



SEDUCA

SEX EDUCATION AS THE BEST WEAPON
AGAINST GENDER VIOLENCE



TRAINING MODULES IN SEXUAL EDUCATION

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Introduction

About Seduca

SEDUCA is the acronym for the European project “Sex education against gender violence” which is implemented by five organizations from four different European countries.

- Asociacion Deportiva Cultural De Investigacion Y Asesoramiento INNODXT (Cultural Sports Association for Research and Advice INNODXT - Spain)
- Fundación Más Vida (More Life Foundation - Spain)
- Tehnička škola i prirodoslovna gimnazija Ruđera Boškovića (Ruđer Bošković Technical School and High School of Natural Sciences - Croatia)
- Aristotelio Panepistimio Thessalonikis (Aristotle University of Thessaloniki - Greece)
- Fundacja "Zielony Slon" (Foundation “Green Elephant” - Poland)

Sex education is a legal requirement in almost all EU countries, but the content and quality vary. According to the report "Policies for sex education in the EU" of the European Parliament (2013), the Nordic countries and Benelux provide sex education of the highest quality, while the states of eastern and southern Europe have poor or non-existent programs. Although sex education is integrated into the school curriculum in Greece, Spain and Croatia, it is rarely implemented. In addition, according to the School Education Gateway survey on sex education (2019), most teachers, parents and institutions support sex education in schools, however there is no support for educators to manage information and education is limited to human body and its development. . In accordance with the PROPOSAL FOR A RESOLUTION OF THE EUROPEAN PARLIAMENT, on the situation of health and sexual and reproductive rights in the Union, within the framework of women's health (2019/2165 (INI).



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In the section that promotes comprehensive sexuality education for the benefit of young people, urging Member States to ensure access to comprehensive and scientifically correct sexuality education for all primary and secondary school students, in line with WHO standards, this project contributes added value to the EU, providing digital material and adequate training for sexual education of young people. Our survey includes a multidimensional consortium, consisting of both formal education entities (University and Institute) and non-formal education entities (Associations).

The project is based on the idea that effective sexual education will prevent behaviors related to gender violence. On this concept, the following objectives were established:

1. Identification of the content, frequency and quality of sexual education programs destined to young people (13-18) in the countries of the consortium of participants of the project.
2. Research conduct in order to show that effective sex education prevents sexist violence.
3. Development of a guide of good practices about health and affective-sexual rights of young people.
4. Development of an identification plan that includes macho attitudes related to sexist violence.





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5. Establishment of a prevention and action manual that explains what to do in case such attitudes appear.
6. Training formal and non-formal teaching professionals on education in gender equality, providing them with material for this.
7. Establishment of a support and information program for families in the area of sexual education that facilitates their intervention in the family context.
8. Involvement of young people in the realization, application and conclusion of materials and constructive activities in gender equality.
9. Integration of young people in the promotion of the materials and activities created, with the aim of structuring them in three lines of action: identification, action and behavior change.
6. Instruction through interaction with young people in the relation between sex and technology.

All priorities arise from the evident need of carrying out sex education programs that help prevent sexual transmission diseases, unwanted pregnancies and behaviors of sexist violence. This report concerns the first part of the research carried out in the framework of this project. More information about the project can be found on the project website (seducaproject.eu) and on its social media.



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1 Education for the Prevention of Sexually Transmitted Diseases

Objectives

▶ General objectives

- Reducing sexually transmitted infections among young people targeted by the educational project.
- Raising awareness of the importance of reducing risks in erotic practices.

▶ Specific objectives

- Acquiring objective information about the different sexual diseases, their symptoms and ways of transmission.
- Understanding the importance of reducing risks in erotic practices and thus preventing any STI.
- Reflecting on risky sexual relationships, based on the information received and using critical thinking.
- Acquiring communication tools to negotiate the use of condoms.
- Knowing the existing protective measures to reduce the risks of STIs and to practise their placement on anatomical models.
- Demystifying false beliefs and stereotypes related to HIV.



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Content

It is necessary that young people receive professional information about the risks of certain erotic practices, as well as the causes and consequences of sexually transmitted infections. However, it has been proven that information alone does not achieve the objective, but that it is necessary to work on attitudes and skills. The latter are achieved through debates, reflection activities, and group dynamics.

We will be able to address all of this in this project, as it includes four sessions with each group. It is a process that allows us to include the dynamics and debates that we are referring to, and that encourages the group to feel more comfortable with the training team and therefore to ask more questions and participate more.

It is also important to highlight that an important part of the first session will focus on getting to know each other and creating a relaxed and trusting atmosphere through presentation dynamics, as well as an attitude of listening and respect on the side of the trainer.

The youth collectives are tired of adults only talking to them about sexuality to forbid them to carry out certain actions and to repeat the dangers involved. We achieve a more open attitude and a greater willingness to work on attitudes on their part if we start by talking about sexuality as something natural and positive. So, the rest of the 1st session will be focused on talking about sexuality and erotic practices with other people to discuss the possible risks depending on the chosen practice.

During the four talks, a participatory methodology will be used, based on the students' meaningful learning, so we will ask in each session what they have heard and what they know about each point to be discussed to provide new knowledge on that basis, to make them reflect and to give them verified data.



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These are the contents that will be developed in each session

1ST SESSION	3RD SESSION
<ul style="list-style-type: none">• Introduction of the project and the trainer• Introductory activity: The ball of yarn• The human sexual act. Sexuality• Different erotic practices with other people• Activity: Brainstorming• Risks depending on the erotic practices performed. Traffic light	<ul style="list-style-type: none">• Prevention of STIs. Principles and measures• Different prevention methods (penile condom, vaginal condom, finger condom and latex barriers)• Dynamic: Use and placement of the different methods on the penis and vulva moulds
2ND SESSION	4TH SESSION
<ul style="list-style-type: none">• Sexually transmitted infections• Myths and stereotypes• Dynamic: True truths/lying lies• Ways in which STIs are transmitted• Dynamic: Interactive world	<ul style="list-style-type: none">• When it changes from STI to STD• Treatment of sexually transmitted diseases• Negotiation skills in the use of prevention methods• Dynamic: I want, I don't want...• Communication skills after infection• Dynamic: If suddenly...• Closure



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Activities

Activity 1: The ball of yarn

Exercise: The trainer says his or her name and what he or she expects from this session, while knotting the end of a ball of wool on one of his or her index fingers. Without letting it go, he or she throws the yarn ball to another person who will do the same, and this person to another, and so on, until the whole group has spoken and is united by a kind of net. He or she asks what the result has been, and makes some modifications by taking some people out of the network, forcing the rest to reposition themselves. This network is then compared with the issue of relationships, sexual relationships, and STIs.

Activity 2: Brainstorming

Exercise: The participants are asked about the different erotic practices they are familiar with while a volunteer writes them down on the blackboard. We will add others that have not yet emerged. We won't erase them because after looking at the point on risks, the entire group will have to place each practice in the colour of the traffic light that we deem appropriate.

