

# Safe&Sound

## FOCO Workshops Final Report

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**Facilitator:** FOCO: María González (lead) + attending teacher per class

**Period:** October-November 2025

**Workshops implemented:** 7

**Average duration:** 1.5 hours

**Ages:** 13-16

**Total number of students:** 128

**Schools:**

- IES Sangriña – 3 workshops (3° ESO A, B, C)
- CEIP HH Carmelitas – 3 workshops (2° ESO, 3° ESO, 4° ESO)
- CEIP PP Somascos – 1 workshop (2° ESO)

### 1. Executive Summary

Between October and November 2025, seven Safe&Sound workshops were implemented in three partner schools with secondary-level students (ESO, ages 13-16). Each session was facilitated by FOCO's facilitator María González with the presence of the class teacher. The workshops were designed following the Safe&Sound methodology and used the project presentation attached at the end of this report.

The sessions introduced and discussed sexual and reproductive health, contraception and STI prevention, menstrual hygiene, gender and sexual diversity, and inclusion of sexual minorities. Students showed clear interest, maturity, and engagement throughout the workshops. Most had little previous exposure to these topics, and both students and teachers expressed high satisfaction and interest in continuing similar activities.

These workshops achieved the expected project objectives: they successfully tested non-formal educational methods, provided youth with essential information about sexual health and diversity, and generated rich qualitative feedback for the final educational brochure.

## 2. Objectives of the Activity

1. Educate youth on sexual protection, contraception, and prevention of STIs.
2. Promote understanding and acceptance of sexual minorities.
3. Apply and test non-formal educational methods adapted to participant needs.
4. Gather insights and feedback for refining these methods and contributing to the future Safe&Sound educational brochure.

## 3. Target Group

The workshops were conducted with students aged 13-16 enrolled in compulsory secondary education (ESO) in Galicia, Spain. All participants had previously received and completed the Safe&Sound project questionnaire, which was used to tailor the workshops' content to their specific needs, knowledge gaps, and expectations. This ensured that the sessions were relevant, age-appropriate, and addressed the realities identified by the youth themselves during the preparatory phase.

The target group included **128 students** across three educational institutions, representing diverse socio-economic and geographic backgrounds. Gender balance was maintained in each group, and the workshops were inclusive of students from fewer-opportunity backgrounds.

Detailed participant breakdown:

- 17/10/2025 – CEIP PP Somascos, 2º ESO – 19 students
- 13/11/2025 – CEIP HH Carmelitas, 2º ESO (12 students), 3º ESO (13 students), 4º ESO (15 students)
- 19/11/2025 – IES A Sangriña, 3º ESO A (25 students) and 3º ESO B (20 students)
- 21/11/2025 – IES A Sangriña, 3º ESO C (24 students)

All students actively participated, showing high levels of engagement, curiosity, and respect throughout the activities.

## 4. Methodology and Delivery

- Approach: Non-formal education combining interactive, experiential, and participatory activities.
- Facilitators: FOCO's facilitator María González (lead) + one attending teacher per class.
- Duration: Approximately 1.5 hours per session.
- Safeguarding: Teachers remained present throughout.
- Tools used: Visual presentation (attached), anatomical models, contraceptive materials, menstrual hygiene products, post-its, ice breakers, group games.

## 5. Workshop Content and Flow

### 1. Introduction & Presentation.

Short welcome and explanation of the Safe&Sound project goals. Establishing ground rules: respect, confidentiality, open participation. Initial PowerPoint slides introducing sexual and reproductive health and diversity.

### 2. Icebreaker

Interactive warm-up to create a safe environment and encourage openness. Quick non-formal activity to reduce embarrassment and build group trust.

### 3. Introductory Questions

Facilitator asked open questions to gauge prior knowledge (e.g., 'What comes to mind when you hear sexual health?'). Responses revealed limited prior understanding, setting the baseline for the session.

### 4. Group Activity: Draw Genitals in 10 Seconds

Students drew genitals in 10 seconds. Nearly all drew penises; none drew vulvas. Facilitator introduced patriarchy and phallocentrism to explain this imbalance and transitioned to anatomy discussion.

### 5. Identification Exercise with Anatomical Models

Students examined anatomical models (penis, vulva, clitoris, intersex genitals) and attempted identification. Most could only identify the penis model correctly, revealing educational gaps.

### 6. Explanation: Diversity of Genitalia & Basic Anatomy

Using models and presentation slides, facilitator explained correct names and functions, diversity of genitalia (including intersex variations), and normalized body differences.

### 7. Basic Terminology (Genderbread Person Methodology)

Students learned about sex, gender identity, gender expression, and sexual orientation using the Genderbread Person visual framework.

### 8. Contraception, STI Prevention & Menstrual Hygiene

Students examined real materials (condoms, menstrual cups, pills, internal condoms, etc.) and guessed their uses. Most recognized only condoms and tampons. Facilitator explained the rest, covering proper use, prevention, and hygiene.

### 9. Closing activity

Wind-down activity to close the session.

### 10. Feedback Collection (Qualitative)

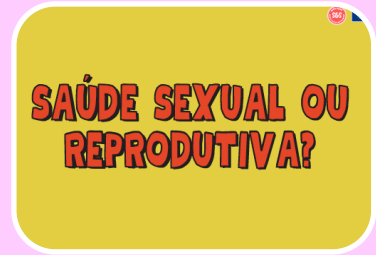
Students shared anonymous reflections on post-its and through the wind-down activity. Feedback was overwhelmingly positive, with many requesting more sessions or asking follow-up questions.



Introduction & Presentation.



Icebreaker



Introductory Questions



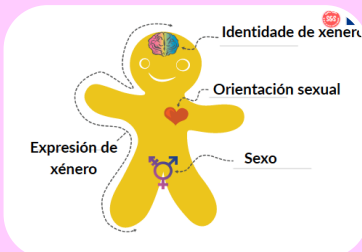
Group Activity: Draw Genitals in 10 Seconds



Identification Exercise with Anatomical Models



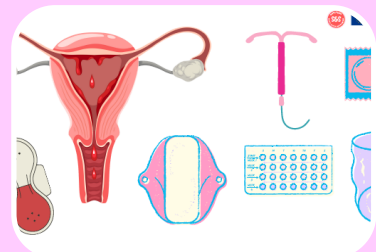
Explanation: Diversity of Genitalia & Basic Anatomy



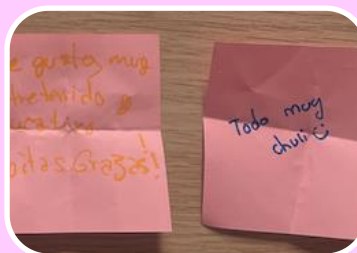
Basic Terminology (Genderbread Person Methodology)



Contraception, STI Prevention & Menstrual Hygiene



Closing activity



Feedback Collection (Qualitative)

## 5. Post-Workshop Feedback Analysis

All workshop participants had previously completed the survey, so their previous opinions were considered for the design of the workshops. After each workshop, a set of short qualitative methods was implemented to gather comprehensive feedback from participants. In accordance with Spanish school regulations, which prohibit students from using mobile phones or accessing the internet during school hours, all feedback had to be collected in person and on paper. For this reason, we relied on non-formal education techniques that encouraged active participation and honest reflection.

These methods included a range of physical, movement-based activities in which students positioned their bodies in response to various statements or questions. This allowed us to assess their perceived level of learning, enjoyment, interest in additional workshops, desire for follow-up, and any remaining doubts. Across these embodied activities, the majority of students positioned themselves at the highest or near-highest levels, indicating that they enjoyed the workshop a lot, felt they had learned a lot or quite a lot, were interested in having a follow-up session, and were left with little to no doubts.

In addition to the physical feedback techniques, we also used post-it notes to collect short written comments. This combination of methods provided immediate, nuanced, and context-appropriate insights into the students' learning experience.

### Summary of Embodied Feedback

Results from embodied methodologies indicate highly positive engagement across the majority of students. Most participants positioned themselves at the highest or near-highest points on the scales, signalling that:

- They enjoyed the workshop a lot
- They learned a lot or quite a lot
- They wanted a follow-up session
- They were left with little to no doubts

These outcomes demonstrate that the workshop format and content were well received and perceived as relevant, accessible, and engaging.

### Post-it Feedback

The overwhelming majority of written feedback is **positive**, with students repeatedly describing the sessions as *interesting*, *entertaining*, *educational*, *well-explained*, *enjoyable*, and *useful*. Many explicitly stated that they *learned new things*, *had no remaining doubts*, or *would like additional workshops*. This aligns with the embodied

feedback activities, where most students positioned themselves at the upper end of learning, enjoyment, and desire for follow-up sessions.

Across all positive comments, there is a consistent emphasis on:

- **High interest** (“Very interesting”, “Super interesting”, “8/10”, “100%”)
- **Clear learning outcomes** (“I learned a lot”, “I learnt things I didn’t know”)
- **Clarity and approachability of the facilitator** (“Everything was well explained”, “Very nice facilitator”)
- **Desire for continuity** (“Please make more of these”, “One more!”, “More hours of info please”)

This suggests that the feminist-perspective sex education format was well received, approachable, and perceived as relevant.

### **Non-Positive Responses**

A very small set of responses are neutral, dismissive, or explicitly negative. These include:

- Expressions of boredom or disinterest (“Normal, a bit boring”; “No context”; “I didn’t learn anything”)
- Vulgar or intentionally disruptive remarks (“What shit”)
- Preoccupation with material items rather than content (“I wanted to get condoms”; “I wanted reusable pads”; “I wanted to touch the condom”)

It was noted that **all non-positive feedback consistently came from male students**, which reflects a clear gendered pattern in engagement and perception. These responses do not contradict the overall success of the workshop but highlight a **resistance among some boys toward feminist sexual education**, and in some cases a performative attempt to undermine or trivialise the space.

This resistance is also echoed in behavioural observations during the sessions.

### **Observed Gender Dynamics During Workshops**

#### **Male Students**

Behavioural observations across multiple sessions indicate that male students were often:

- **Dominant in participation**, volunteering frequently and speaking the most
- **Sometimes performative and disruptive**, with repeated jokes, laughter, and commentary

- **At specific times openly sexist**, including derogatory remarks about vulvas and, in isolated cases, **fascist salutes**

Such behaviour reflects a concerning trend: the **regression of attitudes among some Spanish adolescent boys**, including normalised sexism, resistance to feminist discourse, and alignment with reactionary social behaviours.

### Female Students

In contrast, female students tended to be:

- **More knowledgeable** about the content presented
- **More respectful and attentive** throughout the sessions
- **Quieter and less likely to volunteer**, often participating only when directly addressed
- **Socially inhibited** due to the disruptive or mocking behaviour of male peers

Despite having stronger content knowledge, girls' participation was constrained by the social dynamics of the classroom, reinforcing existing gender imbalances.

