



Emotional education toolkit for youngsters of secondary school

MANUAL FOR TEACHERS



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CONSENT



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1. Framework.....	4
2. The Italian context	5
3. The Spanish context.....	6
4. Mapping.....	7
5. Introduction and general objectives of the Consent toolkit.....	10
6. Specific objectives of the Consent toolkit.....	10
7. What is this toolkit for? Some initial considerations	11
8. Toolkit structure and methodology.....	12
9. Activities for 1 st to 4 th grade of secondary school	15
Appendix.....	52

1. Framework

In the 21st 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 CONSENT 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 scrutiny¹.

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*,

¹ For the full list of methods and programmes included in the mapping, see [Appendix on page 52](#).

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. *Bark's* 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 critical analysis tools related to the consumption of pornography with the aim that students can 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 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 consumption 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 program 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, focusing sexual and affective education 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 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	9 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 students 13 to 16 years old (1st to 4th grade secondary school)

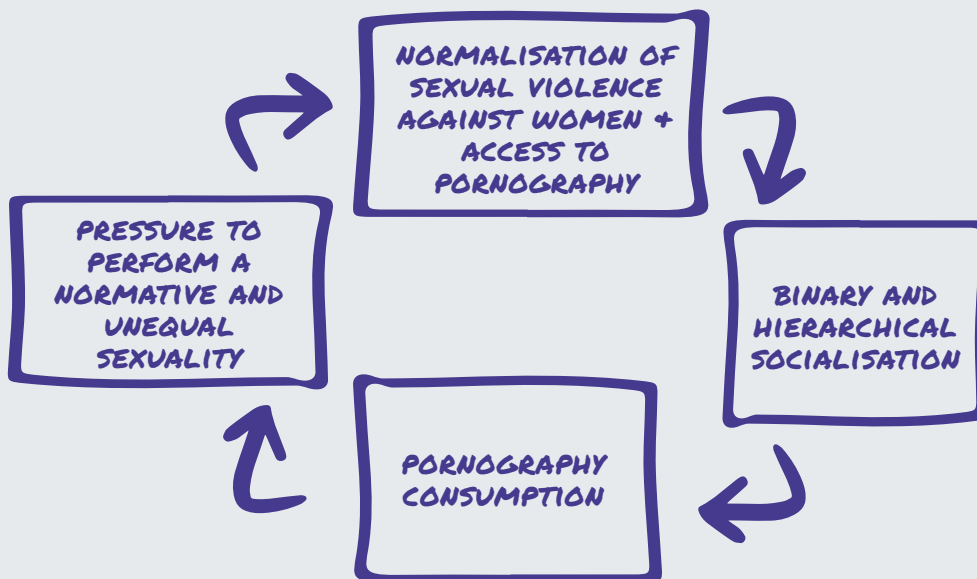


Module 1	Introduction and building of an open and safe space
Module 2	Introduction to the global context 2.1 Patriarchy: privileges and oppression 2.2 Gender stereotypes and sexualisation of women
Module 3	Exploring the body 3.1 Normative bodies and their impact 3.2 Differences in sensitivity
Module 4	Emotions that come up in affective-sexual interactions 4.1 Fears, shame 4.2 Desire, arousal and pleasure
Module 5	Communication and consent 5.1 Non-verbal communication 5.2 Sexual communication 5.3 Expressing and accepting boundaries 5.4 What is consent?
Module 6	Sexual violence as gender-based violence
Module 7	Approach to pornography 7.1 Addressing porn: myths and facts. The effects of porn use 7.2 Analysing porn: categories, bodies, practices 7.3 Analysing porn: the industry
Module 8	Resources and finding support
Module 9	Closing

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

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 1st to 4th grade of secondary 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.



KEY MESSAGE

No shaming, no blaming.

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:

<i>WHAT DO WE KNOW?</i>	<i>WHAT DO WE WANT TO KNOW?</i>	<i>?</i>
...



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:

Introduction to the global context

Pornography is neither produced nor consumed in a bubble, but is part of a global context influenced by inequalities and stereotypes. That is why it is necessary to place it in this current and global context as a starting point to review it and generate a critical analysis in the following sessions, since the unequal distribution of power gives men power over women’s lives, bodies and sexuality.

The activities in this module are aimed at thinking about the social conditions of gender that shape our experiences from an intersectional perspective, i.e., understanding that gender is not the only element that influences our life experiences, but that there are others such as racialisation, age, family background, et cetera.

Although this programme focuses on gender, when we analyse cultural imagery and stereotypes about sexuality and pornography we must also take into account this intersectional gender perspective.

This content block consists of two modules, which can be organised in one session, as follows:

Module 2.1 Patriarchy: privileges and oppression

Module 2.2 Gender stereotypes and sexualisation of women

MODULE 2.1: Patriarchy: privileges and oppression.

Objective	To increase awareness of privileges
Time	30'

Development

Create a questionnaire using anonymous and interactive tools (Mentimeter or Kahoot are some options), in order to ensure the anonymity of the answers.

First of all, the questionnaire needs to be created, with a first question asking for the gender of the participants (“Male, Female, Non-binary”).

In the questionnaire, a list of situations that show different aspects related to gender oppression must be introduced; the students must answer Yes or No depending on whether it is something that happens to them and they have experienced in their life or not.

The teacher reads one sentence at a time and the students answer; the percentages of the answers can be seen on the screen while maintaining anonymity.



In this programme we will talk more explicitly about gender inequalities and stereotypes. However, it is important to be aware that gender is not the only axis of inequality and discrimination in our society and that racialisation, body diversity, LGBTphobia, and other dimensions of inequality are also reproduced through stereotypical and violent representations in pornography.



