



Manual for families and teachers



Funded by
the European Union





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- [CAM](#), Centro di Ascolto Uomini Maltrattanti Onlus, NGO and program for perpetrators focused on the intervention of violence against women and children through the promotion of work with men who act violently in emotional relationships, Italy.
- [Conexus](#), Associació CONEXUS Atenció, Formació i Investigació Psicosocials, NGO with the VdG as its main area of expertise and activity, which offers intervention programs for women, children and young people, and for abusive men, Spain.
- [Kaspersky](#), global cybersecurity and digital privacy company.
- [Unizon](#), represents more than 130 Swedish women's shelters, young women's empowerment centers and other support services working together for a gender-equal society free of violence, Sweden.
- [WWP EN](#), European network for working with perpetrators of domestic violence, Germany and Europe.

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This Manual has been produced with funding from the Rights, Equality and Citizenship program of the European Union (nº 101049565) and written by Jaume Grané Morcillo, with the support of the project consortium members. The contents of this publication are under the responsibility of the CONSENT project team.





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GLOSSARY





The main concepts linked to the CONSENT project are defined below:

Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships. Although sexuality can include all these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors (World Health Organization, 2006).

Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality; it is not just the absence of disease, dysfunction or disability. Sexual health requires a positive and respectful approach to sexuality and sexual relations, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. To achieve and maintain sexual health, the sexual rights of all people must be respected and protected (World Health Organization, 2006).

Sexual rights are the fundamental rights for the realization of sexual health. They include the following rights:

- Equality and non-discrimination.
- Freedom from torture, ill-treatment or cruel, inhuman or degrading punishment.
- Intimacy.
- To health (including sexual health) and social security.
- To marry and to found a family with the free and full consent of the spouses, as well as to equality in marriage and its dissolution.
- To decide the number of children and the time interval between births.
- To information, as well as to education.
- To freedom of opinion and expression.
- To an effective remedy for violations of fundamental rights.

(World Health Organization, 2010).



Consent is the verbal or non-verbal agreement to sex given voluntarily as a manifestation of the person's free will, considered in the context of the surrounding conditions. According to the Istanbul Convention, consent:

- It cannot be given as a consequence of physical violence.
- It cannot be given under alcohol or substance abuse.
- It cannot be achieved through the use of coercive power and/or control.
- It should be explicit: the absence of "yes" means "no".
- It cannot be bought and sold.
- It can be "revoked" at any moment of sexual activity and/or can refer to a specific action within a consensual sexual activity.

Consent is as simple as tea: <https://youtu.be/NXfcbET9LA>

Violence is an action directed against a person, which through the use of injury, pain or violation, forces the person to do something against their own will, or to refrain from doing something they want to do. There are the following forms of violence, which are not mutually exclusive:

- Physical violence: for example, hitting, pulling hair, shaking, forceful grabbing, foot stitches, scratching, strangling, etc.
- Psychological violence: for example, threatening, controlling or offending, using humiliating words, etc. This form of violence also includes "latent violence", which implies living under the risk of experiencing new violence.
- Sexualized violence: for example, forced sexual acts, rape, etc.
- Cyberviolence: for example, cyber harassment, image shared sexual abuse etc...
- Material violence: for example, destroying furniture, magazines, photos, etc.
- Economic violence: for example, being forced to sign documents, not being able to control one's own finances, etc.
- Neglect: this mainly affects older people and people with disabilities and involves intentionally administering the wrong medication, limiting hygiene, leaving without help or supervision, etc.

(Per Isdal, Alternative to violence).



Norms of masculinity are social rules or markers of how boys are expected to act, that is, the behaviors and attitudes that are considered acceptable. From early childhood, adolescent boys learn to pay attention to these rules, and most people know which rules apply in a given situation and in society as a whole, even if these rules are generally not made explicit verbally. There are also strong links between violence and norms of masculinity. As boys grow up, they learn to live up to expectations of how a "real man" should act, including being able to use - and support - violence (MÄN organization, Sweden).

Pornography is a printed or visual material containing the explicit description or visualization of sexual organs or activities. The word has its origin in the Greek language, and consists of two words:

- Porne meaning a female slave, without value/dignity, sold for prostitution
- Graphein which means to write, to illustrate.

The focus of the entire school is a working model that consists of the development and implementation of a plan to address pornography and its harms through:

- Professional learning and obtaining resources and knowledge by relevant teachers, school guidance professionals and other relevant school personnel.
- A sequential and age-appropriate curriculum.
- Commitment and education of parents or adult figures of reference.
- Relevant policies.
- Partnerships with community organizations.
- School ethics, culture and environment that reinforces the key messages of sexual education critical of pornography.
- Periodic evaluation.



Module 1 – Affective Sexual Education





The 3 paradigms: repressive, blocking, affirmation

The repressive paradigm is where we come from, that is, the generation of our parents and grandparents. The paradigm of affirming is towards where we are going, the future, the ideal education. Therefore, we are currently in the middle, in the paradigm of the blockade.

1. Repressive:

- The knowledge of everything related to sexuality is purposely delayed because it is considered that sexuality can deviate from the right path.
- The child is prevented from having contact with its genitals, the body is hidden, the sexual organs and their functions are not named, human reproduction is not explained and there is no talk of pleasure.
- Sexuality is a taboo subject, full of shame and guilt.
- Lies and confusion are used to educate.