Activity 3: True truths/lying lies

Exercise: We establish two areas: the one corresponding to True Truths and the one corresponding to Lying Lies. The entire group will be outside these areas, and for each of our statements, they should go to one or the other as they see fit. We will provide them with the correct answer. Some examples of statements are: "the first time you have sex there is no risk of pregnancy or STIs", "gay people are most at risk of STIs", "I can control it by getting tested" "I trust my partner, so we don't need to use a condom to prevent it" "If I use the public toilet that an HIV-positive person has used I am likely to get infected" "If my partner had an STI he would have told me"....



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Activity 4: Interactive world

Exercise: Divide the participants into 5 groups. Assign each group a colour code indicating the existence or not of STIs (the green group should be the largest), but they should not know what each code means. Green: healthy. Pink: Chlamydia. White: genital herpes. Orange: syphilis. Blue: HIV. Each participant will be asked to write his/her name and five identifying characteristics on the business card and attach it to his/her chest with a clip. They should walk around the classroom reading the business cards of the classmates, choosing four people they like for their characteristics. Once chosen, they should ask if they want to exchange cards. They should be kept in the order in which they were received (it is not necessary to exchange them all). We must insist that it is not a matter of getting a card of each colour, but of exchanging cards according to personal characteristics and our desire to relate to each other. They should also keep track of the order in which the cards are placed, as this will indicate the timing of STI transmission and how the infection spreads. We will lead the discussion to reflect that often, the choice of people with whom we have sex is based on what we observe, on what we like at first sight, and on what we want others to see of us.

Activity 5: Placement of different prevention methods

Exercise: We will divide the group into several small groups and provide them with a penis mould, a vulva mould, and a vulva mould. After an explanation of each method, its benefits and how to use it, we will provide you with thimbles (finger condoms), latex barriers, penile and vaginal condoms and lubricant sachets.



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Activity 6: I want, I don't want...

Exercise: Divide the group into four teams. They should write on a flipchart the reasons based on this scheme for each group:

- H1: Men who want to use it
- H2: Men who don't want to use it
- M1: Women who want to use it
- M2: Women who don't want to use it

Once this has been done, the small groups will be asked to personalise and argue their reasons in a negotiation with two variants:

- 1st) H1-M2
- 2nd) H2-M1

These for and against arguments can be presented to the group or dramatised through role-playing, recreating various safe sex negotiation situations. Some suggestions for discussion How this form of negotiation does happen in real life? What are the consequences of a negotiation that does not go well? What other aspects of people are present in a negotiation like this? When is the best time to negotiate? During the negotiation exercise, it is a good idea to pay attention to the arguments for non-use of condoms and think about how they could be transformed into a yes.

Activity 7: And if suddenly...

Exercise: Each person in the group is given a card and asked to write on it the word that in their opinion best defines how our society reacts to people living with HIV or AIDS. As they are written down, they will be placed in a box. The trainer will mix them up and pass them around for each person to take one and read it and then pin it up in a visible place. They will be asked to imagine that they are HIV-infected people and to move around the room. When they come across another person, they should express with their face and body the reaction that is written on the card that person is wearing. We reflect on the question: How did you feel? How would you feel?



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Results

Activity 1: The ball of yarn.

Results to be achieved: Introducing oneself, breaking the ice and feeling a sense of belonging to this group. Understanding that there is a greater connection than meets the eye, and that the same is true for the topic we are going to work on these days about erotic practices, risks and sexually transmitted infections. Understanding that, what one person decides and does, influences the rest of the group (be it a couple or a group of friends).

Activity 2: Brainstorming.

Results: breaking the ice, enhancing respectful listening, communicating the knowledge they have. Becoming aware of the variety of erotic practices that exist and de-emphasising the over-emphasis on penetrative practices.

Activity 3: True truths/lying lies

Results: Communicating the knowledge and beliefs they have about STIs. Countering with real information, which does not coincide with many of the myths and claims in the media. Working on peer pressure, and understanding that being swayed by the ideas or intentions of other young people, they do not listen to their true beliefs and intentions, and that this can often lead them to make a bad decision.



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Activity 4: Interactive world

Results: Reflecting on the relationship between the appearance of each person and the affections we have towards them regarding whether or not they may suffer from STIs, which they could transmit to us. Realising that often the choice of people with whom we have sex is based on what we observe, what we like at first sight and what we want others to see of us. Understanding the mechanism of transmission of an infection and how it is something beyond our control and perception, thus seeing how, by having a single sexual intercourse without a protective barrier, I am likely to contract an STI, or pass it on to another person.

Activity 5: Placement of different prevention methods

Results: Knowing how the different methods should be used to really help prevent STIs, their benefits and the most common mistakes that can be made. Removing the usual fear and embarrassment of the first few times by practising putting it on.

Activity 6: I want, I don't want...

Results: Understanding arguments for and against the use of barrier methods, such as condoms or oral latex barriers. Reflecting on why you don't want to use condoms, countering this with the positive aspects of condom use. Acquiring tools for negotiating their use and being able to feel at ease even if their decision is different from that of the other person or their own group of friends. Understanding that when you say or receive a "No", it is not a No to you, but a "No, not like that; better with a condom because then it will be a safe practice, without risks, so we will enjoy it more".



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Activity 7: And if suddenly

Results: Empathising with people who suffer some kind of discrimination for having a sexually transmitted disease, and understanding that this is something that can happen to many people if we do not use barrier methods. Promoting awareness of the negative social evaluation that many people with STIs, especially those who are HIV-positive or have AIDS, receive and reinforcing the fact that there is no reason to justify this discrimination.





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Innovation

We consider the following aspects to be innovative

1

Firstly, and as we have already outlined in the Contents section, the first session is different from the usual sessions on this subject. Thus, escaping from the typical prevention through fear and prohibition. As a result, the expected results are not being achieved, but rather the young population does not believe in the information provided by the training team, feeling untouchable in the face of STI infection. In addition, there is an attitude of closure and rejection of the sessions themselves. For this reason, we are committed to starting by creating debate, emphasising the positive aspects of sexuality, the different erotic practices that each person decides to carry out at any given moment and the importance of communication and negotiation within the couple. From this point on, in a more receptive and relaxed atmosphere, we can discuss the possible risks according to practices to go deeper into the rest of the contents.

2

Secondly, our project has an active and participative methodology, in which a different group dynamic will be carried out in each session, which is related to the points dealt with in it. Although we work according to conceptual and procedural objectives, in this project, we will put great emphasis on attitudinal objectives. And a strong element to achieve them is the group dynamics introduced in point 6.