Ask for honesty and to avoid sharing answers with others. Remember to be non-judgmental.



KEY MESSAGE

Living as a man or as a woman, as well as transgressing the mandates of the binary sex-gender system, leads to experiencing different situations that, moreover, represent inequalities. Gender is not the only axis that generates social inequalities. This analysis is necessary to address the effects of pornography.



LIST OF SITUATIONS

- I feel that I am sexualised because of the clothes I wear or I have received sexualising comments.
- I have heard comments, at school or in high school, that sexualize people of my gender.
- I often receive comments about my body and my physical appearance when I don't ask for them, especially in public spaces (e.g on the street).
- When I play sports, they separate me or exclude me from the rest of the group (because they consider me to be a weak person, with little or no skill in the sport, etc.).
- When we play with a ball, they don't pass it to me.
- I notice that the teachers have a different attitude towards people of the other gender in class.
- I notice that the teachers are more patronising towards people of my gender.
- When I get a good grade, I receive comments that suggest that it is not because of my effort or my intelligence.
- Others often question me when I speak or I have less opportunities to speak and give my opinion in class.
- Often, in class, they make jokes about the experiences I express/share.
- In general, teachers select me, value me or encourage me more in subjects such as arts or drawing (and less in technical subjects).
- In general, teachers take me more into consideration in subjects such as physical education (and/or mathematics and science).
- I have been called things like “dyke”, “tomboy”, “faggot”...
- I have been called racial slurs or slurs that allude to my skin colour.
- I have changed my clothes or the way I dressed because of what other people might think. I have stopped doing something because of other people's opinion.



Although the guiding principle focuses on gender, it is important to keep in mind that other social categories are also influencing our life experiences. Intersectionality is an overarching vision. Therefore, it is important to make it explicit and consider it throughout the discussion.

MODULE 2:
Introduction to the global context

MODULE 2.2: Gender stereotypes and sexualisation of women

Continuing with the content covered in the previous module, we focus on how gender stereotypes include the sexualisation of women, which enables inequalities and is the source of the normalisation of sexual violence. Gender stereotypes and the hyper-sexualisation of women are present in pornography and that is why it is important to learn to identify them.

Gender stereotypes are preconceived ideas that have been built up and transmitted in societies over time. They are cultural and social constructions that classify people’s psychological and physical characteristics, dividing them into men and women, and limiting their respective potential to develop certain skills. Once we have divided people into men and women according to stereotypes, we begin to assume which behaviours correspond to each. Therefore, we learn to act in this way, according to what we have been told a man or a woman behaves like. Gender roles express the behaviour that is expected of a person in a given society, depending on his or her sex.



In pornography, ageist, transphobic racist, and other stereotypes are also reproduced.

Objective	To critically reflect on and deconstruct gender stereotypes and to give students the opportunity to reflect on the objectification and hyper-sexualisation of women and girls in the media
Time	30'

Development

The students analyse different advertising campaigns and images from video games. You can show a compilation of different advertising images or project them on the board.


The students identify different aspects and characteristics (such as stereotypes, roles or behaviours) represented in the images according to gender. First, the group analyses the gender aspects.



IMAGES FOR DISCUSSION
Annex 1: Advertising campaigns, page 40

You can use the following chart on the board and fill it with the ideas that emerge:


	WOMEN	MEN
BODY		
AGE		
BEHAVIOUR OR ROLE PERFORMED (WHAT IS HE/SHE DOING? WHAT DOES IT TELL US? (MESSAGE))		
FOR WHO IS THE ADVERTISEMENT OR TO WHOM IS THE BEHAVIOUR DIRECTED?		
WHAT ARE THEY ADVERTISING?		


 It is possible that showing some of the images, expressions of hegemonic masculinity come up (laughs or sexualizing comments against women). It is important to point this out and set the limit, as this has an impact on the female colleagues.

Questions for reflection:

- What does the image say about men? And about women?
- What is not seen or represented? What is left out of the chart and the images (ways of expressing gender that transgress stereotypes, as well as ways of expressing oneself outside of the binary, normative body types...).
- What happens if a boy/girl starts to behave in a way that does not correspond to what society prescribes? What treatment does he/she receive from his/her environment (family, friends...)?

Secondly, using the same exercise, focus on the sexualisation of women.


 It is possible that they reply that they are not influenced by the opinions of their environment and that they are free to express themselves as they wish. One way to encourage them to be honest is for the teacher to share some occasion in which we have been affected by gender stereotypes.

Some questions to guide the reflection:

- What message does the image you see convey?
- What does it say about men's sexuality? And about women's sexuality?
- How can this sexualisation be related to gender inequalities?
- Why and to what end are women sexualised? What effects can this have on our lives?
- Does sexualization affect all women equally?


 Remember that gender is not the only source of inequality and that the sexualisation of women is also influenced by racism or ageism.

Finally, it is necessary to guide the reflection:

- How does this affect us in our lives and in our relationships? What expectations does it generate for us? And towards other people?
- How does it affect us? Can it entail some kind of limitation?

Invite students to ask themselves if they may have internalised any of these messages.



KEY MESSAGE

Today's society and media objectify and hypersexualise women and girls and this affects society's view of them, creating unfair situations and limiting freedom of expression, behaviour and feeling, etc.

MODULE 3:

Exploring and experiencing our bodies

After thinking about gender stereotypes and specifically about the sexualisation of women, we talk about how this affects our experience of our bodies. These modules serve as a basis for the following ones, since with knowledge of our bodies we can listen to our emotions, needs and desires.

