

GORDANA POPOVIĆ

Affective sexual Education for the Prevention of gender- based Violence



AGENCIJA ZA
MOBILNOST I
PROGRAME EU



Co-funded by the
Erasmus+ Programme
of the European Union



SEDUCA

SEX EDUCATION AS THE BEST WEAPON
AGAINST GENDER VIOLENCE

Erasmus+ Youth program: "Sex education as the best weapon against
gender violence" (SEDUCA)

Contents

Introduction	3
Workshop 1: Quality Relationships	5
Workshop 2: Violent Behaviour in romantic Relationships (Myth or Reality?)	7
Workshop 3: Online Violence in romantic Relationships	10
Workshop 4: Act!	14
Evaluation Sheet Suggestions	18
References	20

INTRODUCTION

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 gender–based Violence is essential 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. 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 various settings, including schools, communities, and families, and typically includes learning about reproductive health, STD prevention, gender equality, LGBTIQ rights, and gender–based 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.

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.

Workshops:

1. Quality relationships

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

3. Online violence in relationships

4. Act?

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.)

WORKSHOP 1: 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.

Preparation:

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

Activity by steps:

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.

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)



WORKSHOP 2: 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

Activity by steps:

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?

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

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.

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

WORKSHOP 3: 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

Activity by steps:

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. One or two students explain why they 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.

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. Kira 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.
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.
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.

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.



WORKSHOP 4: 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

Activity by steps:

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.

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.
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!"

3. 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. 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?

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.

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 (e.g. 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.

EVALUATION SHEET SUGGESTIONS

EVALUATION SHEET 1

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.

EVALUATION SHEET 2

Rate the workshop by elements from 1 to 5:

Interesting fact:	1 2 3 4 5
Utility:	1 2 3 4 5
Educational Value:	1 2 3 4 5
Applicability:	1 2 3 4 5
Performance:	1 2 3 4 5

EVALUATION SHEET 3

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.

EVALUATION SHEET 4

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

very useful
useful
it was not useful

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

group work

dialogue between the educator and the participants

socializing at the end of the workshop

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

yes, very well

it's hard to say

No

4. Your suggestions, comments, ideas:

5. How active were you?

1

2

3

4

5

6. How did you feel?

References:

1. Bijelić, N. i Cesar, S., Nasilne veze su bezveze, Priručnik za vršnjačke edukatore i edukatorice, CESI, Zagreb, 2014.
2. Popović, G., Susreti s učenicima u srednjim školama, Priručnik za razrednike, Tempo d.o.o., Đakovo, 2008.
3. Skupina autora, Rodnom jednakošću protiv nasilja u intimnim partnerskim vezama, Knjižica III, Priručnik za nastavnike i nastavnice, CESI, Zagreb, dopunjeno izdanje 2015.
4. Skupina autora, Rodnom jednakošću protiv nasilja u intimnim partnerskim vezama, Knjižica IV, Aktivnosti za učenike i učenice, CESI, Zagreb, dopunjeno izdanje 2015.
5. Skupina autora, Zdravstveni odgoj, Priručnik za nastavnike i stručne suradnike u srednjoj školi, MZOŠ, AZOO, Zagreb, 2013.

Impressum:

Name of the brochure: Affective–sexual education for the prevention of sexist violence

Publisher: Ruđer Bošković Technical School and Natural Science High School

Author: Gordana Popović, prof.

Editorial team: Ozana Vignjević, prof., Atila Lukić, dr.sc. Tamara Kapraljević, prof.

Graphic design: Marijan Jovičić

Printing: Ruđerica School Association, Osijek

Edition: 10 pcs

Osijek, October 2023.

ISBN 978–953–58988–2–5