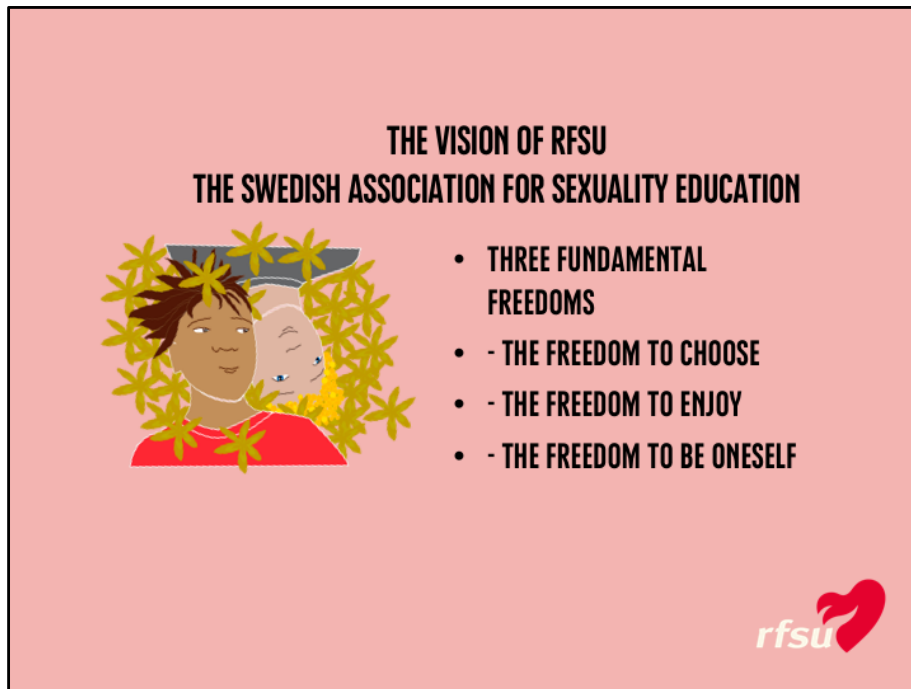


Vill du?

DO YOU WANT TO?





S: Hi, We're from The Swedish Association for Sexuality Education, RFSU. We're happy for this opportunity to present our teaching tool "Do you want to". This is a Teaching Tools about about consent in a sex and pleasure positive way.

P: I'm Pelle Ullholm and I developed the films and methods.

S: And I'm Saskia, I work with "Do you want to" in schools.

P: We'll give you a brief presentation of RFSU: In terms of education - We educate and create teaching tools for professionals like teacher, midwives, social workers and for teenagers, young men in jail and prison, newly arrived refugees.

We also work with advocacy, in Sweden and internationally, with local partners and global processes.

We got 17 local branches in Sweden.

If you want to know more: check out our organisation at rfsu.se.

TRANSFORMATIVE TALKS

- **INCREASED KNOWLEDGE**
- **IMPROVED SKILLS IN COMMUNICATING ABOUT THE BODY AND SEXUALITY FOR TEENS IN THEIR LIVES.**
- **IMPROVED SKILLS IN TALKING ABOUT LOVE, SEX, RELATIONSHIPS AND NORMS.**
- **INCREASED FEELING OF EMPOWERMENT**
- **MORE FAMILIAR AND COMFORTABLE WITH THE SUBJECTS.**

P: We always want to create transformativs talks – and to achieve this in a non-jugdemental way. We know that we need to create an opportunity and and openess to talk about sexuality in general.

S: With the "do you want to" material we want to show that communication around sex doesnt have to be anything difficult or unsexy. The material consist of 7 short films depicting different scenarios about communication, interaction, masculinity, gender roles, showing empathy and respect.

⇒ In schools - we show these seven films and then let the teenagers reflect on these topics in open discussions through some exercises. If the group is a little more quiet or shy they may discuss two and two.

⇒ The importance is not on how much they participate, but that the reflect on these topics for themselves and hopefully broaden their mindset and reflect on their own previous and future actions.

