

# Safe&Sound

## FOCO Workshop Implementation and Evaluation 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 (3º ESO)
- CEIP HH Carmelitas – 3 workshops (2º ESO, 3º ESO, 4º ESO)
- CEIP PP Somascos – 1 workshop (2º 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)

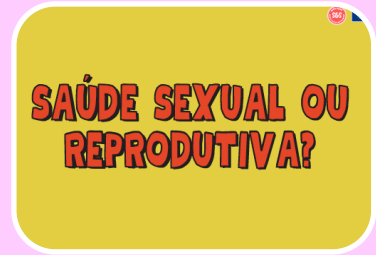
Students shared anonymous reflections on post-its and through the wind-down activity. Feedback was overwhelmingly positive, with many requesting more sessions or asking follow-up questions.



Introduction & Presentation.



Icebreaker



Introductory Questions



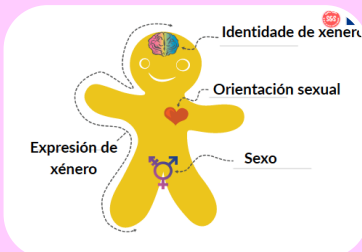
Group Activity: Draw Genitals in 10 Seconds



Identification Exercise with Anatomical Models



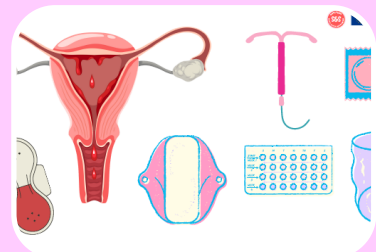
Explanation: Diversity of Genitalia & Basic Anatomy



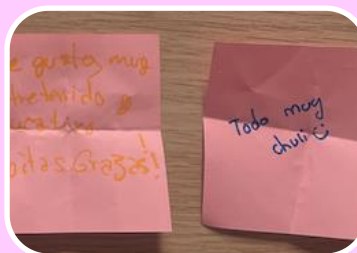
Basic Terminology (Genderbread Person Methodology)



Contraception, STI Prevention & Menstrual Hygiene



Closing activity



Feedback Collection (Qualitative)

## 6. Evaluation and Findings

Students had little prior knowledge of genital diversity or gender concepts but responded with maturity and respect. The interactive format normalized sensitive topics and fostered curiosity. Teachers valued positively both content and facilitation, emphasizing its educational value. Facilitators noted that the 'Draw Genitals' and model identification activities were particularly revealing and effective for engagement.

## 7. Outcomes vs Project Objectives

All objectives were achieved:

- Participants engaged actively, improving knowledge about protection and STIs.
- Respectful dialogue, knowledge and understanding about diversity increased.
- Effective facilitation methods identified for inclusion in the final brochure and educational videos.

## 8. Recommendations

1. Organize follow-up sessions focusing on contraception and relationships.
2. Create teacher resource packs for classroom continuity.
3. Use of anatomical models and anonymous question methods highly recommended.
4. Integrate some version of Genderbread Person and myth-busting activities into the brochure.
5. Explore the possibility of continuity.

## 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.



FOCO

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# DIVERSIDADE, SAÚDE SEXUAL E REPRODUTIVA





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# DIVERSIDADE, SAÚDE SEXUAL E REPRODUTIVA



**HELLO**  
MY NAME IS



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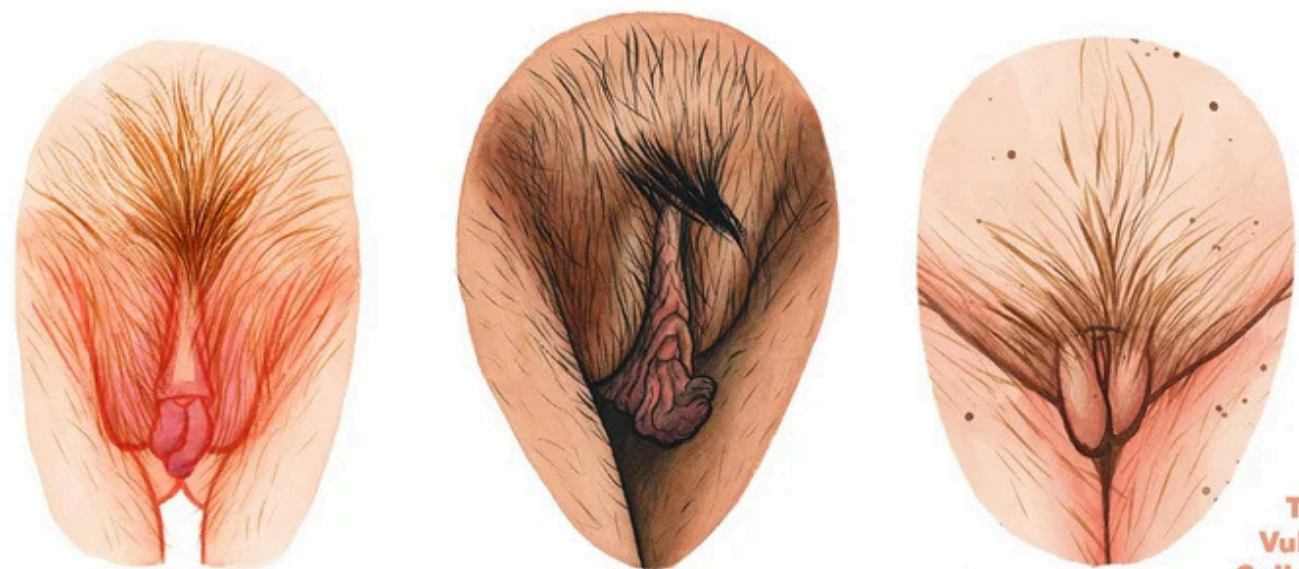
# SAÚDE SEXUAL OU REPRODUTIVA?



