

European Flirt Expert

MANUAL

Workshop Program

for Youthwork / Prevention of Sexualized Violence



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1. Introduction

Concerning psycho-sexual development tasks, adolescents need to acquire abilities in the areas of *emotionality*, *identity* and *sexuality*.

Preventional work against sexualized violence with adolescents means to focus on these development tasks. The dispute with *emotionality* contains perception, verbalization and handling of own emotions, needs, conflicts, insecurities, fears... and strengthening of reflectional and empathic abilities.

The dispute on the task of *identity* aims to enable adolescents to develop their own identity; to be critical towards (traditional) gender role models and –stereotypes. Youth work takes countermeasures against sexist and homophobic notions. Gender-related restrictions, which affect female and male adolescents, need to be critically questioned.

Eventually adolescents need to deal with their sexual needs, ideals and concepts. They have to learn to realize sexuality in a responsible, consensual and socially accepted way (cf. Krahè, 2011).

2. Quality criteria of preventional work against sexualized violence

- The basis is a positive body-image. Love, relationships, sexuality and bodies are good and positive.
- Workshops are repeated, the programs are continuous.
- Workshops on prevention of sexualized violence should be implemented in gender-homogeneous groups when working on sex education. It's easier for the adolescents to talk and ask openly and there is no pressure of „reproducing“ the own gender to the other gender. Nevertheless you will find methods which work well in mixed gender groups too in introduction/getting to know each other sessions and on topics of emotionality and identity.
- Contents and programs of the workshops are orientated on the peer-groups of adolescents.
- Workshops inform about forms of sexualized violence and give definitions of it, they inform about sexual human rights and the specific legal regulations concerning sexuality.
- Adolescents are imparted that they have the right to help and support and get the information where to get this.

3. General information on the workshop program

3.1. Contents

- emotions, relationships, responsibility
- flirting, dating, communication among adolescents
- sex education, sexuality
- sexuality and media / pornography
- gender roles, different lifestyles, values
- identification of sexual infringements and violence
- law governing sexual offences
- systems that provide help

3.2. Objectives

The workshops tend to achieve these objectives for adolescents:

- gaining knowledge about sexuality, legal regulations and information about getting help and support
- reflecting strategies of flirting and dating
- increasing the reflection skills concerning sexuality, body awareness, partnership and relationships and the personal understanding of gender roles
- strengthening the self-esteem
- strengthening of communication-skills

3.3. Framework

The workshops concerning the previously mentioned topics should be implemented:

- for adolescents at the age from 14 – 24
- in a group of approximately 8 – 12 adolescents
- in a pleasant, joyful way, the adolescents are aimed to be empowered, not threatened with fear
- in gender homogeneous groups (sex education, prevention/definition of sexualized violence)
- participative
- respectful, perceiving and respecting diversity, gender-sensitive

- voluntarily (in general for the entire workshop-program and also for particular excercises/discussions)
 - A participant might have been affected by sexualized violence and might need to leave the workshop. The workshop leader needs to ensure that there is a contact partner in the school/facility during the entire time of the workshops to whom those participants could go.

4. Workshop methods

4.1. Introduction / getting to know each other

Next to the personal introduction of the workshop leader and the overview of the entire contents of the workshops the group rules of respectful interaction, respecting diversity and voluntariness should be explained.

What do the adolescents expect and wish in the workshops? What shouldn't happen in the workshops?

I am the only one ...	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • getting to know each other • reflections about identity, similarities and differences in a group 	
<p>The participants sit in a circle of chairs and are asked to think of one of their hobbies or abilities of which they think they are the only person in the room who has/does it. The first one says: „My name is ... and I am the only one who really likes (e.g.) to play the trumpet.“ If another one in the group also plays trumpet he or she needs to tell this and the person has to try again with something else until he or she is the only one concerning a certain property, hobby, ability, etc. The next one continues.</p>	
<p>This method is a good introduction if the participants don't know each other. In gender homogenic groups differences within a certain group can be pointed out and therefore can be utilized to break up gender stereotypes.</p>	

Two true one false	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • getting to know each other more closely • reflections about identity, similarities and differences in a group 	
<p>Every participant makes three statements about her/himself. Two of them have to be true, one has to be false (e.g. I am good at skateboarding. I have got two brothers. I live on a farm.).</p> <p>The rest of the group needs to find out which one is false.</p>	
<p><i>Hazissa</i></p> <p>The participants of the group should be familiar with each other to a certain extent already. In gender homogenic groups differences within a certain group can be pointed out and therefore can be utilized to break up gender stereotypes.</p>	

Identity Bingo	45 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • getting in contact / getting to know each other more closely • perceiving similarities and differences • perceiving diversity of identities 	
<p>All adolescents receive the following Bingo-sheet which they fill in for themselves first. Subsequently they are asked to walk around in the room and look for persons who wrote the same answer in one of the fields. That is confirmed with a signature of both adolescents on each others sheet. One person just gives one signature, then they move on to the next person. The adolescent who gets five signatures in a row (diagonally, vertically, horizontally) first, shouts out „Bingo“ and is the winner.</p> <p>IDENTITY BINGO</p> <p>Answer all questions spontaneously. Afterwards look for a person who gave the same answer. Confirm this with a signature on each others sheet. If you have collected 5 signatures in a row (diagonally, vertically, horizontally) call loudly: „Bingo“. You are the winner!</p>	

