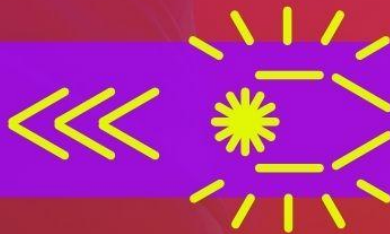cr|ss cr✳ss

Intervention program in nightlife, leisure and socialization venues to raise awareness and prevent GBV behaviours – including LGBTIphobia – linked to sexual violence and substance use

TRAINING PROGRAM
for professionals working in leisure and nightlife venues to prevent and fight Gender Based Violence (GBV)

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1.   INTRODUCTION

Below is a guide outlining the content for designing and implementing the CRISSCROSS training program. The program aims to equip **professionals working with young people and adolescents to raise awareness and prevent gender-based violence, including LGTBI-phobic incidents, in nightlife and socialization settings among youth**.

Due to the international nature of CRISSCROSS, the design and implementation of this training carry the complexity and necessity of adapting to highly diverse cultural contexts. Specific nuances must be addressed through local knowledge, requiring the adjustment of dynamics and materials to effectively engage the target audience. Therefore, **the CRISSCROSS training constitutes a general thematic structure or framework where each partner must incorporate and address their realities using their own materials**.

1.1.   METHODOLOGY

This training spans **40 hours**, organized into **four blocks** subdivided into thematic areas, further developed over a total of **17 sessions**.

Out of the forty hours, **20 hours will be devoted to the theoretical framework** necessary to assume the perspective proposed by CRISSCROSS. To this end, each block will focus on a different topic: sexualities and gender; substance use, risks and pleasures; sexual violence focused on the aggressor.

The remaining **20 hours** will be spent on practical exercises that will consolidate the theory taught in specific contexts, while developing the intervention methodology that we wish to propose. Thus, the initial sessions of each block will be dedicated to the specific theme of the block and the last two will always be used for the methodological approach.

1.1.1. Development of the intervention themes

For the **theoretical approach** to the specific themes, we propose a participatory methodology based on **exercises with audiovisual and other types of materials** that present the topics attractively, giving space and value to the previous knowledge of the trainees. To achieve this, it is important to adapt the materials to the contexts of both trainers and trainees, making it clear that this adaptation does not refer to the modification of the topics or the perspective from which they should be approached, but only to the way of facilitating the sessions, which is why it is important to review the prologues of each block to become familiar with the proposal.

1.1.2. Development of the intervention methodology - Behaviour Change Wheel model

CRISSCROSS training places great emphasis on the acquisition of knowledge through practical exercises in real intervention contexts that challenge the trainees. Therefore, an important part of the practices will be **to contrast in the field the validity of the theoretical approaches**. Another key issue will be **equipping participants with practical tools and specialized skills for intervention in nightlife spaces**.

In order to do so, we will recreate within a pedagogical framework the sequence of techniques and elements necessary to implement an intervention, including **visiting nightlife venues**. It is necessary that whoever implements this training carefully chooses the areas where the exercises

will take place. The main criterion for the selection should be that the trainers **have previously carried out interventions in that place**, as it is important to be able to guide in nightlife spaces and provide tested tools to interact safely and enrich the learning process. It is also important to keep in mind that the practices must take place in **safe spaces**, and strictly avoid spaces where direct violence occurs on a regular basis.

The intervention methodology assumes the **Behaviour Change Wheel model** proposed by Susan Michie et al (2011), who identify three elements necessary for change:

- A person's psychological and physical **capacity** to carry out a given behaviour or activity.

- The **opportunity** or social and physical factors that facilitate a specific behaviour.

- The **motivation** for the change, which would include both automatic processes related to emotions and impulses; and reflective processes related to planning and evaluating one's potential.

While this model provides a useful framework for diagnosing behaviours and designing interventions, we acknowledge its limitations when addressing complex, sociocultural phenomena like gender-based violence (GBV). Specifically, the BCW model is rooted in paradigms of behavioural science and risk reduction, which may risk oversimplifying the structural and systemic nature of violence. CRISSCROSS do not deny that individual behaviours are expressions of broader societal inequalities and that GBV is deeply embedded in cultural, social, and political structures.

Thus, while in CRISSCROSS the BCW is used as a practical tool to analyze and intervene in specific behaviours, this is done within a broader framework that recognizes the structural roots of GBV. Our training aims to integrate this understanding by combining behavioural insights with critical perspectives on inequality, power dynamics, and cultural norms. Trainers are encouraged to adapt this approach, ensuring that any methodology used is systematic, theoretically grounded, and contextualized within the realities of GBV in nightlife spaces.

1.1.3. Development of theory for diagnosis

Doren Massey (2012), a feminist geographer, defines "space" and "place" in the following way: "space" refers to the infrastructures necessary for certain social practices to take place; and "place" would be shaped by the practices that take place in the space. For example, a "space" would be the multipurpose room of a civic center, and depending on the activity that takes place in it, it will become the "place" where we do yoga, ballroom dancing or training on sexualities.

The same happens in public space, a square can be a place where people play football in the morning and a place for substance use in the evening (2012). Sarah Pink et al (2019) extrapolates Massey's theory to the digital realm, understanding the digital sphere as a place of social practice, thus creating a continuum between offline and online realities.

Following the guidance of Aurelio Díaz (1999), our initial step will involve **selecting the "Target Zones."** According to the author, this step represents the most fundamental approach to understanding psychoactive substance consumption. Our approach entails conducting an initial ethnographic survey in an area where we believe the targeted practices and consumption occur, based on input from key informants or pre-diagnosis information. To delineate these "Target Zones," we will adopt Massey's definition, which considers the **intersection of time and space to identify specific practices**. This involves delimiting our place **geographically** (e.g., a square), delimit it **temporally** (e.g. Saturday nights) and point out the **main observed practice** that

interests us (e.g. alcohol consumption). Once the "Target Zone" is defined, we will be prepared to commence the diagnosis process.

CRISSCROSS proposes an **ethnographic methodology**. Although ethnography usually requires a long time and a continuous presence in the field of study, which makes it unsuitable for this type of diagnosis, here we propose a form of rapid ethnography that will allow us to x-ray the "White Zones" in an appropriate time frame.

Max Gluckman (2003 [1958]) proposes the analysis of **"social situations"** understood as a time and place that condenses a large number of significant practices for a group or society. Gluckman considers that the analysis of these social situations, as long as we can contextualise them in a global framework, will allow us to deploy a general analysis (2003 [1958]). This is something we must take into account in the selection of the "Target Zones", that the practices observed are sufficiently representative of the group with which we intend to intervene. For example, binge drinking within the practice of binge drinking. In order to define and/or identify the representative practices of the group we intend to diagnose, in this case, as we do not want a systematic or functional diagnosis and in order to facilitate the learning process, we will only use the experience of the trainers in the intervention areas, saving us the previous prospective work.

Finally, the CRISS CROSS training will offer two ways to carry out the practical exercises:

1- Face-to-face, with visits to nightlife areas to carry out participant observation and fieldwork in general.

2- The online format, that will consist of the analysis of audiovisual documents and social networks related to nightlife.

Following Sarah Pink (2019), we will understand the digital sphere as a place of practice on the same level as the off-line sphere and, therefore, susceptible of being analysed in a similar way. Hence, the two paths should be seen as complementary and not as alternatives, which requires trainers to choose the right digital materials. For example, if in the offline sphere we look at the car park of a discotheque, relevant online materials could be the networks of this discotheque or a YouTuber talking to people who are binge-drinking.

The techniques for the practical exercises will be described in the schedule of activities for each workshop. Once again, they should be understood as a proposal or suggestion that can be adapted to the knowledge and capacities of the trainers and trainees.

1.2. LINEE GUIDA PER L'UTILIZZO

A. INTRODUCTION OF THE BLOCKS

The content is divided into four thematic blocks, each introduced with a prologue that outlines not only the topics, but also the theoretical perspective from which they will be approached. It is crucial to read and comprehend these prologues, as they serve as the reference framework guiding the sessions.

Within each block, a list of reference resources will be included, comprising:

a) A compilation of bibliographic and audiovisual resources is offered for trainers to delve into the theories serving as the framework. Reviewing them is particularly recommended for those unfamiliar with specific concepts or theories. However, it is important to note that, while there are numerous other documents covering the topics, the ones provided here approach them from the perspective proposed by CRISSCROSS training, making their review recommended.

b) A link to a Google Drive folder containing suggested materials for session development.

B1. SESSION WORKSHEETS

Each block comes with **suggested session plans and worksheets to make organizing sessions** easier. These sheets serve as the fundamental action guide that partners need to tailor to their unique contexts within the provided general framework. They incorporate concrete examples of materials and activities, crafted specifically for the socio-cultural contexts that ABD engages with in Catalonia. It is essential to consider adaptation before use. To facilitate this process for all partners operating under a unified framework, **guidelines on material selection** and modifying activities to meet specific training needs have also been included.

Example session worksheet:

BLOCK: Session:	*This space will refer to the block and the session to which the materials proposed belong*	
Session Overview		
This space will contain a general description of the session, specifying concrete objectives and topics to be addressed, as well as the estimated duration		
Duration	**Contents**	**Description**
This space will contain how much time we will dedicate to each topic.	*This space will contain the statement of the theme that should be addressed in this temporal section of the session*	*This space will contain a brief development of the perspective with which the theme should be approached, and the activities suggested to developing it.*

B2. MATERIAL SHEETS

Every session comes with a resource sheet that includes **suggested materials to be utilized during its implementation**. The materials provided can be audiovisual materials, activities, dynamics, and questions to facilitate the discussions…

This sheet also provides **inclusion criteria and guidance for designing and adapting custom resources.**

<u>**Material sheet:**</u>

MATERIALS		
BLOCK: **Session:**	*This space will refer to the block and the session to which the materials proposed belong*	
Content	**Material proposed by ABD**	
This space will specify the session content to which the materials are related.	*This space will contain specific examples of activities and materials designed based on the realities with which ABD works.*	
	Criteria for selecting materials	
	This space will include the necessary criteria for an activity or material to be included for working on this topic.	

C. PRACTICE SHEETS

Each block will conclude with a **practical exercise**. The purpose of these exercises is to simulate, within an educational context, **the necessary steps to design and implement an intervention based on the theoretical and ideological principles of CRISSCROSS**. The resulting exercise from each block should be understood as a stage within the overall process, with a conclusion in the last block, where the previous exercises will be structured to form a hypothetical intervention.

Two approaches will be proposed: **online and in-person**. In the **in-person** format, guided observations by trainers in nightlife spaces are required, along with a two-hour intervention in those spaces. The **online** format will be carried out through the analysis of audiovisual or written documents that can be considered ethnographic in reflecting or representing truthfully aspects we wish to intervene on.

To facilitate the adjustment process under a common framework for all partners, we offer guidelines for selecting spaces or materials, in addition to examples from our context.

<u>**Practice sheet:**</u>

BLOCK: BLOCK number PRACTICE number:	This space will refer to the block to which the exercise belongs.	
Description of the exercise		
This space will contain a general description of the session, specifying concrete objectives and topics to be addressed, as well as the estimated time		
In-person format		
Inclusion criteria in choosing places for observation	**Proposed exercise**	**Inclusion criteria in choosing places for observation**
This space will contain the criteria for selecting observation areas.	*This space will contain the specific exercises to be carried out in the observation area.*	*This space will contain the criteria for selecting observation areas.*
Online format		
Inclusion criteria	**Proposed exercise**	**Inclusion criteria**
This space will contain the criteria for selecting materials considered ethnographic.	*This space will contain the specific exercises to be carried out with the material.*	*This space will contain the criteria for selecting materials considered ethnographic.*

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BLOCK 1

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Sexualities and affectivity with young people in leisure and non-formal education spaces

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- **Session 1: General Theory on Sexual Diversity**

- **Session 2: Intervention, health and gender + Presentation of the practical exercise 1**

- **Session 3: First approach to a nightlife space (practical exercise)**

- **Session 4: Application of the behaviour change wheel methodology**

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GENERAL THEORY ON GENDER AND SEXUALITY

The sex-gender system described by Gayle Rubin (1986) is a model of social organization that explains gender inequalities by disassociating them from biologically based interpretations. In this way, the cultural subordination of women and feminized bodies is explained by the network of meanings and social relationships attributed to biological sex.

Simone de Beauvoir (1949) had already warned that gender articulates the construction of sexual difference, through which the social positions occupied by women and men are defined, characterized by inequality and hierarchy. For example, the concepts of masculinity or femininity refer to practices, attitudes, behaviors and expectations assigned to men or women. Thus, there are naturalized and socially legitimized models and their attributes are configured, negotiated and modified in each social context.

In this vein, Raewyn Connell (1995) considers gender as a hierarchical structure of social practice, where the subjectivities that hold power (men) are just as important as the subordinate positions that enable and sustain the regime of inequalities. Later, Mónica de Martino (2013) combined the theoretical models of Pierre Bourdieu and Connell to discuss "masculinization strategies." In this context, people navigate this structure of social practice according to their possibilities and desires, outlining strategies that allow them to increase their social prestige and achieve their goals.

In this sense, Judith Butler (1990) says that gender should be understood as a ritualized repetition of bodily gestures and "speech acts" (Butler, 1990); what she called gender performativity, a concept that allows us to think about how the construction of corporealities and sexual subjectivities are the effect of a coercive regime that regulates and hierarchizes gender differences. For Butler, performativity does not imply that gender acts are performed consciously or that they are merely theatrical performances. Instead, performativity refers to the process through which individuals reiterate socially imposed gender norms. These repeated acts reinforce and naturalize the ideas of what it means to be a man or a woman in a given society. However, since these norms must be constantly reiterated, they are also subject to subversion and change.

Focusing now on sexualities, Maurice Godelier (2000), rightly in our opinion, locates the role of sexualities in human societies. They are understood as being embedded in social structures such as those described above. For Godelier there is a dialogue between the social and the sexual, — all human societies regulate sexual acts in some way, privileging some, stigmatizing others, endowing them with political, social, etc. meanings.

According to Marcela Lagarde (2005) "sexuality is a complex of bio-socio-cultural phenomena that includes individuals, groups and social relations, institutions, conceptions of the world — systems of representations, symbolism, subjectivity, diverse ethics, languages —, and, of course, power". This means that a person's experience of sexuality is mediated by biology, gender inequalities, culture, and power relations, as well as by factors such as age or social and economic status.

However, Godelier warns us that these socio-political overlaps should not obscure the fundamental characteristic of sexual activity: sex brings us pleasure. In this sense, when we speak of sexuality as a field mediated by power structures, it is important to clarify that one of its consequences is violence, and when violence occurs in our sexual-affective relationships, we are no longer talking about sexuality. As Candela (2022) points out, "if it's violence, it's not sexuality. Non-consensual sexual relations do not exist—they are called assaults. (...) Sexual violence is not

a consequence of sexuality; it is a consequence of an unequal society. (...) Sexuality leads to pleasure, desire, and well-being."

Thus, it is crucial to understand that the dynamics of violence in the realm of sexuality serve a purpose of domination and control, not the pursuit of pleasure. Without delving too deeply into this subject, which will be covered later in Block 3, it is important to highlight how Western societies have tended to globalize a particular construction of sexualities, which we could characterize in the following way:

1. **Biological:** Sexuality is conceived as a natural fact that stems from physiology, anatomy and perpetuation of the human species. Mainly in the case of women, it focuses on the fertile stage and reproduction.
2. **Sexist**: It overvalues and privileges male pleasure, naturalizing their desires, and, on the other hand, female pleasure is made invisible and women are objectified, dehumanizing them as individuals and their sexual desires.
3. **Binary**: It does not consider people who are not included within the normative sex-gender-sexualities system.
4. **Coitocentric**: Penis-vagina penetration has a leading role and is considered the most pleasurable practice. In addition, the purpose of sexual practice is orgasm and other practices are completely invisible. Under this perspective, sexual activity is centered on genitality.
5. **Heteronormative**: It is based on the supposed ideal complementarity between cis men and cis women, that is, on heterosexual sexual and affective relationships. It focuses on reproduction, invalidating sexual practices that do not have this objective.
6. **Idealized**: It assumes experiencing sexuality through a socially imposed model based on being part of a monogamous couple. Women suffer greater pressure to comply with this mandate and are socially questioned when they do not do so.
7. **Adultocentric**: It starts from an adult point of view to understand behaviors and needs related to sexualities.
8. **Ageist**: Childhood and old age are not taken into account and the experiences of sexualities in these stages are marginalized.
9. **Fat-phobic**: Invisibilizes, ridicules, excludes and violates fat people for not complying with the established body-beauty mandates.
10. **Ableist**: People with disabilities or functional diversity are not desirable bodies, they must adapt to the norm or are excluded. Their sexualities are not understood as another possibility of diversity.
11. **Racist**: Promotes stigmatizing stereotypes towards racialized people and people from different cultural backgrounds.

The way of understanding sexualities within the CRISSCROSS framework is linked, on the one hand, to a gender perspective, recognizing how inequalities influence and shape the experience of sexuality, and on the other, to a pleasure perspective, aiming to accompany the development of sexualities from a positive viewpoint. Focusing particularly on the sexuality of feminized bodies, Carol Vance (1989) highlights how this has been characterized by the tension between danger and pleasure:

"Sexuality is both a domain of constraint, repression, and danger, and a domain of exploration, pleasure, and agency. Focusing only on pleasure and gratification ignores the patriarchal structure within which women operate; however, focusing only on sexual violence and oppression overlooks women's experience in the domain of agency and sexual choice, and unintentionally increases the sexual terror and helplessness with which women live." (1989, p.9).

In this sense, the approach will work with the complexities of sexuality by also placing pleasure at the center, promoting a positive view tied to exploration, self-awareness, and connection through desire. Following the dichotomy pointed out by Vance, addressing sexuality from a pleasure perspective means considering the positive, pleasurable, and health-enhancing aspects it brings. This entails challenging myths, taboos, and false beliefs about sexuality, while providing tools to understand our bodies and their boundaries, in order to promote relationships based on consent and enjoyment.

GLOSSARY ON SEXUALITIES

We incorporate a basic glossary on some of the concepts that have been discussed or that emanate from the theoretical approach to sexuality:

Asexual: A person who feels little or no interest in having "sexual activity", or who feels little or no "sexual attraction". Asexuality is part of sexual orientations. Within asexuality, there is much diversity in terms of various aspects such as romantic attraction or affectivity.

Gender Binarism: Social conception based on the idea of the existence of only two genders, male-male and female-female.

Bisexual: A person who feels sexual, romantic or emotional attraction to more than one gender, or regardless of gender. It is part of the sexual orientations.

Cisgender: A person who identifies with the gender they were assigned with at birth.

Gender Dysphoria: A pathological diagnosis that refers to people with an aversion to their own genitalia and body. For a long time, and still in many countries, this diagnosis has been and still is necessary to be able to make a change of name in official documents. This requirement pathologizes transsexuality, and its annulment for the validation of transition processes is still a struggle of the LGTBI+ movement. The World Health Organization (WHO) removed transsexuality from the list of diseases in 2018.

Gender expression: Gender is culturally expressed through the body, clothing, hairstyle, attitudes, or roles. In our society, there are social expectations regarding a man's or a woman's gender expression. A person's gender expression does not have to coincide with their sex, gender identity or sexual orientation and/or preference.

Gay: A man who is sexually, romantically or emotionally attracted to other men. It is part of the sexual orientations.

Non-binary: Someone who does not identify themselves only as a male or female. They identify beyond the traditional genders. They may identify with both identities, with none of them, with other genders…

Gender: Sociocultural construct that determines what is understood as male and female. It has to do with people's identity and behavior and is learned through a process of socialization.

Heteronormativity: Social conception that understands heterosexuality as "normative" and desirable, generating dynamics of exclusion towards everything that does not conform it. It implies the assumption that everyone is heterosexual, or the belief that heterosexual people are "normal".

Heterosexual: A person who is physically or affectively attracted to people of the opposite gender. It is part of the sexual orientations.

Gender identity: dimension of gender that refers to the way in which each person identifies or perceives themselves. The binary categories of gender identity are "male" and "female," but there are also options on the non-binary spectrum (nb, genderfluid, genderqueer, agender, etc.). Gender identity can match the gender identity you were assigned at birth based on your genitalia (cisgender) or not match (transgender).

Intersex: A person born with sex characteristics (primary or secondary) that do not fit the medical definitions of male or female. There is a great diversity of intersex conditions. This variation is unrelated to gender identity, gender expression and sexual orientation or preferences.

LGBTQIA+: Lesbian, gay, bisexual, trans, intersex. This acronym is commonly used to refer to socially oppressed and marginalized identities, orientations and sexualities. There are variations in which letters are added or omitted, or reordered, and the "+" sign represents all other types not included in the acronym.

Lesbian: A woman who is sexually, romantically or emotionally attracted to other women. It is part of the sexual orientations.

LGBTQIA+phobia: Fear, rejection or aversion, often in the form of stigmatizing attitudes or discriminatory behavior, towards **LGBTQIA+** people.

Sexual orientation: emotional, sexual or affective attraction that we feel towards another person. It has to do with the direction of our desire. We can feel it towards people of the same gender (homosexuality), of the opposite gender (heterosexuality), of any gender (bisexuality/pansexuality) or not feel it towards any gender (asexuality). There is a wide variety of ways in which sexual orientation is configured and categories to define it.

Pansexual: A person who is physically or affectively attracted to people regardless of their sex or gender. It is part of the sexual orientations.

Polyamorous relationships/Polyamorous person: Polyamorous relationships are characterized by the establishment of links, in an intimate way, with more than one person, with the consent and clear interest of all persons involved in the relationship.

Sex: Biological and physical characteristics such as chromosomes, hormones, external and internal genitalia and reproductive organs. Science has classified them into 3 categories: male, female and intersex. It can also refer to sexual practices.

Biological sex: binary category to define the set of biological characteristics of bodies (internal and external genital organs, hormone load or chromosomes). Historically, two sexes have been recognized, male and female, although there are bodies that do not fit the standards of one or the other, known as intersex bodies.

Sex-gender system: social structure that has attributed cultural meanings to sexual differences. Based on biological differences between individuals, a network of relationships, symbols and roles that we define as "gender" has been historically articulated, which have positioned men and women in a situation of inequality.

Trans*: (see Transsexual)

Transsexual: People with a gender identity different from the gender assigned at birth, or who do not conform to the binary and stereotypical patterns of the sex-gender system. The word trans and an asterisk is used as an umbrella category that encompasses all non-normative gender expressions and identities.

Transgender: A person who does not identify with the gender assigned at birth, but does not need to undergo a transformation process based on hormonal treatments or surgeries.

Transitioning: The process or diversity of processes that lead a person to question the gender they were assigned with at birth and find a path towards feeling comfortable with their gender

expression. Transitions are very diverse and personal processes. People can have medical treatments such as surgery or hormone treatment, make changes in their physical appearance or clothing, change their name or pronouns, or change nothing at all.

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BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces	
Session 1: General Theory on Sexual Diversity.	

Session Overview

Time: 3 hours

This first session will offer a general perspective on gender perspective and sexual diversity. Here the conceptual foundations must be established that will later allow us to address issues such as prejudice, violence or stigma. It is also the introductory session of the project and the first time that all people will share space, therefore, it is important to allow room and time for presentations.

Objectives:

- To understand the category of gender as a structure that sustains, legitimizes, and reproduces the inequalities between men and women.