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### NOTABLE PATTERNS

• *Boys' over-participation and performative dominance: Frequent volunteering, excessive commentary, laughter, and jokes.*

• *Girls' under-participation despite higher knowledge: Girls had more accurate or nuanced understanding but were quieter, more hesitant, and spoke mainly when directly addressed.*

• *Sexist and disruptive behaviour from some boys: Including sexist remarks, referring to vulvas as "disgusting", and even performing fascist salutes. These behaviours suggest:*

*-Discomfort with or rejection of feminist framing*

*-Attempts to assert dominance or regain control in a context that challenges patriarchal norms*

*-A worrying trend of normalized sexism and far-right signaling among some teenage boys in Spain, which has been widely documented in recent sociopolitical studies*

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Although disruptive behaviours were **not frequent**, their presence is telling and significant. They point to the cultural environment that many girls must navigate, where their silence and caution in sexual education spaces may be a direct response to the social pressure and ridicule they anticipate from male peers.

### Interpretation and Implications

This mixed-methods analysis reveals a significant gender divide in workshop engagement:

- **Girls** demonstrate strong learning outcomes, receptiveness, and interest but face barriers to active participation due to peer dynamics.
- **Boys** show a wider spectrum of responses, from engaged to actively resistant, with the minority expressing overt sexism or disruption.

These findings underscore the **continued necessity of feminist-informed sex education**, as well as the importance of creating safer, more equitable learning environments where girls can participate without fear of ridicule or interruption.

Furthermore, the noted resistance among some boys highlights a broader cultural challenge: the rise of reactionary and misogynistic narratives among adolescent males in Spain. This context must be considered when planning future interventions.

The workshops were highly effective in delivering engaging, relevant, and meaningful sex education to the majority of participants. However, significant gender disparities in participation and attitude were observed. To maximise the impact of future sessions, targeted strategies should be developed to:

- Counteract misogynistic attitudes among boys
- Reduce disruptive behaviours and create balanced participation dynamics
- Empower girls to participate freely and confidently
- Provide additional sessions addressing common questions and areas of uncertainty

Overall, the feedback data confirms both the **success** of the workshop model and the **ongoing need** for comprehensive, feminist, and participatory sex education in Spanish secondary schools.

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*Some doubts/questions expressed in the anonymous post-it notes:*

- Is watching porn good?*
- Can you talk about porn?*
- Can an intersex person impregnate themselves?*
- What's the recommended age for starting sexual*

*relations?*

- How do you finger someone?*
- What happens if the frenulum breaks?*
- If he doesn't finish inside, is there still pregnancy*

*risk?*

- I have doubts about consent and permission in*

*relations*

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## 6. Evaluation and Findings

The workshops demonstrated high overall effectiveness in engaging students with topics related to sexual and reproductive health, gender diversity, and contraception. Despite limited prior knowledge (particularly concerning genital diversity, female anatomy, intersex variations, and gender concepts) most students responded with maturity, interest, and curiosity. The non-formal, participatory methodology contributed substantially to reducing embarrassment, normalizing sensitive subjects, and fostering open dialogue.

Teachers consistently provided positive feedback regarding both the content and facilitation style, noting that the interactive format encouraged greater participation than typical classroom dynamics. Activities such as “Draw the Genitals in 10 Seconds” and anatomical model identification were especially revealing, confirming significant knowledge gaps and generating high levels of engagement.

However, the evaluation also identified a clear gendered pattern in participation. Female students demonstrated higher prior knowledge and stronger reflective engagement but were often more hesitant to speak due to disruptive behaviour from a minority of male students. Male students displayed a wide range of responses: from active participation to resistance, performative joking, and in isolated cases, openly sexist or disruptive actions. These dynamics reflect broader sociocultural trends affecting Spanish adolescents and reinforce the need for gender-sensitive facilitation strategies.

Overall, the findings confirm that the workshop format is effective, relevant, and well-suited for addressing stigma, improving knowledge, and promoting inclusive understandings of sexual and gender diversity.

## 7. Outcomes vs Project Objectives

The workshops fully met the Safe&Sound project objectives, as demonstrated by the following outcomes:

### Objective 1: Improve knowledge on protection, contraception, and STIs

- Students demonstrated increased understanding of contraceptive methods, menstrual hygiene, and STI prevention.
- Interactive engagement with real materials ensured practical, embodied learning.

### Objective 2: Promote understanding and acceptance of sexual and gender diversity

- The Genderbread Person activity supported comprehension of sex, gender identity, gender expression, and sexual orientation.
- Students reported reduced stigma and increased comfort discussing these topics.

### Objective 3: Test and refine non-formal education methodologies

- The workshops validated the effectiveness of creative, experiential methods such as embodied feedback, anonymous questioning, and humor-based activities.
- Several techniques will be integrated into the final educational brochure and upcoming videos.

### Objective 4: Collect feedback to inform project materials

- High-quality qualitative feedback was gathered through embodied activities and post-it notes.
- Insights confirmed the need for feminist-informed, shame-free pedagogical approaches.

Collectively, these outcomes demonstrate strong alignment between project goals and observed results.

## 8. Recommendations

To strengthen future implementations of Safe&Sound workshops, the following recommendations are proposed, structured across the three phases of the activity: before, during, and after the sessions. An edited version in Galician, that was shared with all schools that participated in the project, is attached.

### A. BEFORE THE WORKSHOPS

#### 1. Conduct preliminary surveys and analyse results

Gather updated information on students' knowledge, expectations, and misconceptions. This ensures that workshop content is tailored to their needs and that facilitators can anticipate potential sources of resistance or confusion.

#### 2. Ensure schools properly inform students beforehand

Teacher teams should clearly communicate the workshop's purpose and content in advance to create a sense of expectation and reduce surprise or discomfort.

#### 3. Consider the need for non-mixed groups

Where appropriate, offer girls and queer youth the option to participate in non-mixed or partially separated spaces. This can reduce intimidation and allow for more open dialogue on sensitive topics.

#### 4. Implement structured participation strategies

Plan methods such as speaking turns, fishbowl formats, or small-group work to balance participation dynamics and avoid male over-dominance.

#### 5. Establish protected spaces within mixed groups

Even in mixed settings, design mechanisms that allow girls and queer students to participate safely—such as rotating who speaks first, anonymous contribution methods, or small-group rotations.

#### 6. Address potential resistance constructively

Prepare short activities or discussion prompts about respect, equality, emotional safety, and peer dynamics. These should be introduced if disruptive or sexist behaviours arise.

#### 7. Co-create classroom agreements at the start

Develop a brief set of shared norms with students at the very beginning of the session. Agreements on respect, confidentiality, and non-judgment can significantly reduce disruptive behaviour.

#### 8. Use flexible, time-efficient icebreakers

Select warm-ups that quickly build comfort but do not take excessive time away from core content. Activities should lower embarrassment while maintaining focus.

#### 9. Prepare familiar, relatable examples

Illustrations, scenarios, and questions should reflect students' realities and everyday references, ensuring accessibility and reducing abstraction.

### B. DURING THE WORKSHOPS

#### 1. Use active, movement-based methodologies

Encourage students to move around, vote with their bodies, change spaces, or engage in practical tasks that keep energy and attention high.

#### 2. Incorporate physical, hands-on materials

Use real or realistic anatomical models, contraceptive methods, STI prevention tools, and menstrual hygiene products. Physical interaction significantly increases understanding and reduces stigma.

#### 3. Encourage drawing, touching, interacting, and playing

Activities that involve students directly: drawing genitals, placing anatomical labels, handling materials... promote embodied learning and normalize topics that are usually taboo.

#### 4. Avoid unnecessary censorship

Allow students to express curiosity openly. Provide clear boundaries when needed, but do not shame or suppress questions or reactions related to sexuality.

#### 5. Include Genderbread Person-style dynamics

Incorporate visual, simple frameworks to explain gender identity, expression, sex, and orientation in accessible and non-judgmental ways.

#### 6. Use humour and controlled “shock” strategically

When appropriate, leverage humour or surprising elements to break tension, increase attention, and foster openness—without trivialising the content.

#### 7. Use inclusive visual references

Slides, videos, and images should highlight bodily diversity, LGBTQIA+ representation, and non-stigmatizing portrayals of menstruation, contraception, and pleasure.

### C. AFTER THE WORKSHOPS

#### 1. Collect anonymous feedback and questions

Use post-its, boxes, or in-person embodied feedback techniques to gather honest reflections and identify remaining doubts.

#### 2. Offer follow-up sessions on student-prioritised topics

In this round of workshops, students consistently expressed interest in sessions on pornography, consent, and emotional relationships. Follow-up workshops should respond directly to these demands.

#### 3. Provide take-home and in-school materials

Share brochures, posters, or myth-busting sheets that can be displayed in schools or used by teachers. Visual resources help reinforce learning and keep information accessible over time.

# RECOMENDACIÓNs

## OBRADOIROS SAFE&SOUND

Para fortalecer ou programar futuros obradoiros sobre diversidade e saúde sexual e reprodutiva, propomos seguir as seguintes recomendacións, organizadas segundo as tres fases da actividade: antes, durante e despois das sesións.



### ANTES DOS OBRADOIROS

#### 1. Realizar enquisas previas e analizar os resultados

Recoller información actualizada sobre coñecementos, expectativas e dúbidas do alumnado permite adaptar os contidos ás súas necesidades e anticipar posibles resistencias.

#### 2. Informar ao alumnado sobre o contido do obradoiro

Para crear expectación e reducir incomodidades ou sorpresas iniciais.

#### 3. Considerar a necesidade de grupos non mixtos

Cando sexa pertinente e posible, pode ser boa idea ofrecer ao alumnado feminino e queer a posibilidade de participar en espazos non mixtos ou parcialmente separados, favorecendo un ambiente máis seguro para expresarse. Observamos sobre-participación dos rapaces e infra-participación das rapazas.

#### 4. Implantar estratexias estruturadas de participación

Planificar métodos como quendas de palabra, dinámicas en pequenos grupos ou similares, para equilibrar a participación e evitar a sobrerrepresentación masculina.

#### 5. Promover participación anónima

Deseñar mecanismos que permitan a participación segura e cómoda.

#### 6. Abordar a resistencia de maneira directa pero construtiva

Preparar pequenas intervencións ou reflexións sobre respecto, igualdade, etc. para utilizar en casos de comportamento disruptivo ou sexista.

#### 7. Co-crear acordos básicos nos espazos educativos

Elaborar xunto co alumnado un breve código de normas sobre respecto, confidencialidade e participación. Estes acordos reducen substancialmente condutas inadecuadas.

#### 8. Deseñar icebreakers flexibles e breves

Empregar actividades iniciais que xeren comodidade e confianza sen consumir demasiado tempo da sesión.

#### 9. Preparar exemplos familiares e próximos á realidade do alumnado

As ilustracións, casos prácticos e preguntas deben conectar co seu contexto para facilitar a comprensión e a identificación.