Example: A mother or father discovers that their son has been watching pornography on the computer and punish him to a week without using any electronic device.

2. Blocking:

- There is the attempt to avoid the repressive model of sexual education, but there is a lack of resources to put into practice the affirmative model, so the consequence is blocking repression, without being able to accompany or transmit a positive vision of sexuality and sexual education.
- The fear of repression and conditioning of the sexuality of children and adolescents prevents the setting of the necessary limits to protect and educate them.
- The default mode of action is reactive, not proactive, which means that initiative is often not taken.
- Unwillingly, it continues to be conveyed that adults are not the appropriate interlocutor in sexuality issues.
- Families and educators may feel insecure and anxious when talking to children about sexuality, a discomfort that they perceive and as a consequence, classify sexuality as an uncomfortable and sensitive subject.



- It should not generate guilt to find ourselves in this paradigm, since the blockage is normal considering the sexual education that our generations have received. Awareness is the way to be able to change it, to move towards affirmation.

Example: A mother or father enters their child's room and finds the child viewing pornography online. The block appears and they do not know what to say, so they leave the room and do not return to the subject.

3. Affirmation:

- Sexuality is considered as an important aspect of human life that requires accompaniment and education from early childhood.
- Sexuality is normalized; people talk about the pleasant emotions that genitals provide, the sensations that are awakened when you like a person, etc. This normalization will make it easier in later stages to deal with topics such as pornography in a natural way, since it is not a taboo subject.
- Initiative is taken when it comes to talking about sexuality, a fact that will make it easier to "be prepared" when it comes to answering questions. These will always be answered clearly and transparently.
- The necessary limits are set in order to protect and educate, after asking ourselves "what risks do I want to avoid?" If limits are set indiscriminately and not only when necessary, we can lose authority.
- Adults are active interlocutors and sources of knowledge, which is why it is pleasant and fun to talk about sexuality. We want the children to think "oh, my father/mother/"teacher" knows a lot about this topic, I like talking to him/her because I learn".

Example: Sexuality has been treated naturally since childhood. At the onset of puberty, we start to talk with our child about masturbation and pleasure, and if the topic of conversation comes up, also about pornography.

As adults, it is key to know how to identify in which situations we act from blocking, repression or affirmation.



Objectives of affective-sexual education

1. That children get to know their own body and that of other people:

On the one hand, it is necessary that they have knowledge about the sexual organs and their location, that they know that they are used for urinating, masturbating and reproducing and that they normalize the different fluids: pre-seminal fluid, semen, vaginal fluids, female ejaculation, menstruation, amniotic fluid and breastfeeding.

On the other hand, it is important that they know the human sexual response and falling in love. In 6th grade (11-12 years old) many pre-adolescents think that their parents have only made love twice, to conceive their sibling and themselves. At this age, they still understand that sex is only reproductive (belief learned at home/school) and that sex is only enjoyment/pleasure without love or emotion (pornography). It is necessary to accompany them at this moment so that they understand that sex has this triple function: reproduction vs. affection/relationship/love vs. pleasure.

2. That children accept diversity:

It is necessary to educate children to accept the diversity of ways of dressing and using colors, skin colors and ethnicities, cultures, sexual orientations, types of families, etc.

It is necessary to respect and accept everyone in their diversity. If they accept diversity in others, it will be easier for them to accept themselves as they build their identity.

3. That they experience sexuality with maximum pleasure and minimum risk:

We must set limits when it is necessary to avoid a risk, so that before acting we have to ask the question "what risks do I want to avoid"?

These risks can be sexually transmitted infections, unplanned pregnancy, child sexual abuse, sexual/gender based violence against LGTBIQ+ people. Therefore, we educate both to prevent our children from being victims and to prevent them from being aggressors.



4. That the channel of communication about sexuality is wide open:

In order for this to be possible, we must start from these three premises: comfort, initiative and naturalness.

We must make them feel young people comfortable talking about sexuality, so that they can talk about everything they want in a natural way and that they can ask questions and comment on everything they need.

Through this open discussion about sexuality, they will perceive that the channel of sexual communication is open. This way, when they have a problem, doubt or negative experience, they will feel confident enough to get closer and explain it. That is also why it is so important for teachers to have an open channel in affective-sexual education to know what is happening in the classroom. It is not about making interrogations, but it is about having the possibility of asking what has happened.



MODULE 2 – Tips to talk about sexuality





How to talk about sexuality¹

Below you will find a series of recommendations to open the communication channel with children and adolescents:

1. Find a situation to talk in which you feel comfortable and can talk in a natural way.
2. Start talking about sexuality topics that you are not uncomfortable with, for example, reproduction. When you feel at ease with these, try those that are more difficult, for example, pleasure and/or masturbation.
3. Incorporate into the play space (bedroom and classroom) materials that talk about sexuality: books, genitalia dolls, etc.
4. Try to talk more often about sexuality with adults in your environment.
5. Don't get frustrated if initially you feel uncomfortable and the conversation doesn't flow. If you are not used to talking about this topic with an adolescent, it is normal to feel some tension at first. Don't throw in the towel and try to talk about sexuality regularly until it becomes a normal topic of conversation.
6. Teenagers may be too shy to talk to you about sexuality. Try as often as you can, but if you can't manage to have a conversation with them, try indirect communication such as a letter, a WhatsApp or a voice note.