We'll show some of these films to you today

DO YOU WANT TO? BACKGROUND

- MOST VIDEOS AND FILMS USED TO ADDRESSING TEENAGERS IN SCHOOL CONSIDERING CONSENT IS LACK OF CONSENT, SOMETIMES RAPE.
- YOU RARELY GET TO SEE HOW A PERSON CAN TAKE AN INITIATIVE AND THEN LISTEN TO THE PARTNER.
- WE IDENTIFIED A NEED FOR NEW TOOLS ADDRESSING TEENS ABOUT CONSENT IN THEIR EVERYDAY LIFE - WITH ABUSIVE BEHAVIOR AND A LISTENING APPROACH.
- WE IDENTIFIED A NEED FOR A MORE INCLUDING A BROADER PERSPECTIVE ON SEXUAL PRACTICE.
- A SURVEY PROVED US RIGHT. LESS THEN 25% HAD TALKED ABOUT SEXUALITY AND BOUNDARIES. ALMOST 60% WANT TO TALK MORE ABOUT THESE ISSUES.

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S: The material underline the importance of communication and empathy to understand what you or someone else wants.

Is your sexual partner enjoying what you are doing together? Are you enjoying it? How do you know that you're behaviour is putting pressure on others? What is

nagging?

DO YOU WANT TO? TEACHING TOOL

- SEXUALITY EDUCATION ABOUT SEX, MASCULINITIES, BOUNDARIES AND COMMUNICATION FOR TEENAGERS.
- SEXUALITY EDUCATION ABOUT CONSENT IN A SEX AND PLEASURE POSITIVE WAY.
- INTERACTION IS PRESENTED AS THE KEY.
- YOUTH FRIENDLY AND YOUNG MEN FRIENDLY IS A IMPORTANT KEY

P: Do You Want To? This is a Teaching Tools about consent in a sex and pleasure positive way.

Or its actually beyond consent, we're looking for verbal or non-verbal communication and **interaction**. We discuss the role of the initiatives taker **and** the persons who are willing to interact or not. However this with focus on the initiatives **taker**. **Masculinities connected to norms related to sexuality, and consent, is important to address when talking with teens.** Interaction and **communication** is presented as the key. Empathy, mutual respect are key values.

DO YOU WANT TO: THEMES

- **NAGGING**
- **BOUNDARIES**
- **MASCULINITIES**
- **EXPECTATIONS AND THE FEELING OF REJECTION**
- **MINOR ABUSE AND LACK OF CONSENT**
- **MUTUAL RESPECT/INTERACTION**
- **CONSENT/COMMUNICATION**

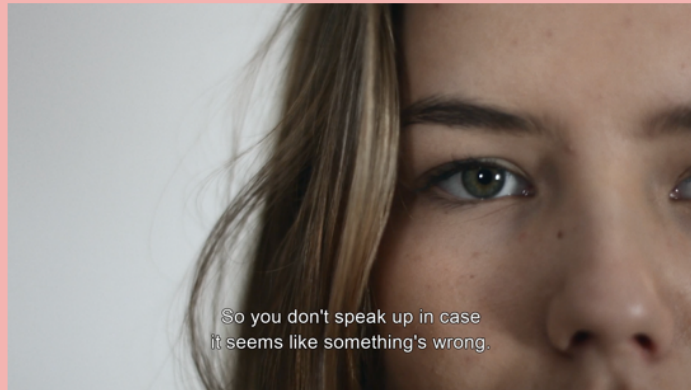
Saskia

THE FIRST FILM: THE CASTING

- **WE DID NOT PLAN THIS VIDEO.**
- **IT IS THE ACTUAL CASTING.**
- **MAIN QUESTIONS ASKED:**
- **HOW CAN YOU TELL WHAT SOMEBODY WANTS TO DO?**
- **HOW CAN YOU SHOW WHAT YOU WANT TO DO?**
- **THIS IS WHAT THEY TOLD US.**

Pelle

THE CASTING



S: This film is a icebreaker with a focus on their own thoughts on how to know is someone wants to or if you want to - and how you can show that. A good way to start the conversation and that the teens get to here some thoughts from their peers.

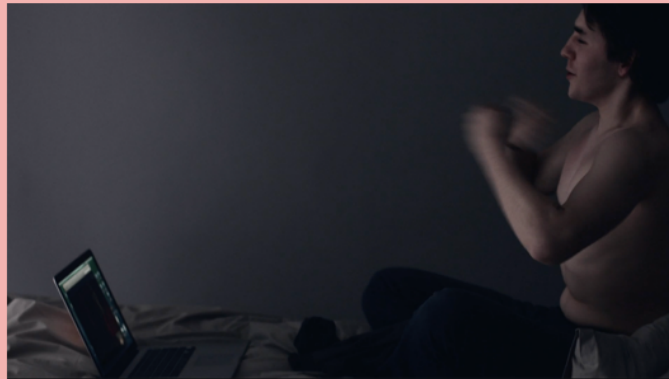
P: We wanted this first video to tell a story about diversity. Why? Videos with gender stereotypes and very typical power relations don't change anything. We need to paint an another picture if we're aiming for change.