This content block contains 2 modules that can be organised in a single session, as follows:

Module 3.1 Normative bodies and their impact

Module 3.2 Differences in body sensitivity

MODULE 3.1: Normative bodies and their impacts

Objective	To become aware of how social imagery affects our experience of our bodies
Time	30'

Development

Write on the board the characteristics of the bodies we see in films/se-ries/Instagram/Tiktok.... You can choose whether to show the images or just name these role models.

Who are role models for teenagers? We recommend you adapt the list to those your students admire.



TIP

You can also show film clips or fragments or ask which models your group would like to work with.

<p><i>BELLA HADID (MODEL)</i> <i>KYLIE JENNER (MODEL)</i> <i>ZENDAYA (ACTRESS)</i> <i>BRANDY MMELVILLE (MODEL)</i> <i>ESTER EXPÓSITO (ACTRESS)</i> <i>MARÍA PEDRAZA (ACTRESS)</i></p>	<p><i>CRISTIANO RONALDO (FOOTBALLPLAYER)</i> <i>NEYMAR (FOOTBALL PLAYER)</i> <i>GAVI (FOOTBALL PLAYER)</i> <i>ITZAN ESCAMILLA (ACTOR)</i> <i>MIGUEL HERRÁN (ACTOR)</i> <i>ÁLVARO RICO (ACTOR)</i></p>
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Afterwards, encourage a reflection that addresses questions such as:

- Do you think we are affected by this model? In what way?
- Do people in general have these characteristics? Have you ever felt uncomfortable about not conforming to this?
- What consequences do you think it can have? Can it lead to any kind of limitation?
- Do you feel that you have been conditioned by the models you see in films, advertisements and so on?



KEY MESSAGE

Living within these roles and canons has a personal cost and generates expectations of ourselves and others that prevent us from appreciating the diversity of bodies as a richness.

MODULE 3:
Exploring and experiencing our bodies


MODULE 3.2: Differences in sensitivity

Objective	To reflect on the different sensations and levels of bodily sensitivity
Time	30'

Development


In this module the group works on the fact that different bodies have different ways of functioning and different levels of sensitivity. Therefore, we propose to start a debate with open questions:

- Do you think that sensitivity is the same in all parts of the body?
- Do you believe that everyone has the same level of sensitivity or do you think that some people can have more/less sensitive than others?
- Do you think that the intensity with which we perceive sensations can change? What does it depend on?
- Do you think you are aware of the different bodily sensations? Is it easy for you to identify them?
- What would help you to connect with your body?



TIP


If you feel comfortable, you can do a body scanner exercise, because it is possible that when one thinks about sexuality, the attention is directed to the genitals. The body scanner can help to become aware of the totality of the whole of our bodies.



IT IS POSSIBLE THAT...

...the discourse may focus mostly on sexual organs and genitals. It is necessary to broaden the focus and to raise the possibility that sensitivity is present in different parts of the body.

...masculinities may attempt to reassert themselves on genitalia and it may be more difficult for boys to broaden the focus of body awareness.



KEY MESSAGE

People's bodies are very diverse and people have different bodily sensations, which can change over time and in different situations. Body-awareness is fundamental to know ourselves. It is important to emphasise the fact that levels of sensitivity and awareness can change from one moment to the next and that it is a dynamic experience.

MODULE 4:

Emotions involved in sexual-affective interactions

It is important to address the issue that affective and sexual interactions involve emotions, some of which are pleasant and enjoyable, such as desire, arousal, pleasure, joy or connection, and others that can be more difficult to experience, such as embarrassment or shame.

This content block contains 2 modules that can be organised in a single session, as follows:

Module 4.1 Fears and shame

Module 4.2 Desire, arousal and pleasure

MODULE 4.1: Fears and shame

Objective	To think about what emotions can arise in sexual affective relationships and to explore strategies for dealing with them
Time	30'

Development

In small groups, the following questions are presented for reflection. The students are invited to answer the questions based on their imagination (what they think is happening); unless the person wants to, it is not necessary to share personal experiences. We will talk about ideas and opinions we have.

- What emotions can arise when we think about sex or sexuality?
- In particular, what fears might arise?
- Where do these fears come from? What triggers them?
- How can we react to our insecurities? What would be good for us to receive if insecurities appear?
- How can we respond to the insecurities of others?



KEY MESSAGE

People's bodies are very diverse and people have different bodily sensations, which can change over time and in different situations. Body-awareness is fundamental to know ourselves. It is important to emphasise the fact that levels of sensitivity and awareness can change from one moment to the next and that it is a dynamic experience.



In 1st and 2nd grade of secondary school you can talk more about sexuality and interactions, flirting...

Students in 3rd and 4th grade want to talk more openly about sex. That's right! Remember that sex is not only the heteronormative imagery of penetration and that there are people who have not yet had a shared sexual experience or who are not interested in it.



WARNING

Sometimes, insecurities do not arise only because of our personal experiences, but it can be a sign that the person we are with or the space we are in does not make us feel comfortable!

MODULE 4:
Emotions involved in sexual-affective interactions

MODULE 4.2: Desire, arousal and pleasure

Objective	To think about the boundaries around desire, pleasure and masturbation, from a gender perspective
Time	30'

Development

Video viewing and discussion in small groups (approximately 5 people).