- Differentiate between: sex / gender / gender expression / desire orientation / sexual practice.

- Make presentations and give everyone the opportunity to be named with the pronoun or pronouns that represent them.
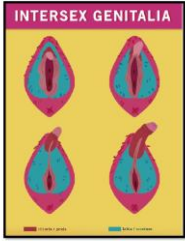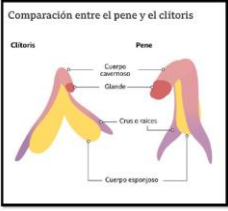
Time	Contents	Description
20'	**Presentation of CRISSCROSS project**	Introduction of the trainer(s), explain the content and objectives of the training, and the possibility to collaborate in the pilot (to be defined, number of participants, and conditions). **Important**: If we are going to use materials in future sessions that we consider sensitive, with explicit violence, or that we simply suspect may cause discomfort, we must notify it at this time.
20'	**Presentation of the participants**	At this point, we should introduce ourselves with a special emphasis on respecting diversity and providing the opportunity for each person to express their gender by using the pronoun they wish to be addressed with. **Dynamic**: We will engage in an introduction activity, which will vary depending on the size of the group. It should allow us to address participants by the names and pronouns they prefer.
25'	**Who am I? Differences between sex and gender.**	We will start by explaining the differences between sex and gender. **Dynamic**: - We will divide the class into groups based on the number of participants, and

		present two dogs dressed as people. Half of the groups will choose one dog, and the others will choose the other. - Then, we will ask them to imagine a life for their chosen dog. - We will give them between 5 and 10 minutes to discuss it within the groups, and then facilitate a general debate.
15'	**Biological sex and intersexuality**	Building on the previous activity, we will ask how many sexes there are (female / intersex / male). We will discuss intersexuality as a common biological fact and use it to begin breaking down binary conceptions of gender.
20'	**Gender identity and gender expression. The Muxes**	At this point, we must understand the two dimensions that make up gender, allowing space to reflect on gender identity and expression. It is important to explain how our agency plays a role in defining our gender, but also how a social structure reads us based on gender stereotypes. **Dynamic**: - Show, using audiovisual materials, an example of people with a non-normative gender expression. Use the example of the Muxe people in Mexico as proof that gender dissidence and the diversity of identities and expressions is a reality that is neither exclusively Western nor modern. - Facilitate a debate around the audiovisual materials.
25'	**Gender and inequality**	At this point, it is necessary to explain gender as a cultural and historical construct, emphasizing its role as a structure that generates inequality. **Dynamic**: - We will form a circle or stand in a line against the wall. Statements will be read about experiences that are lived differently depending on gender, and participants will step forward if they have experienced any of the situations described. - We will collectively observe who has stepped the furthest and provide space for personal reflections on the examples shared. This will help connect the theory with the lived reality of individuals in the classroom. An active listening and empathy space will be offered as a practice of care throughout the activity.
30'	**Review of the concepts**	At this moment, we will show the chart of sexual diversity, placing the concepts already explained and starting to fill in the missing ones. **Dynamic**: - First, the four categories are placed: Sex / gender / gender expression / desire orientation / sexual practice. - Then, collectively, we need to fill in the chart.

5'	**Closure of the session**	Conclude by specifying the day and time of the next session.

MATERIALS
BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces **Session 1:** General Theory on Sexual Diversity.

Content	Material proposed by ABD
Presentation of CRISSCROSS project	**Introduction activity:** We present the training and give a content warning. Next, we propose a game. - Everyone should take out paper and a pen. - On one side, write "replace" or "keep" depending on whether you want to see the content or prefer it to be replaced. While answering, a question is asked: **What is the first thing that comes to mind when I say the word sex?** We listen to a couple of people and leave the answers in the air. - **We start the game**: on the other side of the paper, everyone must draw the words that the trainer says aloud. We will say the words "house," "flower," and "person." Five seconds will be given to draw each word. - Undoubtedly, we will get results similar to the example above from everyone. Then, we retrieve the answers we left in the air (**What is the first thing that comes to mind when I say the word sex**?) to establish a comparison and explain quickly and succinctly stereotypes as a simplification of reality. - We finish by collecting the folded papers with the drawings facing outward to later review them in case we need to change any content.
	Criteria for selecting materials
	Content warning should never expose individuals to the violence we intend to show. To achieve this, we must consider: 1. Notify in advance the type of content that will be used before the session day when it will be shown. 2. Provide private and anonymous channels where individuals can express their discomfort without being identified. 3. Under no circumstances will explanations, details, or an assessment of the relevance of the request be sought. Simply, the desire expressed by the person will be attended to. 4. In advance, we must have an alternative for any material that we consider sensitive, with

	explicit violence, or that we simply suspect may cause discomfort.
Introduction of the participants	**Material proposed by ABD**
	Presentation dynamics: As there could be groups of up to 50 people, conducting a very complex presentation dynamic may be impractical. That's why we offer various modalities within the same idea.
	If we are a small group:
	- We ask the entire class to stand up, and then ask one person to place themselves wherever they want in the room.
	- We then ask for their name, pronouns, something they really like, and something they dislike. At this point, the rest of the class must position themselves based on whether they totally agree with the preferences (next to the person presenting), if they partially agree (at a medium distance), or if they do not agree at all with those preferences (on the opposite side of the room).
	- After everyone has presented using this dynamic, we facilitate a debate.
	- We compare the diversity of everyday preferences with sexual diversity, emphasizing that there are no better practices or choices than others.
	Questions for facilitating the activity:
	- Why do you think we introduced ourselves in this way?
	If we are a large group, the proposed dynamic will not work as it will be too long and impractical. Instead, we suggest the following dynamic:
	- Ask participants that during the course of the training, the first time they speak in public, they introduce themselves by name, pronouns, something they really like, and something they dislike.
	- Set aside a moment at the end of the session to reflect on this. The difference will be that we will only have examples from the people who participated in this session.
	- In the future, individuals who speak for the first time in class will only say their name and pronouns.
	Criteria for selecting materials
	The dynamics we introduce should allow us to address participants using the names and pronouns they prefer.
	For this, we need:
	- A safe environment: Before starting the training, we must make it clear that any form of

	violence will not be tolerated. While participants are free to express their opinions and feelings, there is no room for considerations, beliefs, or ideologies that deny identities or stigmatize practices. - We will never force anyone to participate in activities.

Who am I? Differences between sex and gender	**Material proposed by ABD**
	Dog picture **Questions for discussion:** - What's their name? - What is their gender? - What do they like? - What jobs do they perform?
	Criteria for selecting materials
	In this case, we propose a tricky exercise; **only people have gender, not objects and animals.** To replace it, the following should be considered when selecting an audiovisual material: - It should allow discussing the **difference between sex and gender**. - It should effectively highlight some **cultural elements** that construct gender independently of biological sex. In this case, clothing.
Sesso biologico e intersessualità	**Material proposed by ABD**
	Using the proposed graphic material, we will explain the morphological similarities between a clitoris and a penis. **Questions for discussion:** - Is the zygote male or female? - Are there more red-haired people or intersex individuals? (red-haired: 1.5% / Intersex: 1.7%) - Do you know anyone intersex? - Why don't we know anyone intersex if statistically they are so relevant?

	Criteria for selecting materials
	We can use any material that allows us to discuss the topic, but we must make it clear that there is more diversity beyond the materials provided.
Gender identity and gender expression. **The Muxes**	**Material proposed by ABD**
	Video about the Muxes: People of Zapotec origin, in whose culture there is a gender called Muxe: individuals born with a penis whose gender is Muxe, and their gender expression is fluid, as culturally they can adopt both masculine and feminine roles and expressions. https://www.youtube.com/watch?v=rFC9P9Sk0eM&ab_channel=HBOMaxLatinoam%C3%A9rica **Question for discussion:** - Is the diversity of gender identities and expressions something modern and/or Western?
	Criteria for selecting materials
	If we wish to replace the example, we must consider: 1. Provide a clear example of gender expressions and non-normative genders. 2. If possible, it should go beyond the Western context. 3. Ensure there is accessible information in case someone wishes to delve deeper into the example.
Gender and inequality	**Material proposed by ABD**
	A list of statements about experiences in which there is gender inequality. Some examples: - Step forward if you've ever been given a comment with sexual desire or intent while walking down the street. - ... if in a conversation you've had to ask for permission to speak because others were monopolizing the conversation or interrupting you. - ... if you've justified an achievement by not taking credit for your own success ("I was lucky," "it was a coincidence," "I had help," "it was easier than it should have been..."). - ... if someone has commented on your body without you asking. - ... if someone has asked in a derogatory way whether you were a boy or a girl. - ... if someone has misused your pronoun or referred to you by your "dead name."

Criteria for selecting materials
If we want to replace the examples, we must consider: - That they are situations where there is an evident gender bias in how they are experienced according to gender identity. - That they are situations in which these gender inequalities can be perceived, referring not only to cis women but also to feminized subjects, trans people, and non-binary individuals. **If we want to replace the dynamic, we must consider:** - That it is an exercise that allows the theory to be connected with the lived experience and everyday reality of the participants. - That the exercise confronts participants with their own attitudes, values, and beliefs about gender (prejudices, sexualization, stereotypes, forms of control, infantilization, devaluation, etc.) and that it is done in a kind manner, offering support at all times (before, during, and after the session). This includes providing more space to speak, the possibility to speak privately, the option not to participate, collectivizing experiences, giving/receiving support, and referring to resources if needed.

Review of the concepts	**Material proposed by ABD**

SexualidadES			
SEXO	**GÉNERO**	**EXPRESIÓN DE GÉNERO**	**ORIENTACIÓN/PREFERENCIA DEL DESEO SEXUAL Y/O ROMÁNTICO**
Dentro de la norma:			
HEMBRA	MUJER CIS	FEMENINA	HETEROSEXUAL
MACHO	HOMBRE CIS	MASCULINA	ALOSEXUAL
Fuera de la norma:			
INTERSEX*	TRANS*	MUJER MASCULINA	HOMOSEXUAL
	MUJER TRANS	HOMBRE FEMENINO	LESBIANA
	HOMBRE TRANS	ANDROGINIA	GAY
	NO BINARIE	FEMINIDAD NO BINARIA	BISEXUAL
	AGÉNERO	MASCULINIDAD NO BINARIA	PANSEXUAL
	GÉNERO FLUIDO	ESTÉTICAS NO NORMATIVAS	ASEXUAL
	BIGÉNERO	GESTUALIDAD NO NORMATIVA	DEMISEXUAL
	GÉNERO NEUTRO	PLUMA	ARROMANTICISMO
Hay mucha diversidad de genitales Intersex*		….	

We can use a whiteboard and write down the examples and categories by hand while they are mentioned aloud.

We use a pictogram with symbols and photographs printed on laminated cardboard, which we attach to the whiteboard with Bluetack.

First, we attach the categories, and then we distribute the cardboard pieces among the different people in the class.

Each person should place their cardboard where they consider it appropriate.

Criteria for selecting materials

If we want to give examples of famous or socially important people with a particular gender, sexual orientation, etc., we should choose only those who have publicly expressed that preference and never impose or presuppose options.

	BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces
	Session 2: Intervention, health and gender
	Session Overview

Time: 3 hours

In this session, we need to establish the perspective from which the trainers intervene. To do this, specific elements will be presented and the way they are used in an intervention will be explained.

Objectives:

- Understand health interventions as a political act.

- Explain the use of different elements to intervene in nightlife spaces: card games, contraceptive barriers, etc.

- Provide a broad view of sexualities, moving away from coitocentrism/phallocentrism.

- Understand nightlife spaces from a political perspective.

Time	Contents	Description
5'	**Presentation of the session**	Present the contents of the session.
15'	**Prejudices and Hegemony (1)**	We must reflect on how the hegemonic discourse shapes our understanding of health interventions. Intervening is political. **Dynamics:** - Together, we will analyze two videos. One humorously presents what television commercials for substances like cocaine or heroin might look like. The other is a real advertisement for an alcohol brand. - Afterward, we will facilitate a debate..
15'	**Prejudices and Hegemony (2)**	We must reflect on how the hegemonic discourse shapes our understanding of health interventions. Intervening is political. **Dynamics:** - Together, we will watch a video of a riot at the Modelo prison in Barcelona. We will listen to and analyze the opinions of the journalists who covered it. - Afterward, we will facilitate a debate.

15'	**How to Intervene in Sexualities - Barriers**	Starting from the idea that every intervention has an ideological and political background, we will showcase different elements we usually use for intervention and the perspective we employ. **Dynamics:** - Collectively, we will demonstrate the diverse array of contraceptive barriers available. - We will explain dynamics and activities for distributing condoms and avoiding phallocentric discourses.
15'	**How to Intervene in Sexualities - Sexually Transmitted Infections**	Starting from the premise that every intervention has an ideological and political background, we will showcase different elements we usually use for intervention and the perspective we employ. **Dynamics:** - We will play the card game on Sexually Transmitted Infections (STIs) from SEXus.
20'	**How to Intervene in Sexualities – diverse material**	Starting from the premise that every intervention has an ideological and political background, we will showcase different elements we usually use for intervention and the perspective we employ. **Dynamics** - We will present the different elements that make up the SEXus stand as an approach for intervening in leisure spaces with youngsters. - Using these, we will explain the approach we take to various topics: menstrual cycle, body diversity, diversity of practices, contraceptive methods, etc.
20'	**Sexualities, hegemony and leisure spaces**	We will critically analyze the use of sexualities in promotional activities for nightlife venues. **Dynamics:** - We will divide the class into groups and show a **promotional video for a nightlife venue**. - We will give time for the groups to analyze it, and then facilitate a discussion.
5'	**Closure of the session**	We will conclude the session specifying the date and time of the next session.

MATERIALS
BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces **Session 2:** Intervention, health and gender

Content	Material proposed by ABD
Prejudices and Hegemony 1	[Video]: **What if drugs were advertised on television** [Video]: **Belvedere advertisement** **Questions for discussion:** - Do you find the ads comparable? - What gender stereotypes do you see? - Is sexuality being used to promote substances?
	Criteria for selecting materials
	We can use any material or other audiovisual examples; the important thing is **to show some aspect where we can analyze the double standard that arises from the hegemonic discourse**. We must consider: - It should be material that resonates with the profiles we are addressing. - It should demonstrate a double standard in some aspect related to sexualities and/or psychoactive substances. - It should allow us to analyze gender stereotypes or prejudices, or those related to sexualities and/or consumption.
Prejudices and Hegemony 2	**Material proposed by ABD**
	[Video] **"Generación Vaquilla" (minute 00:23:35)** This is a fragment from a documentary that shows a riot in the Modelo prison in Barcelona. The riot is led by Juan Jose Moreno Cuenca, known as "Vaquilla." The reasons for the riot include demanding improvements in living conditions, an end to abuse, and the provision of heroin. In the documentary, two journalists express their opinions about the riot, both judging that the main motivation of the prisoners is substance consumption. **Questions for discussion:**

	- Do you find the demands legitimate?
	- Do you agree with the journalists?
	- Do you consider Vaquilla's actions a political act?
	- Would you have granted the prisoners' requests?
	Criteria for selecting materials
	The material we select should showcase **an action that advocates for health-related rights and has been questioned due to the stigmatization of the person leading it**. Considerations: - It should depict a protest or demand from a specific group. - There must be someone analyzing this situation, and that person should base their analysis on prejudices and stigmas. - The depicted group should be familiar to the profiles we intend to address.
How to intervene in sexualities - Barriers	**Material proposed by ABD**
	Types of barriers: External condom, internal condom, latex band, and finger cot.
	Criteria for selecting materials
	This is not adaptable; we must showcase **all available barriers**.
How to Intervene in Sexualities - Sexually Transmitted Infections	**Material proposed by ABD**
	We will use a card game that associates each STI with the fluids that transmit it. The point is to highlight the challenge in engaging in sexual activities while avoiding specific fluids, depending on the STI being discussed.
	Criteria for selecting materials
	We can use any dynamic or game that helps us relate each STI to the specific fluids they transmit, while allowing us to address the diversity of sexual practices.
How to	**Material proposed by ABD**

Intervene in Sexualities – diverse material	During the interventions in stands, we display the following materials to address sexualities and health promotion: - **Preventive material**: various methods of barriers and lubricants with different flavors, materials, and colors. - **Erotic material**: display of various sexual toys. - **Menstrual management material**: methods and products for menstrual management, single-use or reusable, natural or synthetic, blood-free... - **Educational support material:** anatomical models of penises and vulvas, clitorises, contraceptive material.
	Criteria for selecting materials
	We can use any dynamics or elements that allow us to address those aspects that each partner considers important in their interventions regarding the promotion of sexualities.
Sexualities, hegemony and leisure spaces	**Material proposed by ABD**
	Video: template for promotion of a club **Questions for discussion:** - What elements are explicitly promoted as part of the party? And implicitly? - Would you say that there are more men or women? - What do they do, and what do they do? - What does the song's lyrics say? - What types of consumption are carried out? - What type of venue do you imagine it would be? - Do you think it's a good leisure proposal?
	Criteria for selecting materials
	We can use any promotional video for any type of party; we just need to make it clear that, just like an intervention, organizing a party is also a political action

	BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces

Session 2: Presentation of the practical exercise

Session Overview

Time: 1 hour

The sessions prior to the practical exercise will be used to introduce it and to present the materials used for it. In this session, in addition, we will explain the three elements that are considered in the theory of the behaviour change wheel.

Objectives:

- Behaviour Change Wheel Framework: the three elements that we must take into account to generate change.

- Present an observation site or ethnographic material to analyze.

- Write a research question according to the space or materials presented

Time	Contents	Description
5'	**Presentation of the session**	Introduce the activities. Moreover, in case we plan to utilize any material that could potentially be sensitive or offensive in upcoming sessions, we need to provide a content warning at this point. This will allow individuals the opportunity to voice any discomfort in advance and in private. If someone requests it, we are obligated to substitute the material for the entire group without engaging in discussions about it.
20'	**Behaviour Change Wheel Framework**	The explanation will focus on the three elements that the behavior change wheel takes into account. We will think of indicators that allow us to recognize them: a) **Capability**: defined as the personal competence to make the change, including knowledge, physical and psychological skills, etc. b) **Opportunity:** it refers to the environmental factors that hinder or promote change. c) **Motivation:** the mental processes that promote and make change desirable, influenced by attitudinal, emotional, or social elements **Dynamic:** - The proposed fragment of the film Reservoir Dogs, or the material selected by each partner, will be seen. - After this, a discussion will be facilitated.

30'	**Presentation of spaces, techniques and materials for practical part**	We should start by clarifying that, for the practical part of the training, individuals can opt for online or in-person format. Adequate time will be allocated for the selection process and group formation.

1. Online format

We will propose the analysis of a document considered ethnographic, as long as it reflects or captures any aspect we wish to explore: practices, imaginaries, situations, spatial configurations, etc. To guide the analysis, a set of questions to be answered will be provided.

Dynamic:

- People who cannot or do not want to perform participant observation will do this exercise.

- In the online format, each person must carry out the exercise individually. Therefore, we will only present the **Questions to facilitate the analysis** (see Materials section) and basic information that serves to contextualize the material that we are going to analyze: Who did it? What contexts is it referring to? What type of profile of people will appear? What type of format does it have? How long will it take us to see or read it?

2. In-person format

A location will be proposed for a two-hour observation. Tools for recording data and a script of questions to guide the observation will be provided and described. It should be clarified that, under no circumstances, will covert work be undertaken, explicitly stating our role in all interactions.

Dynamic:

- First, we will form the groups that will carry out the observation. Depending on the nature of the selected locations, it is recommended to determine the group size, discouraging groups larger than 5 people.

- The observation site will be contextualized with very general information. Keep in mind that these should be places where the trainers have previously worked.

- It's important to explain that each individual should record voice notes during the observation, as they should have answered at least one question from each section of the **Observation script** for the next session (see Materials section).

- To facilitate the work, we can offer the option for groups to pre-assign different questions blocks.

- In addition to participant observation, other available tools and techniques should also be presented, both to establish rapport and to collect information. See **Techniques for observing a leisure space** in the Materials section.

		- Finally, we must specify the starting and ending points of the observations.
5'	**Closure of the session**	Conclude the session by specifying the day and time of the next observation.

MATERIALS
BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces **Session 2:** Presentation of the practical exercise

Content	Material proposed by ABD
Behaviour Change Wheel Framework	Movie: Reservoir Dogs. Scene, to tip or not to tip, Steve Buscemi. **Questions for discussion:** - What change in attitude takes place? - Identify: capability, opportunity, and motivation; explain how you have identified each of these elements of the behavior change wheel (construction of initial indicators). - Do you believe that the change in the character is sincere? If not, what do you think is missing?
	Criteria for selecting materials
	It is possible to use a PowerPoint as initial support for the theoretical explanation, but it is recommended that the theory is explained based on a practical example. In this part of the session we must provide audiovisual materials that support the theory and allow us to reflect on gender stereotypes. **The adapted materials should encompass the following elements:** - A scene featuring a character undergoing a change in attitude. - The ability to easily identify the three elements involved in the change: capacity/motivation/opportunity. - Characters participating in reflections on gender and/or sexualities. Consider that our goal is to present an example of change, so the examples are not required to be inherently positive, similar to the scenario depicted in the proposed Reservoir Dogs example.
Presentazione di spazi, tecniche e materiali per la parte pratica	**Online format - Material proposed by ABD**
	MostoDaddy: Spanish Youtuber who asks questions about sexualities in nightlife spaces. https://www.youtube.com/watch?v=CFxxjP8ajYg&ab_channel=MostopapiTV **Questions to facilitate analysis (Disclaimer: the questions are phrased using an assumption based on perceived gender identity of the people in the video)**

1. What do you think about the opinions expressed by the people speaking?

2. Do the opinions of men and women resemble each other? In what ways do they differ?

3. Do the opinions of mixed-gender groups resemble those of non-mixed groups? How do they differ?

4. How would you define the gender dynamics portrayed?

5. What change would you like to implement in this space?

Do the three elements for the change you have proposed exist? What are they?

Online format - Criteria for selecting materials

We should select documents that we consider **ethnographic**, in the sense that they showcase practices, situations, or opinions in nightlife spaces that we want to work on or analyze. In this regard, they should be comparable or somehow equivalent to the nightlife spaces we plan to observe in person.

We can choose both audiovisual and written documents, but it's essential to note that we will repeat the exercise in the practices of the first three blocks. Since the themes addressed in each block are related but different, the selected documents may be interconnected, or we can construct a fictional relationship, always ensuring that the realities depicted are comparable or equivalent in some sense.

Here are some ideas for different formats that could be useful, such as **documentaries, YouTubers, or fictional series**. Different situations can also be presented based on the experience of the educators; however, this presents the challenge of designing a document rich enough in opinions and descriptions.

It is recommended to follow the **following criteria** when selecting or designing these materials:

- They should refer to a nightlife space similar to the ones we typically engage with.

- They should allow for discussing the topic corresponding to each block.

- They should be rich in first-person descriptions and/or opinions.

- They should depict a situation or practice that we wish to analyze.

- They should engage the participants in the training.

In-person format - Material proposed by ABD

Techniques for observing a leisure space.

- **Non-participant digital observation:** Observing the social media of bars and nightclubs linked to the observed spaces or part of the observation itself can provide valuable information. Pay

attention to photos, opinions, and videos. Compare the opinions of the venues with those of the users. Never intervene in chats or other spaces covertly.