### DURANTE OS OBRADOIROS

#### 1. Utilizar metodoloxías activas e baseadas no movemento

Propor actividades onde o alumnado se mova, interaccione e participe de forma dinámica para manter a atención e a implicación.

#### 2. Incorporar materiais físicos e manipulables

Empregar modelos anatómicos reais ou realistas, métodos anticonceptivos, produtos de hixiene menstrual e materiais para a prevención de ITS favorece aprendizaxes significativas.

#### 3. Permitir debuxar, tocar, experimentar e xogar

As tarefas manuais e creativas, como debuxar xenitais ou identificar partes do corpo, reducen o tabú e consolidan os contidos de maneira práctica.

#### 4. Evitar a censura innecesaria

Facilitar que o alumnado exprese curiosidade sen vergoña, marcando límites claros pero sen xerar culpa ou silencio arredor da sexualidade.

#### 5. Integrar dinámicas tipo Genderbread Person

Utilizar esquemas visuais sinxelos para explicar identidade de xénero, expresión, orientación e sexo biolóxico de maneira accesible e sen prexuízos.

#### 6. Empregar humor e pequenos elementos de sorpresa

O humor e certos momentos "impactantes" poden rebaxar a tensión e facilitar a aprendizaxe, sempre cun uso respectuoso e coidado.

#### 7. Utilizar imaxes inclusivas e representativas

As presentacións deben mostrar diversidade corporal, sexual e de xénero, evitando estigmas e promovendo a normalización.



### DESPOIS DOS OBRADOIROS

#### 1. Recoller feedback e preguntas de maneira anónima

#### 2. Ofrecer sesións de seguimento sobre temas escollidos polo alumnado

Nesta ocasión, o alumnado pediu máis información sobre cuestións como pornografía e consentimento.

#### 3. Proporcionar materiais educativos para levar ou colocar nos centros

Distribuír folletos, carteis ou recursos que poidan usarse como referencia e apoiar o traballo posterior do profesorado.

## 9. Conclusion

The seven workshops successfully met Safe&Sound project goals, demonstrating the power of non-formal education in sexual health and diversity topics. Both students and teachers expressed strong interest in further sessions. The collected feedback and tested methodologies provide robust input for the final educational brochure and evaluation.

The workshops, implemented by FOCO, successfully fulfilled the project's educational and methodological objectives, providing an essential bridge between the survey findings and practice. The sessions demonstrated that when offered safe, participatory, and non-judgmental spaces, young people can approach topics of sexuality, consent, and diversity with maturity, curiosity, and empathy.

They directly addressed many of the needs and gaps identified in the prior Safe&Sound survey. Students' initial reactions confirmed the survey's diagnosis: a general lack of vocabulary around anatomy, gender identity, and sexual orientation; lingering embarrassment and silence; and an uneven internalization of feminist and equality discourses across genders. Boys tended to show greater shyness or detachment, while girls and non-binary youth expressed more comfort and interest in discussing emotions, relationships, and care. This pattern echoed the gendered emotional socialization identified in the survey and reaffirmed the importance of differentiated, gender-sensitive pedagogical approaches.

Through interactive activities such as genital identification, the Genderbread Person exercise, and discussions on contraception and consent, the workshops helped to normalize sensitive subjects and turn abstract concepts into embodied learning experiences. The "Draw Genitals in 10 Seconds" and anatomy model activities vividly illustrated the patriarchal bias and lack of representation highlighted in the survey: most students could name male anatomy but not female or intersex bodies. This activities provided a concrete opportunity to challenge these imbalances in real time.

Likewise, the facilitation methods proved effective in reducing shame and stigma, confirming that emotional safety and anonymity are prerequisites for genuine learning. The use of humor, play, and open dialogue helped deconstruct taboos around menstruation, pleasure, and sexual diversity. Students' feedback aligned with the survey's recommendation for "feminist and relational sexual education": they valued not only the factual content but also the respectful, empathetic environment in which it was delivered.

Teachers' observations also reinforced this conclusion: students were more receptive and reflective in this informal, trust-based setting than during traditional classroom lessons. The sessions revealed that what young people most need is not more biological

information, but **spaces that integrate knowledge with affective education; spaces where care, respect, and equality are practiced rather than preached.**

Overall, the workshops confirmed several of the survey's key findings while offering hopeful signs of transformation.

- The emotional and intellectual curiosity of young people is high, but continues to coexist with shame and gendered silences.
- Feminist and inclusive vocabularies that have gained ground in the last decade are sort of established among girls and non-binary youth, though boys often remain emotionally guarded and show resistance.
- Peer networks, dialogue, and creative participation are essential tools for learning, far more effective than purely didactic methods.

In short, the Safe&Sound workshops demonstrated that non-formal education can both **validate the survey's diagnosis and actively transform it into practice.** They showed that comprehensive, feminist-informed sexual education; one that combines accurate information with empathy, humor, and participatory learning, has the power to reduce stigma, promote equality, and cultivate a culture of mutual respect and care among young people.

These findings will be highly valuable for developing the next phases of the project in the upcoming months, particularly the design of the **educational videos and the final Safe&Sound brochure**, which will build on the insights, tested methodologies, and lived experiences gathered through this implementation phase.

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### ***Annexes:***

*Annex 1: Presentation used during the workshops.*

*Annex 2: Examples of anatomical models employed.*

*Annex 3: Example of the "Draw the Genitals" activity.*

*Annex 4: Example of qualitative feedback collected.*

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## Annex 1: Presentation used during the workshops.



# DIVERSIDADE, SAÚDE SEXUAL E REPRODUTIVA





Cofinanciado pola  
Unión Europea

# DIVERSIDADE, SAÚDE SEXUAL E REPRODUTIVA



**HELLO**  
MY NAME IS



Cofinanciado pola  
Unión Europea





Cofinanciado pola  
Unión Europea

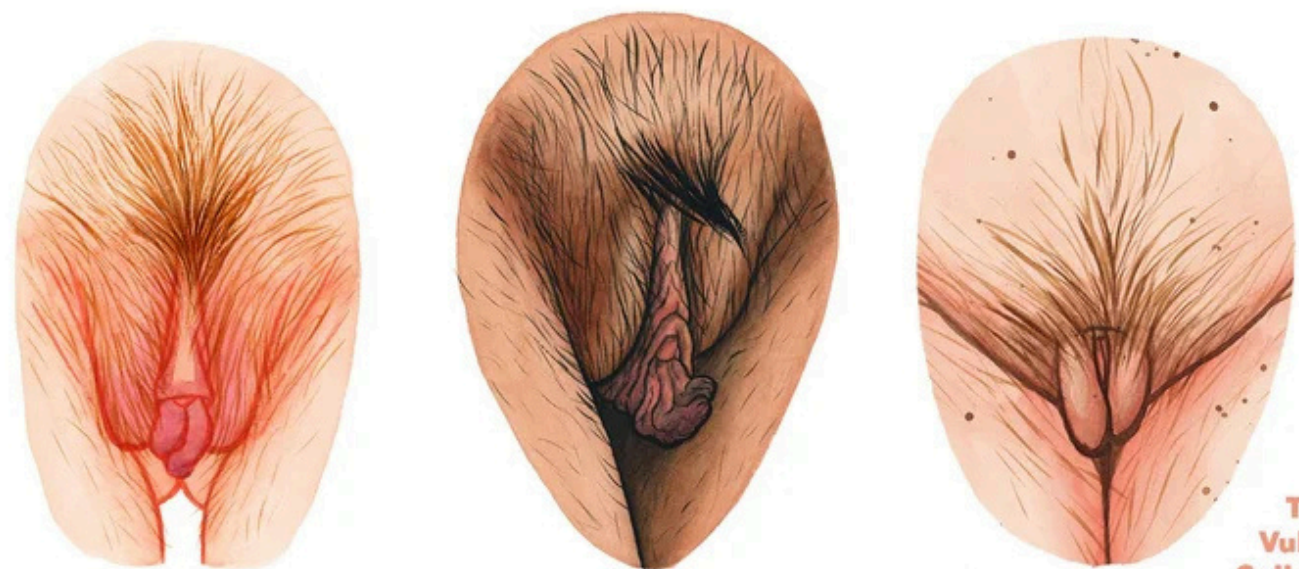
# SAÚDE SEXUAL OU REPRODUTIVA?