HAIR COLOUR	ZODIAC SIGN	MY IDOL	SHOE SIZE	AGE
sign:	sign:	sign:	sign:	sign:
I AM GOOD AT	BOYS SHOULDN'T	FAVOURITE FOOD	NAME OF GIRL/BOYFRIEND	FAVOURITE BOOK
sign:	sign:	sign:	sign:	sign:
SINGLE?	AT GIRLS I LIKE	CAREER WISH	IN LOVE AT THE MOMENT	I'M GOOD AT
sign:	sign:	sign:	sign:	sign:
TYPE OF HOUSING	AT BOYS I LIKE	BIRTHPLACE	RELIGION	GIRLS SHOULDN'T
sign:	sign:	sign:	sign:	sign:
FAVOURITE CLOTHES	FAVOURITE SCHOOL SUBJECT	FIRST NAME	FAVOURITE MUSIC	FAVOURITE DRINK
sign:	sign:	sign:	sign:	sign:

cf. Sexulpädagogik der Vielfalt, 2008, p.91 et seq.

This exercise is very suitable for a subsequent personal introduction of the adolescents too. In rather small groups the adolescents can give each other more signatures to grant an achievement. The trainer might also participate in this exercise.

Partner Interview	45 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • getting to know each other more closely • development of a self-image • reflections about identity, similarities and differences in a group 	
<p>Every participant gets a sheet of paper which asks the following questions. In a pair of two they interview each other and subsequently introduce the partner to the group.</p> <p><u>questions:</u></p> <p>name:</p> <p>place of birth:</p> <p>age:</p> <p>zodiac sign:</p> <p>What do you like especially (hobbies ...)?</p> <p>What makes you happy?</p> <p>What does annoy you?</p> <p>What do you like about girls?</p> <p>What do you like about boys?</p> <p>How do you envision your future?</p> <p>If you had one free wish, what would it be?</p>	
<p><i>cf. Sexualpädagogik in interkulturellen Gruppen, 2007, p. 48 et seq.</i></p> <p>In gender homogenic groups differences within a certain group can be pointed out and therefore can be utilized to break up gender stereotypes. You might also adopt the questions to your personal favor and characteristics of the group you are working with. We recommend to point out that all people have similarities and differences and are absolutely equal.</p>	

4.2. Emotionality

Postcards	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• introduction to topics on emotionality• practice to verbalize emotions	
<p>The participants sit in a circle of chairs around a table. In the middle picturecards/postcards with different motives and/or sayings are put by the trainer. Each participant chooses one card and tells the group which associations she/he has with this card.</p> <p>The trainer can ask questions like: How do you feel today? What do you associate with that picture/saying? Is there a particular experience you associate with that card?</p>	
<p>suggestions: <i>Bildimpulse maxi: Emotionen – Fotokarten für Inspiration und Coaching, 2013.</i></p> <p>Sometimes adolescents don't want to talk about their feelings or find it hard to do so. Since participation is voluntarily always in particular exercises too, that's fine and the next one continues.</p>	

Posters „Feelings“	45 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• reflection on own emotions• improvement of ability to express own feelings properly• training of empathy	
<p>The posters are prepared in the room. The adolescents are invited to write or draw different ways of expressions of feelings on the posters. On each poster there is just one topic.</p> <p>Suggested questions for the posters are:</p> <p>A:</p> <ul style="list-style-type: none">• What comfortable feelings do I know?• What unpleasant feelings do I know?• What comfortable touching do I know?• What unpleasant touching do I know?	

- When it is easy to say „no“?
- When it is difficult to say „no“?

B:

- How do I show when I am in love?
- How do I show when I am angry?
- How do I show a person when I really like her or him?
- How do I show when I am offended by someone?

Subsequently there will be a discussion with the adolescents about their experiences in the exercise. What was difficult for them, what was easy? Which feelings were more suitable to them, which less? How can other people recognize their feelings properly and what can be done if that is not the case?

Feeling of contrary emotions	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • reflection on own emotions • reflection on positive coping strategies 	
<p>The room is separated into two areas (for instance with a rope). The areas are assigned to opposite emotions. The trainer mentions one emotional state and its contradiction. The participants now need to decide which emotion they are more familiar with, which they experience more often. Based on this decision they enter the assigned area. They now are instructed to feel this emotion and also incorporate it with facial expression.</p> <p>Subsequently they are instructed to change to the opposite area and do the same here.</p> <p><u>examples:</u></p> <ul style="list-style-type: none"> • being afraid – being brave • being helpless – being powerful • being sad – being happy • love – hate • ... 	

cf. Fühlen erwünscht, 2007, p.91

In the subsequent reflection with the group we recommend to point out that also unpleasant/negative emotions are part of our lives. The trainer should reflect on constructive coping strategies. E.g. when I'm angry it helps to go running, meet with friends, listening to music ...