* 5 and 6 are specific for parents

(Salvia, 2022)

¹ The elaboration of this section is based on our own material and also on the material of the course "What do we do with porn?" by Anna Salvia. <https://www.annasalvia.com/formacion-online-1/>

Materials

To normalize sexuality from early childhood, Migjorn dolls can be very useful to explain genitals, childbirth and breastfeeding. They have a great diversity of hair and hair color, as well as heterosexual or homosexual pairs.

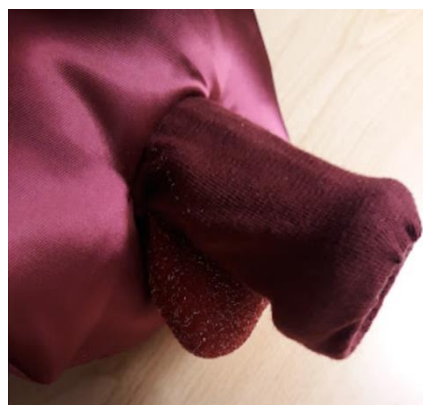


Migjorn dolls

To broaden our knowledge about the female and male genitals, at prepuberty and puberty we can help ourselves with the use of cloth mockups to explain and name each part: internal and external labia, clitoris, vagina, urethra, glands, hymen in the case of the vulva; and prepuce, gland, frenulum, urethra, scrotum, prostate and seminal ducts in the case of the penis.



“The flower that beats”



“The incarnated bird”



MODULE 3 – Tips internet and pornography





Internet access²

The free access to internet through different devices is one of the causes of:

- Precociousness of the first contact with pornography.
- Masturbation is always combined with the use of pornography (adolescents).
- The risk of pornography being the main sexual educator of the new generations.

Taking into account all the risks that exist on the Internet, it makes sense to set limits to online access. The objective of limiting their access at home is not to prevent your child from ever viewing pornography in their lives, as they will find other ways to do it, but rather to postpone the first contact with pornography and reduce its consumption.

Limit Internet access to children and adolescents

Most of the content on the Internet is not suitable for children and no parental control system or blocker is capable of preventing 100% access to pornography. Certainly, there are many contents that are not strictly pornographic but are equally unsuitable for children. Therefore, a child should never surf the Internet alone: no mobile phone, no tablet, no computer, no console. If they do, it is easy for them to find these contents.

During adolescence, however, we cannot exercise total control over our children's lives, but we can choose between leaving the door wide open to pornography or making it more complicated.

²The elaboration of this section is based on our own material and also on the material of the course "What do we do with porn?" by Anna Salvia. <https://www.annasalvia.com/formacion-online-1/>



Strategies to avoid the first contact with pornography during childhood and adolescence:

Only necessary use of screens.

1. Delaying the age at which they have their own mobile phone until it is not completely indispensable. Evidently, this decision depends on each family, but from the school it is possible to encourage the families of the class group to agree on the same age from which they will buy their children's first mobile phone.
2. Whenever they use a device with internet connection, they should be accompanied and supervised, do not leave them alone.
3. If they use screens without you being there, turn off the wifi and mobile data. This way they will only be able to access downloaded videos or games.
4. Install good parental control and blockers (of navigation and advertisements). Although they may have learned to surpass them during adolescence, they make it difficult to access pornography quickly and require more effort and time for them.
5. Seek an alternative to the pirate downloading of games and movies, to avoid the large amount of pornographic ads and advertising of sexual services.
6. Delete images of violent or sexual content that can be received by WhatsApp, both in the device's gallery and in the WhatsApp conversation.

Specific strategies for internet access, from least to most restrictive are:

1. Hire a mobile tariff without data to ensure that they can only access internet when there is Wi-Fi.
2. Regulate the hours when the Wi-Fi is open. It is important to turn it off at night, as this is the most intimate time.
3. Use of screens only in the living room.
4. Do not have Wi-Fi at home (if we need it, just use our mobile data, if it is unlimited).
5. Not to use the mobile phone at home (box at the entrance). It is necessary to preach by example so that the whole house is a space free of mobiles.

That said, in any case it is recommended to:



1. Install programs to track the use of the Internet. Spying on your children directly damages the relationship of trust.
2. Prohibit looking at pornography. It's a losing battle that encourages your children to lie and disobey.
3. Avoid to judge or blame.

In summary, the main "tips" or suggestions to ensure online safety are:

1. Talk about the potential dangers of internet use (grooming, sexpredding, non-consensual sexting).
2. Protect your and your children's devices (parental control).
3. Involve yourselves in your children's online activities from a very young age, so that this becomes the established norm in your relationships.
4. Establish clear ground rules about what your child can and cannot do online. Explain why you have to set these rules. Update these rules as your child grows older.
5. Encourage them to talk to you about their online experience and, in particular, anything that makes them feel uncomfortable or threatened.
6. The current culture of "sharing everything" is omnipresent. Children are less likely to instinctively recognize the dangers inherent in excessive sharing; it is important to explain potential risks to them.
7. Encourage them to be attentive to their privacy and social network settings so that their posts are only visible to selected friends and family (profile not public on Instagram, Tiktok or Facebook).
8. Keep in mind that, although it is possible that you are more aware of the possible dangers of the Internet, children probably need to be made aware. Exchange information for mutual learning.



Parental control and blockers

Parental control: devices

There are many parental control tools for digital devices. Their main functions are:

1. Blocking inappropriate content (filters and applications).
2. Monitoring of activity, applications used and hours of use.
3. Time of use limitation.
4. GPS location.
5. Tracking of calls.