Cofinanciado pola  
Unión Europea

# XENITALIDADE





The Vulva Gallery

# Penis Diversity

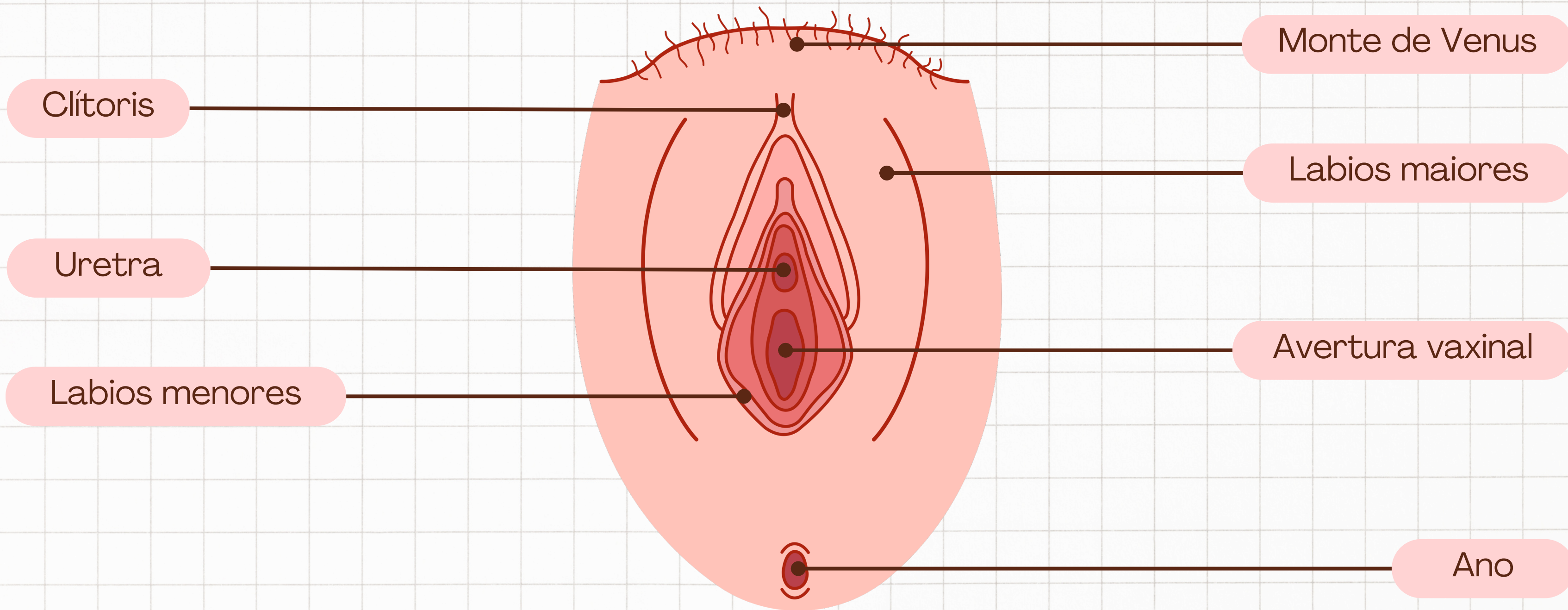
## Educational print set



Cofinanciado pola Unión Europea

Hilde Atalanta

# VULVA



# PENE



Cofinanciado pola  
Unión Europea

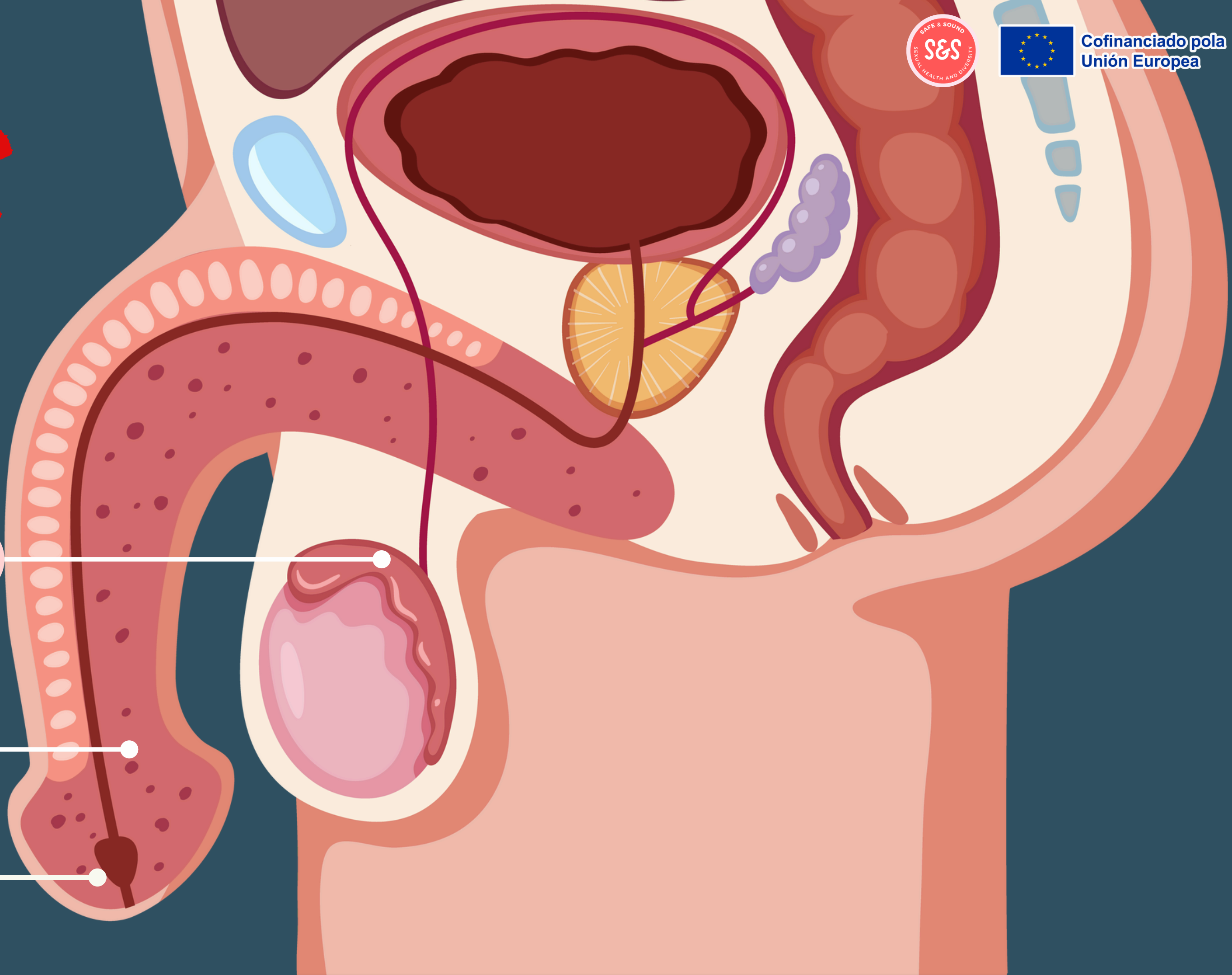
Testículos



Glande

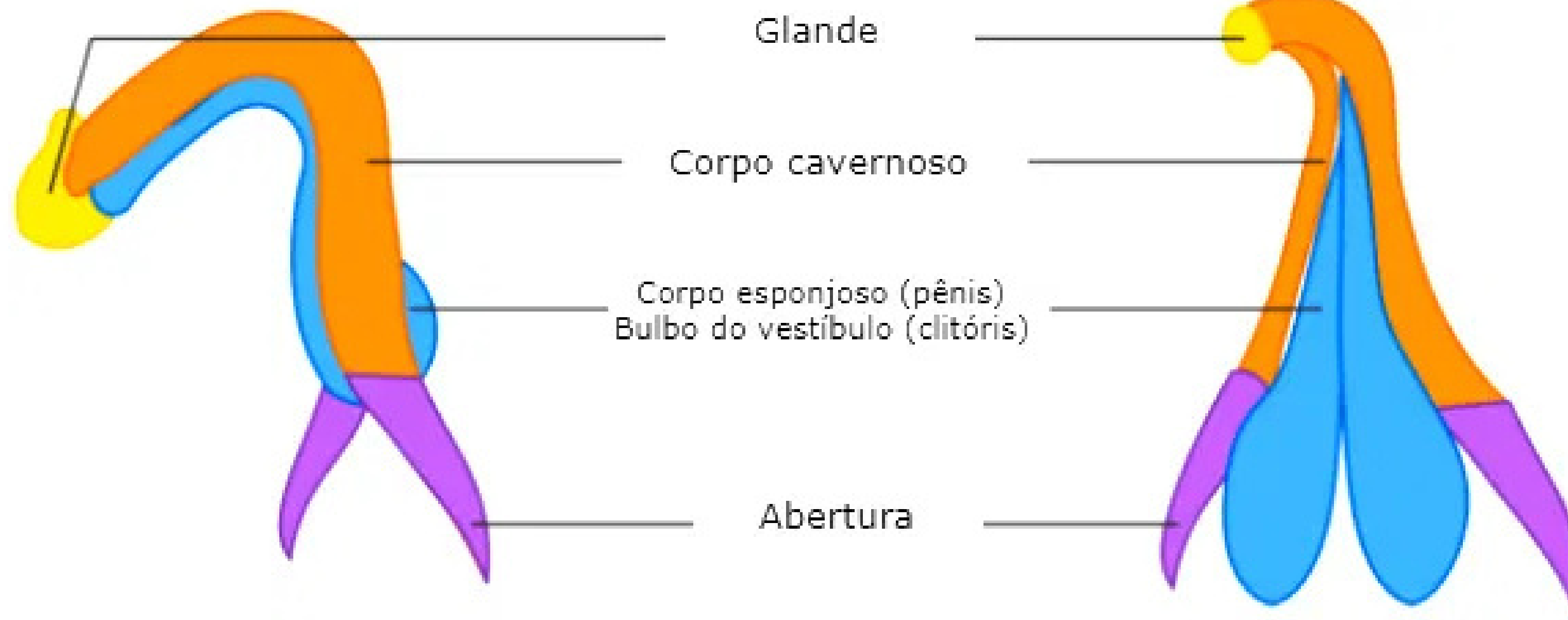


Uretra



## Pênis

## Clitóris





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# TERMOS BÁSICOS



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Cofinanciado pola  
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**Identidade de  
xénero**

**Expresión de  
xénero**



**Sexo**

**Orientación  
sexual**

**Identidade de xenero**

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**Orientación sexual**

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**Sexo**

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**Expresión de  
xénero**





# Sexo

Clasificación biolóxica baseada en características físicas como a xenitalidade, cromosomas ou hormonas.

# Xénero

Construción social e cultural. Fala de roles, comportamentos, expectativas, identidades... asociadas coa idea de ser home, muller ou outros.

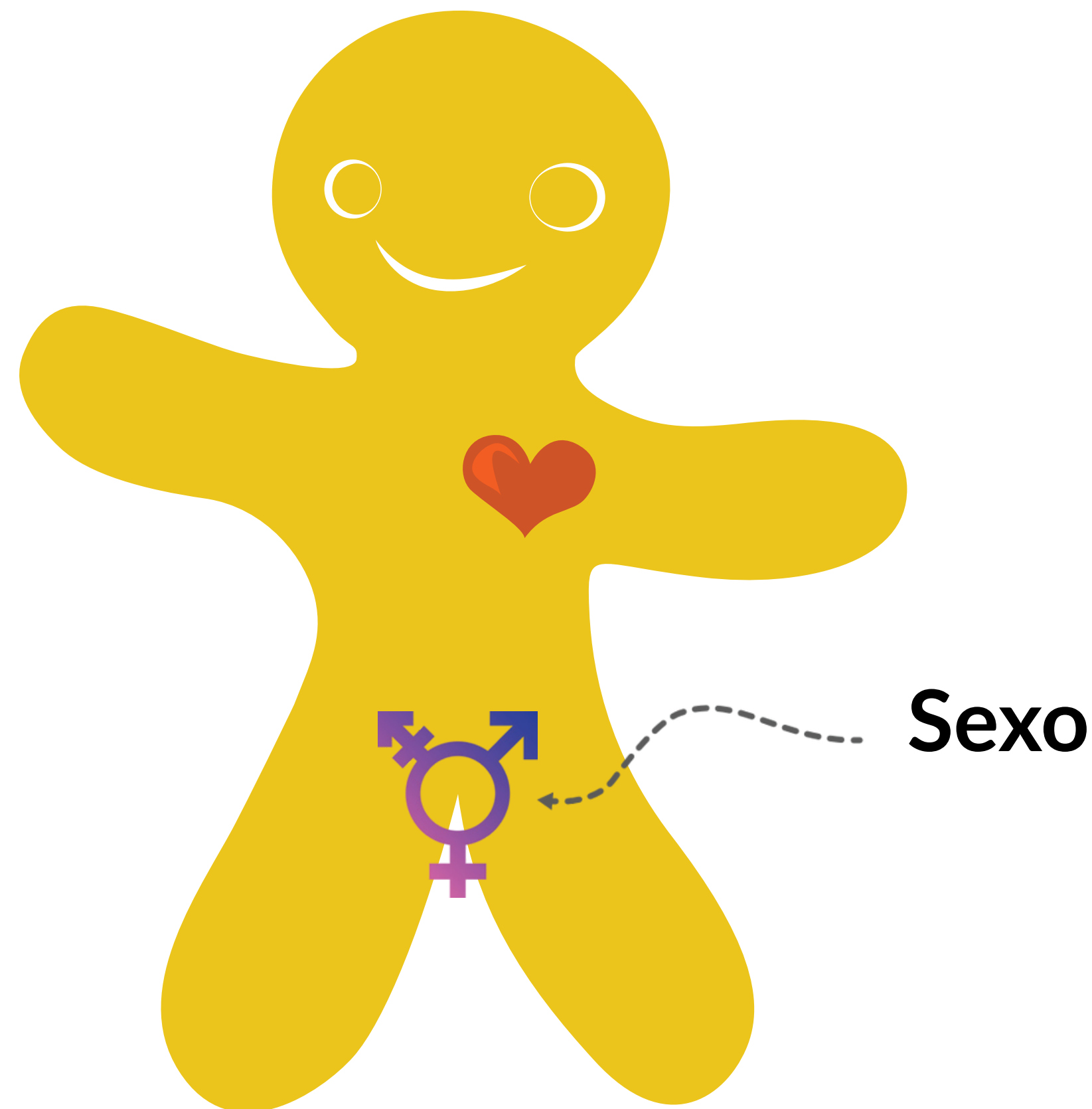
# Sexualidade/ orientación sexual

Atracción sexual ou romántica de unha persoa cara outras. Que tipo de persoas che gustan?