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# XENITALIDADE





The Vulva Gallery

# Penis Diversity

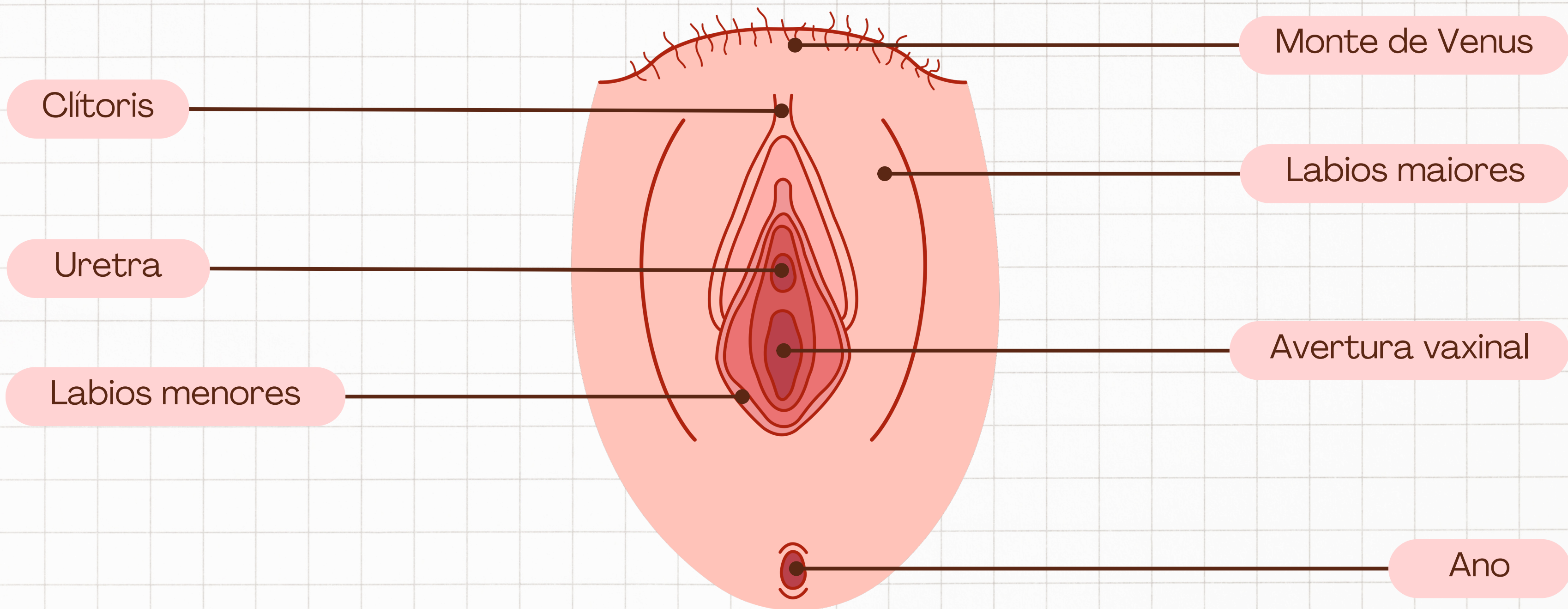
## Educational print set



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Hilde Atalanta

# VULVA



# PENE



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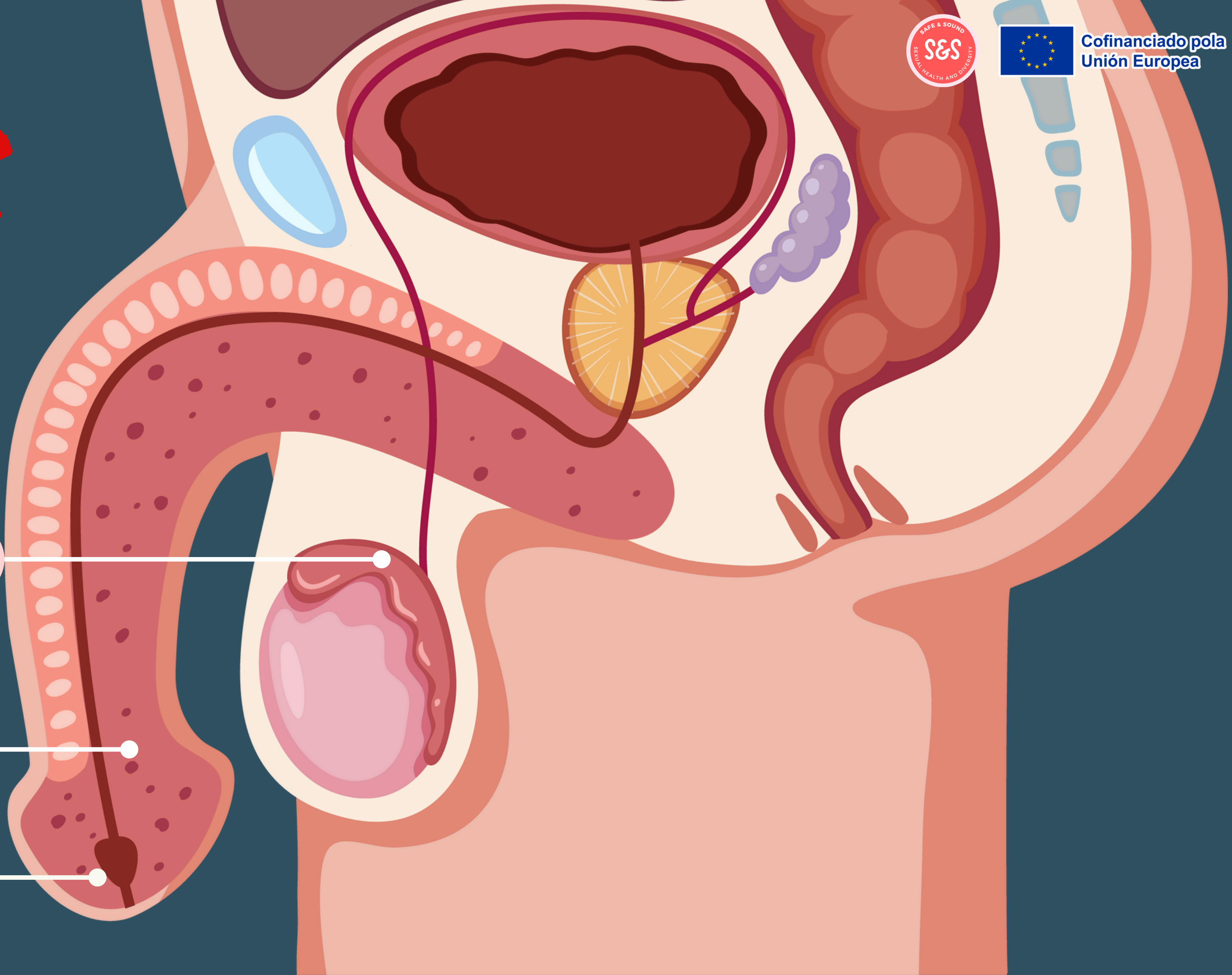
Testículos