The parental control applications most downloaded and best rated by users are: Securekids, Qustodio and Safekids. It should be noted that installing a parental control application should NEVER be a substitute for communication. On the contrary, to promote trust and keep the communication channel open, it will be necessary to explain to your child that you have installed a program on their device for their own safety, to limit the content they can access and the hours they will use it.

Parental control: Browsers

The default parental controls installed on operating systems are not 100% effective in limiting sexually explicit content. For this reason, it is necessary to install specific blockers on internet browsers (Chrome, Mozilla Firefox, Safari, Opera, Edge, Explorer, etc). These are extensions whose function is to prevent pornographic websites, photos or videos from appearing to the user. The level of restriction provided by these extensions varies. Some only block the web pages that we specify (it allows you to make a list of all the web pages that you cannot enter), while others block them completely. For example, it could block the simple page with all the results if you search for "fellatio" in the search engine, preventing even access to non-pornographic information about this practice. Below we explain step by step how to install the blocker extensions to Chrome and Mozilla.



Google Chrome

1. We open the Chrome browser and search for "Chrome web store" on Google.
2. Click on the link "Chrome Web Store - Google Chrome".
3. Type "parental control" in the search bar and click to search.
4. Among the results that appear in the list, we click on "Add to Chrome" of one of the two applications marked in the image, both give good results.
5. We can also click first on the name of the application and then on Add to Chrome.
6. Once the application has been installed, its icon will appear at the top right of the browser. Right click on it.
7. If we want, we can select the option Hide from Chrome menu. This will make the icon not visible on the screen and it is not so easy to deactivate the blocker.

Mozilla Firefox

1. Right click on the Menu icon at the top right corner.
2. Click on Supplements.
3. In the left column, open the Extensions section.
4. Type "parental control" in the search bar and press Enter.
5. Find and click on the Parental Control application: Family Friendly Filter.
6. Click on the Enable button. This will activate the application in Mozilla Firefox.
7. We return to the Extensions page and check that the blocker is enabled.

For other browsers, such as Internet Explorer, the installation procedure is similar. If required, you can find tutorials on Youtube on how to install parental control extensions to the various browsers.

Remember that it is worth investing the necessary time to install the parental control extension on all possible browsers. Otherwise, children may download another browser that does not have the parental control extension installed. You can hire a computer professional to guarantee 100% online security.



Ad Blockers

While surfing the Internet, children and teenagers are likely to encounter ads or pop-ups with sexual or pornographic content. For this reason, it is essential to have an extension installed that blocks these unwanted ads. The procedure to install Adblock is as follows:

1. Search for "Adblock" on Google.
2. Click on the link to the Adblock.org website (first page of the browser).
3. Click on the button Get Adblock plus for Firefox or on the link Download Adblock plus for another browser, depending on what you want to do.
4. We click on the browser where we want to install the blocker and follow the instructions to complete the process.
5. In Mozilla Firefox, click on Add to Firefox. The blocker will be installed and will appear in the list of browser extensions.



How to talk about pornography

During childhood

During infancy, to avoid the risk of talking about pornography when they have not yet seen it, we will only talk about pornography when we are absolutely sure that the child has seen it. In these cases, it will be necessary to:

1. Investigate what exactly he or she has seen and if it is the first time:
 - Try to find out, by talking to him or her, what exactly he or she has seen, and if it is the first time or if it has happened more than once.
 - Look at the history of all the browsers of all the devices you have access to. At this age you do not know that this record exists, and all the pages you have visited will be saved.
 - Confirm that these pages have been viewed by him/her and not by your partner or other siblings.
2. Investigate how he/she got to this video:
 - If an adult has shown it to him/her, it is legally considered sexual abuse. You must protect the minor from this person and report it through social services.
 - If it has been shown to him/her by another child, you should talk to the parents so that they can help him/her with this issue and prevent their child from showing it to other children. If it is a classmate, talk to the tutor so that she/he knows what has happened and helps to manage it with the other families. Above all: do not explain it to the class whatsapp group. The boy or girl who has shown you the video is also a victim and needs to be cared for and accompanied, not judged and pointed out.
 - He/she may also have found it alone on the internet.
3. Accompany him/her and help him/her to understand what he/she has seen:



- Encourage him/her to express what he/she felt when he/she saw this video and how he/she feels now.
 - Explain to him/her what porn is and how it differs from reality. Explain your version of what it means to make love. If you haven't talked about what sexual relations are, you'll have to do it now.
 - Express what you feel about having had contact with porn and explain your version of what sex and lovemaking is.
 - Bring up the subject from time to time, so that it does not become a taboo subject.
4. Tell him/her that it should not have happened, and it is not his/her fault:
- Explain to him/her that these types of videos are not for her age and that you are sorry he/she has seen them. Also explain that it is normal for him/her to be curious and why he /she should not watch it again.
 - Assume your responsibility. The adult is the one who has to protect him/her from pornographic content. If you feel this way, ask your child for forgiveness for not having been able to protect him /her better from these contents.
 - Sometimes guilt can block us, and then it is likely that what happens is that we never talk about it again (guilt results in "tabooization"). But if we proactively transform guilt into personal responsibility, it will not become taboo.
5. Make sure it is not seen again:
- Many boys and girls are deeply shocked by these images and by the reaction they have provoked (sexual arousal, fascination, morbidity, incomprehension, etc.) and they look for ways to see them again, talk about what they felt with them.
 - For this reason, it is essential to install a parental control extension.
6. Prevent them from sharing it:
- Explain to them that they should not show these types of videos to other children.