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3

Thirdly, and in relation to activity 5, we will talk about, and you will see and touch, apart from penile condoms, vaginal condoms, oral latex barriers and finger condoms. Thus expanding the repertoire of protection methods, and giving a voice to different erotic practices, which do not necessarily involve penetration of the penis into the vagina or anus. On the one hand, we downplay the excessive weight being given to this coital practice in society by talking about other ways of enjoying intimacy with other people. And on the other hand, we give visibility to diversity, as there are people who will never introduce intercourse in their sexual encounters, either because of their sexual orientation or preferences.

Impact

The impact group is very broad, as this project will provide information and tools to professionals who work with young people from 13 to 17 years old, in the different centres that we detail: schools, high schools (Secondary, Vocational Training, Baccalaureate), youth centres, educational leisure time schools, campuses and camps, toy libraries, parent and family associations, psychology and sexology centres...



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2 Education on Acceptance and Sexual Diversity

Objectives

▶ General and specific objectives

- The introduction of the types of manipulations and abusive behaviors to the young people aged 13-15
- Implementation of the digital tools as the part of the learning process of young people
- Promotion of healthy attitudes by young people among their peers





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Content

1. Young people gather in a room with the flipchart (the chairs stand in the shape of a circle in order to create the atmosphere)
2. On the flipchart we write down the word abuse and manipulation
3. We ask participants what type of abuse and manipulations they know - 10 minutes
4. We highlight the types of the abuse: physical, sexual, economical, psychological - 10 minutes
5. Young people are divided into 4 mini-groups and try to analyze and brainstorm about abuse and its consequences types, victims and oppressors, they also think of the situations which could happen to them - 20 minutes
6. Young people have short presentations on types of abuse of each type on the mini-flipchart 15 minutes
7. After that we have a short sum up on the types of manipulations with young people, they share examples they know, we think which type of abuses we meet mostly within relationships 5 minutes
8. Participants are asked to create TIK-TOK videos on the types of manipulations. They divide into working mini-groups according to the roles: we have a director, scenario writes, actors, dancers, technical support, promotional support - 10 minutes
9. Participants come up with 3 versions of various educational TIK-TOK videos which will highlight the topic - 20 minutes
10. Participants have 30 minutes to play, shoot and issue 3 TIK-TOK ideas which would promote the knowledge about types of abuse in order to prevent them.

Participants present their videos and start promoting and sharing them among the peers and in the social media of the school

Activities

During the teaching module we organize a presentation, the participants work in mini-groups, they also create the videos

Results

Within 120 minutes training the participants learn about the types of abuse, become ambassadors and promoters of this knowledge

Innovation

The innovative aspect of this teaching module is the fact that participants learned about the types of manipulations and took the ownership on promotion and dissemination of this knowledge with the help of the digital tools. Young people become more active and take the initiative

Impact

The impact expected by the activities:

Young people are introduced to the types of abuse can differ them, understand the elements and can prevent abusive behaviors towards them.

Young people developed their skills of self-presentation and working in a team

Young people learn the promotional and dissemination tools

Young people become better users of the digital tools and can use them in educational purposes



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3 Education for the Treatment of Sex in Technology

Objectives

- 1. Know the concept of sexting and identify the dangers it entails.**
- 2. Identify the concept of grooming and its meaning.**
- 3. Know the different forms of cyberbullying.**
- 4. Know the ways of acting in the face of online sexual violence and sexual cyberbullying.**



Content

Regarding the contents, we will develop them in 4 blocks, related to the objectives set

► **1-From sexting to sextortion:**

In this block through the activities that we will carry out, we will try to explain the dangers of sharing photos of sexual content, from the moment you share them, they lose their privacy and it can be a weapon that can be used by your partner to blackmail you, control you or simply have you threatened.

► **2-What is grooming?**

Grooming and, in its digital evolution, online grooming (harassment and sexual abuse online) are criminal forms of harassment that involve an adult who comes into contact with a child or adolescent in order to gradually earn their trust and then engage in sexual activity.

This practice has different levels of interaction and danger: from talking about sex and obtaining intimate material, to having a sexual encounter.

It is a process in which a bond of trust is produced between the victim and the harasser. This tries to isolate the minor little by little and achieves this by detaching him from his support network (family, teachers, friends, etc.) and creating an atmosphere of secrecy and intimacy.

In the case of online grooming, the abuser sends, through technological means, sexual material to the boy or girl. In addition, he usually pretends to be a minor and adapts the language to the age of the victim. It is a violence that is just as real as physical violence, but from which you cannot escape.



► 3-Different forms of cyberbullying

Cyberbullying is considered a form or method of violence that has become one of the main dangers among the youth population.

Frapping: it is a type of cyberbullying in which the attacker takes control of our social networks, posing as us and posting inappropriate content.

Cyberstalking or cyberstalking: one of the types of cyberbullying or cyberharassment that has been seen the most on social networks so far. It consists of when the aggressor "controls" all the steps that the victim takes on her social networks. The victim may feel "inhibited" and extorted. Some social platforms have gotten down to work to fight against this type of cyberbullying. This is the case of Instagram, in which the interactions of other users can no longer be controlled in an "easy" way.

Gender cyber violence: control, attacks, harassment, exposure... All for reasons of gender. The aggressors for gender reasons also take advantage of the movements of the victim in the network to reinforce the harassment of her.

Type of cyberbullying by exclusion: another type of bullying that has spread to the Internet is bullying by exclusion. In the classrooms we found it when a child or minor was not invited to the social acts of others. In the network it becomes the same, but extrapolated to WhatsApp groups, video calls or group online games. It can also occur at the work level in the adult world, when groups are created and one of the partners is deliberately excluded.

Cyberbullying by notifications: this is another type of cyberbullying that has increased due to the widespread use of social networks and the Internet in general. The aggressors in this case are dedicated to including the victim's telephone number or contact email on different platforms.



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► 4-What to do if you are a victim of online sexual violence?

Do not share your personal information.

- If you are harassed, keep evidence of the harassment.
- It is better not to attend to provocations, ignore them.
- If you receive serious threats, do not remain silent, ask for help. ...
- Don't be an accomplice to a cyberbull

Activities

The activities will be related to the proposed objectives and contents; thus we have:

Activity 1	Activity 2
<p>Make a comic for all the students, through the Pitxon program, which allows you to create a character, stage it in a comic and share it, we will do it in pairs of boys and girls so that after sharing it, they can reflect on the meaning of the sexting situation and talk about the two comics.</p>	<p>Make a collage with photos and slogans that represent grooming cases in a visual way to later translate them into a digital collage that is published as the wall of shame using Canva to design it and Padlet to share it.</p>
Activity 3	Activity 4
<p>Represent through a Role Play, the different forms of cyberbullying that exist and then hold a round table in which to expose how the victims have felt and how the aggressors have felt.</p>	<p>Record a podcast in which the opinions of experts are collected that recommend how to prevent so as not to be victims of sexual harassment online and what to do if you feel like a victim.</p>

Finally, students will be able to tell stories that they have lived, related to sexual harassment on the Internet and we will distort the voice, through a new podcast, in which students will be able to listen to the experiences of their classmates, through total anonymity

Results

A rights-based approach to Comprehensive Sexuality Education seeks to equip young people with the knowledge, skills, attitudes, and values they need to determine and enjoy their sexuality physically and emotionally, on an individual level and in their relationships.