Glande

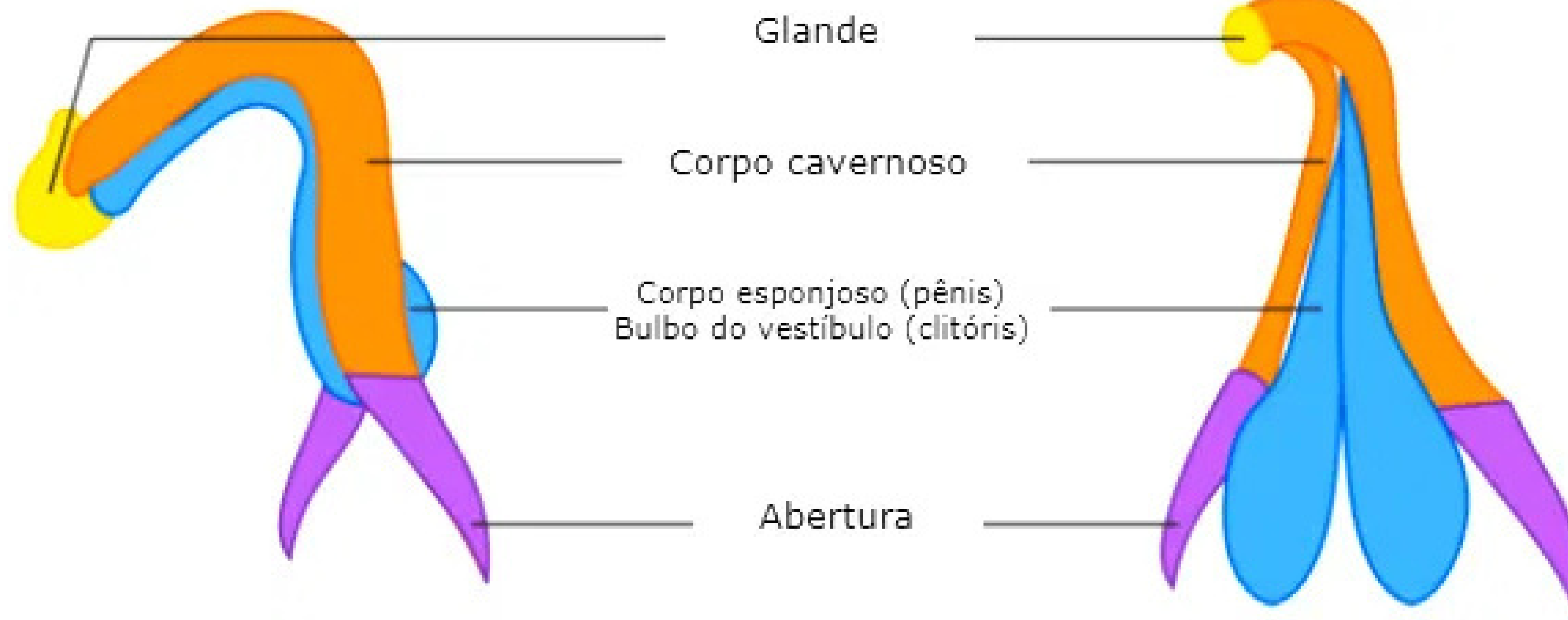


Uretra



## Pênis

## Clitóris





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# TERMOS BÁSICOS



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**Identidade de  
xénero**

**Expresión de  
xénero**



**Sexo**

**Orientación  
sexual**

**Identidade de xenero**

**Orientación sexual**

**Sexo**

**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.

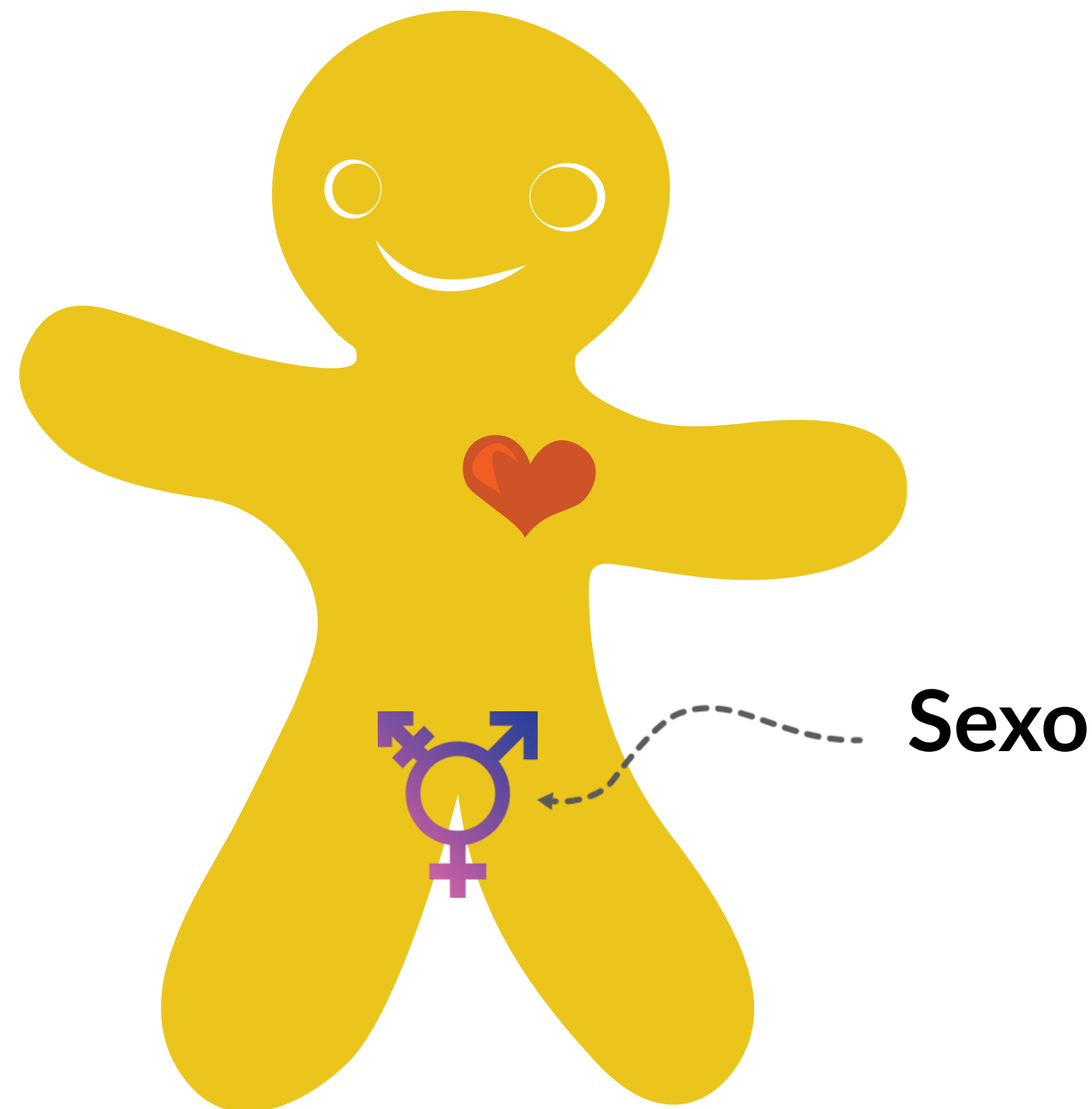
# Sexualidade/ orientación sexual

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

# Feminino

# Masculino

# Intersex



Estímase que unhas 1,7 % da poboación mundial ten características intersexuais, o que serían ao redor de 136 millóns de persoas.



Estímase que un 1,7 % da poboación mundial ten características intersexuais, o que serían ao redor de 136 millóns de persoas.

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:

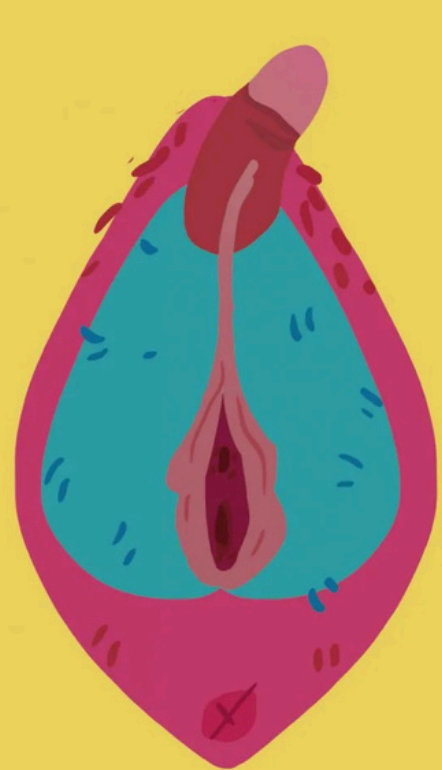
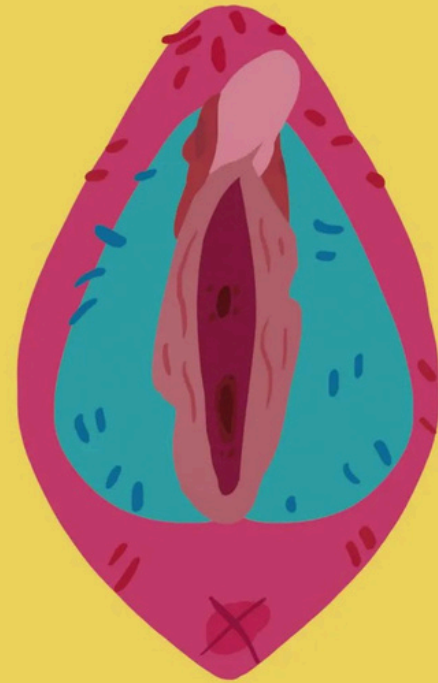
- Antes de nacer,
- Ao nacer,
- Durante a infancia ou a adolescencia,
- Ou mesmo na idade adulta.