- Observe if he/she reproduces what he/she has seen in sexual games with other boys and girls. If so, you must intervene so that he/she does not do so.
- Inform the school tutor about what has happened so that he/she is attentive and can offer a good accompaniment to your child and others.

7. Give him/her a good sexual education:

- Talk about sexuality often so that he/she has adequate knowledge and so that the communication channel is wide open when he/she has doubts about sex.
- Surely if the child has seen pornography, he/she will want to understand how sex works.

In adolescence: how to talk about it?

Although the first contact with porn can occur at any age, from the age of eleven (6th grade) it is already an active topic in the classroom, so that the vision of sex according to porn and the normalization of its use is already entering their sexual imagination. Even if it generates anguish, it is necessary to take the initiative and start talking about pornography, even if indirectly (see Activity "Measuring the temperature"). Otherwise, if we don't talk about it, they will understand that you agree with the vision of sexuality that porn conveys: silence means consent. To start the conversation about pornography, it is necessary to:

1. Accept one's own discomfort to break the ice.

- For most adults talking about porn with teenagers will be uncomfortable, because for our generation porn and masturbation is still a bit of a taboo subject (especially for women) and because most of us are not used to talking about sexuality or pornography.
- Accept and express this discomfort or nervousness. When expressing one's own emotions, these emotions diminish or dissipate, while your child or student learns to express his or her own emotions. Therefore, be sincere: "If you are embarrassed to talk, then we are already two. But we must talk because it is important".



- Use "the excuse" of being in this training and talk to him/her about everything you have learned.
2. Talk in general about porn, using the appropriate terminology.
 - Talk in general, without asking directly if he/she has watched it or not. We can start the conversation in the following way: The other day I watched a news story on TV about porn. Have you already talked about it in class with your classmates?
 - Uses the appropriate terminology, using terms such as breast, penis and vagina. The words used in pornography to refer to these parts of the body often have a negative connotation, so they should be called by their proper name. Using these words will demonstrate your comfort and help them feel at ease. Establishing this openness in the communication channel helps to prevent secrets and embarrassment in the future.
 3. Talk to them face to face, don't put yourself above them.
 - We want them to see us as available interlocutors, so that they perceive us as equals. To achieve this goal, we need to speak to them in a friendly, direct way and with a bit of sense of humor. In no case will we use our authority as a parent or teacher to force the conversation.
 - Give space to their feelings. They may be curious, embarrassed, confused, excited, annoyed, etc. All feelings are positive. Validating and understanding these emotional states will be the best way to accompany them.
 - Before saying anything, think = THINK (true, helpful, inspiring, necessary, kind). Ask yourself before speaking if what you will say is true, if it will help or not, if it will be inspiring, if it is necessary and if you will say it in a kind way or through a judgment.
 4. Keep in mind that you don't have to say everything on the first day.
 - It is about normalizing this topic and talking about porn many times. Breaking the pattern of previous generations, we seek to have frequent conversations about sex and pornography (1 vs 100).
 5. Don't be ashamed or afraid of not knowing enough about porn and sexuality.



- Take the opportunity to research information online or in books from reliable sources. In this way you will give the message that it is normal not to know everything and to need information, and you will teach your children where and how they can find reliable and safe information

6. Use metaphors (Fast & Furious movie, extraterrestrial friend).

- Do you learn to drive by studying and practicing or watching action movies?
- How would an alien understand human sexuality if we show him a pornographic video?

7. Suggest them an alternative: talk to them about the possibility of masturbating without pornography. We have already mentioned that, nowadays, adolescents associate masturbation with sexual caressing of the genitals while watching pornography. This is not to say that all of them do it, nor that they always do it this way, but the relationship is much closer than in previous generations. For this reason, it is necessary to make them aware of the risks of masturbation always combined with the consumption of pornography:

- Loss of the ability to create your own fantasies, which are an infinite and rich source of sexual arousal.
- Loss of the ability to be aroused by subtle stimuli more common in real life, such as a look, a face, a smell, a person you find attractive or sensual, etc.
- Disconnection from the rest of the body, all sensations are centered in the genitals and brain, without any further sensation in the rest of the body.

8. Take the opportunity

- Talking about pornography is a great opportunity to talk about sexuality if it has not been done before. Maybe it is not the opportunity we would like, but it is the one that the modern world has presented to us. It is a good moment to clarify your values and priorities.
- Take advantage of the music they listen to, the social networks they use, a news item, an advertisement, a series or movie you are watching together as an opportunity to address these issues. For example: "I thought this ad was funny, I think the girl is being used to sell the car, what do you think about it?"



In adolescence: what to talk about?