4.3. Identity

Flirting: „Be yourself“	60 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• reflection on personal needs and expectations• development of self-image• reflection on self-control in flirting situations	
<p>The trainer introduces the session with showing the video: „Flirting: Be yourself“.</p> <p>Subsequently the adolescents are asked to think about flirting/dating situations they already experienced. The trainer prepares three posters (2-3x, depending on number of participants); one is dedicated for positive, pleasant aspects of flirting situations the other one for unpleasant, rather negative ones and one for neutral emotions/experiences. The adolescents are now asked to talk about their experiences and the statements are assigned to the appropriate posters in small groups of about four persons. One flirt experience may contain both, pleasant and unpleasant aspects too. Subsequently the adolescents develop their ideas of the ideal flirting situation in plenum which are summarized on another poster by the trainer.</p> <ul style="list-style-type: none">• At which place and time should it be?• In which mood should I be?• In case of insecurities, who might support me, to whom can I talk to?• What do I expect from myself?• What do I expect from the person I want to flirt to?• How do I want to behave, how do I want the other one to behave?• Which impact do I have to make my expectations/whishes come true?• ... <p>When the ideal flirting situation is developed adolescents can make a role play of this situation or write a short story about it.</p>	

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video: <http://www.european-flirt-expert.eu/produkte/peer-materialien/>

Humor and fun is important in this exercise, degrading statements that might occur are stopped by the trainer. The role play is guided too in case an adolescent starts feeling uncomfortable with it. This method works better in gender heterogeneous groups; same sex flirting is equal and possible too.

Hey Baby	20 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• practice of flirting in a playful way• experience of acceptance and appreciation• practice of dealing with rejection	
<p>The participants sit in a circle in chairs. One participant stands in the middle of the circle. She/he has to get a seat. That's just possible by getting a smile of one person. The sex of the approached person doesn't matter. The person in the middle of the circle approaches one of the persons who are sitting and says: „Hey Baby, I like you. If you like me too, give me a smile!“.</p> <p>If the appealed person is smiling and replies: „Hey Baby, I like you too, of course you'll get my smile.“, she/he has to go in the middle of the circle.</p> <p>The attempt to flirt can also be rejected: „Hey Baby, I like you too but you ain't get my smile!“. In that case the person in the middle of the circle has to continue her/his flirting attempts.</p> <p>Concluding to this exercise the trainer should start a reflection:</p> <p>Was it easier to flirt with female or male participants? Which nonverbal activities were useful? How did I feel when my attempt to flirt was rejected? How did I feel when I rejected an attempt of a person?</p>	
<p>cf. <i>Sexualpädagogik der Vielfalt</i>, 2008, p.139</p> <p>This method works well in mixed gender groups. Same sex flirting is equal and possible too. We made the experience that in some groups it took the participants some time to overcome their shyness. With some encouragement of the trainers it turned out to be a cheerful method for most of the participants.</p>	

Romantic Love	60 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> to become aware that romantic love is an image of love that is promoted in a world where we do not hold enough love for ourselves and, hence, we need others to give it to us so we can feel well with ourselves 	
<p>The so-called romantic love is an emotional approach to love that 'invites' us to look outwardly (as opposed to inwardly) and that operates on the basis of needs we need others to satisfy. This is an approach to 'love' that requires permanent external confirmation. The confirmation it requires is not just any confirmation but one that suits the needs of the person at that moment. Generally speaking, we are not fully able to permanently deliver what the other person needs. This is the trap of the romantic love: it is based upon endless needs but it is not able to deliver what is needed to satisfy it. This opens the door for conflict that conspires against the possibility of moving 'in togetherness' (a movement that requires harmony). If this is so, the intention and state of being of the person in flirting mood makes a significant difference.</p> <p>Romantic love is based upon a series of myths. Amongst others:</p> <ol style="list-style-type: none"> 1. The myth of 'my other half': there is another person out there who is destined to be our partner. It is the ideal person for us as much as we are for the other person. We just need to meet. The rest will simply unfold. <p>The risk of accepting this myth is that it feeds our expectations limitless. This brings to either: A) placing enormous exigencies on the other one (with the ensuing risk of disappointment) or B) an over-tolerance that could bring to justify everything that is wrong because finishing up the relationship would be a total failure and will not be able to succeed in life.</p> <p>This myth, finally, could lead those who are not 'lucky' to find its 'other half' to feel empty, angst or lack of self-worth and to be treated as less by others who have 'succeed'.</p> <ol style="list-style-type: none"> 2. The myth of pain: love means suffering, sacrifice and accepting that in spite of the intensity of the conflicts between the partners, love will prevail and will 	

work its way through whatever goes on.

Any relationship requires accepting that everything cannot just go our way, that we have to negotiate and to renounce to things we care about in the name of being together. If we put 'being together' ahead of our wellbeing and accept that being together may require sacrificing the possibility of staying true to ourselves, we may end up in abusive situations of different kind and intensity.

3. The myth of jealousy: jealousy is a clear sign of love. If you are jealous it only means how much your partner matters to you. In that line of thinking, if you are not jealous it only means that your partner does not matter much to you. Building on that, while jealousy is a sign of a true relationship, its lack thereof is a bad sign.

Jealousy is popularly said to be born out of the fear that our partner will not confirm us as the chosen one at some point. Such possibility brings insecurity/fear/suspicion/mistrust into the relationship.