# Feminino

# Masculino

# Intersex



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Estímase que un 1% da poboación mundial é pelirroxa, aproximadamente 80 millóns de persoas

Ser intersex significa nacer cun corpo que non encaixa totalmente nas ideas tradicionais de “corpo masculino” ou “corpo feminino”. As características sexuais (como os xenitais, os cromosomas ou as hormonas) poden presentarse de moitas formas diferentes, e todas son variacións naturais e saudables do corpo humano.

Estas diferenzas poden notarse:

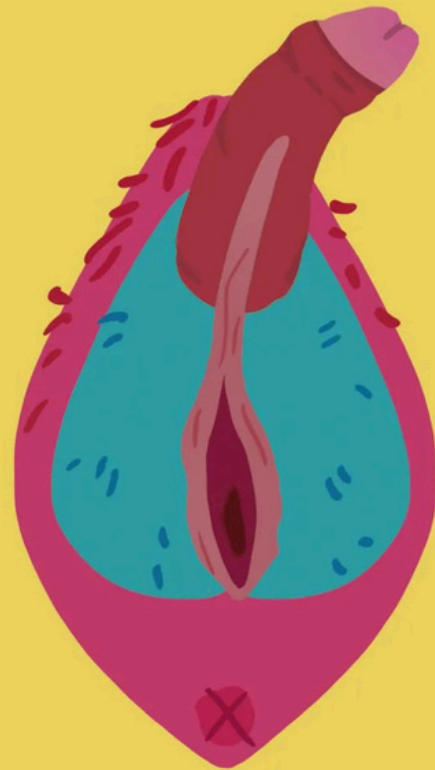
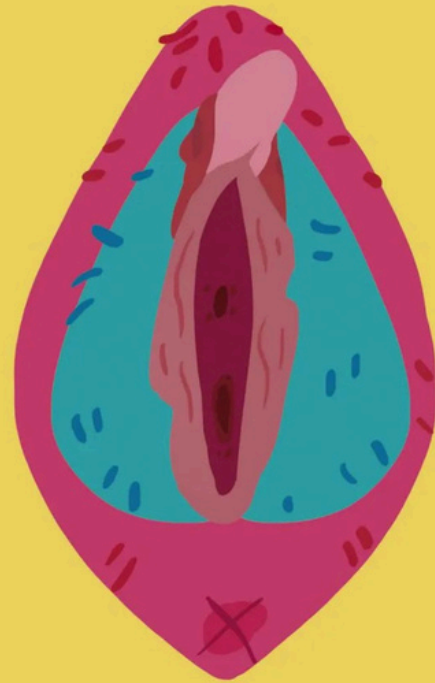
- Antes de nacer,
- Ao nacer,
- Durante a infancia ou a adolescencia,
- Ou mesmo na idade adulta.

Ás veces as persoas intersex descóbrense máis tarde na vida, e mesmo pode haber persoas que non chegan a sabelo nunca, **porque esas variacións non sempre son visibles.**



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# GENITALES INTERSEX



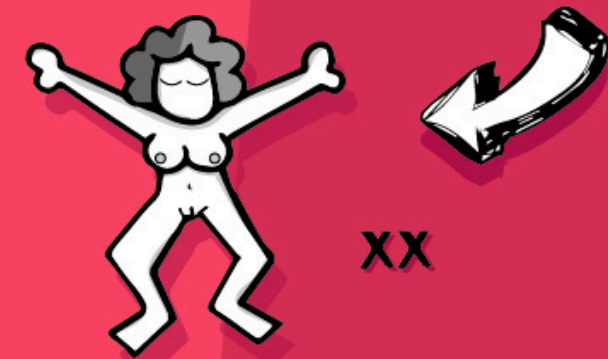
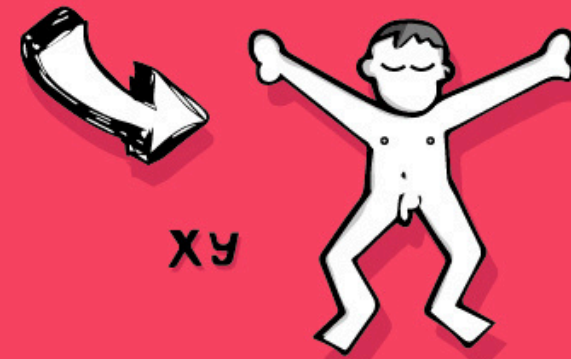
clitoris / pene

labios / escroto

# INTERSEXUAL (-idades)

Pensamos en HOMBRES... con pene, testículos y cromosomas XY.

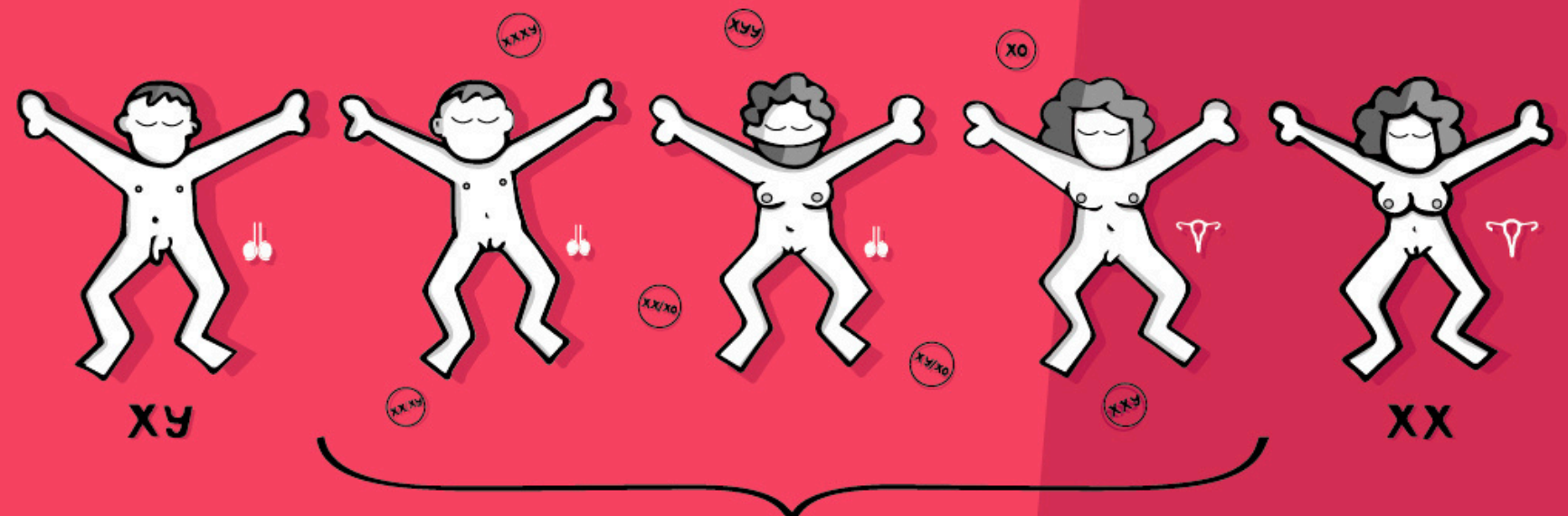
Pensamos en MUJERES... con vulva, ovarios y cromosomas XX.



Esta es la lógica del **sistema sexual binario**: Dos realidades por categoría.

**Pero la realidad humana ¡es mucho más diversa!**

Existen personas que nacen con una anatomía sexual y reproductiva **que no encaja con esta noción binaria**:



\*Existen más de 100 estados intersexuales detectados.

## **Algunhas persoas intersex poden ter vivido:**

- **Tratamentos médicos ou cirurxías para facer que o seu corpo encaixase nas normas sociais de “home” ou “muller”.**
- **Diagnósticos médicos que usan termos como “trastorno” ou “diferenza do desenvolvemento sexual”, aínda que moitas persoas prefiren falar de diversidade corporal.**
- **Discriminación ou burlas por ter un corpo diferente.**

**As persoas intersex lembran que non hai un único xeito correcto de ter un corpo, e que a diversidade é parte natural da humanidade.**

## Identidade de xénero



Muller

Home

Persoa non  
binaria

Cada persoa pode identificarse co xénero que sente que é, independentemente do seu sexo asignado ao nacer.