- **Shazam:** Analyzing the songs being played can provide a lot of information in an initial observation.

- **Photography:** It can be a tool that provides information for the description of spaces or urban elements that are considered relevant. Never show faces or recognizable elements such as tattoos, and avoid excessive use of this tool or using it to capture people in compromising situations.

- **Knowledge assessment dynamics:** "Pass the Word": Questions about different concepts related to sexualities are asked following the dynamics of the television game.

- **Responsible distribution of barriers:** The diversity of barriers and their free distribution will be used to initiate conversations about consent and non-coitus-centric practices. In no case will barriers be distributed without a reflection in both directions, and never if there is suspicion that the distributed barriers could be used to commit sexual violence.

- **Priority diagram:** Using a target as a diagram, individuals present in nightlife spaces will be invited to build their ideal party, placing the most important elements in the center and the rest on the edges. It is recommended to provide some elements in advance to enhance the development of the dynamic.

- **Audio recordings:** Participants will be encouraged to record on-the-spot audio notes with their impressions and descriptions of places, situations, practices, and opinions. Directly recording the people being observed is not appropriate, as it is not an interview.

Observation script: (Disclaimer: the questions are phrased using an assumption based on perceived gender identity of the people in the video)

1. **Describe one of the observed groups**

   - How would you describe the majority of the people in this space?

   - Did anyone catch your attention? Why?

   - What kind of music are they listening to?

   - Regarding gender, what composition do the groups have?

2. **Describe the space**

   - Is it homogeneous?

   - Are there different areas? Are they used in the same way?

   - Do all people use all spaces in the same way?

   - Is there any element you would change?

3. **Describe the practices**

- Have you detected gender stereotypes? Which ones?

- Have you noticed dynamics or practices influenced by gender? Which ones?

- Does it seem like an equitable space concerning perceived gender and the experience of sexualities?

4. Are the three elements necessary for change present?

In-person format - Criteria for selecting materials

Criteria for group selection:

- The observation group cannot exceed 5 people, not including the trainer.

- If necessary for logistical reasons, groups can alternate between observation and online work in successive exercises.

- It is recommended to consider the group composition, at a minimum, in terms of gender diversity.

Criteria for location selection:

- It should be a nightlife venue where the educators have previously worked. Preferably, it should be the same place where the pilot intervention will take place later

- If it is a location where violence occurs, we should question the relevance for an initial observation. In this case, we should consider the previous experience of both the educators and the participants in this or other locations. Participation should never be forced.

Safety elements:

- Consider the arrival and departure from nightlife spaces, ensuring the safety of all participants. Joint arrival and departure from evaluated safe points are recommended.

- Create WhatsApp groups or similar for communication in case of group division or if someone gets lost.

- Do not carry out observations alone.

- Listen to both those accompanying us and those we accompany: do not expose anyone to unwanted situations, end the observation if someone in the group requests it, and in general, show sensitivity and camaraderie within the team.

Criteria for tool selection

Each partner should use the elements they consider most appropriate in their context. It is recommended that these be dynamics or strategies that trainers routinely use in their interventions.

BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces **SESSION 3. PRACTICE 1:** First approach to a nightlife space	

Description of the exercise

Time: 2 hours

The practical exercises serve two purposes: first, to observe the concepts taught on the field, and second, to simulate the process of a hypothetical intervention, showcasing, in a very general way, all its phases: Diagnosis/Design/Implementation/Evaluation. In this initial exercise, we will focus on conducting a diagnosis of a nightlife venue. To achieve this, we should address the research question with the help of the script we have designed. The goal is not for participants to provide an accurate diagnosis but to introduce them to on-site data collection tools. Trainers must be familiar with the space to contribute the necessary data, hence the importance of selecting a place that is familiar or for which we already have a prior diagnosis.

Objectives:

In-person:

- Carry out two hours of observation in a nightlife space.

- Answer the questions in the script.

Online**:**

- Analyze a document considered ethnographic.

- Answer the questions in the script

In-person format		
Inclusion criteria in choosing places for observation	**Proposed exercise**	**Expected result**
Criteria for group selection: - The observation group cannot exceed 5 people, not including the trainer. - If necessary for logistical reasons, groups can alternate between observation and online work in successive exercises. - It is recommended to consider the group composition, at a minimum, in	We will move to a nightlife venue. The observation with each group will last **2 hours,** and they should integrate into the space and interact when they deem it appropriate to gather the information outlined in the script provided in the previous session. We must remember that this initial practice should be related to the content of **Block 1 of the CRISSCROSS training** (Sex/gender, sexualities, and affectivity). Therefore, we should focus the	It is expected that, in the next session, each group will have responded, based on the observation conducted, to at least one question from each section of the script.

terms of gender diversity.

Criteria for location selection:

- It should be a nightlife venue where the educators have previously worked. Preferably, it should be the same place where the pilot intervention will take place later

- If it is a location where violence occurs, we should question the relevance for an initial observation. In this case, we should consider the previous experience of both the educators and the participants in this or other locations. Participation should never be forced.

Safety elements:

- Consider the arrival and departure from nightlife spaces, ensuring the safety of all participants. Joint arrival and departure from evaluated safe points are recommended.

- Create WhatsApp groups for communication in case of group division or if someone gets lost.

- Do not carry out observations alone.

- Listen to both those accompanying us and those we accompany: do not expose anyone to unwanted situations, end the observation if someone in the group requests it, and in general, show sensitivity and camaraderie within the team.

Criteria for tool selection

- Each partner should use the elements they consider most appropriate in their context. It is recommended that these be dynamics or strategies that trainers routinely use in their interventions.

observation on those topics.

Observation script: (Disclaimer: the questions are phrased using an assumption based on perceived gender identity of the people in the video)

1. **Describe one of the observed groups**

- How would you describe the majority of the people in this space?

- Did anyone catch your attention? Why?

- What kind of music are they listening to?

- Regarding gender, what composition do the groups have?

2. **Describe the space.**

- Is it homogeneous?

- Are there different areas? Are they used in the same way?

- Do all people use all spaces in the same way?

- Is there any element you would change?

3. **Describe the practices**

- Have you detected gender stereotypes? Which ones?

- Have you noticed dynamics or practices influenced by gender? Which ones?

- Does it seem like an equitable space concerning perceived gender and the experience of sexualities?

1. **Are the three elements necessary for change present?**

Online format		
Inclusion criteria	**Proposed exercise**	**Expected result**
We should select documents that we consider **ethnographic**, in the sense that they showcase practices, situations, or opinions in nightlife spaces that we want to work on or analyze. In this regard, they should be comparable or somehow equivalent to the nightlife spaces we plan to observe in person. We can choose both audiovisual and written documents, but it's essential to note that we will repeat the exercise in the practices of the first three blocks. Since the themes addressed in each block are related but different, the selected documents may be interconnected, or we can construct a fictional relationship, always ensuring that the realities depicted are comparable or equivalent in some sense. Here are some ideas for different formats that could be useful, such as **documentaries, YouTubers, or fictional series**. Different situations can also be presented based on the experience of the educators; however, this presents the challenge of designing a document rich enough in opinions and descriptions. It is recommended to follow the **following criteria** when selecting or designing these materials: - They should refer to a nightlife space similar to the ones we typically engage with. - They should allow for discussing the topic corresponding to each block. - They should be rich in first-person descriptions and/or opinions. - They should depict a situation or	**MostoDaddy:** Spanish Youtuber who asks questions about sexualities in nightlife spaces. https://www.youtube.com/watch?v=CFxxjP8ajYg&ab_channel=MostopapiTV **Questions to facilitate the analysis (Disclaimer: the questions are phrased using an assumption based on perceived gender identity of the people in the video)** 1. What do you think about the opinions of the people speaking? 2. Do the opinions of men and women resemble each other? 3. Do the opinions of mixed-gender groups resemble those of non-mixed groups? 4. How would you describe the gender relationships portrayed? 5. Do you think risky behaviors could occur in this space? Why? 6. Do you believe that situations of violence could occur in this space? Why?	By the next session, it is expected that each person will have answered, based on the document analyzed, all the questions in the script.

practice that we wish to analyze.		
- They should engage the participants in the training.		

BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces **Session 4:** Application of the behavior change wheel methodology.	
Session Overview	

Time: 2 hours

To initiate this session, it is essential that we have completed the first practical exercise, as we will use the observations and analyses of ethnographic documents to respond to the research question. The obtained answer will be correlated with the theory of behavior change, ultimately designing indicators that allow us to ascertain whether the conditions for the desired change are present.

Objectives:

- Define a specific change we want to promote in the selected space related to the theory taught.

- Design a list of indicators to check if the conditions for change are met: opportunity/capability/motivation.

Time	Contents	Description
5'	**Presentation of the session**	Present the activities.
30'	**Comment on the practical exercises carried out**	We will leave a space for anyone who wishes to explain their impressions of the practical exercise conducted. **Dynamics:** A discussion will be facilitated on both the observations and the proposed online documents. The questions from the scripts will be used to facilitate the discussion. See questions from **Observation script,** in the case of in-present observation, and the **Questions to facilitate the analysis** for the online format.
30'	**Propose a change**	At this point, and following the previous discussion, we must decide **which elements we want to change and why**. A criterion to consider is that there should be **opportunity**, **capability**, and **motivation** for the change. We will equate in-person and online work, as the documents have been selected to showcase aspects we have worked on or wish to address in nightlife spaces, and therefore, we consider them comparable in some sense. **Dynamics:** - Participants will be organized into teams with a minimum of three and a

		maximum of six members
	✳	- The following questions will be posed to the groups:
		● What change would you like to encourage in the observed space?
		● Are the essential elements for change present? (opportunity, capability and motivation)
		- A timeframe of 15 to 20 minutes will be allocated for reaching a consensus on the answer.
		- The consensus responses from each group will be presented, and a single element of change will be selected for the in-person format, and another for the online format.
15'	**What is an indicator?**	In this section, we must present what an indicator is: observable elements (actions, words, etc.) that allow us to infer that a specific phenomenon is occurring.
		Dynamic:
		- After explaining what an indicator is, cards similar to Bingo cards will be distributed. There will be three types of cards: COVID, flu, and cold. Each card will specify the symptoms of each illness, categorizing them as common or uncommon.
		- The facilitator will randomly draw symptoms, and participants must mark them on their cards.
		- Anyone who completes all common symptoms can call out "line," and anyone who completes all symptoms calls out "bingo."
20'	**Design of indicators to promote change**	Building on the previous discussion, we need to create indicators that highlight the opportunities, capacities, and motivations for the desired change.
		Dynamic:
		With the same groups from the initial activity, participants should create a minimum of 2 indicators each that allow us to infer the existence of motivation (2), opportunity (2), and the capability for making the proposed change (2).
		We should allocate a minimum of 10 minutes for discussion.
20'	**First intervention proposal**	The participants will suggest an initial activity for intervention. The proposal should be related to the change we want to promote.
		Dynamic:
		- Maintaining the same groups, we will allocate about 10 minutes for them to

		come up with a straightforward intervention proposal. It could be a dynamic, a question, an action, etc.
	✳ 47	- The proposed activity should be related to the opportunity, capability, and motivation for change identified earlier.
		- Finally, we will spend another 10 minutes presenting all the interventions and selecting one.
5'	**Closure of the session**	Conclude by specifying the day and time of the next session.

MATERIALS
BLOCK 1 - Sexualities and affectivity with young people in leisure and non-formal education spaces **Session 4:** Application of the behavior change wheel methodology

| Content	Material proposed by ABD
What is an indicator?	It is recommended to add symptoms that are not there to make it more exciting. Below is an example of symptoms that could be provided. **Los diferentes síntomas de covid, resfriado y gripe** | Síntomas	Covid	Resfriado	Gripe
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Fiebre	Común	Raro	Común
Fatiga	Común	A veces	Común
Tos	Común	Común	Común
Pérdida olfato/gusto	Común	A veces	A veces
Dolores musculares	A veces	Raro	Común
Dolor de garganta	A veces	Común	A veces
Diarrea	A veces	No	A veces
Dolores de cabeza	A veces	Raro	Común
Falta de aire	A veces	No	No
Moqueo	Raro	Común	A veces
Estornudo	No	Común	No	 Fuente: María Elisa Calle y elaboración propia. EL PAÍS
	Criteria for selecting materials
	Here we must propose a practical exercise that allows us to quickly understand how to build and apply indicators. The choice or design of the exercise must take into account: - The phenomenon that we will propose to define through indicators must be everyday for the people attending. - The selected indicators must be clear, concise and known: in that they do not need to be explained. - The proposed exercise should not last more than 15 minutes.

BLOCK 2

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Prevention and managing substance use

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- **Session 1: Basic Introduction to Harm Reduction**

- **Session 2: Basic training on the substances most consumed by young people + Presentation of the practical exercise 2**

- **Session 3: Practical exercise: Observing drug uses in nightlife spaces**

- **Session 4: : Application of the behavior change wheel methodology**
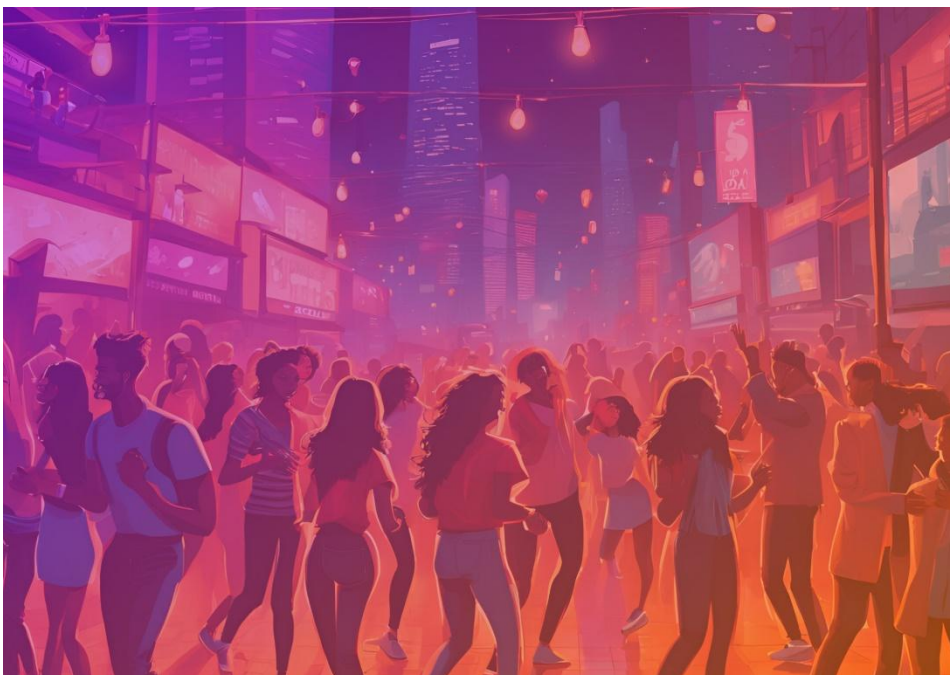
GENERAL THEORY ON THE CONSUMPTION OF SUBSTANCES

The use of psychoactive substances is not a new phenomenon, nor is it exclusive to contemporary societies. Throughout history, societies have managed the use of psychoactive substances in different ways, from its circumscription as a "cultural and social custom" delimiting the moments and spaces for its use, to uses regulated by beliefs or religions or directly prohibited and stigmatised by governmental or medical institutions. Currently, we find ourselves within what is known as the prohibitionist paradigm, understood as "[...] an idealised "drug-free world" (Parés, 2013). This social, cultural and legislative model proposes abstentionism, focusing on the consumption of psychoactive ilegalized substances as an undesirable behaviour: "To this end, the consumption of illegal psychoactive substances is criminalised, sanctioned, prohibited and restricted". (García & Faura, 2013)

This cultural, social, and legal structuring of substance use creates, on the one hand, types of substance use that are more **socially integrated and accepted**, such as alcohol or tobacco use. These substances do not face direct stigmatization—in other words, their use is not stigmatized in itself but rather through other intersecting axes of inequality, such as age, gender, or racialization. For example, the stigma faced by an older racialized woman drinking alcohol in a bar early in the morning is much greater than that faced by a white man of the same age engaging in the same behavior in the same space. In fact, the man's behavior may even be normalized.

On the other hand, it classifies a whole series of substances **within the framework of illegality**, grouping all substances, and the people who use them, within the same social imaginary that is stigmatized. In this way, legality is constituted as an axis that propitiates a whole series of stigmas for people who use certain substances, depending on their legal status.

Moreover, during the introduction of heroin use in Spain in the 1980s, a single category of "drugs" as a social problem was created and installed in the social imaginary, framing all illegal substances within a single model and creating stigma based on problematic heroin use that applies for every substance, especially through the generation of public opinion (the media, for example). It was installed a:

"[...]substance-type (heroin), a consumer-type (junkie), and a whole typical choreography [...]. The ideological exercise projected by public opinion creators about the pleasures and dangers of hard drugs - heroin and cocaine - did not provide much information, but rather a package of frameworks for interpreting a new social reality, which implied the need to organize a militant moral enterprise - disguised as therapeutic initiative - to defend against 'The Drug,' as well as the obligation of the State to finance solutions and treatment for the 'problem.' All of this would crystallize in 1985 with the creation of the National Plan on Drugs (PNSD)."[1] (Usó, 2013). [In addition to all this, it should be noted that this "typical consumer" is imagined as male, which contributes to the invisibility and stigmatization of women, further penalizing them.]

In Spain, the PNSD is the institution that guarantees the implementation of abstentionism and preventive policies in the Spanish State. These measures, which were presented by the state as the most humane, were successful thanks, in part, to the polysemy of their very wording. On the one hand, prevention can mean taking action to prevent, avoid, hinder or impede something, even justifying the introduction of prejudices. On the other hand, it can also be interpreted as knowing about harm in advance and warning and informing. In this way, it allows a wide range of actions

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[1] Translated from the original text in Spanish.

in the name of prevention, ranging from giving advice or information to financial or prison sanctions, also providing a disguise for prohibitionist policies.

In this sense, **prevention** is understood as any individual or collective measure or provision that is taken in advance to prevent something considered negative from happening or to compensate for the consequences of its occurrence. Gordon (1983) proposes classifying preventive actions based on the population group they target, dividing them into three types: **universal**, which includes measures recommended for the entire population; **selective**, which encompasses interventions aimed at specific subgroups identified by factors of inequality such as age, gender, or racialization, and who, due to these characteristics, are at greater risk of harm; and **indicated prevention**, intended for individuals who already show or experience higher risk factors. In the field of youth leisure and substance use, the different preventive actions could be:

- **Universal**: the main aim is to prevent substance use and delay the age of onset. It targets a broad population group, e.g. "young people". General strategies and actions are developed that try to provide this population with general tools, e.g. life skills.

- **Selective**: the aim is to prevent or reduce problems associated with drug use and is applied to specific population groups. It is aimed at groups of people who are more likely to use, such as "young people who go out partying".

- **Indicated**: aimed at high-risk individuals who use substances but do not necessarily have dependence problems, e.g. "young people who go out partying and drink alcohol".

It is in this context that the first harm and risk reduction interventions were born in Spain and many other European countries. The first, within the framework of the indicated prevention. In 1987, the first action to promote the use of disposable syringes was carried out, being one of the first harm reduction actions that did not pursue abstinence. The second, risk reduction, focuses its efforts on selective and indicated prevention, although it also develops universal prevention actions to provide the general population with tools to confront and manage substance use or contact with people who use substances. Both approaches, as Martínez and Pallarés (2013) point out, are two sides of the same coin, understood within the same framework:

"Certain consumption entails more risks than others, and by extension, there is a greater likelihood that harm will occur. The harms are the negative consequences, whether in the personal, family, or community sphere. [...] Risks are reduced to prevent harm, and harm is avoided by reducing risks. Two sides of the same coin."[2] (Martínez & Pallarés, 2013)

In the 1990s, changes took place in the substances most commonly consumed and the contexts of use, but especially in the psychoactive substance user population. This implies a change from localized actions with very specific contents aimed at a very specific type of population, to other types of more mobile interventions with much more variable contents and aimed at the middle class population.

"The change in terminology was motivated both by new contexts and intervention groups, and especially by the risks and harms that were intended to be avoided. While the harm that will occur if infected syringes are exchanged among intravenous heroin users in extreme marginalization is clear, conversely, it is more nonspecific and less likely that the same harm will occur if a 'wrap'

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[2] Translated from the original text in Spanish.

for snorting cocaine is exchanged among middle-class youth in the bathrooms of a large nightclub."[3] (Martínez & Pallarés, 2013)

One of the theoretical and practical bases of these intervention models is the approach, developed in a clinical context, of **Zinberg's triangle** (Zinberg, 1984) which proposes an explanatory model for understanding drug use based on three axes: **person, substance and context**. This approach proposes that it is the intersection between these aspects that determines the outcomes and impacts of drug use, indicating the aspects also on which interventions can be developed. Each of these axes is composed of a multitude of variables:

- **Substance**: everything that is related to the substance, e.g. what substance it is, type of effects and interactions with the body, route of use, frequency, quantities, mixtures, etc. In this sense, it is also important to consider how substances interact with hormones and their various cycles, which becomes particularly relevant for individuals undergoing gender-affirming processes.

- **Person**: individual biological characteristics, mood, psychological state, tolerance, family history of mental health history, biological predisposition, etc. Within this axis, though closely linked and constantly interacting with the broader context, we consider an individual's position in society—whether one of oppression or privilege—based on social hierarchies. This refers to how people embody their social standing and the inequalities they experience, and how these factors influence their relationship with substance use.

- **Context**: refers both to macro cultural aspects, such as stigmas about substances, the populations that use them, collective imaginaries, imaginaries surrounding substance use related to the structures that generate inequality, media discourses, legality, shared social meanings about certain consumption, etc., and to more particular and localised aspects such as specific urban orders, axes of discrimination that operate in a specific way according to spaces, relationships and dynamics regarding peer group consumption, more or less diverse environments, with more or less accessible services, etc., among a multitude of other local and particular aspects to be considered.

It should be noted that numerous contributions have been made to Zinberg's perspective in order to apply it beyond clinical contexts. In particular, efforts have been devoted to understanding how in different contexts the **axes of discrimination** are articulated and act, producing segregated leisure experiences and influencing people, their relationships with substances and their uses. Fernández (2020) describes how the axes of social class, gender and racialization operate in a nightclub in Tarragona. Significant gender differences and inequalities have also been found:

"On this level, it is important to highlight the differences according to the variable of gender: drinking alcohol allows the young men to reinforce their masculinity, whereas the young women who drink alcohol are penalized socially. Regarding perception of the amount of alcohol consumed, the informants of this study state that the young men drink to reinforce their pattern of masculinity ("playing the tough guy"). [...] The female informants of this study mention that their alcohol consumption patterns are criticized in their peer group. [...] Despite the social criticism they are subject to, the young women interviewed maintain patterns of heavy alcohol consumption that are related both to it being a coping mechanism and as a way of escape, as well as to fit in with the peer group." (Álvarez Bernardo, Romo Avilés & López Morales, 2022)

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[3] Translated from the original text in Spanish.

Gender introduces differences and particularities in motivations for drug consumption, patterns of substance use, and the effects and consequences of consumption. Depending on gender, individuals have specific relationships with substances, shaped by social expectations about men and women. In other words, these relationships are mediated by the hegemonic social perceptions that circulate within the gender inequality context in which these individuals are situated. In addition to common elements and characteristics, different patterns of use and motivations for starting or continuing drug use are not always consistent.