Jealousy may easily turn the relationship into a nightmare and lead to all kind of abusive/controlling behavior between the partners. It is up to each of us to decide whether to be controlled/abused is a sign of love or not.

4. The myth of blindness: love is blind and fortuitous. It turns up when it turns up, cannot be controlled when it comes; love is not rational. Love is like a storm. There are no social or cultural barriers to it.

Relative to this myth, we have to take into account that all of us are socially, culturally, economically conditioned. It is simply not true that we are totally free to make our own decisions regarding who is our partner and that we are accountable to no one. So, striking a balance between emotions and reason may work well.

activities:

1. Form groups of 4 people and share your experience and the experience

of anyone you know that was touched by the notion of romantic love. Explore the myths one by one. Be as thorough and ordered as you can in the discussions. Reach conclusions regarding each of them. One has to take notes and share with the big group at the end.

2. Discuss whether romantic love is a desirable idea or not and whether is something you would deem desirable. Is it sustainable?

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To love belongs ...	45 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • reflections on love and relationships • recognition of similar or different opinions 	
<p>The trainer explains that one side of the room stands for „no – I totally disagree“ and the opposite side of the room stands for „yes – I totally agree“. The space in between should be used for nuances. The participants are asked to stand in the middle of the room and listen to the trainer reading one statement after another and then find their own appropriate position. After each statement the trainer starts a discussion with the adolescents.</p> <p>To love belongs:</p> <ul style="list-style-type: none"> • quarrels • devotion • great sex • trust • sense of security • having a common hobby • having sex at least 4 times a week • romantic dinner with candles • supporting each other • listening to the same music • jealousy • going to the same school 	

- being attractive for the partner
- allowing yourself to have sex with others
- reliance
- oral sex
- spending time with friends as well
- talks about the future
- frequent gift giving
- establish a family
- ...

cf. Sexualpädagogik der Vielfalt, 2008, p.49 et. seq.

We made the experience that in general participants are very communicative when doing this exercise. Calmer adolescents might be picked up individually and asked to share their opinions and experiences. The trainer appreciates different opinions. There are no „true“ or „false“ statements. Nevertheless reflectional questions should be asked.

We flirt how we live	60 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • to become aware of the existing relationship between how we live and how we flirt • to become aware of the negative consequences of sexual violence and the need to prevent it through our way of living 	
<p>We do life in a specific energy. If we are joyful, for example, we move with joy and bring it everywhere we go. If we are angry, we move in anger and bring it with us too. If we are sad, we move in sadness and also bring it along. Even if we wish, we cannot parcel life at will. It is not that easy to shift moods once we are set in motion. Not that re-imprinting our movements is impossible, but is not always easy. And it may take time.</p> <p>We tend to be quite monothematic regarding what we ask life for in a particular moment. For example, if we seek recognition from others, we tend to go for it in every aspect of our lives. We turn any occasion and any interaction into a good opportunity to get what we are asking life for. We ‘see’ life through the lenses of how we feel and what we want/need and consequently, we ‘read’ every occasion and every interaction based on that and we act so to make sure that we get what we want. So, for example, if we feel in a very loving mood and</p>	

we want to share it and to be confirmed in it, we will make sure that this will happen in every interaction. **So, we feel how we feel and there is no part of our life that does not reflect it.**

Flirting is also part of life. Essentially, we do flirting in a way that is not different to how we do/live life. If this is so, the focus is not on strategies or in learning how to best manage our behaviours to be successful. Instead, the focus has to be placed primarily on how we live. What does this mean? This refers to the quality we choose to live in on a daily basis, how we are with ourselves, what is the level of connection with our body and of care for ourselves (self-care) and for others, how we communicate, how we are with people, how we engage life, etc. **The better the overall quality, the better what we can share with the world and the more we will be naturally inclined to 'positive ways of flirting'.** Otherwise, in spite of how we go about flirting, where we are really at in life will catch up with us, sooner or later. So, we have to work for positive ways of living and constructing wellbeing that will naturally lead to positive ways of flirting. A positive way of flirting starts with ourselves.

activity:

The facilitator chooses two people (or several pairs of two people), asks them to close their eyes and tells them to remember a situation of flirting that really annoyed/hurt them. The facilitator invites the participants to open their eyes and to try to flirt with each other. The goal of doing this is for everyone being able to feel the limitations and hurdles of trying to feel with those 'emoicons' all over their bodies.

Ask them to sit again, close their eyes again and breathe for two or three minutes feeling how the body moves when the push air in and out and tell them to link the mechanical movements of the body while breathing with the intention to be loving from now on. This will help the participants to feel how different would be for them (compared to the previous situation) if they go on flirting from a body that transpires loving intentions.

For the participants to be able to get there, the facilitator will initiate a general discussion on:

- how did they feel in their bodies in both moments?
- what body supports them better to go into flirting mood?

- If they could choose, what kind of body would they prefer the potential partner has when engaging with them?

The participants will walk away knowing that if they like to 'give love a chance', now they can.