THE GORILLA

- **THIS ONE IS ABOUT TALKING ONLINE, IT'S ABOUT GROUP PRESSURE AND HOW TO HANDLE THAT.**

Saskia

THE GORILLA



S: There is a stigma in the classroom when we discuss this. They can relate to the issue but don't always want to discuss it deeper. Some young males may call the guy in the film weak for not saying no. When we mention pressure from gender roles and stereotypes men are always supposed to want sex, they can usually relate though.

⇒ Some students point out that it's harder for men to say no, but also that *men have more power* to say no in these situations.

⇒ Also mention that a girl is more likely to get more sympathy from society and that men are not as likely to speak up because of that.

P: By showing this film early we address masculinity in a different way. We thought that many young men might think that talking about consent could be a way to blame them, shaming of young men as a group and their sexuality. We don't want that. We want to move on towards sex and pleasure positive consent and interaction. We want change. I think we include young men much better in that change. And we also wanted them to feel how it could be to be the one under pressure and it is more likely for many boys to identify with another guy.

THE BASKET BALL BOYS

- **THIS ONE IS ABOUT A MEETING IN IRL. THEY GOT SOME KIND OF ONLINE RELATIONSHIP GOING ON.**

P:

THE BASKET BALL BOYS



Basketkillarna

S: Timing and wanting different things.

How you in practice can read your partner's signals and understand each other.

S: Yes and no Signals -

In what way are they showing yes and no signals through verbal and non-verbal communication?

What can you do if you get a No-signal?

Watch it again

Yes signals: They flirt, they look at each other, take pictures, initiatives from one of them - kiss

No signals: He shies away, doesn't respond the kiss, doesn't take any initiatives to continue on, doesn't touch the other guy in any way.

P: What does he do when the no signal comes?

He stops, looks at him, asks “maybe your not in the mood?” They laugh, un dramatised the situation. They do something else. Then try again later.

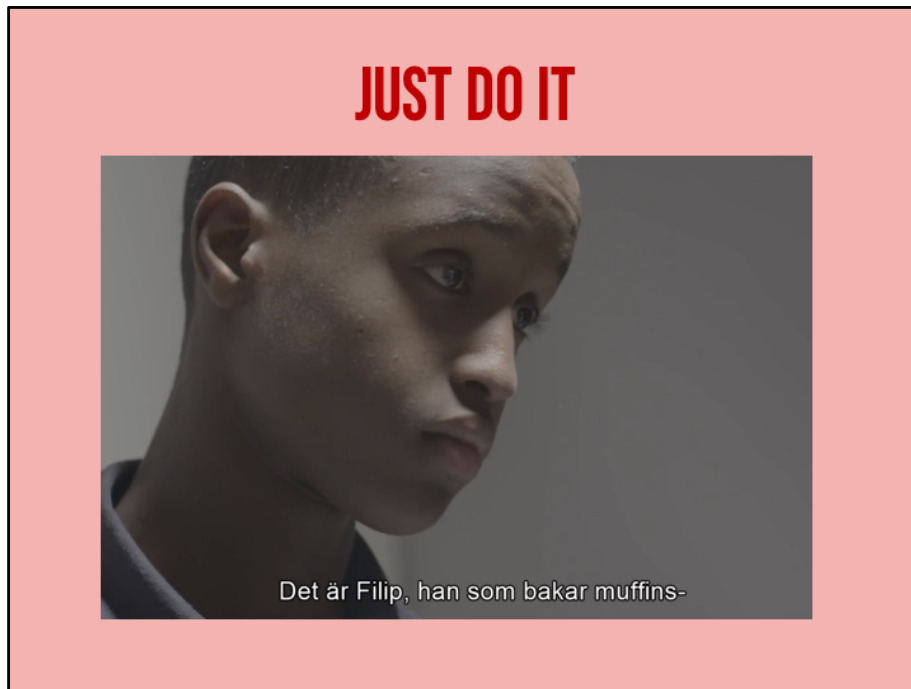
S:When no: Stop, ask, check in - “everything ok?”, “does this feel good?”, Wait for their initiatives, (were doing before the no signal, take a break, do something else for a while, try again later. Insure them that it's fine, create a safe space where its ok to say no.