Specifically, this module aims to make young people aware of their rights and duties in the field of technology and interpersonal relationships from a respectful and empathetic approach.

Regarding the activities, **activity 1** is intended for young people to reflect creatively on sexting; **activity 2** is intended for young people to think about grooming cases and their consequences; **activity 3** is intended for young people to experience in a controlled environment the cyberbullying and to reflect about the experience with their equals; and finally, **activity 4** is intended for young people to know the opinions of experts about online sexual harassment and how to prevent it.



Innovation

The innovative aspects of the activities are that they are part of the teaching based on active methodologies, a student-centred teaching.

Cognitive psychology has consistently shown that one of the most important structures of memory is its associative structure. Knowledge is structured in networks of related concepts called semantic networks. The new information is coupled to the existing network. Depending on how this connection is made, the new information may or may not be used to solve problems or recognize situations (**Glaser 1991**). This implies the conception of learning as a process and not only as a reception and accumulation of information.

A second element that supports the use of active teaching methodologies is that self-directed learning, that is, the development of metacognitive skills, promotes better and greater learning. It is about promoting skills that allow the student to judge the difficulty of the problems, detect if they understood a text, know when to use alternative strategies to understand the documentation and know how to evaluate their progression in the acquisition of knowledge (**Brunning et al 1995**). During self-directed learning, students work in teams, constantly discussing, arguing, and evaluating what they learn. Active methodologies use strategies to support this process.

Finally, these methodologies emphasize that teaching must take place in the context of real world problems or professional practice. Situations as close as possible to the professional context in which the student will develop in the future must be presented. The contextualization of teaching promotes students' positive attitude towards learning and their motivation, which is essential for learning with understanding. It also allows the student to face real problems, with a level of difficulty and complexity like those found in real life.



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Impact

The specific impact that is expected to be obtained with these activities is that the young people who do them develop a critical awareness of their rights and duties in the field of social networks and their personal relationships

The main goal is that they know the risks, prevention strategies, ways of acting if they are victims or witnesses and above all that they develop the necessary empathy to avoid being part of cyberbullying or similar processes.

In relation to educators, coaches, and monitors, they will benefit from having tools to educate students or athletes. Having a bank of resources already prepared to work on these issues can be a great help for them.





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4 Affective-Sexual Education for the Prevention of Sexist Violence

Objectives

In the last few decades, we are increasingly encountering different forms of violence. What is frightening is the increase in violence in which anyone can become a victim. Bullying is a form of aggressive behavior; part of risky behaviors and is characterized by the intention to injure another person. Contemporary research shows an increasing incidence of violent behavior among children and young people, in relationships and society in general. We should embrace the perspective of the world as one of togetherness, tolerance, multiculturalism, and dialogue. Countries that respect this have better prosperity and development. That is why continuous learning and practicing of life skills with the help of the module Affective-sexual education for the prevention of sexist violence is extremely important in all schools.

Affective-sexual education is an approach to education that focuses on developing a positive attitude towards sexuality and emotions. The goal of this education is to provide students with information about the human body, reproductive health, sexuality, and relationships in the prevention of sexual violence. Through this approach, students should develop the ability to recognize and respect their own and others' boundaries, understand the importance of consent and consensus in sexual relations, and recognize violence and abuse. Such education plays an important role in the prevention of sexist violence because it helps students better understand how negative stereotypes about gender and sexuality contribute to violence. Also, this approach to education can help students recognize and understand social norms that support sexual abuse and create positive and quality relationships with their partners.



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Young people are encouraged to develop empathy and respect for other people, and to strengthen their communication and understanding skills in romantic relationships. It can be implemented in a variety of settings, including schools, communities, and families, and typically includes learning about reproductive health, STD prevention, gender equality, LGBTIQ rights and sexual violence prevention.

The latest research shows that violence in romantic relationships among young people is still a big problem. According to research by the National Center on Domestic Violence, nearly 1.5 million high school students in the US experienced dating violence in the past year of 2022. This research also indicates that violence in relationships among young people is more common among girls than among boys. The research also shows that online violence, including sending abusive messages and posting offensive content on social networks, has become more common among young people in relationships. This can have long-term consequences for young people's mental health and self-esteem. It is important to make young people aware of what constitutes a quality relationship and what constitutes violence in a relationship. It is also important to educate young people on how to recognize and respond to relationship violence and ensure they have access to safe places and services if they need help.





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In the Republic of Croatia, there are studies that indicate a high level of violence in adolescent relationships. According to research conducted during 2016/2017 school year in five counties, 15.9% of adolescents in a relationship experienced some form of violence in a relationship, and the most common form of violence was emotional violence. The research showed that girls were more often victims of violence in a relationship than boys:

- 88% of girls and 64% of boys believe that violence in relationships is a serious problem (CESI, 2007)
- 90% of girls and 53% of men with socially maladjusted behavior consider this to be true
- 78% of students declare that there are no programs and activities in their schools that deal with the prevention of violence in adolescent relationships (CESI, 2007)
- 77% of girls and 84% of boys with socially maladjusted behavior state that such a program does not exist in their institution.
- The aim of this module is to provide young people with the opportunity to discuss the characteristics of quality and poor-quality relationships, and to describe and argue risky behaviors online and in person romantic relationships. The emphasis is on the positive sides of the relationship and what they can get from the relationship and how to help a friend.

Name of the workshop:

1. Quality relationships
2. Violent behavior in romantic relationships (myth or reality?)
3. Online violence in relationships
4. Act!



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At the first pedagogical workshop, students should be prepared for the rest of the activities. Students will place chairs in a circle, and the educator will also sit in a circle and try to get answers to the questions: What do you think, why are we sitting like this? Does anyone have experience with this way of working? Can you describe us? What is it called?

Furthermore, the educator should determine the communication rules of behavior at the workshops with the students. (e.g. while one is speaking the other is silent, we raise our hand if we want to say something, if we do not want to participate we say further, etc.) (10 min.)

1. Workshop: Quality relationships

Introduction

To be able to develop positive and healthy relationships, young people need to recognize when a relationship is of good quality and when it is not. Problems can start with something seemingly innocuous and lead to violence.

Goal

Encouraging young people to recognize some signs of poor-quality relationships

Outcomes

- Distinguish the characteristics of quality relationships from poor quality ones.
- Explain the importance of quality relationships.
- Describe the attitudes, behaviors and skills needed to create and maintain quality relationships.