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

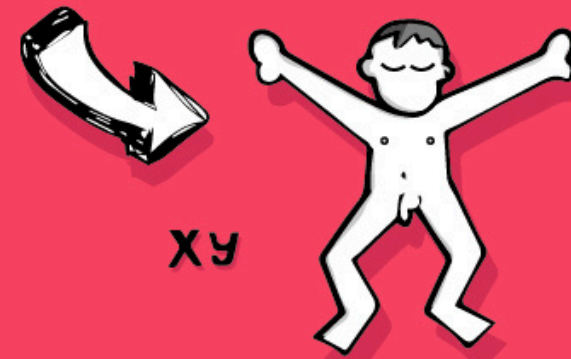


clitoris / pene

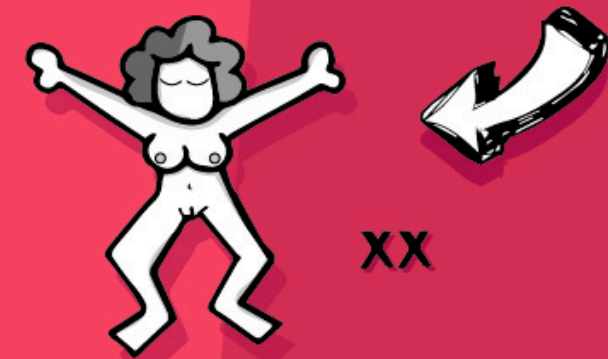
labios / escroto

# INTERSEXUAL (-idades)

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



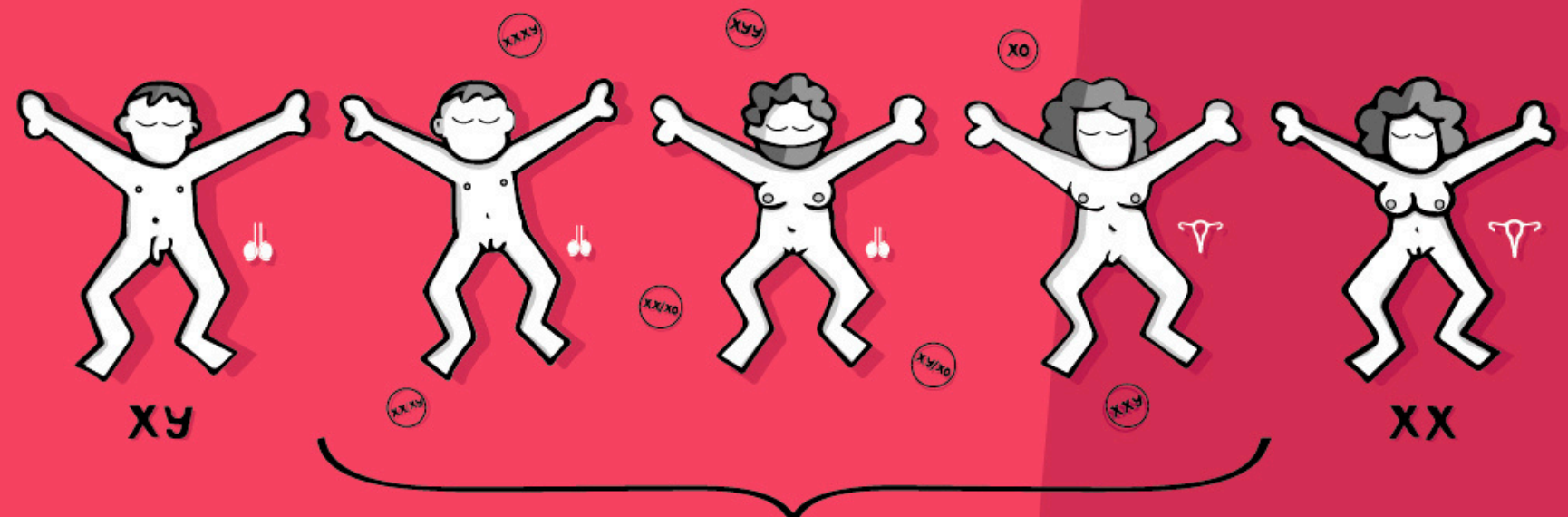
Pensamos en MUJERES... con vulva, ovarios y cromosomas XX.



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

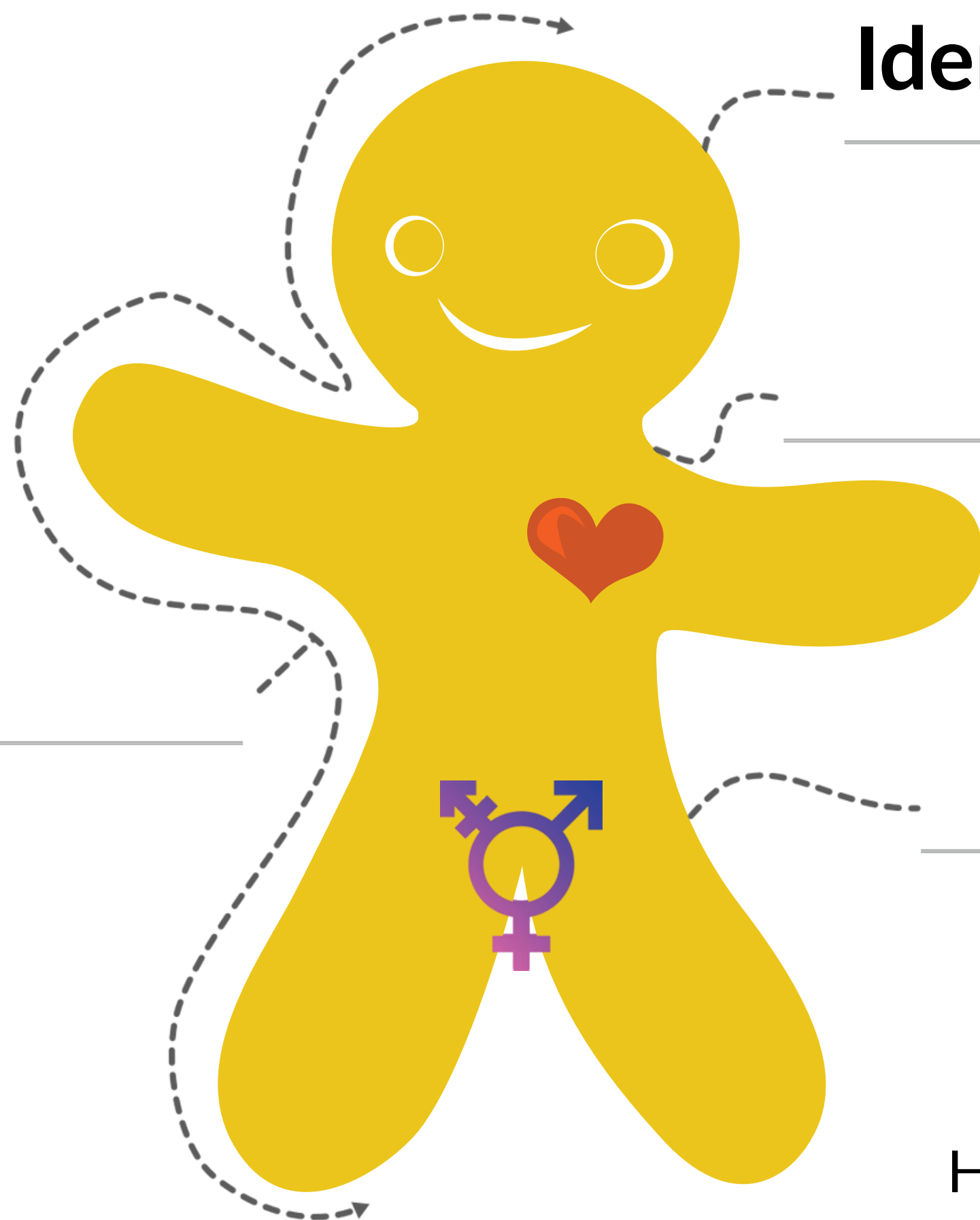
CANDO COINCIDEN XÉNERO  
E SEXO, FALAMOS DE