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Design a contact ad	45 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • experience of appreciation • reflection of gender stereotypes • reflection on notions of love and relationships • exercise of self-perception • mutual understanding 	
<p>The adolescents are separated in groups with boys and girls. Two adolescents are together in pairs and do an interview with each other: Who are you? How are you looking? What is important to you? How should your dreamgirl/dreamboy be? What is important to you in a relationship? etc. The couples design contact ads for each person together. Subsequently the contact ads are put on the wall and read by all participants. Then the contact ads are discussed. Do they give a realistic image of the person? Does my contact ad appeal to me? Are there differences between boy's and girl's ads. Which are differences and similarities within one gender group? etc.</p>	
<p><i>cf. Sexualpädagogik in interkulturellen Gruppen, 2008, p. 127</i></p> <p>Humor is very important in this exercise; trainers must take care that devaluating statements are stopped if they are done.</p>	

Identity posters	45 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • reflections on personal notions towards life planning • reflections on strategies of achieving life aims 	
<p>The participants are divided into small groups of about four people. The trainer prepared posters with the following categories and reflectional questions written on it. Each small group works and discusses on a category for 10 – 15 min. They are instructed to write or draw their conclusions on the posters. Subsequently they do this with another category. Finally the conclusions are presented in the plenum by the adolescents.</p> <p>profession:</p> <ul style="list-style-type: none"> • Which profession do you want to practice in the future? • What can you do now to achieve this goal? • What and whom do I need for this? <p>habitation:</p> <ul style="list-style-type: none"> • How do you want to live in the future? • Where do you want to live in the future? • With whom do you want to live together? – Do you want to live alone? • What can you do now to achieve this goal? • How can you design your room/apartment now to make you feel comfortable? <p>spare time:</p> <ul style="list-style-type: none"> • How do you like to spend your sparetime the most? • What would you like to try in the future? • Which habits do annoy you? – What do you want to change in the future? <p>social network – friends/family ...:</p> <ul style="list-style-type: none"> • Which persons are particularly important to you? – With whom do you feel comfortable? • Do you wish to have more contact to anyone? • Do you wish to have less contact to anyone? • What can you do to make your wishes come true? – What do I need for that? – Whose support do I need for that? <p>partnership:</p> <ul style="list-style-type: none"> • Do you want to be in a relationship in the future? – If so, in which kind/way of a 	

relationship?

- How should your partner be like?
- Which three aspects in a relationship are particularly important to you?
- What can you do to make your wishes come true?

Hazissa

Depending on the size of the group the trainer can skip some categories and the participants can choose on which topics they want to work. We recommend to oblige to the categories **social network – friends/family ...** and **partnership**.

Relationship game	60 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• developing autonomous opinions to complicated situations in relationships• practice of argumentations• improvement of empathical skills	
<p>All participants sit in a circle around a table and get 2 stacks of answercards (2x A-D). The trainer reads the first question, participants answer anonymously with their cards which are collected in a box and counted by the trainer. Subsequently the participants need to guess what the most common answer of the group was with their second card. Those participants with the right guess get one point. All adolescents take their answercard out of the box by themselves again. After each round the relationship situations are discussed. The participant with the most points win.</p> <p><u>questions:</u></p> <ol style="list-style-type: none">1. What would you do if your boy-/girlfriend quits your relationship overnight? A: I would jump down a bridge. B: I would have my revenge. C: I would try to talk to my partner. D: I don't mind, I'll get a new boy-/girlfriend.2. What would you do if someone would obviously flirt with your partner in a	

discotheque?

A: I will confront him/her.

B: I will also start flirting with another person.

C: I will go home.

D: I will show that person that it is my boy-/girlfriend in an aggressive way.

3. What would you do if your partner wants to have sex but you don't?

A: I don't want to reject her/him. It's done fast anyway.

B: I would say I had a headache.

C: I would tell her/him that I don't want to have sex right now.

4. What would you do if you want to have sex but your partner doesn't?

A: I would go out to meet friends.

B: I would do something else with my partner.

C: „No“ doesn't necessarily mean „no“. I would try to turn her/him on.

D: Sex is part of a good relationship, I would take myself what I want.

5. What would you do if your partner tells you that she/he has homosexual tendencies.

A: I would be shocked and end the relationship immediately.

B: I would try to bring her/him back on the right way.

C: It doesn't matter. I still believe in our relationship.

D: I would reflect which mistakes I have done.

6. You deeply fell in love with a person. What would your next steps be?

A: I would try to get her/his telephone number or social media contacts and contact her/him via sms or social media.

B: I would approach him/her and start to talk.

C: I would try to find out what the person thinks about me, just when I'm sure the person is attracted to me, I would show my feelings.

D: I would try to get his/her attention but wait until he/she starts talking to me.

7. Where would you get contraceptives if you needed some?

boys:

A: I don't know. Contraception is women's task.

B: I would get a condom of a condom dispenser.

C: I didn't think about that yet.

D: I would talk to my partner which contraceptive is the most suitable for us.

girls:

A: I didn't think about that yet.

B: I would talk to my partner which contraceptive is the most suitable for us.

C: I would get myself information (gynaecologist, friends, internet...).

D: While having sex I would be careful not getting pregnant.

8. It is weekend and your partner wants to go out with friends. You would like to spend time alone with your partner. What would you do?

A: I would talk to her/him and try to find a compromise.

B: I don't care. Whatever I want to do, I will do.