Likewise, **not all risk and protective factors have the same impact or influence on adolescence and youth according to gender**. Similarly, the consequences of substance use, abuse, and addiction also have different characteristics. We cannot offer the same responses, confront realities with the same strategies and tools when they are different.

Rodriguez, Megias and Martinez (2019) explain that previous studies have highlighted differences in consumption among women, both **metabolic** and **social and cultural,** which emphasize the importance of addressing how these differences affect **freedom of consumption, social intolerance regarding female consumption, unequal perception of drunkenness between men and women in public spaces, representation of promiscuity in leisure contexts, or risk assessment.** They emphasize some trends: how women are redefining their gender identities in relation to men through alcohol consumption (Romo Aviles et al., 2015), or how we find higher prevalence among women between 15 and 24 years old, a prevalence that decreases with age, something that does not occur in the case of men.

In an informative video by Fundación Salud y Comunidad (2018), Patricia Martínez explains how the gender perspective has traditionally been introduced and how it should be implemented to work toward equity and equality in the field of drug use:

"In the context of drugs, the category 'gender' is used to describe differences between men and women, but in reality, it is a much more complex category. It is a system of social organization that hierarchizes and stratifies society [...] Therefore, the gender perspective is not just about describing the differences between men and women; it provides a whole theoretical framework to examine and interpret those differences [...] and offers a way to analyze these issues from a standpoint of imbalance." (Martínez, 2018, Fundación Salud y Comunidad)[4].

The research conducted by the FAD (2019) in the context of Spain to delve into the effects that gender identities have on young people reflects that the ways in which younger girls consume alcohol in public spaces represent a break from traditional codes of femininity and masculinity, approaching behaviors traditionally identified in boys. As they get older, girls consume less than boys, both in terms of intensity, frequency, and quantity of substances. Discourses surrounding body image and aesthetic pressures play a central role in shaping the behavior of girls. These are just two aspects of the broader gender structure that burdens adult women, contributing to their gradual disengagement from substance use in recreational contexts. This structure includes greater caregiving responsibilities, relegation to the domestic sphere (often defined by roles such as mothers, wives, or caregivers), and, most notably, harsher social sanctions for drug use—particularly if it is abusive, involves illegal substances, or occurs in public spaces. As a result, women with addiction issues often consume substances in isolation, within private or clandestine spaces.

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[4] https://www.youtube.com/watch?v=wer7_ESo3N8

Despite this shift, substance consumption settings are still not perceived as belonging to girls in terms of gender norms. While girls may be present in these spaces, they do not inherently belong to them; rather, they occupy them by attempting to mimic "masculine behavior." However, this should not be seen as mere imitation, but rather as a decision-making process shaped by social recognition. In the context of recreational leisure and substance use, the social patterns that are most valued tend to be associated with masculinity. This observation highlights how androcentrism masks the fact that girls are not simply copying male behavior but are integrating into a socially validated form of behavior as a step toward gender equality.

Preventive messages aimed at young boys should aim to question the maintenance of old masculinity stereotypes, reinforcing the idea that being a man does not require taking risks or engaging in unhealthy behaviors. Similarly, it is crucial to foster an understanding of how these attitudes are socially recognized, in contrast to how women and feminized individuals are penalized (stigmatization, vulnerability to aggression, etc.). Young boys should be encouraged to rethink how their consumption habits and behavioral patterns are influenced by a masculinity that also pressures them, without falling into a victimization narrative that overlooks their gender privileges in terms of how they consume and occupy leisure spaces.

Preventive messages targeting young girls should focus on rejecting the traditional masculine model, which is associated with risk, and emphasize that equality means having autonomy, freedom, and the ability to define their own consumption patterns and place in leisure spaces. It is crucial to work with girls so they do not adopt behaviors traditionally associated with boys, raising awareness of their implications and reducing the likelihood of risky behaviors. The goal is to challenge masculine frameworks of success and social value, so as not to perpetuate advice or norms targeted at girls, as many behaviors are rooted in patriarchal mandates that place them in a position of devaluation and oppression. In sum, preventive messages for young girls should promote guidelines and advice within a framework of autonomy and the management of pleasure and risk that align with their needs and objectives in the context of leisure.

In general, within the scope of this training program, preventive efforts should address risky sexual practices related to substance use, considering not only the specific consequences of engaging in unprotected sex but, more importantly, the conditions, coercions, or pressures stemming from the heteropatriarchal system of domination that often leads women to engage in unprotected sexual practices. Therefore, it is crucial to address topics related to sexuality, one's relationship with their own body and body image, as well as interpersonal and romantic-affective relationships, where men's learned behaviors of violence and control pose one of the greatest risks to women. In this regard, it is essential to stop normalizing violent behaviors in romantic and sexual relationships, even the most subtle and overlooked ones, and to promote relationships based on consent, emotional communication, reciprocity, and self-awareness.

Furthermore, **age** can act as another axe on creating different substance uses. As Fabregat (2004) suggests, recreational consumption **among young people** is characterized by a pursuit of well-being and pleasure, driven by curiosity and the facilitation of social relationships. It constitutes a normalized type of consumption, not perceived as exclusive behavior but rather as part of a socialization process. Among the reasons for initiating consumption are:

- Feeling good

- Pursuit of immediate pleasure

- Disinhibition

- Increased energy

- Curiosity/desire to experiment

- Peer acceptance

- Norm transgression

- Feeling more mature

- Relief from unpleasant feelings

- Avoidance of problems

- Coping with boredom

- Imitation or influence of friends, family, or partners

- Disinterest in other aspects

While these motivations for engaging in recreational substance use can appear among all young people, the reasons behind them are deeply influenced and shaped by **gender**. *Curiosity or the desire to experiment* is a motivation that aligns more closely with masculine expectations and is, therefore, more accepted and encouraged among men than women. *Peer acceptance* is more strongly associated with boys' experiences, as it is linked to various rituals of masculinity-building in groups (consuming together, in large quantities, and in public spaces). In contrast, girls are often not accepted and may even face sanctions. If girls are accepted by male peers, it is either because they adopt masculinized behaviors and consumption patterns, which, as previously noted, hold higher social value; or because they "stand out" from other girls, who are generally undervalued—being "different from the rest" can serve as a source of validation. When discussing the *avoidance of problems*, it is not made clear what problems are being referenced, nor how these are deeply shaped and differentiated by gender. Even the way people manage these difficulties through substance use is gendered, as seen in the higher use of benzodiazepines by women for this purpose. Finally, in terms of imitation or influence from friends, family, or partners, a romantic partner has a much greater influence on girls (when the partner is male) due to the pressures of romantic love and belonging. However, for boys, the influence of a female partner on their substance use is not as significant. (Fundación Atenea, 2016)

The primary function of substance use among young people is **social or recreational** and is heavily mediated by peer groups. Activities like smoking and drinking are accompanied by rituals or behaviors that bond these groups, such as rolling cigarettes, sharing lighters, pooling money to buy substances, gathering around a hookah, binge drinking, or passing a joint. As mentioned earlier with motivations, these rituals are predominantly carried out by boys, and even when everyone participates, the rituals affect different people in various ways, manifesting differently and holding distinct meanings for each.

Many teenagers and young adults will engage in **regular weekend substance use**, while some may experiment with other substances occasionally without it affecting their daily responsibilities. Only a small minority will develop **problematic patterns of use**, and within this group, it is primarily boys. This is due to the **interaction of various social structures**, where gender and masculinity norms play a significant role. On one hand, substance use is strongly tied to masculinity (with the exception of benzodiazepines), and boys tend to perceive less risk across

all drugs. On the other hand, emotional disconnection, the positive social value of using substances, and the tendency to take risks are key aspects of masculinity that contribute to this behavior. These and other factors, combined with other axes such as age, social class, and racialization, result in men being more likely to develop problematic substance use.

However, this does not mean that women or people of other gender identities are not affected by problematic substance use. In fact, in addiction treatment services, women and individuals with diverse gender identities are **underrepresented**, despite making up a minority of users. This is partly due to these services being designed from an androcentric perspective, creating barriers to access and retention. Additionally, women face greater societal stigma for using substances, their substance use is often more invisible, they tend to seek help later, and other factors contribute to their underrepresentation in addiction services.

Regarding recreational use patterns, while these may not lead to addiction, they can still result in abuse and risky behaviors. Therefore, when developing specific prevention messages for young people, as García and Faura (2013) state, it is important to consider peer groups, the information provided, and the language used:

"Lack of mobility: each unit typically contains a large amount of information that often cannot be retained in a single reading; this leads young people and adolescents to retain them and not share them among their peers. The discourse of risk reduction in informational brochures tends to address the individual as the sole interlocutor, meaning they are usually directed at the reader in the second person singular, and consequently, emphasis is placed on individual responsibility for consumption."[5] (García & Faura, 2013)

One of the fundamental bases of these approaches is to approach substance use from a **perspective free of prejudices** that are culturally transmitted collectively, consciously or unconsciously. This is why it is preferable to talk about **psychoactive substances** and not drugs, as this concept implies a moral and cultural burden that makes it difficult to work with substance users for their well-being.

In the following, three definitions of "drug" will be discussed and the most appropriate one for risk and harm reduction will be explained. Firstly, Parés proposes:

"[...] The category of 'drug' has operated as a scapegoat for contemporary society [...] it has allowed for the articulation of so-called symbolic violence, which is the mechanism of domination upon which it depends for the dominated to understand, accept, and reproduce the terms of their own domination."[6] (Parés, 2013)

This definition focuses on how the concept of "drug" is a **social construct that is used to articulate forms of symbolic violence**, for example, through the stigmatization of certain substance use by different groups in the lower social strata.

The second definition is that proposed by the WHO:

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[5] Translated from the original text in Spanish.
[6] Translated from the original text in Spanish.

"Drug is any substance that, when introduced into the body by any route of administration, alters in some way the natural functioning of the individual's central nervous system and is, moreover, capable of creating dependence, either psychological, physical, or both."

While this definition starts by focusing on the **strictly biological and the interaction between substances and the human body,** the final part links these substances to the possibility of creating dependence. As a consequence, this makes only one possible outcome of drug use visible, making other risks invisible.

Finally, and the definition that is considered the most appropriate for risk and harm reduction is the one proposed by Oriol Romaní:

"They are chemical substances that enter the human body, with the ability to modify various functions of it (perception, behavior, motor skills, etc.), but their effects, consequences, and functions are conditioned, above all, by the social, economic, and cultural definitions that generate the social channels that use them."[7] (Romaní, 1999)

This definition is based on a **scientific perspective, free of moral prejudice, and articulates the 3 axes of Zinberg's triangle without placing one axis above the other**s. It addresses the substance-body interaction, aspects of the person and contextual characteristics, leaving open the possible outcomes of use depending on all these aspects.

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[7] Translated from the original text in Spanish.

GLOSSARY

Finally, a glossary of basic terms for risk reduction and the approach and differentiation of consumption in recreational leisure spaces is presented.

Use: a way of relating to substances in which, due to quantity, frequency or the physical, psychological and social situation of the person, there are no immediate negative consequences for him or her or his or her environment. It is a mode of consumption that can be responsible, with certain controllable associated risks. It occurs when the positive effects outweigh the negative ones. The use of a substance has no significance in itself, but its meaning, effects and consequences are determined by the cultural context and the specific context of the person and his or her peer group, the substance and the person. No moral burden should be applied to it and no negative effects should be assumed in the medical, social, family, etc. spheres. In the absence of other specifications, it should be understood as isolated, occasional, episodic use, without tolerance or dependence.

Risky or harmful use: Uses of psychoactive substances where risk factors are clearly present, visible, experienced and lived by users. These types of use may include different aspects of Zinberg's triangle. For example, binge drinking or mixing may be risky practices in relation to substances; using psychoactive substances when under stress or with mental health problems may constitute risky uses related to the person; while using psychoactive substances in contexts where discrimination and segregation are experienced may generate more risky uses. Traditionally, in discussions about drugs, some risks associated with recreational activities—such as unprotected sex and sexual violence—have been attributed to substance use. This is problematic because it shifts the focus to the causality of violence through substance use, when in fact, these risks stem from gender structures. In such cases, substance use can, on one hand, escalate or intensify aggression, and on the other hand, there is greater impunity for such violence due to the patriarchal bias in how substance use is perceived: it justifies the aggressors and blames the victims.

Abuse: This is a type of risky use in which one or more substances are consumed in high doses and sometimes in a short period of time (binge-drinking) during one occasion, repeated more or less frequently throughout the different experiences of use. This type of use often causes harm, either mentally or physically, or in the family, socially, within the peer group, etc. Abuse does not necessarily imply dependence, but it is a risk factor due to increased tolerance, harmful patterns of consumption, biological risks, etc. Abuse is not synonymous with use. There is use without abuse, just as there are specific occasions when substances are abused. Similarly, in addition to biological indicators (doses and times), there is a culturally subjective notion of what substance abuse is, thus generating stigmas about certain substance use, just as there are personal experiences such as hangovers or bad experiences that are experienced as substance abuse by people without necessarily fulfilling the biological markers of substance abuse.

Dependence: is the set of cognitive, behavioural and physiological symptoms that occur when a person ceases to use a substance and continues to use despite the occurrence of significant substance-related problems. There is enormous inter-individual variability. There are people whose personal and environmental factors make them more prone to situations of dependence, provided that other conditions or circumstances are also present, and there are other people who, even though they have contact with substances, will not develop problems associated with their use. It should be noted, as in the case of "abuse", that when discussing environmental factors, structural factors such as gender, age, social class, or racialization, and their interrelation are also included. In the practical application of this concept, debates arise about "what constitutes

dependence and what does not," and therefore, what is considered a problem and what is not. In the application of these criteria, androcentric models often become apparent, which tend to overlook women's substance use and result in treatment services for people with dependency that are predominantly designed for men.

Route of administration: The way in which the substance is introduced into the body. This is important to consider as different routes imply different risks associated with the substances. They are absorbed in different ways and by different mechanisms, affecting different organs, with different absorption times, recommended re-dosing times, different onset of effects and comedown times, more or less intense effects, etc.

Tolerance: A state of adaptation of the organism characterised by the progressive decrease in the effects of a substance as it is consumed repeatedly, or the need to increase the dose to achieve the same initial effects. In other words, if the dose is maintained over repeated use, the effects will be reduced. As the dose is increased to achieve the desired effects, the risks also increase. Not all substances have the same degree of tolerance, nor do all human bodies become accustomed to different types of substances in the same way. It is variable over time, so if a substance that was previously taken regularly is not taken for a long time, tolerance decreases and the effect will be more intense.

Polydrug use: The practice of using more than one substance at the same time or consecutively. This can occur for a variety of reasons, ranging from pleasure enhancement to harm minimization.

Poisoning or Overdosage: Poisoning is the body's reaction to contact with any substance. It is acute or overdose when clinical symptoms appear after recent exposure to a potentially toxic dose of the substance. Intoxication occurs when a person has consumed more than their body can tolerate, experiencing harm from consumption without necessarily putting their life at risk.

Dose: The amount of substance taken. Each substance has its own measurements and presentation formats, but in a standardized way it is counted in grams or milligrams, micrograms, etc., including presentations in liquid format such as alcohol with the standard beverage (SB). Information and resources for calculating recommended doses of legal and illegal substances are available for the most commonly consumed substances. The recommended doses for each substance are based on a number of factors, including the times between doses and the routes of administration to be used.

Overdose: Harm experienced as a result of consuming a larger dose than the body can handle and process, either from consuming a large amount of substance at one time or from consuming many doses in a short period of time. It is vitally important to provide medical attention in these cases as it is a life-threatening consequence of consumption, which is the difference with intoxication. In the case of alcohol, for example, an alcohol overdose is called an ethyl coma.

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BLOCK 2 - Management and Prevention of Drug Use	
Session 1: Basic Introduction to Harm Reduction	

Session Overview

Time: 3 hours

To apply the harm reduction perspective, we will first address the various definitions of "drug" that have been proposed, emphasizing the socio-political implications of each. Similarly, we will explain the different medical models for addressing psychoactive substance use that have emerged, leading to the person-centered model of harm reduction. Next, we will introduce the Zinberg Triangle as a theoretical framework to understand substance use and its consequences and to begin planning an intervention in the field of substance use by applying a biopsychosocial approach. Finally, various sources of information on the substance use of the general and specific population will be presented to initiate the initial steps of an intervention.

Objectives:

- Present the different definitions of the concept of "drug," its social and cultural implications, and which definition harm reduction works with.

- Introduce the different medical models for addressing individual substance use and present the theoretical and practical model of harm reduction.

- Introduction of the biopsychosocial intervention model and gender perspective intervention approach.

   Basic concepts and use of information sources on substance use in the general and specific population for the initial steps in designing an intervention in the field of substance use.
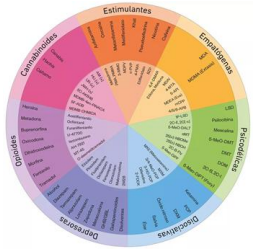
Time	Contents	Description
10'	**Presentation of the second block and the session**	Presentation of the contents of the block: different concepts about "drug" and derived intervention models; the biopsychosocial model, the Zinberg Triangle, and harm reduction; general and specific information sources; basic training on the most consumed substances among the young population; breathalyzer and responsible alcohol dispensing; risk consumption and risk behaviors. The first three topics will be addressed in this session.
45'	**The different definitions of "drug" and the derived intervention models**	The session will begin by watching a video about experiments with mice to illustrate substance addiction, specifically the Rat Park experiment. Once viewed, triggering questions will be asked, and participants can provide responses either verbally, on a whiteboard, or individually written on papers. **Questions for discussion:** - What is a drug? What do you imagine when we talk about drugs? Who uses them? Who comes to mind when you imagine it? How are drugs defined? - What is the worst drug? Is it equally "bad" for everyone? Are some drugs worse

		for women and others for men? Are certain drugs worse for young people and others for adults? The most relevant aspects will be collected, and the various definitions will be presented as they come up and are related. In this way, three definitions will be addressed, including one from Oriol Romaní, another from the WHO, and another emphasizing its aspect as a category of social control. The prohibitionist model (supply and demand reduction - prevention), different medical models for addressing substance use, leading to harm reduction, will be explained. This content will be concluded by relating Oriol Romaní's definition to the role of mass media in constructing the consumption of young people as a social problem.
55	**Risk and harm reduction, the biopsychosocial approach and the Zinberg triangle**	This content block will begin by projecting two preventive campaign videos from two different perspectives: one focusing on fear and damage, and the other from a selective prevention or risk reduction strategy. After watching them, the **following questions** will be posed: - Is it prevention? What type? - What preventive messages have you seen? - To whom is the message directed? What are its objectives? Finally, a third video of a prevention campaign for people who consume alcohol will be shown. The **previous questions will be repeated, and additional questions** may be added: - How are the consumptions approached in the videos? - What differences are there in the messages? The group will be animated to generate discussion around preventive messages and different strategies. This will be an opportunity to introduce harm reduction, emphasizing: - Does not promote consumption or abstinence - Free from moralism and stigma - Focused on individuals and their specific realities - View of drugs as substances with certain risks and harms, as well as pleasures Next, the perspective of harm reduction will be explained and argued, illustrating how it can be implemented through the biopsychosocial model expressed in the

Zinberg Triangle. The three aspects comprising it will be explained in detail:

- **Substance (bio):** type of substance, timing and dosage, purity and adulteration, mixes and interactions, consumption methods, tolerance, frequency, etc.

- **Person (psycho):** mood, expectations, biological and physical characteristics, history of illnesses, family history of mental health, stress, rest, nutrition, etc.

- **Context (social):** the circumstances in which the consumption occurs, beliefs and stereotypes about substances, stigmatization of leisure practices and consumption, segregation systems of spaces and leisure practices, hegemony and its consequences, diversity and inclusivity of the space, presence of cures and their types, available services, exclusion from spaces and consequences, different consumptions according to stigmas embodied in the place, etc.

It is important to emphasize the context factor, which is the aspect that can be known in a less invasive manner and one of the central elements on which interventions will be carried out.

60'	**Basic concepts and general and specific sources of information**	This final section will begin with an **open question**: - Is responsible consumption possible? Basic concepts for understanding substance use from a harm reduction perspective will be introduced. **The following will be presented**: - Types of substances, using the **Drugs wheel** by effects - Definitions of use, risky use, abuse, dependence, route of administration, tolerance, polydrug use, intoxication, dosage, overdose, and poisoning Finally, informational resources on substance use in the general population and student population, along with other general and specific sources of information on substance use, will be presented.

MATERIALS	
BLOCK 2 - Management and Prevention of Drug Use **Session 1:** Basic Introduction to Harm Reduction	
Content	**Material proposed by ABD**
The different definitions of "drug" and the derived intervention models	Support material will be used to present the videos and other audiovisual materials. It will contain the three definitions of "drug" proposed in the theoretical framework (WHO, Parés (2013), and Romaní (1999)), explanations about drug models, and various press clippings and videos from mass media. To relate Romaní's definition to the role of mass media, different clippings of headlines from print media, videos, and/or materials deemed appropriate will be used.
	Criteria for selecting materials
	It is recommended to use the WHO definition. For the other definitions, reference authors from each territory can be used, as long as they meet the following criteria: - **To replace Parés' definition**: Definitions that highlight how the category "drug" is a social construct that allows, through the stigma of certain populations and/or consumption, the articulation of forms of symbolic violence and mechanisms of domination. - **To replace Romaní's definition:** Definitions that articulate the pharmacological aspect on the central nervous system with the biopsychosocial or Zinberg approach. For the selection of press or media materials, the criteria are: - It discusses the consumption of the young population. - It stigmatizes these consumption and practices. - With a sensationalist and sexist tone that exonerates the aggressors, it humanizes the substance by using terms like "cannibal drug," "willpower-annulling drug," etc., demonizing it and subjecting it to taboo, misinformation, and obscurantism. - Excessive or sole visibility of negative practices. - Presentation of the consumption, spaces, and leisure practices of the young population as a dangerous, risky, excessive, etc., context.

Risk and harm reduction, the biopsychosocial approach and the Zinberg triangle	**Material proposed by ABD**
	The videos used by ABD to present the **different prevention approaches** are the following: - Universal Prevention: Video ["Una mala noche"](#) (FAD, 2010, directed by Alex de la Iglesia) - Selective Prevention: Video ["Aviso para personas que vayan de fiesta a Holanda y tengan pensado consumir sustancias"](#) (Unity, Netherlands, 2018) - Indicated Prevention: [Brief harm reduction campaign on alcohol](#) (Energy Control, 2015) To explain the **Zinberg Triangle**, two videos focusing on the same substance but in different contexts will be used. The selected videos are a segment from the movie Pulp Fiction (from minute 27:00 to 31:15) where the character played by John Travolta buys and consumes heroin. The second video is a pre-cut segment from the documentary "Los jóvenes del barrio 30 años después." - Link to watch Pulp Fiction: [Watch Movie] (https://www.cuevanahd.net/pelicula/tiempos-violentos/) - Documentary "Los jóvenes del barrio 30 años después": Different populations and individuals appearing in the videos will be contextualized; the first reflects a relaxed and stress-free person with a well-paying job, coming from vacation, white, from an upper-middle-class, and not involved in marginalization. The second video, on the other hand, focuses on a racialized and economically disadvantaged population in Barcelona, with poorly paid jobs and few opportunities, from a lower class, and in a marginalized context. The presentation of the content will be supported by a PowerPoint or similar tool and will be accompanied by theoretical references related to the Zinberg Triangle and its implementation
	Criteria for selecting materials
	Regarding the videos on **different prevention approaches**: - The video for **universal prevention** can be chosen from national campaigns. It's important that the video is fear-based, associates substance use with a negative experience, and openly or indirectly promotes non-consumption. - Regarding the **selective prevention** video, the suggested one is from the harm reduction service in the Netherlands (Unity). It is in English with subtitles available in Spanish, French, German, and Italian. If you want to use your own, it should reflect prevention targeted at people going out, addressing general aspects of substance use without providing specific guidelines on any substance. - For the **indicated prevention** video, you can use your own resource as long as it focuses on the consumption of a substance with practical information on how to engage in lower-risk consumption. It is advisable that the video addressing the substance be present in

the context where the pilot will be implemented.