The content of the conversation about pornography should focus on the format, content and function

Format	Content	Function
Visual and auditory support (missing senses) Pornographic websites: industry (reactive functioning) Video: recording, editing, fiction	Actors and actresses are persons (empathy) Lack mutual desire (caresses, kisses) “Fake” sexual response Coitocentric and phallocentric sex Inequality men-women (desire) Confusion sex - sexual violence Porn normalization Normalization age difference men-girl Normalization unreal bodies No consensual Don't use contraceptives	Serves to entertain and excite the public It does not serve neither to inform nor to learn about sexuality

As for the format, the support of pornographic material is audiovisual, so it is based on the senses of sight and hearing (and sometimes only sight). It is important to explain that this lack of senses implies a loss of information, which does not correspond to real sexual relations (touch, taste, smell). It is also essential that they understand that behind pornographic websites there is an industry, which generally has a reactive function (violent or abusive videos are removed after one or several complaints). Finally, pornographic scenes involve video recording, assembling and editing, so that they do not show the timing or the difficulties that can arise in a sexual relationship (loss of erection, pain



during penetration, dilation rhythms, etc.). Thus, as adults, we know that porn is an unreal representation of sex. Conversations about contraception, consent and communication often remain off-screen, but continue to be fundamental in the encounters we experience in real life. Parents and teachers can explain this point by making a comparison with the movies: "Porn is scripted in the same way as Star Wars and Harry Potter. They have hired professionals. They give them a script. They shoot a scene. What they represent is not real, but a fantasy".

Regarding the content, it is also necessary to generate sufficient critical thinking in adolescents. First of all, that porn actors and actresses are also people (mentalization and empathy to distinguish between pain and pleasure). Furthermore, it is important to point out to children that the bodies and genitals shown are not normal or usual (huge breasts and penises, thin bodies), so that they should not be taken as a reference or model for comparison, since in reality there is a great diversity of bodies, shapes and sizes. On the other hand, it is essential that they understand that the human sexual response is "fake" (feigned orgasms) and that sex is equated exclusively to penetration (coitocentric), with the focus on the penis of the man (phallocentric) and that its final objective is male ejaculation. In this sense, the only important thing is to satisfy the man's pleasure, and the woman's pleasure is relegated to second place (if it is there at all). It is also noteworthy that in pornography sex is totally decontextualized (it does not show the relationship prior to the sexual act) and that it does not teach the importance of communication during sex (meeting needs, asking the sexual partner about comfort or desire to continue, setting limits, etc.). Moreover, sexual safety and health are not important in pornography, since the use of condoms is not taught as a normal practice (risk of sexually transmitted infections and unwanted pregnancy), nor is freedom from violence or the right to privacy. Thus, it causes a confusion between sexual violence and sexuality. Finally, pornography normalizes prostitution and that men of any age have sex with young girls. In short, pornography does not correspond to the real way of experiencing a sexual encounter.

As you explain the characteristics of porn, it is useful to contrast them with teenagers, confronting them with reality and with objective information. In adolescence, they are discovering their own sexuality and pleasure, so it is necessary to adapt to their moment. In some cases, they will be confused, in others they will be worried about not being up to the task of what they have seen, or



what they are expected to do in their first sexual relationship. Again, critical thinking is essential to help them question their own desires, so that they discover their own sexuality, and that this is as little conditioned as possible by the expectations that pornography generates.

Finally, regarding the function of pornography, it is key to make the distinction between arousal and sexual education: pornography has the function of arousing the public and entertaining, it does not serve to inform or learn what sexuality is.



Practical Activities





Families

Activity 1. Conversation in 4 steps.

Step 1. Get more information about pornography.

After reading this dossier, together with some of the bibliography we recommend, you will have the necessary knowledge to approach this subject.

Step 2. Reflect on your own conceptions

Before starting a conversation about sex, sexuality and pornography with your child, reflect on:

- How do you define sex and sexuality?
- What do these concepts mean to you?
- When you were a child, did you ever talk to an adult about sex and sexuality?
- What is your consensus idea?

✓ If yes

- *At what age?*
- *Was it your initiative or theirs?*
- *What worked well / less well?*
- *How did you feel?*

✓ If not

- *What do you think prevented you from doing so?*
- *Did you ever talk to anyone else?*
- *With whom?*
- *How did you feel?*

- Do you feel comfortable talking to other people about sex?



- Do you want your son or daughter to have the same assumptions, opinions, values and experiences as you do about sexuality and sex life?

Step 3. Create a safe environment for the conversation

- Normal situation: walking, cooking, shopping, in the car.
- Intimacy: that there are no other people listening to the conversation.
- Empathy with the child: understanding his/her curiosity and embarrassment.
- If you catch your children viewing pornography, try not to show them that you are sad, uncomfortable, nervous, or upset
- If you notice that he/she is having trouble talking about it with you: you respects his/her space and ask him/her which other adult he/she would like to talk to

Step 4. Initiate the conversation indirectly.

- Start talking about the use of the internet, computer games, social networks.
- Talking about pornography in general, what they have heard at school from other children.
- Using other daily situations (movies, series, advertisements, webs).
- Always speak from the point of view of support, accompaniment, never from the point of view of judging.
- Do not be afraid to show your insecurities.
- Language and content adapted to each age.