***PERSOAS CIS***

CANDO NON COINCIDEN,  
FALAMOS DE

***PERSOAS TRANS***

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





Orientación  
sexual

Homosexual

Heterosexual

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Bisexual

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Asexual



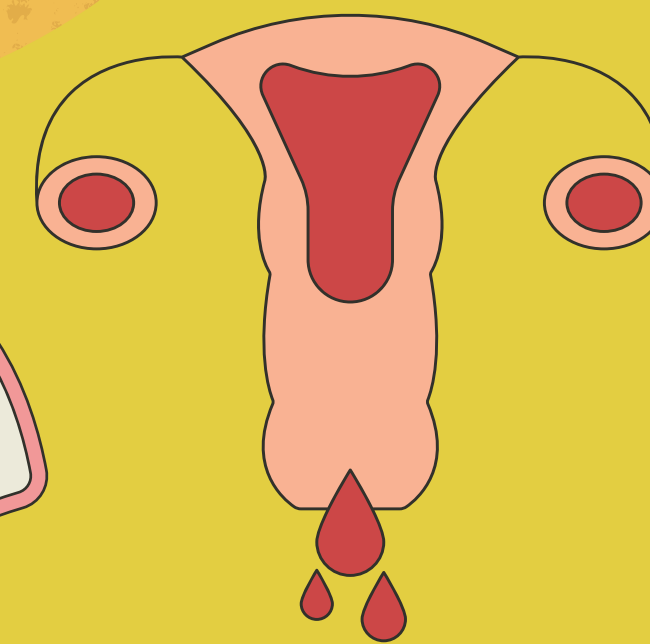
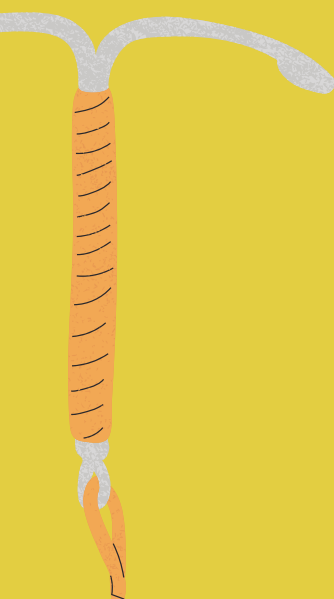
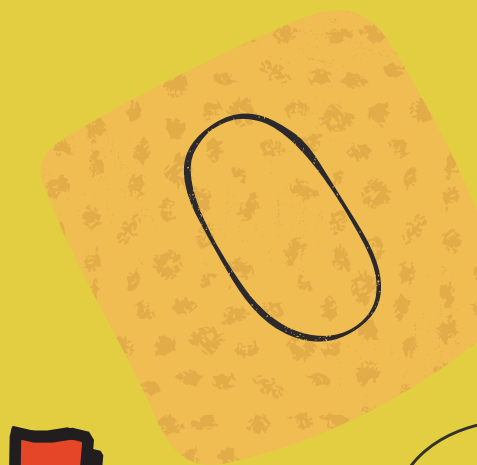