For the material used to explain the **Zinberg Triangle**, the selection criteria are:

- Use materials that address the same substance and are used by different population groups.

- Ensure that the comparison between the contexts inhabited by substance users reflects differences in social class and racialization in the impact of their consumption.

- Clearly and directly contrast the stigmatization of a specific population group through the substance

Basic concepts and general and specific sources of information	**Materiale proposto da ABD**
	The presentation of these topics will be done in **KAHOOT** or similar format.
	For explaining the types of substances, it is possible to use The Drugs Wheel
	The sources of information that will be presented are the official ones (ESTUDES and EDADES), the regional observatories, in this case Catalan, other regional resources and Energy Control's own studies.
	Criteria for selecting materials
	The platform for making the presentation of content more dynamic can be chosen based on the ability to convey key definitions of the concepts. It is recommended to use the same definitions for the concepts. The substance wheel is in English. If available, a version in the respective languages can be used.
	The information sources to be presented are at the discretion of each partner. It is recommended to use official information sources (state surveys, population studies, etc.), regional or autonomous resources, and specific studies related to people who use substances recreationally.

<table>
<tr><td colspan="3" align="center">BLOCK 2 - Management and Prevention of Drug Use

Session 2: Basic training on the substances most consumed by young people</td></tr>
<tr><td colspan="3" align="center">Session Overview</td></tr>
<tr><td colspan="3">

Time: 2 hours

Once the basic principles of risk reduction have been covered and essential tools provided to identify and distinguish between different substance uses, it is also necessary to have basic information about how these substances function to discern between risky uses. Similarly, strategies to reduce these risks and promote better consumption management need to be understood. The substances most consumed by the population aged 16 to 24 in each context will be addressed. Distinctions between riskier consumption patterns, especially those involving risk, will be explored. The fundamentals of responsible alcohol dispensation will be covered, and finally, the use of the breathalyzer will be introduced as a specific tool.

Objectives:

- Provide basic information with a gender perspective on the substances most consumed by the population between 16 and 24 years old in leisure spaces.

- Define the difference between risky substance use and risky behaviors.

- Convey the values and basic practices for responsible alcohol dispensation.

- Introduce the use of the breathalyzer as an intervention tool in nighttime recreational contexts with young people.

</td></tr>
<tr><td>Time</td><td>Contents</td><td>Description</td></tr>
<tr><td>5'</td><td>Presentation of the session</td><td>Presentation of the contents of the session: Basic introduction to the substances most consumed by the young population, risky substance use and behaviors, responsible alcohol dispensation, and the use of the breathalyzer as a tool.</td></tr>
<tr><td>70'</td><td>Basic training on substances</td><td>The session will begin by watching a brief news video from a Spanish media about the use of reactive strips to detect substances in drinks by women going out at night. A triggering question will be posed to the entire group:

- Do you think there are substances that, in one way or another, facilitate sexual violence in nightlife spaces?

Responses from the group will be collected, and a debate will be encouraged. Once considered, the responses will be gathered, and a definitive answer to the question will be provided: No.

In relation to the video of the news presented, the following points will be highlighted:

- The focus is on "chemical submission substances" or "date rape drugs" (such</td></tr>
</table>

substances don't actually exist), but not on any specific substance.

- Available epidemiological data show that the substance most commonly present in cases of violence is alcohol.

- No specific substance is mentioned, only test strips. But what are they supposed to detect?

- No mention of anything about the perpetrators, nor any reference to the gender structure or macho culture that fosters the environment for these forms of violence.

- Use of data on chemical submission, but no mention of the types of assaults (opportunistic - the majority - and premeditated).

- The discourse aimed at women, as an additional strategy to "be careful" because "these things happen," blurs the role and responsibilities of the aggressors and the sex-gender system as the root of the violence. It can be emphasized that this shift in responsibility leads to blaming women if they do not follow the "be careful" norm.

The **Drugs Wheel** will be shown again, and the main effects will be recalled. The difference between the two types of sexual violence or assaults involving the presence or use of drugs will be explained: opportunistic and proactive. For each of the selected substances, in this case, tobacco and vapes, Poppers, energy drinks, cannabis, and alcohol, the following will be explained:

- Type of substance, pharmacological effects on the body and mental state

- Pleasures, perceived risks, and care strategies

- Dosages and mixtures

- Undesirable effects, immediate, short-term, medium-term, and long-term

In the case of ABD, cannabis and alcohol will be explained using audiovisual material. Each substance section will end with some **triggering questions** for them to define lower-risk uses based on the information provided:

- What would responsible consumption of X substance be like? And risky consumption?

- What should be considered to minimize risks?

- Can you think of any care strategy?

Specifically, regarding the alcohol video, gender perspective care will be introduced, taking advantage of the comments of the young people in the video.

With the use of these questions, the goal is to provide basic and specific knowledge on how to distinguish higher or lower-risk consumption based on the pharmacological aspects of substances.

		This block will be concluded by introducing the idea of **risk behaviors related to substance use**, for example, driving, not using barriers in sexual relationships, etc. It is important to end with alcohol to start the next block.
45'	**Responsible Dispensing of Alcohol (RDA) and the Breathalyzer as a Tool.**	Compiling the information just provided about alcohol as a substance, we will move on to explain the fundamentals of **Responsible Dispensing of Alcohol** (RDA), the role that nightlife staff can play, and practical tips for its implementation. Finally, we will introduce the use of the **breathalyzer** as a tool for intervention and research in risk reduction in nightlife contexts and alcohol consumption. It is important to clarify necessary aspects for the effective use of this device: - It should always be done accompanied by a trained person. - It should be accompanied by essential questions for advice. - Protect the anonymity of individuals undergoing breathalyzer tests and in the subsequent data analysis. - Continuous presence of the tool and individuals in the same context is recommended. Formulating and including research questions.

MATERIALS
BLOCK 2 - Management and Prevention of Drug Use **Session 2:** Basic training on the substances most consumed by young people

Content	Material proposed by ABD
Basic training on substances	The video of the news is available in this link. The information about substances used is from the **Energy Control website**, as well as from internal training and work documents. For the introduction of cannabis and alcohol, proprietary audiovisual material will be used, consisting of two parts: a first part showing the process of rolling a joint to work on specific RDR measures. Cannabis and alcohol will be introduced using ethnographic material with young people drinking outdoors before entering a nightclub; the video includes questions about alcohol consumption and the responses of the young people attending the party: https://drive.google.com/file/d/1G28o9iErUfUclS_rWNbLEx-RriNepnls/view
	Criteria for selecting materials
	Regarding the selection of audiovisual materials, the criteria for the **introductory video** of the block are as follows: - The video focuses on a pharmacologically non-existent category of substances, "date rape drugs," exemplifying the use of "drug" as a device for social control. - A measure to detect substances is proposed, but no specific substance is mentioned. - A harm reduction measure is proposed that places more responsibility on women and does not focus on the aggressor. - The video does not mention the perpetrators or the two different types of substance-facilitated sexual assaults: opportunistic and premeditated. - No intervention with the aggressor is proposed. Regarding the material used for **basic substance training**, partners can use their own information about substances or information provided by Energy Control or from their own services. The information should be scientifically verified. ABD has preferred to use audiovisual materials to make the transmission of content more engaging. The use of audiovisual materials is at the discretion of each partner. An article of reference can be provided as bibliography when discussing about sexual violence linked to drug use: - Bendau, A., Michnevich, T., Petzold, M. B., Piest, A., Schmolke, R., Jakobson, D., Ahrend, K., Reitz, T., Roediger, L., & Betzler, F. (2023). Spiking Versus Speculation? Perceived

	Prevalence, Probability, and Fear of Drink and Needle Spiking. Journal Of Drug Issues. https://doi.org/10.1177/00220426231197826
	If you decide to use audiovisual material, it should meet several, but not all, of the following criteria:
	- It shows the preparation for the consumption of the specific substance.
	- It discusses the routes of administration, quantities, and frequencies of consumption.
	- It highlights the sought pleasures and perceived risks in the consumption of that substance.
	- It visualizes care and/or risk reduction strategies.
Responsible Dispensing of Alcohol (RDA) and the Breathalyzer as a Tool.	**Material proposed by ABD**
	The basic pillars of **Responsible Alcohol Dispensation** (DRA) are as follows:
	- Preventing the sale of alcohol to minors (strategies and ways to refuse)
	- Trying to avoid incidents related to alcohol intoxication (prevention strategies and recognition of intoxication)
	- Preventing drunk driving (breathalyzers and promotions of alternative transportation)
	- Identifying and preventing, and intervening if necessary, situations of violence (coordination with other services and training)
	Materials used: Guide to recommendations on alcohol and other drug consumption at local festivals.
	As for the use of the **breathalyzer** as an intervention tool, there is no specific manual of good practices. The provided five points are based on professional experience during its application.
	Criteria for selecting materials
	Regarding the specific contents of the RDA, as long as the basic principles are respected, the strategies can be adapted to specific contexts. It is recommended to use official reference guides, such as the one produced by the public health agency of Catalonia.
	The criteria for using the breathalyzer are based on our professional experience with this tool. For its adaptation, one can either extrapolate the discussed principles, apply their own, or use a combination. In the case of using another tool during the intervention, this space can be used to present that tool.

<table>
<tr><td colspan="3" align="center">**BLOCK 2 -** Management and Prevention of Drug Use

Session 3: Presentation of the practical exercise.</td></tr>
<tr><td colspan="3" align="center">**Session Overview**</td></tr>
<tr><td colspan="3">

Time: 1 hour

The sessions prior to the practical exercise will be used to introduce the practices and the materials used for it. In this session, in addition to presenting the next practical exercise, we will engage in exercises to improve our ability to argue certain types of comments.

Objectives:

-   Perform argumentation exercises.

-   Present an observation site or ethnographic material for analysis.

-   Draft a research question in line with the presented site or materials.

</td></tr>
<tr><td>**Time**</td><td>**Contents**</td><td>**Description**</td></tr>
<tr><td>5'</td><td>**Presentation of the session**</td><td>Present the activities.</td></tr>
<tr><td>20'</td><td>**Counter-arguing prejudices about our own intervention and considerations for the intervention.**</td><td>We must explain that any intervention involves an ideological and political standpoint, and not everyone receiving the intervention has to agree. These disagreements may lead to conversations with certain degrees of tension. Therefore, we need to articulate why we are doing what we do without exposing ourselves and ensuring that all team members are comfortable during the intervention.

Dynamics:

-   Form groups.

-   Using audiovisual material, initiate a discussion about the potential violence and/or prejudices that we may encounter during our intervention.</td></tr>
<tr><td>30'</td><td>**Presentation of spaces, techniques, and materials for the practical exercises**</td><td>We should start by clarifying that, for the practical part of the training, individuals can opt for online or in-person format. Adequate time will be allocated for the selection process and group formation.

1. Online format

We will propose the analysis of a document considered ethnographic, as long as it reflects or captures any aspect we wish to explore: practices, imaginaries, situations, spatial configurations, etc. To guide the analysis, a set of questions to</td></tr>
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		be answered will be provided.
		Dynamic:
		- People who cannot or do not want to perform participant observation will do this exercise.
		- In the online format, each person must carry out the exercise individually. Therefore, we will only present the Questions to facilitate the analysis (see Materials section) and basic information that serves to contextualize the material that we are going to analyze: Who did it? What contexts is it referring to? What type of profile of people will appear? What type of format does it have? How long will it take us to see or read it?
		2. In-person format
		A location will be proposed for a two-hour observation. Tools for recording data and a script of questions to guide the observation will be provided and described. It should be clarified that, under no circumstances, will covert work be undertaken, explicitly stating our role in all interactions.
		Dynamic:
		- First, we will form the groups that will carry out the observation. Depending on the nature of the selected locations, it is recommended to determine the group size, discouraging groups larger than 5 people.
		- The observation site will be contextualized with very general information. Keep in mind that these should be places where the trainers have previously worked.
		- It's important to explain that each individual should record voice notes during the observation, as they should have answered at least one question from each section of the Observation script for the next session.
		- To facilitate the work, we can offer the option for groups to pre-assign different questions blocks.
		- In addition to participant observation, other available tools and techniques should also be presented, both to establish rapport and to collect information. See **Techniques for observing a leisure space** in the Materials section.
		Finally, we must specify the starting and ending points of the observations.
5'	**Closure of the session**	Conclude the session by specifying the day and time of the next observation.

MATERIALS	
BLOCK 2 - Management and Prevention of Drug Use **Session 3:** Presentation of the practical exercise	
Content	**Material proposed by ABD**
Counter-arguing prejudices about our own intervention and considerations for the intervention..	Tiktok @manuel_irene, "I find it very shameless": video where a TikToker expresses a very negative opinion about the analysis service of Energy Control, accusing it of promoting consumption. **Trigger questions:** - How would you counter the arguments of this person? - What would you do if someone spoke to you in that tone? How would you handle mansplaining? - What would you do if someone on your team was spoken to in that tone? - How would you politely end the conversation?
	Criteria for selecting materials
	In this part of the session, we need to provide audiovisual materials that support the theory and allow us to reflect on **prejudices and violence** that we may encounter during intervention. The video should include: - Opinions that we consider prejudices or stereotypes. - The opinions should be against a type of intervention similar to what we usually do.
Presentation of spaces, techniques, and materials for the practical excercises	**Online format - Material proposed by ABD**
	We propose the following video, which contains three campaigns for alcohol prevention. **Questions to facilitate the analysis:** - Do you find the way they portray consumption and its consequences realistic? - Are the recommendations the same for men and women? - Do you think the video creator identified elements for change? - What specific risks in consumption can you imagine for men and for women? How would

you address them?

Online format - Criteria for selecting materials

We should select documents that we consider **ethnographic**, in the sense that they showcase practices, situations, or opinions in nightlife spaces that we want to work on or analyze. In this regard, they should be comparable or somehow equivalent to the nightlife spaces we plan to observe in person.

We can choose both audiovisual and written documents, but it's essential to note that we will repeat the exercise in the practices of the first three blocks. Since the themes addressed in each block are related but different, the selected documents may be interconnected, or we can construct a fictional relationship, always ensuring that the realities depicted are comparable or equivalent in some sense.

Here are some ideas for different formats that could be useful, such as **documentaries, YouTubers, or fictional series**. Different situations can also be presented based on the experience of the educators; however, this presents the challenge of designing a document rich enough in opinions and descriptions.

It is recommended to follow the following criteria when selecting or designing these materials:

- They should refer to a nightlife space similar to the ones we typically engage with.

- They should allow for discussing the topic corresponding to each block.

- They should be rich in first-person descriptions and/or opinions.

- They should depict a situation or practice that we wish to analyze.

- They should engage the participants in the training.

In-person format – Material proposed by ABD

Techniques for observing a leisure space.

- **Non-participant digital observation:** Observing the social media of bars and nightclubs linked to the observed spaces or part of the observation itself can provide valuable information. Pay attention to photos, opinions, and videos. Compare the opinions of the venues with those of the users. Never intervene in chats or other spaces covertly.

- **Shazam:** Analyzing the songs being played can provide a lot of information in an initial observation.

- **Photography:** It can be a tool that provides information for the description of spaces or urban elements that are considered relevant. Never show faces or recognizable elements such as tattoos, and avoid excessive use of this tool or using it to capture people in compromising situations.

- **Knowledge assessment dynamics:** "Drug Trivial": Questions are asked about different concepts related to consumption following the dynamics of a board game.

- **Breathalyzers:** Breath alcohol tests will be used to gather data on alcohol consumption and polydrug use.

- **Priority diagram:** Using a target as a diagram, individuals present in nightlife spaces will be invited to build their ideal party, placing the most important elements in the center and the rest on the edges. It is recommended to provide some elements in advance to enhance the development of the dynamic.

- **Audio recordings:** Participants will be encouraged to record on-the-spot audio notes with their impressions and descriptions of places, situations, practices, and opinions. Directly recording the people being observed is not appropriate, as it is not an interview.

Observation script:

1. **Describe one of the observed groups.**

   - How would you describe the majority of people in this space?

   - Did anyone catch your attention? Why?

   - Have you detected prejudices about consumption?

   - Have you detected myths or misinformation about substances?

2. **Describe the space.**

   - Is it homogeneous?

   - Are there different areas? Are they used the same? Have you detected specific consumption in any particular place?

   - Do all people use all spaces in the same way?

3. **Describe the practices.**

   - What is the main substance? Have you detected other substances?

   - Have you detected gender stereotypes and sanctions regarding consumption? Which ones?

   - Have you detected risky behaviors? Which ones?

4. **Are the three necessary elements for change present?**

In-person format – Criteria for the selection of leisure spaces

Criteria for group selection:

- The observation group cannot exceed 5 people, not including the trainer.

- If necessary for logistical reasons, groups can alternate between observation and online work in successive exercises.

- It is recommended to consider the group composition, at a minimum, in terms of gender diversity.

Criteria for location selection:

- It should be a nightlife venue where the educators have previously worked. Preferably, it should be the same place where the pilot intervention will take place later

- If it is a location where violence occurs, we should question the relevance for an initial observation. In this case, we should consider the previous experience of both the educators and the participants in this or other locations. Participation should never be forced.

Safety elements:

- Consider the arrival and departure from nightlife spaces, ensuring the safety of all participants. Joint arrival and departure from evaluated safe points are recommended.

- Create WhatsApp groups (or similar) for communication in case of group division or if someone gets lost.

- Do not carry out observations alone.

- Listen to both those accompanying us and those we accompany: do not expose anyone to unwanted situations, end the observation if someone in the group requests it, and in general, show sensitivity and camaraderie within the team.

- Ascolta sia chi ci accompagna che chi noi accompagniamo: non esporre nessuno a situazioni indesiderate, termina l'osservazione se qualcuno nel gruppo lo richiede e, in generale, mostra sensibilità e cameratismo all'interno del team.

Criteria for tool selection

Each partner should use the elements they consider most appropriate in their context. It is recommended that these be dynamics or strategies that trainers routinely use in their interventions.

BLOCK 2 - Management and Prevention of Drug Use
SESSION 3. PRACTICE 2: Observing drug uses in nightlife spaces

Description of the exercise

Time: 2 hours

The practical exercises serve two purposes: first, to observe the concepts taught on the field, and second, to simulate the process of a hypothetical intervention, showcasing, in a very general way, all its phases: Diagnosis/Design/Implementation/Evaluation. In this initial exercise, we will focus on conducting a diagnosis of a nightlife venue. To achieve this, we should address the research question with the help of the script we have designed. The goal is not for participants to provide an accurate diagnosis but to introduce them to on-site data collection tools. Trainers must be familiar with the space to contribute the necessary data, hence the importance of selecting a place that is familiar or for which we already have a prior diagnosis.

Objectives:

In-person:

- Carry out two hours of observation in a nightlife space.

- Answer the questions in the script.

Online**:**

- Analyze a document considered ethnographic.

- Answer the questions in the script

In-person format		
Inclusion criteria in choosing places for observation	**Proposed exercise**	**Expected result**
Criteria for group selection: - The observation group cannot exceed 5 people, not including the trainer. - If necessary for logistical reasons, groups can alternate between observation and online work in successive exercises. - It is recommended to consider the group composition, at a minimum,	We will move to a **nightlife venue**; the observation with each group will last **2 hours**, and they should integrate into the space and interact when they deem it appropriate to gather the information outlined in the script provided in the previous session. We must remember that this initial practice should be related to the content of **Block 2 of the CRISSCROSS training** (Management and prevention of drug use). Therefore, we should focus the observation on those topics.	By the next session, it is expected that each person will have answered, based on the document analyzed, all the questions in the script.

in terms of gender diversity.

Criteria for location selection:

- It should be a nightlife venue where the educators have previously worked. Preferably, it should be the same place where the pilot intervention will take place later

- If it is a location where violence occurs, we should question the relevance for an initial observation. In this case, we should consider the previous experience of both the educators and the participants in this or other locations. Participation should never be forced.

Safety elements:

- Consider the arrival and departure from nightlife spaces, ensuring the safety of all participants. Joint arrival and departure from evaluated safe points are recommended.

- Create WhatsApp groups for communication in case of group division or if someone gets lost.

- Do not carry out observations alone.

- Listen to both those accompanying us and those we accompany: do not expose anyone to unwanted situations, end the observation if someone in the group requests it, and in general, show sensitivity and camaraderie within the team.

Criteria for tool selection

- Each partner should use the elements they consider most appropriate in their context. It is recommended that these be dynamics or strategies that trainers routinely use in their interventions.

Observation script:

1. **Describe one of the observed groups**

- How would you describe the majority of people in this space?

- Did anyone catch your attention? Why?

- Have you detected prejudices about consumption?

- Have you detected myths or misinformation about substances?

2. **Describe the space.**

- Is it homogeneous?

- Are there different areas? Are they used the same? Have you detected specific consumption in any particular place?

- Do all people use all spaces in the same way?

3. **Describe the practices**

- What is the main substance? Have you detected other substances?

- Have you detected gender stereotypes regarding consumption? Which ones?

- Have you detected risky behaviors? Which ones?

4. **Are the three elements necessary for change present?**

Online format		
Inclusion criteria	**Proposed exercise**	**Expected result**
We should select documents that we consider ethnographic, in the sense that they showcase practices, situations, or opinions in nightlife spaces that we want to work on or analyze. In this regard, they should be comparable or somehow equivalent to the nightlife spaces we plan to observe in person. We can choose both audiovisual and written documents, but it's essential to note that we will repeat the exercise in the practices of the first three blocks. Since the themes addressed in each block are related but different, the selected documents may be interconnected, or we can construct a fictional relationship, always ensuring that the realities depicted are comparable or equivalent in some sense. Here are some ideas for different formats that could be useful, such as documentaries, YouTubers, or fictional series. Different situations can also be presented based on the experience of the educators; however, this presents the challenge of designing a document rich enough in opinions and descriptions. It is recommended to follow the following criteria when selecting or designing these materials: - They should refer to a nightlife space similar to the ones we typically engage with. - They should allow for discussing the topic corresponding to each block. - They should be rich in first-person descriptions and/or opinions. - They should depict a situation or	We propose the [following video](#), which contains three campaigns for alcohol prevention. **Questions to facilitate the analysis:** - Do you find the way they portray consumption and its consequences realistic? - Are the recommendations the same for men and women? - Do you think the video creator identified elements for change? - What risks in consumption can you imagine for men and what risks for women? How would you address it?	By the next session, it is expected that each person will have answered, based on the document analyzed, all the questions in the script.

practice that we wish to analyze. - They should engage the participants in the training.		