Goal

- A set of empty self-adhesive (post-it) papers
- Two flipchart papers, titled quality and poor-quality relationships.
- Scotch tape
- Markers and pens



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Introductory activity

The educator tells the students to decide on two guiding ideas that have been or are currently important to them in life, and to share them with the student next to them. After that, everyone will introduce their pair using what they heard...

Central activity

Place two flipchart papers in the class at a certain distance, so that students do not push around them.

Give instructions

We create friendships and relationships with different people, for example professors, parents, brothers and sisters, classmates, boyfriends, or girlfriends. Some of our relationships make us happy and that makes us feel good. Because of others, we feel less happy, we feel uneasy, even bad, so we ask ourselves: "Is there something wrong here?" - So sometimes we need to step back and evaluate our relationship. Often, when we're in a relationship, we can't recognize the warning signs, like we might when observing our boyfriend or girlfriend's relationship.

Divide the participants into groups of five and give each group 10 blank post-it notes. Within the group, the participants should agree on what to write on them. Five behaviors in a quality relationship and five behaviors in a poor-quality relationship should be written on five pieces of paper. After five minutes, each group sticks pieces of paper on the flipchart paper of quality relationships and poor quality relationships.

After all the pieces of paper are pasted on the flipchart paper, read aloud the behaviors from both sheets, and see if the participants agree with everything and what made a special impression on them.



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The discussion follows

- ·What do you think is the main characteristic of a quality relationship? What does such a relationship look like? How do people in such a relationship behave towards each other?
- ·What is the characteristic of poor-quality relationships? What does such a relationship look like? How do people in such a relationship behave towards each other?
- ·A low-quality relationship can turn into an abusive relationship. What are the warning signs? Why is it difficult for a person to recognize that he is in a low-quality relationship? Why do people stay in such relationships? What can a person who is in a low-quality relationship do?

Final activity

Write down three things that you can apply in your life and in your relationships... (use, for example, a mental meter or on paper). After the results, conclude which behavioral changes have been indicated.

Evaluation (examples are at the end of the workshops)



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2. Workshop: Violent behavior in romantic relationships (myth or reality?)

Introduction to the topic:

Many myths, widespread beliefs, attitudes, and misconceptions are associated with violence. Even today, people continue to believe in them and act in accordance with them, so that, in a way, myths are stronger than facts. They contain misinformation about why romantic partner violence occurs, and many of these myths are widespread throughout the world. Myths can be an additional burden in a situation where we are trying to oppose violence. On the other hand, their understanding is necessary to be able to develop effective strategies to counter violence in relationships, on a personal and social level.

In addition, some myths are so widespread that it is important to learn what to do when we encounter them. If people realize that their behavior is violent, they may consider changing the behavior that they previously considered acceptable and harmless.

Goal:

To stimulate discussion about sexist attitudes and beliefs

Outcomes:

- Identify and differentiate between what is myth and what is reality in violent romantic relationships.
- Manage change in negative attitudes about violence in romantic relationships.
- Become aware of prejudices related to violence and apply behavior from facts against the background of myths.

Preparation

- Work sheet
- One self-adhesive (post-it) paper
- A box with a mirror



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Introductory activity

The educator gives instructions to the participants: "Write three sentences about yourself!" One sentence should be false and the other two sentences should be true. After that, get up, move around the room, find a person with whom you can comment on what you both wrote." The duration of the activity is five to ten minutes. After ten minutes, the activity ends and the couples present what just happened, how they felt and whether they guessed what was true and what was not related to the people they were in contact with.

Central activity

- Before starting the exercise, stick a paper with a + sign (I agree) on one side of the room, and a - (disagree) sign on the opposite end of the room.
- Ask the participants to stand up and move things that could interfere with free movement.
- Explain how you will now read the statements related to the position of women in society, and they will place them in space, depending on how much each of them agrees with the statement. If they match, they will stand as close as they can to the + sign and vice versa. Those who are undecided remain in the middle, but without the right to comment.
- Read the first statement and wait for positions to be taken. Someone explains why he took that particular position. They need to convince the rest of the group that they are right and that the others should join them. After the discussion, invite those who want to change their position.
- Read the second statement and repeat the process.
- When the educator has read all the statements, he continues with the discussion in the group.

Discussion questions

How did you feel during the exercise? Was it difficult to decide? Why? Is it hard to stay in the middle without the ability to comment? How much do we actually listen to other people's arguments? Were arguments based on facts or on emotions effective?



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Emphasize at the end

- Myths about violence in romantic partner relationships blame the violence on the victim or some other factor such as alcohol, anger, or mental disorder. As a result, the myths divert attention from what the abuser does, the person who is 100% responsible for the abusive behavior.
- If we understand the myths and realities of violence, we can more easily focus on the responsibility of the person who abuses. This focus on the responsibility of abusers is a critical point of any directed action to protect the victim and to create a society without tolerance of violence.
- Note for the educator: Participants will express their opinion in the workshop. It's not always easy to take a stand and stick to it. Some may feel lonely, and some may feel threatened. The exercise will raise self-awareness about the role they play as members of society. We can also discuss what actions can be taken to improve the position of the young female population.

WORKSHEET 1

1. Rapists are unknown maniacs in dark streets
2. Sometimes the victim herself/himself is guilty for sexual violence
3. Rape victims are usually young and attractive girls
4. Abuse of alcohol and drugs are causes of violence
5. Jealousy is a sign of love
6. Women are just as violent as men
7. Men who are violent can't do anything about it
8. If the victim leaves the abuser, the violence will stop
9. When two people go out on a date, it cannot be said how the rape happened
10. Men cannot be victims of sexual violence



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Facts

1. Rapists are often partners, friends, relatives, acquaintances, or neighbors. Rape often happens in the home and is pre-planned.
2. Violence is never the victim's fault, no matter how she dresses, behaves, or goes out at night. Nobody wants to be raped. Responsibility and guilt rests with the perpetrator.
3. Any woman can be a victim of rape, regardless of appearance, age, or behavior. Sexual violence is an act of power and control and has nothing to do with sexual attraction. Rapists choose as victims those over whom they have power.
4. Drugs and alcohol are not causes of violence, because it occurs even when these factors are not present. It is socially acceptable to blame alcohol or drugs for violent behavior.
5. Jealousy occurs when a young man or a young woman thinks that their relationship is threatened by a third person, whether it is real or not. It is an indicator of insecurity in yourself and your partner. It is often a way of control, and jealousy should not be confused with showing love.
6. Men are more often perpetrators of violence. Both men and women can be aggressive, but women are less violent. Men are more likely to show physical aggression and are more often the perpetrators of severe physical attacks.
7. Violent men need professional help to gain control over their behavior. Violent behavior is inappropriate coping with stress, anger, fear and frustration.
8. Violence does not stop when the partner leaves. This myth contains the belief that a woman has control over the violence she suffers, and if she wants it to stop, she can only "leave" the abuser, which presupposes her responsibility. Women do not have enough support in society when they want to end a violent relationship.
9. Rape is rape regardless of the relationship between the victim and the perpetrator. Most perpetrators are known to the victim. In the period of adolescence, in 70% of cases, the perpetrators are partners or former partners.
10. Men can be victims of sexual violence. According to recent data, one in eight men has an unwanted experience. In these cases, the perpetrators are mostly men.