C: I would let her/him go but show that it hurts me.

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There are no „true“ or „false“ statements. Nevertheless reflectional questions should be asked. The participants should be familiar with each other to a certain extent.

True or false	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • confrontation with sexual orientation/homosexuality • breakup of homophobic notions 	
<p>One side of the room is determined for „yes“, the other side of the room for „no“.</p> <p>Several questions are asked and participants shall decide for one side (no middle positions).</p> <p>Cheating is allowed!</p> <p>After each question the position of the participants is viewed, each person shall reflect their feeling: No comments, no talking!</p> <p><u>Possible questions:</u></p> <p>Who has ever been in love already?</p> <p>Who has been unhappily in love already?</p> <p>Who already has taken a bus without paying?</p> <p>Who has ever kissed a woman?</p> <p>Who has ever kissed a man?</p> <p>Who knows lesbian, gay, bi, transsexual, etc. people in person?</p> <p>Who of you is too shy to approach a person you like?</p> <p>Who would go in a gay bar?</p> <p>Who would go in a lesbian bar?</p> <p>Who is irritated if you meet a person and you don't know sure it's male or female?</p> <p>Who likes dancing at a party?</p> <p>etc.</p> <p>Last question: Who cheated at least once?</p>	
<p><i>cf. Sexualpädagogik in interkulturellen Gruppen, 2007, p. 149</i></p> <p>This method should be done with mixed gender groups.</p>	

4.4. Sexuality / Sex education

Chain of association	20 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• introduction to the topic sexuality• reduction of inhibitions concerning the topic	
<p>One participant of the group says one term connected to sexuality. It can also refer to emotions, love, genitals, sexual intercourse ... The trainer writes the word on the flipchart. Now the next adolescent has to find a word which begins with that letter the previous word ended.</p> <p>E.g. trust<u>i</u>t<u>s</u>per<u>m</u>an<u>h</u>ood<u>i</u>ck<u>s</u>ecur<u>i</u>ty ...</p>	
<p><i>cf. Sexualpädagogik in interkulturellen Gruppen, 2007, p.27</i></p> <p>Terms which are used incorrectly can be factually explained in the final reflection led by the trainer.</p>	

Black-Box	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• reduction of insecurities• gaining knowledge about sexuality	
<p>The adolescents are given a sheet of paper and can write every question concerning sexuality, relationships, love ... on it. The trainer collects those sheets and gives general explanations to the group after evaluating it.</p>	
<p>This well known method is very useful because it gives the adolescents the opportunity to ask their questions anonymously. We recommend to collect the sheets before having a short break in the workshop program so the trainer has time for evaluating the questions and prepare the answers.</p>	

Experts Table	40 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • cheerful way of reflecting positive ways of flirting • gaining knowledge about sexuality 	
<p>Four to six voluntary adolescents of the group are determined as the „experts for sexuality and positive ways of flirting“. They sit in front of the rest of the group and answer all the questions the audience is interested in.</p>	
<p><i>Stowarzyszenie Nowa Kultura i Edukacja</i></p> <p>The trainer can also ask questions to motivate the discussion and gives support to the „experts“ with factual explanations.</p>	

Clothesline of contraception	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • gaining knowledge about contraceptives 	
<p>The trainer prepares pictures of contraceptives and a clothesline and –pins.</p> <p>The clothesline is put in the room, the pictures of the contraceptives are put on the table.</p> <p>The adolescents are instructed to put the pictures in order on the clothesline beginning with the least safe one ascending to the safest one. Subsequent the contraceptives are explained.</p>	
<p>cf. http://oegf.at/wissen/methoden.html, http://www.contraceptivetechnology.org/the-book/take-a-peek/contraceptive-efficacy/</p> <p>The trainer also might form two groups and the one with more correct answers is the winning group.</p>	

Quiz about sexuality	45 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> sex education 	
<ol style="list-style-type: none"> <p>1. How long does the sexual intercourse take?</p> <ol style="list-style-type: none"> as long as my partner and I want to (correct) 1 hour 5 – 10 min. as long as the man is able to <p>2. Are there also children suffering from HIV?</p> <ol style="list-style-type: none"> Children cannot be affected because they don't have sexual intercourse yet yes; they were born with it or were infected with contaminated blood (correct) <p>3. At which age is it allowed to have sexual intercourse (Austria)?</p> <ol style="list-style-type: none"> 14 (correct) 12 when the girl feels ready and the boy wants too <p>4. What is a clitoris?</p> <ol style="list-style-type: none"> a very excitable, sensitive female sexual organ (correct) a male gland which produces seminal fluid the region between vagina and anus <p>5. Which of these contraceptives can prevent sexually transmitted diseases too?</p> <ol style="list-style-type: none"> the anti-baby-pill the condom (correct) the contraceptive coil <p>6. What does coitus interruptus mean?</p> <ol style="list-style-type: none"> sexual intercourse without a condom homosexual intercourse interrupted sexual intercourse (correct) 	

