-4a72-baf1-790bd6e4fe58&Search-Scope=All | ✗ | | | | | AU |
| 4. | **I heard it 'round the internet: sexual health education and authenticating online information**<br>https://mediasmarts.ca/lesson-plan/i-heard-it-round-internet-sexu-al-health-education-and-authenticating-on-line-information | ✗ | | | | | CA |
| 5. | **The Fourth R**<br>https://youthrelationships.org/ | ✗ | ✗ | | | | CA |
| 6. | **In the age of Google, is sex ed. nec-essary?**<br>https://mediasmarts.ca/blog/age-google-sex-ed-necessary | ✗ | | | | | CA |
| 7. | **On the Loose: A Guide to Life Online for Post-Secondary Students**<br>https://mediasmarts.ca/sites/mediasmarts/files/guides/on_the_loose.pdf | ✗ | | | | | CA |
| 8. | **Relationships and Sexuality in the Media**<br>https://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_relationships_sex-uality_media.pdf | ✗ | | | | | CA |
| 9. | **Sexuality and Romantic relationships in the Digital Age**<br>https://mediasmarts.ca/blog/sexuali-ty-and-romantic-relationships-digital-age | ✗ | | | | | CA |
| 10. | **Ses offline**<br>https://www.argument.se/wp-content/up-loads/ses-offline.pdf | | | | ✗ | | SE |
| 11. | **Reality Check**<br>https://reality-check.nu/ | ✗ | ✗ | | ✗ | | SE |
| 12. | **Sexochrelationer.se – methodologi-cal material on sex education**<br>https://sexochrelationer.se/ | ✗ | | | | | SE |

| | Resource | Teachers/ educators | Parents/ caregivers | Other | Youth | Children 12+ | |
|---|---|---|---|---|---|---|---|
| 13. | **Planet Porn: Making it easier to talk about porn** <br> https://bishtraining.com/planet-porn/ | | | Responsible adults | | | UK |
| 14. | **Sex and Relationships Education (SRE) for the 21st Century** <br> https://www.sexeducationforum.org.uk/ resources/advice-guidance/sre-21st-centu-ry-supplementary-advice | ✗ | | | | | UK |
| 15. | **Pornography – tips on how to ad-dress in SRE lessons** <br> https://www.tes.com/teaching-resources | ✗ | | | | | UK |
| 16. | **Childline: Online Porn** <br> https://www.childline.org.uk/info-advice/ bullying-abuse-safety/online-mobile-safety/ online-porn/ | | | | | ✗ | UK |
| 17. | **We need to talk about pornography** <br> https://www.amazon.co.uk/ Need-Talk-about-Pornography-Relation-ships/dp/184905620X | ✗ | | Youth workers | | | UK |
| 18. | **Talking to your teen about porn** <br> https://www.familylives.org.uk/advice/teen-agers/sex/porn | | ✗ | | | | UK |
| 19. | **NSPCC: Online Porn** <br> https://www.nspcc.org.uk/keeping-chil-dren-safe/online-safety/inappropriate-explic-it-content/online-porn/ | | ✗ | | | | UK |
| 20. | **Worried about your child and online porn?** <br> https://www.thinkuknow.co.uk/parents/ articles/Worried-about-your-child-and-online-porn/ | | ✗ | | | | UK |
| 21. | **Sexualization of young people** <br> https://webarchive.nationalarchives.gov. uk/ukgwa/20100408143023/http:/www. homeoffice.gov.uk/documents/Sexualisa-tion-of-young-people2835.pdf?view=Binary | ✗ | ✗ | | ✗ | | UK |
| 22. | **The Mix: Porn** <br> https://www.themix.org.uk/search/PORN/ | | | | ✗ | | UK |
| 23. | **Online Pornography** <br> https://www.internetmatters.org/issues/ online-pornography/ | | ✗ | | | | UK |
| 24. | **Your Brain on Porn** <br> https://www.yourbrainonporn.com/ | ✗ | ✗ | | ✗ | | UK |

| | Resource | Teachers/ educators | Parents/ caregivers | Other | Youth | Children 12+ | |
|---|---|---|---|---|---|---|---|
| 25. | **Culture Reframed: Solving the public health crisis of the digital age**<br>https://culturereframed.org/ | | ✘ | | | | US<br>US |
| 26. | **How to Talk to Your Kids about Pornography**<br>https://www.amazon.com/Talk-Your-Kids-about-Pornography/dp/0986370843 | | ✘ | | | | US |
| 27. | **Fight the New Drug**<br>https://fightthenewdrug.org/about/ | ✘ | ✘ | | ✘ | | US |
| 28. | **Good Pictures Bad Pictures: Porn-proofing Today's Young Kids**<br>https://www.defendyoungminds.com/product/good-pictures-bad-pictures | | | | ✘ | | US |
| 29. | **Navigating Pornography Addiction: A Guide for Parents**<br>https://static1.squarespace.com/static/5146816de4b04055d30999b8/t/569a9724d8af100e85072fb2/1452971860313/Navigating+Pornography+Addiction-A+Guide+-for+Parents.pdf | | ✘ | | | | US |

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## Notes