Identidade de xénero

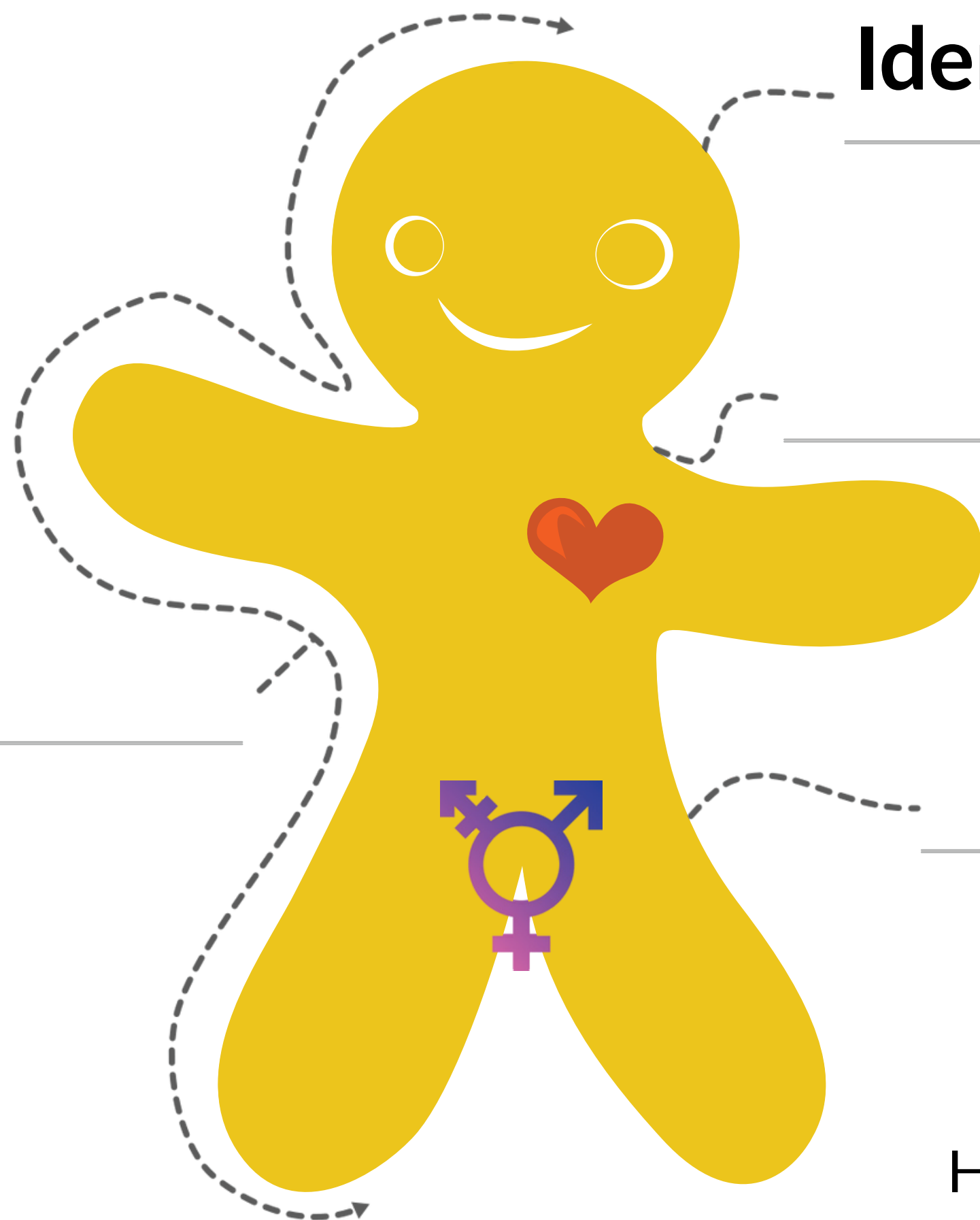
CANDO COINCIDEN XÉNERO  
E SEXO, FALAMOS DE

***PERSOAS CIS***

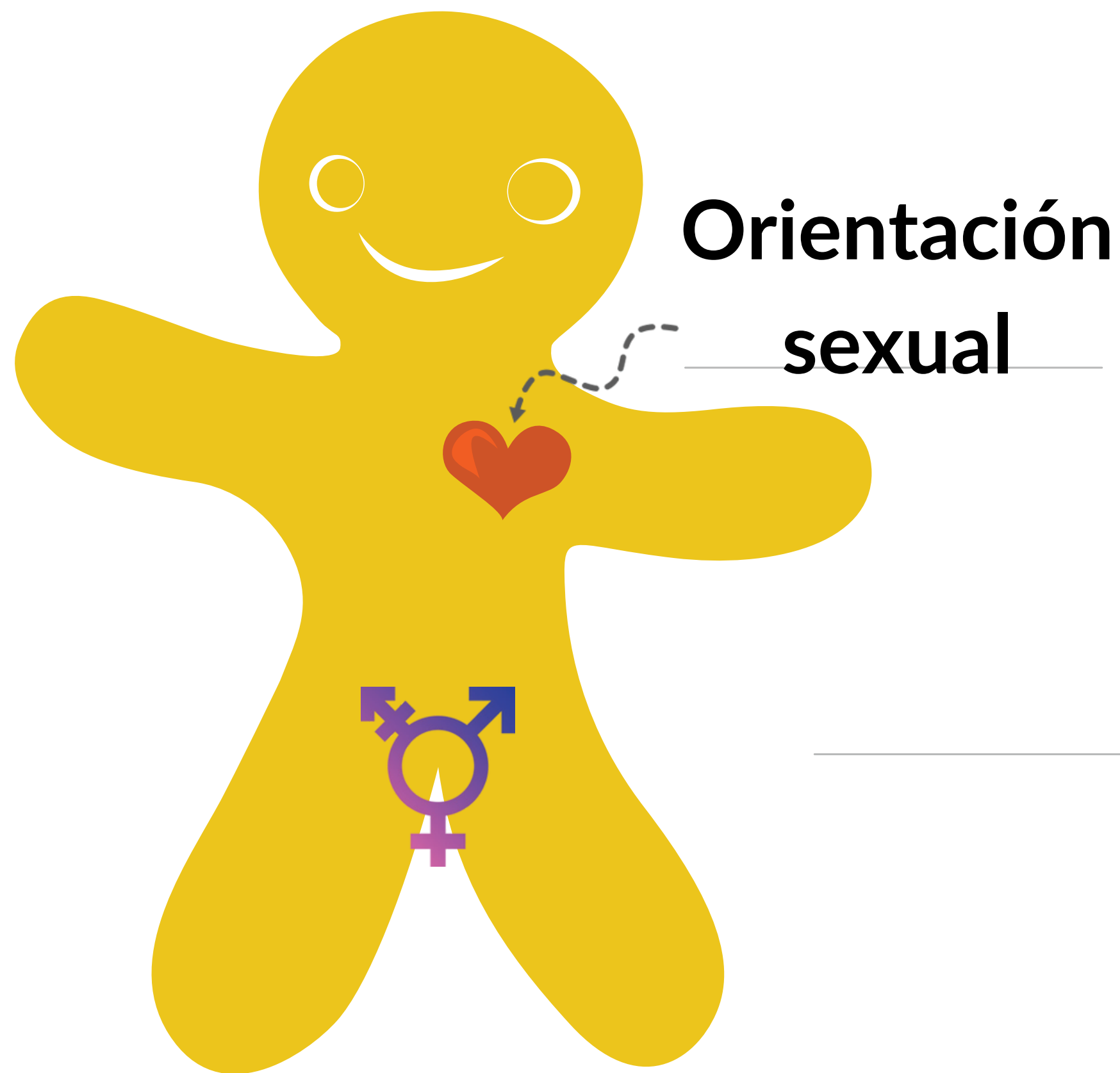
CANDO NON COINCIDEN,  
FALAMOS DE

***PERSOAS TRANS***

Hai aproximadamente entre 80 e 120 millóns de persoas  
trans no mundo.