Questions for reflection (from less to more complex according to age):

- What happens to the characters in the video? Is anything left out? What happens to the boy, specifically?
- Do you think there is a difference between the desire that men and women can feel? Do you think there is a difference between men's and women's masturbation?
- Do you think that you have to be attentive to the other person's pleasure?
- What is necessary to experience pleasure (the following questions may help in this reflection)?
- Do we need another person to experience pleasure?
- Do you think that if a person masturbates it is because he/she is not satisfied with the sexual relationship he/she has with the other person?

Afterwards, each group will share the ideas that have been emerging with the whole group and they will be collected for the closing exercise. The final reflection should focus on the following points:

- There is no gender difference when it comes to experiencing desire for another person or feeling the desire to masturbate. However, it is true that the social context gives men and boys the privilege of expressing it, whereas the expression of desire in women has often been discouraged or punished (for example, it is more normalised for men and boys and they can express it more freely, whereas girls/women cannot express it as they may be blamed or rebuked, or receive pejorative comments if they do).



VIDEO LINK

Oh My goig - El plaer
[Up to min 6:10]

<https://beteve.cat/oh-my-goig/oh-my-goig-el-plaer/>



It is important that students feel comfortable in the discussion group.



If you pay attention and use "gender lenses", you will certainly detect differences depending on the gender socialisation of the people in the group.



There are no natural gender differences in desire, but not all people experience the same intensity of desire. Sometimes, we feel pressured to feel or express desire for affective-sexual interactions, and this is not compulsory and should not be forced.



KEY MESSAGE

To experience pleasure, we need to feel safe, to experience desire, arousal, to have feelings, thoughts, to feel curiosity, to experiment, to know our own needs and boundaries, etc.. It is not necessary to be with another person to feel it, but if we are, communication, respect, consent, negotiation, etc. are all necessary.

Desire and pleasure are emotions that often appear when we think about sex and sexuality. All people, regardless of what our bodies are like, have the same possibility and are able to experience them. Everyone too has the same sexual rights, although sometimes boys and girls have received different messages about sexual pleasure and enjoyment.

In a relationship, it is important to be attentive to one's own pleasure and that of the other person, without making compromises that may be detrimental to oneself.

Gender socialisation and beauty standards can influence how people relate to pleasure.

MODULE 5:

Communication and consent

Verbal and non-verbal communication are fundamental and a necessity in affective-sexual interactions and sexual relationships.

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

Session 1: **Module 5.1** Non-verbal communication
 Module 5.2 Communication during sex

Session 2: **Module 5.3** Expressing and accepting boundaries
 Module 5.4 What is consent?


MODULE 5.1: Non-verbal communication

Objective	To learn to be aware of each other's non-verbal signals, to recognise them and to know their importance.
Time	30'

Development

The activity consists of working in pairs: one person (who we will call the guide) holds the other's hand (the *guided* person), who will have their eyes closed, to lead them through the available space. Neither person is allowed to speak.

 **INSTRUCTIONS FOR THE GUIDE:**
 You have to guide the person in the space.

 **INSTRUCTIONS FOR THE PERSON BEING GUIDED:**
 Close your eyes. You will be guided by your partner but you can give signals (non-verbal!), to indicate if you want to stop or anything else (you can signal to your partner to stop, to go one way or the other... whatever you feel you need).

Neither the guided nor the guiding person must not know the instructions that have been given to the other role. The students are invited to stand in pairs and instructions are given: the guiding person will only receive the instruction to guide the other through the space while the guided person can give signals to indicate when he/she wants to stop). We leave about 5 minutes to walk freely in the space and then propose some questions for reflection.

After this, students can swap roles.

Questions for reflection

- How did you feel in your role? Did you feel comfortable, uncomfortable, uncertain?
- Did you want to do something and end up not doing it because the other person did not allow you to?
- Did you notice or feel that the other person wanted to do something but you didn't heed him/her? If you didn't respond to what the other person was expressing, what led you to do that? Can you think of another real life situation where you may have crossed the boundary of what the other person was trying to communicate? Are there any real life situations where you didn't listen to or respect the boundary another person was communicating?
- Is it easy to perceive what the other person wants or needs? How do we feel when we listen to or pay attention to our partner? And when we don't? Why didn't we pay attention to the other person? Would it have been easier if verbal communication were allowed?
- How do we feel when they listen to us? And when they don't? Did you felt that you wanted to leave or stop but the other didn't? Did you at any point feel that your partner wanted to do the same as you?



Observe what the guides do: do they stop or do pay attention if they see the other feeling insecure? Do they respond to the partner's signals? Do they ignore them?

Put on your "purple lenses" to spot any possible gender differences.

You can even record actions of attention/inattentiveness or transgressions of boundaries.



As always, if messages appear that legitimise going beyond the other person's boundaries or doing something that will not be pleasant for him or her, point it out and encourage the students to reflect on the possible consequences if this happens in sexuality. Gently but firmly convey the message that this is important.



KEY MESSAGE

Non-verbal communication is essential but it is not the only one, as it is sometimes less explicit and it is always worthwhile to ask. Non-verbal communication alone can lead to misunderstandings. At the same time, it is important to learn to read each other's non-verbal signals because they also give information about what is happening.

MODULE 5:
Communication and consent

MODULE 5.2: Sexual communication

In this module, building on previous learning, it is important to emphasise that non-verbal communication is necessary, but that in sex, verbal communication is also required and that this must be consistent with non-verbal cues. Communicating, asking for what we would like and asking if the other person also wants it is key to enjoying sexuality.



This does not mean that for people who do not use speech, sexual communication is not possible to ensure consent.

Objective	To recognise the importance of consent to enjoy sexuality
Time	30'

Development

Watch the video and discuss it.