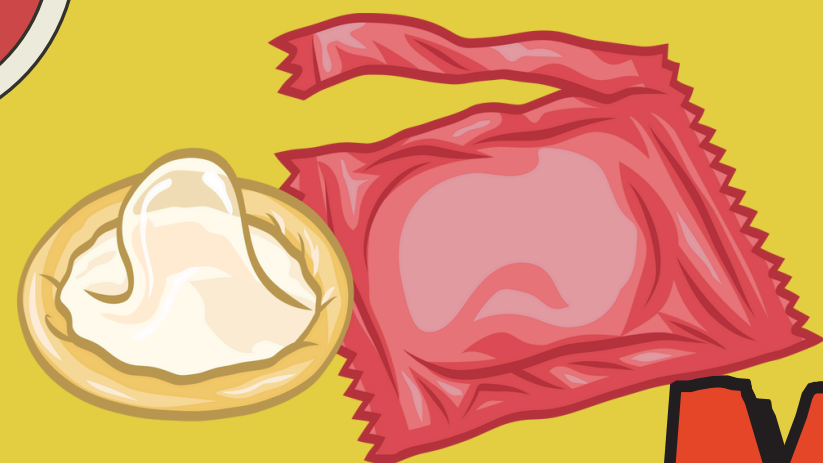
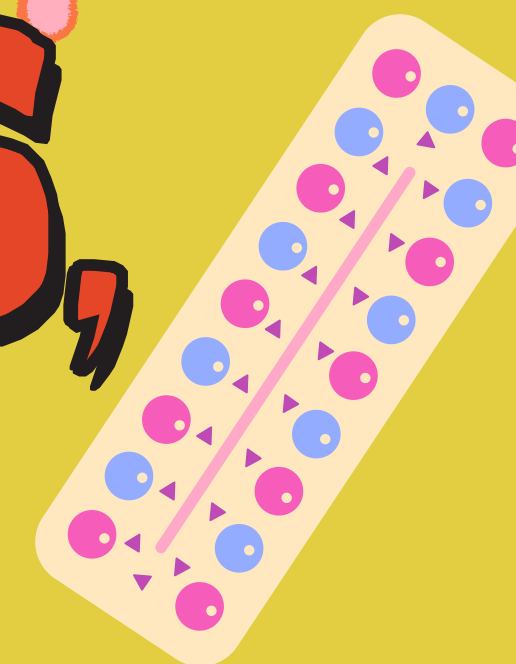
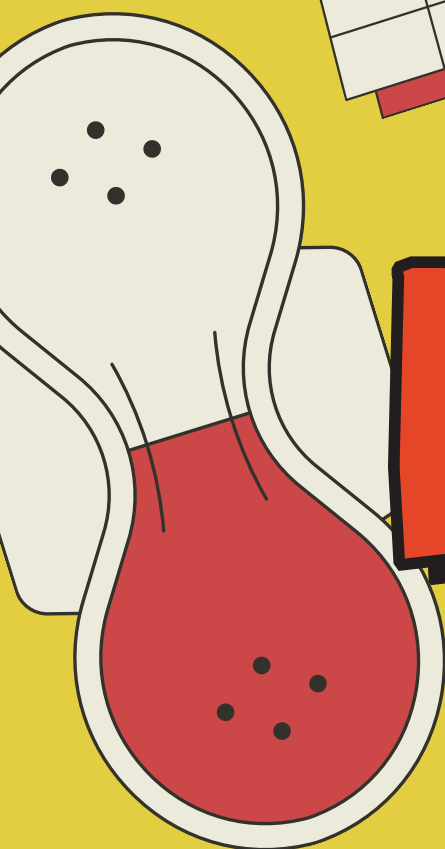
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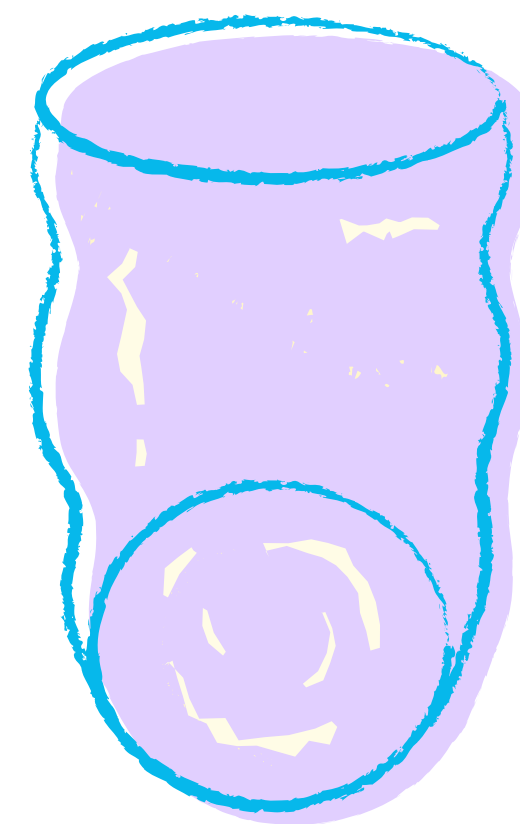
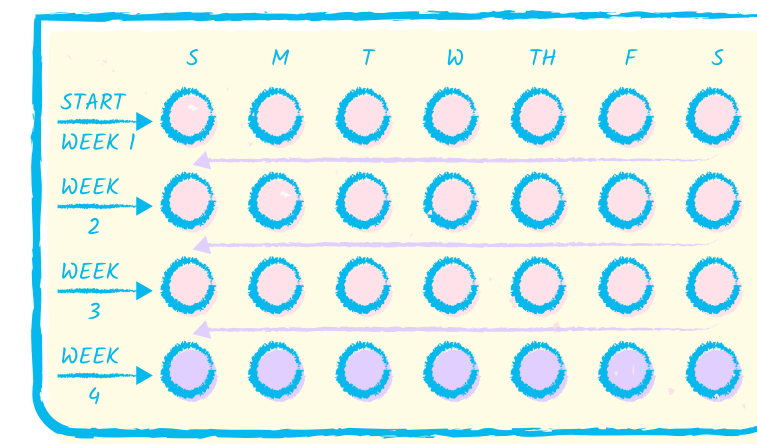
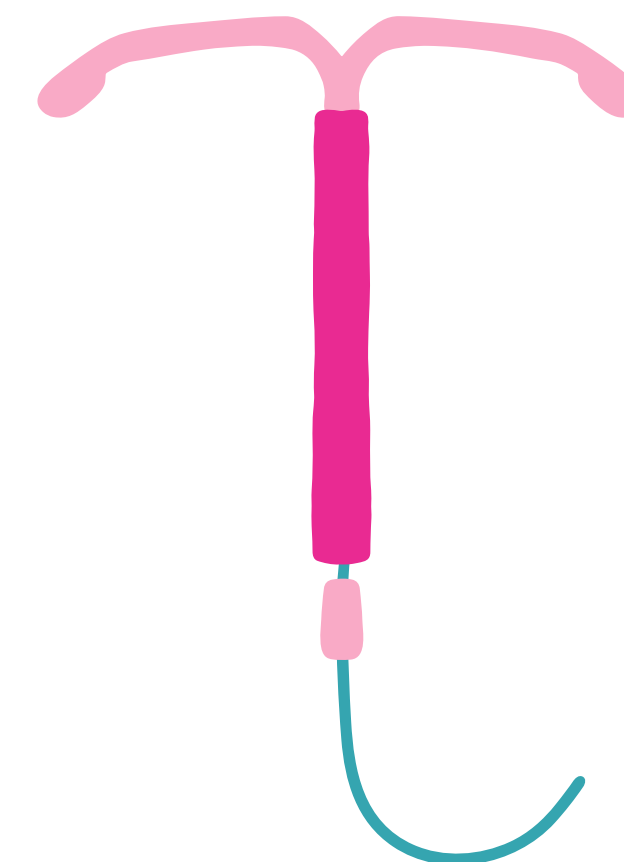
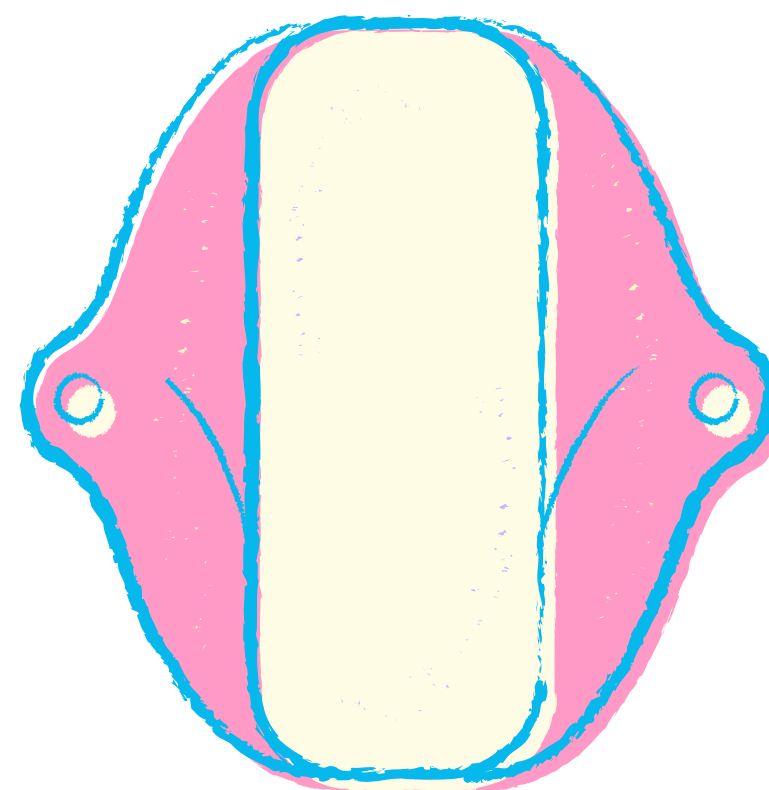
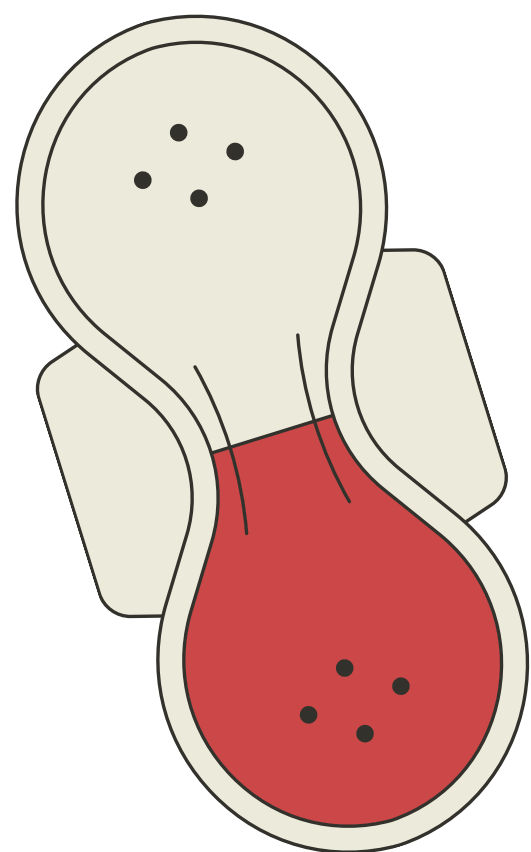
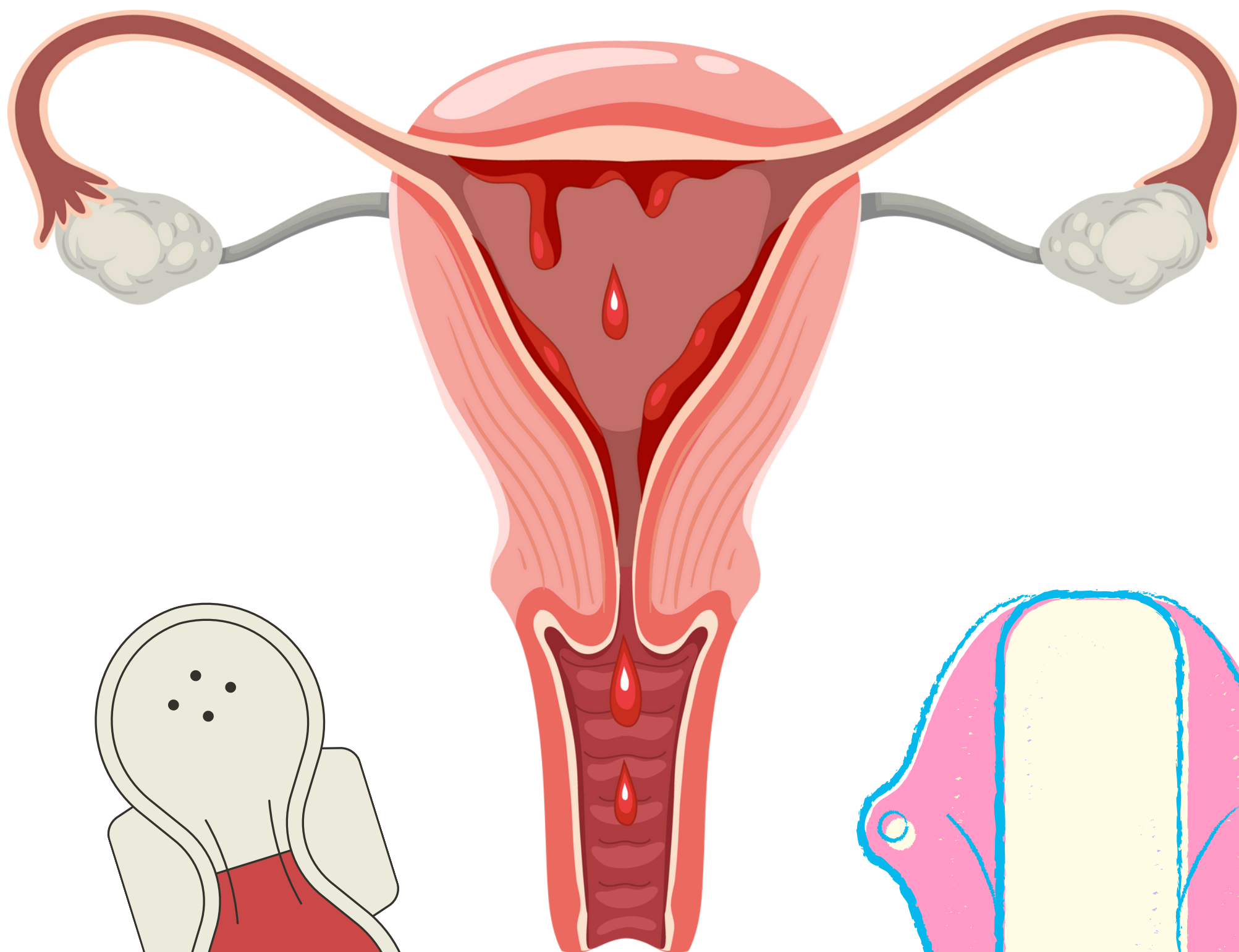
**CONTRACEPCIÓN,**