7. How many people talk to their partner about sexuality openly?

- a. 10 % (correct)
- b. 40 %
- c. more than 60 %

8. How long is the erect penis of adult men approximately?

- a. 8-10 cm
- b. 12-15 cm (correct)
- c. 17-20 cm

9. How deep is the vagina of adult women when not sexually erected approximately?

- a. 5 -7 cm
- b. 7-12 cm (correct)
- c. 12-15 cm

10. What is a „coming-out“?

- a. when politicians have to tell bad news on media
- b. when a pharmaceutical company presents new medicine
- c. when a person reveals he/she feels attracted to persons of the same sex (correct)

11. What does „masturbation“ mean?

- a. an erotic fantasy
- b. a sexual activity alone for oneself (correct)
- c. a sexually transmitted disease

12. What is a hormon?

- a. an endogenous substance causing physical changes in puberty; e.g. growth of pubic hair, breasts etc. (correct)
- b. a religion
- c. a hermit

cf. Sexualpädagogik der Vielfalt, 2008, p.100 et. seq.

We recommend to create an online quiz. E.g. <https://getkahoot.com/>

Each adolescent needs an internet connection via smartphone or the workshop can be done in a computer room. The trainer needs one too. When she/he starts the quiz a pin is shown which is given to the adolescents to login. Now they can create a nickname. A ranking to

determine the winner is done by kahoot. The trainer gives factual explanations after each question before continuing with the next one.

Video: „Sex we can“	45 min
aim: <ul style="list-style-type: none">• gaining knowledge about sexuality• reflecting gender roles• reflecting pornography	
Sex education for adolescents via movies is a useful method. The movie „Sex we can“ delivers that aim in relation to the emotional world of adolescents in a humourous way.	
http://www.sexualpaedagogik.at/sex-we-can/ <p>This movie is recommended for adolescents at the age from 14 – 18. It is structured in three chapters and we recommend to make a break after each chapter to summarize the main contents, start a discussion and answer questions.</p>	

Quiz about pornography	45 min.
aim: <ul style="list-style-type: none">• awareness raising of the differences between real life sexuality and the distorted images created by pornographic media• breakup of sexist notions	
1. Why women do moan loudly in porn all the time? <ul style="list-style-type: none">a. Because the sex is so great.b. Because the director tells them to. (correct)c. The simulation of real feelings leads to higher sales. (correct) 2. Why do men have large penises in porn? <ul style="list-style-type: none">a. Porn industry mainly selects men with large penises. (correct)b. So the sex is visible more easily.c. The longer the penis the longer the sex.	

3. Why women have big breasts very often in porn?

- a. So it is easier for men to grab them.
- b. Less injuries when having sex in the missionary position.
- c. Porn industry is doing this selection. (correct)

4. Good sex has to follow this crucial order: oral sex, vaginal sex, anal sex, ejaculation. Right?

- a. That's fine. You always know what comes next.
- b. Right. So no intestinal bacteria can get into the vagina.
- c. No. The persons who have sex decide what they want to do. (correct)

5. Why men can have so many ejaculations in a row in porn?

- a. They practice a lot to be able to do that.
- b. Film editing is used to fake this impression. (correct)
- c. Men don't have sex a long time before acting in a porn.

6. Why is there so much sperm in porn?

- a. Sex in porn is so great that the male body produces more.
- b. Female viewers want to see a lot of sperm.
- c. It's not real. Artificial sperm is used. (correct)

7. Porn actress/actor is a great job. Having sex all the time and getting money for it. Right?

- a. No. Sex in front of strangers and cameras is not great. (correct)
- b. No. Not all do this voluntarily; especially women. (correct)
- c. It's good just for a few people who like being watched. (correct)

8. Why most of the actors don't use condoms in porn?

- a. A medical doctor is there all the time; no need of condoms.
- b. It's too complicated and not sexy to use them.
- c. Porn without condoms sells better. (correct)

9. All adults have sex like it is shown in porn. Right?

- a. No. Porn shows fantasies, not reality. (correct)
- b. Yes. Sex is wild and lascivious always.
- c. No, but some people try to imitate the images shown. (correct)

10. It's allowed to watch porn at every age. Right?

- a. Yes, it's a good way to get information about sex.
- b. No. At the age of 18. (correct)
- c. Yes, you can watch it easily on the internet.

11. You get a nude picture of a female class mate. What do you do?

- a. I will inform her and an adult. (correct)
- b. I will delete the picture. (correct)
- c. I will post it online.

12. Porn often is criticised. Why?

- a. It's dedicated mainly to male viewers. (correct)
- b. The gender roles produced are unequal. (correct)
- c. Some women are forced to do porn. (correct)

cf. Sexualpädagogik der Vielfalt, 2008, p.120 et. seq.

We recommend to create an online quiz. E.g. <https://getkahoot.com/>

Each adolescent needs an internet connection via smartphone or the workshop can be done in a computer room. The trainer needs one too. When she/he starts the quiz a pin is shown which is given to the adolescents to login. Now they can create a nickname. A ranking to determine the winner is done by kahoot. The trainer gives factual explanations after each question before continuing with the next one.