It is important to distinguish the topics to talk about according to age:

Pre-teenagers (9-12 years old)	Teenagers (13-18 years old)
Limits and privacy Consent Management of digital devices Social networks Browsing with friends online and offline	Physical, mental and sexual health Healthy relationships Consent Toxic masculinity / norms of masculinity Gender-based violence against women and its different forms Pornography Social networks Sexting and digital fingerprint

Activity 2. Measuring the temperature

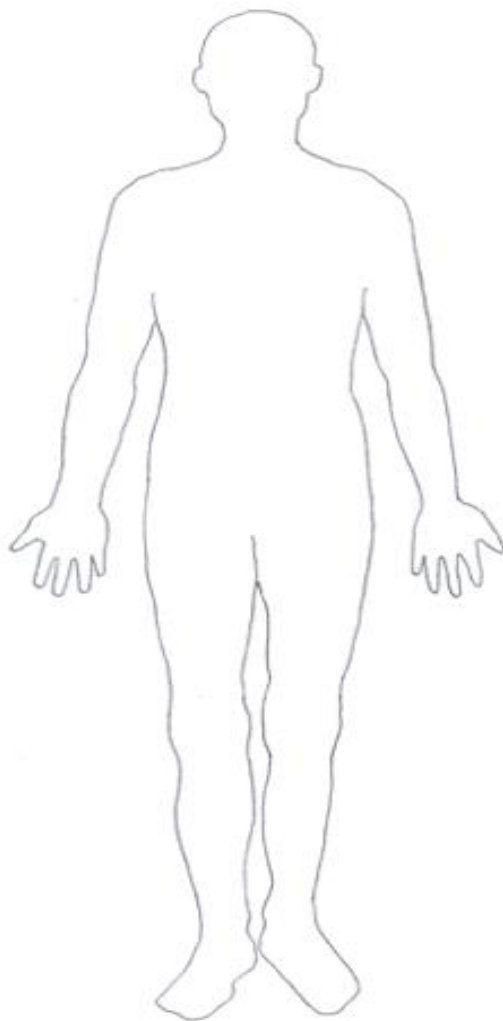
The rhythms of each infant are different. Each case is unique, so it is necessary to "measure the temperature" to know where it is. For this reason, as we have seen above, do not start the conversation by talking directly about pornography or by taking for granted that they have already seen it. In this sense, you can start with probing questions, prior to directly addressing pornography, such as the following:

- Where/how did you learn about sex and sexuality?
- What should people your age learn about sex and sexuality?
- What topics do you want to learn more about?
- Who can you talk to if you have questions or concerns about sexuality?
- Have you ever watched pornography?
- What have you learned from pornography?
- What did you feel during/after?
- Do you think you are affected by pornography?



- Do you think other people are affected by pornography?

Activity 3. Body zones: traffic light



1. Give the drawing of the human body and deliver the pens to the child/teenager.
2. Tell the child/teenager that with three different colors he/she should draw an image of which parts of the body can or cannot be touched by other people. Explain that people often touch each other in different ways, for example hugging, making kisses, shaking hands, etc. Explain that there are



people who don't like to hug and prefer to shake hands; some people prefer short hugs, others don't like to touch each other at all, but the problem is that people don't communicate with each other and it's hard to set limits.

3. Explain what the colors mean, i.e., red means 'not good', yellow means 'not sure, maybe', and green means 'totally good'.
4. Ask the child to color the parts of the body where he/she feels good that are touched with the color green.
5. When they have finished drawing, ask how the child/teenager has felt and emphasize the importance of an open dialogue about the limits between people as a way of showing that they care and respect each other. Reflection questions:
 - What kind of contact can it be in this area? Have you ever experienced such contact? When?
 - Is this kind of touching common among people in general, or among the child's/teenager's friends in particular? Do you know what your friends think/feel about being touched in this way?



Teachers

Activity 1. Measure the temperature

The rhythms of each infant are different. Each case is unique, so it is necessary to "measure the temperature" to know where it is. For this reason, as we have seen above, do not start the conversation by talking directly about pornography or by taking for granted that they have already seen it. In this sense, you can start with probing questions, prior to directly addressing pornography, such as the following:

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- What should people your age learn about sex and sexuality?
- What topics do you want to learn more about?
- Who can you talk to if you have questions or concerns about sexuality?
- Have you ever watched pornography?
- What have you learned from pornography?
- What did you feel during/after?
- Do you think you are affected by pornography?
- Do you think other people are affected by pornography?

Activity 2. Pornography and society

Porn culture: the hidden message of the media

Purpose of the exercise: to give students the opportunity to reflect on the objectification and hypersexualisation of women and girls in today's media, and how this affects society's view of women.

Duration: 30 min

Instructions (5 minutes):

1. Divide the class into mixed groups (preferably 4-5 people per group). Note: important joint work girls/boys.

✓ CONSENT

2. Give the groups a full set of different advertising images.
3. Give the following instructions to the students:
 - Each group, reflect for 10 minutes on what you see in the image. What message does the image you see communicate? What does the image say about men? And about women?
 - Write down your reflections and arguments to share them later with the other groups.
4. Sharing (15 minutes)











Activity 3. Pornography and violence

Consumption of pornography: What is violence?

Purpose of the exercise: to make students reflect on concepts that many people do not associate with violence, but that represent the essence of the pornography industry and that are normalized by pornography.

Duration: 30 minutes

Instructions (5 minutes):

1. Divide the class into several groups of the same size (preferably 4-5 people per group)
2. Give to each group a full text with the following words (they can also write them on a blank paper):

DEVALUATE	DISCRIMINATE	HUMILIATE
OBJECTIFY	DEHUMANIZE	NORMALIZE

3. Each group has to reflect on examples of pornography related to each keyword (15 minutes)
4. Sharing (10 minutes)



Activity 4. Winners and losers

Production of pornography: who wins and who loses?

Purpose of the exercise: to reflect on who wins and who loses when it comes to the production and dissemination of pornography, and how people who participate in the production of pornography are affected by it.