VIDEO LINK

PlayParty- SidaStudi

<https://www.youtube.com/watch?v=C5tVQyJQuws>

Questions for reflection

- Is talking during sex hard and can it “spoil the mood” or can it be “sexy”?
- Do you think that talking or asking can be inhibiting or can it be an advantage?
- Are there things that are easier to say or ask and things that are more difficult and make you a bit nervous?
- How could we say that we don't like something, that we don't feel comfortable, that we don't want a sexual relationship, etc.? Make a suggestion. Is it easy to say that we like what is happening? Do you feel that you might offend, hurt or alienate the other person? And on the contrary, do we hate to be told that the other person doesn't like it or isn't enjoying it?
- How do you feel when you are told that the other person doesn't like something or that they are not comfortable with something?



Young people ask us to be specific when we talk about consent and sexual communication. “You talk about desire, consent, but... how can we do it?”



TIP

In 1st and 2nd year of secondary school, you can take advantage of the previous module and ask questions to transfer the forms of consensus to sexuality.

What questions could we ask if we think our partner wants to stop?

How can we make sure that he or she feels comfortable?

If you feel like kissing, how can you do it?



“This kills the mood!” We may hear comments along these lines when we talk about sexual communication, especially from boys. It is important to keep in mind the context of naturalisation of sexualised violence, so:

Address the comment and set a boundary. Relate it to the risks of not asking.

Remind them that communication is necessary to ensure sexual consent. In addition, it helps to obtain more pleasure.

What can we find?

- The fear of not pleasing the other person, of making them uncomfortable, of hurting them, etc. when we say that we do not want something or that we do not like it: if there is trust and a safe environment, we can choose the way we say things, it can be more assertive and friendlier. It is possible to reduce this fear by encouraging expressing what we do not want, and then trying to find practices that please both people (here we also include caresses, hugs, etc. as seen in the video).
- The idea that "It's a matter of talking later" and/or the fear of talking too much or too often: it is important to point out that it is important to talk when we don't want to do something, when we don't like it, when we want something, when we are being treated badly, etc. without postponing it.
- The fear that the other person will be angry if you say "no": when this happens, it is important to emphasise that it is a right to be able to reject a person or a situation.



As teachers, we must be attentive to possible gender-based violence! Remind them that getting angry or reacting aggressively to a rejection of a sexual proposition is a form of gender-based violence.



TIP

Emotions such as embarrassment can arise along with laughter. It is important to ensure there is an environment of trust and non-judgment in the conversation.

To discuss the video and the different situations, small groups can be a way for people to feel more comfortable, but it must be taken into account that it can be difficult to collect or repeat certain "messages" that may need to be addressed (messages of a sexist, classist, racist nature, etc.).

It is advisable to point out the diversity of bodies, sexualities, etc. present in the video.



KEY MESSAGE

Expressing oneself and asking directly helps to enjoy sexuality and to make sex a pleasurable experience.

Ask about different possibilities (saying no, giving alternatives that we like more or are more interested in, etc.).

It is possible and we have the right to change our mind at any time.

It is possible to ask for something that we like and that gives us pleasure and not only refuse certain practices.

The fact that an action or behaviour pleases or displeases us is something that we learn and can change, each body is different.



BOOK

Yes is the sexiest word,
Shaina Joy Machlus

MODULE 5: Communication and consent

MODULE 5.3: Expressing and accepting boundaries

Objective	To experience what it means to set/respect boundaries and recognise one's own needs/dislikes
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Time	30'
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Development

Students stand in two lines, facing each other, forming pairs.

After taking a moment to look into each other's eyes, one person tells the other what he or she would like to do (e.g., "I want to touch your back" or without physical contact, "I want you to sit down"). The instruction has to be formulated in accordance with the desire that emerges when looking into the other's eyes.

The person receiving the instructions can decide whether to say "Yes" or "No" and consequently carry out the action or not. The roles are then reversed.

Then, in order to change partners, it is suggested that one of the two rows moves one position to one side.

Once all the people in one row have been paired with all the people in the other row, depending on the remaining time, you can do two rounds or shuffle the two rows and restart the activity.

The activity ends here because the reflection questions are included in the next module.



TIP

It is not easy for everyone to make eye contact. If laughter appears, that's ok; you simply address what is happening and return to a climate of trust.



If you hear a sexualising comment, stop the activity and firmly and with care, set a boundary and remind the students that in this space no form of gender-based harassment or violence is allowed.



Remember that it is a right to refuse a situation or instruction!

MODULE 5:
Communication and consent


MODULE 5.4: What is consent?

Objective	To understand what consent is and what characteristics it must have. Following the line of the previous module, to experience a healthy situation in which it is possible to set a boundary and that the other person respects it.
Time	30'

Development

Based on the previous activity, continue with questions for reflection that can be asked in an open group:

- What is consent?
- Is it possible to say yes or no and then change your mind? What do we need to be able to say yes or no?
- How do we feel when the other says no? How do we feel when we say no? How do we feel when they say yes? How do we feel when we say yes?
- How do we feel when we set boundaries?
- If you look at it from a gender perspective, it is possible that girls find it harder expressing boundaries and are more focused on the other person's satisfaction. If this does not happen, fantastic!
- If it does happen, remind them that the responsibility for sexualised violence never lies with who does or doesn't express boundaries, but with those who transgress them
- How do we feel when a boundary we set is respected?
- Can we recognise our own needs and desires?



If you look at it from a gender perspective, it is possible that girls find it harder expressing boundaries and are more focused on the other person's satisfaction. If this does not happen, fantastic!