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Final activity

Gift for the end: Participants sit in a circle. The educator prepares a box with a mirror in the bottom and sends it around. He instructs: "In this box there is something intended only for you, something precious, unique and unrepeatable. Remember what you saw and remember it often." When the whole round has passed, ask the participants if they were surprised and let them explain!

Evaluation



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3. Workshop: Online violence in romantic relationships

Introduction to the topic:

In this workshop, we will define what online sexual harassment (OSU) is and the range of behaviors it includes. Through discussion and interactive activities, participants will reflect on the types of behavior they may have observed online, explore the topic of consent and how it helps us define online sexual harassment. When OSU is recognized, young people become more aware of how their behavior can affect others.

Objective:

To acquaint students with the concept of online sexual harassment and the consequences it can lead to

Outcomes

- Define the term online sexual harassment.
- Recognizing examples of online sexual harassment
- Understanding the emotional impact online sexual harassment can have on those involved.

Preparation

- A4 and A3 format papers
- Felt-tip pens and wide adhesive tape



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Introductory activity

When we hear the word online violence or sexual harassment on the Internet or social networks, what thoughts, ideas or feelings come to mind when we hear this term? We write on the board, and we can also use some digital tool that shows the results immediately.

In pairs, comment on what sexual harassment is and give some examples? Carry out the activity for three to five minutes... Check the answers with the students who want to answer.

After that, show the slide or say it or show it written on a larger piece of paper...

Online sexual harassment is defined as unwanted sexual behavior on any digital platform and is recognized as a form of sexual violence. It includes a wide range of behaviors that use digital content (images, videos, posts, messages, pages) and occurs on a variety of platforms (private or public). Sexual harassment on the Internet includes:

- inappropriate sharing of intimate images or videos
- using coercion and threats
- sexualized peer violence
- unwanted sexualization.

Central activity

The educator divides the students into two groups. Put a strip in the middle of the room. On one side of the tape, put a piece of paper that says harassment, and on the other side, no harassment. Examples are read to students and they are given the opportunity to choose situations. The educator reads the situations and the students choose a side. Someone explain why he took that particular side. Read the second statement and repeat the process.

When the educator has read all the statements, he continues with the discussion in the group.



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Discussion questions:

How did you feel during the exercise? Was it difficult to decide? Why?

WORKSHEET 2 (Situations - fun and flirting or harassment and violence)

1. Nataša corresponded for some time with a young man she liked. She hoped that their friendship could turn into a relationship. The young man asked her for photos of her naked body, but as she was not sure if it was okay, she avoided answering him. He persistently asked her for such photos and she blocked him.
2. Ivan posted several selfies and subsequently received anonymous comments describing his body in a very sexual way and offering him sexually colored suggestions.
3. Andrea was born as a girl, but she feels like a boy. She wants to be addressed as Aidan and to be called "he" and "him" at school. Aidan has changed his online profile name. A number of people liked the change and some asked about the change in the comments.
4. Klara received a picture of a naked male genital organ. The sender is a friend of a friend. Klara shows the picture to her friend, they both laugh and she deletes the picture.
5. Maja's boyfriend was kissing another person while he was dating Maja. This made her very upset and she starts sharing pictures of his naked body because she wants to hurt him.
6. Mari's classmate has been making jokes about Mari for a long time, mentioning that he likes their teacher. They also created an Instagram account on which they posted joint photos of Mari and the teacher and added emoticons that suggest that it is about sexual activities.
7. Jan is seeing a girl who is two years younger than him. His friends post comments calling him a "pedophile".
8. Peter is photographed pretending to kiss one of his friends. Someone adds hearts to that photo and sends it to everyone at school with the comment that they are "disgusting".
9. Someone created a fake profile under Igor's name and asked other people to send him nude photos from that profile. Igor said that he didn't do it, but no one believed him.



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10. Marija took a selfie with her best friend. He adds the comment "I love you cow xxx" to the photo.
11. Luka publishes a video of him playing football. A girl he likes sends him a message "You look good", and he replies "Thank you, but you're the one who always looks good".
12. Damir and Laura have just started to be a couple. They correspond a lot and are quite flirty in their messages. Damir writes to Laura that he is "hot".
13. Someone recorded a video at school in which a group of school friends force Lana, a girl in the lower class, to touch Tom's genitals. The video starts circulating around the school.
14. Emilia likes her friend Lea and thinks that Lea feels the same way, but she is not sure. Emilia can't talk about it with Leo looking her in the eye, but it's easier for her in the online environment. Lea is glad that Emilia wants to talk about it.
15. A rumor spreads through the school that Hrvoje is a homosexual. This rumor bothers him a lot. In order to stop gossiping, he indicates "men" in the "interested in" category on his profile. Screenshots of the announcement are shared, but a little later the rumors stop.

ANSWERS

1. Harassment. The requests were unwanted and continued even after Nataša did not respond to them.
2. Harassment. Ivan did not agree to receive such comments, considering that he does not even know who the person who sent him the comments was.
3. It depends. Why did people like the name change? What kind of comments were posted? If the comments are discriminatory or transphobic (malicious words about gender change), then it is harassment. If support is expressed in the comments, it is possible that it is not harassment.
4. It depends. It seems that the photo did not upset Klara, but the photo is unwanted. But is it harassment in the case when she showed it to a friend without the sender's consent?
5. Harassment. Maja deliberately shared the photos to deliberately hurt her ex-boyfriend.



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6. It depends. Does Mario like the joke? Is he also an active participant in that joke? If he feels uncomfortable or embarrassed because of the joke, it is harassment.
7. Harassment. The term "pedophile" is a word with a very strong negative meaning and in this case it was used to shame Jan because of his relationship with a younger girl.
8. Harassment. The language used is very negative and homophobic (language that shows non-acceptance of persons of homosexual orientation).
9. Harassment. Igor did not agree to the opening of a fake account under his name, and that act embarrassed him.
10. It is not harassment. From the context, it can be concluded that the sexual connotation was used in a friendly tone.
11. Not harassment. Comments are part of a conversation where mutual respect is expressed and are not unwanted.
12. Not harassment. Comments are part of a conversation where mutual respect is expressed and are not unwanted.
13. Harassment. Lana was forced to touch Tom and did not consent to the video being shared.
14. Not harassment. Comments are a part of the conversation in which both are expressed an act of power and control and nothing to do with sexual attraction. Rapists choose as victims those over whom they have power.
15. Harassment. Hrvoje is upset about the rumors and they are unwanted. He did not give his consent for the screenshots to be shared

Note to the educator

During the workshop, participants may make assumptions based on stereotypes. It is important to support them in the process of questioning such positions and views. Participants may have unconscious beliefs that support the perception of victim blaming or shaming, especially when dealing with examples involving female individuals in cases of online sexual harassment.