Duration: 30 minutes

Instructions (5 minutes):

1. Divide the class into pairs.
2. Each pair has to talk for 10 minutes about the winners and losers of pornography. They have to take a blank sheet of paper and divide it into two columns (winners and losers). They will have to write their thoughts in the respective columns.
3. Sharing ideas (brainstorming) and note them on the board. Each pair should contribute one idea per round (15 minutes):
 - Can you explain why you think they are winners/losers?
 - Are there other collectives / persons affected by pornography that are not yet mentioned on the board?



FREQUENTLY ASKED QUESTIONS (FAQ'S)







Teachers and educators

Why is it my responsibility (as a teacher/education professional) to talk about pornography with my students?

Nowadays' pornography is widely available, easily accessible online and most of the time, completely free of charge. Therefore, many children and teenagers have access to pornography from a very young age. Watching porn has not only become a common phenomenon among adolescents, but it is often the main (or even the only) source of sexual education. Thus, the school plays a crucial role in teaching students about sex and sexuality free of violence and the harmful effects of pornography. As teachers, you have the opportunity to integrate critical conversations about pornography and consent-based conversations about sex and sexuality into your work with students.

In fact, the latest decree law on education emphasizes emotional and sexual education for primary and secondary education (BOE, 2022; Royal Decree 217/2022, of March 29). Italy is one of the few Member States in the European Union where sex education is not compulsory in schools. In spite of this, the teenagers we spoke to in the focus group reported the need for adults (teachers, educators and parents) to take charge of this issue from the age of 10-13.

Can't I just talk about nice and positive things about sex? Why should I focus on the harmful effects of pornography?

Sex requires consent and mutual respect. The pornography industry is based on contrary premises and "teaches" the exact opposite. Knowing that the perceptions and expectations about sex of many children and adolescents are influenced by pornography, it is not possible to talk only about the positive aspects of sexuality without discussing one of the main sources of their perceptions/expectations. That is why critical conversations with pornography should be integrated into the subject of sexuality education (if this subject is part of the school curriculum) or combined with other conversations about sex and sexuality led by educational personnel.



I feel alone in my effort to address pornography in the conversation with my students, I need help from my colleagues (teaching staff / educational guidance team / management). What do I have to do to involve them?

There are a few steps you can take to involve and motivate the team in addressing pornography and its harms:

The first step: Talk with your colleagues about how your school is currently working to address issues related to sexualized violence and pornography. Make a list of what is already being done and what you want to do in the near future ("list of pending tasks").

Advice on what to do:

- ❖ Take an active stance against pornography consumption and explain to the rest of the team why it is important.
 - ❖ Demand a pornography-free environment at school that can be achieved by installing tools and programs that limit access to porn and other harmful sexualized content not only for students but also for teachers and other school staff.
 - ❖ Demand education on sexualized violence, including pornography, for all staff working with children/teenagers at school.
3. Once you have finished writing the "to-do list", together with your team, think about what's next:
- ❖ Can you and your team do everything on the list by yourselves?
 - ❖ What local actors can help you and your school in this work?
 - ❖ How can you involve your whole school in this work?



Families: fathers, mothers, and caregivers

Why should I, as a caregiver, talk to my child about pornography?

Many mothers, fathers and caregivers have no knowledge of what pornography is like today, nor of the tools to deal with issues related to it. Some adults do not watch pornography and, therefore, do not know how violent and degrading it is. Others do consume pornography and are aware of its violence but do not know the multiple harms it can cause. Many parents and caregivers do not think that their children watch or have been exposed to pornography and simply do not recognize the need to act, for example, by debating pornography or using tools to limit access to online pornography. At the same time, children and adolescents often do not have the words to describe aspects related to sexuality, and therefore do not know how to talk spontaneously with their adult references about sex or pornography. Today, many children know more about pornography than their caregivers, but they are not given any guidance on how to relate to it. This is precisely why it is so important for parents and caregivers to gain relevant knowledge on the topic of pornography and share it with their children. It is also important to get more information about ways to limit access to online pornography at home and to start using specific programs/tools for this purpose.

Wouldn't it be enough to install pornography filters on my child's devices? If they don't access pornography at all, why should I start talking to them?

Using tools to limit your child's access to online pornography is a very good idea. At the same time, you can never guarantee that your child will not come into contact with pornography in another way; for example, through their friends and/or at school. Even if children do not want to watch pornography, many of them are exposed to it through their peer group. Therefore, this is not a question of "yes/no" but of "when" your child will access pornography.

Nationally, 56.4% of adolescents between 12 and 18 years old have consumed pornography.

Moreover, the first contact with pornography occurs at the age of 8 years and at the age of 14 years it becomes a habitual consumption pattern (Ballester et al., 2019). Therefore, minors should not be left alone browsing online pornography to try to get an idea about it: they need help and guidance from responsible adults, and the role of parents and caregivers is crucial.



Why can't the school take care of critical conversations about pornography instead of the parents or caregivers? Shouldn't it be the school's responsibility?

It is true that the school should assume the responsibility of providing an affective-sexual education critical of pornography. However, it is a question of intervening as allies, so that teachers and families join forces to challenge pornography and prevent its negative effects on children and teenagers. Therefore, it is equally important for teachers and parents to obtain relevant knowledge on the subject, exchange experiences and, if possible, work together to provide children and adolescents with adequate information about pornography and its harms, as well as about sex and sexuality in general. Pornography is very present in their daily lives, and in order to challenge its influence, knowledge and skills on this subject, received at school, must be confirmed and reinforced at home, and vice versa.



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