If it does happen, remind them that the responsibility for sexualised violence never lies with who does or doesn't express boundaries, but with those who transgress them.

The final reflection should focus on the following points:

- Give the definitions of what consent is and what it is not [next section].
- It is possible to change your mind at any time. A yes at one moment does not imply a yes to everything at any other moment.
- The fact that we don't like something or that we don't want to do it shouldn't make the other person angry, because mutual respect and trust are needed, and because my needs are as important as the other person's needs. Getting angry when the other person says "no" is a form of pressure.
- If we are not sure that the other person is consenting, the best thing to do is to stop and ask explicitly. If I don't say no, but I would like to say so, first of all I am hurting myself. It is fair to be able to say no and for the other person to accept it. We have the right to say no and, if we feel that saying "no" is uncomfortable, surely there are characteristics of the relationship that tell us that it is not a comfortable or safe space. Social norms also generate pressure, especially for women.
- If I am asked to do something I don't want to do, I have the right to say no and stop the situation. If uncomfortable situations arise, it is good to ask for help [Module 8].



KEY MESSAGE

We can always change our mind at any time. A yes at one moment does not mean a yes to everything at any other moment.

Getting angry when someone says "no" is a form of pressure.







If we are not sure that the other person wants and likes what is happening and is consenting, the best thing to do is to stop and ask them explicitly.



CONSENT IS...

the verbal and/or non-verbal agreement to sexual activity that is given voluntarily as a manifestation of the person's free will, in the context of the circumstances.

...AND...

-  It cannot be given as a result of violence.
-  It cannot be given under the influence of alcohol or substance abuse.
-  It cannot be obtained through the use of coercion and/or control.
-  It should be explicit: the absence of "yes" means "no".
-  It cannot be bought or sold.
-  It can be "revoked" at any time during sexual activity and/or can refer to a specific act within a consensual sexual activity.

MODULE 6:

Sexual violence as gender-based violence

Objective To show the pyramid of gender-based violence in order to illustrate how the different acts and behaviours, both verbal and physical, depicted in pornography are acts that in other contexts would be called acts of violence. To identify sexual violence as a form of gender-based violence.

Time 30'

Development

Draw an iceberg on the board and start by asking the group to give examples of acts of violence that they have seen in conventional pornography, or they have heard about from other people, or they imagine are common in pornography (or not). Place the acts on the pyramid or iceberg of violence.

Then ask the group:

- How do you think the same type of behaviour would be perceived if someone did it to another person in a public setting, in the school hallway, at a workplace or at home? How would you feel if you were subjected to this behaviour?

Help the group reflect on how the reproduction of active and dominant roles in men (the gender stereotypes discussed) is connected to the elements of violence in pornography.

- What could be the reason why pornography contains so much violence and rape? How does this process of normalisation take place?
- What do you think about pornography that often shows men conquering women in different ways or that shows that men should like to rape and/or dominate others? And that women and others would like to be raped and/or dominated?
- What do you think about this? Is this something you recognise?

The final reflection must consider the following:

- Pornography transmits and perpetuates destructive and harmful norms of masculinity that must be upheld through the use of violence. In particular, it promotes sexual violence (for example, boys and men learn that there is no need to respect a "no") and teaches that sexual violence is to be expected. On the other hand, it does not teach young people a sexuality based on consent, respect, equality, etc.
- If you think it would be useful, students can be divided into smaller groups.

What can happen?

- To do this exercise you will need to have already discussed and defined gender-based violence.
- Find out if the students can relate their reflections to previous discussions you have had about gender norms, power and violence.

- To start the discussion, you can give examples of things that can happen, such as abusive/derogatory language, someone pulling another person's hair, someone spitting on someone else, objectification of women, etc.
- If you think that many of the young people in the group have not had direct contact with pornography or are not ready to discuss the link between violence and porn for other reasons, you can focus on the verbal abuse and physical violence mentioned in statistics from different studies (such as slapping, hair pulling, choking, spitting, etc.) and talk about where to put them on the pyramid.



KEY MESSAGE

Pornography reproduces norms that uphold a power hierarchy or dynamic in which men conquer women.

What is considered to be sexual violence in the "real world" is the norm in pornography.

MODULE 7:

Approach to pornography

MODULE 7.1: Addressing pornography: Myths and facts. The effects of porn use

Objective	To deconstruct the myths about pornography and reflect on how it affects us.
Time	30'

Development

Create a questionnaire using tools such as Mentimeter or Kahoot to ensure anonymity in the answers.

In the questionnaire, write a list of ideas that show different myths about pornography. The possible answers are "Myth", "Truth" and "I have doubts".

The teacher will read a question, the students have to answer and the answers will be shown on a screen.

For each question, the teacher will give information to be able to deconstruct it. The correct information is shown below.