Sexo



Orientación  
sexual

Homosexual

Heterosexual

Bisexual

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Asexual



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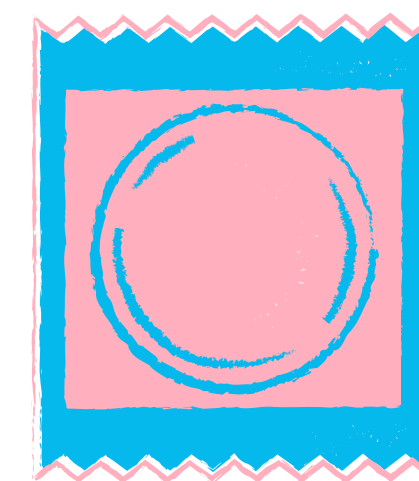
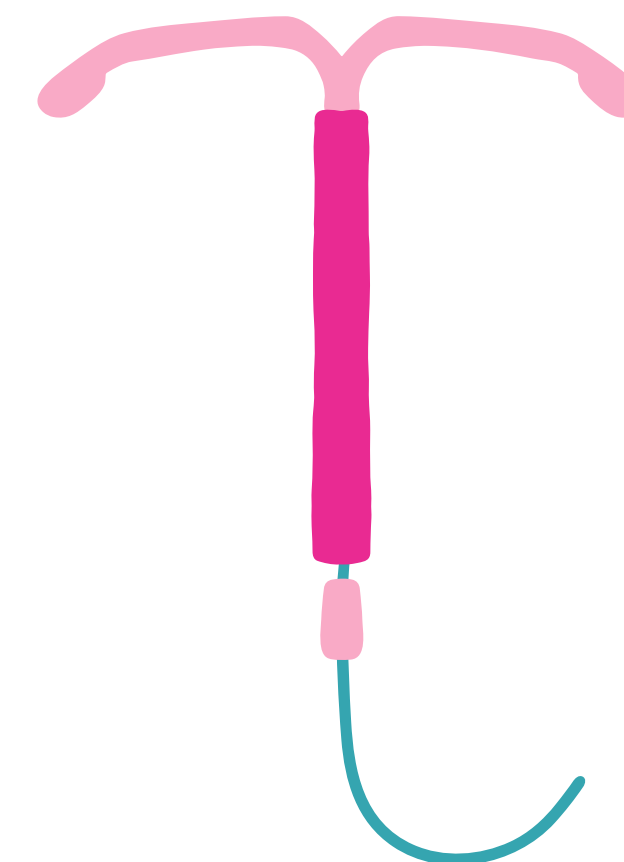
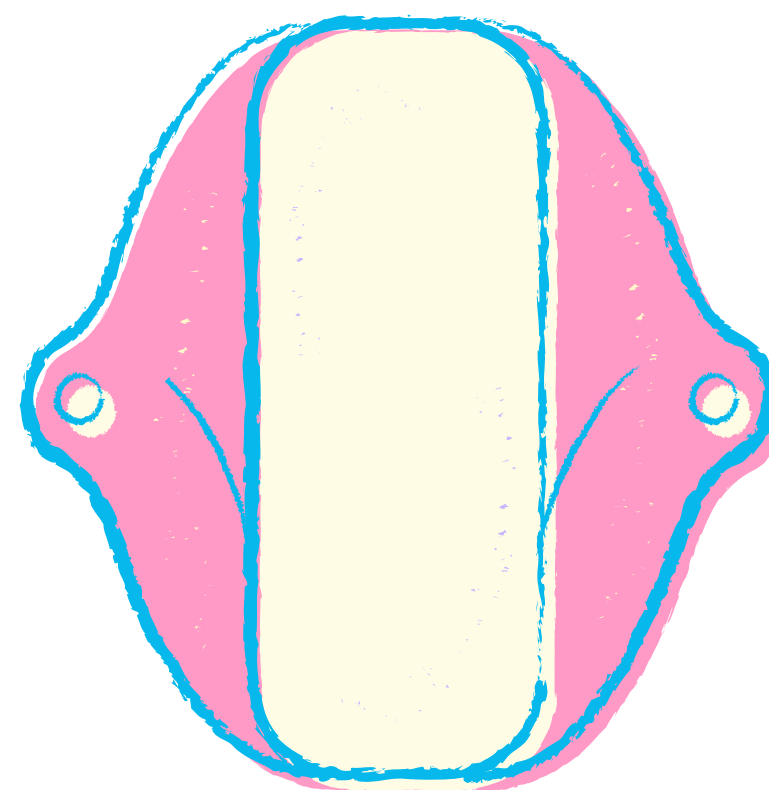
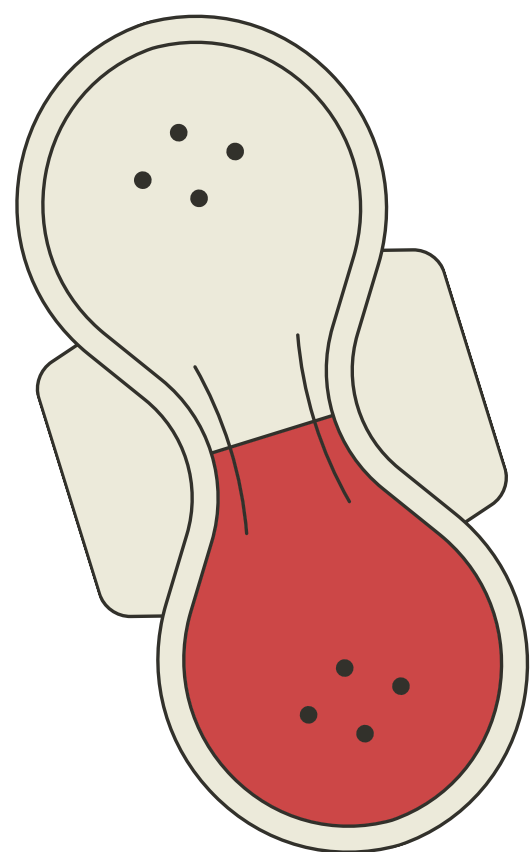
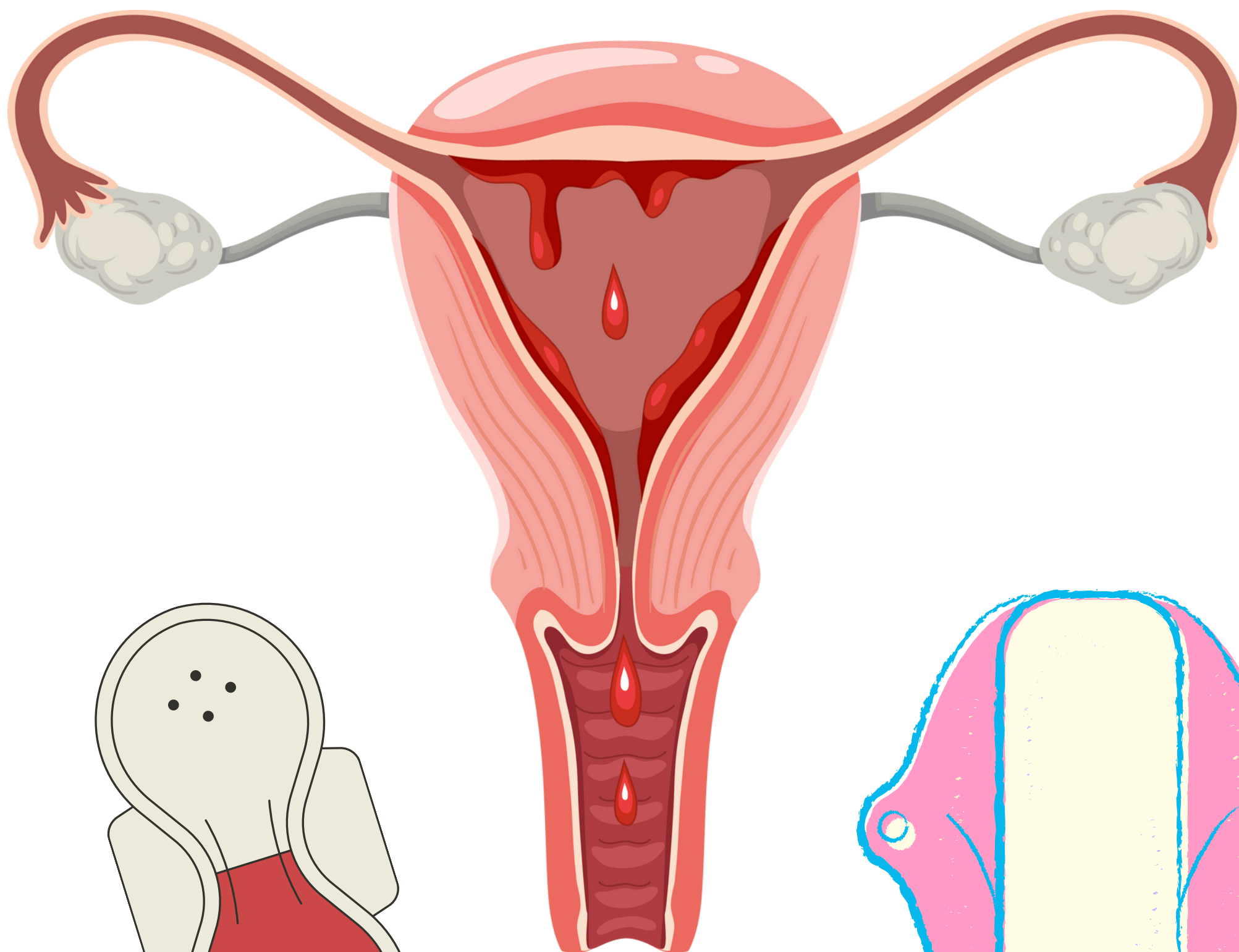


# CONTRACEPCIÓN,

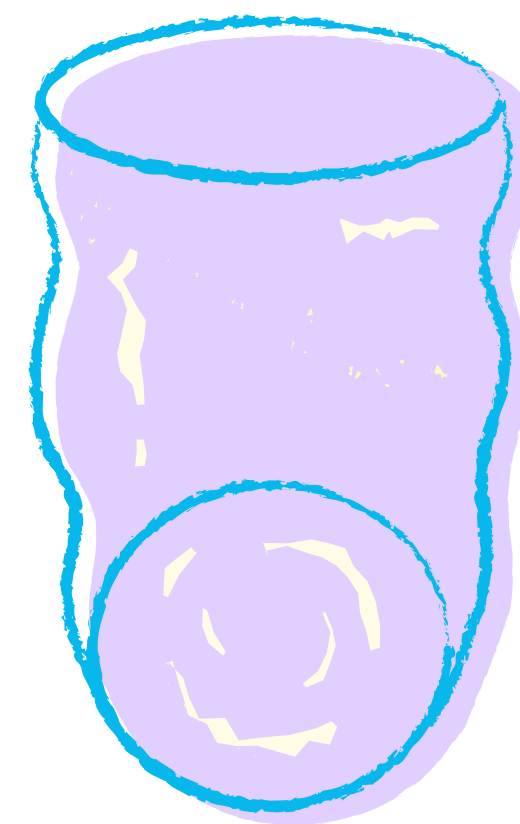
# PREVENCIÓN DE ITS,

# HIGIENE

# MENSTRUAL

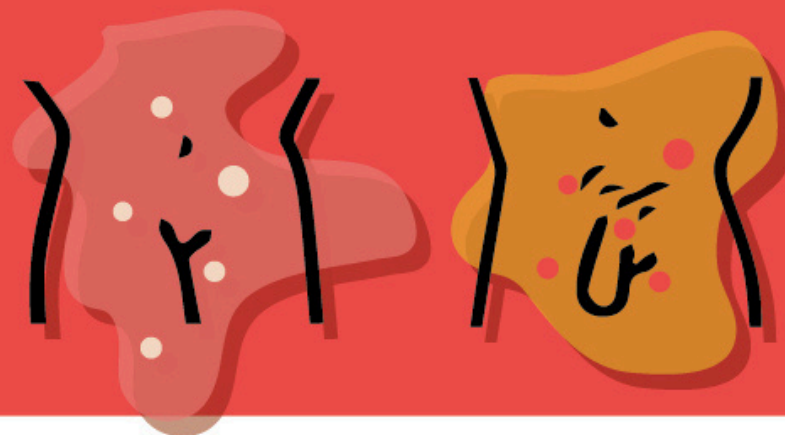


	S	M	T	W	TH	F	S
START	●	●	●	●	●	●	●
WEEK 1	●	●	●	●	●	●	●
WEEK 2	●	●	●	●	●	●	●
WEEK 3	●	●	●	●	●	●	●
WEEK 4	●	●	●	●	●	●	●



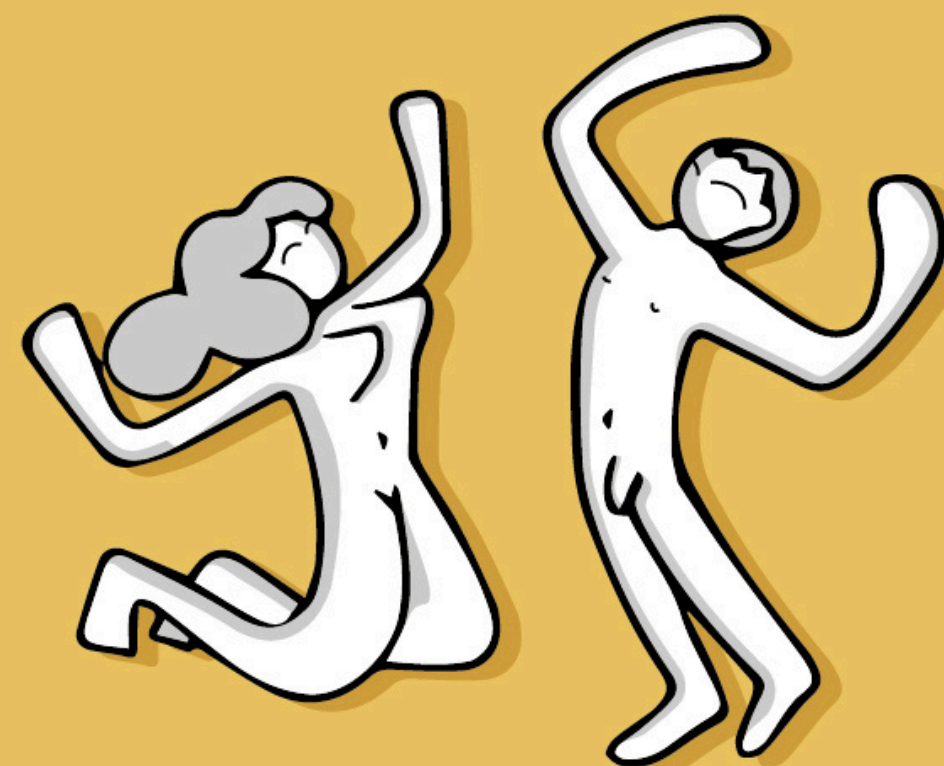
# ITS

(segunda parte)



Una guía ilustrada de #sexcándala sobre educación sexual, salud y diversidad.