	BLOCK 2 - Management and Prevention of Drug Use
	Session 4: Application of the behavior change wheel methodology
	Session Overview

Time: 2 hours

To initiate this session, it is essential that we have completed the first practical exercise, as we will use the observations and analyses of ethnographic documents to respond to the research question. The obtained answer will be correlated with the theory of behavior change, ultimately designing indicators that allow us to ascertain whether the conditions for the desired change are present.

Objectives:

- Define a specific change we want to promote in the selected space related to the theory taught.

- Design a list of indicators to check if the conditions for change are met: opportunity/capability/motivation.

Time	Contents	Description
5'	**Presentation of the session**	Present the activities.
30'	**Comment on the practical exercises carried out**	We will leave a space for anyone who wishes to explain their impressions of the practical exercise conducted. **Dynamics:** A discussion will be facilitated on both the observations and the proposed online documents. The questions from the scripts will be used to facilitate the discussion. See questions from **Observation script,** in the case of in-present observation, and the **Questions to facilitate the analysis** for the online format.
25'	**Propose a change**	At this point, and following the previous discussion, we must decide which elements we want to change and why. A criterion to consider is that there should be opportunity, capability, and motivation for the change. We will equate in-person and online work, as the documents have been selected to showcase aspects we have worked on or wish to address in nightlife spaces, and therefore, we consider them comparable in some sense. **Dynamics:** - Participants will be organized into teams with a minimum of 3 and a maximum of 6 members

		- The following questions will be posed to the groups:
		
		   ● What change would you like to encourage in the observed space?
		
		   ● Are the essential elements for change present? (opportunity, capability and motivation)
		
		- A timeframe of 15 to 20 minutes will be allocated for reaching a consensus on the answer.
		
		- The consensus responses from each group will be presented, and a single element of change will be selected for the in-person approach, and another for the online format.

15'	**Evaluation of practices and prejudices**	We will explain that every intervention must be evaluated, and for that, we must think about what observable elements will produce the desired change with the proposed intervention and whether what is proposed truly benefits the intended audience. We will introduce a practical exercise to illustrate this. **Dynamic**: A debate will be facilitated based on excerpts from the proposed audiovisual material.
20'	**Design of indicators to promote change**	Building on the previous discussion, we need to create indicators that highlight the opportunities, capacities, and motivations for the desired change. **Dynamic:** - With the same groups from the initial activity, participants should create a minimum of 2 indicators each that allow us to infer the existence of motivation (2), opportunity (2), and the capability for making the proposed change (2). - We should allocate a minimum of 10 minutes for discussion.
20'	**Intervention proposal**	The participants will suggest an initial activity for intervention. The proposal should be related to the change we want to promote. **Dynamic:** - Maintaining the same groups, we will allocate about 10 minutes for them to come up with a straightforward intervention proposal, with gender perspective. It could be a dynamic, a question, an action, etc. - The proposed activity should be related to the opportunity, capability, and motivation for change identified earlier. - Finally, we will spend another 10 minutes presenting all the interventions and selecting one.

5'	**Closure of the session**	Conclude by specifying the day and time of the next session.

MATERIALS
BLOCK 2 - Management and Prevention of Drug Use **Session 4:** Application of the behavior change wheel methodology

Content	Material proposed by ABD
Evaluation of practices and prejudices	Movie Memento: Scenes in which the protagonist evaluates Sami Jankys. **Questions for discussion:** - Describe the elements used by the protagonist to evaluate Samy. - Can you imagine other possible ways to evaluate the situation? - Reflect on the implications of a poor intervention and evaluation.
	Criteria for selecting materials
	In this part of the session, we must provide audiovisual materials that support the theory and allow us to reflect on the implications of poor evaluation. It should contain the following elements: - That the scene involves an evaluation with a result that we can assess. - That the indicators used for evaluation can be easily identified. - That allows us to reflect on biases in interventions.

BLOCK 3

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Detection and Prevention of Violence in Risk Contexts

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- **Session 1: General Theory on Violence**

- **Session 2: Sexual Violence: Detection, Prevention, and Care in Interventions + Presentation of the practical exercise 3**

- **Session 3: Practical exercise: Violence during leisure and in nightlife spaces**

- **Session 4: Application of the behavior change wheel methodology**

GENERAL THEORY ON VIOLENCE

When we talk about violence, we must begin by locating **Johan Galtung's triangle** (1969). This author explores the notions of violence from three dimensions (direct, structural and cultural) with the aim of exploring its meanings in depth and to account for its ingrained and invisible forms. The concept of **"direct"** violence refers to physical or verbal actions that cause harm or destruction. This would be the most visible and identifiable violence. At the bottom of the triangle is, in the first place, **"structural"** violence. This would refer to the denial of rights, and would describe those underlying forms of violence rooted in the social, political and economic structures of a society that perpetuate inequality and injustice. Finally, "**cultural**" violence would refer to prejudices and would manifest through norms, values, and social beliefs that legitimize and reinforce oppression. This conceptualization allows us not only to recognize different expressions of violence that are often invisible or naturalized, but also to highlight their interrelationship; the structural dimension legitimizes cultural violence, while cultural violence naturalizes direct violence. In this way, it is understood that all forms operate simultaneously and reinforce each other, which makes the sustenance of any system of oppression possible.

In this sense, Galtung's framework helps us understand the functioning of the system of violences articulated by gender. **Feminist theory and activism** have articulated the concept of "gender-based violence" to show how male domination structures and the sex-gender system produce all kinds of violence (direct, cultural, and structural) against women and feminized bodies.

A main manifestation of gender-based violence is **sexual violence**, which serves as a form of control and domination over women. It is constituted and reproduced through multiple imaginary mechanisms (cultural belief systems) and an inequality structure that not only legitimizes it but also naturalizes it. Referring to Connell's (1987) notions of hegemonic masculinity, we remember that violence has been socially constructed as a predominantly masculine manifestation. In this sense, Virginie Despentes (2007) notes that sexual violence is a pact rooted in the inferiority of bodies gendered as feminine (not necessarily that of a cisgender woman); the exclusion of these bodies through harassment, assault, or rape forms the basis for constructing the notion of virility and male solidarity bonds.

In this line, an explanatory framework that allows us to address sexual violence has been that of **compulsory heterosexuality**. The term coined by Adrienne Rich (1985) shows how the social norm of sexual desire is the attraction between men and women under the logic of gender binarism. For Rich, however, heterosexuality also behaves as a **political regime** in that it deploys a series of cultural, political, legal and economic structures (the institution of marriage, kinship relations, sexual division of labour, etc.). Thus, the regime of heterosexuality functions as part of the power relations between men and women, naturalizing the inequalities and violences associated with the sex-gender system.

On the other hand, the framework of compulsory heterosexuality also allows us to understand how sexual violence can occur in contexts of same-sex relationships or among people with gender non-conforming identities. In this sense, it also opens the door to thinking about the existence of other forms of violence specifically generated by navigating sexuality outside of heterosexual frameworks (such as LGBTphobia).

Rita Segato (2003) describes rape as a statement, a necessary mandate for the reproduction of gender as a hierarchical structure. Thus, the phenomenon of violence emanates from two interconnected axes: a horizontal one, formed by terms linked by relations of alliance or competition, and a vertical one, characterised by links of surrender or expropriation (ibid.). In this

way, sexual violence has been **naturalized** through a system of power relations in which feminized bodies have been objects of control and domination. The hierarchical position resulting from gender has been complemented by binary stereotypes of heterosexuality and myths of romantic love, forming a symbolic system of cultural violence that reinforces it. On one hand, gender stereotypes have constructed male sexuality under the role of the "penetrator" with uncontrollable sexual power, and female sexuality as passive and always available for male pleasure. These roles have perpetuated a deeply coitocentric and phallocentric understanding of sexual relations, where cis-male pleasure has been considered the sole purpose of sexual encounters. Along with this, beliefs surrounding romantic love—such as sexual exclusivity, the idea that "anything is acceptable for love," and the notion of suffering as a sign of affection or complete devotion to one's partner—have made it difficult to identify sexual aggression behaviors and have punished feminized bodies that exhibit active, empowered sexuality that is not subjugated to cis-heterosexual desire

Gayle Rubin (1989) points out the need to **broaden the view of gender-based violence and consider sexuality as a key axis that articulates specific inequalities, related to and shaped by the sex-gender system, but distinct from it.** Rubin speaks of the existence of a hierarchy of sexual acts that rewards heterosexual, monogamous, marital or romantic relationships and punishes any relationship or practice outside of these. Thus, homosexual sexual relations, polyamorous, group relations, relations mediated by monetary exchange, masturbation, non-coitocentric, non-phallocentric, sadomasochistic practices, between people of different ages, etc. are punished to a greater or lesser extent with taboo, shame, the presumption of mental illness, lack of respectability, legality, institutional support or material benefits (1989). The stigma that continues to mark certain sexualities or ways of exercising sexuality is rooted in the framework of a modern Western society that has attached excessive importance to sexual acts, both from the religious tradition and from medical and psychiatric institutions. This explains the validity of **myths** such as virginity, but also the presumption of mental pathologies towards people with sexual practices within BDSM or with very high sexual activity (think of the concepts of nymphomania, for example).

This framework makes it possible to articulate the concept of **lgtbiphobic violence as violence** (direct, cultural or structural) directed at people who dissent from the framework of the heterosexual regime, and to highlight that "deviant" sexual behaviours continue to be a source of stigma, rejection and discrimination, regardless of gender. **Noting that violence is interrelated and mutually reinforcing means taking into account how gender, sexual or lgbtbiphobic violence intersects with other axes of oppression such as race, class, ability or age.** Black or decolonial feminisms have been pioneers in this aspect, pointing out how the binary categories of "man" or "woman" have been thought from Western logics. Angela Davis, in her renowned work Women, Race and Class (2004) [1981], exemplifies how the gendered violence that white women may have suffered is a far cry from the violence that black women have experienced in contexts of slavery or racial segregation. Similarly, the notion of men as the sole perpetrators of domination does not apply with the same characteristics to black men, who are also victims of racist violence and white supremacy (2004). In this sense, the **structures of racism** have also permeated the analysis of sexual violence, with prejudices that often highlight the racial or migrant status of those rapists who are not white men, linking them to the figure of the predator or sexual beast derived from colonial notions of "savagery" and "cultural backwardness." On the other hand, in the case of Black women, they are subjected to the exotification and hypersexualization of their bodies.

In summary, the analytical categories when addressing violence cannot be examined separately from the context in which they are situated, nor without considering all the variables that shape

the individuals involved. The frameworks of gender-based violence and sexual violence must be used as critical tools from an intersectional perspective that takes into account racism, ableism, LGBTQ+phobia, class, and other structural systems of violence that influence how the individuals involved in acts of violence are defined.

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BLOCK 3 - Detection and Prevention of Violence in Risk Contexts
Session 1: General Theory on Violence.

Session Overview

Time: 3 hours

In this session, we should provide a broad overview of violence, with a particular focus on the perpetrator and the conditions necessary for it to occur. We will continue discussing violence that occurs on the Internet, concluding with a discussion on enthusiastic consent.

Objectives:

- Explain Galtung's classification of violence.

- Display gender stereotypes related to violence.

- Show examples of violence occurring on the Internet.

- Differentiate between sexting and sexpreading.

- Define enthusiastic consent.

Time	Contents	Description
5'	**Presentation of the session**	Presentation of the contents of the session.
40'	**What is violence?**	In this section, we must place violence beyond direct violence. **Dynamics**: - We will explain **Galtung's triangle framework along with the iceberg of gender-based violence,** to make visible the different dimensions of violence and their corresponding forms of visibility/invisibility and intensities. - After this, we will use a Kahoot to organize a group constest. In the Kahoot we will present specific cases where violence occurs, and each case must be classified as cultural, direct, or structural.
20'	**What is violence? 2**	In this section, we will explain the difference between violence and conflict, understanding the reproduction of cycles of violence at different scales and how conflict can be an opportunity for change. **Dynamics:**

		- We will read together a passage from the introduction of the book "Conflict Is Not Abuse" by Sarah Schulman. - We will debate the concepts of violence, conflict, abuse, and the individual and collective response strategies to different forms of violence.
35'	**Intersectionality**	In this section, we will address the concept of intersectionality, describing the different structures of violence that intersect with individuals and how these structures interrelate. **Dynamics:** - We will watch a TED Talk in which Kimberlé Crenshaw explains what intersectionality is through examples and real cases. We will resolve any doubts and leave space for comments. Emphasis will be placed on understanding intersectionality as a tool that allows us to recognize that power is relational and situated, supported by Foucault's notion of power. - Afterward, we will break into groups to think of an example of violence to explain intersectionality. We will identify the systems of oppression involved in that act of violence and specify the dimensions according to Galtung's theory (direct, structural, symbolic).

35'	**Who exercises violence? Privileges, Stereotypes, and Media**	In this section, we will discuss how power structures define positions of privilege and oppression for different individuals, while also generating stereotypes and prejudices about who exercises violence and who receives it. We will explore the "potentiality" that all individuals embody as perpetrators from each different axis of power, allowing for an exercise in reviewing the privileges we inhabit.
		
		Dynamics:
		
		- We will review the role of the media in creating fears and dangers regarding what kinds of violence, as well as how they define the individuals involved in violence (victims and perpetrators). We will use videos from news broadcasts and headlines from digital newspapers. Examples will include:
		
		   - Analyzing the municipal campaign "Pla Endreça" by the Barcelona City Council through posters and advertising videos, contrasting them with some of the actions they have begun to implement. We will identify racism, classism, aporophobia, and slut-shaming.
		
		   - Analyzing headlines about sexual violence using material created by Noctámbul@s, where we identify discourses of sexual terror, victim-blaming, and the pathologizing and anonymity of the perpetrators.

10'	**Sexual Terror in the Media: Introduction to Sexual Violence**	In this section, we will use the previous example to introduce the topic of the next session: sexual violence. We will provide content warnings for the materials in the following session, offering a collective or personalized support space to care for the group.

	✳	**Dynamics:** - We will read an excerpt from *King Kong Theory* by Virginie Despentes.
5'	**Closure of the session**	Conclude the session by specifying the day and time of the next session.

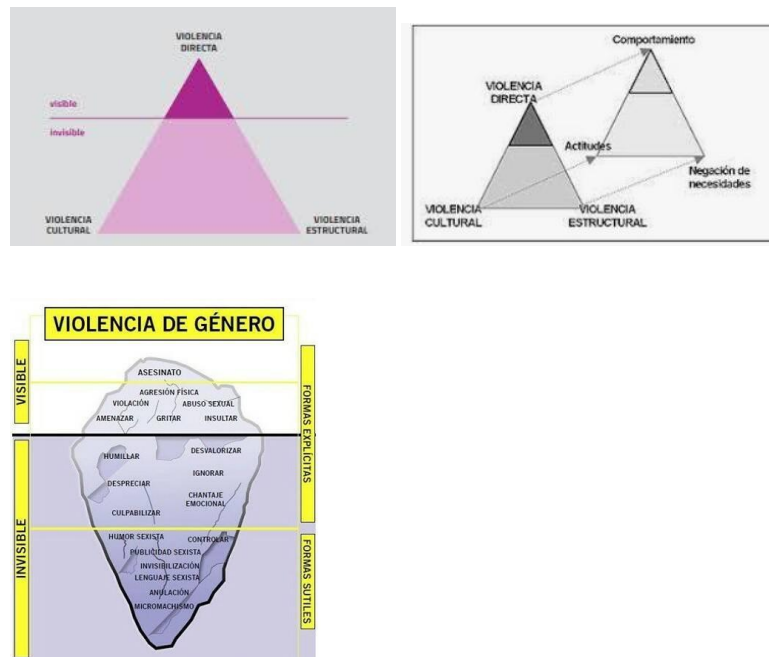| MATERIALS |
|---|
| **BLOCK 3 -** Detection and Prevention of Violence in Risk Contexts

Session 1: General Theory on Violence |

Content	Material proposed by ABD
What is violence?	Galtung's Violence Triangle and Iceberg of violence.
	Criteria for selecting materials
	We do not recommend altering this material, as we understand that the theory is applicable to all sociocultural contexts. In any case, the quantity and type of information we provide about this theory should be tailored to the profiles participating in the training. If the profile is not academic or highly educated, it is not advised to delve deeply into the theory, although some concepts should be clarified. We must consider: - Placing violence beyond direct violence. - Distinguishing between direct, cultural, and structural violence. - Establishing connections between: direct violence - behaviors / cultural violence - attitudes / structural violence - denial of rights or needs.

What is violence?	**Material proposed by ABD**
	For the **Kahoot** here are some examples of situations to include:
	- To prohibit park gatherings and keep bars open during the pandemic.
	- To feel compelled to quit working to contribute at home.
	- When I tell a friend that I'm a lesbian, they say, "Are you a dyke? With how pretty you are? I'd switch sides for you."
	Criteria for selecting materials
	We can use any activity that helps us provide specific examples of the three categories of violence we explained earlier.
	Considerations for selecting the examples:
	- Include everyday examples of the three types of violence.
	- Make it an engaging and dynamic activity..
Cos'è la violenza?	**Material proposed by ABD**
	Sarah Schulman, "Conflict is not Abuse"
	Read the excerpt from the Introduction. Alternatively, it can be replaced with an excerpt from the fanzine "Conflict is not the same as Abuse" by Laura Macaya (available in PDF).
	Questions for discussion:
	- What similarities do we observe between the three different cases of violence that Schulman sets out to analyze?
	- How do the direct, symbolic, and structural dimensions of violence interact in these examples?
	- What causes or elements are involved in an act of violence?
	- What strategies for repair and resolution do we believe could stop violence?
	- Is violence a valid strategy for responding to violence? What is the difference between violence and a reaction to it?
	- What do we need to repair violence?
	Criteria for selecting materials

	We can choose any material (written, audiovisual, case descriptions, etc.) that helps us understand the differences between conflict and violence, as well as the normalized strategies for reacting to conflict that lead to the escalation of violence and the overemphasis of harm. It should be concluded that we should not tolerate or underestimate any form of violence, regardless of its "degree" of impact, but emphasize and reinforce that we must advocate for strategies based on restorative justice and conflict resolution that break the cyclical dynamics of violence. We should keep in mind: - That there are one or more specific violence situations that we can analyze. - That the material engages the profiles we aim to address.
Intersectionality	**Material proposed by ABD** **Video: "The Urgency of Intersectionality," Kimberlé Crenshaw (TED)** https://www.youtube.com/watch?v=akOe5-UsQ2o **Questions for discussion:** - Do oppressions "add up" in individuals? - Are there people without privileges? - Can a privilege become an oppression? - What is power? How does it operate? - How many systems of power do we know? What privileges do we have? In what situations do we perceive them? How do we take responsibility for them? **Criteria for selecting materials** Considerations: - It should be material that explicitly addresses the concept of intersectionality. - It should contain examples to help understand how it works and facilitate discussion.
Who exercises violence? Privileges, Stereotypes,	**Material proposed by ABD** Examples proposed - **Municipal Campaign of the City Hall of Barcelona "Pla Endreça":**

and Media	https://ajuntament.barcelona.cat/seguretatiprevencio/es/pla-endreca Complement with news videos about crime, drug-dealing flats, immigration, and prostitution in neighborhoods like Raval or La Mina in Barcelona. Example: https://www.youtube.com/watch?v=a72HJjqQwzo **Questions for discussion:** - Who exercises which types of violence? - What stereotypes do we identify? What axes of oppression are they associated with? - What images are projected regarding insecurity, danger, and crime? - What are the people who exercise violence like? How do we imagine them? Which types of violence are highlighted, and which ones are being invisibilized or normalized?
	Criteria for selecting materials
	- Materials should be from media outlets (digital newspapers, TV news, social media...) - The content should criminalize specific groups of the population and serve to understand the concepts of stigma and prejudices related to racism, lgtbiphobia, aporophobia, serophobia, classism, gender, slut-shaming, etc. - The materials should address situations that are identifiable and relatable to the participants' own contexts.
Sexual Terror in the Media: Introduction to Sexual Violence	**Material proposed by ABD**
	Following the previous dynamic, we suggest this second example: - **Sexual terror campaigns in the media by Noctámbul@s:** https://www.drogasgenero.info/campana-noctambuls-2022-re-enfoquemos-el-problema-un-abordaje-mediatico-de-las-violencias-sexuales-con-perspectiva-de-genero/ **Questions for discussion:** - How do they characterize the victims? How do they characterize the perpetrators? What adjectives do they use to describe them? Whose details are given more? - How are the acts of violence described? What is the relationship they express between violence and substances? - What imaginaries and narratives are deployed about sexual violence?

- Who is held responsible for the assaults?

- How would we change the headlines? How do you think we should report on sexual violence?

- **Reading a passage from "Teoría King Kong" by Virginie Despentes.** Available in PDF (Spanish): https://www.feministas.org/IMG/pdf/teoria_king_kong_despentes_.pdf

Criteria for selecting materials

- The materials should be from media outlets (digital newspapers, TV news, social media...)

- They should contain content about sexual violence where the narratives of sexual terror are perceived.

- They should illustrate notions such as the "perfect victim," pathologizing or hiding the aggressor, victim-blaming, questioning the victims' accounts, or the instrumentalization of substance use in discourses about sexual assaults.

- They should relate to identifiable situations and contexts that are recognizable to the participants.

BLOCK 3 - Detection and Prevention of Violence in Risk Contexts **Session 2:** Sexual Violence: Detection, Prevention, and Care in Interventions	
Session Overview	

Time: 3 hours

In this session, we will analyze the concept of sexual violence based on the current legal framework, discourses on consent, and the problematization of desire. We will address the main challenges and debates regarding sexual violence and provide guidelines for its detection, prevention, and care in interventions in leisure spaces.

Objectives:

- Describe sexual violence and understand the legal definitions of criminal offences under the current law.

- Define what consent is and the role it plays in defining sexual violence (from "no means no" to "only yes means yes").

- Identify the immobilizing positions of radical feminism that diminish the agency of feminized bodies, problematize the construction of the woman-victim, and promote a perspective of empowerment without obscuring the patriarchal matrix that permeates sexual violence.

- Understand the forms of sexual violence in the context of cyberviolence: define and differentiate the practices of sexting and sexpreading.

- Situate the forms of sexual violence in the context of nightlife spaces: provide basic guidelines on how to detect a sexual assault, how to accompany the person, offer referral resources, and strategies for awareness-raising and prevention in interventions in leisure spaces.

Time	Contents	Description
5'	**Presentation of the session**	Presentation of the contents of the session
15'	**Sexuality of Feminized Bodies: Pleasure and Danger**	The aim of this section is: - to place sexual violence as a form of gender-based violence, - to understand how the sexuality of women and feminized bodies has been a territory of patriarchal control and domination, - to understand the duality of feminist action that must address the eradication of sexual violence, in addition to the struggle for the emancipation of bodies and the liberation of their sexuality. **Dynamics:**

		- We will read the first excerpt from the introduction of Pleasure and Danger by Carol Vance. - We will discuss the excerpt as a prelude to keep it as a reference throughout the session.
20'	**Sexual Violence: Legal Framework**	We will define sexual violence based on the Organic Law on Comprehensive Guarantee of Sexual Freedom. We will discuss the recent legislative changes introduced in Spanish law. **Dynamics**: - We will read the definitions of the criminal offenses, translating them into clear, understandable language to explain what sexual violence is and how the different types of violence (rape, sexual assault, sexual harassment) are defined. - We will address any questions and discuss the contributions of the legislative changes (from "no means no" to "only yes means yes") to introduce the debate on consent.