MYTH	REALITY
PORNOGRAPHY IS SEXUAL EDUCATION	<p>Mainstream pornography is characterised by violence, sexism, racism and a lack of consensual communication (for example, about protection). Condoms and the discussion of the risks involved in sexual activity almost never appear in pornography. Moreover, it also reinforces racist stereotypes, such as the hyper-sexualisation of black women or the infantilisation of women with Asian features.</p> <p>In pornography, violence is also the norm: a 2010 study revealed that 9 out of 10 of the most popular pornographic films contained physical violence, such as open-handed slaps, asphyxiation, etc. Almost 50% of all scenes contained verbal aggression, such as calling the woman a "whore", etc. Virtually all humiliation, aggression and violence in pornography is directed at women by men, and women are coerced to appear to enjoy the sexual violence.</p>

MYTH	REALITY
<p>PORNOGRAPHY DOES NOT HAVE AN IMPACT ON RELATIONSHIPS</p>	<p>Research has identified a correlation between pornography consumption and, in general, lower quality of relationships. In youth clinics, there is a growing trend of so-called “pornography-induced erectile dysfunction”, in which young people experience delayed ejaculation, an inability to become aroused with real partners, and difficulty achieving or maintaining an erection long enough to have sexual intercourse.</p> <p>Today's pornography presents a distorted and inaccurate view of the appearance and function of men's and women's bodies.</p> <p>Consumers of pornography can become critical of themselves and their partners, and develop unrealistic and harmful expectations regarding sexual appearance and behaviour. Both may end up experiencing a lack of self-esteem, or feel pressured to engage in sexual acts with which they are uncomfortable, believing that these acts are “the norm”. Furthermore, pornography socialises male viewers to see women as objects who must provide sexual pleasure to men. Research has found that only 10% of the scenes contained positive behaviour such as kissing, laughing, hugging; and even these scenes contained an average of four aggressive acts. In mainstream pornography, women are reduced to body parts to be “poked”, “bitten”, “pulled”, “stretched”. If we transfer these messages to real-life relationships, it is not surprising that men, in particular, are deprived of the ability to experience romance, passion and physical and emotional intimacy with a real partner, as well as finding it increasingly difficult to be aroused by their sexual partners. Their sexual fantasies are increasingly dominated by scenes that are often more primitive and violent than their previous fantasies, and instead of using their senses to experience pleasure with their partner, they have to imagine they are in a porn film.</p>

MYTH	REALITY
<p>PORNOGRAPHY IS JUST A FANTASY</p>	<p>People argue that pornography is just a fantasy, but in order to make pornography, pornographers use real people who participate in real sexualising acts that have real life consequences. Women are forced to endure degrading, dehumanising and violent sexual acts and the task of the woman is to pretend to enjoy everything that is done to her body. The message conveyed by the pornographic industry is that the type of women who exist in pornography want and deserve to be humiliated. But behind the scenes there is a real woman or girl, with a real story, who is forced to endure violence, pain and humiliation.</p>

MYTH	REALITY
<p>PORNOGRAPHY DOES NOT CAUSE VIOLENCE</p>	<p>Hundreds of international studies conducted over 50 years show an undeniable link between the consumption of pornography among boys and men and the increase in sexual aggression against women and girls. A 2016 meta-analysis combining 22 individual studies from seven different countries found a statistically significant link between increased pornography consumption and increased sexual assault, regardless of whether the pornography contained explicit physical violence or not. The researchers argue that this is a consequence of the reification and degradation of women, which is present even in scenes without explicit physical violence. Another study conducted in 2016 among 4,564 young people aged 14 to 17 in five European countries, found that the likelihood of boys committing sexual abuse was significantly positively associated with habitual consumption of pornography. The study also found that boys who regularly watch pornography are significantly more likely to have negative gender attitudes. Thus, mainstream pornography contributes to attitudes that trivialise violence against women and to behaviours that promote violence against women. Women victims of male sexual violence testify that pornography acts as a catalyst and inspiration for sexual aggression perpetrated by men and boys.</p>

MYTH	REALITY
<p>WATCHING PORNOGRAPHY CAN- NOT BECOME AN ADDICTION</p>	<p>Addiction is not only related to drugs or alcohol, it can also be to pornographic content, which shapes the attitudes of viewers and, in turn, affects their behaviour. In fact, anyone who suffers from an addiction shows a loss of control over an activity, pursuing it compulsively despite the negative consequences. A survey conducted in 2001 by Msnbc.com revealed that 80% of pornography users felt that they spent so much time on these websites that it jeopardised their relational or professional life, and some men stated that they increasingly spent more and more time on the Internet searching for pornographic material and masturbating. As the addiction develops, the person needs increasing amounts of pornography to achieve a pleasurable effect.</p> <p>At the same time, tolerance develops to such an extent that the need for more and more “doses” of the stimulus to satisfy the craving becomes apparent, leading to abstinence crises when there isn’t the possibility to use, as well as the need for less and less of the “substance” to desire it intensely. This leads, in the case of pornography, to the fact that the images that used to be arousing no longer have the same effect and that the craving increases, but not necessarily in the pleasure associated with consumption.</p>



LEARN MORE

<https://prostitutionresearch.com/10-myths-about-porn/>

<https://theconversation.org/>



KEY MESSAGE

Some claim that there are certain types of pornography that do not contain humiliation, dehumanisation or violence against women, and that they are produced on equal terms. Nevertheless, films with this kind of content are almost non-existent, and the content that claim to be "feminist" is not for free, which makes this kind of pornography virtually inaccessible to young people. Moreover, there is no tangible empirical evidence to support the idea that so-called feminist, alternative or female-directed pornography is produced in non-coercive circumstances.

MODULE 7:
Approach to pornography

MODULE 7.2: Analysing porn: categories, bodies, practices

Objective	To analyse what is shown and what is not shown in pornography
Time	30'

Development

Based on the questions “What information can we find in a pornographic video? What do you think porn shows?”, the following table will be provided to analyse what is seen in porn and to invite analysis and reflection.

	<i>MEN</i>	<i>WOMEN</i>
<i>BODIES</i>		
<i>SEXUAL RESPONSE</i>		
<i>COMMUNICATION</i>		
<i>EXPRESSIONS OF OWN DESIRE</i>		
<i>CATEGORIES/LABELS</i>		
<i>SEXUAL PRACTICES</i>		

This table is binary because pornography tends to reproduce gender binarism or violence against transgender people. Highlight this fact to the students.