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Final activity

Feature trade. Each of the participants says one feature that they would like to sell and one that they would like to buy. The activity is carried out in a circle.

Note for educators

This workshop can be the first time that young people become aware through discussion that there are gender roles and expectations. It is important to support them in understanding how society can influence personal attitudes and expectations. Victim blaming occurs when others blame the victim for what happened to them. Victims can also blame themselves for what happened to them. Explain to the students why this happens.

- Social norms - young people can hear about harassment through profiles or cases of abuse through the media or in the local community to talk about some cases. Example - the news may refer to the victim as if she is guilty because she was in that place at that time or because she was wearing a certain outfit while the behavior of the one who committed the violence is not questioned.
- Self protection - the human brain tends to seek predictability. If something unexpected and bad happens to someone for no particular reason, people may feel threatened that something similar could happen to them. Blaming the victim can therefore also be an unconscious desire to distance themselves from the threat that the same could happen to them.
- Peer pressure - young people want to be in a group with strong young peers. To avoid the risk of being excluded from the peer group, youth may engage in victim blaming to demonstrate that they are not the victim.



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4. Workshop: Act!

Introduction to the topic:

In order to stop violence in romantic relationships, if we notice it, it is necessary to think about how to intervene and apply effective strategies.

Goal:

Sensitize students and raise their awareness that, as observers, we have the responsibility to take some kind of action and react by changing the attitude: "It's none of my business" to "What can I do?"

Outcomes

- Choose specific techniques for questioning the attitudes and behavior of your peers who do not accept violence.
- Manage the process of stopping violence in romantic relationships
- From the role of an observer, devise ways to help and prevent further violence

Preparation

- Flipchart papers
- Felt-tip pens and adhesive tape
- Worksheet - Scenario

Introductory activity

Participants are divided into groups according to their zodiac sign. Within three to five minutes, they should prepare a demonstration about some characteristics of their sign without words. After a few examples, the educator starts a conversation about how they were and how they felt.



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Central activity

One of the best ways to overcome the fears that keep us silent is to have strategies ahead of time that we can use to intervene if needed. In this way, we will be ready to act when necessary.

The educator divides the students into six groups of different genders and distributes six prepared scenarios in which intervention is needed. They will say: "Try to imagine yourself in that situation, talk in the group, write the answers and what you would do. You have ten minutes for that. After that, return to the circle. We'll talk about the strategies you've come up with."

While the students are working in groups, the educator should help them and guide them to create concrete lists of strategies.

The educator should stick to these strategies through which he will guide the students:

1. **Ask for clarification** - People who express the attitudes of a violent culture expect others to agree with them, to laugh, to join in. If we seek clarification, we change the dynamics and direction of communication.
2. **Give the victim a face** - We restore the human form to the humiliated person. If we remind someone that their sister, mother or girlfriend could be talked about in that way or treated like that, it is often enough to see that women are living human beings.
3. **Don't accuse...speak clearly** - We use "I sentences..." Instead of: "You are sexist, and this is the stupidest thing I've ever heard, we can say: "I believe that no one deserves to be treated like this."
4. **Use humor** – Effective use of humor can reduce tensions. It is important not to sabotage the message we want to convey.
5. **Without words** - This can be an effective strategy with young people, if we connect it with the example of parents, who have the ability to convey their dissatisfaction to children with a simple look. No words are necessary.



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6. Look for people similar to you - according to research, 90% of young men occasionally feel uncomfortable because of the way some men around them talk about girls or how they treat them, but almost none of them react, because they believe that they are the only ones who are uncomfortable. The goal of this strategy is to tell others that they are not the only ones who feel this way. For example, you can turn to the group and ask: "Am I the only one who is uncomfortable with this?".

7. Ask or offer help - If we witness a violent incident and we are alone, we should not intervene. It can be called the police or the help of other people. We can also announce that we are present and talk to the victim. However, it should be remembered that it is better to talk to the person after the incident is over.

The educator shares the scenarios and each group chooses one:

1. Rumor has it that a guy you know slept with a girl without her consent. You talk about it with two of your best friends. One of them defends the boyfriend and says for the girl: "She asked for it...She sleeps with everyone...Look at how she dresses...". What are the reasons to intervene and which are not to intervene in this situation? What would you do? What would you say? How do you think you would intervene?
2. You are with company. One of the friends is about to leave. He says he can't stay any longer because his girlfriend is waiting for him. Another begins to tease him: "How low have you sunk? He spins you around his little finger! Why do you let him pull your nose? One of them threw in: "If she controlled me like that, I would break her!" What are the reasons to intervene and which are not to intervene in this situation? What would you do? What would you say? How do you think you would intervene?
- 3.1. You're at a party and as you're leaving, you see a guy shoot a girl who's drunk and can't even walk. She seems reluctant to go with him. What are the reasons to intervene and which are not to intervene in this situation? What would you do? What would you say? How do you think you would intervene?
- 4.2. You enter a coffee shop and hear a couple arguing. Suddenly, the man pushes the woman against the wall. None of the people present does anything. A little later, the situation gets out of control. A man is increasingly violent towards a woman.... What are the reasons to intervene and which are not to intervene in this situation? What would you do? What would you say? How do you think you would intervene?



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5. You are at the theater with your friend. You seem tearful. She told you once before that her boyfriend yells at her and curses, insults and humiliates her. He always wants to know where he is and with whom. It looks like he has bruises on his arm. What are the reasons to intervene and which are not to intervene in this situation? What would you do? What would you say? How do you think you would intervene?

6. It's Saturday and you're out with friends. Your friend sees a hot girl, comments on her body and harasses her. What are the reasons to intervene and which are not to intervene in this situation? What would you do? What would you say? How do you think you would intervene?

Note to the educator

Through this activity, it seeks to help young people to develop thoughtful ways of coping. A positive message should always be kept in mind: overcoming your fears and finding a way to act. Likewise, do not forget that we do not in any way encourage participants to engage in risky behaviors. Some students may resist coming up with strategies because they are used to being unresponsive. It is important that they imagine a hypothetical situation. We encourage students not to fight violence with violence.

Make sure that each student has the following on their cell phone:

How to help a friend:

- **SPEAK UP:** If you hear a friend saying something unkind about someone or talking about doing something violent, say the right thing. You can also ask an adult for help.
- **STEP IN:** If someone is misbehaving with another person, either verbally (e.g. insults) or physically (e.g. fights), act to stop what is happening or call an adult for help.
- **TALK LATER:** Sometimes it's best to wait and talk later, privately. That way the conversation would be more open.
- **TALK TO AN ADULT:** Sometimes it's best to turn to a teacher, coach, family member who can help.
- **ASK FOR HELP:** If someone is in danger, get help immediately or call the police. Do not try to intervene if the fight is out of control.