Las ITS o **infecciones de transmisión sexual** son aquellas infecciones que se adquieren por contacto sexual y que son generadas por diferentes microorganismos (hongos, bacterias, virus, parásitos...):



- Gonorrea
- Sífilis
- Chancro
- Clamidia
- Herpes
- Condilomas
- Cándida
- Hepatitis A, B y C
- Molusco contagioso
- VPH

**¡Todes estamos expuestos a adquirir una infección!**



La higiene sexual, el uso del condón, la realización de pruebas de VIH y otras ITS de manera cotidiana, el aplicarte vacunas disponibles... son buenas prácticas para la prevención y para evitar la transmisión de algunas de estas infecciones.



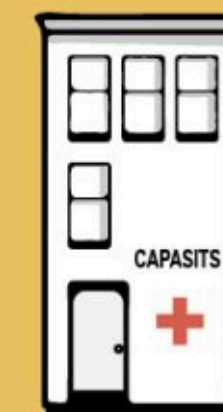
Sientes o notas algo inusual como mal olor, manchas, secreciones o granitos.

Si tuviste una práctica sexual de riesgo.

\*recuerda que algunas ITS se pueden transmitir aún usando condón.



Inicia y concluye correctamente tu tratamiento.



Acude cuanto antes a un médico para checarte. ¡Podría tratarse de una ITS!

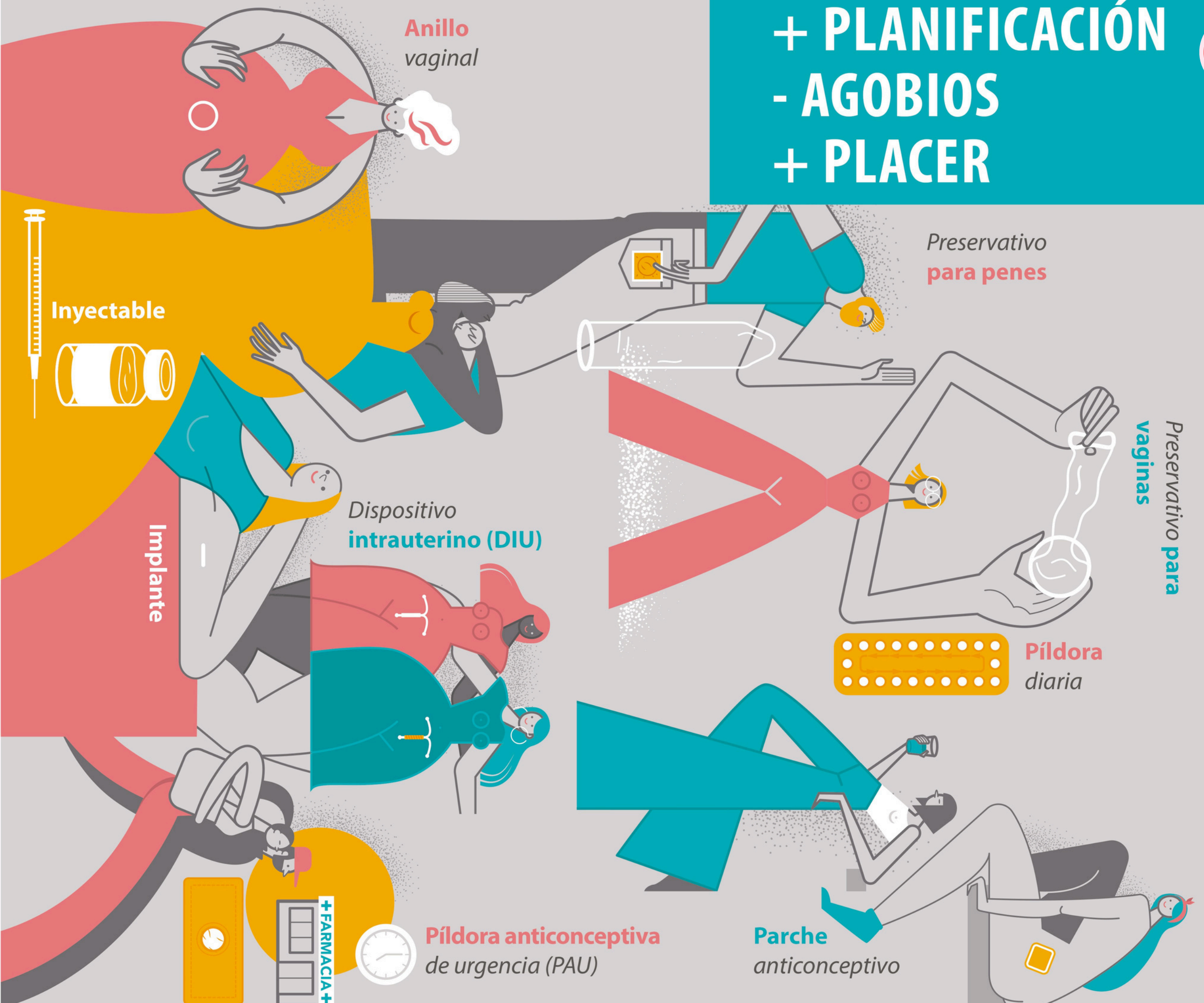
Si tienes dudas o no sabes a dónde ir ¡contáctanos! En **sexcándala** podemos orientarte.

**Disfruta de tu vida sexual con placer, responsabilidad y sin culpas.**



# Existen muchos **MÉTODOS ANTICONCEPTIVOS** que, bien usados, previenen el embarazo **ENCUENTRA EL TUYO**

## + PLANIFICACIÓN - AGOBIOS + PLACER



Anillo vaginal

Preservativo para penes

Preservativo para vaginas

Píldora diaria

Parche anticonceptivo

Píldora anticonceptiva de urgencia (PAU)



Dispositivo intrauterino (DIU)

Implante

Inyectable



MÁS INFORMACIÓN

Centros Jóvenes de Atención a la Sexualidad (CIAS)

[www.centrojoven.org](http://www.centrojoven.org)





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**SAFE AND**

**SOUND**

Apetécete  
?



# PREGUNTAS



ARCO



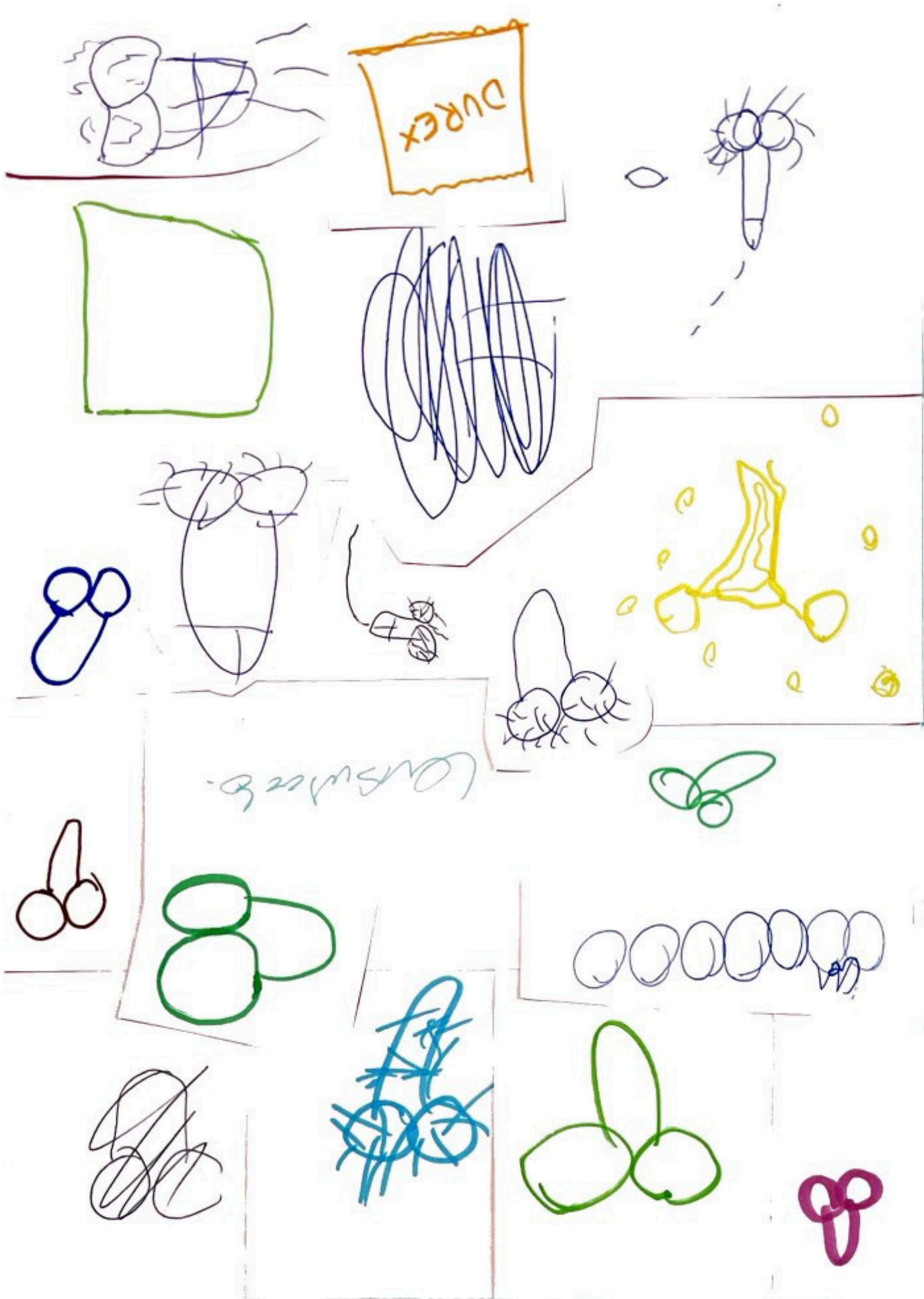
Let us be the reason someone  
**feels accepted,** not erased.



**Annex 2: Examples of anatomical models employed.**



Annex 3: Example of the “Draw the Genitals” activity.



Annex 4: Example of qualitative feedback collected.

Fue muy entretenido

Todo muy  
chuli :)

Me gustó esta  
Charla y se  
cosa que no  
Sabía

e Bo  
ver  
Porque  
?

Que pasa si  
un hombre queda  
embarrassado?

Estuvo bien :)

Me quede trampa  
tizado.

Me gustó  
mucho y me  
divertí

Me gusta muy  
entretenido y  
educativo

Muchas Gracias!

Me gustó  
Explicó todo muy  
bien



Falar do  
ferro

Muy divertido

Moi boa  
presentación  
Un tema moi  
ba

Me (chica muy  
maja)  
gustó  
esta  
charla