Questions for reflection

- What is not shown? What bodies or identities are invisibilised?
- How are women and men portrayed?
- What other behaviours can we identify that differ between genders?
- What is real and what is not?
- How do you think this kind of porn affects us? Does it affect us differently depending on our gender? If so, how?
- Which people experience more violence in pornography? Do you think other people are affected by pornography?
- What is not seen? Is there any communication or consensus?



KEY MESSAGE

Mainstream pornography reproduces and normalises violence and stereotypes present in our society, such as sexual violence against women or racist stereotypes. It also shows an immediate sexual response, with no process, leaving no room for consensus.

MODULE 7:
Approach to pornography

MODULE 7.3: Analysing porn: the industry

Objective	To reflect on who wins and who loses when it comes to the production and distribution of pornography, and how the people involved in the production of pornography are affected by it
Time	30'

Development

Divide the class into pairs. Each pair has to talk for 10 minutes about who they think wins and who loses in pornography. They should take a blank sheet of paper and divide it into two columns (winners and losers). They will have to write their thoughts in each column. When they have finished, collect the answers from the different pairs on the board and create a space for the students to share their thoughts (15'):

Questions for reflection

- Why do you think they are winners/losers?
- Are there other groups/persons affected by pornography that are not written on the board?



THE ONLY WINNERS IN PORNOGRAPHY ARE...

...those who make money from sexual exploitation and the losers are everyone else.

Regarding the consumption, production and culture of pornography:

- Pornography is a multinational industry created by men for men, a medium that perpetuates the sexualised power imbalance in which men are portrayed as dominant and powerful, and women as submissive and powerless.
- The owners of pornography production and distribution make huge profits and therefore have an incentive to mainstream and normalise pornography.
- The industry exploits marginalised and socio-economically vulnerable girls and women who have already been subjected to various forms of physical and sexual violence, including prostitution and human trafficking. In the eyes of the industry, their vulnerability and lack of alternatives facilitates their exploitation.
- With the increasing digitalisation of our lives, the industry is transforming and new forms and methods of sexual exploitation are emerging, for example, OnlyFans, exploitation through social networks, etc.
- Women in pornography and prostitution often share the same concerns: being in the sex industry cannot be considered a free choice. These women experience significant physical and psychological harm, and find it difficult to leave the industry.
- Men who are filmed for pornography are ordered to degrade, dehumanise and commit various forms of sexual violence against women.



Reflections can bring up difficult feelings among the students. It is important to show understanding and affirm their feelings, making it clear that the porn industry is responsible for the violence in pornography, and to avoid blaming the individual watching it.



KEY MESSAGE

In general, society as a whole loses when the porn industry normalises male violence against women and gender inequality.

MODULE 8:

Resources and finding support

This module aims to provide young people with the necessary resources in case they find themselves in a situation of sexual violence or if 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 sexual violence is never the responsibility of those who experience it, but of those who perpetrate it.

Sexual violence is not about sexuality or sex but about violence, and it is not about setting boundaries, more that someone else has crossed them.

MODULE 9:

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 and to consider the next steps (you can recover the routine of the first day). To do this, students are asked to think about the whole training they have received and to write down on a sheet of paper in three columns:

<i>WHAT I KNEW BEFORE</i>	<i>WHAT I HAVE LEARNED THAT I DID NOT KNOW</i>	<i>WHAT CHANGES I WILL MAKE IN THE FUTURE OR WHERE I WOULD LIKE THE ACQUIRED KNOWLEDGE AND REFLECTION TO TAKE ME</i>
...

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

IT IS LIKELY THAT...

...some questions will remain open. We invite you to take advantage of this moment to resolve any concerns or to suggest that these topics to be addressed throughout the course...and in life!

KEY MESSAGE

To reinforce the acquired knowledge and future changes.

Annex 1

Advertising campaigns Module 2.2











Appendix

Resource	Teachers/ educators	Parents/ caregivers	Other	Youth	Children 12+	
1. It's Time We Talked: In the Picture https://itstimewetalked.com/in-the-picture/	X	X		X		AU
2. Pornography: talking about it with teenagers 12-18 years https://raisingchildren.net.au/teens/entertainment-technology/pornography-sexting/pornography-talking-with-teens#sharing		X				AU
3. Catching on Later https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=3a7e444f-6e31-4a72-baf1-790bd6e4fe58&SearchScope=All	X					AU
4. I heard it 'round the internet: sexual health education and authenticating online information https://mediasmarts.ca/lesson-plan/i-heard-it-round-internet-sexual-health-education-and-authenticating-online-information	X					CA
5. The Fourth R https://youthrelationships.org/	X	X				CA
6. In the age of Google, is sex ed. necessary? https://mediasmarts.ca/blog/age-google-sex-ed-necessary	X					CA
7. On the Loose: A Guide to Life Online for Post-Secondary Students https://mediasmarts.ca/sites/mediasmarts/files/guides/on_the_loose.pdf	X					CA
8. Relationships and Sexuality in the Media https://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_relationships_sexuality_media.pdf	X					CA
9. Sexuality and Romantic relationships in the Digital Age https://mediasmarts.ca/blog/sexuality-and-romantic-relationships-digital-age	X					CA
10. Ses offline https://www.argument.se/wp-content/uploads/ses-offline.pdf				X		SE
11. Reality Check https://reality-check.nu/	X	X		X		SE
12. Sexochrelationer.se – methodological material on sex education https://sexochrelationer.se/	X					SE

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

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



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