4.5. Prevention of sexualized violence / Help & Support / Legal Regulations

Patrizia & Roland	45 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• reflecting on forms of sexualized violence• reflecting on prevention strategies	
<p>The following story is read to the adolescents:</p> <p>Patrizia is invited to a party at a friend's place. She is really looking forward to it because her friend Lena told her, that Roland will come to the party too. Patrizia met Roland a couple of times in the schoolyard and is attracted to him. At the party she wants to get to know him.</p> <p>Roland is meeting his male peers (mates) at the main square. He is wearing his new T-shirt to make a good impression to Patrizia. He hopes to see her this evening at the party. Tom and Kevin are also meeting at the main square and say to Roland: „Hey man, what's up! Are you going to hook up Patrizia today?“ with a grin in their faces. Roland is embarrassed, his head gets red and he keeps silent. All together they go to the party.</p> <p>When they arrive there, the atmosphere is great already. When Patrizia sees Roland and his friends coming, she gets very excited. She gets herself a drink and stands beside him.</p> <p>When the next song starts to play, she grabs his hand cheerfully and pulls him to the dance floor. That's a bit fast for Roland but nevertheless he is very happy. They dance together for a while. After some time they are exhausted and decide to go outside. They sit down on a bench and talk to each other. Roland puts his arm around Patrizia's shoulder and they kiss each other. Patrizia is happy, the evening is occurring the way she was hoping it would.</p> <p>Roland is very happy too. Suddenly Patrizia stands up and says: „Let's go inside again and continue to dance!“ But Roland holds her back and replies: “We just began right now, stay for some more time!“. He tries to push her to him and kiss her. But it's good for Patrizia so far and she wants to leave and go the other friends again. She says to Roland: „Drop it! Let's go inside!“. Roland grabs her wrists and tries to push her back on the bench. Patrizia gets enormously afraid. She is defending herself with all her strength and can escape from his clasp. While she's running away, Roland shouts: “Dumb girl, bitch, I will get you!“</p> <p>Subsequently the trainer leads a discussion in the plenum focused on these questions:</p> <p>How does Patrizia feel?</p> <p>How does Roland feel?</p> <p>How does the story continue?</p> <p>How do you want the story to continue?</p>	

Subsequently there can be:

Group A: role playing

Group B: comic drawing

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When exercising the role play and the comic drawing it is important for trainers to stop the exercise when the adolescents tend to perform violent situations. The role play and comic drawings are focused on constructive coping strategies.

Facts and myths about sexual violence	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none">• Comparing various statements and explaining which versions of whole “truths” are real.	
<ol style="list-style-type: none">1. Victims provoke sexual assaults when they dress provocatively or act in a promiscuous manner.2. If a person goes to someone's room, house, or goes to a bar, he/she assumes the risk of sexual assault. If something happens later, he/she can't claim that he/she was raped or sexually assaulted because he/she should have known not to go to those places.3. Only young, pretty women are assaulted.4. Rape is a sexual crime committed by stranger.5. It's not sexual assault if it happens after drinking or taking drugs.6. Rape happens only to certain types of women.7. When women say no, they really mean yes.8. Most rapes are reported.9. The age of consent to sexual activity in Poland is 16 years.	
<p><i>Stowarzyszenie Nowa Kultura i Edukacja</i></p> <p>Following to this exercise the adolescents are instructed to discuss about situations they know which they consider to be forms of sexualized violence. Then they are given the following definition of sexualized violence.</p>	

Definition of sexualized violence	30 min.
<u>aim:</u> <ul style="list-style-type: none"> • reflection on different forms of sexualized violence 	
<p>The adolescents are informed about forms of sexual violence.</p> <p>Sexual violence is ...</p> <ul style="list-style-type: none"> • Someone makes an offensive, obscene comment on your body. • Someone touches you although you don't like it! (for instance: stroking, touching of genitals ...) • Someone kisses you although you don't like it. • Someone urges you to touch her/him although you don't like it. • Someone forces you to watch her/him naked although you don't like it. • Someone shows pornographic content to you. (In every case when you are under 18, in every case when you are forced to, no matter how old you are.) • Someone produces fotos or videos which show you naked against your will. • Someone forces you to sexual intercourse or attempts to do so. (E.g. persuading, urging ...) • When you are forced not to tell about it. 	
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„How to explain consensual sex with a cup of tea“	10 min.
<u>aim:</u> <ul style="list-style-type: none"> • reflecting on consent in sexual relationships 	
<p>This 2:50 min. long video gives an excellent explanation what consent in sexual relationships is all about.</p>	
https://www.youtube.com/watch?v=VKn96LdbRI0	

Explanation of legal regulations / Help & Support systems	30 min.
<p><u>aim:</u></p> <ul style="list-style-type: none"> • gaining knowledge about sexual rights • gaining knowledge about legal regulations concerning sexuality in the particular country 	
<p>In use of the brochures the adolescents are informed about the legal regulations concerning sexuality in their particular country. These are discussed and the adolescents can also introduce own examples of sexual assaults. The trainer must introduce facilities of the region which give help and support to adolescents.</p>	
<p><u>http://www.european-flirt-expert.eu/produkte/</u></p> <p>The trainer has to take care that the discussions between the adolescents are not getting too emotional and has to explain in a factual way. In case one participating adolescent reports he/she has been affected by (sexualized) violence responsible caregivers need to be involved and informed about help and support systems too to proceed the assistance process.</p>	

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- ***<https://www.youtube.com/watch?v=VKn96LdbRI0>***

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