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Final activity (Violence in young people's romantic relationships – quiz):

The educator gives the instruction:

This short quiz could help you differentiate and know whether you are a victim or an abuser in romantic relationship violence. Answer questions that can help them reflect on their current relationship.

Have you been abused? Answers to these questions:

- Are you afraid of the person you are in a relationship with?
- Are you afraid to express your disagreement with him/her?
- Do you constantly apologize for the behavior of the person you are in a relationship with, especially when he treats you badly?
- Did he hit you, kick you, push you, throw things at you?
- Did he ever force you to have sex when you didn't want it?
- Does he push you and push you away (eg against the wall) with great force?
- Are you afraid to end the relationship because your partner threatened to hurt you?
- Do you refrain from seeing friends and family because of the jealousy of the person you are in a relationship with?
- Is the person you are in a relationship insulting you?
- Does he require you to stay at home?
- Is he yelling at you?
- Does he get angry if you disagree with him/her?

Host: "If you answered YES to any of these questions, you may be in an abusive relationship. Maybe it's time to get help from someone you trust or professional help."

Evaluation

Conclusion:

It is important to note that Affective-Sexual Education is not a simple exposure of children and young people to the anatomy and physiology of sexual organs, but rather a complex process based on scientific and psychological knowledge about human sexuality and interpersonal relationships.



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Evaluation Sheets

Evaluation Sheet 1 (module 1)

1) How can I prevent an STI?

- Having sex with only one person
- Using two condoms at the same time in case one is too thin
- Using a barrier method
- Having sexual intercourse that does not include intercourse or penile penetration

2) The risk of transmission can be assessed based on:

- The intensity of the practice, the consumption of substances and the use or not of protective methods
- The duration, type and intensity of the practice, the consumption of substances, the person you do it with and whether it is the first time or not
- The duration, intensity and type of the practice, the consumption of substances and the use or not of methods of protection
- The trust you have with the other person and the type of practice you carry out

3) STIs are infections of variable severity that are transmitted by physical contact in erotic relationships, and can be caused by:

- Parasites, fungi, bacteria, vaccines or viruses
- Parasites, bacteria or viruses
- Bacteria, vaccines, fungi, parasites or viruses
- Parasites, bacteria, fungi, protozoa or viruses

4) How can I be sure that the person I am going to have sex with does not have an STI that can be transmitted to me?

- Looking at his or her appearance: good skin colour, absence of dark circles and tiredness...
- Observing him or her for several weeks and seeing that he or she is a healthy person and has not had sexual intercourse during that time
- Having a medical test to rule out any sexually transmitted diseases, and repeating it later if it has been less than six months since your last sexual intercourse
- Given that it is not clear to me, I avoid penetrative practices in the sexual encounter, and we practise other things such as oral sex or genital rubbing



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5) When STIs appear, they are called Sexually Transmitted Diseases (STDs). They have different symptoms depending on which one it is. Choose from this selection the phrase in which some symptom appears that does not correspond to any STD:

- Pain during urination, bleeding after penetration, abnormal discharge of fluid from the vagina and penis, swelling of the glans penis, warts on the genitals or in the mouth...
- Bleeding after penetration, abnormal discharge of fluid from the vagina and penis, swelling of the glans penis...
- Pain when urinating, uncontrollable increase in sexual desire, swelling of the glans penis
- Herpes around the nipples, immune system decline

Evaluation Sheet 2 (module 2)

After the activity we asked the participants the following the questions:

- What did you learn during these activities?
- Have you found some abusive behaviors among your peers, from your real life experience, what kind of?
- How would you react next time you notice some abusive behaviors?
- What can be done in order to change the situation among your peers
- How would you promote healthy behaviors?

The questions to test the knowledge of the participants:

1. In which situation the sexual abuse can take place

- a) Family
- b) School
- c) Work
- d) Street
- e) All of them

2. What does characterize psychological abuse?

- a) monitoring the social contacts of another person
- b) commenting the anatomical body parts of a person
- c) Stealing
- d) Reduction of the access to the food



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3. Once somebody commented on a girl's dress length. What would be the most appropriate reaction back?

- a) ignore
- b) cry
- c) explain to an oppressor why its not appropriate comment

4. What does characterize sexual abuse?

- a) constant criticism
- b) beating
- c) open criticism of the body and sexual preferences of others

5. Which of the abuses type is the most widely met and the most difficult to proof?

- a) psychological abuse
- b) sexual abuse
- c) physical abuse

Evaluation Sheet 3 (module 3)

Sexting

Sexting is the sharing of sexually explicit or suggestive:

- a. Texts
- b. Photos
- c. Videos
- d. Any of these

Once sent, a text, photo, e-mail, or video can never:

- a. Be viewed by anyone other than its intended recipient
- b. Be taken back or undone
- c. Be posted on social networking site
- d. None of these



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Grooming

What is online grooming?

- When someone pretends to be someone they're not to form inappropriate relationships
- Watching how to do your hair via online videos
- Not having your privacy settings on
- Making friends with people online

Cyberbullying

What do you do if you or someone you know is being cyber bullied?

- Delete the messages
- Let someone know
- Keep it to yourself
- Get into a fight with that person

Online sexual violence

What should you do if you see someone being sexually harassed?

- Tell a teacher or other trusted adult
- Don't worry about it. It happens all the time.
- Look the other way so it doesn't happen to you.
- Go up to the offender and start a fight.

Evaluation Sheet 4 (module 4)

The evaluation of the workshop is carried out in such a way that the participants express their evaluation in writing, in one sentence. Then they get up and walk to the music and exchange with others the papers on which they wrote their assessment of the workshop. That way, everyone reads everyone's rating.



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Evaluation Sheet 5 (module 4)

Rate the workshop by elements from 1 to 5:

- Interesting fact
- Utility
- Educativeness
- Applicability
- Performance

Evaluation Sheet 6 (module 4)

The evaluation of the workshop is carried out in such a way that the educator throws a ball to one of the participants, and that person must answer the following questions:

- What did I learn today?
- How does it help me in my life and work?
- What new questions arise for me?

When he answers, he throws the ball to the next participant.





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Evaluation Sheet 7 (module 4)

1. Evaluate the usefulness of the skills and knowledge provided during the workshop

- a) very useful
- b) useful
- c) it was not useful

2. Which part of the workshop did you like the most?

- a) group work
- b) dialogue between the educator and the participants
- c) socializing at the end of the workshop

3. Are you satisfied with the way the workshop is conducted by the educator?

- a) yes, very well
- b) it's hard to say
- c) No

4. Your suggestions, comments, ideas:

5. How active were you?

6. How did you feel?



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