30'	**Consent**	In this part of the session, we will explain the concept of consent and problematize it:
		
		- How can consent be expressed? Does consent always have to be verbal? With affirmative consent (only yes means yes), do we leave room for doubt, for making mistakes? Does consent always have to be "enthusiastic"? Which women do we think of when we talk about consenting? What kind of relationships? Under what conditions do we accept consent, and under what other circumstances do we assume that women do not have agency to decide? Does there have to be desire for there to be consent?
		
		- We will debate the complexities surrounding consent and understand that this does not mean we should discard it as a tool to draw the line between violence and sexuality.
		
		Dynamics:
		
		- We will watch the following videos and build the debate using the previous questions as a reference:
		
		  - Video 1: "Consent is as easy as tea" https://www.youtube.com/watch?v=BuuyajcjFC4
		
		  - Video 2: "Consent is not as simple as tea" https://www.youtube.com/watch?v=NLKWEUhOHss
		
		  - Video 3: "Is consent a magic solution?" https://www.instagram.com/p/C30DDoCKbem/

25'	**Construction of desire**	In this section, we will address the concept of desire, understanding that it is socially constructed.
		- We will examine pornography and BDSM to understand how our desires and fantasies are shaped by systems of oppression, such as gender, race, fatphobia, lgbtphobia, ableism, and more.
		- We will reflect on the stigma and blame certain practices receive depending on the bodies they involve, distinguishing between "violence" and high-impact BDSM practices.
		- We will emphasize the importance of care and consent within BDSM and the experience of sexuality outside the cisheteronormative, coitocentric, and phallocentric frameworks.
		- Additionally, we will discuss how the sexuality of feminized bodies continues to be stigmatized by the "whore" label and a moral framework that seeks to confine them to roles of reproduction/motherhood and heterosexuality.
		Dynamics:
		- We will watch content that problematizes these issues to build collective critiques and reflections.
25'	**Cyberviolence . Sexting and Sexpreading**	Building on the previous topics, we will address sexual violence in the online space (cyberviolence). We will explain the concepts of sexpreading and sextortion within the context of violence and distinguish them from sexting, a sexual practice. We will emphasize the need to focus on the perpetrator, noting how in these cases, 0
		Dynamics:
		- We will assign specific cases to each group in this section. Each group will analyze their case and present their conclusions, followed by a facilitated debate, providing space for support regarding any discomfort or difficult emotions that may arise.
35'	**Guidelines for Intervention. Detection, Support, and Prevention.**	In this section, we will provide guidelines for the detection, support, and prevention of sexual violence in nightlife spaces.
		1. Detection:
		- Space Observation: Look at the areas and their functions, the distribution of people, dynamics in each space, lighting, etc.
		- People Observation: Review your own biases, focus on the dynamics and ways of relating that you can observe in the moment, not what you imagine. Observe diversity in terms of class, race, gender, and the types of affectionate expressions between individuals, etc.

		- Informants: Identify who can act as allies in detection and prevention. - Keep the theoretical elements worked on in the session in mind (conflict is not violence, types of sexual assault and other forms of violence). **2. Support:** - Be aware of our personal limitations and those of the team (we are not psychologists, police officers, judges, or healthcare personnel). - Focus on the victim. If we are able to address the perpetrator, it should be based on providing information about the acts committed and taking responsibility for their actions. Avoid engaging in conflict. Notify security (or the competent authorities) when there is a potential risk to ourselves. Direct our energies towards supporting the victim. - Know the appropriate referral resources (SIAD Sant Cugat, SAI LGTBI, Observatori contra la LGTBIfobia, Mossos d'Esquadra / Local Police, CAP Sant Cugat). - First Support to the Victim: Find a calmer space, do not touch the person, maintain a position of availability and closeness with caution, practice active listening, avoid making them explain the situation again (avoid re-victimization), do not question their narrative, do not use words they have not said (do not say "you have been sexually assaulted" unless they have used that term), do not make decisions for them, ask what they need and always respect their wishes, provide them with appropriate referral resources. **3. Prevention:** - Pedagogy and awareness-raising through dynamics and intervention games. Consider informants as support figures for peer-to-peer methodology. **Dynamics:** - We will explain the guidelines and recommendations for detection, support, and prevention. - We will address any questions.
5'	**Closure of the session**	Conclude the session by specifying the date and time of the next session.

MATERIALS

BLOCK 3 - Detection and Prevention of Violence in Risk Contexts **Session 2:** Sexual Violence: Detection, Prevention, and Care in Interventions

Content	Material proposed by ABD
Sexuality of Feminized Bodies: Pleasure and Danger	Reading of introductory excerpt from *Pleasure and Danger* by Carol Vance: "In women's lives, the tension between sexual danger and sexual pleasure is very powerful. Sexuality is both a terrain of constraint, repression, and danger, and a terrain of exploration, pleasure, and action. Focusing only on pleasure and gratification overlooks the patriarchal structure in which women act; however, speaking only of sexual violence and oppression ignores women's experience in the realm of sexual agency and choice, and unintentionally amplifies the sexual terror and helplessness with which women live."
	Criteria for selecting materials
	- It should be content that highlights the tension between pleasure and danger that has permeated the sexuality of feminized bodies. It should demonstrate that both the fight to eradicate sexual violence and the fight for the liberation of desire and sexual empowerment through agency are important and essential topics to address, and that they are not mutually exclusive.
Sexual Violence: Legal Framework	**Material proposed by ABD**
	Spanish legislative framework **LO 10/2022, of September 6, on comprehensive sexual freedom guarantee:** "Sexual violence is considered to be acts of a sexual nature that are non-consensual or that condition the free development of sexual life in any public or private setting, which includes sexual assault, sexual harassment, and the exploitation of prostitution, as well as all other crimes outlined in Title VIII of Book II of Organic Law 10/1995, of November 23, the Penal Code, specifically aimed at protecting minors. This organic law aims to address, in particular, sexual violence committed in the digital realm, which includes the dissemination of sexual violence through technological means, non-consensual pornography, and sexual extortion. Furthermore, among the behaviors impacting sexual life, sexual violence includes female genital mutilation, forced marriage, harassment with sexual connotations, and trafficking for sexual exploitation. Finally, in accordance with the recommendations of the UN Special Rapporteur on violence against women, its causes, and its consequences, the homicide of women linked to sexual violence, or sexual femicide, is recognized as the most serious violation of human rights related to sexual violence, which must be made visible and addressed with a specific response."

Sexual Assault:

"Article 178.

1. The person who performs any act that infringes upon another person's sexual freedom without their consent shall be punished with a prison sentence of one to four years for sexual assault. Consent shall only be considered valid when it is freely expressed through acts that, based on the circumstances of the case, clearly indicate the person's will.

2. For the purposes of the previous paragraph, sexual acts are always considered sexual assault if they involve the use of violence, intimidation, or abuse of a situation of superiority or vulnerability of the victim, as well as acts committed on individuals who are deprived of sensory or mental capacity, or in cases where the victim's will is nullified."

Rape:

"Article 179. When the sexual assault involves carnal access through vaginal, anal, or oral penetration, or the introduction of body parts or objects through any of the first two ways, the perpetrator shall be punished as a rapist with a prison sentence of four to twelve years."

Sexual Harassment:

"Article 184.

1. Any person who requests sexual favors, for themselves or for a third party, within the scope of a work, educational, or service-related relationship, continuing or habitual in nature, and creates an objectively intimidating, hostile, or humiliating situation for the victim, shall be punished, as the perpetrator of sexual harassment, with a prison sentence of six to twelve months or a fine of ten to fifteen months and special disqualification from practicing the profession, trade, or activity for twelve to fifteen months."

Street Sexual Harassment:

"(...). The same penalties will be imposed on those who direct sexual expressions, behaviors, or propositions to another person that create an objectively humiliating, hostile, or intimidating situation for the victim, without constituting more serious crimes."

Criteria for selecting materials
- We recommend looking for the legal definitions of sexual violence that apply to each territory (if they exist). Contrast and complement these definitions in light of feminist theoretical references on the concept of sexual violence.

Consent	Material proposed by ABD
	- Video 1: "Consent is as easy as tea"

https://www.youtube.com/watch?v=BuuyajcjFC4

- Video 2: "Consent is not as simple as tea" https://www.youtube.com/watch?v=NLKWEUhOHss

- Video 3: "Is consent a magic solution?" https://www.instagram.com/p/C30DDoCKbem

Criteri di selezione dei materiali

- The materials should explain what consent is, problematizing consent as a "magic solution" or something overly simplistic, especially in the context of the judicialization of sexual violence cases. They should help understand consent as a valid tool but not a rigid one (it's not a contract), acknowledging that there are different forms of negotiation in our sexual practices that don't always involve repeated verbalization of a "yes" or "no."

- It is essential that the materials include a critical approach to the suppression of agency of women and feminized bodies regarding their sexuality. Avoid the rhetoric of women solely as victims. The perspective should come from empowerment and taking responsibility for our decisions.

Construction of desire

Material proposed by ABD

We will watch and comment the following video: Salander33: "BDSM is bad" Instagram Link

We will complement the discussion on desire with this video and text by philosopher Clara Serra: Instagram Link

"Is female desire also shaped by power? Yes, indeed. That's exactly what it's about—getting rid of the idea that desire is pure. Now, getting rid of that idea completely. And therefore, accepting that no one can say their desire is pure and clean, that no one has the rule to purify it, that no one has the authority to judge the desires of others as slaves. It is that insistence on finding enslaved desires in others that presumes the greatest naïveté, that theirs is a free and chosen desire. Building a political project on that naïveté is dangerous. Combatting the guilt that patriarchy has always placed on women opens up another path: changing the world and its structures."

Criteria for selecting materials

- The materials should invite reflection on desire, how it is constructed, and how we can work on it (avoiding guilt).

- They should illustrate consent as a valid tool to distinguish between a sexual practice "with violence" (within BDSM practices) and sexual violence (the absence of consent).

- They should not pathologize non-normative sexual practices (non-monogamous, non-

	heterosexual, mediated by monetary exchange, involving pain or receiving pain, de-genitalized, group sex, intergenerational, etc.).
Cyberviolence. Sexting and Sexpreading:	**Material proposed by ABD**
	Case example 1
	Clau and Feli have been in a romantic and sexual relationship for three years. During the initial year of their relationship, they developed effective communication, established agreements, and built considerable trust in each other, as they have never violated any agreements. Recently, Clau secured a nursing job at a facility in another municipality. Due to COVID restrictions, she had to rent a place for herself there. Despite missing each other, they engage in meaningful conversations at night and decide to explore sharing more intimate photos.
	Questions for discussion:
	- What do you think about them sending intimate photos?
	- Do you think it could cause any problems for them? If so, what problems? How could they prevent them?
	- What do you consider essential when it comes to trusting another person?
	- What communication style should a couple have to maintain a positive relationship?
	Case example 2
	During philosophy class, Jaume gets very nervous and starts laughing and making gestures to his classmates, telling them to look at their WhatsApp. His classmates do so and see that he has forwarded a video of a few seconds, where another girl classmate appears masturbating. They are shocked. Some of them forward it to other classmates from other classes and other schools, even to some family members. At the end of class, they go out into the playground and the whole school has the video.
	Questions for discussion:
	- How do you think the person in the video will feel when they find out that everyone has shared it?
	- How do you think Jaume and his classmates should have reacted?
	- Why do you think it happened?
	- How could you help a person whose private videos of sexual content have been circulated in school/work?
	Criteria for selecting materials

	We can use other cases or dynamics as long as they allow us to analyze different types of violence based on specific examples. **Considerations:** - Include specific examples of different types of cyber-violence. - Include at least one example that is not violent, for instance, sexting. - Distinguish between sexting and sexpreading. - Ensure that the material resonates with the profiles we are addressing.Assicurarsi che il materiale risuoni con i profili a cui ci rivolgiamo.
Guidelines for Intervention. Detection, Support, and Prevention.	**Material proposed by ABD** Explain the contents proposed in relation to the **Detection, Support and Prevention.** **Criteria for selecting materials** We do not recommend altering this dynamic, only adapting the guidelines to each context (territory's legality, intervention space, involved agents, referral resources, etc.). It can be complemented with other materials addressing sexual violence in nightlife spaces, paying close attention to content warnings if audiovisual materials/stories directly addressing experiences of sexual violence will be exposed. We suggest consulting with the group in previous sessions to generate consensus and always offering a space for individual or collective support, during or outside the session, to work on these topics.

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<tr><td colspan="3" style="background-color: #dfff00">BLOCK 3 - Detection and Prevention of Violence in Risk Contexts

Session 2: Presentation of the practical exercise 3</td></tr>
<tr><td colspan="3" style="background-color: #dfff00">Session Overview</td></tr>
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Time: 1 hour

The sessions leading up to the practical exercise will focus on familiarizing participants with the techniques and materials employed. During this session, aside from introducing the upcoming practical exercise, we will also participate in exercises aimed at enhancing our ability to effectively respond to certain types of comments.

Objectives:

- Perform argumentation exercises.

- Present an observation site or ethnographic material for analysis.

- Draft a research question in line with the presented site or materials.

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Time	Contents	Description
5'	**Presentation of the session**	Present the activities.
20'	**Counter-arguing structural violence against women**	At this point, we must provide an example of someone justifying a type of structural violence in the context of nightlife. Based on this opinion, we should generate counterarguments. **Dynamics:** - We form groups of 3 to 6 people and, after providing the example, ask them to counterargue the expressed opinions.
30'	**Presentation of spaces, techniques, and materials for the practical exercises**	We should start by clarifying that, for the practical part of the training, individuals can opt for online or in-person format. Adequate time will be allocated for the selection process and group formation. **1. Online format** We will propose the analysis of a document considered ethnographic, as long as it reflects or captures any aspect we wish to explore: practices, imaginaries, situations, spatial configurations, etc. To guide the analysis, a set of questions to be answered will be provided. **Dynamic:**

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- People who cannot or do not want to perform participant observation will do this exercise.

- In the online format, each person must carry out the exercise individually. Therefore, we will only present the **Questions to facilitate the analysis** (see Materials section) and basic information that serves to contextualize the material that we are going to analyze: Who did it? What contexts is it referring to? What type of profile of people will appear? What type of format does it have? How long will it take us to see or read it?

2. In-person format

A location will be proposed for a two-hour observation. Tools for recording data and a script of questions to guide the observation will be provided and described. It should be clarified that, under no circumstances, will covert work be undertaken, explicitly stating our role in all interactions.

Dynamic:

- First, we will form the groups that will carry out the observation. Depending on the nature of the selected locations, it is recommended to determine the group size, discouraging groups larger than 5 people.

- The observation site will be contextualized with very general information. Keep in mind that these should be places where the trainers have previously worked.

- It's important to explain that each individual should record voice notes during the observation, as they should have answered at least one question from each section of the **Observation script** for the next session.

- To facilitate the work, we can offer the option for groups to pre-assign different questions blocks.

- In addition to participant observation, other available tools and techniques should also be presented, both to establish rapport and to collect information. See **Techniques for observing a leisure space** in the Materials section.

- Finally, we must specify the starting and ending points of the observations.
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<td>5'</td>
<td>**Closure of the session**</td>
<td>Conclude the session by specifying the day and time of the next observation.</td>
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MATERIALS	
BLOCK 3 - Detection and Prevention of Violence in Risk Contexts **Session 2:** Presentation of the practical exercise	
Content	**Material proposed by ABD**
Counter-arguing structural violence against women	We propose the <u>following video</u>, which shows the manager of a nightclub explaining why he looks for waitresses who are attractive, tall, and single. **Questions to facilitate the analysis:** - Do you agree with the opinions expressed in the video? Why? - Can you identify any stereotypes or prejudices? If yes, which ones? - What arguments would you use to counter these opinions?
	Criteria for selecting materials
	In this part of the session, we should provide audiovisual materials that support the theory and allow us to reflect on prejudices and violence that we may encounter during the intervention. The video should include: - Opinions that we consider prejudices or stereotypes. - The opinions should be considered violence against women. - There should be a structural component, such as access to rights, services, etc.
Presentation of spaces, techniques, and materials for the practical exercises	**Online format - Material proposed by ABD**
	Content Warning We need to consider that if we use the main material, we are showing a situation of real violence. In this case, we are talking about harassment and attempted robbery. There may be someone who finds this uncomfortable and does not want or cannot participate in the exercise. Therefore, we should provide a content warning and change the material for everyone if someone requests it. If we provide the content warning on the same day, we are either forcing someone to expose themselves to the exercise or exposing them to expressing their discomfort in public. To avoid this, we will give the content warning in the first methodology session to provide the opportunity to express discomfort privately and change the material without saying anything to the rest of the group.

Main material

The facilitator has previously compiled a video by YouTuber Roma Gallardo, showing and justifying an assault at the Feria de Málaga, along with a video by YouTuber For Fast at the Málaga botellón. The latter will provide context to the specific violence in the first video.

Questions to facilitate the analysis (Disclaimer: the questions are phrased using an assumption based on perceived gender identity of the people in the video)

- How would you describe the context shown in the videos?

- How would you describe the situation between the underage girls and the two men?

- What do you think of their attitudes?

- What do you think of the girls' attitudes?

- What do you think about the way the girls use their phones?

Secondary material

We propose analyzing two reggaeton music videos, one by Nicky Jam and one by Ivy Queen.

Ivy Queen

https://www.youtube.com/watch?v=3KvJsfBuhIU&ab_channel=IvyQueenLaDivaFC

Nicky Jam

https://www.youtube.com/watch?v=kkx-7fsiWgg&ab_channel=NickyJamTV

Questions to facilitate the analysis

- How would you describe Nicky Jam's attitude? And Ivy Queen's?

- Do you think the music videos tell realistic stories?

- What is the difference in the way Nicky Jam and Ivy Queen approach flirting?

- Can you imagine the circumstances that could arise from one way of flirting and from the other?

- Can reggaeton be considered a sexual practice?

Online format - Criteria for selecting materials

We should select documents that we consider **ethnographic**, in the sense that they showcase practices, situations, or opinions in nightlife spaces that we want to work on or analyze. In this regard, they should be comparable or somehow equivalent to the nightlife spaces we plan to observe in person.

We can choose both audiovisual and written documents, but it's essential to note that we will repeat the exercise in the practices of the first three blocks. Since the themes addressed in each block are related but different, the selected documents may be interconnected, or we can construct a fictional relationship, always ensuring that the realities depicted are comparable or equivalent in some sense.

Here are some ideas for different formats that could be useful, such as **documentaries, YouTubers, or fictional series**. Different situations can also be presented based on the experience of the educators; however, this presents the challenge of designing a document rich enough in opinions and descriptions.

It is recommended to follow the following criteria when selecting or designing these materials:

- They should refer to a nightlife space similar to the ones we typically engage with.

- They should allow for discussing the topic corresponding to each block.

- They should be rich in first-person descriptions and/or opinions.

- They should depict a situation or practice that we wish to analyze.

- They should engage the participants in the training.

In- person format – Material proposed by ABD

Techniques for observing a leisure space.

- **Non-participant digital observation:** Observing the social media of bars and nightclubs linked to the observed spaces or part of the observation itself can provide valuable information. Pay attention to photos, opinions, and videos. Compare the opinions of the venues with those of the users. Never intervene in chats or other spaces covertly.

- **Shazam:** Analyzing the songs being played can provide a lot of information in an initial observation.

- **Photography:** It can be a tool that provides information for the description of spaces or urban elements that are considered relevant. Never show faces or recognizable elements such as tattoos, and avoid excessive use of this tool or using it to capture people in compromising situations.

- **Knowledge assessment dynamics:** "Pasa Palabra": Questions are asked about different concepts related to sexualities, following the dynamics of the television game show.

- **Breathalyzers:** Breath alcohol tests will be used to gather data on alcohol consumption and polydrug use.

- **Priority diagram:** Using a target as a diagram, individuals present in nightlife spaces will be invited to build their ideal party, placing the most important elements in the center and the rest on the edges. It is recommended to provide some elements in advance to enhance the development of the dynamic.

- **Audio recordings:** Participants will be encouraged to record on-the-spot audio notes with their impressions and descriptions of places, situations, practices, and opinions. Directly recording the people being observed is not appropriate, as it is not an interview.

Observation script:

1. **Describe one of the observed groups.**

    - How would you describe the majority of the people in this space?

    - Did anyone catch your attention? Why?

    - What kind of music are they listening to?

    - Regarding gender, what composition do the groups have?

2. **Describe the space.**

    - Is it homogeneous?

    - Are there different spaces? Are they used the same way? Are there different rules by gender for access to spaces?

    - Do all people use all spaces in the same way?

    - Are there unsafe spaces? Why? For whom?

3. **Describe the practices.**

    - What is the main substance? Have you detected other substances?

    - Have you detected gender stereotypes regarding consumption? Which ones?

    - Have you detected risky behaviors? Which ones?

    - Do you think that there are or could be instances of violence? Why? What kinds? Towards whom? By whom?

4. **Are the three necessary elements for change present?**

In- person format – Criteria for the selection of leisure spaces

Criteria for group selection:

- The observation group cannot exceed 5 people, not including the trainer.

- If necessary for logistical reasons, groups can alternate between observation and online work in successive exercises.

- It is recommended to consider the group composition, at a minimum, in terms of gender diversity.

Criteria for location selection:

- It should be a nightlife venue where the educators have previously worked. Preferably, it should be the same place where the pilot intervention will take place later

- If it is a location where violence occurs, we should question the relevance for an initial observation. In this case, we should consider the previous experience of both the educators and the participants in this or other locations. Participation should never be forced.

Safety elements:

- Consider the arrival and departure from nightlife spaces, ensuring the safety of all participants. Joint arrival and departure from evaluated safe points are recommended.

- Create WhatsApp groups for communication in case of group division or if someone gets lost.

- Do not carry out observations alone.

- Listen to both those accompanying us and those we accompany: do not expose anyone to unwanted situations, end the observation if someone in the group requests it, and in general, show sensitivity and camaraderie within the team.

Criteria for tool selection

Each partner should use the elements they consider most appropriate in their context. It is recommended that these be dynamics or strategies that trainers routinely use in their interventions.

BLOCK 3 - Detection and Prevention of Violence in Risk Contexts
SESSION 3. PRACTICE 3: Violences during leisure and in nightlife spaces

Description of the exercise

Time: 2 hours

The practical exercises serve two purposes: first, to observe the concepts taught on the field, and second, to simulate the process of a hypothetical intervention, showcasing, in a very general way, all its phases: Diagnosis/Design/Implementation/Evaluation. In this initial exercise, we will focus on conducting a diagnosis of a nightlife venue. To achieve this, we should address the research question with the help of the script we have designed. The goal is not for participants to provide an accurate diagnosis but to introduce them to on-site data collection tools. Trainers must be familiar with the space to contribute the necessary data, hence the importance of selecting a place that is familiar or for which we already have a prior diagnosis.

Objectives:

In-person:

- Carry out two hours of observation in a nightlife space.

- Answer the questions in the script.

Online**:**

- Analyze a document considered ethnographic.