**PREVENCIÓN DE ITS,**

**HIGIENE**

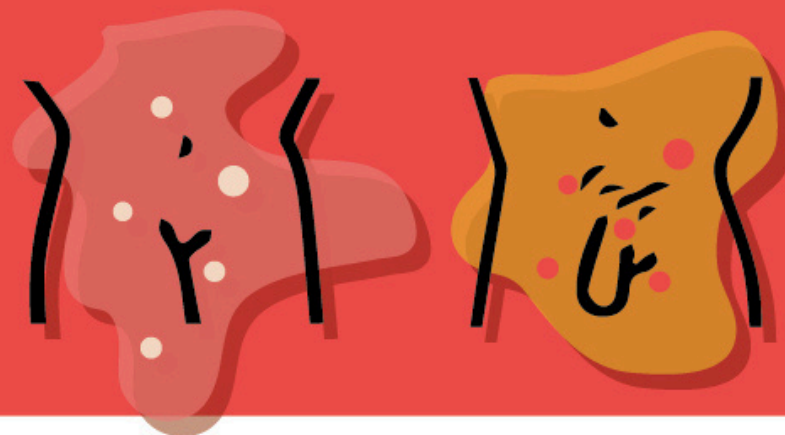
**MENSTRUAL**





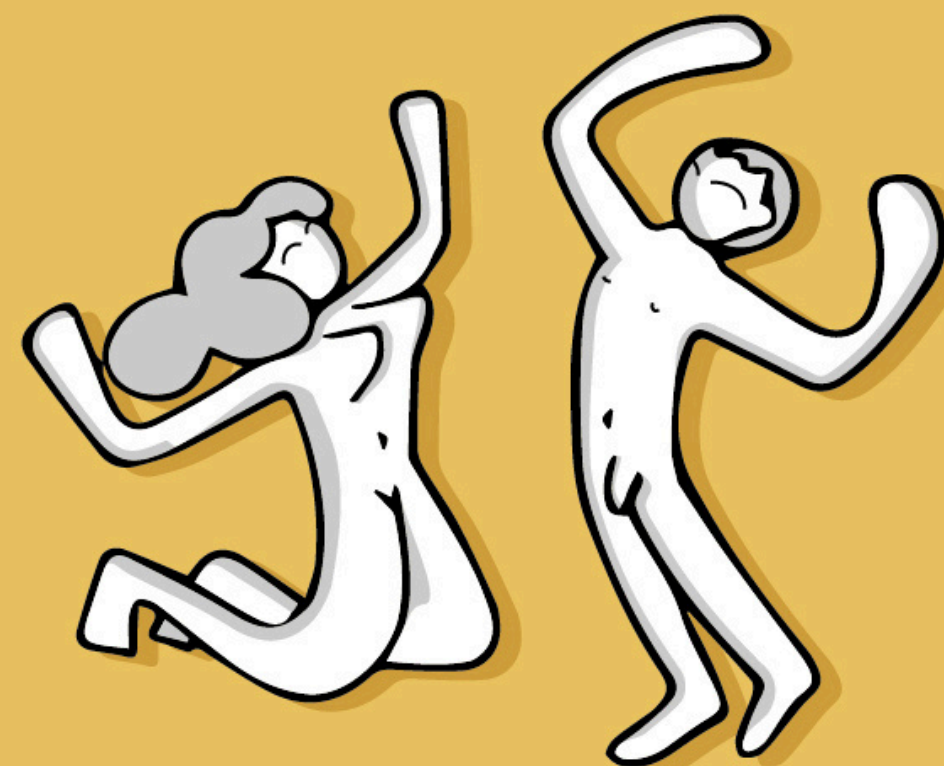
# ITS

(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.



Si tuviste una práctica sexual de riesgo.

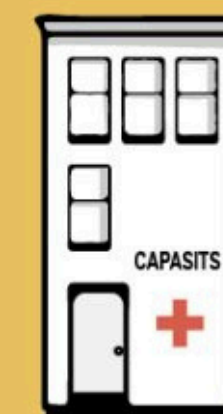
*\*recuerda que algunas ITS se pueden transmitir aún usando condón.*

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



Inicia y concluye correctamente tu tratamiento.