If not a yes-signal - it's always a no-signal.

JUST DO IT

- **THIS ONE IS ABOUT BEING AN ACTIVE BYSTANDER.**

Pelle



Just do it – Active Bystander Perspective

P What do you think of this one? Any comments?

HOW YOU FEEL WHEN YOU SEE SOMETHING LIKE THIS?

IS IT EASY TO BE ACTIVE BYSTANDER?

WHAT MAKES YOU UNSECURE?

DO YOU NEED TO BE SURE?

S: How can you interrupt?

S: We also discuss actual things you can do to in a situation like this; They can talk to the girls friends, try to get some backup, confront the guy, ask the girl if she is okay, just keep a close eye on the situation or “accidentally” walk in to the room to make sure everything is okay.

* Discuss how the guys will feel afterwards.

Try to push on the fact that they probably still feel good about that they took action and that no further harm came to the situation. Even if nothing happened in the room.

Highlights the power a bystander possesses and that speaking up is really making a

difference.

You are not suspicious you are being considerate - towards the girl but also towards the guy! In M uncommon look the other way when it comes to assault, but to really care for a friend is to stop the felonies and speaking up when there behaving in an offensive way.

YOUTH FRIENDLY APPROACH - MASCULINITIES

- **WE NEED TO DESCRIBE YOUNG MEN AS SENSITIVE, SOMETIMES SCARED, ABLE TO FEEL EMPATHY.**
- **IT IS NECESSARY IF WE WANT TO BE HONEST ABOUT YOUNG MEN ACT AND FEEL.**
- **MORE IMPORTANT - IT IS NECESSARY IF WE WANT TO INVITE THEM TO BE A PART OF A VITAL CHANGE WE ALL NEED.**
- **THEY DIDN'T CREATE MASCULINITIES NORMS.**

Pelle

THE FILM: DO YOU WANT TO?

- **THIS ONE IS ABOUT HOW YOU CAN USE WORDS AND SHORT SENTENCES WHEN HAVING SEX.**

Saskia

DO YOU WANT TO? CONCLUSIONS

- **YES WE CAN AGREE ABOUT THAT WE KNOW BODY LANGUAGE**
- **YES WE CAN USE AND UNDERSTAND SHORT GUIDING SENTENCES AND WORDS TOGETHER WITH ACTION DURING SEX.**
- **YES IT'S THE MOST RESPECTFUL WAY TO HAVE SEX**
- **YES MOST PEOPLE THINK THAT THE BEST SEX IS WHEN WE GOT THE SPACE TO TAKE INITIATIVE**
- **YES WE CALL THAT INTERACTION OR SEX AND PLEASURE POSITIVE CONSENT**

After showing the videos most teens agree: we can read body languages, and maybe it possible to use words like faster , like that, harder slower, should i wait? When asking you create an opportunity, and it'll make it easier for a partner to say right! , faster! Wait wait! Finger me.

Its not an issue of what kind of sex you practice, its instead an issue of interaction or mutuality, active sex and pleasure positive consent.

Most people with experience think that mutuality, interplay, communication makes sex better and more consenting at the same time. Lets teach that.

DO YOU WANT TO: RESULTS

- IT GAVE ME AN OPPORTUNITY TO THINK ABOUT HOW YOU CAN SHOW WHAT YOU WANT TO: **4,8 OF 6**
- IT GAVE ME AN OPPORTUNITY TO UNDERSTAND WHAT THE OTHER WANTED: **4,9/6**
- IT WOULD BE GOOD THING IF THESE FILMS WERE USED AT OTHER SCHOOLS: **4,8/6**
- I GOT CLEAR EXAMPLES OF HOW MUTUAL FLIRTING, NECKING AND SEX CAN BE: **4,6/6**
- THE FILMS AND METHODS SUITED OUR AGE: **4,7/6**
- THE THEME IS IMPORTANT: **5,1/6**

Vill du?

THANKS!

www.rfsu.se/villdu

Saskia Weiss Jendesten and Pelle Ullholm