- Answer the questions in the script

In-person format		
Inclusion criteria in choosing places for observation	**Inclusion criteria in choosing places for observation**	**Inclusion criteria in choosing places for observation**
Criteria for group selection: - The observation group cannot exceed 5 people, not including the trainer. - If necessary for logistical reasons, groups can alternate between observation and online work in successive exercises. - It is recommended to consider the	We will move to a **nightlife venue**; the observation with each group will last 2 hours, and they should integrate into the space and interact when they deem it appropriate to gather the information outlined in the script provided in the previous session. We must remember that this initial practice should be related to the content of **Block 3 of the CRISSCROSS training** (detection and prevention of violence in risk contexts). Therefore, we should focus the	It is expected that, in the next session, each group will have responded, based on the observation conducted, to at least one question from each section of the script.

group composition, at a minimum, in terms of gender diversity.

Criteria for location selection:

- It should be a nightlife venue where the educators have previously worked. Preferably, it should be the same place where the pilot intervention will take place later

- If it is a location where violence occurs, we should question the relevance for an initial observation. In this case, we should consider the previous experience of both the educators and the participants in this or other locations. Participation should never be forced.

Safety elements:

- Consider the arrival and departure from nightlife spaces, ensuring the safety of all participants. Joint arrival and departure from evaluated safe points are recommended.

- Create WhatsApp groups for communication in case of group division or if someone gets lost.

- Do not carry out observations alone.

- Listen to both those accompanying us and those we accompany: do not expose anyone to unwanted situations, end the observation if someone in the group requests it, and in general, show sensitivity and camaraderie within the team.

Criteria for tool selection

- Each partner should use the elements they consider most appropriate in their context. It is recommended that these be dynamics or strategies that trainers routinely use in their interventions.

observation on those topics.

<u>Observation script</u>:

1. Describe one of the observed groups.

- How would you describe the majority of the people in this space?

- Did anyone catch your attention? Why?

- What kind of music are they listening to?

- Regarding gender, what composition do the groups have?

2. Describe the space.

- Is it homogeneous?

- Are there different spaces? Are they used the same way? Are there different rules by gender for access to spaces?

- Do all people use all spaces in the same way?

- Are there unsafe spaces? Why? For whom?

3. Describe the practices.

- What is the main substance? Have you detected other substances?

- Have you detected gender stereotypes regarding consumption? Which ones?

- Have you detected risky behaviors? Which ones?

- Do you think that there are or could be instances of violence? Why? What kinds? Towards whom? By whom?

Online format		
Inclusion criteria	**Proposed exercise**	**Expected result**
We should select documents that we consider ethnographic, in the sense that they showcase practices, situations, or opinions in nightlife spaces that we want to work on or analyze. In this regard, they should be comparable or somehow equivalent to the nightlife spaces we plan to observe in person.	**Content Warning**	By the next session, it is expected that each person will have answered, based on the document analyzed, all the questions in the script.
	We need to consider that if we use the main material, we are showing a situation of real violence. In this case, we are talking about harassment and attempted robbery. There may be someone who finds this uncomfortable and does not want or cannot participate in the exercise. Therefore, we should provide a content warning and change the material for everyone if someone requests it. If we provide the content warning on the same day, we are either forcing someone to expose themselves to the exercise or exposing them to expressing their discomfort in public. To avoid this, we will give the content warning in the first methodology session to provide the opportunity to express discomfort privately and change the material without saying anything to the rest of the group.	
We can choose both audiovisual and written documents, but it's essential to note that we will repeat the exercise in the practices of the first three blocks. Since the themes addressed in each block are related but different, the selected documents may be interconnected, or we can construct a fictional relationship, always ensuring that the realities depicted are comparable or equivalent in some sense.		
Here are some ideas for different formats that could be useful, such as documentaries, YouTubers, or fictional series. Different situations can also be presented based on the experience of the educators; however, this presents the challenge of designing a document rich enough in opinions and descriptions.	**Main material**	
	The facilitator has previously compiled a video by YouTuber Roma Gallardo, showing and justifying an assault at the Feria de Málaga, along with a video by YouTuber For Fast at the Málaga botellón. The latter will provide context to the specific violence in the first video.	
It is recommended to follow the following criteria when selecting or designing these materials:	**Questions to facilitate the analysis (Disclaimer: the questions are phrased using an assumption based on perceived gender identity of the people in the video)**	
- They should refer to a nightlife space similar to the ones we typically engage with.		
- They should allow for discussing the topic corresponding to each block.	- How would you describe the context shown in the videos?	
- They should be rich in first-person	- How would you describe the situation between the underage	

descriptions and/or opinions.

- They should depict a situation or practice that we wish to analyze.

- They should engage the participants in the training.

girls and the two men?

- What do you think of their attitudes?

- What do you think of the girls' attitudes?

- What do you think about the way the girls use their phones?

Secondary material

We propose analyzing two reggaeton music videos, one by Nicky Jam and one by Ivy Queen.

Ivy Queen

https://www.youtube.com/watch?v=3KvJsfBuhIU&ab_channel=IvyQueenLaDivaFC

 Nicky Jam

https://www.youtube.com/watch?v=kkx-7fsiWgg&ab_channel=NickyJamTV

Alternative video (in English):
https://www.youtube.com/watch?v=iUj2OHLAG3w

Questions to facilitate the analysis

- How would you describe Nicky Jam's attitude? And Ivy Queen's?

- Do you think the music videos tell realistic stories?

- What is the difference in the way Nicky Jam and Ivy Queen approach flirting?

- Can you imagine the circumstances that could arise from one way of flirting and from the other?

- Can reggaeton be considered a sexual practice?

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BLOCK 3 - Detection and Prevention of Violence in Risk Contexts

Session 4: Application of the behavior change wheel methodology.

</td></tr>
<tr><td colspan="3" style="text-align:center;">**Session Overview**</td></tr>
<tr><td colspan="3">

Time: 2 hours

To initiate this session, it is essential that we have completed the first practical exercise, as we will use the observations and analyses of ethnographic documents to respond to the research question. The obtained answer will be correlated with the theory of behavior change, ultimately designing indicators that allow us to ascertain whether the conditions for the desired change are present.

Objectives:

- Define a specific change we want to promote in the selected space related to the theory taught.

- Design a list of indicators to check if the conditions for change are met: opportunity/capability/motivation.

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Time	Contents	Description
5'	**Presentation of the session**	Present the activities: the session will be aimed at discussing the practical exercises
30'	**Comment on the practical exercises carried out**	We will leave a space for anyone who wishes to explain their impressions of the practical exercise conducted. **Dynamics:** A discussion will be facilitated on both the observations and the proposed online documents. The questions from the scripts will be used to facilitate this discussion. See questions from **Observation script,** in the case of in-present observation, and the **Questions to facilitate the analysis** for the online format.
25'	**Propose a change**	At this point, and following the previous discussion, we must decide which elements we want to change and why. A criterion to consider is that there should be **opportunity, capability, and motivation** for the change. We will equate in-person and online work, as the documents have been selected to showcase aspects we have worked on or wish to address in nightlife spaces, and therefore, we consider them comparable in some sense. **Dynamics:** - Participants will be organized into teams with a minimum of 3 and a maximum of 6 members

		- The following questions will be posed to the groups: ● What change would you like to encourage in the observed space? ● Are the essential elements for change present? (opportunity, capability and motivation) - A timeframe of 15 to 20 minutes will be allocated for reaching a consensus on the answer. - The consensus responses from each group will be presented, and a single element of change will be selected for the in-person approach, and another for the online format.
15'	**To know how to lose and provide support**	The purpose of this exercise is to show that we cannot always make changes, as many times the context is so complex that it does not allow it. We must explain that in such cases, we should only offer support. **Dynamics:** An audiovisual material will be presented along with questions to facilitate the debate.
20'	**Design of indicators to promote change**	Building on the previous discussion, we need to create indicators that highlight the opportunities, capacities, and motivations for the desired change. **Dynamics:** With the same groups from the initial activity, participants should create a minimum of 2 indicators each that allow us to infer the existence of motivation (2), opportunity (2), and the capability for making the proposed change (2). We should allocate a minimum of 10 minutes for discussion.
20'	**Intervention proposal**	The participants will suggest an initial activity for intervention. The proposal should be related to the change we want to promote. **Dynamic:** - Maintaining the same groups, we will allocate about 10 minutes for them to come up with a straightforward intervention proposal. It could be a dynamic, a question, an action, etc. - The proposed activity should be related to the **opportunity, capability, and motivation** for change identified earlier. - Finally, we will spend another 10 minutes presenting all the interventions and selecting one.
5'	**Closure of the**	Conclude by specifying the day and time of the next session.

	session	

MATERIALS

BLOCK 3 - Detection and Prevention of Violence in Risk Contexts **Session 4:** Application of the behavior change wheel methodology.

| Content	Material proposed by ABD
To know how to lose and provide support	[Video Requiem for a Dream - The monologue of Ellen Burstyn](#) **Questions for discussion:** - What are the reasons for Ellen's consumption? - Can you identify Ellen's motivations, opportunities, and capabilities to consume? - And the motivations, opportunities, and capabilities for not consuming? - What type of intervention would be necessary to help Ellen?
	Criteri di selezione dei materiali
	In this part of the session we should provide audiovisual materials that support the theory and allow us to reflect on structural violence. We need to be able to identify the three elements of reverse change, motivation, opportunities and the capacity not to change.

BLOCK 4

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How to apply the behavior change wheel model

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- **Session 1: Design of an intervention**

- **Session 2: Implement an intervention - Practice 4**

- **Session 3: Assessment and Evaluation**
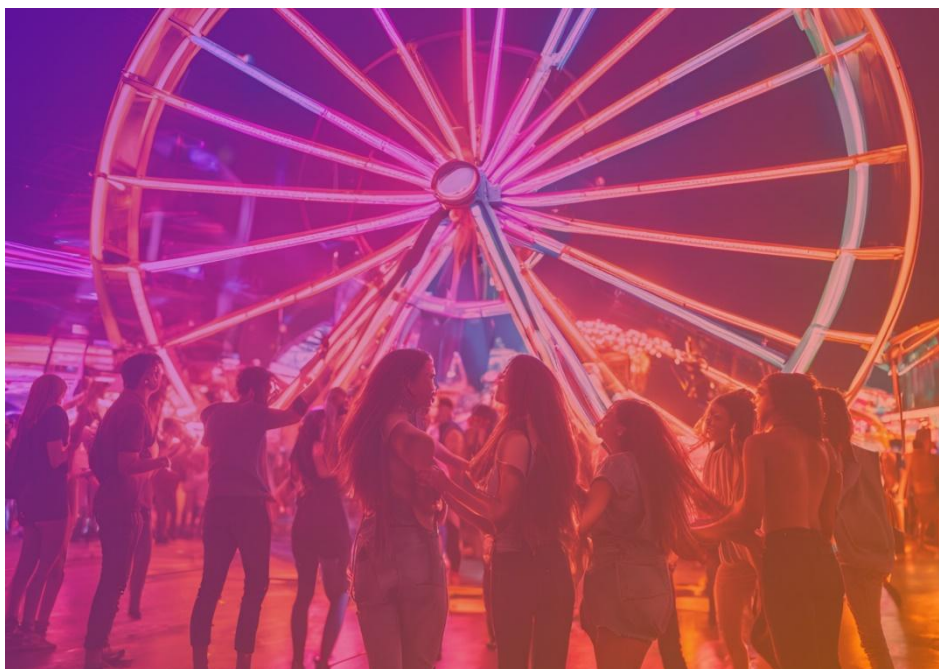
BLOCK 4 - How to apply the behavior change wheel model **Session 1:** Design of an intervention	
Session Overview	

Time: 3 hours

The purpose of this final training block is to put into practice the knowledge transmitted during all previous sessions. This first 3-hour session will focus on planning a specific action that addresses one of the behavior change questions generated throughout the practical exercises in the previous methodology sessions. The intervention framework, intervention groups, and shifts will be explained. The rest of the session will guide the groups to choose a behavior change question from those generated earlier and to implement a specific intervention during their practice. At the end of this session, all groups must present the following sections:

- What change they want to generate

- Indicators of capability/opportunity/motivation

- Specific action and how it relates to indicators

- Expected outcomes

For this session, it is a mandatory requirement to conduct the practice in person given the importance of being able to implement a specific action that allows putting the transmitted knowledge into practice at least once throughout the training.

Objectives:

- Explain the intervention context: stand with itineraries

- Establish working groups

- Set schedules for the practical part of each working group

- Ensure that each working group has its own intervention plan to implement

Time	Contents	Description
10'	**Presentation of the last block and the session**	The last block will be presented, and its operation will be explained. It will be emphasized that there is no online option for the practical part in this case. The longer duration of the practical part and its operation will be explained in this first session. The second session will be the practical part, and the last session will be the closure of the intervention and the training.

20'	**Explanation of the operation of the last practical part and the intervention context.**	It will be explained how the practical part of this last block will be carried out: groups will work, and they will have to select and work to answer 4 aspects:
		- 1 previously worked question of change
		- Their COM (capability, opportunity, motivation) indicators
		- 1 specific action
		- The expected results and the indicators to measure them
		The context in which the specific action must be included will be explained.
		The specific action must be related to one of the 3 previous content blocks: sexuality & gender relationships, substance use, or violence.
10'	**Division into working groups and distribution of shifts in the intervention.**	The group will be divided into teams.
		The shifts will be explained, and they will be given a few minutes to organize and decide.
		Finally, the shifts will be assigned.
120'	**Working time**	Groups will be given time to work on the 4 aspects they need to address.
		Questions will be attended to and answered. It is advisable to pay attention to the groups to provide guidance.
		Materials that are considered relevant can be used.
5'	**Closure of the session**	The session will be closed by asking if there are any questions. The schedules and meeting locations will be confirmed, and the session will be concluded.

MATERIALS	
BLOCK 4 - How to apply the behavior change wheel model **Session 1:** Design of an intervention	
Content	**Material proposed by ABD**
Explanation of the operation of the last practical part and the intervention context.	Basic information about the pilot to be implemented through the CRISS CROSS project and the conducted diagnosis.
	Criteria for selecting materials
	The first two points have been worked on individually throughout the entire training. In case they are not available, they can be addressed specifically for the pilot, discarded, etc. The selection of the practice location can be where the pilot will be implemented or in other spaces where similar interventions already take place (such as stands in leisure spaces, for example).
Working time	**Material proposed by ABD**
	Materials generated individually during the entire training process will be used. During this process, data from specific research will be employed.
	Criteria for selecting materials
	In cases where groups do not have change questions, some questions specific to the pilot (whether used or not), others to be tested, from other partners, etc., can be provided. Data from individual, national, or European research can be used. It is recommended to consider the group composition, at least regarding gender diversity.

BLOCK 4 - How to apply the behavior change wheel model		
SESSION 2. PRACTICE 4: Implement an intervention		

Description of the exercise

Time: 4 hours

This practice, mandatory, will consist of implementing the intervention designed in the previous session. The practice will take place in the space where the pilot will be conducted. The specific actions to be implemented will be carried out in the context of the base intervention that will take place in the pilot, and it will be adapted for each partner.

ABD proposal for intervention: set an informative stand with 3 people and 1 technical staff, and 3 people conducting itineraries with 1 technical staff. Groups will be organized in shifts of 2 hours, and the total intervention will last 6 hours per day.

Roles within each group will be divided into two: individuals implementing the specific action and individuals evaluating the development of this action. The remaining 2 hours of the session will be dedicated to group work around the preparation of the activity, implementation, data collection, and evaluation.

Objectives:

- Implement a specific action to bring about a concrete change within the framework of a social intervention.

- Evaluate the implementation of a specific action in relation to the proposed change within the framework of a social intervention.

In-person format

Inclusion criteria in choosing places for observation	Proposed exercise	Expected result
Criteria for group selection: - The observation group cannot exceed 5 people, not including the trainer. - If necessary for logistical reasons, groups can alternate between observation and online work in successive exercises. - It is recommended to consider the group composition, at a minimum,	Implementation of a specific action to bring about a concrete change within the framework of a social intervention. The following script from the previous session must be completed for this: - 1 previously worked question of change - Their COM (capability, opportunity, motivation) indicators - 1 specific action	It is expected that, in the next session, each group will have responded, based on the observation conducted, to at least one question from each section of the script.

in terms of gender diversity.

Criteria for location selection:

- It should be a nightlife venue where the educators have previously worked. Preferably, it should be the same place where the pilot intervention will take place later

- If it is a location where violence occurs, we should question the relevance for an initial observation. In this case, we should consider the previous experience of both the educators and the participants in this or other locations. Participation should never be forced.

Safety elements:

- Consider the arrival and departure from nightlife spaces, ensuring the safety of all participants. Joint arrival and departure from evaluated safe points are recommended.

- Create WhatsApp groups for communication in case of group division or if someone gets lost.

- Do not carry out observations alone.

- Listen to both those accompanying us and those we accompany: do not expose anyone to unwanted situations, end the observation if someone in the group requests it, and in general, show sensitivity and camaraderie within the team.

Criteria for tool selection

- Each partner should use the elements they consider most appropriate in their context. It is recommended that these be dynamics or strategies that trainers

- The expected results and the indicators to measure them.

The specific action will be framed within a typical intervention that will take place during the pilot.

ABD proposal for intervention. The proposal for intervention has two main forms: static attention from an informational stand, with informative materials, specific posters, and necessary materials. The other form of contact with the user population is through itineraries around the surrounding spaces of the intervention area.

For actions at stands and itineraries, the following resources will be available:

- Breathalyzers

- Drug trivial game

- Responsible dispensing of barriers

- Pasa palabra (Word game)

- Clue game about sexual violence (Cluedo de violencias sexuales)

- STI (Sexually Transmitted Infections) game

Similarly, within each team, there will be a role for individuals who collect data during the action with the aim of evaluating their results based on the desired change. For this purpose, the tools provided will include:

- Non-participant observation

- Knowledge evaluation dynamics (Word game, drug trivia, and responsible dispensing of barriers)

- Shazam (a music recognition app)

routinely use in their interventions.	- Photography	
	- Priority diagram	
	- Audio recordings	

<table>
<tr><td colspan="3" style="text-align:center">**BLOCK 4 -** How to apply the behavior change wheel model

Session 3: Assessment and Evaluation</td></tr>
<tr><td colspan="3" style="text-align:center">**Session Overview**</td></tr>
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Time: 3 hours

This last session of the block will be based on the previous mandatory practical session. It will involve revisiting the work done in the first session of the last block and conducting an evaluation of the implemented action. Similarly, the focus will be on the obtained results and expected outcomes.

A review of the action's functioning in relation to the proposed objectives and the selected change question will be conducted.

Finally, the session will address strengths and improvement proposals for the implemented action.
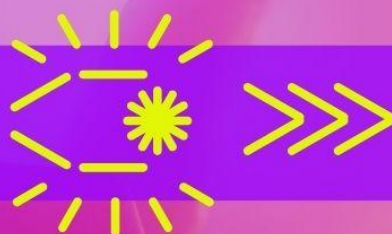
Ultimately, an overall evaluation of the training will be conducted using the methods proposed by the University of Seville, focusing on relevant aspects.

Time	Contents	Description
5'	**Presentation of the session**	The topics to be covered in the last block and its contents will be introduced: a discussion on the implemented actions and their evaluations, assessment of both aspects, evaluation of the training, and an overall assessment of the entire training.
45'	**Discussing the intervention context and specific practices**	We will gather the working teams and provide a space for anyone willing to share their impressions about the practical exercise. Likewise, we will use the questions from the scripts worked on in previous methodological sessions. The questions related to the **Descriptions of practices** from each previous thematic block will be employed. To conclude this part of the session, a video from a media outlet portraying the nightlife practices of young individuals involving substance use will be shown. A set of questions will be presented to the groups to stimulate discussion: - Are there similarities in the practices? And differences? - Do you think there are changes in the COM indicators? - What actions would you implement in this context? The same ones? Why? Different ones? Why?
80'	**Discussing the implemented action and its**	Building on the previous video and the generated discussion, the specific actions that each group implemented will be introduced. Each team will be given time to answer a series of questions:

	results ✳	- What action did you implement? What COM indicators did your action target? - Does the action fit within the intervention framework? How? Why? Potentials and/or barriers? - What were your expected results? What have been the obtained results? - Have you achieved the proposed objective? How? Why? - What went well with your action? And what went wrong? Why? - How would you improve your action? Do you have any ideas for new specific actions or dynamics? - How would you improve the intervention (stand + itinerancy)? The trainers will guide the working process and address any specific questions that arise.
40'	**Delivery of materials, assessment, evaluation, and closing of the training**	Different materials that will be given to all participants in the complete training will be presented and explained. Each of them and their contents will be explained. It will be clarified that part of the evaluation of the CRISS CROSS program involves administering a survey to the individuals receiving the training. Finally, it will be reminded that another questionnaire on the evaluation of the training will be administered. The training will be closed by asking for their impressions on the content, the practices, whether any aspect was missing or surplus, applicability in their fields, etc. Contacts, addresses, social media, and other relevant information will be provided. The participants will be thanked and the training will be officially concluded.

MATERIALS

BLOCK 4 - How to apply the behavior change wheel model **Session 3:** Assessment and Evaluation

Content	Material proposed by ABD
Discussing the intervention context and specific practices	**Script of questions related to the practices from the previous blocks:** **BLOCK 1 - Gender and Sexualities. Describe the practices:** - Have you identified gender stereotypes? Which ones? - Have you noticed dynamics or practices linked to gender? Which ones? - Do you perceive the space as equitable in terms of gender and experiences of sexuality? **BLOCK 2 - Substance Use. Describe the practices:** - What is the main substance? Have you identified other substances? - Have you observed gender stereotypes related to substance use? Which ones? - Have you identified risky behaviors in substance use? Which ones? - Have you noticed any practices of care? Which ones? **BLOCK 3 - Detection and Prevention of Violence in Risky Contexts. Describe the practices:** - Have you detected gender stereotypes? Which ones? - Have you noticed dynamics or practices linked to gender? Which ones? - Do you perceive the space as equitable in terms of gender and experiences of sexuality? - Do you think that violence occurs or could occur? Why? What kinds? Towards whom? By whom? For the second part, the **suggested video** is related to the phenomenon commonly known as the "Botellón Train," a social phenomenon recurring over the years. It involves young people from the urban area of Barcelona traveling to more distant areas of the metropolitan area to attend two nightclubs, starting their consumption on the trains they use for transportation. This news, with video and text, is from 2023: [Tren del Botellón – El Periódico]
	Criteria for selecting materials

For the selection of **audiovisual material**, the criteria are:

- It should depict the target population of the pilot and their nightlife practices.

- It should show substance use practices.

- The practices shown should be similar but with differences; for example, different consumption spaces or modes of transportation. In the case of ABD, the pilot and this material have in common that they show nightlife and public alcohol consumption practices linked to formal leisure spaces, but in the video, one of the places where consumption occurs is different from where the pilot will be implemented.

The goal is to present similar contexts to introduce, in the next section, the adaptation of proposed actions within the framework of the type of intervention and context.

Delivery of materials, assessment, evaluation, and closing of the training	**Material proposed by ABD**
	Final materials to be distributed proposed by ABD: - Repertoire and directory of compiled resources - Catalog of best practices compiled by the CRISSCROSS project - Materials generated during the training - Preventive materials specific to the entities and generated with the CRISSCROSS project
	Criteria for selecting materials
	The materials generated through the CRISSCROSS project that are delivered can be agreed upon in advance among all the partners. The specific materials to be delivered can be selected based on criteria of suitability for the context of each partner.

criss cross

Intervention program in nightlife, leisure and socialization venues to raise awareness and prevent GBV behaviours – including LGBTIphobia – linked to sexual violence and substance use

crisscross_project

www.crisscrossproject.org