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



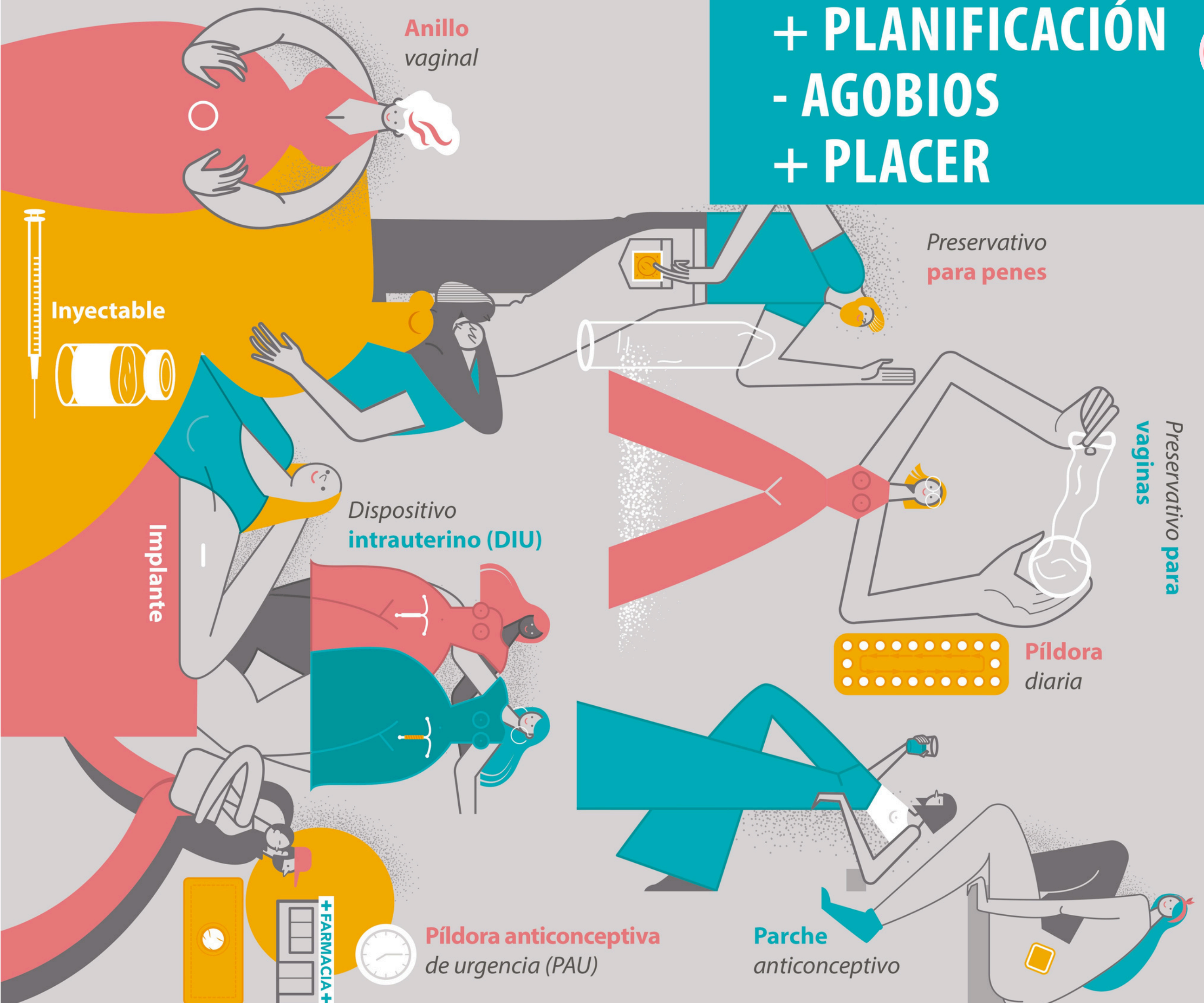
Acude cuanto antes a un médico para checarte. ¡Podría tratarse de una ITS!

**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.centrojooven.org](http://www.centrojooven.org)





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**SAFE AND**

**SOUND**

Apetécete  
?



# PREGUNTAS



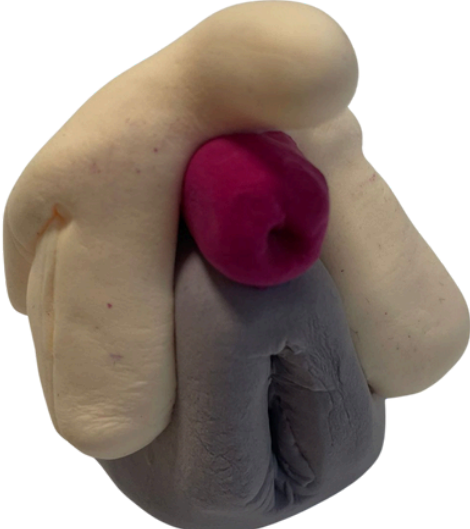
ARCO



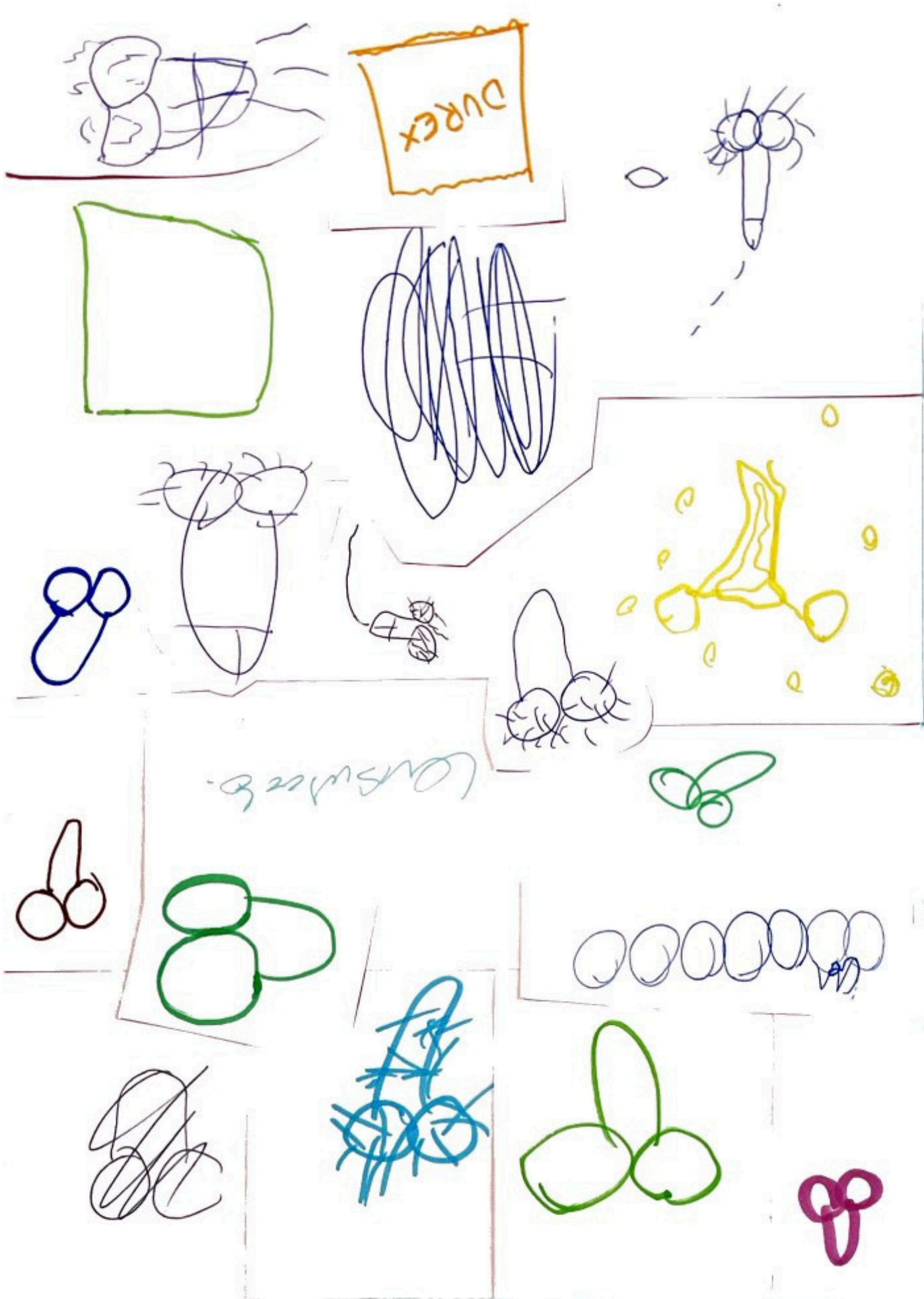
Let us be the reason someone  
**feels accepted,** not erased.



**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  
embogazado?

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